

# GOLD

## preliminary

PRELIMINARY ENGLISH TEST

### teacher's book

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## About the exam

The Cambridge English: Preliminary exam is made up of three papers, each testing a different area of ability in English. Paper 1: Reading and Writing is worth 50 percent of the total mark. Paper 2: Listening and Paper 3: Speaking are each worth 25 percent of the mark.

### Paper 1: Reading and Writing (1 hour and 30 minutes)

Paper 1 has two sections. The Reading section has five parts (35 questions) and is worth 25 percent of the final exam mark. The Writing section has three parts and is also worth 25 percent of the final exam mark. Each part tests different reading and writing skills.

Reading	
<b>Part 1</b> <b>Three-option multiple choice</b>	Choose the correct answer from three possible options for each of five very short texts (e.g. notices, emails).
<b>Part 2</b> <b>Matching</b>	Read descriptions of five people, then match each person's requirements to one of eight short texts.
<b>Part 3</b> <b>True/False</b>	Read a text which provides information (e.g. a brochure or website) and decide whether ten statements are correct or incorrect.
<b>Part 4</b> <b>Four-option multiple choice</b>	Read one long text and answer five multiple-choice questions about it.
<b>Part 5</b> <b>Four-option multiple choice cloze</b>	Complete a short text with text gaps by choosing the correct word from four possible answers for each gap.

Writing	
<b>Part 1</b> <b>Sentence transformations</b>	Read five pairs of sentences and complete the gap in the second sentence so that it means the same as the first.
<b>Part 2</b> <b>Short communicative message</b>	Write a short message, e.g. an email or postcard, including three things mentioned in the task. You will write between 35 and 45 words.
<b>Part 3</b> <b>Longer piece of continuous writing</b>	Choose one of two tasks and write around 100 words. You can either reply to a letter from a friend or write a story using the title or the first line you are given.

### Paper 2: Listening (approximately 30 minutes)

The Listening Paper has four parts, with a total of 25 questions. It is worth 25 percent of the final mark. You hear each recording twice.

Listening	
<b>Part 1</b> <b>Multiple choice (discrete)</b>	Listen to seven short recordings and, for each one, choose the correct picture out of three options.
<b>Part 2</b> <b>Multiple choice</b>	Listen to a talk or interview and choose the correct answer from three possible options.
<b>Part 3</b> <b>Gap-fill</b>	Listen to someone giving information and complete six gaps in a page of notes.
<b>Part 4</b> <b>True/False</b>	Listen to a conversation and decide whether six statements are true or false.

### Paper 3: Speaking (10–12 minutes)

There are four parts to the Speaking Test. You take the Speaking Test with another candidate, and there will be two examiners. One examiner asks the questions and the other examiner just listens.

Speaking	
<b>Part 1</b> <b>Personal questions</b> (2–3 minutes)	Answer the examiner's questions about your present situation, past experiences and future plans.
<b>Part 2</b> <b>Simulated situation</b> (2–3 minutes)	Look at a set of pictures and discuss a situation that the examiner gives you.
<b>Part 3</b> <b>Extended turn</b> (3 minutes)	Talk about a photograph for about one minute and listen to your partner's description of a different photograph. Both photos will be about the same topic.
<b>Part 4</b> <b>General conversation</b> (3 minutes)	Discuss a question or questions with your partner. The question(s) will be on the same topic as the photographs in Part 3.



# Rationale

Welcome to *Gold Preliminary*, an innovative and engaging course for students preparing to sit Cambridge English: Preliminary or working at B1 on the common European framework. *Gold Preliminary* follows a similar identity and approach to the previous *Going for Gold Intermediate*, but with all new content more clearly aligned to the exam. Rich authentic texts, carefully chosen to appeal to adults and older teenagers, provide the basis for lessons that will captivate the interest of both students and teachers alike.

A well-prepared Preliminary student will enter the exam confident both of their English level and the best strategies to approach each task. Students will finish the *Gold Preliminary* course confident of what to expect in the Exam from the detailed Exam focus section and tips for every practice task. In addition, there is an extensive Writing reference section with sample graded answers and comments, and useful language for each genre.

The *Gold Preliminary* package combines a suite of printed and digital components that can be used individually or in a multitude of combinations to suit the learner's needs and the technology available. The table on page 7 gives an overview of how the components available with *Gold Preliminary* fit together. The Teacher's notes include many ideas for how and when to integrate the different components to provide a seamlessly integrated and easy-to-use course package that both tech-savvy teachers and those using an interactive whiteboard for the first time will find invaluable.

Pages 32-33

Contents	Exam Information	Unit 1
Unit 2	Progress Test 1	Unit 3
Unit 4	Progress Test 2	Unit 5
Unit 6	Progress Test 3	Unit 7
Unit 8	Progress Test 4	Unit 9
Unit 10	Progress Test 5	Unit 11
Unit 12	Progress Test 6	Communication activities
Grammar reference	Writing reference	Functions bank and Exam focus

Navigation bar: Shortcuts, Extra Resources, Games, Tool Box, Phonetic Chart, Help



# Main features of course

**Leaving a record**

**4**

**Speaking**

1 Work in pairs and discuss the questions.

- Are there any historical places or buildings in your city/town? Describe them.
- What's the most interesting historical place or building you've visited? Why?
- Which historical place or building would you like to visit in the world? Why?

**Reading**

Multiple-choice cloze (Part 5)

**EXAM TIP**

Look at each gap carefully and think about what word is the best choice. Choose the best one from the four options and choose the best one.

**LANGUAGE TIP**

Read the text more carefully. What word do you think goes in each gap? Compare your ideas in pairs.

**TheDailyNews**

**New technology finds old history**

History professor David Kennedy has (1) *discovered* almost 2,000 ancient sites in Saudi Arabia, despite being in Australia. (2) *Instead of* using traditional tools, he found the underground sites from space using satellite technology (3) *available* to everyone. To find the sites, David looked at hundreds of images and (4) *compared* them to pictures of known sites. As well as that, he asked a friend (5) *to help* him. These (6) *are* his results. The professor believes the sites could be (7) *up to* 8,000 years old, although he cannot be sure without tests on the ground. Traditionally, this kind of technology was expensive and only available to scientists. However, these days an internet connection is enough, and ordinary people can also get involved. In fact, thousands of people have (8) *used* it. In the search since satellite images of Earth (9) *are* online, so we can (10) *find* more discoveries like this (11) *in the* future.

32 Leaving a record

**READING FOCUS**

**4**

Look at the example (0). Then choose the best option for each gap 1–10 from the four choices.

0 A collected	B got	C discovered	D realised
1 A Rather	B Enough	C Instead	D Even
2 A possible	B available	C spare	D public
3 A compared	B measured	C studied	D checked
4 A where	B which	C whose	D who
5 A approved	B decided	C agreed	D confirmed
6 A more	B over	C close	D near
7 A shared	B interested	C involved	D joined
8 A showed	B appeared	C displayed	D arranged
9 A look	B expect	C suppose	D wait
10 A at	B on	C in	D for

**Speaking**

5 Work in pairs and discuss the questions.

- Which other parts of the world might have hidden sites like this? What would you like to find there?
- What are the advantages and disadvantages of this kind of technology?

**Vocabulary**

Linking words: addition and contrast

**LANGUAGE TIP**

Look at the linking words in bold in the text. Work in pairs and answer the questions.

- Which add information?
- Which show contrast?
- Which join two clauses?
- Which start a new sentence?
- Which is followed by an -ing form?

7 Rewrite the ideas using the linking words in brackets.

- I'm interested in history. I don't have time to watch many programmes about it. (*despite*)
- I'd love to discover something with satellite technology. I don't really have time. (*however*)
- I love going to busy cities. I enjoy visiting historical sites. (as well as that)
- I hope to see the Egyptian pyramids one day. It's not cheap to get there. (*although*)
- I read a lot of books about the world. I learn a lot from the internet. (*also*)
- There's a famous historical site in my country. I haven't been there. (*though*)
- I studied history at school. I haven't looked at a history book for years. (*in spite of*)

8 Work in pairs. Which of the sentences in Activity 7 are true for you? Can you change any of the other sentences so they are true for you?

Unit 4 Leaving a record 33

**DISCUSSION LEAD-IN**

**EXAM TIP**

**LANGUAGE TIP**

**LANGUAGE IN CONTEXT**

**PERSONALISATION**

## Dynamic learning

Using *Gold Preliminary* makes it easy to teach light, fun classes with stimulating, discussion-rich lessons together with lots of personalisation. There is a strong emphasis on communicative practice and the development of natural speaking skills to develop student confidence.

## Better class flow

Material in *Gold Preliminary* is divided into lessons on spreads or pages so that there is a natural progression through a variety of activities including individual, pair- and classwork. Each unit contains practice for all of the papers of the Cambridge English: Preliminary exam, and every lesson includes an integrated range of skills including plenty of discussion.

## Vocabulary presented in chunks

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

## Comprehensive exam practice and support

*Gold Preliminary* ensures that students know what to expect in the exam and how to deal with each part effectively, thanks to the carefully-staged exam tasks and comprehensive Exam focus section detailing strategies for every part of the exam, as well as extra tips with every exam task. Support levels are graduated through the book to help prepare students for tackling the tasks independently in the exam. The *Exam Maximiser* also provides plenty of revision, practice and extension, as well as a complete Practice test, Vocabulary bank and advice on how to avoid making common exam errors.

## Extensive digital package

The *Gold Preliminary* digital components provide an easy-to-use solution for teachers and schools who wish to incorporate technology to a greater extent in their classes to provide a more engaging student experience. Components include an Audio CD-ROM for students, and *ActiveTeach* interactive whiteboard software and the *Testmaster* for teachers. You will find many ideas of how and when to use these included in the Teacher's book along with other suggestions for incorporating technology such as useful websites.



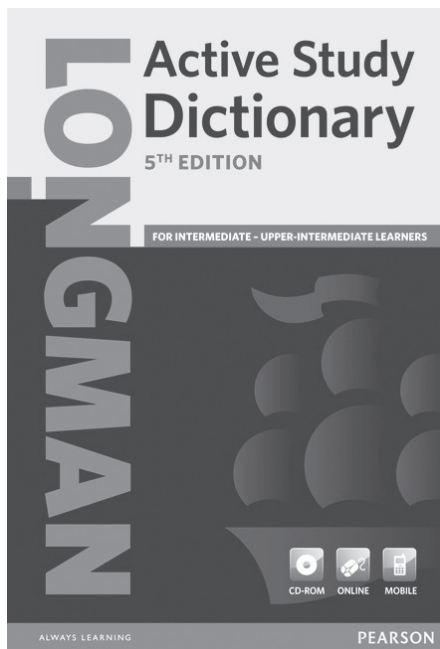
# Gold Preliminary Package Components

Component	Technology Required	Description
<b>Coursebook</b>		The <i>Gold Preliminary Coursebook</i> includes 12 engaging units integrating all skills and papers, authentic texts and exam-style practice and exam tips with every exam task. It also contains a Grammar reference with practice activities, a comprehensive Writing reference including model answers for each text type, a Functions bank with practice activities and a detailed Exam focus section.
<b>Audio CD-ROM</b>	student tablet / computer	<p>The <i>Gold Preliminary Audio CD-ROM</i> provides students with the full Coursebook audio so they can listen again at home. Teachers who choose not to use the IWB software can use the Audio CD-ROM to play the audio in class, either directly through a computer or by burning the MP3 files to an audio disc.</p> <p>The Audio CD-ROM includes interactive practice activities to extend and review language from the <i>Coursebook</i>. There's an additional activity for every Grammar focus and Vocabulary focus section, and one for each Listening focus section, focusing on further vocabulary from the text. There are also interactive versions of the six Progress tests.</p>
<b>Exam Maximiser</b>		<p>The <i>Exam Maximiser</i> is an additional practice book providing extra work on exam tasks and language points. Activities follow on from but are not dependent on the <i>Coursebook</i>.</p> <p>The <i>Exam Maximiser</i> includes plenty of extra listening practice. It includes a complete Practice exam as well as a Functions bank and a section on common mistakes in the exam and how to avoid them.</p> <p>In the <i>Teacher's book</i>, activities from the <i>Exam Maximiser</i> are suggested at the end of each lesson. These can be completed in class or as homework.</p>
<b>Teacher's book</b>	photocopier for photocopiables	<p>The <i>Gold Preliminary Teacher's book</i> is a complete guide to using all of the <i>Gold Preliminary</i> components in a blended classroom. You'll find lesson plans for all coursebook spreads along with answers, audio scripts, and sample answers for writing tasks for every unit.</p> <p>The Teaching notes include references to all of the components as well as many supplementary ideas for warmers and extension activities. You'll find advice on using the digital components and other ideas for a blended classroom, including useful websites.</p> <p>It also includes 24 photocopiable activities (two for each unit) to provide extra communicative practice in class.</p>
<b>Testmaster</b>	computer / printer	The <i>Testmaster</i> provides the teacher with customisable tests including placement tests, a unit test for each unit, four progress tests, and an exit test.
<b>ActiveTeach</b>	Interactive Whiteboard / projector	<p><i>Gold Preliminary ActiveTeach</i> is sophisticated IWB software which can be used during all classes to display text and pictures, play audio and do activities.</p> <p>Key features include 'click through' navigation to move from one activity to the next without having to return to the page spread (although that option is always there), 'show answers' for all activities, four additional interactive activities per unit, video of a mock speaking test, and tools for both using the content provided and adding notes, links and documents.</p> <p>Each unit has two pre-populated games practising key grammar or vocabulary from the unit. Teachers can also create their own new games (look for the games controller icon in the toolbar). There is a timer and a teacher-controlled scoreboard for other classroom activities.</p>



## Recommended Pearson products for use with *Gold Preliminary*

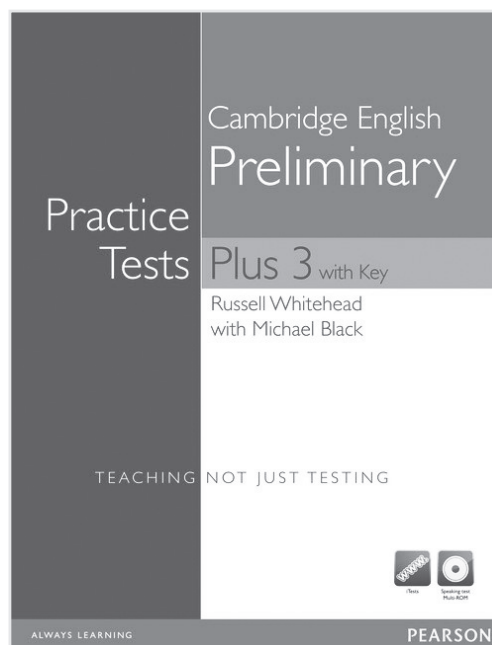
### Longman Active Study Dictionary



The *Longman Active Study Dictionary* highlights the 3000 most common English words to help students target the words they really need to know. A focus on collocations and academic words, and an *Integrated Thesaurus* help students expand their vocabulary and learn the meanings of words quickly.

- 100,000 words, phrases and meanings, including the *Academic Word List*
- *Integrated Thesaurus* explains 6000 synonyms, antonyms and related words
- 20,000 *Collocations* show typical word combinations to help students remember which words to use together
- Clear definitions written using only 2000 common words
- New *Signposts* help students find the meaning of words quickly
- Phrases with natural examples explain how typical idiomatic expressions are used
- *Grammar and Usage* notes help students avoid common errors
- *Language Notes and Grammar Reference* help students to be more accurate

### Practice Tests Plus Cambridge English: Preliminary 3



The *Practice Tests Plus Cambridge English: Preliminary 3* offers comprehensive practice for each exam paper and includes:

- eight complete practice tests in the exam format
- MP3 disc with the complete material for the Listening papers
- detailed overviews, guidance, strategies and tips on each exam paper
- Speaking and Writing files with useful language and model answers

*Practice Tests Plus Cambridge English: Preliminary 3* includes a Multi-ROM with DVD:

- complete Speaking test video
- examiner's feedback on student performance
- photocopiable worksheets and teaching ideas
- sample writing answers with examiner's feedback



# Teaching strategies

The *Gold Preliminary Testmaster* includes an entry test which may be used as an aid to establish whether a student is at an appropriate level for the *Gold Preliminary* course. Even if two students were to attain an identical numerical score, no two learners are exactly the same, and consequently it is natural that every teacher has to manage a degree of diversity in their class due to variation in prior knowledge, learning pace and style, and motivation.

A key aspect to successfully teaching a multi-level class is to know your learners.

## Ideas to help you know your learners:

### Student reflection

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

### Test to help you teach

The *Gold Preliminary Testmaster* includes a range of assessment resources including entry and exit tests, 12 unit tests, and four progress tests. Using these tests can help you focus your classes more precisely to your students' needs.

### Make time to listen

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

### Read student writing regularly

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

### Tutorials

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

### Record-keeping

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

## Manage multi-level classes

### Plenty of pairwork

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

### Mix them up

The more diverse your class, the more important it is to change partners regularly to ensure students get a range of practice with people with different strengths. This is particularly important for preparation for the Speaking paper where students will be paired with someone who may have a higher or lower level than themselves. Repeating an exercise with a new partner is a useful strategy which gives students of all abilities the opportunity to improve their first performance.

### Offer choices

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

### Have a plan for fast finishers

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

### Provide extra support

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

- giving students the opportunity to rehearse before discussion activities, e.g. 'You're going to speak with your partner about the pictures on page X, take a minute now to look at them and think about what you're going to say. I'll let you know when to begin.'
- for writing activities, eliciting starters on the board which students may choose to use.
- encouraging students to listen to the audio again after class on their *Audio CD-ROM*.



# Identity

## 1

## Speaking & Grammar focus

### Speaking

#### Aim

- to meet classmates, get to know them better and develop speaking skills

#### Warmer: Name mingle

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

- 1 Model the activity by answering the questions yourself and telling the students about your own name. Put students into pairs to discuss the questions. Elicit any interesting or surprising information from each pair in open class.

#### Answers

- 1 Students' own answers

## Reading

#### Aim

- to develop reading skills and see different question forms in context

- 2 Write the title of the article *What's in a name?* on the board or zoom to the heading on ActiveTeach if you are using it. Students discuss the meaning of the question in pairs/small groups and then read the article to find out if they are correct. Check the answer in open class.
- 3 Ask students to read the questions and check they understand them. Then ask them to read the text again to find the answers. Put students into pairs to compare their answers, then check the answers with the whole class.
- 4 Put students into pairs to discuss the question. If students need help, ask them to think about gender, age, family background, educational background, job and personality. When they have finished, elicit answers from one or two students in open class.

#### Answers

- 2 The question asks what a person's name means and what effect it can have on the owner. This is what the article is about.
- 3
  - 1 People behave differently towards someone with a less popular name, e.g. teachers give different marks.
  - 2 People are more likely to choose a job or a place to live that begins with the same letter as their first name.



#### 4 Students' own answers

## Question forms

### Aim

- to review *yes/no* questions and *wh-* subject and object questions, and practise using them

- 5 Focus students on the three different question types in the chart, on ActiveTeach if you are using it. Put them into pairs and ask them to complete the chart with the correct bold question in the article. Refer students to the **Grammar reference** on p.124 (or on ActiveTeach) to check their answers.
- 6 Play the recording for students to listen and answer the questions. To play the recording via ActiveTeach, click on the recording icon in Activity 6. Check answers with the class.
- 7 Elicit the first question from the whole class to demonstrate the activity. Read out the **Language tip** and then ask students to work alone and write the other four questions. Put students into pairs to compare and discuss their answers.
- 8 Play the recording from Activity 6 again so students can check their own answers. Check answers with the whole class, asking students to identify each question type.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to discuss the answers and then invite a student to order the words to make questions. Alternatively, ask students to work through the activity on their Audio CD-ROMs.

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

### Answers

- 5 1 Have 2 unusual names 3 appeared only recently?  
4 How 5 does 6 your name 7 affect your life?  
8 Who 9 knows 10 the reason for this?
- 6 1 Destiny 2 No, it's common in New York.
- 7 1 How do you spell that?  
2 Have you been to New York before?  
3 Who gave you that name?  
4 Why did she choose it?  
5 Do you know your parent's reason for choosing your name?
- 9 Students' own answers

### Additional activity: Guess the question

Ask students to draw eight large circles on a blank piece of paper. Dictate the eight questions below. Students then write a one- or two-word answer for each question in the circles, in a random order. Put students into pairs and ask them to swap papers. They take it in turns to point to an answer and ask the question that they think it relates to. If their question is grammatically correct and their partner answers the question with the same answer that is in the circle, they get one point. The student with the most points in each pair after all the questions have been asked wins.

- 1 Which person calls or texts you every day?
- 2 Which country attracts you the most?
- 3 What do you enjoy doing on Friday evenings?
- 4 What's your favourite place to visit?
- 5 What's your favourite activity?
- 6 Who has cooked you a meal recently?
- 7 Have you ever played an unusual sport?
- 8 Who are you going to spend time with at the weekend?

### Useful resources: The web genius

A fun website/mobile app that gives exposure to *yes/no* questions is <http://en.akinator.com>. Choose a real or fictional person who is internationally well known and answer a series of questions until the web genius guesses the person. After students have tried this out, get them to play the game orally with each other so that one person in each pair becomes the web genius and produces the questions themselves.

Additional practice | Grammar, Maximiser p.6

## Speaking

### Personal questions (Part 1)

#### Aim

- to introduce an exam-style speaking task and practise answering personal questions

- 10 Refer students to the **Exam focus** on p.159 and turn to it on ActiveTeach if you are using it. Read through it with the students, making sure they understand what happens in Part 1 of the speaking exam. Play the recording then put students into pairs to discuss their answers. Check answers with the whole class. Read out the **Exam tip** and make sure students understand it.



### Functions bank: Giving personal information

Use this section of the Functions bank on p.152 of the Coursebook to give students useful phrases and practice in giving personal information, either in class or for homework. There is a table showing how the letters of the alphabet are pronounced. This will help students to spell their names correctly as they will need to do in the Cambridge English: Preliminary speaking exam. See p.108 of the Teacher's Book for the answer key.

### Additional activity

To give students practice in spelling their names, put them into small groups. Each student tells the group their first name and surname while the others just listen. They must not write anything until all students have given their names. Students then write down the names of the other students in their group with the spelling they think is correct. Finally, each student tells the group how to spell their names while the others check if they have written the names correctly. The student who made the fewest mistakes in each group wins.

- 11** Put students into pairs. Ask them to brainstorm questions for each of the four topics, either in pairs or as a whole class. The pairs then ask each other at least two questions for each topic and assess each other's answers according to the information in the **Exam tip**. While they are speaking, monitor and note down any errors. When they have finished, ask students to give each other feedback and then elicit how they found the task in open class. Elicit corrections to any errors.

### Answers

- 10** Speaker 2 gives the better answers because he answers the questions and then gives more information about himself.
- 11** Students' own answers

### Alternative activity: Mingle

Ask the class to brainstorm ideas for questions for each of the four topics and write them up on the board. Ask students to move around the class, asking at least two questions to each student. Encourage students to ask a variety of questions as they change partners. This will give them the chance to answer some of the questions more than once so they can improve their answer each time. It also gives them a chance to get to know their classmates better.

Additional practice | Maximiser p.7 | MyPreliminaryLab

## Listening focus

### Listening

#### Multiple choice (Part 1)

#### Aim

- to complete an exam-style listening task (Paper 2, Part 1)

- Refer students to the **Exam focus** on p.158 and turn to it on ActiveTeach if you are using it. Read it through with the students, making sure they understand what happens in Part 1 of the listening paper. Put students into pairs to discuss the questions. Elicit answers from one or two pairs in open class and check students understand the meaning of *fair* and *dark* in preparation for Activity 2.
- Ask students to read question 1 in Activity 4. Play the recording so students can answer the question in Activity 2. Put students into pairs to compare and discuss their answer and then check the answer with the whole class.
- Read out the **Exam tip** to students and make it clear they must listen to the whole recording, as there will be distracters in the recording which they need to avoid. Play the recording for students to answer the questions. Put them into pairs to compare and discuss their answers before checking with the whole class.
- Give students time to read questions 2–7. Check students understand *toothpaste*, *towel*, *sun cream*, *dolphin*, *dentist*, *dry cleaner*. Play the recording twice, allowing students time to discuss their answers in pairs before they listen for a second time. Check answers with the whole class and discuss what information gave the answer in each.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to choose the correct word in each sentence and then check answers with the whole class. Alternatively, ask students to work on the activity on their Audio CD-ROMs.

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



## Answers

- 1 1 Girl A has short, fair hair and sunglasses. Girl B has long, fair hair. Girl C has long, dark hair and glasses.  
2 Girls A and B both have fair hair but Girl C has dark hair. Girls B and C have long hair but Girl A has short hair. Girl C is wearing glasses but Girl A is wearing sunglasses and Girl B is not wearing glasses.
- 2 We learn that she's got a sister who used to have dark hair but is now fair.
- 3 1 B  
2 She was going to get it cut shorter / I'm glad she decided against it / ... the glasses. They've gone too.
- 4 1 B  
2 C I packed the sun cream for you. You'll thank me for remembering that later.  
3 C I love it, though – can you put some in mine? / I'll pick some up for you.  
4 C I woke up too late for the early morning trip, but the other one was brilliant.  
5 A ... rain ... will stay with us overnight and into the next morning ...  
6 A He's got a good voice, though, so I'll probably choose him in the final.  
7 B If I leave now, I'll be able to get to the library ...
- 5 1 Students' own answers. See *Useful resources* box for a suggestion.  
2 It's important to understand the key words. These words are often stressed so can be easier to listen for.

### Useful resources

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

Additional practice | Maximiser p.8 | MyPreliminaryLab

## Vocabulary focus

### Reading

#### Aim

- to develop reading skills and see adjectives that describe character in context

#### Warmer: Adjective brainstorm

Put students into pairs or small groups and ask them to brainstorm as many words that describe character as they can in two minutes. The pair/group with the most adjectives wins.

- 1 Put students into pairs and ask them to discuss the questions. Elicit answers from one or two students in open class.
- 2 Make sure students understand *conscientious*, *extroverted*, *anxious*, *agreeable*, *tidy*, *responsible* and *tick*. Students work alone and follow the instructions to complete the quiz.
- 3 Put students into pairs to discuss the questions. Elicit answers from a few different pairs in open class.

## Answers

Students' own answers

## Describing people

### Aim

- to understand and use adjectives describing character and appearance

- 4 Focus students on the adjectives in bold in the quiz and ask them to work in pairs and share knowledge about which words they know and which they can guess the meaning of. If students have access to a dictionary, they can look up the words they are not sure of. Students complete the letter with the adjectives. Check answers, and check that students understand all of the words and can pronounce them.
- 5 Students categorise the underlined words/phrases in the email, either in pairs or on their own. Check answers with the whole class, making sure that students understand all of the vocabulary. Check their pronunciation of the words/phrases, especially *beard* and *bald*.

## Answers

- 4 1 punctual 2 organised 3 shy 4 cheerful  
5 reliable 6 honest 7 ambitious 8 sensitive
- 5 Age: middle-aged, in his twenties  
Looks: bald, have a beard, smartly dressed, good-looking  
Size: overweight, medium-height, well-built

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to match the adjectives to their definitions. Check answers with the whole class. Alternatively, ask students to work on the activity on their Audio CD-ROMs.



### Teaching tip: Spidergrams

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

## Speaking

### Aim

- to practise using adjectives to describe character and appearance

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

### Answers

- 6** Students' own answers

### Additional activity: Match the word stress

Ask the class to tell you how many syllables the word *adjective* has. Elicit which syllable is stressed and which syllables are unstressed. Write the stress pattern on the board, i.e. Ooo. Check that students understand what this pattern means. Put students into pairs and ask them to match the adjectives in bold in the quiz that have the same stress, and find which two words are in a category alone. Check answers, and drill the correct word stress.

Answers: shy/strange; curious/organised/sensitive/generous; punctual/cheerful/nervous/honest. Ambitious and reliable are the odd ones out.

**Additional practice** | **Photocopiable** 1A *Who's your friend?*  
**Teacher's Book** p.132 | **Maximiser** p.9

## Reading focus

### Speaking

### Aim

- to develop fluency and introduce the topic of social networking profile photos

### Warmer: Picture prediction

Students work in pairs and look at the social networking photo. They discuss what kind of person they think the man in the photo is. Elicit feedback from two or three pairs and compare students' ideas.

- 1** Check that students understand what a *social network* is. Then put them into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.

### Answers

- 1** Students' own answers

## Reading

### Matching (Part 2)

### Aim

- to identify key information and complete an exam-style reading task (Paper 1, Part 2)

- 2** Refer students to the **Exam focus** on p.156 and turn to it on ActiveTeach if you are using it. Read through it with the students, making sure they understand what happens in Part 2 of the reading paper. To demonstrate the activity, read the first description (Jacob) with the class and underline the key points. Students work alone to underline the key information in the other descriptions. Check answers, and check students understand *stressful* and *to break the rules*. Establish that there are usually two or three pieces of key information.
- 3** Ask students to read the title of the article and predict the content of the article in pairs. Elicit ideas from one or two students in open class. Students then work alone and read the article in order to find the most suitable photo for Jacob. Put students into pairs to discuss their answer. Check the answer in open class. If you are using ActiveTeach, bring up the parts of the text that match the key points in Jacob's description.
- 4** Read out the **Exam tip**, and bring it up on ActiveTeach if you are using it. Make sure students understand it. Students apply the same technique they used in Activity 3 to match the other people to profile photos. Put students in pairs to compare and discuss their answers before you check them in open class.

### Answers

- 2** **1** likes moving around the country; learning to do interesting things he's never done before; proud of his many artistic and sporting talents



- 2 finds her work very stressful; good imagination; spends a lot of time thinking about living in a more relaxing place  
 3 active; loves having fun; doesn't like rules; gets into trouble for breaking them  
 4 loves her boyfriend very much; wants to get married; hopes that they will grow old together  
 5 enjoys teaching at a primary school; his students say he always listens to them; he and his wife want to have own children one day

- 3 E  
 likes moving around the country = you don't want to stay in the same place for too long  
 learn to do interesting things he's never done before = often try new and exciting activities  
 proud of his many artistic and sporting talents = think your many creative and athletic abilities are important

4 2 G 3 B 4 C 5 A

### Teaching tips: Peer checking

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

Additional practice | Maximiser p.10 | MyPreliminaryLab

## Vocabulary

### Deducing words in context

#### Aim

- to practise guessing the meaning of unknown vocabulary in context

- 5 Read out the **Language tip** and elicit what kinds of things can help you to guess the meaning of a word. These questions can help: *Is it a noun, adjective, etc?* *Is the meaning positive, negative or neutral?* *Do you understand part of the word? Is it similar to another word you know? Do the other words in the sentence explain the meaning?* If you have stronger students in the class, ask them to underline the words/phrases in the text and to guess the meaning without seeing the two choices. Once students have chosen the correct definitions, ask them to compare their answers in pairs and then check answers with the class.

#### Answers

5 1 A 2 A 3 B 4 A 5 B

Additional practice | Maximiser p.11

## Speaking

#### Aim

- to personalise the reading text and practise giving opinions

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

#### Answers

- 6 Students' own answers

## Grammar focus

### Speaking

#### Aim

- to develop fluency and introduce the topic of meeting new people

#### Warmer: Saying hello

Write these categories on the board: close friends, close family, colleagues, new people. Using the photo as inspiration, put students into small groups to discuss how they greet each of the types of people on the board. Ask one or two groups to feed back on whether they greet people in the same way or not.

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

#### Answers

- 1 Students' own answers

## Listening

#### Aim

- to develop listening skills and hear indirect questions in context

- 2 Ask students to read the two questions. Play the recording and then put students into pairs to compare their answers. Check answers with the class.

- 3 Ask students to read the questions and then play the recording from Activity 2 again. Put students into pairs to compare and discuss their answers and then check answers with the class.



**4** Elicit the answer to question 1 to demonstrate the activity. Students then complete the other questions. Play the recording from Activity 2 again for students to check their answers.

**5** Put students into pairs or small groups to discuss the questions. If you have a multilingual class, ask students to feed back any particular differences to the whole class. If you have a monolingual class, ask students if they think that conversation topics with people you meet are similar or different in other parts of the world.

## Answers

- 2** Melanie is trying to find out what topics you shouldn't talk about with someone you've just met. She speaks to three people.
- 3** 1 weight; salary; age  
2 Speaker 1: 'I'd rather not say.' Speaker 2: 'That's none of your business.' Speaker 3 doesn't answer and asks Melanie a question instead.
- 4** 1 if there's a 2 where I can 3 do you do  
4 telling me how much 5 if it's okay 6 Have you got
- 5** Students' own answers

## Indirect questions

### Aim

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

**6** Put students into pairs and ask them to discuss the answers to the questions. With weaker classes, you may wish to work together as a whole class. Once finished, go through the **Grammar reference** on p.124 (on ActiveTeach if you are using it) and check answers. Make sure students have fully understood the question forms. For question 6, you could play the recording from Activity 2 again so that students can listen and mark the stressed words. Finally, read out the **Language tip** and check that students understand it.

**7** Elicit the first question from the whole class to demonstrate the activity. Check that students understand why *if* is used, and why the word order is different from the direct question. Students work alone to complete the other questions. Put them into pairs to check their answers and then check answers with the whole class. Drill the indirect questions so that students can pronounce them with the correct word stress.

## Answers

- 6** 1 direct: 3, 6; indirect: 1, 2, 4, 5  
2 indirect questions  
3 In indirect questions, the subject comes before the verb.

**4** No, you don't need an auxiliary verb.

**5** with *yes/no* questions

**6** 1 idea / toilet / here; 2 where / get / drink; 3 What / do / living; 4 telling / how much / earn; 5 okay / sit / here; 6 got / girlfriend / single

- 7** 1 if you are/if you're 2 where you 3 if you pay  
4 how much you 5 how you spend 6 old you are  
7 what you do 8 much you earn

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to choose the correct words in each question and then check answers with the whole class. Alternatively, ask students to work on the activity on their Audio CD-ROMs.

**Additional practice** | **Maximiser** p.11

## Speaking

### Aim

- to practise using indirect questions

**8** Put students into new pairs and tell them to imagine they have just met. Elicit a situation from the class as to who they are and what their relationship is, e.g. two people in a queue; two new colleagues; two people introduced at a party. Students now ask and answer questions in Activities 4 and 7 to find out what questions students are happy to answer. Monitor and note down any errors related to the target language. Elicit feedback from two or three different students in open class and then elicit corrections to any errors noted down.

## Answers

**8** Students' own answers

**Additional practice** | **Maximiser** p.11

### Alternative activity: Party simulation

Ask students to imagine they are at a party and do not know each other. Allocate one question from Activity 7 to each student in the class, with the questions repeated as many times as necessary. Students mingle, chatting to each student for a minute or two. During that time they should ask their question to find out if their partner is happy to answer it. Discuss the results in open class.

### Useful resources: BBC World Service

The BBC World Service Learning English website has a section called Grammar Challenge. Grammar Challenge 36 focuses on indirect questions and includes a recording about the grammar and provides practice. <http://www.bbc.co.uk/worldservice/learningenglish>



# Writing focus

## Speaking

### Aim

- to develop fluency and introduce the topic of famous parents

- 1 Check students understand *leather pants*, *feather boa* and *chores*. Put students into pairs and ask them to read quotations A–C (on ActiveTeach if you are using it) and discuss what we learn from each daughter about her father. Students then discuss the two questions. Elicit answers from one or two students in open class. Steven Tyler is the lead singer of American rock band Aerosmith but more recently he spent two years as a judge on *American Idol*, a TV singing competition in the US. Alice Cooper is an American rock musician who has been singing since the 1970s. Lenny Kravitz is a singer songwriter who had hits in the 1990s and early 2000s.

### Answers

We learn that Steven Tyler is popular and so everyone wants to talk to Liv Tyler about him; Alice Cooper is very different but Calico didn't realise this until she was in high school; Lenny Kravitz dressed in an unusual way but was still a strict dad.

- 1 Students' own answers

## Writing

### Informal letter (Part 3)

### Aim

- to practise dividing a letter/email into paragraphs and complete an exam-style writing task (Paper 1, Part 3)

- 2 Focus students on the exam task and ask them to underline what they have to do. Refer students to the **Exam focus** on p.157 and turn to it on ActiveTeach if you are using it. Read through it with the students, making sure they understand what happens in Part 3 of the writing exam.
- 3 Check students understand *old-fashioned*. Students read the email and answer the questions. Ask them to check their answers in pairs and discuss question 3. Check answers.
- 4 Students match the main ideas with the paragraphs in the email. Ask students to check their answers in pairs and then check answers with the whole class. Read out the **Exam tip** (and bring it up on ActiveTeach if you are using it) and check that students understand it.

### Writing reference:

#### Paragraphing your writing

Use Section 2 of the Writing reference section on p.135 of the Coursebook to give students more help with organising their writing, either in class or for homework. See p.106 of the Teacher's Book for the answer key.

- 5 Ask students to turn to p.114 and divide the letter into sensible paragraphs. Ask them to discuss their decision in pairs and then check answers with the whole class.
- 6 Ask students to write a plan for their letter. With weaker classes, build up a plan together on the board to provide additional support and offer suggestions. Emphasise how important this is for the exam as it will help students to organise their ideas better. Encourage them to use a spidergram or a table with the key points that they are going to include in each paragraph. When they have finished, students work in pairs and show each other their plans, explaining what they are going to include in their letters.

### Functions bank: Starting and finishing a letter/an email / Say why you are writing

These sections of the Functions Bank on p.154/155 of the Coursebook give students useful phrases for starting and finishing a letter/email and saying why you are writing. Do the activity either in class or for homework. See p.109 of the Teacher's Book for the answer key.

- 7 Students now write their letters. This can be done in class where you can monitor and prompt corrections as students write or where students can read each other's letters and provide peer feedback. Alternatively, it can be done for homework.

### Answers

- 2 Write a letter to Becky, answering her question. Write your letter in about 100 words.
- 3 1 He's a rock star.  
2 He used to have long hair and wear leather trousers; he is old-fashioned.
- 4 1 B 2 D 2 A 2 C
- 5 Suggested answers:  
Para 1: Thanks ... fun.  
Para 2: In my family ... though.  
Para 3: He's really good-looking ... funny!  
Para 4: Anyway ... time.
- 6 Students' own answers

**Additional practice** | **Photocopiable** 1B *The main idea*, |  
**Teacher's Book** p.132 | **Writing reference** CB p.150, |  
**Maximiser** p.11 | **MyPreliminaryLab**



# The business of food

## 2

### Vocabulary & Speaking focus

#### Listening

##### Aim

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

##### Warmer: Guess my words

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

- 1 Put students into pairs to discuss the questions. Elicit answers from one or two pairs in open class.
- 2 Students continue working in pairs and predict which words they think Sue will use and why. Elicit ideas in open class but do not give away the answers. Play the recording for students to listen and check whether their ideas were correct.
- 3 Give students time to read the questions. Check they understand *label*, *suffer* and *informed* before playing the recording again. Put students into pairs to compare their answers before you check with the class.

#### Answers

- 1 Students' own answers
- 2 fish, rice, chips, sausage, alcohol, meat, salt, vegetables
- 3
  - 1 more international; better informed
  - 2 There are few rules about the wording, so unhealthy food can sound healthy on labels.
  - 3 farmers and food companies that make quality, fresh food

### Vocabulary

#### Collocations: food

##### Aim

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



- 4** Students complete the activity alone. Ask students to compare their answers in pairs, then check with the class. Check that students understand all the vocabulary and can pronounce the words appropriately. Read out the **Language tip** (and bring it up on ActiveTeach if you are using it) and check students understand it.
- 5** Do question 1 with the class to demonstrate the activity. Put students into pairs to compare their answers before checking answers with the whole class. Make sure students understand *region* and *fizzy*.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to complete the advertisement. Invite a student to drag and drop the words into the correct place. Alternatively, ask students to work on the activity on their Audio CD-ROMs.

- 6** Put students into pairs to discuss the questions in Activity 5. Elicit any surprising or interesting information from two or three students in open class.

### Answers

- 4** 1 F 2 D 3 A 4 H 5 C 6 B 7 E 8 G  
**5** 1 fresh ingredients 2 local speciality 3 soft drinks  
 4 raw 5 fatty 6 on a diet 7 boiled 8 stir-fried

### Teaching tip: Speed meeting

A different way to set up speaking activities such as the one in Activity 5 is to allocate one student as A and one student as B in each pair. Give students two minutes to discuss question 1. When the time is up, Student A stand up and move to a new partner. The new pairs spend two minutes discussing question 2 and then Student As move to a new partner again to discuss question 3. This continues until all the questions have been discussed. Finally, ask Student As to return to their first partner. The pairs share interesting information they learnt about the other people they spoke to. This way, students get to talk to a wide variety of people.

**Additional practice** | **Maximiser** p.12

## Speaking

### Extended turn (Part 3)

#### Aim

- to complete an exam-style speaking task (Paper 3, Part 3)

- 7** Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 8** Play the recording. Students listen and answer the questions. Put students into pairs to discuss their answers, then check answers in open class. Refer students to the **Exam focus** on p.159 and bring it up on ActiveTeach if you are using it. Read through it with the students, making sure they understand what happens in Part 3 of the speaking exam.
- 9** Give students time to read the questions, then play the recording again. Put students into pairs to compare their answers, then check the answers with the class. Read out the **Exam tip** (and bring it up on ActiveTeach if using it) and check that students understand it.
- 10** Put students into pairs. Before they do Activity 10, consider asking them to talk about how they could describe the photo on p.14. Elicit ideas in open class and elicit/give some useful language, e.g. *I can see...*, *In the photo there's a...*, *The photo shows...* Allocate one student in each pair the role of Student A and the others the role of Student B. Ask students to turn to the appropriate page and look at their photos. Monitor while students are working. Deal with any issues in a short feedback session.

### Answers

- 7** Students' own answers  
**8** 1 They are asked to talk about a photo.  
 2 one minute 3 yes  
**9** Dana talks about what the place is and describes the building and the chickens. He could also describe the person and the other objects. Alessandro talks about the boy, the place and the crab. He could talk about the boat.  
**10** Students' own answers

### Useful resources: Photo websites

Use a photo website like [www.flickr.com](http://www.flickr.com) to find photos for students to describe. If you have an interactive whiteboard, search for a particular type of photo such as *food market* and position the page so students can see around six photos. Put students into pairs and ask them to take it in turns to describe a photo and guess which is being described.

**Additional practice** | **Maximiser** p.12 | **MyPreliminaryLab**

### General conversation (Part 4)

#### Aim

- to complete an exam-style speaking task (Paper 3, Part 4)



**11** Refer students to the **Exam focus** on p.159 and bring it up on ActiveTeach if you are using it. Read through it with the students, making sure they understand what happens in Part 4 of the speaking exam. Give students time to read the questions, then play the recording. Put students into pairs to compare their answers before checking with the class.

**12** Allow students a few minutes to prepare their ideas individually, then put them into pairs. While students are doing the task, monitor and note down any significant or common errors you hear. After two or three minutes, ask one or two students to tell the class something interesting they learnt about their partner. Elicit corrections for any errors you noted down.

## Answers

**11** 1 A 2 D 3 A 4 D

**12** Students' own answers

### Useful resources:

#### Conversation questions bank

<http://iteslj.org/questions/> is a website with lists of conversation questions on many different topics, including food. It can provide some great ideas for discussion that help students develop fluency. Choose questions relating to likes, dislikes, preferences, experiences and opinions, as these are the most common types of question in the Preliminary exam.

### Teaching tip: Recording students

Students are often wary of listening to their recorded voices, but if you record them doing a speaking task at this stage in the course and keep the recording, they can listen to it at the end of the course and recognise their progress. Many students will have a mobile phone with a recording device so they can use this. Get them to listen back and assess their strengths and weaknesses.

Additional practice | Maximiser p.13 | MyPreliminaryLab

# Reading focus

## Speaking

### Aim

- to reactivate food vocabulary and introduce the topic of food photography

**1** Put students into pairs and ask them to try to identify the food and then discuss the questions. Elicit answers from one or two students in open class.

## Answers

- Students' own answers
- Suggested answer: you would need to be good with your hands, creative, artistic, imaginative with a good sense of taste.
- Suggested answer: you would need to be artistic, creative, pay attention to detail and be very patient.

## Reading

### Multiple choice (Part 4)

#### Aim

- to complete an exam-style reading task (Paper 1, Part 4)

- Copy the headline onto the board, or bring it up on ActiveTeach. Check students understand *tricks*. Put students into pairs and ask them to discuss the question. Elicit ideas from students in open class.
- Refer students to the **Exam focus** on p.156 and turn to it on ActiveTeach if you are using it. Read through it with the students, making sure they understand what happens in Part 4 of the reading paper. Set a time limit for students to read the text. Put students into pairs to discuss the questions, then check the answers with the class. Read out the **Exam tip** on p.17 (and bring it up on ActiveTeach) and make sure students understand it.
- Ask students to read the questions and underline the key words. Check that students understand *advise*, *encourage*, *gorgeous* and *plastic*. Ask students to read the text again carefully and when they see a reference to questions 2, 3 or 4, mark these parts of the text. Encourage students to try to answer the questions without reading the four choices. Then they read the choices and find the one that best matches what they thought. Finally, students should think about the whole text and answer questions 1 and 5. Put students into pairs to discuss their answers. Encourage students to discuss why the three choices that they did not choose are not correct. Check answers with the class and elicit the parts of the text that gave the answers.

## Answers

- Students' own answers
- 1 Students' own answers  
2 to tell the general public about how photographers take photos of food
- 1 B  
2 D (... we believe that if we follow the recipe, we can make food that looks like that too.)  
3 B (the food which the company wants to advertise must be the real thing. However, ...)



- 4 B (... but that does make their job much more challenging.)  
5 D (motor oil, hairspray, shoe polish)

**Additional practice** | **Maximiser** p.14 | **MyPreliminaryLab**

## Speaking

### Aim

- to develop fluency and discuss issues related to the article

- 5** Put students into pairs. Students look at the photos on p.115 and discuss how they think they are used in food photography. Ask Student As to turn to p.116 and Student Bs to turn to p.119 to read their blog to find out how two of the items are used. Encourage students to use their own words to describe to their partner how the items are used. Elicit reactions from two or three students in open class.
- 6** Students work in their pairs and discuss the questions. Elicit answers from students in open class.

### Answers

- 5** water spray – makes salads look freshly picked  
white glue – to replace milk on cereal  
cotton wool balls – make food look steaming hot (after they're heated in a microwave)  
syringe – puts potato under the skin of a chicken to make it look big and fat
- 6** Students' own answers

### Teaching tip: Another way to say it

While students are speaking, note down good sentences that students produce. Write these on the board and elicit different ways to say the same thing. This will encourage students to think about synonyms and different phrases and should, in time, help to expand the amount of language they use.

## Vocabulary

### Suffixes

### Aim

- to understand and use suffixes which appear in vocabulary in the Cambridge English: Preliminary exam

- 7** Focus students on the words in bold in the article. Ask students to complete the sentences with the correct words then compare their answers in pairs. Check answers with the class. Read out the **Language tip** (and bring it up on ActiveTeach) and check that

students understand it. Ask students to produce one more word for each suffix to check understanding (e.g. *comfortable, excitement, handful, careless, painful, correctly*). Drill pronunciation where necessary, highlighting that word stress can change when a suffix is added, e.g. *microwave – microwaveable*.

- 8** Monitor while students complete the sentences and help where necessary. Make sure students understand the words and can pronounce them.
- 9** Put students into pairs to discuss whether the sentences are true for them. Monitor and note down any errors with suffixes. Elicit answers from one or two students and elicit corrections to any errors.

### Answers

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

### Teaching tip: Visual learners

Using different coloured board pens may help visual learners. Write suffixes in a different colour to the stem to help students remember them better.

**Additional practice** | **Maximiser** p.15

## Grammar focus

### Reading

### Aim

- to practise reading skills and see the Present simple and continuous tenses in context

### Warmer: Draw the word

Divide the class into small groups. Invite one student from each group to come to the front of the class. Show them the first word on the list below (cover the other words). Those students return to their group and draw the word without speaking. When the students in the rest of the group have guessed the word, one of them comes to you and whispers the word. If it is correct, show them the next word until one group has guessed all the words correctly. Suggested words: *rice, sausage, fry, broccoli, pan, vegetarian, chips, ice cream*.



- 1 Put students into pairs or small groups and ask them to make the predictions about the person in the photo. Elicit one or two ideas from students in open class.
- 2 Check that students understand *flavour*. Students read the text to check their predictions. Ask one or two students to say if their predictions were correct.

## Answers

Students' own answers

## Present simple and continuous

### Aim

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

- 3 Students work alone to match the uses of the two tenses with the examples in the text. Put students into pairs to compare their answers. Refer students to the **Grammar reference** on p.124–125 (or bring it up on ActiveTeach) to check their answers. Make sure students are clear about the different rules. When dealing with rule D, read out the **Language tip** (and bring it up on ActiveTeach) and make sure that students understand it. Use the Additional activity below for more work on this language area.
- 4 Students look at the adverbs in bold and answer the questions. Put them into pairs to compare their answers, then check the answers with the class.
- 5 Ask students to read the text, then put them into pairs to discuss the question. Elicit answers from one or two students in open class.
- 6 Elicit the answer to 1 in open class to demonstrate the activity. Give students time to work alone and complete the text. Put students into pairs to compare answers, then check answers with the class.

## Answers

- 3 1 E 2 B 3 A 4 F 5 D 6 C
- 4 1 A after B after C before  
2 at the end
- 5 Students' own answers
- 6 1 works 2 takes 3 want 4 's visiting  
5 is learning 6 teaches 7 's showing 8 thinks  
9 don't often see 10 'm having

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to complete the sentences with the correct tense. Check answers with the whole class. Alternatively, ask students to work on the activity on their Audio CD-ROMs in class or for homework.

### Additional activity: Stative and active verbs

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

Stative: hate, need, own, prefer, understand, want  
Active: bake, explain, grow, live, sleep, work

Additional practice | Maximiser p.15

## Listening focus

### Vocabulary

### Aim

- to understand and use a set of phrases related to food shopping in preparation for the listening activity

- 1 Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2 Students continue to work in their pairs and discuss the vocabulary. Check answers with the class and ensure that students understand the phrases and can pronounce them.
- 3 Give students time to read the questions before you play the recording. Put students into pairs to compare their answers. Check answers with the class.

## Answers

- 1 1 Photo A has been taken in an underground train station and reflects online shopping. Photo B shows a street market. Students will hear more about online shopping in Activity 4.  
2 Students' own answers
- 2 Photo A: shop online, scan a product, deliver the product  
Photo B: see the quality  
Both: special deals
- 3 1 Photo B 2 Students' own answers



### Additional activity: Picture description

Use the two photos at the top of the page to provide more practice for Part 3 of the speaking exam. Put students into pairs. Ask one student to describe the top photo for one minute and include the appropriate vocabulary from Activity 2, while the other student listens and checks that the vocabulary is used appropriately. Students then reverse roles.

Additional practice | Maximiser p.15

## Listening

### Multiple choice (Part 2)

#### Aim

- to complete an exam-style listening task (Paper 2, Part 2)

**4** Refer students to the **Exam focus** on p.158 and check they are clear about the Part 2 listening paper task and strategy. Ask students to underline the key words in question 1 in Activity 5 and check answers with the class. Elicit what kinds of words are usually key words (nouns, verbs, adjectives and adverbs). Read out the **Exam tip** (and bring up on ActiveTeach) and make sure that students understand it. Play the recording for students to answer question 1, listening for synonyms or phrases with the same meaning. Put students into pairs to discuss their answer, then play the recording again to check with the class. If you are using ActiveTeach, bring up the recording script and ask students to identify the words that give the answer.

**5** Check that students understand *shampoo*, *transport* and *welcome* (v). Students now underline the key words in questions 2 to 7. Put them into pairs to compare answers before you play the recording. Ask them to check answers with their partner either before they listen for a second time or after. Check answers with the class. Again, bring up the recording script on ActiveTeach if you are using it to ask students to identify the parts that give the answers.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to match the phrases to make sentences. Check answers with the class. Alternatively, ask students to work on the activity on their Audio CD-ROMs.

**6** Put students into pairs to discuss the questions. Monitor and note down any significant or common errors. Elicit answers from one or two students in open class and elicit corrections to any errors you noted.

## Answers

- 4** 1 first heard / supermarket / thought / interesting / unpleasant / practical  
2 B (first heard ... I thought it sounded horrible = unpleasant)
- 5** 2 C (It was like walking through a real supermarket.)  
3 C (I bought something to wash my hair with ...)  
4 A (They just haven't got time to go food shopping.)  
5 C (In fact, I found it fun.)  
6 A (Their sales increased by 130 percent ...)  
7 B (... the underground system can't receive mobile signals, so it's just not possible at the moment.)
- 6** Students' own answers

### Useful resources:

#### Cambridge English teacher support

Cambridge English has a support website for teachers, providing additional materials for Preliminary preparation lessons. Teachers have also added materials of their own. These can all be found at: <https://www.teachers.cambridgeesol.org/ts/exams/generalenglish/pet>

Additional practice | Maximiser p.16 | MyPreliminaryLab

## Grammar focus

### Modals of possibility

#### Aim

- to review modals of possibility and practise using them

- 1** Put students into pairs to discuss picture A and what it is. If you are using ActiveTeach, bring the picture up on the board. Elicit suggested answers in open class, but do not tell students what it is at this stage.
- 2** Play the recording once, and ask students to listen to what the people think it is. Check answers with the class. Then, play the recording again so students can complete sentences 1–3. Check answers with the class.
- 3** Students match the sentences with the meanings. Refer students to the **Grammar reference** on p.125 to check their own answers. Read out the **Language tip** (and bring it up on ActiveTeach) and check that students are clear about when to use *can't*, *might*, *could*, *may* and *must*. Finally, check that students understand that the modal verbs are followed by the infinitive with *to*.
- 4** Write *It can't ... / It might ... / It could ... / It may ... / It must ...* on the board. Put students into pairs and ask them to discuss pictures B and C, using the modals of possibility on the board. Then ask students to turn to p.117 to find out if their ideas are correct.



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

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to complete the sentences with an appropriate modal verb. Check answers with the whole class. Alternatively, ask students to work on the activity on their Audio CD-ROMs.

### Answers

- 1 Students' own answers
- 2 The people think it is an orange.  
1 can't 2 could 3 must
- 3 1 C 2 B 3 A
- 4 Students' own answers
- 5 1 might have 2 can't be 3 must be 4 might have  
5 can't be 6 must be

**Additional practice** | **Photocopiable** 2A *What's really happening?* | **Teacher's Book** p.133 | **Maximiser** p.16

## Speaking

### Aim

- to practise using modals of possibility and develop fluency

- 6** Put students into pairs to discuss the pictures on p.118 and try to guess what they are. Encourage students to use modals of possibility. Monitor and note errors. When they have finished, elicit answers from each pair in open class. Students then turn to p.122 to check their answers. The pair with the most correct answers wins. Elicit corrections to any errors you noted down.

### Answers

- 6 Students' own answers

### Additional activity: Guess my favourite food

Think of a clue for your favourite food or drink, e.g. I want something that's white and soft with something yellow inside it (cheese sandwich), and write this on the board. Put students into pairs and ask them to guess what food it is. Elicit answers, encouraging students to use modals of possibility, then reveal the answer. Students now write a clue for their favourite food or drink on a piece of paper. Pin the pieces of paper around the classroom. Students mingle in pairs and try to guess what each food is and who wrote it. Elicit and check answers.

# Writing focus

## Speaking

### Aim

- to develop fluency and introduce the topic of restaurants

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

### Answers

- 1 Students' own answers

## Reading

### Aim

- to see time linkers in the context of a model story, and practise using them

- 2** Check students understand *steak* and *bill*. After students have read the story and answered the questions themselves, put them into pairs to compare their answers. Check answers with the class and encourage a cross-class discussion on question 2 and what is right and wrong in this situation.
- 3** Put students into pairs to discuss the underlined time linkers in the story in Activity 2 and how they are used. They then use this information to choose the correct linker in sentences 1–6. Put students into pairs to compare their answers, then check with the class. Make sure that students understand the meaning/use of each time linker.

### Answers

- 2 1 Good – they paid less than the food was worth.  
2 Students' own answers  
3 to describe the order of events in the story
- 3 1 eventually 2 suddenly 3 Finally 4 Just then  
5 a moment later 6 20 minutes earlier

**Additional practice** | **Maximiser** p.17

## Writing

### Story (Part 3)

### Aim

- to complete an exam-style writing task (Paper 1, Part 3)



- 4** Refer students to the **Exam focus** on p.157 and check they are clear about the Part 3 writing paper task and strategy (bring it up on ActiveTeach if you are using it). Read out the **Exam tip** and check students understand it. Students now read the exam task. To help them prepare for the story, put them into small groups and give them two minutes to brainstorm as many things that could go wrong at a picnic as possible. Elicit ideas in open class and note them down on the board. Ask students to choose one idea and write a plan. With weaker classes, elicit ideas from the whole class and then ask students to vote on the best idea. Plan this story together as a class. Suggest three sections: beginning, middle, end. Encourage students to write notes with just key words. Ask them to include time linkers that they could use in each section. Finally, ask students to share their plans with the other students in their group and give each other feedback and suggestions. They should now be ready to write their stories either in class or for homework.

### Functions bank: Writing a story

Use this section of the Functions bank on p.154 of the Coursebook to make students aware of the need to have a beginning, middle and end to a story. Do the exercise either in class or for homework. See p.109 of the Teacher's Book for the answer key.

## Answers

- 4** Students' own answers

### Useful resources: Short stories

The internet is full of short stories. One useful website is <http://eflshorts.com/>. The stories on here are much longer than Preliminary candidates write, but they can help candidates become familiar with the style of stories in English, and the site also give ideas on what to write about. These short stories are divided into short chapters and come with comprehension questions and other materials. They can be used in class or for homework and help to develop reading skills too.

### Teaching tip: Marking writing

Cambridge English: Preliminary candidates will be assessed on four areas: content, communicative achievement, organisation and language. More details on these areas can be found on p.143 of the Coursebook. When marking students' work, assessing and giving feedback on how students can improve in these areas will help them to develop their writing skills.

**Additional practice** | Photocopiable 2B *Beginnings and Endings* |  
**Teacher's Book** p.133 | **Writing reference** CB p.151 | **Maximiser** p.17

## Progress Test I

### Aim

- to test structures and vocabulary covered in Units 1 and 2

**1–8** Give students notice that the test will take place and ask them to review the language from Units 1 and 2. In class, allow them 45 minutes to complete the test. Alternatively, set the test for homework as a review rather than a test.

### Answers

- 1** 1 Where are you from?  
 2 How do you spell your name?  
 3 Who chose your name?  
 4 Why are you studying English?  
 5 Do you enjoy doing sport?  
 6 How often do you see your friends?  
 7 What did you do last night?  
 8 What's your middle name?
- 2** A 7 B 8 C 6 D 3 E 5 F 1 G 4 H 2
- 3** 1 where the ticket office is  
 2 how I can pay for a ticket  
 3 if the train leaves at 7 p.m.  
 4 if the train has left  
 5 if I can buy a drink on the train  
 6 what time the train arrives  
 7 if anyone is sitting here  
 8 why the train has stopped here
- 4** 1 in his 50s 2 bald 3 shy 4 cheerful  
 5 in her 40s 6 organised 7 sensitive 8 overweight  
 9 good-looking 10 reliable
- 5** 1 local speciality 2 roast beef 3 raw fish  
 4 stir-fried vegetables 5 soft drink  
 6 fatty food, go on a diet
- 6** 1 are having 2 is 3 are 4 'm writing 5 means  
 6 sits 7 come 8 don't swim 9 walk  
 10 's bringing 11 want 12 're looking
- 7** 1 might 2 must be 3 can't be 4 might have  
 5 can't be 6 must
- 8** 1 C 2 A 3 B 4 C 5 A 6 B 7 C 8 C 9 A  
 10 A



# Mind your manners

## 3

### Vocabulary & Speaking focus

#### Speaking

##### Aim

- to develop fluency and introduce the topic of manners

- 1 Check students understand *rude*. Put them into pairs to discuss the questions. Elicit any interesting or surprising information in open class.

##### Answers

- 1 Students' own answers

#### Extended turn (Part 3)

##### Aim

- to complete an exam-style speaking task (Paper 3, Part 3)

- 2 Remind students what Part 3 of the speaking exam involves. Put students into pairs (call one Student A and the other Student B) to discuss what things they could describe in the photos on p.24 and 25, but tell them they shouldn't actually describe the photos yet. Elicit ideas in open class. Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure the students understand it. Ask one student in each pair to describe the photo on p.24 and the other to describe the photo on p.25. While students are speaking, monitor and note down what they are doing well and any significant errors of language. When they have finished, give them time to give each other feedback. Ask students to comment on how they found the task in open class and elicit corrections to the errors noted down.

##### Answers

- 2 Students' own answers

#### General conversation (Part 4)

- 3 Remind students what Part 4 of the speaking exam involves. Check students understand *neighbour*, *annoy*, *annoying* and *sigh* before you play the recording. After students listen, put them into pairs to compare and discuss their answers. Check answers in open class. Read out the **Exam tip** (and bring it up on ActiveTeach) and check that the students understand it.
- 4 Tell students that phrases 1–6 are all from the recording in Activity 3 and can be used to interact better in conversation. Students match the phrases to their uses. Put students into pairs to check answers, then check with the whole class. Make sure that students understand the phrases and can pronounce them using polite intonation.



- 5** Put students into pairs to do the speaking activity for around three minutes. Monitor to check they are interacting appropriately and note down any errors you hear, particularly in relation to the phrases in Activity 4. When students have finished, give feedback and elicit corrections to any errors you noted down. It may be a good idea to put students into different pairs and ask them to do the activity again as they will be better prepared and can therefore do the task more fluently.

### Functions bank: Managing a discussion

Use this section of the Functions bank on p.153 of the Coursebook to give students useful phrases for interaction, either in class or for homework. See p.108 of the Teacher's Book for the answer key.

### Answers

- 3** 1 things that annoy them  
2 No, the woman speaks more than the man.  
3 Sometimes they do (Do you agree? Absolutely!) but the woman doesn't interact as much as she could.  
**4** 1 E 2 C 3 B 4 A 5 F 6 D  
**5** Students' own answers

### Alternative activity: Use the phrase

Students do Activity 5 as above, but they have to include at least three of the phrases in Activity 4 in the two minutes. They can then repeat the activity with a second partner, this time without looking at their books but still trying to use at least three of the phrases.

### Additional activity: My pet hate

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

### Useful resources

Create an online talk group with your class using [www.voxopop.com](http://www.voxopop.com) to encourage them to practise their speaking beyond the classroom. You and students will need to register, but you can make the group private so that no one but those you invite can join. Leave a message asking students to discuss a particular topic. The talk is asynchronous so you do not talk in real time, making it easier for people to do it in their own time.

Additional practice | Maximiser p.18

## Phrasal verbs

### Aim

- to understand and use a set of phrasal verbs

- 6** Give students time to read the sentences and predict the missing words. Give them time to share their ideas in pairs before they listen and check their answers. Check answers in open class too, to ensure that students heard and wrote down the correct words. Establish that the missing words are all phrasal verbs. Refer students to the dictionary entry to establish what exactly a phrasal verb is.
- 7** Encourage students to guess the meanings of unknown phrasal verbs from the context and match them with meanings A–J. Put students into pairs to compare their answers, then check answers with the class. Make sure that students understand the meanings of all the phrasal verbs. Finally, read out the first few sentences from Activity 6 with the phrasal verbs included. Elicit from students whether it is the verb or the adverb/preposition that is stressed (the adverb/preposition). Drill the sentences so students get used to this stress pattern.
- 8** Elicit the answer to question 1 in open class to demonstrate the task. Ask students to complete the questions individually, then put them into pairs to compare their answers. Check answers with the class.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Work as a whole class and play a game of pelmanism with one student at the board revealing the words. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

- 9** Put students into new pairs to ask and answer five of the questions. Encourage them to ask follow-up questions. Monitor and note down any errors, especially related to the phrasal verbs. Elicit any interesting/surprising answers in open class and elicit corrections to any errors you noted down.

### Answers

- 6** 1 look / up 2 hand in 3 hanging out 4 turn / up  
5 get along 6 look after 7 give up 8 hurry / up  
9 clean up 10 keep on  
**7** A 10 B 2 C 9 D 1 E 7 F 4 G 5 H 8 I 6  
J 3  
**8** 1 clean up 2 look after 3 look up 4 give up  
5 get along 6 hand in 7 hang out 8 turn up  
9 keep on 10 hurry up  
**9** Students' own answers



### Additional activity: Linking

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

### Teaching tip: Slower learners

Not everyone in class works at the same speed, but a good lesson pace needs to be maintained. Rather than asking students to complete a set of questions, give them a time limit so they complete what they can rather than feeling that they have to complete all the questions. Slower students can complete the exercise for homework.

Additional practice | Maximiser p.19

## Listening focus Vocabulary

### Aim

- to understand and use a set of adjectives that describe emotions in preparation for the listening task

### Warmer: Anagrams

Write the following anagrams on the board and explain that they are all words that describe emotions. You could do an example with *sad* (dsa) to demonstrate the activity. Put students into pairs or small teams and give them three minutes to put the letters in the correct order to make the words. Underline the first letter in each word to make it easier if necessary. The team that has solved all or most of the anagrams wins.

Anagrams: redit, ganyr, eclfehur, vosnuer, xelrdae, lneylo, esrcad, etsinreted, pynuhpa, sepusirdr (Words: tired, angry, cheerful, nervous, relaxed, lonely, scared, interested, unhappy, surprised)

- Put students into pairs or small groups to discuss what the words in the box mean. Check understanding in open class, and make sure students understand the meanings and can pronounce the words. Students then do Activity 1 alone before discussing the answers in pairs. Check answers with the class.

- Students discuss the questions in pairs. Ask one or two students to share one or two things they learnt about their partners in open class. Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure the students understand it.

### Answers

- 1 satisfied 2 amused 3 excited 4 annoyed  
5 embarrassed 6 disgusted
- Students' own answers

## Listening

### True/False (Part 4)

#### Aim

- to complete an exam-style listening task (Paper 2, Part 4)

- Refer students to the **Exam focus** on p.158 and turn to it on ActiveTeach if you are using it. Read through it with the students, making sure they understand what happens in Part 4 of the listening exam. Tell students they are going to read a notice about a Supper Club, then put them into pairs to predict what happens at this kind of club. Check students understand the phrases *take turns* and *shy*. Give students time to read the notice to check if their predictions are correct. Ask students to discuss with their partner whether they would like to try this kind of club or not and why/why not. Elicit answers from one or two students in open class.
- Ask students to underline the key words in the six sentences. Put them into pairs to compare the words they have chosen. Check answers with the class.
- Play the recording for students to complete the listening task. Put them into pairs to compare their answers before or after you play the recording for a second time. Check answers with the class and elicit why each sentence is true or false. Bring up the recording script on ActiveTeach if you are using it to highlight the relevant parts.

### Answers

- Students' own answers
- 1 Becky / excited / Supper Club  
2 Steve / confident / like / cooking  
3 both / annoyed / girl  
4 Becky / surprised / entertainment  
5 Steve / disliked / boy  
6 both / agree / next meal / better



- 5 1 A (I was really looking forward to doing this)  
 2 B (I was quite stressed.)  
 3 A (that girl . . . beginning to annoy everyone/I know)  
 4 B (As soon as I realised . . . I knew that we'd end up doing that.)  
 5 A (That guy was such a pain)  
 6 B (I don't think it's going to be anywhere near as good as yours was.)

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to choose the correct response to the comments. Invite a student to the board to complete the activity with the help of the class. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

### Useful resources: ESLpod

At [www.ESLpod.com](http://www.ESLpod.com) you can listen to and download the ESL podcast and the English café podcast. They are updated regularly and give students the chance to listen to people talking about a variety of topics specifically for English language learners. Encourage your students to subscribe on iTunes (ESLpod) so they get the podcasts regularly and can listen on the go, e.g. on buses, while eating lunch at college/work, etc. Set it for homework and ask students to discuss what they heard in the next lesson.

Additional practice | Maximiser p.20 | MyPreliminaryLab

## Speaking

### Aim

- to develop fluency and respond to the listening text

- 6 Put students into pairs to discuss the questions. Monitor and note down any significant or common errors. Elicit answers from one or two students in open class and elicit corrections for any errors noted down.

### Answers

- 6 Students' own answers

### Additional activity: The best dinner party

Put students into small groups of three or four. Tell them that they have joined the Supper Club and need to plan a dinner party for other students in the class. On the board write *food, entertainment, music, decoration, other*. Give students time to plan their dinner parties and decide what food, entertainment, etc. they will have. When they have finished, each group presents their ideas to the class. Students then vote for the best party presented.

### Additional activity: My supper club guests

Ask students to write down the names of five famous people, living or dead, that they would invite to their supper club. Tell them that they should have a good range of people, i.e. men and women from different areas of life. Put student into small groups to explain who their guests would be and why. Elicit one or two ideas from students in open class.

## Grammar focus

### -ing and infinitives

### Aim

- To review the use of -ing and infinitives

### Warmer: Friends

Put students into pairs or small groups and ask them to each compare two of their own friends: one that they have been friends with for a long time and one they have become friends with more recently. Are their friendships similar or different? Ask each group to tell the class any interesting points that came up in their discussion.

- 1 Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2 Check students understand *complain*. Ask students to listen and take notes on what they hear. After students have listened, put them into pairs to compare their notes and discuss whether they agree or disagree with the opinions. Elicit one or two opinions from students in open class.
- 3 Give students time to read the quotes and predict what word is missing in each. Play the recording for students to check if they are correct. Check answers with the class.
- 4 Complete the first rule with the whole class to demonstrate the activity. When students have finished completing the other rules on their own, ask them to turn to the **Grammar reference** on p.125 (or bring it up on ActiveTeach) to check their answers. Finally, check answers with the class and make sure students understand the use of the two verb forms. Read out the **Language tip** (and bring it up on ActiveTeach) and make sure students understand it.



- 5** Check students understand *arrange* and *pocket*. Tell students that they are going to read a blog where people have commented on kind things someone has done for them. Elicit the kinds of things they think they will read in open class and then ask students to read it quickly to check if they were correct. Finally, students choose the correct verb forms. Put students into pairs to check answers, then check answers with the class.

## Answers

- 1 Students' own answers  
 2 Students' own answers  
 3 1 complaining 2 Knowing 3 spending 4 to live  
 5 to share  
 4 1 -ing form 2 infinitive 3 -ing form 4 -ing form  
 5 infinitive  
 5 1 to stay 2 to come 3 Hearing 4 noticing  
 5 being

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to choose the correct verb forms. Invite a student to come to the board to complete the activity with the help of the class. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

## Speaking

### Aim

- to practise using *-ing* and infinitives

- 6** Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 7** Ask students to turn to p.118 and complete the questionnaire. Monitor and prompt error correction from individual students where necessary.
- 8** Put students into small groups. Elicit how students can turn the first point on the questionnaire in Activity 7 into a question (*What do you dislike?*). Students now ask and answer the questions to find out if there is anyone in their group with similar interests. Monitor and note down any errors, especially related to *-ing* and infinitives. Elicit feedback from each group and elicit corrections to any errors noted down.

## Answers

Students' own answers

**Additional practice** | Photocopiable 3A *-ing* and infinitive dominoes |  
**Teacher's Book** p.133 | **Maximiser** p.20

## Reading focus Speaking

### Aim

- to develop fluency and introduce the topic of mobile phones

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

## Answers

- 1 Students' own answers

### Additional activity: Mobile debate

Ask students to look at the photograph on p.29 (or bring it up on ActiveTeach if you are using it) and elicit what it is saying about our current society (that we are obsessed with our phones). Write *Mobile phones are bad for society* on the board. Put students into small groups and ask them to discuss this statement: why it is true, why it is false and what the students' own opinions are. Elicit ideas from one or two groups in open class.

## Reading

### True/False (Part 3)

### Aim

- to complete an exam-style reading task (Paper 1, Part 3)

- 2** Refer students to the **Exam focus** on p.156 and turn to it on ActiveTeach if you are using it. Read through it with the students, making sure they understand what happens in Part 3 of the reading exam. Focus students on the article title (bring it up on ActiveTeach if you are using it) and put students into pairs to predict the content. Elicit ideas in open class.
- 3** Look at question 1 in open class and elicit the key words. Check students understand *permitted*, *break down* and *in advance*. Give students time to work alone and underline the key words in questions 2–10. Put them into pairs to discuss the words they have underlined then check the answers with the class. Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure students understand it.



- 4** Give students time to read the text again and decide if the sentences in Activity 3 are correct or incorrect. Put them into pairs to discuss their answers before checking with the class. Elicit the parts of the text that give the answers.

## Answers

- 2** Students' own answers
- 3** 1 people / know / bad mobile phone manners / public  
2 silent / surprise / friends  
3 good idea / different ringtones / different locations  
4 driving / permitted / certain conditions  
5 acceptable / certain parts / train  
6 signal breaks down / wait  
7 warn / advance / important call  
8 keep your mobile / see it / meal  
9 save time / doing other business  
10 Debrettes / published / number of guides
- 4** 1 B (... said other people's manners were terrible, while their own manners were good ...)  
2 A (... might not expect to see you suddenly dive ...)  
3 B (Choose one you can use anywhere.)  
4 A (... with legal hands-free equipment ...)  
5 A ('quiet zones')  
6 B (Call the other person back as soon as you can ...)  
7 A (Explain at the very beginning ...)  
8 B (Don't even put your phone on the table ...)  
9 B (It's impolite not to give to people who are working there your full attention.)  
10 A (... has been publishing guides on how to behave ... for the last 60 years ...)

**Additional practice** | Maximiser p.21 | MyPreliminaryLab

## Vocabulary

### Phrasal verbs

#### Aim

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

- 5** Focus students on the words in bold in the article (and bring the article up on ActiveTeach). Elicit that they are all phrasal verbs. Do the first question with the whole class to demonstrate the activity. After doing the rest of the questions alone, put students into pairs to compare their answers and then check answers with the class. Make sure the students understand the meaning of all of the phrasal verbs and remind them that the adverb/preposition is generally stressed.
- 6** Put students into pairs to ask and answer the questions in Activity 5. Monitor and note down any errors, especially with regards to the phrasal verbs. Elicit any interesting or surprising answers in open class and elicit corrections to any errors noted down.

## Answers

- 5** 1 call / back 2 ring / up 3 turn / on 4 switch / off  
5 carry on 6 hang up
- 6** Students' own answers

**Additional practice** | Maximiser p.22

## Speaking

### Aim

- to develop fluency and discuss issues related to the article

- 7** Put students into groups of three or four to discuss the questions. Elicit answers from one or two groups in open class.
- 8** Tell students that they are going to work in the same groups as Activity 7, and write a set of eight rules about good manners in one of the situations in Activity 7. Remind students that the imperative is used when giving rules and elicit how the positive and negative imperative is formed (e.g. *Talk quietly* / *Don't talk loudly* / *Never talk loudly*). While the groups are writing their rules, monitor and elicit corrections where necessary. Each group then presents its ideas to the class. This should preferably be done orally, but if you have a very large class the rules could be written on posters which are then placed around the room for students to read.

## Answers

Students' own answers

### Useful resources: Exam website

This site provides free materials for exam practice. There is one practice activity for each of the reading task types for students to do online at <http://www.flo-joe.co.uk/preliminaryenglish/pet-reading-practice-tests.htm>. There are also practice activities for the other Cambridge English: Preliminary papers.

**Additional practice**



# Grammar focus

## Reading

### Aim

- to develop reading skills and see modals of obligation in context

- Put students into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.
- Put students into pairs to describe the woman in the photo, both with regard to looks and character. Elicit ideas from one or two students in open class. Check students understand *fiancé*, *respect* and *be allergic to*. Students now read the email and answer the questions. Ask them to discuss their answers with their partner before you check them with the class.
- Students work in their pairs to discuss the questions. Elicit ideas from one or two students in open class.

### Answers

- Students' own answers
- 1 Josie and Tommy are engaged. Stephanie is Tommy's Mum.  
2 She thinks Josie needs to improve her manners.
- Students' own answers

## Modals of obligation

### Aim

- to review modals of obligation and practise using them

- Focus students on the modal verbs in italics in the text (or bring them up on ActiveTeach if you are using it) and ask students to match them with the rules A–E. Put students into pairs to discuss their answers and then refer them to the **Grammar reference** on p.126 to check their answers (or bring it up on ActiveTeach). Read out the **Language tip** (and bring it up on ActiveTeach) and make sure students understand it. Check that students understand that modal verbs are followed by the infinitive without *to*.
- Check students understand *disrespectful* and *bullying*, then ask them to complete the blog comments. Put students into pairs to check their answers, then check answers with the class.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to complete the advice for visitors to Poland. Invite a student to come to the board and complete the activity with the help of the whole class. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

### Answers

- 4 A 1 must B 2 have to C 6 don't have to  
D 4 mustn't E 5 should
- 5 1 don't have to 2 should 3 mustn't/shouldn't  
4 must 5 have to/should 6 don't have to/shouldn't

## Speaking

### Aim

- to complete an exam-style speaking task (Paper 3, Part 3)

- Put students into pairs to discuss the questions. Encourage students to use modals of obligation while speaking. It might be a good idea to write *You should/shouldn't/must/mustn't/have to/don't have to* on the board and ask students to use each of these at least once when they are speaking. While students are speaking, monitor and note down any errors, particularly related to modals of obligation. Elicit ideas from one or two students in open class.

### Answers

- Students' own answers

**Additional practice** | **Photocopiable** 3B *Rules for Life* | **Teacher's Book** p.134 | **Maximiser** p.22

## Writing focus

## Speaking

### Aim

- to develop fluency and introduce the topic of weddings

- Put students into pairs. First, ask them to look at the photo (or bring it up on ActiveTeach if you are using it) and say why they think the people are all dressed in an unusual way. Elicit ideas in open class. Students then discuss the questions. Elicit answers from one or two students in open class.

### Answers

- Students' own answers



## Writing

### Message (Part 2)

#### Aim

- to understand a set of functional phrases and use them in an exam-style writing task (Paper 1, Part 2)

- 2 Check students understand *engaged* and *engagement*. Students read the emails and answer the questions. Put students into pairs to discuss their answers, then check answers with the class.
- 3 Focus students on the underlined phrases in the email, then ask students to match them to their functions. Put students into pairs to discuss the answers, then check answers with the class. Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure the students understand it.

**Functions bank:** Apologise, thanking, inviting / Making suggestions / Making offers and promises / Responding to a letter/an email

Use this section of the Functions bank on p.154/155 of the Coursebook to give students useful phrases for a variety of functions. Do the exercises either in class or for homework. See p.109 of the Teacher's Book for the answer key.

- 4 Refer students to the **Exam focus** on p.157 and turn to it on ActiveTeach if you are using it. Read through it with students, making sure they understand what happens in Part 2 of the writing paper. Give students time to read the exam task and answer the questions. Put students into pairs to discuss the answers before you check them with the class.
- 5 Students now write their emails. This could be done in class or for homework. If it is done in class, monitor and make sure that the students are on task, helping where necessary.
- 6 Encourage peer correction by asking students to swap their emails with each other. They then read them and answer the questions before feeding back the answers to their partner. Students rewrite the email if necessary.

### Answers

- 2 1 To politely refuse an invitation.  
2 Josh's, because Sandy's is very short and abrupt.
- 3 1 1 thanking 2 apologising 3 suggesting 4 offering  
5 showing interest
- 4 1 Hannah  
2 accept the invitation, ask about clothes and suggest something you can help with  
3 Suggested answers: Thanks for, Shall I, I'll  
4 35–45 words
- 5 Students' own answers
- 6 Students' own answers

#### Additional activity: Invite a classmate

Write the name of each student on a separate piece of card. Give a name card to each student in the class, making sure that no one receives their own name. Students write an invitation email to the person whose name is on their card for an event of their choice. For authenticity it would be nice if this could be done via email either on a smartphone or on a computer, but if this is not possible students can write their 'email' on a piece of paper. Monitor and help where necessary. The email is sent/delivered by hand to the recipient who has to reply and accept or refuse the invitation. If they refuse it, they must say why. If they accept it, they must offer to help with the event. The replies are then delivered to the original sender.

**Additional practice** | **Writing reference** p.149 | **Maximiser** p.23 | **MyPreliminaryLab**



# Leaving a record

## 4

### Reading focus Speaking

#### Aim

- to develop fluency and introduce the topic of historical sites

- 1 Put students into pairs and ask them to look at the photo at the top of the page (bring it up on ActiveTeach if you are using it). Ask students to discuss where it is and what the statues are. If students do not know, encourage them to guess. Elicit ideas in open class. Students then discuss the questions. Elicit answers from one or two students in open class.

#### Answers

Photo: The photo shows Easter Island (Rapa Nui), an island in the Pacific ocean, 3,500 km west of Chile. There are 887 statues (Moai) on the island which were carved from stone between 1250 and 1500. The statues watched over the villages and are thought to represent the villager's ancestors. These days the population of the island is around just 5,000 people.

Questions: Students' own answers

### Reading Multiple-choice cloze (Part 5)

#### Aim

- to complete an exam-style reading task (Paper 1, Part 5)

- 2 Refer students to the **Exam focus** on p.157 and turn to it on ActiveTeach if you are using it. Read through it with the students, making sure they understand what happens in Part 5 of the reading paper. Ask students to focus on the article headline and predict what the article is about. Put them into pairs to discuss their predictions, then elicit one or two ideas in open class. Give students one minute to quickly skim read the text to check their predictions. Check that students understand *tool* and *site* and *satellite technology*.
- 3 Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand it. Give students time to read the text carefully and predict the missing words individually or in pairs. Elicit ideas in open class but do not give the answers yet.
- 4 Students work alone and choose the best word for each gap. Put them into pairs to discuss their answers, then check answers with the class.

#### Answers

- 2 The text is about a history professor who discovered over 2,000 ancient sites in Saudi Arabia from his office, using free satellite technology online.
- 3 Students' own answers
- 4 1 C 2 B 3 A 4 D 5 D 6 B 7 D 8 B 9 B 10 C



### Teaching tip: The wrong answers

It can be very helpful to ask exam class students to say why the incorrect answers are incorrect. With this particular exam task, it will raise useful issues about the meaning and use of lots of different vocabulary and grammatical items.

Additional practice | Maximiser p.24 | MyPreliminaryLab

## Speaking

### Aim

- to develop fluency and discuss issues related to the article

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

### Answers

- Students' own answers
- Suggested answers: Advantages – it is free so anyone can use it; we can see parts of the world we will probably never visit; we can prepare for visits by looking at places in advance. Disadvantages – we have no privacy; people could use it to commit crimes (e.g. burglars); not everywhere is mapped on this kind of technology.

## Vocabulary

### Linking words: addition and contrast

### Aim

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

- 6** Focus students on the words in bold in the text. Check they understand *contrast* and *clause*. Put students into pairs to discuss the answers to the questions, then check answers with the class. Make sure students understand the use of each of the linking words and also where they are used in a sentence. Highlight when commas are used and when they are not needed. Read out the **Language tip** (and bring it up on ActiveTeach) and check students understand it.
- 7** Do the first sentence together in open class, eliciting the new sentence from the class. Students work alone to rewrite sentences 2–7. Monitor and help where necessary. Put students into pairs to compare their sentences, then check them with the class.
- 8** Put students into pairs to discuss which of the sentences in Activity 7 are true for them. While students are speaking, monitor and note down any

errors you hear, especially related to the linking words. Elicit any interesting things that students learnt about each other in open class and then elicit corrections to any errors you noted down.

### Answers

- 6** 1 and, as well as that, also  
2 despite, although, however  
3 despite, and, although  
4 As well as that, however  
5 despite
- 7** 1 Despite being interested in history, I don't have time to watch many programmes about it.  
2 I'd love to discover something with satellite technology. However, I don't really have time.  
3 I love going to busy cities. As well as that, I enjoy visiting historical sites.  
4 I hope to see the Egyptian pyramids one day although it's not cheap.  
5 I read a lot of books about the world. I also learn a lot from the internet. / Also, I learn a lot from the internet.  
6 There's a famous historical site in my country, though I haven't been there.  
7 In spite of studying history at school, I haven't looked at a history book for years.
- 8** Students' own answers

### Additional activity

Write the following prompts on the board and ask students to make sentences about themselves. Students then work in pairs and compare their sentences to see if they have anything in common. 1 *I love..., though I prefer...* 2 *I'm going to..., despite...* 3 *I want to... As well as that I'd like...* 4 *At the moment I'm... However...*

### Writing reference: What is a sentence?

Use Section 1 of the Writing reference section on p.134 of the Student's Book to give students more information and practice in writing and linking sentences, either in class or for homework. See p.106 of the Teacher's Book for the answer key.

### Useful resources: World Heritage Sites

<http://whc.unesco.org/en/list/> is the address of the UNESCO World Heritage List. It has an interactive map which shows all of the places on the list. Ask students to choose a site in a place that they do not know much about and read about it, either in class if they have internet access or for homework. When they have done this, ask them to share what they learnt with the class. Ask the class to discuss which site they think is the most interesting.

Additional practice | Maximiser p.25



# Grammar focus

## Speaking

### Aim

- to develop fluency and introduce the topic of projects

- Elicit what a project is and elicit some types of projects that people get involved in at school, work or in the community. Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.

### Answers

- Students' own answers

## Reading

### Aim

- to develop reading skills and see the Present perfect and Past simple in context

- Ask students to read the headline and look at the photo and predict what kind of project they are going to read about. Check students understand *documents*, *translate* and *rubbish dump*. They then read the article to check if their predictions were correct. Put them into pairs to discuss the question and elicit answers from one or two students in open class.

### Answers

- Students' own answers

## Present perfect and Past simple

### Aim

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

- Focus students on the verbs in the text, all of which are numbered. Students match the verbs with the uses. Put students into pairs to discuss their answers, then refer them to the **Grammar reference** on p.126–127 to check if they are correct (bring it up on ActiveTeach if you are using it). Check that students understand the different uses of the two tenses. Read out the **Language tip** and check students understand it.
- Elicit the first two answers from the whole class before students work alone or in pairs to group the time expressions into those used with *for* and those used with *since*. Check answers with the class.

- Put students into pairs to discuss the question and compare the two sentences. Check answers with the class.

- Elicit the questions from the whole class. Elicit an appropriate response to the first question using *for* or *since*. Then put students into pairs to ask and answer the questions using *for* or *since*. Encourage students to use a variety of answers to practise using both words. Monitor and prompt corrections where necessary. Elicit any interesting information learnt from one or two students in open class.

- Ask students to turn to p.118. Elicit the first answer from the whole class to demonstrate the activity. After having time to work alone, put students into pairs to check their answers, then check answers with the class. Finally, students discuss whether they would like to go to this exhibition in pairs. Do not ask them what they would take to exhibit at this stage as this comes into the next lesson.

### Answers

- 1 B 2 A 3 C 4 C 5 D

- For: three hours, a few days, two minutes, a long time, a week, months  
Since: yesterday, this morning, my birthday, last year, February, I was a child
- 1 It describes a period of time that started and finished in the past.  
2 It describes a period of time that started in the past but continues now.
- 1 How long have you been a student here?  
2 How long have you known your closest friend?  
3 How long have you lived in your house?  
4 How long have you had your hairstyle?  
5 How long have you owned your mobile?  
6 How long have you liked your favourite musician or band?
- 1 has just opened 2 invited 3 belonged  
4 collected 5 have already brought 6 has had  
7 has travelled 8 bought

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to complete the sentences with the correct verb form. Invite a student to the board to complete the activity with the help of the whole class. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

**Additional practice** | **Photocopiable** 4A *Liar, liar!* | **Teacher's Book** p.135 | **Maximiser** p.26



# Speaking focus

## Speaking

### Simulated situation (Part 2)

#### Warmer: In my pocket

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

#### Aim

- to become familiar with language of suggestions and complete an exam-style speaking task (Paper 3, Part 2)

- 1 Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2 Check that students understand *soft toy*. Put students into pairs or small groups to discuss whether they have kept the objects at home. Elicit information from one or two groups in open class.
- 3 Refer students to the **Exam focus** on p.159 (or bring it up on ActiveTeach if you are using it). Make sure students understand what they have to do in Part 2 of the speaking exam. Check students understand *valuable* and *tour programme*. Play the recording for students to listen and answer the question. Check answers with the class.
- 4 Play the recording again so students can complete the sentences. Check answers with the class. Point out that *How about* is followed by the *-ing* form of the verb. Read out the **Exam tip** (and bring it up on ActiveTeach) and check that students understand it.

#### Functions bank:

##### Asking for and making suggestions

Use this section of the Functions bank on p.153 of the Coursebook to give students useful phrases for suggestions, either in class or for homework. See p.109 of the Teacher's book for the answer key.

- 5 Put students into pairs and ask them to do the speaking activity for two to three minutes. Monitor and help where necessary, making sure students are interacting appropriately and using phrases to make suggestions. Note down any common errors you hear.

- 6 In their pairs, students use the questions to discuss how they did and what they can do better next time. Find out from the class what they found easy and what they found difficult about the task, giving advice where possible. Finally, elicit corrections to any errors you noted down. Students could do the task a second time for extra practice, with a new partner.

#### Answers

- 1 Students' own answers  
2 Suggested answer: because they have special memories
- 2 Students' own answers
- 3 A Nirvana tour programme and a photo of friends when they were 18.
- 4 1 Do you think we should    2 Don't you agree?  
3 How about    4 So let's

Additional practice | Maximiser p.26 | MyPreliminaryLab

# Listening focus

## Speaking

#### Aim

- to develop fluency and introduce the topic of museums

#### Warmer: Board race

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

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

#### Answers

- 1 Students' own answers



## Listening

### Multiple choice (Part 1)

#### Aim

- to complete an exam-style listening task (Paper 2, Part 1)

- Elicit from the class what Part 1 of the listening task involves. Put students into pairs and ask them to remember the best strategy to use when doing this task. Elicit ideas from the class, then refer students to the **Exam focus** on p.158 to check their ideas. Read out the **Exam tip** (and bring it up on ActiveTeach) and check that students understand it. Put students into pairs to discuss the differences between the three maps in question 1. Elicit suggested vocabulary in open class and check students understand all the words in the suggested answer key below. Finally, give students time to work in pairs and predict the vocabulary they will hear in questions 2–7. Elicit ideas in open class. For question 3, check students understand *mark* (= *stain*) (n) and *tear* (= *rip*) (n).
- Play the recording so students can listen for the vocabulary they predicted and choose the correct answer to each question. Play the recording a second time for students to listen and check their answers. Put students into pairs to discuss their answers, then check answers with the class. Bring up the recording script on ActiveTeach if you are using it and ask students to say why they chose the answer they did. Highlight the parts on the recording script that give the answers.

#### Answers

- Suggested answers: bank, building, junction, crossroads, right, left, opposite
- 1 C (... the national bank on the right-hand side ... the national museum's directly opposite.)  
2 A (... he said the pieces were actually bits of an old bowl.)  
3 C (... the water system ... left a large mark in the right-hand bottom corner ...)  
4 B (... there were these baseball caps in blue ... so there was only really one choice in the end.)  
5 C (... from two o'clock, it'll be sunny ... the fair's from two 'til four ...)  
6 A (... it's got this crocodile, with a poem on the back ...)  
7 B (... there will also be an open day on the 23<sup>rd</sup> ... There's no charge for this showing ...)

#### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put the students into pairs to do the activity and then invite a student to drag the words in the box to complete the sentences. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

Additional practice | Maximiser p.27 | MyPreliminaryLab

## Grammar focus

### Speaking

#### Aim

- to develop fluency and introduce the topic of old school photos

- Put students into pairs to discuss the questions. Elicit answers from one or two students in open class. NB If any students recognise the people in the photos, do not tell them if they are correct or not as they will have the chance to discuss this in Activity 6.

#### Answers

- Students' own answers

## Listening

#### Aim

- to develop listening skills and hear *used to* in context

- Play the recording so students can identify the photo being described. Put students into pairs to compare their answers. Check the answer with the class.

#### Answers

- B

### *used to*

#### Aim

- to review *used to* for talking about past habits

- Play the recording again for students to tick whether each action relates to the past or now. Put students into pairs to compare their answers, then check them with the class.



- 4** Put students into pairs to discuss the rules. Refer students to the **Grammar reference** on p.126 to check their answers (or bring it up on ActiveTeach). Read out the **Language tip** (and bring it up on ActiveTeach) and model the weak form of *to*. Use the example sentences in Activity 4 to drill this pronunciation.
- 5** Do the first sentence together as a class to demonstrate the activity. Students then complete the other sentences individually before comparing their answers with a partner. Check answers with the class.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to fill the gap in each sentence and then invite a student to the board to complete the activity with the help of the class. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

### Answers

- 3** 1 past 2 now 3 past 4 now 5 past and now  
6 past
- 4** were true in the past
- 5** 1 used to have 2 used to have 3 used to look/be  
4 used to wear/have 5 didn't use to wear/have  
6 used to have

## Speaking

### Aim

- to practise using *used to* to talk about past habits and states

- 6** Put students into pairs to discuss who the people in the photos are. Ask them to check their ideas by turning to p.118.
- 7** Students use the photos to practise the use of *used to*. Start by asking students to remember what the man in Activity 2 said about Lady Gaga when she was young, e.g. *She used to wear plain clothes but now she wears crazy clothes*. Put students into pairs and ask them to take turns to describe the other three photos using *used to* and discuss how they have changed. Monitor and prompt error corrections when necessary.
- 8** With their same partners, students now describe what they looked like six years ago or if they have not changed much in that time, what they looked like when they were a child. Monitor and note down any errors, especially related to *used to*. Elicit any surprising or interesting information in open class and elicit the answers to any errors noted down.

### Answers

- 6** The people are singer and actress Jennifer Lopez (A), singer Lady Gaga (B), singer-turned-actor Justin Timberlake (C), actor and director George Clooney (D).

### Additional activity: The same as me

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

Additional practice | Maximiser p.28

## Vocabulary focus Speaking

### Aim

- to develop fluency, introduce the topic of city life and give students the opportunity to review *used to*

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

### Answers

- 1** Students' own answers

## Listening

### Aim

- to develop listening skills and hear vocabulary related to town and city in context

- 2** Ask students to read the eight sentences and discuss in pairs whether they think the sentences are correct or incorrect. Check students understand *growth*, *lack of* and *climate*. Play the recording for students to listen and confirm or change their answers. If necessary, play the recording again before checking answers with the class. Bring up the recording script on ActiveTeach if you are using it, and ask students to highlight the appropriate parts that give each answer. Finally, make sure that students understand the meaning of the phrases in italics and can pronounce them.



- 3 Students discuss the questions in pairs. Monitor and note down any errors, especially in the use of the phrases in *italics*. Elicit answers from one or two students in open class. Elicit corrections for any errors noted down.

## Answers

- 3 1 B (the population of 23 million isn't growing that much)  
 2 B (The public transport system's excellent)  
 3 A (That was worrying.)  
 4 B (There aren't many large parks in the city)  
 5 A (even the smallest parks have a space for children to play)  
 6 A (... full of nightclubs ... There's a lot to do)  
 7 B (the weather in Shanghai is quite extreme)  
 8 A (There are some great jobs for people)

## Town and city

### Aim

- to understand and use a set of compound nouns

- 4 Explain that the phrases in *italics* in Activity 2 are compound nouns. Read out the **Language tip** (and bring it up on ActiveTeach) and make sure students understand what compound nouns are. Elicit whether *population growth* is noun + noun or adjective + noun to demonstrate the activity. Students then work alone or in pairs to decide how the other compound nouns are created. Check answers with the class.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to match the sentences and then invite a student to the board to do the activity with the help of the whole class. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

- 5 Students make new compound nouns. Elicit one as an example and then put students into pairs to discuss the rest. Make it clear that words could go with more than one of a, b and c. Check answers with the class and drill pronunciation of the compound nouns where necessary.
- 6 Check students understand *the suburbs*. Play the recording for students to match the speakers to the places. Check answers with the whole class. Ask a few students in open class whether they live in the city, suburbs or countryside.

- 7 After students have matched the beginnings and endings of the sentences, play the recording again for students to check their answers. Check that students understand the meaning of the phrases in *italics* and how to pronounce them.

## Answers

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

## Speaking

### Aim

- to practise using vocabulary related to town and city and develop fluency

- 8 Put students into pairs and ask them to discuss which sentences in Activity 7 are true for them. Encourage them to compare where they each live, using the vocabulary in Activity 2 and Activity 7.
- 9 Put students into pairs or small groups for the discussion. Make sure students understand the ideas in the box before they start. Monitor and note down any errors you hear, especially related to the vocabulary in Activities 2 and 7. Elicit ideas from two or three groups and elicit the corrections to any errors you noted down.

## Answers

Students' own answers

### Additional activity: What's important?

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

**Additional practice** | Photocopiable 4B *Don't you agree?* |  
**Teacher's Book** p.135 | **Maximiser** p.28



# Writing focus

## Speaking

### Aim

- to develop fluency and introduce the topic of collecting population information

- Put students into pairs to discuss the questions. Elicit answers from one or two students in open class. If students are not sure of the answers to the questions, explain that in Britain, there is a census every ten years and has been since 1801. Every household must complete a questionnaire giving information about who lives there, their jobs, income, education, health, transport, family, language and national identity. Ask them if they find this surprising and why/why not.

### Answers

- Students' own answers

## Writing

### Sentence transformations (Part 1)

### Aim

- to complete an exam-style writing task (Paper 1, Part 1)

- Refer students to the **Exam focus** on p.157 and turn to it on ActiveTeach if you are using it. Read through it with the students, making sure they understand what happens in Part 1 of the writing paper. Put students into pairs to discuss the questions. Check answers with the class. Read out the **Exam tip** (and bring it up on ActiveTeach) and check that students understand it.
- Ask students to complete the first sentence. Check the answer to make sure that students fully understand the task before they move on to questions 2–5. After students have discussed their answers in pairs, check answers with the class.
- Students match the language to the pairs of sentences in Activity 3. Put students into pairs to discuss their answers, then check the answers with the class.

### Answers

- They mean the same thing but use different words. The present perfect is being tested.
- 1 belong 2 Collecting 3 have kept  
4 need to give, have to give, must give  
5 any information
- 1 B 2 E 3 C 4 A 5 D

## Speaking

### Aim

- to develop fluency and react to the topic of population records

- Put students into pairs to discuss the questions. Monitor and note down any errors. Elicit ideas for each question and corrections of any errors.

### Answers

- Students' own answers

**Additional practice** | Maximiser p.29 | MyPreliminaryLab

## Progress Test 2

### Aim

- to test structures and vocabulary in Units 3 and 4

- Give students notice that the test will take place and ask them to review the language from Units 3 and 4. In class, allow them 45 minutes to complete the test. Alternatively, set the test for homework as a review.

### Answers

- 1 excited 2 look 3 give 4 keep 5 embarrassing 6 satisfying
- 1 being 2 to meet 3 to forgive 4 Holding 5 to form 6 to build 7 moving 8 making 9 to feel 10 showing
- 1 have to 2 don't have to 3 mustn't 4 don't have to 5 have to 6 don't have to 7 have to 8 mustn't
- 1 Autobiographies are personal stories. However, some things appear in all of them.  
2 There's always a chapter on the terrible teacher who hated me. There's also usually a chapter on the first girlfriend or boyfriend.  
3 Some people try to write honestly, although most use their autobiography to make themselves look good.  
4 Celebrity autobiographies sell well despite getting bad reviews.  
5 An important politician can earn over £1 million before anyone buys the book. As well as that, they can make half a million selling the autobiography to papers.  
6 Autobiographies about difficult childhoods sell well, in spite of the fact that they are not always true.
- 1 E 2 H 3 C 4 A 5 B 6 F 7 G 8 D
- 1 used to 2 didn't use to 3 used to 4 used to 5 didn't use to 6 used to
- 1 D 2 D 3 C 4 D 5 A 6 C 7 B 8 C 9 B 10 A



# Swap it

## 5

## Vocabulary & Speaking focus

### Speaking

#### Warmer: My clothes list

Tell students that you've made a list of clothes to buy at the shops and they must try to guess that list. Write the first letter of each item on the board. Put students into small groups. They now try to guess the items as quickly as possible. When a group has finished, they put their hands up and you check their list. If their list matches yours, they win. If it doesn't, tell them which ones do not match, and they try again. This continues until a group has matched all the items correctly. Suggested list: trainers, jumper, coat, shorts, belt, gloves, socks, tie.

#### Aim

- to develop fluency and introduce the topic of fashion and modelling

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

#### Answers

- 1 Students' own answers

### Listening

#### Aim

- to develop listening skills and hear verbs related to clothes in context

- 2 Check that students understand what a *catwalk model* is, using the photo on p.42. Give students time to read the two questions and then play the recording. Put students into pairs to compare their answers and then check answers with the class.
- 3 Give students time to try to match the first half of the sentences with the second. Then play the recording for students to check their answers. Check answers with the class.
- 4 Put students into pairs or small groups to discuss the question. Elicit answers from one or two pairs in open class.

#### Answers

- 2 1 A woman offered him work as a catwalk model.  
2 He's not interested in fashion.
- 3 1 B 2 F 3 A 4 D 5 E 6 C



## Verbs related to clothes

### Aim

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

- 5** Make sure students understand the meaning of the verbs in *italics* in Activity 3 and can pronounce them. Students then complete the question with the verbs in Activity 3. Put students into pairs to check their answers, then check the answers with the class.
- 6** In their pairs, students ask and answer the questions in Activity 5. Monitor and note down any errors, especially related to the verbs. Elicit interesting or surprising answers from students in open class, and elicit corrections to any errors you noted down.

### Answers

- 5** 1 put on 2 go / with 3 worn out 4 try / on  
5 iron / clothes 6 fit

- 6** Students' own answers

**Additional practice** | **Maximiser** p.30

## Order of adjectives

### Aim

- to understand and practise the correct order of adjectives

- 7** Focus students on Jess' description or bring it up on ActiveTeach if you are using it. Give students time to complete the rule, then check answers with the class and check that students understand the rule.
- 8** Check students understand *silk*, *cotton*, *woollen*, *tight* and *leather*. Do the first sentence with the class to demonstrate the activity, and check that students understand the rule fully. Students then work alone to order the adjectives in the remaining sentences. Put students into pairs to compare their answers, then check answers with the class.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to work out the answers to the crossword clues and then invite a student to come to the board and complete the crossword with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs, or do it as a review in your next lesson.

- 9** Focus students on the example sentence and bring it up on ActiveTeach if you are using it. Play the recording and point out the intonation. Play the remaining sentences in Activity 8 and ask students to mark whether the intonation goes up or down on the adjectives and nouns. Play the recording again if necessary. Check the correct intonation with the class (see Answer key for Activity 8).
- 10** Ask students to turn to p.120 and read the instructions. Demonstrate the activity by choosing one of the people in the photo and asking students to ask *yes/no* questions until they guess who it is. Put students into pairs to do the activity themselves. Monitor and prompt corrections for any errors, especially related to the order of adjectives.

### Answers

- 7** opinion, size, colour, material
- 8–9** 1 Mike's bought a lovely, green, silk tie.  
2 Can I borrow your long, cotton jacket?  
3 Look at that awful, red, woollen jumper!  
4 I'd like those fantastic, big, white trainers!  
5 Hanna's wearing a horrible, tight, yellow tracksuit.  
6 I like this small, black, leather laptop bag.
- 10** Students' own answers

### Alternative activity: Whose clothes?

Rather than using the photo on p.120, get students doing the activity in Activity 10 with the other students in the class and their clothes.

### Additional activity: Fashion show

With some classes, it can be fun to put on a fashion show with some students modelling while other students take it in turns to commentate on what they are wearing. They don't need to dress up – it can be done with the clothes they are wearing, or they can bring in a few accessories (scarves, bags, hats, etc.) to add more variety to the language.

**Additional practice** | **Maximiser** p.31

## Speaking

### Extended turn (Part 3)

#### Aim

- to complete an exam-style speaking task (Paper 3, Part 3)



- 11** Elicit from students what they have to do in Part 3 of the speaking exam and the strategy they should use. Focus students on the photo on p.42 and bring it up on ActiveTeach if you are using it. Put students into pairs and ask them to predict what they think they are going to hear the candidate say about it. Give students time to read the two questions and then play the recording. Students discuss the answers with their partner. Check answers with the class.

- 12** Put students into pairs and focus them on the two photos on p.43 (bring them up on ActiveTeach if you are using it). One student in each pair describes photo A for one minute while the other student times them and listens for the adjectives they use. Students then swap roles and the other student describes photo B. While they are speaking, monitor and listen to check they are doing the task appropriately. Give students time to give feedback to each other.

## Answers

- 11** 1 Less than one minute: around 30 seconds.  
2 She could give more detail in the description, e.g. what people look like and what they are wearing.
- 12** Students' own answers

### Useful resources: Voicethread / Fotobabble

Add a photo to the website [www.voicethread.com](http://www.voicethread.com) and ask students to record themselves describing the photo for one minute. They will need to register (for free), but it will give them speaking practice outside the classroom and give you a chance to listen to your students' speaking skills and offer individual suggestions for development. Ask students to add a photo of their own choice to [www.fotobabble.com](http://www.fotobabble.com) and describe it for one minute. They can then share the link with classmates so they can listen to each other and get to know each other better.

## Discussion (Part 4)

### Aim

- to complete an exam-style speaking task (Paper 3, Part 4)

- 13** Elicit from students what they have to do in Part 4 of the speaking exam. Read out the **Exam tip** (or bring it up on ActiveTeach) and check that students understand it. Give students time to read the instructions and prompts, and check they understand them. Students now continue to work in their pairs and discuss clothes for three to four minutes. They can use the prompts to help their discussions. Monitor and check students are interacting successfully. Note down

any errors you hear. Ask one or two pairs to tell the class what they talked about, and elicit corrections to any errors you noted down.

## Answers

- 13** Students' own answers

**Additional practice** | **Photocopiable** 5A *Just a minute* |

**Teacher's Book** p.136 | **Maximiser** p.32

# Listening focus

## Listening

### Gap fill (Part 3)

#### Aim

- to complete an exam-style listening task (Paper 2, Part 3)

### Warmer: Role play

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

- 1** Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2** Refer students to the **Exam focus** on p.158 and turn to it on ActiveTeach if you are using it. Read through it with the students, making sure they understand what happens in Part 3 of the listening paper. Check students understand *avenue* and *annual membership*. Ask students to look at the first gap and read the whole sentence. Elicit what kind of word fits the gap (e.g. verb, number, etc.). Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand it. Students then read the other sentences and predict the kind of word that fits in each. Put students into pairs to discuss their predictions before checking them with the class.
- 3** Play the recording so students can fill the gaps. Play the recording a second time for students to check their answers and then put students into pairs to compare and discuss their answers. Check the answers with the class.



### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to choose the correct words to complete the sentences, then invite one student to the board to complete the activity with the help of the class. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

- 4** Put students into pairs to discuss the questions. Monitor and note down any common errors you hear. Elicit answers from one or two students in open class and elicit corrections to any errors you noted down.

### Answers

- 1 Students' own answers
- 2 Suggested answers: 1 a number 2 noun/adjective  
3 means of communication/payment  
4 name of street 5 number/price  
6 time of day/week/month/year
- 3 1 18 2 key card 3 text 4 Hillway 5 \$50  
6 weekends
- 4 Students' own answers

### Useful resources: Dictation

The website [www.listenandwrite.com](http://www.listenandwrite.com) has a variety of listening texts that students can listen to. As they listen, they type the words they hear. There is a variety of levels, but the lower ones are better as the website is not specifically for non-native speakers of English.

Additional practice | Maximiser p.33

## Grammar focus

### Reading

#### Aim

- to develop reading skills and see comparatives and superlatives in context

- 1** If this material is covered in a different lesson to the Listening Focus on p.44, ask students to remember what the Valley University car share scheme is about. Check that students understand the verb *insure*. Give students time to read the questions, then ask them to read the text. Put students into pairs to discuss their answers, then check the answers with the class.

### Answers

- 1 to persuade new customers to join the scheme
- 2 It's cheap, easy, convenient and less stressful than owning your own car.

## Comparatives and superlatives

#### Aim

- to review comparatives and superlatives and practise using them

- 2** Focus students on the adjectives in italics in the text which are all numbered (bring the text up on ActiveTeach if you are using it). Students match the adjectives with the rules. Put students into pairs to check their answers, then refer them to the **Grammar reference** on p.127 (or bring it up on ActiveTeach) to check their answers. Make sure students understand how to form the different comparative and superlative forms. Read out the **Language tip** (and bring it up on ActiveTeach) and make sure students understand that there are some irregular comparatives and superlatives. Finally, deal with the use of weak forms *than* (/ðən/) and *as...as* (/əz/). Drill the sentences *It was cheaper than running my own car* and *It was as easy as borrowing my mum's car* to help students pronounce the weak forms appropriately.

- 3** Do the first sentence with the class to demonstrate the activity. Point out that students may need to use a different adjective in sentence 2, but the meaning of the sentence must be the same as the meaning in sentence 1. Students work alone to complete the other sentences. Put students into pairs to check their answers, then check the answers with the class.

- 4** Complete the first question with the class to demonstrate the activity. Students then complete the questions by putting the adjective in brackets into the correct comparative or superlative form. Put students into pairs to compare their answers, then check the answers with the class.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to find words in the wordsearch and then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

- 5** Put students into different pairs to ask and answer the questions in Activity 4. Monitor and listen for errors, especially related to comparatives and superlatives. Elicit any interesting or surprising answers in open class, and elicit corrections to any errors you noted down.



## Answers

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

3 1 as stressful as 2 less unfit than 3 as difficult as  
4 less money 5 less efficient 6 as well as

4 1 better 2 easier 3 most expensive  
4 most unusual 5 healthier 6 furthest  
7 most popular 8 more careful

5 Students' own answers

### Additional activity: Discussion

Put students into groups of four or five. Each student in each group is given one form of transport, e.g. *car, train/underground, bus, bike or motorbike*. Students must then try to persuade each other that their form of transport is the best. This could be in relation to the city/town where they are, but it could also be as a means of transport in general. The discussion continues until students finally agree on the best form of transport. Ask each group to feedback the result of their discussion to the class. This could be repeated with other topics such as: holidays (city break, beach holiday, adventure holiday, working holiday, walking holiday) and food (French, Italian, Chinese, Indian, Mexican).

Additional practice | Maximiser p.33

## Reading focus Speaking

### Aim

- to develop fluency and introduce the topic of homes

- 1 Focus students on the photos of homes on p.46 and 47 (bring them up on ActiveTeach if you are using it) and elicit words used to describe those homes, i.e. detached house, block of flats. Put students into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.

## Answers

1 Students' own answers

## Reading Matching (Part 2)

### Aim

- to complete an exam-style reading task (Paper 1, Part 2)

- 2 Elicit one or two ideas in open class. Then ask students to read the advertisement to check their ideas. Check the answers with the class.
- 3 Ask students to read sentence 1 and find an expression in the advertisement that means the same thing but uses different words. Check their answer. Once students are clear on the activity, ask them to find the expressions for the other sentences. Put them into pairs to compare their answers, then check the answers with the class. Finally, read out the **Exam tip** (and bring it up on ActiveTeach) and check that the students understand it.
- 4 Elicit from students what they have to do in Part 2 of the Reading paper. Put them into pairs and ask them to remember the best strategy to use for this task. Elicit ideas in open class, then refer students to the **Exam focus** on p.156 to check their ideas. Remind students that they should underline the needs and wants of the five people/couples and match these with the homes in the text, but different words will be used in the text. Give students time to underline the needs and wants of the five people/couples first, then check these with the class. Ask students to read the text and match the homes with the five people/couples. Put students into pairs to discuss their answers, then check the answers with the class.

## Answers

- 2 People live in each other's homes for a short time. It's a cheap way of having a holiday, seeing a different place and meeting local people.
- 3 1 It's not just about saving money.  
2 Visit our house exchange website ...  
3 Just add a description of your home ...  
4 ... from a few days to a few weeks.  
5 It gives you a chance to see places that aren't on the tourist map ...  
6 ... explain where you'd like to stay ...
- 4 1 D (enjoy views of the city centre = see many famous buildings; hoping to see several musicals = several popular London theatres are just a short walk away; Manuela doesn't like cats = we'd rather not have pets)  
2 A (where they can drive to places and learn about how people used to live = offers easy access to several beautiful historical houses; want to be able to play tennis and go swimming = leisure centre and pool just ten minutes away; they don't mind pets = a dog that needs looking after)  
3 G (want to see both the countryside and central London = opposite a large forest/get around the area or take one of the regular trains to the city centre; don't have a car = can borrow our bikes/regular trains)  
4 C (learn about the history of art and watch plays = many theatres and galleries; safe and peaceful = quiet/good security; has pets at home = a small black cat to feed)



5 F (dancing and try food from different countries = nightclubs and restaurants serving meals from around the world; exercising regularly is important = a gym and pool)

**Additional practice** | Photocopiable 5B *Pet sitters* |  
**Teacher's Book** p. 136 | **Maximiser** p.34 | **MyPreliminaryLab**

## Speaking

### Aim

- to develop fluency and discuss issues related to the advertisement

- 5** Put students into pairs to discuss the questions. Monitor and note down any significant or common errors you hear. Elicit answers from one or two students in open class and elicit corrections to any errors you noted down.

### Answers

- 5** Students' own answers

#### Additional activity:

##### Your perfect holiday home

Ask students to take notes when listening to their partner describe their perfect holiday home in question 2. Then ask students to do some online research to match their partner's preferences to a real-life holiday home, either in class or for homework. There are many *holiday home swap* websites: one example is [www.guardianhomeexchange.co.uk](http://www.guardianhomeexchange.co.uk). Students can present the chosen holiday home to their partner, who says if it matches their criteria or not.

## Vocabulary

### House and home

### Aim

- to understand and use a set of vocabulary related to house and home

- 6** Focus students on the bold words and phrases in the advertisement (bring the advertisement up on ActiveTeach if you are using it). Students categorise the words and phrases, either individually or in pairs. Check answers with the class and make sure students understand the meaning and pronunciation of the words and phrases.

- 7** Complete the first sentence with the class to demonstrate the activity. Students then complete the sentences alone before checking answers in pairs. Check answers with the class.

- 8** Put students into different pairs to ask and answer the questions. Monitor and assess students' speaking skills. Note down any issues and address these in open class. Elicit any interesting or surprising information from students in open class.

### Answers

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

#### Additional activity: My house

Put students into small groups and ask them to describe a room in their house using the vocabulary from Activity 7 where possible. Demonstrate the activity yourself first by describing your own room. While students are speaking, monitor and note down any errors for delayed error correction. Elicit any interesting information in open class.

**Additional practice** | **Maximiser** p.35

## Grammar focus

### Listening

### Aim

- to develop listening skills and hear *so, such, too, enough* in context

- 1** Ask students to read the questions and check they understand what a school exchange programme is. Put students into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.
- 2** Check students understand *freeze* and *slopes*. Focus students on the quotes (and bring them up on ActiveTeach if you are using it). Give students time to read the quotes and decide if the people are happy or unhappy. Put students into pairs to discuss their answers. Check answers with the class.



- 3 Play the recording so students can match the speakers to the quotes in Activity 2. Make it clear that there are two quotes per speaker. Put students into pairs to discuss their answers, then play the recording a second time if necessary.

## Answers

- 1 1 Students' own answers  
2 Suggested advantages: meet new people, see a different part of the world, learn about a different culture which opens your mind. Suggested problems: you don't like the place/people, you feel homesick and miss your family/friends  
2 A happy B unhappy C unhappy D happy E unhappy F happy  
3 Speaker 1: B, F Speaker 2: C, D Speaker 3: A, E

## too and enough, so and such

### Aim

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

- 4 This activity focuses on *too* and *enough*. Ask students to underline the examples of these words in the quotes in Activity 2 and complete the rules. Refer students to the **Grammar reference** on p.127 to check their answers, or bring it up on ActiveTeach. They should focus on just points 1 and 2 in both the Use and Form sections. Read out the **Language tip** (and bring it up on ActiveTeach) and make sure that students understand it. You might want to draw students' attention to the difference between *too* and *very* at this stage, i.e. *It's very hot* (= neutral); *It's too hot* (= negative).
- 5 This activity focuses on *so* and *such*. Ask students to underline the examples of these words in the quotes in Activity 2 and complete the rules. Refer students to points 3 and 4 of the **Grammar reference** on p.127 to check their answers. Make sure students are clear on how the words are used and the word order in a sentence.
- 6 Do the first sentence with the class to demonstrate the activity and check students' understanding of the language. Students work alone to complete the remaining sentences. Put them into pairs to discuss their answers, then check answers with the class.
- 7 Put students into pairs and ask them to look at the quotes in Activity 2 again and answer the questions. Check answers with the class. Use quotes C and D to make sure that students understand that we use *so/such ... that ...* and *too ... to + infinitive* to express cause and effect.

- 8 Do the first sentence with the class to demonstrate the activity. Students work alone to do the remaining sentences. Put them into pairs to compare and discuss their answers, then check answers with the class.

- 9 Set up the situation with the class and then monitor as students complete the sentences about their own hometown. Prompt corrections where necessary. Put students into pairs to compare their ideas. If students are describing the same town, ask them to say whether they agree or disagree with each other's descriptions. If they are describing different hometowns, make sure they explain their sentences.

## Answers

- 4 1 too 2 enough  
5 1 so 2 such a 3 such  
6 1 too many 2 good enough 3 cool enough  
4 too far 5 didn't have enough 6 too short  
7 1 A, E, F (I met such interesting people there. There were too many tourists. I got so good at skiing.)  
2 C, D (It was just too wet to do anything. It was such a big city that there were lots of things to do.)  
8 1 so 2 so nervous 3 weak 4 to apply  
5 so much  
9 Students' own answers

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to complete the sentences with the correct word and then invite a student to the board to complete the activity with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs.

### Additional activity: Lovers and haters

Put students into groups of three. One student sits with their back to the board (or turns away). Write a place that students will be familiar with on the board. It could be somewhere local, or an international city. One of the two students left is a lover of that place and the other is a hater – they decide about this between themselves. Both students take it in turns to make sentences about the place using *so*, *such*, *too*, *enough* but without saying the name of the place, e.g. *There are too many people there; the weather's so great all the time*. The happy person talks positively about the place and the unhappy person is more negative. The student with their back to the board has to guess the place from the descriptions.

Additional practice | Maximiser p.35



# Writing focus

## Reading

### Aim

- to develop reading skills and provide a context for the writing task

- 1 Ask students to look at the photo (bring it up on ActiveTeach if you are using it). Put students into pairs and ask them to discuss what they know about what is happening in the photo. Elicit ideas in open class. Check that students understand what a *polar bear* is. Give students time to read the email from Beth and discuss the answers with their partners. Check answers in open class.
- 2 Put students into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.

### Answers

- 1 1 It doesn't explicitly say, but probably Alaska. The town of Barrow in Alaska is famous for having no sun for around 30 days of the year.  
2 a torch  
3 a polar bear watch
- 2 Students' own answers

## Writing

### Message (Part 2)

### Aim

- to complete an exam-style writing task (Paper 1, Part 2)

- 3 Remind students what Part 2 of the writing paper involves. Give students time to read the exam task and answer the questions. Check answers with the class. Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that the students understand it.
- 4 Give students time to read the sample answer and the teacher's notes, and answer the questions. Check answers with the class, then ask students to correct the email. Put students into pairs to compare their answers. Make it clear that there are several possibilities, and monitor and help where necessary. Check the answers with the class.

- 5 Give students time to read the exam task (bring it up on ActiveTeach if you are using it). Check that they understand clearly what they have to do. Put students into pairs for step 1 and get them to help each other think of ideas for their emails. Students then work alone for steps 2–4, either in class or for homework.

### Writing reference: Planning your writing

Use Section 4 of the Writing reference section on p.139 of the Coursebook to give students more information and practice in planning a piece of writing, either in class or for homework. See p.106 of the Teacher's book for the answer key.

### Answers

- 3 1 explain why you don't want to do the activity; apologise for not accepting the offer; suggest a different activity  
2 35–45 words
- 4 1 He hasn't explained why he can't go polar bear watching.  
2 correct the name; give a reason why he can't go polar bear watching; finish the email more appropriately  
Dear Beth,  
Thank you for your email. I'm afraid I can't come on the polar bear watch because I'm scared of the dark! Do you think we could go out on snow scooters instead? It'd be a great experience.  
I can't wait to meet you properly!  
Love, Javier
- 5 Students' own answers

**Additional practice** | Maximiser p.35 | MyPreliminaryLab



# You live and learn

## 6

### Reading focus

#### Speaking

##### Aim

- to develop fluency and introduce the topic of learning and technology

- 1 Ask students to look at the photo (bring it up on ActiveTeach if you are using it) and elicit what it shows. Put students into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.

#### Answers

- 1 Students' own answers

### Reading

#### Multiple choice (Part 4)

##### Aim

- to complete an exam-style reading task (Paper 1, Part 4)

- 2 Remind students what Part 4 of the reading paper involves and elicit the best strategy to use. Refer students to the **Exam focus** on p.156 to check their ideas. Read out the **Exam tip** (and bring it up on ActiveTeach). Point out that skimming a text before answering the questions is important because it gives you an idea of the content. Focus on the two techniques for skimming and make sure students understand them. Give students one minute to skim read the text using their strategy of choice and answer the questions. Put students into pairs to discuss their answers, then check the answers with the class.

#### **Alternative activity:** Skimming experiment

After discussing the **Exam tip**, put students into pairs. Student A skims the text using the first technique (reading the first and last paragraph) while Student B skims the text using the second technique (reading the first line of every paragraph). When they have finished, ask the pairs to answer the question and then discuss whether they found the technique useful or not. Elicit feedback from one or two students in open class.

- 3 Put the students into pairs and ask them to remember the best strategy for dealing with the multiple-choice questions. Elicit ideas, then refer students to the **Exam focus** on p.156 to check. Check that students understand *explanation*, *literature* and *forum*. Students work alone to do the task. Put them into pairs to compare and discuss their answers before you check answers with the class.



## Answers

- 2 The blog is about learning a language before technology came along.
- 3 1 C  
2 A (And I have no idea how I knew which movies to see without my favourite movie review website.)  
3 D (The only way to hear that was to visit the movies.)  
4 A (... and find English words more quickly.)  
5 C (... I'd spend hours on the web, reading about my favourite topics ...)

**Additional practice** | Maximiser p.36 | MyPreliminaryLab

## Speaking

### Aim

- to develop fluency, relate the text to the students' own learning and encourage students to use web resources to develop their English skills

- 4 Put students into pairs or small groups to discuss the questions. Elicit answers from pairs/groups and make a list of the websites/tools/activities on the board. Encourage students to share their knowledge and experiences.

## Answers

- 4 Suggested answers: Listening – news websites, YouTube, songs. Vocabulary – read articles/e-books and look up new words, websites with vocabulary activities. Reading – news or magazine websites, e-books. Grammar – read articles and review the use of tenses. Speaking – Voxopop, Skype, chat rooms. Writing – keep a blog or online diary, forums.

### Useful resources: Grammar and vocabulary

The following websites have grammar quizzes: [www.englishclub.com/grammar](http://www.englishclub.com/grammar), [www.grammar-quizzes.com](http://www.grammar-quizzes.com) and <http://a4esl.org/a/g3.html>.

The following websites have vocabulary quizzes: <http://a4esl.org/q/h/vocabulary.html> and <http://esl.about.com/library/quiz/blvocabularyquiz.htm>.

The following website has both grammar and vocabulary quizzes: <http://www.esl-galaxy.com/multimedia.htm>.

### Additional activity: Website review

Ask each student to choose an idea or website that they discussed in Activity 4, or one of the websites in the Useful resources box, and try it out for homework. In the next lesson they should explain what they did and assess whether they found it useful or not. Students can present their ideas to the class or in small groups.

## Vocabulary

### Prepositional phrases

#### Aim

- to understand and practise using a set of prepositional phrases

- 5 Focus students on the phrases in bold in the text (bring it up on ActiveTeach if you are using it). Elicit the answer to the first definition in open class to demonstrate the activity. Students work alone to match the remaining phrases. Put students into pairs to compare their answers, then check them in open class. Make sure students understand the meaning of the phrases and can pronounce them.
- 6 Do the first sentence in open class to demonstrate the activity. Students work alone to complete the remaining sentences. Put students into pairs to compare their answers, then check them in open class.
- 7 Demonstrate the activity by telling the class one or two sentences that are true for you and why, and then change another one or two sentences so that they become true for you. Put students into pairs or small groups to discuss and change the sentences. Monitor and note down any errors you hear. Ask one or two students to share any interesting information they learnt about their partner(s) in open class. Elicit corrections to any errors noted down.

## Answers

- 5 1 at least 2 in fact 3 up to date 4 because of  
5 on sale 6 at first 7 at all 8 in the end
- 6 1 at first 2 In fact 3 at least 4 at all  
5 up to date 6 In the end 7 on sale 8 because of
- 7 Students' own answers

**Additional practice** | Photocopiable 6A *Preposition race* |

**Teacher's Book** p.137 | **Maximiser** p.37

## Grammar focus

### Listening

#### Aim

- to develop listening skills and hear the Past simple and Past continuous in context

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



- 2** Check that students understand *comedy* and *comedian*. Play the recording for students to listen and answer the question. Check the answer with the class.
- 3** Give students time to read the sentences, then play the recording again. Put students into pairs to compare their answers, then check the answers with the class.

## Answers

- 1 Students' own answers  
 2 He wants to invite her to do a comedy course with him.  
 3 1 incorrect 2 incorrect 3 correct 4 incorrect  
 5 correct 6 correct

## Speaking

### Aim

- to develop fluency and discuss issues related to the conversation

- 4** Put students into pairs to discuss the questions. Monitor and note down any errors you hear. Elicit answers from one or two students in open class and elicit corrections to any errors you noted down.

## Answers

- 4 Students' own answers

## Past simple and Past continuous

### Aim

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

- 5** Focus students on the sentences from the conversation (bring them up on ActiveTeach if you are using it) and ask students to answer the questions. Put students into pairs to discuss their answers. Refer students to the **Grammar reference** on p.128 (or bring it up on ActiveTeach) to check their answers. Make sure students understand the form and use of both tenses. Read out the **Language tip** (and bring it up on ActiveTeach) and make sure that students understand it. Demonstrate it by using sentence A in Activity 5 and showing how *as*, *while* and *when* can all be used, and how the order of the clauses can be changed.
- 6** Play the recording so students can notice the use of the weak forms of *was* and *were*. Get students to listen and repeat the sentences so they practise using the weak forms.

- 7** Check that students understand *penguin*, *snail* and *farmer*. Divide the class into two halves, A and B. Student As turn to p.120. Student Bs remain on p.52. Ask students to work alone to complete the jokes and then compare their answers with those of another student in their group. Check answers with each group by eliciting the verb forms only.

- 8** Tell students they should try to tell the jokes from memory. Ask them to write down six to ten key words which will help them to tell the joke. Give students time to remember the joke and perhaps practise saying it with a student in the same group as them. Put students into A/B pairs to tell each other their jokes. Monitor and note down any errors you hear, especially related to the two past tenses. Elicit which joke students found the funniest.

## Answers

- 5 1 B 2 A 3 C  
 6 They are both weak forms when they are auxiliary verbs. *Was* is pronounced /wəz/ and *were* is pronounced /wə/.  
 7 A: 1 was enjoying 2 heard 3 opened  
 4 was shaking 5 asked 6 kicked 7 closed  
 8 arrived 9 was falling 10 was making  
 11 opened 12 saw  
 B: 1 was driving 2 broke 3 was examining  
 4 stopped 5 was taking 6 offered 7 agreed  
 8 took 9 was still sitting 10 drove 11 asked  
 12 had  
 8 Students' own answers

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students in pairs to complete the joke by choosing the correct verb form and then invite a student to come to the board and complete the joke with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs.

### Additional activity: My favourite joke

Students work in small groups and tell each other their favourite joke from their own language, but in English. The other students say whether they think it is funny or not. If students in your class come from different cultures, the jokes may well not translate, but they can generate a lot of discussion about why it is funny and other cultural issues.

Additional practice | Maximiser p.38



# Vocabulary focus

## Speaking

### Aim

- to develop fluency and introduce the topic of education and school reports

### Warmer: Hotseat

To review vocabulary related to education, put students into groups of four or five. Ask one student in each group to turn their chair away from the board. They are in the hotseat. Make sure that the person in the hotseat has a pen and piece of paper. Write the following word on the board: *engineering*. The students in each group that can see the word have to explain it to the student in the hotseat, but without saying the word or translating it. As soon as the student in the hotseat has guessed it, he/she writes it on the piece of paper and holds it up. The first group to do so wins one point. Do the same with the following words, with students in each group taking it in turns to sit in the hotseat: *medicine, degree, law, science, professor*. The winning group is the one with the most points.

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

### Answers

- Students' own answers

## Education

- Ask students to name the different types of schools that you go to up to the age of 18 (i.e. nursery school, primary school, secondary school). Students read the school reports and answer the question. Put students into pairs to discuss their answers, then check the answers with the class.
- Focus students on the phrases in italics in the school reports (bring the reports up on ActiveTeach if you are using it). Give students time to read the questions. Students find the phrases in the reports and guess their meaning. Put students into pairs to discuss their guesses. Check answers with the class, making sure that students understand the meaning and pronunciation of the phrases.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Work as a class to play pelmanism. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

- Put students into pairs or small groups to discuss the questions. Monitor and prompt corrections to any errors related to the phrases. Elicit any interesting answers from students in open class.

### Answers

- A primary school B secondary school C college/university
- 1 think it's difficult to pay attention to  
2 teachers give work to do at home  
3 go to every lesson 4 improved well  
5 sign up for a course in the evenings  
6 preparing for exams
- Students' own answers

Additional practice | Maximiser p.38

## Adverbs

### Aim

- to understand and practise using a set of adverbs

- Elicit what an adverb is and how adverbs are usually created (adjective + -ly). Elicit one example of an adverb in the reports in open class. Ask students to underline the remaining adverbs, then check answers with the class. Give students time to complete the sentences with the adverbs from the text. Note that not all the adverbs in the text are used. Put students into pairs to compare their answers, then check the answers with the class. Check that students understand the meaning of the adverbs. Read out the **Language tip** (and bring it up on ActiveTeach) and make sure that students understand it.

### Answers

- Adverbs in the school reports are: basically, well, broadly, continually, considerably, hard, clearly, originally, easily  
1 continually 2 originally 3 hard 4 basically  
5 broadly 6 obviously 7 easily 8 considerably

## Speaking

### Aim

- to practise using the adverbs and develop fluency

- Put students into pairs to ask and answer the questions. Elicit answers from one or two students in open class.
- Put students into different pairs and decide which are A students and which are B. Students turn to the relevant pages and follow the instructions for the role play. Monitor and note down any errors you hear while



they role-play the conversation. In open class, ask one or two students to discuss the feedback they received and whether their teacher was kind or not. Elicit corrections to any errors noted down.

## Answers

Students' own answers

**Additional practice** | **Maximiser** p.39

# Listening focus Speaking

## Aim

- to develop fluency and introduce the topic of learning

- 1 Put students into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.
- 2 Students continue to work in their pairs/small groups to answer the question. Elicit answers from one or two pairs or groups in open class.

## Answers

Students' own answers

# Listening True/False (Part 4)

## Aim

- to complete an exam-style listening task (Paper 1, Part 4)

- 3 Elicit what students have to do in this exam task and put them into pairs to try to remember the best strategy to use. Elicit ideas in open class, then refer students to the **Exam focus** on p.158 to check their ideas. Give students time to underline the key words. Put them into pairs to discuss different ways of saying them. Elicit suggestions from students in open class. Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand it.
- 4 Play the recording twice. Give students time to discuss their answers with a partner, either before you play the recording a second time or after. Check answers with the class, bringing up the recording script on ActiveTeach if you are using it, to highlight the parts of the conversation that gave the answers.

## Answers

- 3 Suggested answers:
  - 1 at first / worried / finishing university (= in the beginning / nervous / leaving university)
  - 2 Suzie's friends / changed careers / several times (= Suzie's mates / moved jobs / a lot)
  - 3 Suzie / regrets / decision / waitress (= Suzie / feels sad about / choice / work in a restaurant)
  - 4 Gus / difficult / make changes / after university (= Gus / not easy / do things differently / after finishing university)
  - 5 agree / helpful / compare / to others (= think the same / useful / look at how similar or different you are / other people)
  - 6 Gus / expected / problems / disappear quickly (= believed / issues / go away fast)
- 4
  - 1 A (I remember being terrified that day)
  - 2 B (All my closest friends went into jobs like law, or medicine, the kind you stay in for life)
  - 3 B (Looking back ... I can see I needed those skills)
  - 4 A (It was a shock for me to realise I couldn't afford to carry on living like that)
  - 5 B (... which was a complete waste of time)
  - 6 B (I can't believe how much time I wasted worrying about things that just sorted themselves out)

## ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to match the correct meaning to the words/phrases and then invite a student to complete the activity with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs.

**Additional practice** | **Maximiser** p.39

# Speaking

## Aim

- to develop fluency and discuss issues related to the conversation

- 5 Put students into pairs to discuss the questions. Monitor and note down any significant or common errors you hear. Elicit answers from one or two students in open class and elicit corrections to any errors you noted down.

## Answers

5 Students' own answers

**Additional practice** | **Maximiser** p.39



# Speaking focus

## Speaking

### Aim

- to develop fluency and introduce the topic of teaching young people

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

### Answers

- Students' own answers

### Personal questions (Part 1)

### Aim

- to complete an exam-style speaking task (Paper 3, Part 1)

- Play the recording so students can listen and answer the question. Put students into pairs to discuss the answer, then check with the class.
- Give students time to read the extracts from the conversation and predict the missing word(s). Play the recording a second time and then check answers with the class.
- Focus students on the table and check they understand what it shows. Give students time to complete it with the words and phrases. Check answers with the class and make sure students understand how the words and phrases are used. Drill pronunciation of the words/phrases with natural-sounding stress and intonation. Read out the **Exam tip** (and bring it up on ActiveTeach) and check that the students understand it.
- Divide the class into three groups: A, B and C. Ask students to turn to the appropriate pages, then work with someone in their group and prepare the questions numbered 1–3. Monitor and help where necessary. Put a student from each group (A–C) together. If you have one or two extra students, ask them to join another group to make four students. Students now ask and answer the questions, following their instructions. Remind them to use the words and phrases in Activity 4. Monitor and note down any errors, then correct these in a short feedback session at the end.

### Answers

- Probably speaker 2 because more information is given with more enthusiasm.

- 1 well / anyway 2 you know 3 I mean
- Pausing: well, you know Changing topic: anyway Giving an honest answer: I mean
- Students' own answers

### Additional activity: Question mingle

For further practice of Part 1 of the speaking exam, put students into pairs and ask them to come up with six questions they might be asked in Part 1 of the speaking exam: two questions about their current personal situation, two questions about past experiences and two questions about future plans. Students mingle, asking and answering their questions with different partners.

Additional practice | Maximiser p.40 | MyPreliminaryLab

# Grammar focus

## Speaking

### Aim

- to develop fluency and introduce the topic of intelligence

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

### Answers

- Students' own answers

## Reading

### Aim

- to develop reading skills and see the Past perfect simple in context

- Ask students to look at the photo of Kim Ung-Yong, read the headline and predict why he might be a *failed genius*. Put students into pairs to discuss this and then elicit possible answers in open class. Give students time to read the text to see if they are correct and answer the questions. Put students into pairs to compare their answers, then check with the class.
- Put students into pairs to discuss the questions. Monitor and note down any significant errors. Elicit answers from one or two students in open class and elicit corrections to any errors you noted down.

### Answers

- 1 to read four languages 2 a physics PhD 3 four years 4 a second PhD
- Students' own answers



## Past perfect simple

### Aim

- to review the Past perfect simple and practise using it

- Focus students on the underlined verb forms in the text (bring the text up on ActiveTeach if you are using it). Put students into pairs to discuss the questions, then refer them to the **Grammar reference** on p.129 (or bring it up on ActiveTeach) to check their answers. Read out the **Exam tip** (and bring it up on ActiveTeach) and check that students understand the use and form of the Past perfect simple. Use the timeline in the **Grammar reference** to help students understand.
- Elicit the correct verb forms for the first sentence in open class to demonstrate the activity and check that students understand the two tenses. Students complete the remaining sentences. Monitor and help where necessary. Put students into pairs to compare their answers, then check with the class.

### Answers

- 1 Actions which happened first: learn, attend, complete, graduate  
2 the Past perfect simple
- 1 was / had taught    2 was / had become  
3 had already become / turned  
4 had already solved / started  
5 celebrated / had already started  
6 managed / had read

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to put the verbs in the correct form and then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

### Additional activity: Weak forms

To help students with their listening skills, highlight the use of the weak form or contraction of *had* with the Past perfect simple. Read out the following sentences using appropriate weak forms or contractions and ask students to count the number of words in each sentence. Contractions count as two words. Check answers with the class.

By the time I got there, he'd gone (9). She wasn't feeling well because she hadn't slept much (11). We didn't go out after we'd had lunch (10). He'd learnt to speak four languages before he went to school (12). She checked her phone but no one had called (9).

**Additional practice** | **Photocopiable** 6B *Great minds think alike* |  
**Teacher's Book** p.137 | **Maximiser** p.40

## Speaking

### Aim

- to practise using the Past perfect simple and develop fluency
- Give students time to make notes on a person they want to talk about. Monitor and help where necessary. Encourage students to think about their use of the Past perfect simple. Alternatively, set this activity for homework so students have time to do some research.
  - Put students into pairs and ask them to describe their person to each other. Monitor and note down any significant errors you hear, especially related to the target language. If you have a small class, students could give their mini-presentations to the class. When they have finished speaking, ask students to work in pairs/groups to choose the most successful person and discuss why. Elicit answers from students in open class. Elicit corrections to any errors noted down.

### Answers

Students' own answers

**Additional practice** | **Maximiser** p.40

## Writing focus

### Writing

#### Story (Part 3)

### Aim

- to complete an exam-style writing task (Paper 1, Part 3)

- Remind students that they might have to write a story in Part 3 of the writing paper. Make sure students understand *a lucky escape*. Put students into pairs to discuss the question. Encourage them to discuss a lucky escape that someone they know has had if they cannot think of a story about themselves. Elicit any interesting stories in open class.
- Check students understand *being told off*. While students brainstorm ideas for a possible story, monitor and prompt where necessary. Elicit one or two ideas for each of the three points in open class.
- Ask students to read the story and answer the questions, then put them into pairs to compare their answers. Check answers with the class.



- 4** Ask students to answer the questions individually, then put them into pairs to compare their answers. Check answers with the class. Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand it. Emphasise the importance of having a clear beginning, middle and end to a story, and using a variety of adjectives and adverbs to add interest.
- 5** Explain that the story they are going to read is based on true events. Elicit the correct form of *spend* in number 1 to demonstrate the task. Monitor while students are completing the text and help where necessary. Put students into pairs to compare their answers, then check with the class. Elicit reactions to the story from the class.

### Writing reference:

#### Making your writing interesting

Use Section 5 of the Writing reference section on p.141 of the Coursebook to give students more information and practice in making their writing more interesting, for example by using adjectives and adverbs. Set it either in class or for homework. See p.107 of the Teacher's Book for the answer key.

- 6** Students write their own stories, either for homework or in class. When they have finished, ask them to check that they have included the things mentioned in Activity 4. You could ask students to read each other's work and peer correct before they hand their stories to you to mark.

## Answers

- 1–2** Students' own answers
- 3** 1 He continued to write after the exam time had finished.  
2 With the boy's paper buried in the middle of all the others, the professor would have no idea who to punish.
- 4** 1 Paragraph 1 sets the scene; paragraph 2 tells the main story; paragraph 3 ends the story.  
2 Set the scene: Past perfect to give background information about what happened before the main story. Tell the main story: Past simple and past continuous. End the story: Past simple and perhaps Past continuous.  
3 strict, surprisingly calm, angry, annoyed, quickly
- 5** 1 had spent / were spending 2 had planned  
3 had got 4 were watching 5 were pushing  
6 had warned 7 were trying 8 pulled 9 came  
10 were 11 noticed 12 had built 13 climbed  
14 reached 15 opened
- 6** Students' own answers

### Additional activity: Storytelling

When students have finished, pin the stories around the room. Put students into pairs and ask each student to read two different stories (not their own) and remember the details in each. Students then return to their partners and tell each other the stories they read. Monitor and note down any errors you hear related to the use of the three past tenses studied in Unit 6. Students then choose the best story idea.

### Useful resources: [www.storybird.com](http://www.storybird.com)

This website allows you to read and create storybooks accompanied by beautiful artwork added by artists from around the world. There is a wide variety of art so it can appeal to adults as well as younger learners.

Additional practice | Maximiser p.41 | MyPreliminaryLab

## Progress Test 3

### Aim

- to test structures and vocabulary covered in Units 5 and 6

**1–9** Give students notice that the test will take place and ask them to review the language from Units 5 and 6. In class, allow them 45 minutes to complete the test. Alternatively, set the test for homework as a review.

### Answers

- 1** 1 long black leather 2 big green plastic  
3 lovely thin gold 4 expensive blue silk  
5 beautiful white woollen 6 horrible orange cotton
- 2** 1 correct 2 This hotel isn't as expensive as that one.  
3 correct 4 If you walk faster, we'll get there sooner.  
5 I want to swap my car for one that's less noisy.  
6 correct 7 That jacket is the most horrible thing I've ever seen. 8 Your driving is worse than it used to be!  
9 This shirt is a brighter colour than that one.  
10 correct
- 3** 1 basement 2 attic 3 carpet 4 chimney  
5 central heating 6 cottage 7 antique furniture  
8 curtains 9 air conditioning 10 duvet
- 4** 1 such 2 so 3 enough 4 too 5 such 6 too
- 5** 1 on 2 at 3 at 4 of 5 up 6 At
- 6** 1 F 2 E 3 B 4 D 5 G 6 A 7 H 8 C
- 7** 1 decided 2 had bought 3 said 4 went  
5 were waiting 6 looked 7 had packed 8 fell  
9 had fallen 10 were lying
- 8** 1 A 2 B 3 D 4 B 5 A 6 D 7 D 8 B 9 B  
10 A
- 9** 1 as much time 2 much fun 3 were studying  
4 obviously 6 because of 6 had studied



## Listening & Grammar focus Speaking

### Aim

- to develop fluency and introduce the topic of water

- 1 Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2 Give students time to discuss the questions in pairs or small groups. Elicit ideas for each item in open class but do not give away the answers yet.
- 3 Play the recording so students can listen and check their answers. Check answers with the class and elicit whether students were surprised by any of the information.

### Answers

- 1 Students' own answers
- 2 a bath: 80 litres, a ten-minute shower: 80 litres, drinking water: 3.5 litres, cooking a meal: 20 litres, washing towels: 65 litres

## Listening

### Multiple choice (Part 2)

### Aim

- to complete an exam-style listening task (Paper 2, Part 2)

- 4 Remind students what they have to do in Part 2 of the listening exam. Put students into pairs and ask them to remember the best strategy for this task. Elicit ideas from the class, then refer students to the **Exam focus** on p.158 to check their ideas (bring it up on ActiveTeach if you are using it). Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand it. Give students time to read the questions and underline the key words. Ask them to follow the advice in the **Exam tip**, circling any words they do not know. Put students into pairs to compare the key words they underlined and discuss the meaning of any words they circled. Elicit guesses from students in open class of any unknown words and clarify the meaning where necessary. Play the recording twice for students to answer the questions. Put students into pairs to compare their answers. Check answers with the class, eliciting which part of the text gave each answer. You can use the recording script on ActiveTeach to show the relevant parts of the recording script.

### Answers

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



### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to complete the sentences with an appropriate word/phrase then invite a student to come to the board and drag and drop the words into the sentences with the help of the class. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

### Useful resources: Video clips

At [www.eslvideo.com](http://www.eslvideo.com), students can find videos for a variety of levels that are accompanied by multiple-choice questions. The videos include film clips, songs, interviews, YouTube videos, etc. and can provide students with some additional listening practice either in class or at home.

Additional practice | Maximiser p.42 | MyPreliminaryLab

## Countable and uncountable nouns

### Aim

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

- 5 Check that students understand *aqua aerobics*, *scuba diving* and *crew*. Give students time to read the advertisement, then put them into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 6 Focus students on the table (bring it up on ActiveTeach if you are using it). Elicit from the class which bold words from the advertisement make up the first two gaps in the table, then give students time to complete the table alone. Put students into pairs to compare their answers, then check answers with the class. Highlight which nouns are countable and which are uncountable.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students in pairs to choose the correct words and then invite a student to come to the board to complete the sentences with the help of the class. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

- 7 Ask students to complete the rules, then refer them to the **Grammar reference** on p.128 (or bring it up on ActiveTeach) to check their answers. Make sure students understand the use of the quantifiers. Read out the **Language tip** (and bring it up on ActiveTeach) and make sure that students understand it.

- 8 Ask students to turn to p.114. Elicit the first answer in open class to demonstrate the activity, then give students time to complete the remaining sentences themselves. Put students into pairs to compare their answers, then check answers with the class.
- 9 Give students time to read the sentences, then put them into pairs to discuss the answers. Encourage them to think about the difference in meaning between the countable and uncountable nouns. Check answers with the class.
- 10 Ask students to turn to p.123. Check that students understand all of the items listed, e.g. *evening dress*, *insect repellent* and *sandals*. Put them into pairs to do the activity. Monitor and note down any errors you hear, especially related to countable, uncountable nouns and quantifiers. Ask one or two pairs to share their conclusions with the class, and elicit corrections to any errors noted down in open class.

### Answers

- 5 Students' own answers
- 6 1 rock artists, chefs 2 pool, bedrooms  
3 metres, litres 4 fruit juice, water  
5 surfing, scuba diving 6 Spanish, Chinese  
7 advice, comfort
- 7 Use *a few* and *many* with countable nouns.  
Use *a little* and *much* with uncountable nouns.
- 8 1 few 2 many 3 little 4 few 5 many  
6 much
- 9 1A a noise 1B Noise 2A Painting 2B a painting  
3A time 3B a time 4A a glass 4B Glass
- 10 Students' own answers

### Additional activity: In my suitcase

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

Additional practice | Maximiser p.43 | MyPreliminaryLab



# Vocabulary focus

## Weather

### Aim

- to understand and practise using vocabulary related to weather

### Warmer: Rain or snow?

Ask students to stand on the left-hand side of the room if they prefer coffee and the right-hand side of the room if they prefer tea. Put students in each group into pairs and ask them to discuss for one minute why they chose what they chose. Elicit ideas from both groups in open class. Do the same with other water-related pairs such as shower/bath, swimming pool/jacuzzi and finally rain/snow to lead into the topic of weather. If your classroom is too small for students to move around, ask them to put up their right hand or their left hand instead and then discuss it with the person sitting next to them whether they agree or not.

- Put students into pairs to complete the quiz. Monitor and help with vocabulary where necessary, or encourage students to look up unknown words in a dictionary if they have access to one. Tell students to guess the answers if they do not know them.
- Play the recording for students to check their answers to the quiz. Check answers in open class to make sure students heard the words correctly. Give students time to calculate their scores and read the comments at the end of the quiz. Students are likely to need help understanding the idiomatic expressions: *take something by storm*, *be in a bit of a fog*, *feel under the weather*. Find out if any pairs got all the answers correct.
- Read out the **Language tip** (and bring it up on ActiveTeach) and make sure that students can pronounce the numbers correctly. Put students into pairs and ask them to try to remember what the numbers referred to in the listening in Activity 2. Play the recording again for students to check. Check answers with the class. Write other similar numbers on the board and ask students to practise saying them with their partner. Check answers in open class.

- Focus students on the weather map (bring it up on ActiveTeach if you are using it) and the weather symbols. Put students into pairs to predict what the weather is like in each part of the country. Elicit some ideas in open class, but don't give away the answers. Students then complete the forecast with the words in the box. Give them time to check their answers in pairs, then check with the class. Make sure that students understand and can pronounce all the words.

### Answers

- Students' own answers
- 1 wettest 2 driest 3 highest 4 lowest  
5 windiest 6 sunshine 7 lightning 8 sunniest  
9 snowfall 10 ice
- 26 – metres it rained in Mawsynram in 1985  
300,000 – the number of people who live in Antofagasta  
1922 – the year the hottest ever temperature was recorded  
–89.2 – coldest temperature in Vostock  
182 – number of days there is no sun at the South Pole  
4,000 – hours per year of sun in Yuma  
30 – metres of snowfall in one year (1998–1999) on Mount Baker  
2010 – biggest hailstone fell in South Dakota in this year
- 1 frost 2 fog 3 low 4 centigrade 5 cool  
6 showers 7 milder 8 dry 9 sunny 10 gales  
11 blowing 12 thunderstorms

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to choose the best words to complete the text and then invite a student to come to the board to complete the activity with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs.

Additional practice | Maximiser p.43

## Speaking

### Aim

- to talk about the weather using appropriate vocabulary

- Ask students to read the questions and think about their answers. Encourage them to note down some key words. Put students into pairs to discuss their answers. Monitor and note down any errors, especially related to the use of weather vocabulary. Elicit answers from one or two students in open class and elicit corrections to any errors noted down.



## Answers

### 5 Students' own answers

#### Additional activity: Weather forecast

Print out two weather maps or charts from the internet, or bring them up on the board if you have an interactive whiteboard. Put students into pairs and ask them to take it in turns to give the weather forecast according to their map/chart. Monitor and note down any errors. After they have both given their forecasts, they should discuss which area has the best weather and which has the worst. Elicit corrections to any errors in open class.

Additional practice | Maximiser p.43

## Speaking focus

### Speaking

#### Simulated situation (Part 2)

##### Aim

- to practise encouraging your partner to speak and an exam-style speaking task (Paper 3, Part 2)

- Put students into pairs. Ask them to look at photos A and B (bring them up on ActiveTeach if you are using it) and write down eight words or phrases that they would need to describe the photos, e.g. *mud, snow, woollen hat*, etc. Ask students to discuss the questions, then elicit answers from one or two students in open class.

#### Additional activity: Picture description

Use the two photos on p.63 for additional practice of Part 3 of the speaking exam. Put students into pairs. Ask one student to describe photo A and one student to describe photo B for one minute each. Students should listen to each other and give feedback on whether the description was detailed.

- The Maldon Mud Race takes place each year in Maldon, UK. Around 250 people run, walk and crawl through 400 m of mud over the bed of the Blackwater river during low tide to raise money for charity. Ask students to read the items in the box. Put students into pairs to discuss which three items they think are the most important. Elicit ideas in open class. Play the recording for students to answer the questions. Ask students to discuss the answers in pairs, then check the answers with the class.

- Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand it. Ask students to complete the statements so they are true for them. Monitor and help where necessary.

- Read out the first statement so it is true for you and elicit questions using the *Wh-* words in the box, so that students encourage you to say more. Once you have modelled the activity, ask students to do it in pairs. Monitor and help where necessary.

- The Siberian Ice Marathon takes place each December or January in Omsk, in Russia. Thousands of runners compete for financial prizes. The race is actually a half marathon, and temperatures can get down to as low as  $-39^{\circ}\text{C}$ . Give students time to match the compound nouns to the pictures. Put students into pairs to check their answers and underline the stress in each word. Check answers with the class and drill the words where necessary.

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

- Keep students in their pairs to discuss the questions. Monitor and note down any significant or common errors. Elicit answers from one or two students in open class and elicit corrections to any errors noted down.

#### Additional activity: Online research

Put students into pairs and ask one student in each pair to research the Maldon mud race and the other student to research the Siberian ice marathon. This can be done in class if the technology is available, or for homework. Students should then share what they learn with their partners and discuss which race they would prefer to participate in.

## Answers

- Students' own answers
- shorts, trainers, T-shirt
- 4 Students' own answers
- Clockwise from top left: energy bars, water bottle, sunglasses, ski gloves, woolly hat, snow shoes, T-shirt
- 6-7 Students' own answers

Additional practice | Maximiser p.44 | MyPreliminaryLab



# Reading focus

## Speaking

### Aim

- to develop fluency and introduce the topic of health spas

### Warmer: Visualisation

Ask students to sit back in their chairs, put their pens down and close their eyes. If they're not comfortable with closing their eyes, ask them to look down at their laps so they're not distracted by anything. Tell students to imagine they're in water of some kind. Tell them they're safe. Ask them to look ahead and see what's there. Ask them to look to the left, right and behind them to see what's there. Ask them what they can hear and what they can smell. Ask them how they feel. Give them five or six seconds between each instruction to think about the answer. Finally, ask them to open their eyes and discuss their experience in detail with a partner to see if they had a similar experience or not. Elicit feedback from one or two pairs in open class.

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

### Answers

- 1 Students' own answers

## Reading

### True/False (Part 3)

### Aim

- to complete an exam-style reading task (Paper 1, Part 3)

- 2 Remind students what they have to do in Part 3 of the reading paper. Put students into pairs and ask them to remember the best strategy to use for this task. Elicit ideas from the class, then refer students to the Exam Focus on p.156 (or bring it up on ActiveTeach) to check their ideas. By reading the ten sentences before reading the brochure, students can get an idea of the content of the text and the key points of information. Give students time to read the sentences, then ask them to discuss the question with their partner.

- 3 Give students one minute to skim read the text to see if their predictions were correct. Check answers with the class. It might be worth pointing out that in this task there are quite a few facilities with names that include unknown words. These names are in capital letters so students can recognise them without needing to know what the words mean.

- 4 Direct students to the first sentence in Activity 2 and the first paragraph of the brochure. Give them time to decide if the statement is correct or incorrect. Put students into pairs to discuss their answer and the words that tell them this. Check answers with the class. Read out the **Exam tip** (and bring it up on ActiveTeach) and check that students understand it.

- 5 Remind students that the sentences are in the same order as the information in the brochure. Give students time to complete the reading task, then put them into pairs to compare their answers. Check answers with the class.

### Answers

- 2–3 The brochure gives information about different facilities at a health spa.
- 4 B – clues are '... city workers regularly travel out of town at weekends to relax at the natural hot water baths.'
- 5 2 B (... they all have one thing in common – they're ready for ...)
- 3 A (... your blood flows more easily which can prevent you from getting sick.)
- 4 B (On request, we can fill your bath with mineral water ...)
- 5 B (Your one hour in this pool ...)
- 6 A (We will cover your body with salt ... and leave you to lie ...)
- 7 A (... three 30-minute sessions are recommended ...)
- 8 A (... different positions that are not possible on land.)
- 9 A (... tennis courts and horse riding facilities.)
- 10 B (including ... all meals)

Additional practice | Maximiser p.45 | MyPreliminaryLab

## Vocabulary

### Adjectives + prepositions

### Aim

- to understand and practise using prepositions with adjectives



**6** Elicit the first missing preposition from students. Guide them to the first paragraph of the text on p.65 to check their answer, making it clear that all the adjectives and prepositions can be found in the brochure. Give students time to complete the rest of the survey questions, then check answers with the class.

**7** Ask students to choose a question from the survey, or allocate one question per student. Questions can be repeated for classes larger than 12. Give students ten minutes to ask their question to every student in the class to find out the number of students who answer yes. Monitor and note down any errors you hear, especially related to the adjectives and prepositions. For very large classes, divide the students into two groups and ask students to mingle just within their group. Ask each student to feed back the results of their survey in open class. Elicit corrections to any errors you noted down.

## Answers

**6** 1 for 2 to 3 for 4 to 5 of 6 for 7 with  
8 by 9 on 10 of 11 in 12 in

**7** Students' own answers

### Alternative activity: Survey

If your class is not suitable for mingles, put students into pairs and ask them to question each other using the full survey in Activity 6 rather than the mingle suggested in Activity 7. Students can find out if they are similar to or different from their partner.

**Additional practice** | **Maximiser** p.46

# Grammar focus

## Reading

### Aim

- to develop reading skills and see articles used in context

**1** Ask students to look at the photo (bring it up on ActiveTeach if you are using it), but tell them not to read the article yet. Put students into pairs to discuss the question. Elicit suggestions from students in open class, but don't tell them if they are correct or not at this stage.

**2** Give students one minute to read the article to check if their predictions were correct. Ask the class if the predictions given in open class in Activity 1 were correct or not.

### Alternative activity: Dictogloss

This is an activity that requires students to listen, read, write, speak and use their knowledge of grammar and vocabulary. After students have made predictions about the lives of the Mokens, read out the article at normal speed while students sit and listen only. When you have finished, ask students to note down words, phrases, information they remember. Put students into pairs to share what they have written down. Now explain that students must recreate the text so that it has the same meaning as the one you read out, although the words can be different. Give them time to start this. Students will find it difficult at this stage, but they will be able to put some ideas together. Read out the article twice more, following the same format: students listen, then note down words/phrases they remember, then share it with their partner and then work together to add/change/edit their text. Finally, ask students to compare their texts with the one in Activity 2 and notice the differences. This activity helps to get students to notice how their writing could be improved and one of the ways could be with the use of articles.

**3** Give students time to read the questions and read the text again to find the answers. Put students into pairs to compare their answers, then check the answers in open class.

## Answers

**1–2** Students' own answers

**3** 1 6 months 2 one 3 fisherman  
4 trade it for other items they need such as rice

**Additional practice** | **Maximiser** p.46

## Articles

### Aim

- to review articles and practise using them

**4** Focus students on the uses of *a/an*, *the* and no article (bring them up on ActiveTeach if you are using it). Ask them to look at the first use of *a/an* and to find an example of this in the text to demonstrate the activity. Ask students to do the rest of the activity alone, then put them into pairs to compare their answers. Refer students to the **Grammar reference** on p.129 (or bring it up on ActiveTeach) to check their answers. Make sure students are clear about how articles are used. Read out the **Language tip** (and bring it up on ActiveTeach) and check that students understand it.



- 5** Ask students to turn to p.123 and complete the rest of the article on the Moken. Monitor and help where necessary. Put students into pairs to compare their answers, then check the answers with the class.

### Answers

**4** A 5 B 7 C 8 D 6 E 1 F 2 G 9 H 4 I 3  
**5** 1 – 2 – 3 A 4 the 5 a 6 – 7 – 8 the  
 9 – 10 The

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to fill the gaps in the article about the Bajau people and then invite a student to come to the board to complete the activity with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs.

**Additional practice** | **Photocopiable** 7A Articles and quantifiers Chinese chequers | **Teacher's Book** p.138 | **Maximiser** p.46

## Speaking

### Aim

- to develop fluency and practise using articles

- 6** Put students into pairs to discuss the questions. Monitor and note down any errors, especially related to articles. Elicit answers from one or two students in open class and elicit corrections to any errors noted down.

### Answers

- 6** Students' own answers

### Useful resources: Moken documentary clips

At [www.bbc.co.uk/human](http://www.bbc.co.uk/human), in the Clips section, you can find a clip showing how Moken children see underwater. There are many other clips about Moken life on YouTube. Use this to give students additional listening practice.

## Writing focus Speaking

### Aim

- to develop fluency and introduce the topic of saving water

- 1** Focus students on the photo (bring it up on ActiveTeach if you are using it) and elicit what it shows (a drought). Elicit ideas from the class about how this affects the lives of the people that live in the area. Put students into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.

### Answers

Possible answers:

- 1** 1 We have better lifestyles, cook more, use more water in industry and use more water for leisure.  
 2 Droughts can cause problems for farmers and public water supply.  
 3 Water often needs to be transported long distances in large quantities, it's heavy and needs pipes, and it can't be sold for much when it arrives (unlike oil, for example).

## Writing Informal letter (Part 3)

### Aim

- to complete an exam-style writing task (Paper 1, Part 3)

- 2** Put students into pairs to read the exam instructions and complete the prompts. Monitor and elicit corrections where necessary. Elicit some example sentences in open class and use them to highlight that each phrase used for giving advice is followed by the infinitive without *to*.
- 3** Check that students understand *a drop* (of water) and *a leak*. Give students time to read the letter and answer the questions. Students might notice there are some errors in the letter. If they do, tell them that they will look at those later in the lesson. Put students into pairs to discuss their answers, then check the answers with the class.
- 4** Give students time to divide the letter into paragraphs. Check answers with the class.



- 5 Make sure that students understand what is meant by *punctuation*. Give students time to complete the activity and compare answers with a partner. Check answers with the class. Read out the **Exam tip** (and bring it up on ActiveTeach) and check that students understand it.
- 6 Elicit some of the ideas from Activity 2 again to remind students that they have already brainstormed ideas for the letter. Give students time to write their letter in class while you monitor and help where necessary. Alternatively, set the task for homework.
- 7 In class, encourage students to reread their letters and improve their writing where they can. Take the writing in to mark.

## Answers

- 2 Some example answers:  
You should turn off the tap when you clean your teeth.  
Why don't you wash up your dirty dishes instead of putting them in the dishwasher?  
You could take short showers instead of baths.
- 3 1 Yes 2 Yes 3 Yes 4 No 5 Yes 6 No
- 4 Suggested answer (NB The corrections won't be made by students until Activity 5):  
*Hi Jamie*  
*It was great to hear from you. You'd think ~~liveing~~ **living** on the island of Bermuda, we'd have too much water. Actually, we collect every drop we use and store it ourselves. So, here are my top tips. ~~Dont~~ **Don't** wash the car because it's just too wasteful. ~~Showers~~ Shorter **showers** always help. When things get really bad here, ~~I'm even switching~~ **I even switch** the water in the shower off while I shampoo my hair. I also think you should check your water system for leaks. That wastes loads ~~off~~ of **water**. If you find any other suggestions, let me know. Looking forward to hearing from you.*  
*Take care*  
*Charles*
- 5 1 Shower shorter should be shorter showers.  
2 Dont should be Don't.  
3 liveing should be living  
4 loads off should be loads of  
5 I'm even switching should be I even switch
- 6–7 Students' own answers

## Additional activity: Correction auction

Write ten sentences on the board containing language studied in Unit 7 but with errors related to structure and vocabulary (see suggestions below). Put students into small groups and give them time to work out how to correct the errors. Then tell students that they have €100 to 'spend' on each sentence. They should only spend this amount if they are sure about their corrections. If they are not sure, they should decide on a lower amount. Give them time to discuss how much they should spend on each sentence and write the number next to each one. Now, elicit the correction to each sentence in turn. If a team's answer is correct they get to keep the money they chose to spend. If they are incorrect, they lose the money. The winning team is the one with the most money at the end of the auction.

Suggested sentences: 1 There are too many sugars in this cup of tea. (There is too much sugar.) 2 There's been a huge snowfell in the east of the country. (*snowfall* not *snowfell*) 3 My brother spends too much time worrying of his studies. (*about* not *of*) 4 I'll meet you at six at a train station. (*the* not *a*) 5 You should to try this amazing drink. (*try* not *to try*) 6 The fog blew my clothes off the washing line. (*gales/wind* not *fog*) 7 The door was made of a glass so she walked straight into it! (*glass* not *a glass*) 8 During the thunderstorm, my car got hit by frost. (*lightning* not *frost*) 9 I'm not very fond by chocolate cake. (*of* not *by*) 10 In general, the dogs make better pets than the cats. (*dogs/cats* not *the dogs/the cats*)

Additional practice | Photocopiable 7B Agony aunts |  
Teacher's Book p.138 | Maximiser p.47 | MyPreliminaryLab



## Vocabulary & Speaking focus

### Speaking

#### Aim

- to develop fluency and introduce the topic of jobs that teenagers want to do

#### Warmer: Alphabet race

Put students into pairs or small groups. Give them five minutes to try to write down one job for each letter of the alphabet. Check answers in open class and find out which pair/group managed to come up with the most.

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

#### Answers

- 1 Students' own answers

### Reading

#### Aim

- to develop reading skills and see compound nouns related to entertainment in context

- 2 Check students understand *survey*, *industry* and *talented*. Give students time to read the article and answer the question. Put students into pairs to discuss their answers, then elicit feedback from one or two students in open class.

#### Answers

- 2 Students' own answers

### Entertainment

#### Aim

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

- 3 Focus students on the bold compound nouns in the text (bring the text up on ActiveTeach if you are using it). Elicit the compound noun to complete the first question. Give students time to complete the other questions. Check answers with the class and make sure students understand the vocabulary and how to pronounce the words. Read out the **Language tip** (and bring it up on ActiveTeach) and ask students in pairs to discuss whether they do this or not, and how they can start doing this.



### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to find the compound nouns in the wordsearch, then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask the students to do the activity on their Audio CD-ROMs. You could also use it as a review activity at the beginning of the next lesson.

- 4** Put students into pairs to discuss the questions. Monitor and note down any errors, especially related to the compound nouns. Elicit any interesting or surprising answers in open class, and elicit corrections to any errors noted down.

### Answers

- 3** 1 magazine covers  
2 ballet dancer / rock star / stage actor  
3 show business 4 designer clothes  
5 soap opera / chat show 6 television commercials  
7 film studio 8 stadium concert

- 4** Students' own answers

**Additional practice** | **Photocopiable** 8A Meet up |  
**Teacher's Book** p.139

## Speaking

### Extended turn (Part 3)

#### Aim

- to practise using prepositions of place and complete an exam-style speaking task (Paper 3, Part 3)

- 5** Focus students on the photo on p.68 (bring it up on ActiveTeach if you are using it) and elicit who the person in the centre is (Canadian singer and teen idol Justin Bieber). Check students understand the meaning of the prepositions of place in the box, and elicit a sentence about the photo with the first preposition. Give students time to write sentences about the photo using the other prepositions. Monitor and help where necessary. Check answers with the class. Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand it.

### Functions bank:

#### Saying where things are in a photo

Use this section of the Functions bank on p.152 of the Coursebook to give students useful phrases and practice in saying where things are in a photo, either in class or for homework. See p.108 of the Teacher's Book for the answer key.

- 6** Put students into A and B pairs. Ask Student A to turn to p.117 and describe the photo for one minute while Student B listens out for prepositions of place. Ask Student B to describe the photo on p.68 while Student A listens for prepositions of place. While students are speaking, monitor and assess their progress and use of prepositions yourself. Give students time to give feedback to their partners, then give your own feedback.

### Answers

- 5** Possible answers:  
In the middle of the photo is Justin Bieber.  
In the background, there are lots of teenage girls.  
A lot of girls have autograph books in front of their faces.  
On the right-hand side are some girls who are holding notebooks and pens.  
At the top of the photo there's a girl with blond hair.  
On the left of the photo there's a girl who is crying.  
There are many screaming fans surrounding Justin!

- 6** Students' own answers

**Additional practice** | **Maximiser** p.49

### General conversation (Part 4)

#### Aim

- to practise using language related to likes and dislikes and complete an exam-style speaking task (Paper 3, Part 4)

- 7** Elicit different types of films from the class (e.g. *thriller*, *romantic comedy*, *sci-fi*, etc.). Write them on the board and model pronunciation. Play the recording for students to answer the question. Check the answer with the class.
- 8** Give students time to read the sentences and predict the missing word in each one. Play the recording for students to listen and check. Check answers with the class and make sure students understand how each phrase is used. Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand it.

### Functions bank: Expressing likes, dislikes and preferences

Use this section of the Functions bank on p.153 of the Coursebook to give students useful phrases and practice in saying where things are in a photo, either in class or for homework. Students can then work in pairs and compare their sentences. See p.108 of the Teacher's book for the answer key.



**9** Give students time to think about how to describe their own film likes and dislikes, then put them into pairs to do the activity. Monitor and prompt corrections where necessary. Ask a few students to tell the class about their partner's likes and dislikes.

**10** Students continue to work in pairs. Give them time to read through the discussion points, then give them three to four minutes to do the task. Monitor and assess their speaking skills, noting any significant or common errors. Elicit any interesting information in open class and elicit corrections to any errors noted down.

## Answers

**7** *Blade Runner* / science-fiction films and *Love Actually* / romantic comedies

**8** 1 keen 2 into 3 beat 4 mind 5 love 6 stand

**9–10** Students' own answers

**Additional practice** | **Maximiser** p.49 | **MyPreliminaryLab**

# Reading focus Speaking

## Aim

- to develop fluency and introduce the topic of fame

**1** Put students into pairs to answer the questions. Elicit answers from one or two students in open class. NB The woman in the photo is reality TV star Kim Kardashian, the focus of the article.

## Answers

**1** Students' own answers

## Reading

### Multiple-choice cloze (Part 5)

## Aim

- to complete an exam-style reading task (Paper 1, Part 5)

**2** Focus students on the headline of the article. Put students into pairs to discuss the questions. Elicit answers from the class.

**3** Give students time to read the text to check their answer to question 2 in Activity 2. Check the answer with the class.

**4** Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand it. Use the example answer to demonstrate the tip, and elicit why the other options are not correct. Give students time to complete the task, then put them into pairs to compare their answers. Check answers with the class, making sure that students understand why the words fit in the sentence lexically and grammatically.

**5** Students continue to work in their pairs to do the activity. Check answers with the class.

## Answers

**2** Students' own answers

**3** The article says that Kim Kardashian is a brand because she sells her life to the public.

**4** *round* doesn't fit because it should be *around*; *close* doesn't fit because it should be *close to*; *hardly* doesn't fit because it has a negative meaning but the sentence is not negative

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

**5** 1 None of the other three options fit with *nor*.

2 None of the other three options fit with regard to meaning.

3 None of the other three options fit because the meaning requires a possessive.

**Additional practice** | **Maximiser** p.50 | **MyPreliminaryLab**

# Speaking

## Aim

- to develop fluency and discuss the topic of fame.

**6** Put students into pairs to discuss the question. With weaker classes, brainstorm some positives and negatives with the class first before students discuss them in pairs. Monitor and note down any significant or common errors you hear. Elicit answers in open class and elicit corrections to any errors noted down.

## Answers

**6** Students' own answers

# Vocabulary

## -ed and -ing adjectives

## Aim

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



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

## Answers

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

### Additional activity: About me

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

Additional practice | Maximiser p.50

## Speaking

### Aim

- to practise using *-ed* and *-ing* adjectives and giving opinions

- 11** Write the debate question on the board (or bring it up on ActiveTeach) and ask students to vote yes or no. Make a note of how many votes there are for each answer. Divide the class into five groups and allocate one role per group A–E. The students in group A will have to guide the debate so they should be confident students. Extra students should be added to groups B–E, not A. Give students time to work with a partner in their group to prepare their questions (role A) or arguments (roles B–E). Remind students that they can use the sentences in Activity 10 to help them. Monitor and help with ideas where necessary.
- 12** Make new groups with an A, B, C, D and E in each group. Extra students can be added to groups, with two students playing the same role. Give students ten minutes to role-play the television debate. Monitor and note down any significant or common errors you hear. When the debates have finished, elicit the outcome of the discussion from each group. Elicit corrections to any errors noted down. Finally, ask students to vote on the debate question with their true opinions again to see if anyone has changed their opinion.

## Answers

Students' own answers

Additional practice | Maximiser p.51

## Grammar focus

### Reported speech

### Aim

- to review reported speech and practise using it

### Warmer: Famous words

Put students into small teams of three or four. Dictate the following words, asking one student in each team to write them down on a piece of paper: *painting, I, dream, my, dream, I, and, of, then, paint*. Tell students that the words make up a quote by a famous person. The teams then battle to put the words in the correct order first. When they have done it, they should write it down on their piece of paper and hold it up in the air for you to check. If correct, they get one point (Answer: *'I dream of painting and then I paint my dream.'* Artist Vincent Van Gogh). Repeat the activity with the following quotes: *'It's kind of fun to do the impossible.'* (Walt Disney); *'True love doesn't come to you, it has to be inside you.'* (actress Julia Roberts)



- 1 Focus students on the quotes (bring them up on ActiveTeach if you are using it). Put students into pairs to discuss the question, then elicit answers from one or two students in open class.
- 2 Check that students understand *smooth* and *be in the public eye*. Ask students to match the four quotes with sentences A–D. Put students into pairs to compare their answers, then check the answers with the class.
- 3 Check that students know who the people in the box are. Johnny Depp is an actor famous for his role in the *Pirates of the Caribbean* films; Beyoncé Knowles is a famous American singer; Daniel Radcliffe is an actor famous for playing Harry Potter in the blockbuster films; Andy Warhol, pictured at the top of p.72, was a famous American artist who was important in the pop art movement of the 1960s. Ask students to complete the sentences with each person's name. Check answers with the class.
- 4 Focus students on the tenses used in the quotes at the top of the page and the reported quotes in Activity 2. Look at the first quote with the class and elicit that *will* changes to *would* in the reported speech. Students complete the table individually. Refer students to the **Grammar reference** on p.129 (or bring it up on ActiveTeach) to check their answers. In open class, make sure students understand how tenses change when speech is reported, and how pronouns also change. Highlight that time expressions also have to change sometimes, e.g. *'I'm going to the cinema tonight'* – *He said he was going to the cinema that night.*
- 5 Elicit the answer to the first sentence to demonstrate the activity. Monitor while students work on their own to complete the other sentences, and help where necessary. Put students into pairs to compare their answers, then check the answers with the class.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to choose the correct words to complete the sentences, then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs.

- 6 Read out the **Language tip** (and bring it up on ActiveTeach) and make sure that students are clear about how *say* and *tell* are used in reported speech. Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.

- 7 Put students into A and B pairs. Ask Student As to turn to p.115 and Student Bs to p.116, and tell them they should not look at each other's pages. Students follow the instructions and complete the activity. Monitor and elicit corrections where necessary. When they have finished, ask the pairs which quotes they agree with. Elicit some reactions to the quotes in open class.

## Answers

1 Students' own answers

2 1 D 2 A 3 C 4 B

3 1 Andy Warhol 2 Johnny Depp 3 Beyoncé  
4 Daniel Radcliffe

Direct speech	Reported speech
Present simple	Past simple
Present continuous	Past continuous
Past simple	Past perfect simple
Present perfect simple	Past perfect simple
<i>will</i> <i>would</i>	
<i>can</i> <i>could</i>	

5 1 didn't hang out 2 had only been 3 she was  
4 had always wanted 5 he was thinking

6–7 Students' own answers

**Additional practice** | **Maximiser** p.51

## Listening focus Speaking

### Aim

- to develop fluency and introduce the topic of a reality TV school

### Warmer: Picasso dictation

Put students into pairs and ask just one student in each pair to look at the photo on p.73. That student describes the photo in as much detail as possible while the other student listens and draws what is described. Emphasise that communication is important here, and not how good the drawing is. When they have finished, they can compare the two pictures to see if they are similar in terms of what is included or not.

- 1 Ask students to look at the photo (bring it up on ActiveTeach if you are using it). Elicit what is happening and why to establish what reality TV is. Give students time to read the advertisement and then put them into pairs to discuss the questions. Elicit answers from one or two students in open class.



## Answers

The photo shows a reality TV star doing a challenge which involves putting his head in a plastic bowl full of snakes.

- 1 Students' own answers

## Listening

### Gapfill (Part 3)

#### Aim

- to complete an exam-style listening task (Paper 2, Part 3)

- Remind students what they have to do in Part 3 of the listening exam. Put students into pairs and ask them to remember the best strategy to use for this task. Elicit ideas from the class, then refer students to the Exam focus on p.158 (or bring it up on ActiveTeach) to check their ideas. Give students time to read the sentence, then play the recording for them to complete it. Note that the New York Reality TV School is a real place. Then check the answer with the class.
- Give students time to read the questions, then play the recording again. Put students into pairs to compare their answers, then check answers with the class. Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand it.
- Give students time to read the notes and predict what they are listening for. Check students understand *register* and *screen test*. Put students into pairs to discuss their predictions.
- Play the recording twice for students to complete the notes. Put students into pairs to compare their answers, then check answers with the class.

#### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to match the phrases, then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs.

## Answers

- partner
- 1 seven (star, journalists, photographers, boss, ex-boyfriend, family, producers)  
2 talk to = discuss this decision / before you start talking to producers = before applying
- 1 verb 2 noun 3 number  
4 something included in a course price  
5 date 6 place

- 1 smile 2 clothes 3 two 4 accommodation  
5 25<sup>th</sup> March 6 Open Day

Additional practice | Maximiser p.52 | MyPreliminaryLab

#### Useful resources: Informational videos

Websites such as [www.videojug.com](http://www.videojug.com) and [www.howcast.com](http://www.howcast.com) contain a lot of informational videos on how to do things that we do in everyday life, from dancing salsa to growing flowers. Students can listen and take notes about a video of their choice and then tell a partner what they learnt.

## Speaking

#### Aim

- to develop fluency and discuss issues related to fame and reality TV

- Put students into pairs to discuss the questions. Monitor and note down any significant or common errors. Elicit answers from one or two students in open class and elicit correction to any errors noted down.

## Answers

- 6 Students' own answers

Additional practice | Maximiser p.52

## Grammar focus

### Speaking

#### Aim

- to develop fluency and introduce the topic of working for celebrities

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

## Answers

- 1 Students' own answers

## Listening

#### Aim

- to develop listening skills and hear reported questions in context

- Give students time to read the questions, then play the recording. Check answers with the class.



- 3** Give students time to read the questions before you play the recording a second time. Put students into pairs to compare their answers, then check the answers with the class.

## Answers

- 2** Students' own answers  
**3** 1 Have you 2 Are 3 Do you have 4 Who will  
 5 When can

## Reported questions

### Aim

- to review reported questions and practise using them

- 4** Give students time to read the sentences, then play the recording so they can complete them. Play the recording a second time if necessary. Put students into pairs to compare their answers, then check the answers with the class.
- 5** Students complete the activity and answer the questions. Put students into pairs to compare their answers, then refer them to the **Grammar reference** on p.130 (or bring it up on ActiveTeach) to check their answers. Check in open class that students understand how to report questions, focusing on the word order, the lack of auxiliary verb and the use of *if/whether* with *yes/no* questions.
- 6** Focus students on the dictionary entry. Check that students understand *audition*, and can pronounce it. Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 7** Elicit the answer to the first sentence in open class to demonstrate the activity, then ask students to complete the other sentences themselves. Monitor and help where necessary. Put students into pairs to compare their answers, then check the answers with the class. Read out the **Language tip** (and bring it up on ActiveTeach) and make sure that the students understand it.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to choose the correct option, then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

- 8** Play the recording so that students can answer the question. Play it a second time if necessary, then check answers with the class.

- 9** Put students into A and B pairs. Ask Student As to turn to p.115 and Student Bs to turn to p.116. Ask them to ask and answer the questions to each other and to try to remember the answers.

- 10** Put students into different pairs and ask them to report the questions they asked to their first partner and the answers they received. Monitor and prompt corrections where necessary. Elicit any interesting information in open class.

## Answers

- 4** 1 If I'd 2 if I was 3 what / I had 4 who I would  
 5 when I could
- 5** 1 worked, able to, had, meet, start  
 2 We use positive sentence word order when we report questions. 3 if
- 6** Students' own answers
- 7** 1 if it was important 2 if she had / he was expecting  
 3 how he should 4 if it would be  
 5 what the best thing was
- 8** 1 It's not important.  
 2 It's better to just start, or only ask questions about the character.  
 3 Know your character well.  
 4 Turn your best side to the camera.  
 5 Be professional.

**9–10** Students' own answers

**Additional practice** | **Photocopiable** 8B Scoop! |  
**Teacher's Book** p.139 | **Maximiser** p.53

## Writing focus

### Writing

#### Story (Part 3)

### Aim

- to practise an exam-style writing task (Paper 1, Part 3)

### Warmer: A short story

Write eight words on the board that have been studied in recent lessons, like the ones suggested below. Put students into pairs and give them four minutes to make up a short story that includes all eight words. Put two pairs together and ask them to tell each other their stories to find out if they are similar or different.

Possible words: *rock star, film studio, tell, audition, keen on, surrounded, fascinated, brave*

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



- 2** Give students time to read the exam task (bring it up on ActiveTeach if you are using it) and think of any experiences they might have had. Put students into pairs to share their experiences. Elicit any interesting experiences in open class.
  - 3** Check that students understand *van* and *brave*. Ask students to read the story alone first, then put them into pairs to put the sentences in the correct order. Check answers with the class.
  - 4** Elicit that there are no paragraphs in the story. Read out the **Exam tip** (and bring it up on ActiveTeach) and check that students understand it. Ask them to divide the story into three paragraphs to show the beginning, middle and end. Check answers with the class.
- Writing reference: Punctuation**

Use Section 7 of the Writing reference section on p.145 of the Coursebook to give students more information and practice in punctuating their writing correctly, including writing direct speech. Use the material in class or for homework. See p.108 of the Teacher's book for the answer key.
- 5** Students now write their own stories. They can use the experiences that they discussed in Activity 2, or make something up. Set the task in class or for homework.
  - 6** Encourage peer feedback by asking students to swap stories and check that the items on the list have been included. Give students time to give each other feedback, then take in the stories to read yourself.

## Answers

- 1–2** Students' own answers
- 3** A, F, D, C, E, B, G
- 4** Suggested paragraphing: beginning A, F, D; middle C, E; end B, G
- 5–6** Students' own answers

## Teaching tip: Timed writing

At this stage in the course, you might want to get students used to doing a piece of writing within a time limit. At first, allow them to use the Coursebook and a dictionary, and to ask you questions so that they are still able to develop their writing skills, but tell them they must finish in 25 minutes.

**Additional practice** | **Maximiser** p.53

## Progress Test 4

### Aim

- To test structures and vocabulary in Units 7 and 8

**1–9** Give students notice that the test will take place and ask them to review the language from Units 7 and 8. In class, allow them 45 minutes to complete the test. Alternatively, set the test for homework as a review rather than a test.

### Answers

- 1** 1 the 2 the 3 a 4 the 5 a 6 – 7 the  
8 – 9 – 10 a
- 2** 1 people; e.g. policeman 2 plants; e.g. tree  
3 animals; e.g. cat 4 objects; e.g. table  
5 units of measurements; e.g. litre  
6 jobs; e.g. an engineer 7 materials; e.g. glass  
8 liquids; e.g. water 9 gases; e.g. steam  
10 activities; e.g. skiing 11 languages, e.g. Italian  
12 abstract nouns; e.g. love
- 3** 1 wet 2 dry 3 showers 4 thunderstorm 5 cool  
6 gales 7 frost 8 blowing 9 cloudy 10 snowfall
- 4** 1 about 2 in 3 in 4 for 5 with 6 at/by  
7 to 8 on
- 5** 1 C 2 A 3 B 4 D 5 B 6 A 7 C 8 A  
9 D 10 D
- 6** 1 Anne said it was her latest film.  
2 Leonardo explained that he'd already written his autobiography.  
3 Sarah said she'd start her own perfume business.  
4 Elle argued that she could act in serious plays as well.  
5 Wayne said he didn't want to give any more interviews.  
6 The band told us their new single had sold over 100,000 copies last month/the previous month.
- 7** 1 I asked Chantelle, 'Do you have any plans for the next six months?'  
2 I asked Chantelle, 'Where have you been on holiday this year?'  
3 I asked Chantelle, 'What designer clothes are you planning to wear to the reality TV awards?'  
4 One of our readers asked, 'How do you usually spend your weekends?'  
5 I asked Chantelle, 'Have you had any plastic surgery done?'  
6 I asked Chantelle, 'Will you come back and talk to us next month?'
- 8** 1 C 2 G 3 E 4 D 5 A 6 F 7 H 8 B
- 9** 1 the celebrities went 2 told 3 were keen  
4 relaxed 5 interesting 6 I love



# Creativity

## 9

### Speaking & Grammar focus Speaking

#### Aim

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

- 1 Check that students understand *creative* and *creativity*. Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2 Give students time to read the questions, then play the recording. Put students into pairs or small groups to discuss the questions. Check the answer to question 1 in open class and elicit opinions about question 2 from a few students around the class.

#### Answers

- 1 Students' own answers
- 2 1 Lessons are 30/40 minutes long; students have no more than a basic understanding; creative people need to spend a lot of time on one idea.

### Extended turn (Part 3)

#### Aim

- to practise paraphrasing when you do not know a word, and complete an exam-style speaking task (Paper 3, Part 3)

- 3 Focus students on the drawing at the top of the page (bring it up on ActiveTeach if you are using it). To clarify the task, elicit one or two ideas from the class on what the artist is trying to say in the drawing. Put students into pairs to discuss the question.
- 4 Put students into pairs and ask them to take turns in describing objects in the picture. Monitor and assess how well they describe objects they cannot name. Play the recording so students can match the descriptions to items in the picture. Check answers with the class.
- 5 Give students time to read the sentences and predict the missing words. Play the recording again, then put students into pairs to compare their answers. Check answers with the class. Read out the **Exam tip** (and bring it up on ActiveTeach) and check that students understand it. Look at the language in the sentences in Activity 5 which can be used to paraphrase, and analyse how this language is used in a sentence (e.g. *it looks very similar to* + noun; *it looks* + adjective; *it looks like* + noun; *it's meant to* + infinitive). Refer students to the **Grammar reference** on p.130 (or bring it up on ActiveTeach) for more information about *look/look like*.



### Functions bank: Paraphrasing when you don't know a word/Guessing information

Use this section of the Functions bank on p.153 of the Coursebook to give students useful phrases and practice in paraphrasing and guessing information. This can be done either in class or for homework. See p.108 of the Teacher's Book for the answer key.

- 6** Put students into pairs and ask them to turn to p.117. Students take turns to describe the objects to their partner. Monitor and prompt corrections where necessary. Elicit ideas on how to explain what the objects are from students in open class. Give the names of the objects if students ask for them (spaghetti spoon, goggles, ice cube tray, secateurs, hosepipe, lantern).
- 7** Keep students in their pairs and ask them to turn to p.118 (bring up the photos on ActiveTeach if you are using it). Give Student As one minute to describe photo A, then give Student Bs one minute to describe photo B. Monitor and assess the students' skills, especially with regard to paragraphing. Encourage students to listen to each other and offer feedback on their descriptions.

### Answers

- 3** Students' own answers
- 4** 1 the space ship and checked sky 2 the world  
3 the toes
- 5** 1 like 2 looks 3 actually 4 looks like 5 meant
- 6-7** Students' own answers

**Additional practice** | Maximiser p.54 | MyPreliminaryLab

## Reading

### Aim

- to develop reading skills and see modals of ability in context

- 8** Explain that students are going to read an article about Lee Hadwin, the artist who created the drawing on p.78. Give students time to read the article and answer the question. Remind students that they should read the article quickly at this stage, and not worry if they don't understand every word. Check answers with the class and elicit reactions to Lee's ability from students around the class.
- 9** Ask students to do the activity alone, then put them into pairs to compare their answers. Check answers with the class.

### Answers

- 8** He draws in his sleep.
- 9** 1 He discovered it by accident at a friend's house.  
2 no  
3 He wants to show them in public.  
4 Possibly that artistic skills are not necessarily learnt at school and perhaps that we are all artistic but we cannot all access this skill.

## Modals of ability

### Aim

- to review modals of ability and practise using them

- 10** Refer students to the modals of ability in bold in the article (bring the article up on ActiveTeach if you are using it) and ask students to use the examples to complete the rules. Tell students that rule 4 refers to the form of the verb that follows the modals. Put students into pairs to compare their answers, then refer them to the **Grammar reference** on p.130 (or bring it up on ActiveTeach) to check their answers. Check that students fully understand the use and form of the modal verbs of ability.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to complete the sentences, then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs.

- 11** Elicit the first answer from the class to demonstrate the activity, then give students time to complete the letter alone. Monitor and help where necessary. Put students into pairs to check their answers, then check answers with the class. Read out the **Language tip** (and bring it up on ActiveTeach) and check that students understand it. Elicit some more examples from students to show they understand the differences in use between *can*, *could* and *be able to*. Point out that while both *can* and *could* are used to make polite requests, *could* is considered more polite.
- 12** Divide the class into A and B pairs. Ask Student As to turn to p.119 and Student Bs to turn to p.120. Within each group, students work in pairs or threes to discuss the abilities and predict how many people in the class have them. Ask them to add two more abilities to the bottom of the list.
- 13** Put students into A and B pairs and give them time to ask and answer their questions. Tell them to make



a note of their partner's answers. Ask all the Student As to come together and all the Student Bs to come together. Students now work together in their groups to add up the total number of students who have the four abilities listed. Elicit the results in open class, and ask for any surprising answers.

## Answers

- 10 1 can / be able to 2 could 3 be able to  
4 be able to
- 11 1 was able to hand 2 can't draw 3 couldn't use  
4 was able to make 5 can design 6 can let

12–13 Students' own answers

**Additional practice** | Photocopiable 9A *The world's greatest invention* |  
**Teacher's Book** p.140 | **Maximiser** p.55

# Reading focus

## Speaking

### Aim

- to develop fluency and introduce the topic of photography

### Warmer: The last photo I took

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

- 1 Focus students on the photo of the river and the hummingbird (bring the photos up on ActiveTeach if you are using it). Put students into pairs or small groups to discuss the questions. Elicit answers to one or two questions in open class.

## Answers

1 Students' own answers

## Reading

### Matching (Part 2)

### Aim

- to complete an exam-style reading task (Paper 1, Part 2)

- 2 Elicit from the class what Part 2 of the reading exam involves and the best strategy to use. Refer students to the **Exam focus** notes on p.156 if necessary. Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand it. Give students time to read the descriptions of the people and underline their key wants, needs and limitations. With weaker classes, consider working as a class to match the best course for person 1, Justin. Check that students understand *landscape photos*. Ask students to read the information on photography courses and match the courses to the people. Put students into pairs to compare their answers, then check answers with the class. Elicit what information in the text confirms each answer.

## Answers

2 1 F 2 H 3 A 4 E 5 G

**Additional practice** | **Maximiser** p.56 | **MyPreliminaryLab**

## Vocabulary

### Formal language

### Aim

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

- 3 Elicit from the class when we use formal language and when we use informal language, to check that they understand the concepts. Read out the **Language tip** (and bring it up on ActiveTeach), then refer students to the dictionary entry for *depart* to highlight that dictionaries will often say if a word is more formal or not. Focus students on the six words in the activity and explain that they are all in the descriptions of photography courses. Elicit the first answer from the class before giving students time to do the activity alone. Put students into pairs to compare their answers, then check the answers in open class. It is worth explaining to students that the words in the text are more formal and polite than the words in Activity 3, but they are not considered to be very formal.
- 4 Give students time to change the sentences to make them more formal and polite, using the more formal and polite words from Activity 3. Put students into pairs to compare their answers, then check answers with the class.

## Answers

- 3 1 completed 2 would like 3 provides with  
4 request 5 depart 6 further



- 4 1 If you would like further information, please email us.
- 2 We can provide you with advice about taking holiday photos before you depart for the airport.
- 3 You can request a certificate when you complete the course.

**Additional practice** | **Maximiser** p.57

## Speaking

### Aim

- to develop fluency and discuss issues related to the article

- 5 Put students into pairs to discuss the questions. Monitor and note down any significant or common errors as this will help students with Activity 6. Elicit answers from one or two students in open class, and elicit corrections to any errors noted down.

### Answers

- 5 Students' own answers

## Writing

### Aim

- to practise writing an email to an English friend

- 6 Ask students to read the part of the email and underline the questions they have to answer. Check answers with the class. Students then write their emails either in class or for homework. Take them in and correct them.

### Answers

- 6 Students' own answers

## Listening focus

### Speaking

### Aim

- to develop fluency and introduce the topic of gaming

- 1 Focus on the photo and elicit that the man is playing a video game. Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2 Give students time to read the question and options. Ask students to predict the answer, then play the recording so students can check the answer. Check

the answer with the class. Read out the **Exam tip** (and bring it up on ActiveTeach) and check that students understand it. Emphasise that sometimes their assumptions can give them a wrong answer.

- 3 Put students into pairs to discuss the question. Monitor and prompt ideas where necessary. Elicit ideas from two or three pairs/groups in open class.

### Answers

- 1 Students' own answers
- 2 1 A
- 3 Possible answers: gamers have good hand-eye co-ordination; gamers interact with other gamers online; games make people think as they have to solve problems; people have to concentrate hard when playing a game; gamers have to be creative to solve problems.

## Listening

### Multiple choice (Part 2)

### Aim

- to complete an exam-style listening task (Paper 2, Part 2)

- 4 Elicit what students have to do in Part 2 of the listening exam and what the best strategy is for this task. Refer students to the **Exam focus** on p.158 if necessary (or bring it up on ActiveTeach). Give students time to read the questions/stems and options and underline the key words. Put students into pairs to compare the words they have chosen. Help students with any unknown vocabulary.
- 5 Play the recording twice for students to answer the questions, then put students into pairs to compare their answers. Check answers with the class and ask students if they can remember which parts of the text gave them their answers (bring up the recording script on ActiveTeach if you are using it).

### Answers

- 4–5 1 C (... hope and excitement in their faces.)
- 2 A (Gamers only work on one small goal at a time, each one just a little harder than the last.)
- 3 B (... they're learning to deal with huge problems ...)
- 4 C (... get support from websites or the thousands of other fans.)
- 5 A (... one of my colleagues told us about a game people used 3,000 years ago.)
- 6 B (... our next project will make a difference to the lives of people living in poverty ...)



### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to match the phrases, then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

Additional practice | Maximiser p.57

## Speaking

### Aim

- to develop fluency, give opinions and discuss issues related to the interview on gaming

- 6** Elicit useful phrases for giving opinions, agreeing and disagreeing from the class. Refer students to the Functions bank on p.153 to compare their ideas. Put students into pairs or small groups to discuss the questions. Monitor and note down any significant or common errors. Elicit answers from one or two students in open class and elicit corrections to any errors noted down.

### Answers

- 6** Students' own answers

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

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

Additional practice | Maximiser p.57

## Grammar focus

### Speaking

### Aim

- to develop fluency and introduce the topic of different types of computer games

- 1** Focus students on the pictures of the still shots from computer games (bring them up on ActiveTeach if you are using it). Elicit what kind of games they are (top: football game; bottom: simulation game). Put students into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.

- 2** Elicit which game matches the first description in open class to demonstrate the activity. Give students time to match the other descriptions, then check answers with the class.

### Answers

- 1** Students' own answers  
**2** Top picture: 2, 4, 5    Bottom picture: 1, 3, 6

## Relative clauses

### Aim

- to review relative clauses and practise using them

- 3** Focus students on the relative clauses in italics in the sentences in Activity 2 (bring them up on ActiveTeach if you are using it), then give them time to answer the questions. Put students into pairs to compare their answers, then refer them to the **Grammar reference** on p.130 (or bring it up on ActiveTeach) to check their answers. Make sure students are clear about the differences between defining and non-defining relative clauses. Read out the **Language tip** (and bring it up on ActiveTeach) and make sure that students are clear about when *that* can be used to replace *which/who*, i.e. only in defining relative clauses.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to choose the correct pronoun, then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs.

- 4** Do the first sentence together with the class to demonstrate the activity and check that students can form defining relative clauses. Give students time to do the remaining sentences on their own, then put them into pairs to compare their answers. Check the answers with the class.

- 5** Look at the example sentence with the class to demonstrate the activity and to check that students understand and can form non-defining relative clauses. Give students time to do the remaining sentences on their own, then put them into pairs to compare their answers. Check the answers with the class.



- 3 1 Sentences 1–4 are defining clauses.  
 2 Sentences 5–6 are non-defining clauses.  
 3 Non-defining clauses need commas around them.  
 4 Sentences 1–3 (*that* can only replace *who* or *which*, and only in defining clauses).
- 4 1 In the 1980s, Alexey Pajitnov created a computer game which/that he called *Tetris*.  
 2 Albert Einstein developed a theory of energy which/that he called the theory of relativity.  
 3 Walt Disney created the modern idea of theme parks where people can spend the whole day.  
 4 Leonardo Da Vinci was an artist, engineer, inventor and mathematician whose helicopter design became a reality centuries later.
- 5 1 Marie Curie, who won two Nobel prizes, is famous for her research into radioactivity and developing modern medicine.  
 2 Thomas Midgely, whose inventions included putting lead into petrol and CFC gases, has been described as the most dangerous man that ever lived.  
 3 JK Rowling wrote the Harry Potter books, which encouraged millions of children to read, and sold over 400 million copies.  
 4 Steve Jobs, who was chief executive of Apple, created many modern technological inventions including the iPad.

**Additional practice** | Photocopiable 9B *You give the clues!* |  
**Teacher's Book** p.140 | **Maximiser** p.58

## Speaking

### Aim

- to develop fluency and discuss the influence of famous people

- 6 Give students time to think about the people mentioned in Activities 4 and 5 and rank them from 1 to 8 depending on their influence on the world (with 1 as the most influential and 8 the least influential). Monitor and help where necessary. Put students into pairs and ask them to discuss the people and find a ranking 1–8 that they both agree on. Monitor and assess their speaking skills. Finally, put two pairs together and ask them to discuss the people and agree together on a ranking 1–8. Ask each group to present their top 3 to the class and compare results. Give feedback on the students' speaking skills.

### Answers

- 6 Students' own answers

### Additional activity: Influential people

Ask students to research a person they think has been influential in the world and write down ten key pieces of information about their lives. They can do this either in class or for homework. Ask them to write a paragraph or two that includes that information, using relative clauses where possible, again in class or for homework. Place the paragraphs around the room so that students can read each other's work and discuss which people they think were the most influential. Finally, take in the writing and check the use of relative clauses.

## Vocabulary focus Speaking

### Aim

- to develop fluency and introduce the topic of jobs

- 1 Focus students on the photo at the top of the page (bring it up on ActiveTeach if you are using it). Ask students if they know where the photo was taken (the clock tower of the Houses of Parliament, London). Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.

### Answers

- 1 Students' own answers

## Job skills

### Aim

- to understand vocabulary related to job skills and practise using it

- 2 Check that students understand *financial*. Play the recording for students to answer the question. Put students into pairs to discuss their answers, then check answers with the class.
- 3 Give students time to read through the skills, then play the recording again for students to match the skills to the speakers. Put students into pairs to compare their answers, then check the answers with the class. Check that students understand the meaning of all the phrases related to job skills. Model and drill pronunciation if necessary.



### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to complete the letter, then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs.

- 4** Put students into pairs to discuss the questions. Monitor and check students are using the language related to job skills correctly. Elicit answers from one or two students in open class.

### Answers

- 2** Speaker 1 is a web designer; Speaker 2 is an accountant; Speaker 3 is a shop manager  
**3** Speaker 1: C, D, H Speaker 2: A, G Speaker 3: B, E, F  
**4** Students' own answers

**Additional practice** | **Maximiser** p.58

## Prefixes

### Aim

- to understand and practise using a set of prefixes

- 5** Explain that the sentences have come from the listening in Activity 2. Put students into pairs to discuss the prefixes and how they change the meaning of the words. Check answers in open class and make sure students are clear about how to use the prefixes. Read out the **Language tip** (and bring it up on ActiveTeach). Drill the words with and without the prefixes to demonstrate that the prefixes don't change the word stress.
- 6** Divide the class into two halves: A and B. Ask the Student As to remain on p.84 and the Student Bs to turn to p.120. Ask students to work with someone in their group to complete the questions with an appropriate prefix. Check answers with each group.
- 7** Put students into A and B pairs, and ask them to interview each other with their questions. Monitor and prompt corrections related to the use of prefixes. Elicit any surprising information from students in open class.

### Answers

- 5** *im-*, *un-*, *dis-* and *ir-* all make the word negative. *re-* and *self-* change the meaning: *re-* means again; *self-* means about yourself.

- 6** Student A: 1 *im* 2 *un* 3 *dis* 4 *ir* 5 *re* 6 *un*  
 7 *self*  
 Student B: 1 *self* 2 *re* 3 *im* 4 *dis* 5 *un* 6 *dis*  
 7 *un*  
**7** Students' own answers

**Additional practice** | **Maximiser** p.59

## Writing focus Speaking

### Aim

- to introduce the topic of songs and recognise correct spellings

### Warmer: Music visualisation

Ask students to put their pens down and close their eyes or look down at their lap. Play a piece of music of your choice (perhaps something with few words so students are not distracted) and ask students to imagine they are in a different place. Ask them to look around them to see where they are, who they can see, what they can hear, what they can smell, etc. After a few minutes of visualisation, put students into pairs to share and compare their experiences. Elicit any interesting differences in open class.

- 1** Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2** Elicit the correct answer in sentence 1 to demonstrate the activity, then give students time to complete the activity individually. Put students into pairs to compare their answers, then either ask students to check their answers in a dictionary if they have access to one or check them with the class.
- 3** Put students into pairs to discuss the sentences in Activity 2. Monitor and note down any significant or common errors. Elicit answers from one or two students in open class, and elicit corrections to any errors noted down.

### Answers

- 1** Students' own answers  
**2** 1 believe 2 writing 3 library 4 neighbour  
 5 restaurants 6 which  
**3** Students' own answers

**Additional practice** | **Maximiser** p.59



## Writing

### Sentence transformations (Part 1)

#### Aim

- to recognise spellings of homophones, and practise an exam-style writing task (Paper 1 Writing, Part 1)

- 4** Ask students to choose the correct words to complete the sentences, then put them into pairs to compare their answers. Ask them to also discuss the meaning of each incorrect word and how it is used. Check answers with the class. Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand the importance of checking their spelling carefully in the writing exam.

#### Writing reference: Spelling

Use Section 3 of the Writing reference section on p.137 of the Coursebook to give students more information and practice in spelling, either in class or for homework. See p.106 of the Teacher's Book for the answer key.

- 5** Elicit from students what they have to do in Part 1 of the writing exam. Put students into pairs and ask them to remember the best strategy to use for this task. Refer them to the **Exam focus** on p.157 (or bring it up on ActiveTeach) to check their ideas. Put students into pairs and ask them how much money approximately they think it costs for a famous singer to record a hit song. Elicit suggestions in open class, but do not give away the answer yet. Look at the example transformation with the class to remind students what they have to do, then give students time to do the activity themselves. Put students in pairs to compare their answers, then check the answers with the class.
- 6** Ask students to look at their sentences and their partner's sentences to check their spelling. Check answers with the class, writing the answers on the board so students can correct any spelling mistakes. Establish whether any students guessed the cost of making a hit song correctly and whether they are surprised by the cost.

#### Answers

- 4** 1 whether 2 their 3 threw  
**5** 1 surprised at / by 2 are hired 3 are 4 more  
 5 costing  
**6** Students' own answers

#### Useful resources: Spelling City

At [www.spellingcity.com](http://www.spellingcity.com) students can type in up to ten words at a time that they have trouble spelling and then choose a variety of activities to help them to learn them, including vocabulary tests and games. The website is free and there is no need to register.

**Additional practice** | **Maximiser** p.59

## Speaking

#### Aim

- to develop fluency and discuss the benefits and cost of recorded music

- 7** Put students into pairs to discuss the questions. Monitor and assess the students' speaking skills. Elicit answers from one or two students in open class and give feedback to students on their speaking as well as elicit any corrections you noted down.

#### Answers

- 7** Students' own answers

#### Useful resources: Song lyrics

On [www.lyricstraining.com](http://www.lyricstraining.com), students can listen to and watch a variety of music videos while typing the missing words in the lyrics. It's a fun way to practise listening for specific words and writing them with correct spelling.



# What's it worth?

## 10

### Listening & Grammar focus Speaking

#### Aim

- to develop fluency and introduce the topic of auctions

#### Warmer: How much would you pay for this?

Write a list of familiar items on the board (see suggestions below) and ask students to note down the most that they would be willing to pay for each item. Put students into pairs or small groups to compare their answers, then ask the pairs or groups to tell the class about any interesting differences of opinion.

Suggested items: *a pair of shoes, a piece of designer clothing, a mobile phone, a piece of jewellery, a ticket to a concert or sports event*

- 1 Check that students understand *valuable* and *auction*. Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.

#### Answers

- 1 Students' own answers

### Listening Gap-fill (Part 3)

#### Aim

- to complete an exam-style listening task (Paper 2, Part 3)

- 2 Elicit what students have to do in Part 3 of the listening exam and what the best strategy is for this task. Remind students that they can use the **Exam focus** notes on p.158 of the Coursebook to revise all the task types and strategies. Read out the **Exam tip** (and bring it up on ActiveTeach) and check that students understand it. Give students time to read the two sentences and predict what information is missing. Play the recording so students can fill the gaps. Check answers with the class.
- 3 Give students time to read the notes. Put them into pairs to discuss what types of words are missing in each gap. Play the recording twice for students to complete the notes. Ask them to compare their answers with their partner before you check answers with the class. If you are using ActiveTeach, bring up the recording script and highlight the parts of the recording that gave the answers.



## Answers

- 2 1 Razzia 2 mytravel  
3 1 Park 2 Campbell 3 training centre 4 advert  
5 The Big Thing 6 coffee

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to complete the email, then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs.

Additional practice | Maximiser p.60 | MyPreliminaryLab

## Reading

### Aim

- to practise reading skills and see the passive form in context

- 4 Focus students on the photo in the article (bring it up on ActiveTeach if you are using it). Elicit ideas about what the item is and what is special about it. Explain that this is one of many unusual things that have been sold on online auction sites. Give students one minute to skim the text, and remind them that they should read quickly and not worry if they don't understand everything at this stage. Put students into pairs to discuss the question. Elicit answers in open class.
- 5 Check students understand *whale*, *cough up*, and *French toast*. Give students time to read the article again and match the reasons to the items. Check answers with the class.
- 6 Put students into pairs to discuss the questions. Monitor and assess the students' speaking skills. Elicit answers from one or two students in open class and give feedback on the students' speaking.

## Answers

- 4 Students' own answers  
5 A – the cornflake shaped like the state of Illinois  
B – Justin Timberlake's half-eaten French toast  
C – the contents of a whale's stomach  
6 Students' own answers

## Passive voice

### Aim

- to review the passive voice and practise using it

- 7 Focus students on the verbs in bold in the article in Activity 4 (bring the article up on ActiveTeach if you are using it). Give students time to answer the questions about each verb. Put students into pairs to discuss their answers, then refer them to the **Grammar reference** on p.131 (or bring it up on ActiveTeach) to check their answers.
- 8 Ask students to discuss the question with their partner. Check answers with the class and make sure students understand how the passive voice is formed with different tenses. Read out the **Language tip** (and bring it up on ActiveTeach) and make sure that students understand it.
- 9 Students complete the rules. Check answers with the class and make sure that students fully understand the use of the passive voice.
- 10 Elicit the correct form of the verb for the first sentence to demonstrate the activity. After students have had time to complete the remaining sentences, put them into pairs to compare their answers. Check answers with the class.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to complete the sentences, then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

- 11 Elicit the first passive sentence from the class to demonstrate the activity, then give students time to do the remaining sentences on their own. Put students into pairs to compare their answers, then check the answers with the class.
- 12 Put students into pairs to discuss the sentences in Activity 10 and decide whether they are true or false. When they have finished, elicit answers in open class, but do not give the answers away. When you have discussed all the sentences, refer students to p.121 to check the answers. Elicit whether there were any surprising answers.

## Answers

- 7 Verb 1: 1 yes (whales); 2 the action  
Verb 2: 1 no but we can assume by people in the perfume industry; 2 the action  
Verb 3: 1 no; 2 the action  
Verb 4: 1 no; 2 the action  
Verb 5: 1 no; 2 the action  
Verb 6: 1 no; 2 the action



- 8 1 Present simple 2 Present perfect 3 Past simple  
4 Past perfect 5 Past simple 6 Past perfect
- 9 1 be 2 Past participle 3 who did it
- 10 1 was started 2 was sold 3 was bought  
4 has been used 5 is spent 6 will be introduced
- 11 1 Over a billion eBay pages are viewed each day.  
2 A mobile phone is bought every six minutes on eBay.  
3 In the next hour, 30 bikes will be sold on eBay.  
4 In 2010, more people were employed by eBay than any other company, except Walmart.  
5 A Lotus sports car was being advertised for a Buy It Now price of 50p.  
6 The most expensive item sold on eBay was a Lamborghini Spyder car, which was bought for \$139,000.

12 Students' own answers

**Additional practice** | **Photocopiable** 10A *Gold and diamonds* |  
**Teacher's book** p.141 | **Maximiser** p.60

## Vocabulary focus

### Speaking

#### Aim

- to develop fluency and introduce the topic of shops and services

#### Warmer: Shopping is ...

Ask students to write down the words *Shopping is ...* in their notebooks and then continue the sentence with their own words. Encourage them to be as creative as they can in their answers. Put students into groups and ask them to tell each other what they wrote and why, comparing whether their ideas were similar or different. Elicit one or two answers in open class.

- 1 Check that students understand *neighbourhood* and *local independent shops*. Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.

#### Answers

1 Students' own answers

## Shops and services

#### Aim

- to understand a set of phrases related to shops and services

- 2 Check that students understand the shops and services in the box before they match the phrases to each shop or service. Put students into pairs to compare their answers, then check the answers with the class. Read out the **Language tip** (and bring it up on ActiveTeach) and check that students understand it.

#### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to complete the text, then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs.

- 3 Check that students can pronounce all the shops and services in Activity 2 correctly. Put them into pairs to discuss the questions. Monitor and note down any significant or common errors you hear. Elicit answers from a few students in open class and elicit corrections to any errors noted down.
- 4 Focus students on the phrases in *italics* in Activity 2. Elicit the missing word in the first question in the quiz to demonstrate the activity. Give students time to do the rest of the activity themselves, then put them into pairs to compare their answers. Check answers with the class and make sure that students understand the meaning of the vocabulary.
- 5 Check that students understand *bargain*. Put students into pairs and ask them to interview each other using the questions to find out whether they have similar or different spending habits. While students are working, monitor and note down any errors, especially related to the vocabulary. Ask two or three pairs to share the results of their survey in open class and elicit corrections to any errors noted down.

#### Answers

- 2 1 beauty salon 2 dry cleaner's 3 hairdresser's  
4 post office 5 chemist's 6 restaurant  
7 art gallery 8 spa
- 3 Students' own answers
- 4 1 pay 2 send 3 make 4 charge 5 giving away  
6 pick up 7 pay 8 offer
- 5 Students' own answers
- Additional practice** | **Maximiser** p.62



# Grammar focus

## Speaking

### Aim

- to develop fluency and introduce the topic of spending time and money on your appearance

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

### Answers

- Students' own answers

## Reading

### Aim

- to develop reading skills and see *get/have something done* in context

- Check that students understand *personal grooming* and *waxed*. Ask students to read the article, then put them in pairs to discuss the questions. Elicit answers in open class.
- Give students time to read the questions before they read the text again to find the answers. Put students into pairs to compare their answers, then check the answers with the class. Ask students if they find the article surprising, and, if so, why.
- Put students into pairs to discuss the questions. Monitor and note down any significant or common errors. Elicit answers from one or two students in open class and elicit corrections to any errors noted down.

### Answers

- Students' own answers
- 1 men 83 minutes, women 79 minutes  
2 Women spend 19p more per month.  
3 Getting their backs waxed and having their nails done.

- Students' own answers

**Additional practice** | **Maximiser** p.62

## get/have something done

### Aim

- to review the structure *get/have something done* and practise using it

- Focus students on the expressions in bold in the article in Activity 2 (bring the article up on ActiveTeach if you are using it). Put students into pairs to discuss the questions about those expressions. Refer students to the **Grammar reference** on p.131 (or bring it up on ActiveTeach) to check their answers. Make sure that students understand the use of the structures and how they are formed. Read out the **Language tip** (and bring it up on ActiveTeach) and check students understand it.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to reorder the sentences, then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs.

- Elicit the answer to the first question from the class to demonstrate the activity and check that students can form the structure correctly. Give students time to write all the answers alone. Monitor and prompt corrections where necessary. Put students into pairs to compare their answers, then check the answers with the class.

### Answers

- 1 someone else 2 yes; yes 3 *get / have*
- 1 He had his hair cut; He had his eyes tested; He had the heating fixed; He had a takeaway delivered.  
2 He's having his car repaired; He's having a new suit made; He's having his nails done.  
3 He's going to have the grass cut; He's going to have his carpets cleaned; He's going to have a takeaway delivered.  
4 He has a takeaway delivered.

**Additional practice** | **Maximiser** p.62

## Speaking

### Aim

- to practise using the structure *get/have something done*

- Put students into pairs to discuss the questions. Monitor and note down any errors related to *get/have something done*. Elicit interesting answers from one or two students in open class, and elicit corrections to errors that you noted.

### Answers

- Students' own answers

**Additional practice** | **Photocopiable** 10B *Where's Walter?* | **Teacher's book** p.142 | **Maximiser** p.63 | **MyPreliminaryLab**



# Reading focus

## Speaking

### Aim

- to develop fluency and introduce the topic of shopping in the sales

- 1 Check that students understand *sales* and *wasted food*. Put students into pairs to discuss the statements. Elicit answers from one or two students in open class.

### Answers

- 1 Students' own answers

### Alternative activity: For and against

Put students into pairs and tell one student in each pair that they must argue *for* and the other student must argue *against* each statement in Activity 1, whether they agree with that viewpoint or not. Give students time to read the statements and make notes. Then give them ten minutes to debate the statements in their pairs. Monitor and help where necessary. After ten minutes, ask one or two pairs to feed back to the class on how their debates went.

## Listening

### Aim

- to develop listening skills

- 2 Play the recording for students to match the speakers (Monica and Oliver) to the statements in Activity 1. Play the recording a second time if necessary. Put students into pairs to compare their answers, then check the answers with the class.

### Answers

- 2 1 Oliver 2 Monica 3 Oliver 4 Oliver

## Reading

### Multiple choice (Part 1)

### Aim

- to complete an exam-style reading task (Paper 1, Part 1)

- 3 Refer students to the **Exam focus** on p.156 and turn to it on ActiveTeach if you are using it. Read through it with the students, making sure they understand what

happens in Part 1 of the reading paper. Focus students on the sign (bring it up on ActiveTeach if you are using it) and put students into pairs to discuss the questions. Check answers with the class.

- 4 Give students time to read the three statements and match the correct statement to the text in Activity 2. Put students into pairs to compare their answers, then check the answers with the class. Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand the strategy.

- 5 Check that students understand *disabled*, *wheelchair* and *refund*. Encourage students to complete the exam task using the same strategy as in Activities 3 and 4. After they have finished, put students into pairs to compare their answers, then check the answers with the class.

### Answers

- 3 A shop sign

- 4 B

- 5 1 B 2 C 3 A 4 C 5 A

## Vocabulary

### Verbs and prepositions

### Aim

- to understand and practise using verbs and prepositions

- 6 Ask students to complete the six statements with an appropriate preposition, then find the verbs in the texts in Activities 4 and 5 to check their answers. Take students through the first question to demonstrate the activity. Check answers with the class.

- 7 Elicit the correct preposition to complete the first question to demonstrate the activity. Check that students understand *insist*, *succeed* and *lend*. Give students time to do the activity themselves, then put them into pairs to compare their answers. Check answers with the class.

- 8 Play the recording so students can listen to how the prepositions are pronounced and stressed. Check answers with the class, and read out the **Language tip** (and bring it up in ActiveTeach). Drill sentences 2, 3, 7 and 8 to show how these prepositions have weak and strong forms depending on their position in the sentence.



- 9** Put students into pairs to discuss the questions in Activity 7 and find out if they have similar shopping habits or not. Monitor and note any errors, especially related to verbs and prepositions. Ask two or three pairs to share what they learnt about each other with the class, and elicit corrections to any errors noted down.

## Answers

- 6** 1 about 2 for 3 for 4 on 5 for 6 from  
**7** 1 about 2 for 3 to 4 on 5 in 6 about 7 to 8 from  
**8** The prepositions in sentences 2, 3, 7 and 8 are pronounced with their weak form.  
**9** Students' own answers

**Additional practice** | **Maximiser** p.64

# Speaking focus

## Listening

### Aim

- to develop listening skills and hear useful phrases for Part 2 of the speaking exam in context

- 1** Check that students understand *gift*. Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2** Focus students on the advertisement (bring it up on ActiveTeach if you are using it). Give students time to read the advertisement and answer the questions. Put students into pairs to discuss their answers, then elicit answers from one or two students in open class.
- 3** Give students time to read the questions. Put students into pairs and ask them to predict how they think Dan is going to answer the questions. Elicit ideas in open class. Play the recording for students to check their predictions. Check answers with the class.
- 4** Give students time to read the phrases before you play the recording again. Put students into pairs to compare their answers. Check the answers with the class.

## Answers

- 1–2** Students' own answers  
**3** 1 What kind of gift to give; think about the person.  
 2 Think about how much you spend on a usual night out.  
**4** 1 Presenter 2 Dan 3 Presenter 4 Dan  
 5 Presenter 6 Presenter

**Additional practice** | **Maximiser** p.64

# Speaking

## Simulated situation (Part 2)

### Aim

- to complete an exam-style speaking task (Paper 3, Part 2)

- 5** Put students into pairs and ask them to discuss which phrases are used to agree with someone or disagree with someone. Make sure students are clear about when each phrase is used, and highlight the fact that in English, phrases which disagree usually start with a polite comment which sounds positive, e.g. *That's a good idea but ...*. Drill the phrases, modelling appropriate intonation. Read out the **Exam tip** (and bring it up on ActiveTeach) and check that students understand it.

### Functions bank: Discussing opinions

Use this section of the Functions bank on p.153 of the Coursebook to give students useful phrases and practice in discussing opinions, either in class or for homework. See p.109 of the Teacher's Book for the answer key.

- 6** Ask students to read the questions and think about their answers for a few minutes. Put students into pairs or small groups to discuss the questions. Encourage students to use phrases from Activity 4 when appropriate. Monitor and assess the way students interact and respond to each other. Elicit answers from one or two students in open class and give feedback on the way the students interacted.
- 7** Explain that students are going to hear two students completing an exam task (Paper 3, Part 2). Check that they understand *photo frame*. Give them time to read the questions before you play the recording. Play it twice if necessary. Check answers with the class.
- 8** Put students into pairs and ask them to turn to p.121. Give them time to read the instructions, and check they are clear about the task. Remind them to use the expressions in Activity 4. Give students three minutes to do the task. Monitor and assess their skills. When they have finished, ask one or two students to share what they discussed in open class, then give students feedback on the task. If appropriate, put students into different pairs to do the task again, taking your feedback into account.

## Answers

- 5** 1–3 are disagreeing; 4–6 are agreeing  
**6** Students' own answers



- 7 1 a beach bag  
2 The couple already have a photo frame and Bella and Josh can't afford a whole set of dinner plates.

8 Students' own answers

**Additional practice** | **Maximiser** p.65 | **MyPreliminaryLab**

## Writing focus

### Speaking

#### Aim

- to develop fluency and introduce the topic of losing things

- Focus students on the photo (bring it up on ActiveTeach if you are using it). Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- Explain that one of the items James is going to talk about is the item in the photo that was lost. Give students time to read the question, then play the recording. Put students into pairs to discuss their answers, then elicit answers from a few students in open class.
- Give students time to read the sentences and predict whether they are true or false. Play the recording again for students to listen and check their predictions. Check answers with the class.
- Focus students on the sentences in Activity 3 (and bring them up on ActiveTeach if you are using it). Students work individually to answer the questions. Put students into pairs to compare their answers, then check the answers with the class. Make sure students are clear about when and how to use the linkers.

#### Answers

1–2 Students' own answers

- 3 1 False – but they were the sixth and eighth most expensive paintings ever sold at the time.  
2 False – they planned to sell it.  
3 False – he forgot that he even had a car.

4 1 because 2 to infinitive 3 so

**Additional practice** | **Maximiser** p.65

## Writing

### Note (Part 2)

#### Aim

- to complete an exam-style writing task (Paper 1, Part 2) using appropriate linkers

- Focus students on the exam task (bring it up on ActiveTeach if you are using it). Give students time to answer the questions, then put them into pairs to discuss their answers. Check answers with the class.
- Check that students understand *diamond*. Give students time to read the email and the question. Focus students on the first three sentences of the email and ask them if they think the ideas are linked well. Elicit ideas for linking the ideas better, prompting where necessary. Put students into pairs to discuss the rest of the email, then check answers with the class. With weaker classes, work through the email with the class rather than putting students into pairs. Point out to students that short sentences like this are not acceptable for the exam.
- Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand the importance of linking ideas. Elicit one suggestion on how to link two ideas in the email in Activity 6 from the class, then give students time to rewrite the whole email. Monitor and help where necessary. Put students into pairs to compare their emails, then ask one or two students to read their emails out.
- Monitor while students continue the sentences with their own ideas, and prompt corrections where necessary. Put students into pairs or small groups to compare their sentences. Elicit some sentences from students in open class.
- Ask students to read the exam task and underline what they have to do. Check with the class, so that all students are clear about what they have to include. Give students time to write their answers, either in class or for homework. Explain that they should make longer sentences with linked ideas. When they have finished, ask them to peer correct, then take in the writing to mark.

#### Answers

- 5 1 keys / jumpers / jewellery  
2 thank Bethany, describe what you left and suggest when you could collect it  
6 No – she uses short sentences and doesn't link the ideas.



## 7 Suggestions:

- 1 It was my grandmother's ring, so it's very special.
- 2 It's unusual because it's gold and has a large pink diamond.
- 3 I'll come round your house on Tuesday evening to collect the ring.

## 8–9 Students' own answers

**Additional activity: Is this your sentence?**

Put students into groups of between four and six. Write the three prompts below on the board and ask students to make true sentences about themselves, writing each sentence on a separate slip of paper without anyone else seeing them. Collect in one group's sentences and give them to a different group. Do this with every group. Students now take it in turns to pick up a sentence and read it out to their group. Together they decide who from the other group probably wrote that sentence. When they have decided, they write the person's name on the piece of paper. This continues until all the pieces of paper have been discussed. Students now take the sentences they read out, go to the person whose sentence they think it belonged to and ask them if they wrote it. If that person did not write it, they have to find out who did by asking the other students in that group. Finally, the groups get back together to feed back what they learnt.

Prompts: I've never ..... because .....  
 I wanted to ..... last year, so I ..... I .....  
 yesterday to .....

- 3 1 impatient 2 irregular 3 self-confidence
- 4 unemployment 5 rebuild 6 disagree
- 7 self-employed 8 impossible 9 disadvantage
- 10 unwell

- 4 1 with 2 to 3 from 4 to 5 for 6 for
- 7 on 8 to

- 5 1 was passed 2 was invented 3 were introduced
- 4 was built 5 were provided 6 are educated
- 7 are still not given 8 has been changed 9 is used
- 10 will be attended

- 6 1 had her hair cut
- 2 am having my roof repaired
- 3 had it painted
- 4 'm going to get a takeaway delivered
- 5 'm having my eyes tested
- 6 'm going to have it repaired

- 7 1 which 2 able to finish 3 has been named
- 4 your hair styled 5 dislike / not like

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

Additional practice | Maximiser p.65 | MyPreliminaryLab

## Progress Test 5

### Aim

- to test structures and vocabulary covered in Units 9 and 10

1–8 Give students notice that the test will take place and ask them to review the language from Units 9 and 10. In class, allow them 45 minutes to complete the test. Alternatively, set the test for homework as a review rather than a test.

### Answers

- 1 1 incorrect: Sir Isaac Newton, who lived in the 17<sup>th</sup> century, was a famous mathematician.
- 2 incorrect; *whose* not *who* 3 correct
- 4 correct 5 incorrect: *which* not *that*
- 6 correct: George Washington, *who* was ...
- 2 1 could play 2 Can / read 3 wasn't able to finish
- 4 can't come 5 could paint 6 can't see
- 7 was able to find 8 can't / couldn't go



# A small world

## 11

### Reading focus

#### Reading

##### Multiple choice (Part 4)

###### Aim

- to complete an exam-style reading task (Paper 1, Part 4)

- 1** Focus students on the photo (bring it up on ActiveTeach if you are using it). Ask students where they think it is (the Amazon river). Put students into pairs and ask them to brainstorm advantages and disadvantages of living in a tourist area and discuss the question. Elicit answers from two or three pairs around the class.
- 2** Elicit from students what the best strategy is for this part of the reading exam. Refer students to the **Exam focus** on p.156 (or bring it up on ActiveTeach) if necessary. Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand it. Remind students that questions 1 and 5 test their understanding of the whole text. Put students into pairs to read the title and predict what the text is about. Elicit suggestions in open class. Give students one minute to skim read the text to find out if their predictions were correct. Ask students to read the questions/stems and the options and underline the key words. With weaker classes, you could check at this stage that students have identified the correct key words before students read the text to find the answers. Give students time to read the text more carefully and highlight the sections where they can find the answers to questions 2–4. Tell them they should reread these sections very carefully to find the answers. Tell students that they should then reread the whole text to understand the overall meaning in order to answer questions 1 and 5. When they have finished, ask students to compare their answers in pairs. Check answers with the class, asking students to pinpoint where the answers were found in the text for questions 2–4.

#### Answers

- 1** Suggested advantages: tourists bring money into the local economy; more work for locals; lively; more restaurants and entertainment facilities  
Suggested disadvantages: crowded; people aren't always respectful; damaging to the environment; waste; noisy
- 2**
  - 1** B
  - 2** D (some tourists can't see the difference between the wildlife and residents)
  - 3** C (The actions . . . have uncovered a difference of opinion among residents in local Amazon towns)
  - 4** A (the local people have so far seen few of the benefits)
  - 5** B

Additional practice | Maximiser p.66 | MyPreliminaryLab



## Speaking

### Aim

- to develop fluency and talk about issues related to tourism

- 3** Put students into pairs to discuss the questions. Monitor and note down any significant or common errors. Elicit answers from one or two students in open class and elicit corrections to any errors noted down.

### Answers

- 3** Students' own answers

#### Alternative activity: Tourism presentation

Rather than using question 2 in Activity 3 as a discussion question, use it to get students to create mini-presentations. Put students into small groups of three and four. Explain that they work for the Ministry of Tourism in the Amazon area and must think of ways in which the local townspeople can control tourism and increase the money they earn from it. Give them time to brainstorm ideas, then ask them to choose their best idea. Give them ten minutes to create a mini-presentation to give to the class, telling the class what their idea is and why it will work. Each group then presents their idea to the class, with the other groups asking them questions about it. At the end of all the presentations, ask students to vote for their favourite idea (they cannot vote for their own) to see which was the most popular.

## Vocabulary

### Compound adjectives

#### Aim

- to understand and practise using a set of compound adjectives

- 4** Focus students on the compound adjectives in bold in the text so that they can use the context of the adjectives to guess the meaning, then use the adjectives to complete the sentences. Put students into pairs to compare their answers. Check answers with the class making sure that students fully understand the meaning of the compound adjectives. Ask students to notice the use of the hyphen.

- 5** Elicit the answer to the first sentence from the class to demonstrate the activity, then give students time to complete the activity on their own. Put students into pairs to compare their answers, then check the answers with the class. Make sure that students understand the meaning of the compound adjectives.

- 6** Demonstrate the activity by asking the class if they think the first three sentences are true for you. Encourage them to give reasons for their opinions. Tell them if they are correct or not, then put them into pairs and ask them to do the activity. Tell them they should try to use the compound adjectives wherever possible to practise saying them. Monitor and note down any errors, especially related to the compound adjectives. Ask several pairs in open class whether they knew their partners well or not, then elicit corrections to any errors noted down.

### Answers

- 4** 1 20-minute 2 brightly-lit 3 badly-behaved  
4 world-famous 5 well-controlled  
**5** 1 way 2 paid 3 service 4 efficient 5 made  
6 fashioned 7 behaved 8 up  
**6** Students' own answers

Additional practice | Maximiser p.67

## Vocabulary focus

### Travel and transport

#### Aim

- to understand nouns related to travel in context and practise using them

#### Warmer: Categories

Write the categories below on the board. Put students into pairs or small groups. Choose a letter at random (avoid less common letters like V and Z) and give students four minutes to think of one item for each category that begins with that letter. The idea is that they try to choose items which the other teams do not choose. Make sure they write just one answer down for each category. When the four minutes are up, elicit the answers from each group for each category in turn. An item that no other group has given gets two points but an item that another group has also given gets just one point. The group with the most points wins.

Suggested categories: *a capital city; a type of transport; a holiday activity; something you find on a beach; a currency.*



- 1 Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2 Students work in their pairs and discuss whether they have any apps related to travel and transport and, if they do, what they are and what use they serve. Ask them to brainstorm apps that they would like to have to help them travel more easily. Elicit ideas from pairs in open class. Check that students understand *souvenir* and *surroundings*. Give students time to read the article and discuss the question with their partners. Elicit answers from one or two students in open class.
- 3 Focus students on the highlighted nouns in the article (bring the article up on ActiveTeach if you are using it). Elicit the missing words in the first sentence from the class to demonstrate the activity. Give students time to complete the activity on their own, then put them into pairs to compare their answers. Check answers with the class and make sure that students understand the meaning of the nouns and can pronounce them.
- 4 Put students into pairs to discuss the sentences in Activity 2. Demonstrate the activity first by telling students whether the first three sentences are true for you or not, making sure that you give reasons for your answers to encourage students to do the same. While students are speaking, monitor and note down any errors, especially related to the verb and noun combinations. Elicit any interesting or surprising answers from students in open class, and elicit corrections to any errors noted down.

## Answers

1–2 Students' own answers

- 3 1 brochures / publish 2 buy souvenirs  
3 read / guidebook 4 make / reservation  
5 take / trip 6 get / exchange rate

4 Students' own answers

**Additional practice** | **Photocopiable** 11A *Holiday of a lifetime* |  
**Teacher's Book** p.142 | **Vocabulary Training Wordlist:** *Travel and transport* | **Maximiser** p.68

## Phrasal verbs of travel

### Aim

- to understand and practise using a set of phrasal verbs related to travel

- 5 Focus students on the words in bold in the text and elicit what kind of words they are. Using the context of the article, elicit which definition describes the meaning of the first phrasal verb in the text (*set off*) from the class. Give students time to do the rest of the activity themselves and then put them into pairs to compare and discuss their answers. Check answers with the class and make sure that students are clear about their meaning.
- 6 Explain that there are different types of phrasal verb. Go through each of the four types in the table and use the example to help explain the difference. Elicit which type *set off* is and then give students time to complete the activity on their own. Put students into pairs to compare and discuss their answers and then refer students to the **Grammar reference** on p.131 to check their answers (bring it up on ActiveTeach if using it). Check students are fully clear with the different types and how some phrasal verbs are separable and others are not. Highlight how the pronoun must come between the verb and the preposition with separable phrasal verbs. Read out the **Language tip** (bring it up on ActiveTeach if using it) and make sure students understand it.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to complete the sentences, then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs.

- 7 Elicit the missing words for the first gap from the class to demonstrate the activity. Give students time to complete the activity alone, then put them into pairs to compare their answers. Check answers with the class.
- 8 Put students into pairs to ask and answer the questions. Monitor and note down any errors, especially related to the phrasal verbs. Elicit any interesting or surprising answers in open class and elicit corrections to any errors noted down.

## Answers

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

6 1 set off, end up 2 look for, turn into  
3 pick up, set up 4 get rid of, catch up with

7 1 setting off 2 ended up 3 look for 4 pick you up  
5 catch up with 6 get rid of 7 turned into  
8 set up

8 Students' own answers



### Additional activity: A holiday disaster!

Put students into pairs and ask them to write a story about a holiday that went wrong, with the title *A holiday disaster*. In the story, students must include six of the phrasal verbs from Activity 5. As the writing is collaborative, students will help each other with ideas and correct each other's English. Monitor and help where necessary. When they have finished, put the stories up around the room and ask students to read each other's stories and say which they like the best.

Additional practice | Maximiser p.68

## Listening focus

### Listening

#### Multiple choice (Part 1)

#### Aim

- to complete an exam-style listening task (Paper 2, Part 1)

- Remind students what they have to do in this part of the listening exam and elicit the best strategy. If necessary, refer them back to the **Exam focus** on p.158 (or bring it up on ActiveTeach) to check. Put students into pairs to discuss the three objects and the question. Elicit suggested answers in open class.
- Play the recording for students to listen to two people talking about the same thing that they discussed in Activity 1. Elicit which part of the recording gave the answer. If you are using ActiveTeach, bring up the recording script and highlight the distracters. Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand it.
- Ask students to look at question 1. Elicit the differences between the three pictures, and the different words that would be different about the three pictures and what words they think they will hear. Check students understand the meaning of *knee* and *thumb*. Put students into pairs to discuss the same with the other questions and then play the recording twice so they can answer the questions. Give them time to compare and discuss answers with their partners. Check answers with the class.

### Answers

- Students' own answers
- The guidebook
- 1 C 2 B 3 A 4 B 5 C 6 A 7 A

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to match the words and their meanings, then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs.

Additional practice | Maximiser p.69 | MyPreliminaryLab

## Grammar focus

### Speaking

#### Aim

- to develop speaking and reading skills and see different future forms in context

### Warmer: Animal brainstorm

Put students into pairs or small groups. Give them two minutes to write down as many animals they can think of. When the time has finished, ask each group to add up the number of different animals they have written. The group with the highest number wins.

- Put students into pairs to discuss the questions. Bring up the photo on ActiveTeach if you are using it. Elicit answers from one or two students in open class.
- Give students one minute to skim read the advertisement and answer the question. Check answers with the class. Check that students understand *conserve*, *wildlife* and *die out*.
- Give students time to read the statements and the text again. Put students into pairs to compare and discuss their answers. Check the answers with the class.

### Answers

- Students' own answers
- A wildlife conference
- 1 A 2 B 3 A



## Future forms

### Aim

- to review future forms and practise using them

- 4** Focus students on the four future forms in bold in the advert (bring the advert up on ActiveTeach if you are using it). Give students time to match the forms to their uses A–D. Monitor and help where necessary. Put students into pairs to compare their answers, then refer them to the **Grammar reference** on p.131 (or bring it up on ActiveTeach) to check their answers. Make sure that students are clear about how the different forms are used. Finally, read out the **Language tip** (and bring it up on ActiveTeach) and make sure that students understand it.
- 5** Explain that some students have commented online about the conference. Elicit which future form is used in the first comment to demonstrate the activity. Give students time to complete the activity, then put students into pairs to compare their answers. Check the answers with the class.

### Answers

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

**5** 1 will increase 2 'm / am going to stop  
3 'm / am attending / starts 4 'm / am flying / will be

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to complete the competition entry, then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs.

### Additional activity: My future

Put students into pairs and ask them to share with each other a future arrangement they have, a future intention they have, a timetabled future event they will attend and a future prediction they have. Encourage them to think of things that might surprise others. Demonstrate the activity and encourage students to ask you lots of follow-up questions to find out as much as they can about you. Monitor and elicit corrections related to the future forms where necessary. Elicit any interesting or surprising information in open class.

**Additional practice** | Photocopiable 11B *Make a date* |  
**Teacher's Book** p.143 | **Maximiser** p.70

## Speaking

### Aim

- to practise using different future forms and giving opinions

- 6** Elicit useful phrases for giving opinions, agreeing and disagreeing. Refer students to the Functions bank on p.153 to review the phrases there if necessary. Put students into pairs to discuss the questions. Tell students to be careful about what verb form they use when talking about the future. Monitor and listen for any errors, especially related to future forms. Elicit answers from two or three students in open class and elicit corrections to any errors noted down.

### Answers

- 6** Students' own answers

## Speaking focus

### Extended turn (Part 3)

### Aim

- to complete an exam-style speaking task (Paper 3, Part 3) and listen to and assess someone's performance in an exam-style speaking task

- 1** Put students into A and B pairs. Ask Student As to read the questions. Ask Student Bs to look at the photo at the top of the page and think about what they can say to describe it. When Student As are ready, time Student Bs for one minute while they describe the photo. Student As should take notes. Monitor and assess the students' speaking skills yourself.
- 2** Ask Student Bs to read the questions and Student As to turn to p.121 and think about what they can say about the photos. When Student Bs are ready, time Student As for one minute while they describe the photo. Student Bs should take notes. Monitor and assess the students' speaking skills yourself.



- 3** Give students time to give feedback to their partners using the questions and their notes to help them. Monitor and check that students are giving feedback constructively. When they have finished, give feedback yourself from what you observed while monitoring. Read out the **Exam tip** (and bring it up on ActiveTeach) and check that students understand it. Tell students that they can do this same activity with photos in previous units of the book for practice.

## Answers

Students' own answers

### Additional activity: Self-assessment

Ask students to describe their partner's photo and record themselves in class or for homework providing the facilities are available. Get students to listen back to themselves and answer the questions to assess their own speaking skills. Ask them to write one or two objectives to improve their speaking skills and think about how they can do that. They should bring these to class and either submit them to you for feedback and suggestions or talk them through with another student, who can also offer suggestions.

Additional practice | Maximiser p.70 | MyPreliminaryLab

## General conversation (Part 4)

### Aim

- to practise giving reasons in an exam-style speaking task (Paper 3, Part 4)

- 4** Give students time to read the questions, then play the recording. Check answers with the class. Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand it.
- 5** Give students time to read the question and prompts. Put them into pairs and give them three to four minutes to do the exam task. If they have the facilities, you could ask them to record themselves doing it so they can assess themselves afterwards. Monitor and assess their skills yourself. When they have finished, ask students to discuss in their pairs how they did and what they could do better next time. Give students feedback on what you heard while monitoring.

## Answers

- 4** The man likes dogs because his own dog is always happy to see him.  
The woman likes wild cats because she likes the way they run.

**5** Students' own answers

Additional practice | Maximiser p.70 | MyPreliminaryLab

# Grammar focus

## Listening

### Aim

- to develop listening skills and hear predictions made in context

- 1** Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2** Give students time to read the statements, then play the recording. Check that students understand *measure*, *tax* and *flight*. Play the recording twice if necessary. Put students into pairs to compare their answers, then check the answers in open class.

## Answers

- 1** Students' own answers
- 2** 1 true 2 true  
3 false – air travel will be impossible without oil  
4 false – supermarkets will be too expensive to run

## will and going to

### Aim

- to review *will* and *going to* and practise using them

- 3** Focus students on the sentences from the interview in Activity 2 (bring them up on ActiveTeach if you are using it). Ask them to underline and identify the future form in each. Check answers with the class.
- 4** Ask students to use the future forms in the sentences in Activity 3 to help them complete the table. Put students into pairs to compare their answers, then refer them to the **Grammar reference** on p.132 (or bring it up on ActiveTeach). Check that students fully understand the different uses of the two future forms.
- 5** Explain that students are going to read a conversation. Elicit the correct form of the first verb (*start*) from the class to demonstrate the activity. Give students time to complete the rest of the activity on their own, then put them into pairs to compare their answers. Check answers with the class. Read out the **Language tip** (and bring it up on ActiveTeach) and check that students are aware of the use of weak forms with *going to* and the contraction 'll used instead of the full form *will*. Point out that *going to* is often pronounced as *gonna*, and students should be aware of this to help with their listening skills, even if they choose not to use it themselves.



### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to complete the sentences, then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs.

- 6** Demonstrate the activity by completing the first sentence so it is true according to your beliefs. Give students time to complete the statements themselves. Monitor and prompt corrections where necessary.
- 7** Put students into pairs and ask them to share their predictions, giving reasons and debating the issues as much as possible. Monitor and note down any errors, especially related to the use of *going to* and *will*. Elicit ideas from around the class and elicit corrections to any errors noted down.
- 8** Ask students to continue working in their pairs and to come up with four more predictions. Give them time to discuss whether these predictions will come true. Monitor and prompt corrections where necessary. Elicit any interesting predictions in open class.

### Answers

- 3** A 'll change   B 's going to run out   B 'll be  
D 'm going to ride
- 4** 1 going to (B)   2 will (C)   3 will (A)   4 going to (D)
- 5** 1 'm / am going to start   2 'll / will cut  
3 's / is going to make   4 're / are going to need  
5 're / are going to build   6 'll / will save  
7 are going to have   8 will provide
- 6–8** Students' own answers

### Additional activity: My weekend plans

For personalised practice of the two forms, put students into pairs. Ask students to tell their partners what they think their partners will do the following weekend using *will*. The partners have to listen and say if the predictions were correct or not, explaining what their correct plans are using *going to*. Monitor, prompting corrections where necessary. In open class, ask two or three students to tell you if they predicted their partner's activities correctly or not.

Additional practice | Maximiser p.71

## Writing focus Speaking

### Aim

- to develop fluency and introduce the topic of changes

- 1** Elicit from the class what big changes can happen in a city or country. This could be a new law, an event, a political situation, etc. Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.

### Answers

- 1** Students' own answers

## Writing Informal letter (Part 3)

### Aim

- to practise using informal linkers and complete an exam-style writing task (Paper 1, Part 3)

- 2** Focus students on the exam task (bring it up on ActiveTeach if you are using it). Give students time to read the task and answer the question, then check the answer in open class. Elicit what questions you have to answer in your reply.
- 3** Ask students to read the letter and say whether the questions have been answered (yes). Then give them time to complete the letter with the informal linkers in the box. Put students into pairs to compare their answers. Check the answers with the class and make sure students understand how each linker is used. Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand it. Point out that at Preliminary level, students are not expected to write formal texts.
- 4** Put students into pairs to complete the activity. Encourage students to discuss what makes the sentences formal or informal. Check answers with the class.

### Writing reference: Getting the right tone

Use Section 8 of the Writing reference section on p.147 of the Coursebook to give students more information and practice in getting the right tone, either in class or for homework. See p.108 of the Teacher's Book for the answer key.



- 5** Give students time to discuss with a partner what they could write about in their letter. Remind them that they do not need to be truthful when they write and can make up ideas if they like. If students have not made any changes recently, encourage them to think of imaginary things they could talk about. Elicit useful linkers that can be used to link ideas, already studied during the course, e.g. for addition, cause, effect and reason. Monitor and help with ideas where necessary. Set the writing task in class or for homework. If students do the writing in class, monitor and help or elicit corrections when needed.
- 6** Encourage students to notice whether they used linkers or not in their letters, and give them a chance to edit it accordingly if not. Monitor and help by suggesting places where linkers could go if students are struggling. Take in the writing to mark.

## Answers

- 2** Tamsin is worried about change.
- 3** 1 Well (used to introduce a reply to a question)  
 2 You know how (acknowledging the reader's knowledge)  
 3 At first (time linker used to say what happened first)  
 4 At least (at the minimum)  
 5 Anyway (used for ending a conversation)
- 4** 1 B (I guess)  
 2 A (imperatives are more informal)  
 3 B (phrasal verbs tend to be more informal)  
 4 A (selected is more formal than decided to)
- 5–6** Students' own answers

### Additional practice: Writing frame

To help students use the linkers, tell them they have received an email from an English friend called Aiden asking them about a recent trip they went on. Write the beginning of the email below on the board and ask students to complete it using the linkers. Remind them that the information does not need to be true. Monitor and help or elicit corrections where necessary. Take in the work and check that the linkers are used correctly.

*Hi Aiden,*

*It was lovely to hear from you. I'm glad your trip went well.*

*You asked about a trip I've been on recently. Well, ...*

*At first ... At least ... Anyway, ...*

Additional practice | Maximiser p.71 | MyPreliminaryLab



## Listening & Grammar focus Reading

### Aim

- to develop reading skills and introduce the topic of superhuman abilities

### Warmer

Elicit the names of some superheroes, e.g. Batman, Spiderman, Superman.  
Ask: *What can these superheroes do? Which is your favourite? Why do you think superheroes are so popular?* Put students into pairs to discuss the questions. Ask some pairs to tell the class about their discussions.

- 1 Focus students on the photo (bring it up on ActiveTeach if you are using it). Put students into pairs to discuss the questions. Elicit ideas in open class.
- 2 Focus students on the title and subheadings of the text (bring the text up on ActiveTeach if you are using it). Elicit ideas about what the three men's super powers are. Check students understand *stick to* (v), *wire* and *bulb*. Ask students to read the article to check if their ideas are correct. Elicit feedback about this.
- 3 Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.

### Answers

- 1 Students' own answers
- 2 Liew Thow Lin – metal sticks to him  
Ma Xiangang – feels no pain if he touches live electricity wires  
Wim Hof – can tolerate dangerous levels of cold
- 3 Students' own answers

## Listening

### True/False (Part 4)

### Aim

- to complete an exam-style listening task (Paper 2, Part 4)

- 4 Focus students on the photo at the bottom of the page (bring it up on ActiveTeach if you are using it). Ask students to predict what super power he has. Read out the **Exam tip** (and bring it up on ActiveTeach) and check that students understand it. Play the recording for students to listen and answer the question. Check answers with the class.



- 5** Give students time to read the statements and underline the key words. Put students into pairs to compare their words. Play the recording twice for students to listen and complete the task. Ask students to compare their answers in pairs, then check answers with the class. If you are using ActiveTeach, bring up the recording script and ask students to identify the parts of the recording that give the answers.

## Answers

- 4** He pulled a train three metres with his teeth.  
**5** 1 A 2 B 3 A 4 B 5 B 6 B

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to complete the crossword, then invite a student to come to the board and complete it with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs.

**Additional practice** | Maximiser p.73 | MyPreliminaryLab

## Zero and first conditionals

### Aim

- to review the zero and first conditionals and practise using them

- 6** Focus students on sentences 1–5 in the text (bring the text up on ActiveTeach if you are using it). Put students into pairs to discuss the questions.
- 7** Ask students to complete the rules with the words given. Put students into pairs to compare their answers, then refer them to the **Grammar reference** on p.132 (or bring it up on ActiveTeach) to check their answers to Activities 6 and 7. Check that students fully understand the difference between the two types of conditional and how they are formed. Read out the **Language tip** (and bring it up on ActiveTeach) and check that students understand it.
- 8** Elicit the correct verb forms for the first sentence from the class to demonstrate the activity. Give students time to complete the remaining sentences, then put students into pairs to compare their answers. Check answers with the class.
- 9** Put students into pairs to discuss the sentences in Activity 8. When they have finished, refer them to p.122 to check their answers. Find out if any pairs/groups guessed all of the true/false sentences correctly.

- 10** Elicit ideas for the first sentence from the class and remind students about the use of the comma as highlighted in the **Language tip**. While students are writing their sentences – either alone or in pairs – monitor and help where necessary. Ask students to pin their ideas around the room and to walk around and read each other's ideas. If your classroom is small, ask students to pass their ideas around the class. When they have read various tips, ask students to discuss in pairs who gave the best advice.

## Answers

- 6** 1 Sentences 1 and 2 describe something that is always true  
 2 Sentences 3, 4 and 5 describe something which might happen in future
- 7** 1 Present simple / Present simple  
 2 Present simple / future verb form
- 8** 1 give / is able 2 gets / 'll squeeze 3 comes / uses  
 4 cuts / doesn't feel 5 goes / 'll bend  
 6 tells / probably won't do
- 9–10** Students' own answers

### Additional activity:

#### People with super powers

Ask students to do some research online to find one other person with a superhuman power and prepare a mini-presentation that outlines who the person is, what the person's super power is and the advantages and disadvantages of this. The research can either be done in class or for homework. Students then give their presentations in front of the class. If you have a very big class, put students into small groups and ask them to give their presentations to the other group members. Students should then discuss which power is the most amazing.

**Additional practice** | Maximiser p.72

## Reading focus

### Speaking

### Aim

- to develop fluency and introduce the second conditional



- 1 Make sure students understand *brave*. Put students into pairs to discuss the questions. This activity requires students to use the second conditional, which they will study on p.108. Don't worry if your students make mistakes at this stage, but use this activity to assess how familiar your students are with the second conditional and how well they can use it. Elicit feedback from one or two students in open class.
- 2 Tell the students you are going to test how well they would do in a situation of extreme danger. Check they understand *tie* (v) and *hide*, then ask them to turn to p.123 and do the quiz. Put them into pairs to compare their answers.

## Answers

Students' own answers

## Listening

### Aim

- to develop listening skills and check answers to the quiz in Activity 2

- 3 Play the recording so students can listen and check their answers to the quiz in Activity 2. Put students into pairs to compare their answers, then check the answers with the class.
- 4 Ask students to stay in their pairs to discuss the questions. Monitor and note down any common errors. Elicit answers from one or two students in open class, and elicit corrections to any errors noted down.

## Answers

- 3 1 B 2 A 3 A 4 C 5 C  
4 Students' own answers

## Reading

### Multiple choice (Part 1)

### Aim

- to complete an exam-style reading task (Paper 1, Part 1)

- 5 Elicit from students what they have to do in Part 1 of the reading exam. Check that students understand *shallow* and *corner*. Give students time to do the activity alone, then put them into pairs to compare their answers. Check answers with the class. Read the **Exam tip** (and bring it up on ActiveTeach) and explain that in the exam task the meaning of each message will be paraphrased as in sentences 1–5 and A–E.

- 6 Focus students on the first message (bring it up on ActiveTeach if you are using it) but make sure they do not yet read the three options yet. If possible, ask students to cover the three options. Elicit where they would see this message, and elicit different ways to phrase the main message. Then put students into pairs to do the same with the other four messages. Elicit possible paraphrases for each one in open class, helping where necessary but without giving away the answers to the multiple-choice task.
- 7 Check that students understand *voyage* and *tracks*. Give students time to complete the exam task, then put them into pairs to compare their answers. Check answers with the class, highlighting how the correct answer matches the message in each case.

## Answers

5 1 D 2 C 3 B 4 E 5 A

6 Students' own answers

7 1 B 2 C 3 B 4 A 5 C

Additional practice | Maximiser p.74 | MyPreliminaryLab

## Vocabulary

### Confusing words

### Aim

- to learn and practise using a set of easily confused words

- 8 Explain that all the words in the box come from the messages or questions and options in Activity 7, and that sometimes they are confused with each other and used incorrectly. Elicit the verbs for the first sentence from the class to demonstrate the activity. When students have completed the other sentences, put them into pairs to compare their answers. Write *bring/take, come/go, remember/remind* and *travel/trip* on the board and ask students to work in pairs and discuss the difference in meaning between each pair of words. Check answers with the class, and make sure that students are fully clear about when to use each word.
- 9 Explain that the words in this activity are also often confused. Give students time to complete the sentences with the correct word in each pair. Put students into pairs to compare their answers and discuss how each word is used. Check answers with the class.



- 10** Put students into pairs or small groups to say which statements are true and which are false for them and why. Demonstrate the activity yourself first. Monitor and check that students are using the words correctly. Elicit whether pairs or groups agreed, and elicit corrections to any errors you noted while monitoring.

## Answers

- 8** 1 A take / go B bring / come 2 A travel B trip  
3 A remembers B reminds  
**9** 1 A work B job 2 A came B go 3 A lend  
B borrow 4 A miss B lose 5 A stay B live  
**10** Students' own answers

### Additional activity: Noughts and crosses

Draw a noughts and crosses grid on the board and write a different confusing word from Activities 8 and 9 in each square. You could also use other words that your students find difficult or confusing. Put students into pairs and tell them to decide who is noughts and who is crosses. The students now take it in turns in their pairs to pick a square and make a sentence using that word correctly. If their partner is happy that they have used the word correctly, they win the square and can add their nought or cross in it. If their partner is not sure that they have used the word correctly, you can be called to adjudicate. The winning student is the one that gets three noughts or three crosses in a line.

Additional practice | Maximiser p.75

# Grammar focus

## Listening

### Aim

- to develop reading skills and hear the second conditional used in context

- 1** Focus students on the photos (bring them up on ActiveTeach if you are using it). Put students into pairs to discuss the questions. Elicit suggested answers in open class.
- 2** Check that students understand *stamp*, *coin* and *steep*. Ask students to read the question and then play the recording. Check the answer with the class.
- 3** Give students time to read the questions, then play the recording again. Put students into pairs to discuss their answers, then check the answers with the class.

## Answers

- 1** Students' own answers
- 2** Anna would like to live on the island of Tristan da Cunha. Luke wouldn't like to live in either place but would choose Tristan da Cunha if he had to.
- 3** 1 Tristan da Cunha: south Atlantic Ocean; Hanging Temple: China  
2 Tristan da Cunha: fewer than 300; Hanging Temple: a few  
3 Tristan da Cunha: they are farmers; Hanging Temple: they look after the temple

## Second conditional

### Aim

- to understand and practise using the second conditional

- 4** Focus students on the sentences (bring them up on ActiveTeach if you are using it) and make sure students understand that they have come from the conversation in Activity 2. Put students into pairs to discuss the questions. When they have finished, refer them to the **Grammar reference** on p.132 (or bring it up on ActiveTeach) to check their answers. Make sure that students are clear about the form and use of the second conditional. Read out the **Language tip** (and bring it up on ActiveTeach) and make sure students understand that both *was* and *were* can be used with *I*, *he*, *she* and *it*, but that in more formal situations *were* tends to be more common than *was*.
- 5** On the board, write *If you ... cycle across China, ... it or not? (can/do)*. Elicit how to complete the question with the verbs in brackets (*If you could cycle across China, would you do it or not?*), then ask the question to two or three students around the class. Divide the class into two groups: A and B. Ask the Student As to complete the questions on p.108, and ask the Student Bs to complete the question on p.123. Monitor and help where necessary. Ask the students in each group to compare their questions with another student in the same group as them, then check answers with each group.
- 6** Put students into A and B pairs, and ask them to ask and answer their questions with their partner. Monitor and prompt corrections to any errors. Note down any common errors or issues which need addressing with the class. Elicit interesting information from two or three pairs in open class, then deal with any common errors or issues that you noted down.



## Answers

- 4 1 unreal / unlikely 2 present / future  
 3 After *if* the Past simple is used.  
 4 'd is short for *would*. It is followed by the infinitive.
- 5 Student A  
 1 had to / would / choose 2 would / travel / won  
 3 were / would / want 4 would / manage / lived  
 5 could try / would you / do  
 6 would / do / broke down
- Student B  
 1 had to / would / be 2 became / would / move  
 3 could travel / would / go 4 would / manage / lived  
 5 could climb / would / choose  
 6 would / do / broke down
- 6 Students' own answers

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to complete the sentences, then invite a student to come to the board and complete it with the help of the class. Ask students to change the sentences so that they become true for them for additional practice, e.g. *If I could pick a middle name for myself, I'd choose Daisy because I like it.* Alternatively, ask the students to do the activity on their Audio CD-ROMs.

### Additional activity: Desert Island

Tell the students to imagine they have agreed to spend two years on a desert island for a TV programme. They have basic food, water and shelter but they can have no contact with the outside world. They are allowed to take with them: one person; one book; one luxury food item; one game and one other item of their choice – write these categories on the board. Give students time to note down one item for each category, then put them into small groups to share and compare their choices. Remind them that this is an unlikely situation, so they should use the second conditional. When each group member has presented their ideas, ask each group to discuss their items and agree on just one item per category for the whole group. Elicit the choices from each group and the reasons behind them.

**Additional practice** | Photocopiable 12A *If only...* |  
**Teacher's Book** p.143 | **Maximiser** p.75

## Speaking focus

### Speaking

#### Aim

- to develop fluency and introduce the topic of activities in New Zealand

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

## Answers

- 1 Students' own answers

### Useful resources: New Zealand

If you search for *New Zealand tourism* on YouTube, you will find lots of short videos showing what tourism in New Zealand has to offer. As they are accompanied by music rather than words, ask students to write down as many things that they see in the video as possible. This will help students who do not know anything about New Zealand to get an idea of the various landscapes and activities that can be done there. Either play some of the videos in class, or set the activity for homework if students have access to the internet.

## Listening

#### Aim

- to develop listening skills and assess the speaking skills of a Cambridge English: Preliminary candidate

- 2 Ask students to read the question, then play the recording. Check answers with the class.
- 3 Give students time to read the questions, then play the recording again. Put students into pairs to compare their answers, then check answers with the class.

## Answers

- 2 The male candidate wants to go there because he could take some great photos, but the female candidate doesn't because it's boring and she prefers cities.
- 3 1 She uses simple sentences with few linking words.  
 2 no  
 3 no, because her intonation is very flat and isn't used to express meaning



## Speaking

### Simulated situation (Part 2)

#### Aim

- to complete an exam-style speaking task (Paper 3, Part 2)

- Give students time to read the exam task and ask any questions about it. Read out the **Exam tip** (and bring it up on ActiveTeach) and check that students understand it. Put students into pairs and time them while they speak for three minutes about the different trips. Monitor and assess the students' speaking skills. When they have finished, give the pairs time to discuss and assess their performance. Give feedback to the class about what you observed.

#### Answers

- Students' own answers

#### Alternative activity: Observers

Put students into groups of four to complete Activity 4. While one pair is doing the activity, the other pair can listen and assess their skills according to the criteria in the **Exam tip**. The observing pair could perhaps assess one student each. Pairs then swap round, then give each other feedback once both pairs have completed the activity.

**Additional practice** | Maximiser p.76 | MyPreliminaryLab

## Vocabulary focus

### Listening

#### Aim

- to develop listening skills and hear vocabulary related to sport and leisure in context

- Focus students on the photo at the bottom of the page (bring it up on ActiveTeach if you are using it). Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.

- Check that students understand *helicopter*, *buried*, *injury*, *path* and *waves*. Ask them if they can guess any of the sports from those words, but don't tell them if they are correct or not. Ask students to cover Activity 4 so they are not tempted to look at this information while they are listening. Play the recording so that students can listen for what the four sports are and when each person started doing them. Put students into pairs to compare their answers, then check answers with the class.

- Put students into groups of between three and five to discuss the questions. Elicit feedback from each group about whether they agreed or not.

#### Answers

- Students' own answers
- Speaker 1: skiing – when she was in her early 20s  
Speaker 2: mountain biking – when he was 19 years old  
Speaker 3: extreme walking – a few years ago  
Speaker 4: big wave surfing – five years ago
- Students' own answers

## Sport and leisure

#### Aim

- to understand and practise using vocabulary related to sport and leisure

- Explain that texts A–D are all summaries of the information that the four speakers in Activity 2 gave. Focus students on the first gap in summary A and elicit the missing word from the class to demonstrate the activity. Give students time to complete the summaries, then put students into pairs to compare their answers.
- Play the recording from Activity 2 a second time for students to check their answers. Check them in class yourself to make sure that students heard the words correctly. Make sure students fully understand the vocabulary in the word choice box.

#### Answers

- 4–5 Ruby: 1 instructor 2 practice 3 experienced  
Zac: 1 compete 2 trained 3 taking part in  
Clare: 1 fitness 2 practise 3 safety  
Lee: 1 joined in 2 prize 3 entered

**Additional practice** | Maximiser p.77



## do, go, play

### Aim

- to understand and practise using sport and leisure collocations with *do*, *go* and *play*

- 6** Put students into pairs to complete the activity, then check answers with the class. Give the pairs time to try to work out if there is a pattern regarding when we use the three different verbs. Elicit suggested answers in open class and then read out the **Language tip** (and bring it up on ActiveTeach if you are using it).

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to complete the sentences, then invite a student to come to the board and complete it with the help of the class. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

- 7** Put students into pairs to discuss the questions. Monitor and prompt corrections related to the use of *do*, *go* and *play*. Note down any other significant or common errors. Elicit any interesting answers from around the class in open class, then elicit corrections to any errors noted down.
- 8** Demonstrate the activity by playing the first description on the recording and eliciting ideas for what the sport is from the class. Elicit what words gave students the answer. Play the recording for the students to guess the other sports. Put students into pairs to compare their answers and say which words that gave them the answer. If necessary, play the recording a second time. Check answers with the class, highlighting the words that give the answers, and checking that students understand what these words mean.
- 9** Demonstrate the activity yourself by choosing a sport and asking students to ask you *yes/no* questions until they guess the sport you are thinking of. Put students into pairs to do the activity. Monitor and help where necessary. Make a note of any significant or common errors and elicit the corrections from the class at the end of the activity.

### Answers

- 6** Do: athletics, gymnastics, karate, yoga  
 Play: baseball, basketball, golf, hockey, rugby, squash, table tennis  
 Go: dancing, fishing, horse-riding, jogging, sailing
- 7** Students' own answers

- 8** 1 athletics (long jump, high jump)  
 2 squash (match, racket, ball, wall)  
 3 hockey (scored two goals)  
 4 baseball (ball, bat, home run)  
 5 yoga (slow, relaxing, breathe properly)  
 6 sailing (wind was against us, finish line, racing along)
- 9** Students' own answers

### Alternative activity: Sticky mingle

Take a set of stickers, one for each student, and write the name of a sport on each one (sports can be repeated if you have a large class) using the sports in Activity 6 to help you. Place a sticker on each student's forehead or back. Alternatively, put students into pairs.

Give a sticker to each student and ask them to write a sport on it without anyone seeing and then place it on their partner's forehead or back. Students then stand up and mingle, asking and answering one *yes/no* question per student they meet until they guess the sport that is on their forehead/back.

Additional practice | Maximiser p.77

## Writing focus

### Speaking

### Aim

- to develop speaking skills and introduce the topic of cycling

### Warmer: Photo description

Put students into pairs and ask them to each describe one of the men in the photo. They should say what he looks like, what he is doing, what he is wearing and how he is feeling.

- 1** Put students into pairs or small groups to discuss the questions. Elicit suggested answers in open class.

### Answers

- 1** Students' own answers



## Writing

### Sentence transformations (Part 1)

#### Aim

- to complete an exam-style writing task (Paper 1, Part 1)

- 2 Give students time to choose the correct words to complete the second sentences in 1 and 2, then put them into pairs to compare their answers. Check answers with the class and make sure students understand why the other two options are not possible. Read the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand it.
- 3 Check that students understand *athlete*, *calories* and *heartbeat*. Students now complete the exam task. Monitor and help where necessary. When they have finished, put students into pairs to compare and discuss their answers. Check answers with the class.
- 4 Put students into pairs to discuss the questions. Monitor and note down any significant or common errors. Elicit answers from one or two students in open class and elicit corrections to any errors noted down.
- 5 Ask students to read the email and underline what they have to do in the reply (talk about a sport you find exciting and why). Students now write their answer in class or for homework. When they have finished, take in the work and mark it.

#### Answers

- 2 1 hadn't entered 2 less  
3 1 far 2 unless they have 3 while they / when they  
4 enough 5 was tested

4–5 Students' own answers

**Additional practice** | **Photocopiable** 12B *The worst day of my life!* |

**Teacher's Book** p.144 | **Maximiser** p.77 | **MyPreliminaryLab**

## Progress Test 6

#### Aim

- to test structures and vocabulary covered in Units 11 and 12

**1–7** Give students notice that the test will take place and ask them to review the language from Units 11 and 12. In class, allow them 45 minutes to complete the test. Alternatively, set the test for homework as a review rather than a test.

#### Answers

- 1 1 E 2 H 3 G 4 B 5 A 6 D 7 C 8 F  
2 1 are going to give 2 will continue 3 are attending  
4 starts 5 is speaking 6 ends 7 is meeting  
8 will be 9 will be 10 is going to enjoy  
3 1 exchange rate 2 set off 3 brochure  
4 50-minute 5 reservation 6 pick / up  
7 ended up 8 sent / back 9 got / back  
10 guidebooks  
4 1 are / going 2 'll end up 3 Will / be 4 is visiting  
5 'm staying 6 are / going to do 7 'll visit  
8 'll have  
5 1 wants / has to 2 like / 'll love 3 drive / pass  
4 are / 'll receive 5 won't be / brings  
6 1 E found / would need  
2 B were / would probably end up  
3 D would be / got / hid 4 A would need / saw  
5 C fell / would need 6 F would escape / had  
7 1 B 2 C 3 C 4 B 5 A 6 A 7 A 8 B 9 B  
10 A



# Audio scripts

## Unit 1, Speaking & Grammar focus, Activity 6

### ► 01

**Male:** Hi, nice to meet you. I'm Dave.

**Female:** Nice to meet you, Dave. I'm Destiny.

**Male:** Sorry, I didn't catch that. What's your name?

**Female:** Destiny, it's a little unusual here.

**Male:** It's really unusual. How do you spell that? Like the word?

**Female:** D-E-S-T-I-N-Y, just like the word. Actually, it's in the top ten girls' names in New York.

**Male:** Really? Have you been to New York before?

**Female:** Just on vacation.

**Male:** I like Destiny. It's such a great name. Who gave you that name?

**Female:** My mom did.

**Male:** Why did she choose it?

**Female:** My mom says she was just really happy when I arrived, like it was destiny. I hated it when I was younger but I really love it now. Do you know your parents' reason for choosing your name?

**Male:** Yeah, it was my grandpa's name...

## Unit 1, Speaking & Grammar focus, Activity 10

### ► 02

**Student 1**

**Examiner:** What's your name?

**Female:** Mei Han

**Examiner:** How do you spell your surname?

**Female:** H-A-N

**Examiner:** How do you spend your time at the weekend?

**Female:** Playing video games.

**Examiner:** What do you enjoy about learning English?

**Female:** Seeing my friends in class.

**Student 2**

**Examiner:** What's your name?

**Male:** My name's David Gomez.

**Examiner:** How do you spell your surname?

**Male:** G-O-M-E-Z

**Examiner:** Do you work or are you a student?

**Male:** I'm a student. I'm studying architecture at university.

**Examiner:** What job would you like to do in the future?

**Male:** I'd like to be an architect and have my own company, but I think I probably need to work for another company for a few years to learn the job better.

## Unit 1, Listening focus, Activity 2

### ► 03

**Female:** Here are the photos of my birthday party. That's me with my sister.

**Male:** Doesn't she have long brown hair and glasses?

**Female:** You haven't seen her for a while. She coloured it dark brown for a few years, but she's gone back to her natural fair hair.

## Unit 1, Listening focus, Activity 3

### ► 04

**Examiner:** 1. What does the girl's sister look like?

**Female:** Here are the photos of my birthday party. That's me with my sister.

**Male:** Doesn't she have long brown hair and glasses?

**Female:** You haven't seen her for a while. She coloured it dark brown for a few years, but she's gone back to her natural fair hair. She was going to get it cut much shorter, like that actress, Emma Watson. She talked about it for ages, but I'm glad she decided against it in the end. Otherwise she hasn't really changed, apart from the glasses, of course. They've gone, too.

## Unit 1, Listening focus, Activity 4

### ► 05

**Examiner:** 2. What's already in the suitcase?

**Male A:** Okay, time to finish the packing. What still needs to go in the case?

**Female A:** Well, I had everything ready this morning, but you took the toothpaste out again. It's probably on the bathroom shelf.

**Male A:** I had to clean my teeth! Anyway, you didn't remember everything. I packed the sun cream for you. You'll thank me for remembering that later. And why did you put towels in the case? They'll have those at the hotel. I've put them back in the bathroom.

**Female A:** So, it's just the toothpaste then.

**Examiner:** 3. What is the woman going to buy?

**Female B:** Do you need anything from the supermarket?

**Male B:** Yeah, more eggs, and onions, and this recipe says we need cheese.



**Female B:** Look in the cupboard near the sink. There were loads of onions there yesterday, and there are eggs in the fridge, you just need to move a few things! I used the last of the cheese last night though.

**Male B:** Okay, you're right about the onions. I'm not that keen on cheese. I think I'll leave it out.

**Female B:** I love it, though – can you put some in mine? I'll pick some up for you.

**Examiner:** 4. What did the man do on holiday?

**Female C:** How was your holiday?

**Male C:** Fantastic. The island was great, there was a boat trip to go dolphin-watching, and there was a bird-watching trip out in the bay just as the sun was coming up. There were monkeys living in the woods on the island. We tried to feed them bananas, but they were wild and wouldn't come close enough, but they were cute. I was so relaxed by the last few days, I woke up too late for the early morning trip, but the other one was brilliant.

**Examiner:** 5. What will the weather be like tomorrow morning?

**Female D:** Yesterday's snow storms caused problems for rail and road travellers. However, today no further snow is forecast, and services are back to normal. This morning started windy, and rain will be moving in after midday and will stay with us overnight and into the next morning. Road users are advised to allow extra time for their journey tomorrow because of the large amounts of water around. Don't put away your winter clothes just yet, however, as the snow is forecast to return by the middle of next week.

**Examiner:** 6. Who does the boy think should win the competition?

**Female E:** Did you see *We've Got Talent* last night?

**Male E:** Oh yeah. But I had to turn off when the girl band came on. Do they know how annoying they are?

**Female E:** My favourite was the love song the boy sang! He's so dreamy.

**Male E:** Oh please! All that hair and cute smiling gets too much, unless you're female. He's got a good voice, though, so I'll probably choose him in the final. That girl dance group are pretty to look at, but they don't deserve to win as much.

**Examiner:** 7. Where will the girl go first?

**Male F:** Don't you need to leave soon for your dentist appointment?

**Female F:** It's at ten o'clock, but I want to take my books back to the library and collect my dry cleaning, too.

**Male F:** I could take you to the dry cleaners' now, if you want.

**Female F:** I thought about that, but, I don't really want to take a dress in to my dentist appointment. If I leave now, I'll be able to get to the library. Then I can pick up my clothes on the way home after I've had my teeth checked.

## Unit 1, Grammar focus, Activity 2

### ▶ 06

**Presenter:** Meeting someone for the first time can be difficult. You want to keep the conversation going but you don't want to give too much information about yourself to a complete stranger. So what can you talk about? Are there some things you should never talk about? We gave our reporter Melanie a list of topics and sent her off to a party to find out. This is what happened.

**Melanie:** Excuse me, have you any idea if there's a toilet in here?

**Man 1:** No, sorry, I don't.

**Melanie:** Oh, that's a cute accent. Where are you from?

**Man 1:** Bristol. I'm here visiting friends for a few days.

**Melanie:** Great! The music's fantastic, isn't it? Do you dance?

**Man 1:** Not really. I prefer to watch others give it a go.

**Melanie:** Well, I need a good work-out tonight. I've put on a lot of weight over the winter. Does my face look fat?

**Man 1:** Sorry?! Er, no, it looks fine to me.

**Melanie:** You look great. Do you go to the gym?

**Man 1:** Yes, sometimes. When I get time.

**Melanie:** What do you weigh?

**Man 1:** What?

**Melanie:** How much do you weigh?

**Man 1:** Well, er, I'd rather not say.

**Melanie:** Excuse me, could you tell me where I can get a drink?

**Woman 1:** Sure. There are some drinks over there.

**Melanie:** Great! I'm Melanie. What's your name?

**Woman 1:** Er, [uncomfortable laugh] I'm Sara.

**Melanie:** Nice to meet you Sara. I've just finished work so I'm looking forward to having some fun.

**Woman 1:** [friendly] What do you do for a living?

**Melanie:** I work at a radio station. What about you?

**Woman 1:** I'm a computer programmer.

**Melanie:** That sounds like fun. I don't earn much at the moment but hopefully my salary will go up next year. Would you mind telling me how much you earn?

**Woman 1:** Sorry?

**Melanie:** I'm curious about how much money a computer programmer makes.

**Woman 1:** That's none of your business!

**Melanie:** Excuse me, do you know if it's okay for me to sit here?

**Man 2:** Sure, go ahead.

**Melanie:** Thanks. Are you having fun?

**Man 2:** Yes, thanks. It's a great party. You?

**Melanie:** I'm having an amazing time. Who are you here with?



**Man 2:** Some friends.

**Melanie:** Great! I'm here with a friend. We're not a couple or anything. We're just friends.

**Man 2:** Er, okay.

**Melanie:** Have you got a girlfriend or are you single?

**Man 2:** Er, neither.

**Melanie:** Neither?

**Man 2:** Well, actually I'm married.

**Melanie:** Really? I don't believe you! You look too young! How old are you?

**Man 2:** Eh? Er... [obviously changing the subject] So, what about you? Do you live around here?

## Unit 2, Vocabulary & Speaking focus, Activity 2

▶ 07

**Presenter:** Are you eating a good diet? It's a question that interests the writer of *Eat well*. Sue, you wrote the book. Do you think we have good food habits these days?

**Sue:** Well, some changes have been good. Firstly, I think food's more international now. Things like stir-fried vegetables are quick and easy to prepare and are really healthy. A lot of local specialities where I come from need a lot of time and attention. Secondly, we're better informed today. We know that the Japanese diet of raw fish and vegetables can help you live longer, and that we should have boiled rice with a meal, rather than chips.

**Presenter:** But there are problems...

**Sue:** Well, yes, one problem is that these days very few people have the time to choose fresh ingredients, or perhaps they don't have the experience to know if something's good quality. We don't really know what we're eating a lot of the time.

**Presenter:** Doesn't the label on the food tell us all that?

**Sue:** Well, some foods are clearly labelled. Soft drinks, for example, can't contain alcohol. But meat products, like a sausage, might have just 33 percent meat in them! The other 67 percent is a mix of tasteless food products and industrial chemicals to make the sausage look and taste like meat.

**Presenter:** That's horrible!

**Sue:** Absolutely! Supermarkets often use words, like 'fresh', or 'suitable for people on a diet', on their foods, but there are very few rules about using these words. Fatty food can still be labelled as 'low in salt' giving the idea to the customer that it's all healthy stuff. In fact, it's probably really bad for you!

**Presenter:** So the customer has a hard time choosing.

**Sue:** I think everyone finds it difficult. There are some farmers and food companies out there who are still producing quality, fresh food but the difference between their products and the cheap, industrial stuff is very unclear.

## Unit 2, Vocabulary & Speaking focus, Activity 8

▶ 08

**Examiner:** Now, I'd like you to talk on your own about something. I'm going to give each of you a photograph of people and ways of producing or finding food. Daniela, here's your photograph. Please show it to Alejandro, but I'd like you to talk about it for one minute. Alejandro, you just listen. I'll give you your photograph in a moment. Daniela, please tell us what you can see.

**Daniela:** Well, I can see some baby chickens. I think they must be on a modern farm. They're indoors, I think, because the ground is unnatural and the light is a little strange, it's a little bit yellow, not like the daylight. One of the baby chickens is going into a ... a plastic thing. I think that this is where he finds his food or his water. There are no mother chickens or adult chickens in this building, which is a little strange. These baby chickens are all about the same age. I think this because they're all about the same size. They're not very old, maybe a few weeks. It's not a very natural place for an animal to be, but at least the chicken is able to walk around the room. There are no trees, no plants for the birds. I think this picture shows a very modern farm where they look after a lot of birds to send to the supermarkets, perhaps.

**Examiner:** Thank you. Now, Alejandro, here's your photograph. It also shows ways of producing or finding food. Please show it to Daniela and tell us what you can see in the photograph.

**Alejandro:** I can see a young boy and he's on a beautiful beach. I think I'd like to go there for my holidays because the beach is yellow and the sea is a beautiful blue-green. I think that it must be in a very hot country, because the boy hasn't got many clothes on, but he still looks very comfortable. It's a very quiet place, in the photograph he's the only person there: no tourists or people on holiday. I think that the boy has caught dinner for his family that night. He's holding a big stick and he has an animal ... an animal which lives in the sea and it has very hard skin, but it's not a fish. He has the animal on a stick. I don't think he is doing this very seriously. He looks like he's having a lot of fun, and he's a very strong boy, so he eats very well. He looks so happy in this photo.

**Examiner:** Thank you.

## Unit 2, Vocabulary & Speaking focus, Activity 11

▶ 09

**Examiner:** Your photographs showed people producing or finding food. Now, I'd like you to tell each other about where you get your food.

**Daniela:** Well, I don't keep animals or grow vegetables in my home, so I only get my food from the supermarket. How about you?



**Alejandro:** I was lucky that when I was younger I lived near a farm, and we used to go and visit the people who had the farm and collect eggs and milk there.

**Daniela:** That's interesting! Was the food better?

**Alejandro:** It was very fresh, and you know that the food is natural, and I think it's better for the farmer to sell to the people, not the supermarket. He can get more money. Have you ever tried to catch food?

**Daniela:** My dad loves going fishing, and I used to go with him when I was younger. I caught a few small fish, but not big enough to cook for dinner, and I don't like to take the bones from the fish, I don't know how to.

**Alejandro:** One day I'm going to try fishing!

**Daniela:** Where do you get your food from these days?

**Alejandro:** From the supermarket, too. It's much easier and you only have to go once a week. My mother used to go to the market three or four times a week, but I hate it there. I can only do it once. Have you tried buying food from an online supermarket?

**Daniela:** Well, the local pizza company lets you order by email and text. Is that the same thing?

**Alejandro:** Sure!

**Daniela:** Well, then I do, and I love it. I can send them a message from my phone when I'm travelling back home, and ...

## Unit 2, Listening focus, Activity 3



**F student:** I love being able to see the quality of what I'm buying. If I get there really early, I get the best food, but if I get there late afternoon there are usually some really good special deals. I'd rather speak to someone face-to-face than have some machine tell me I'm scanning the product too slowly, or telling me I have to wait two days for it to be delivered to my home.

## Unit 2, Listening focus, Activity 4



**Presenter:** Magda, you've just got back from visiting South Korea. I understand a large international supermarket company has introduced a new kind of supermarket in the underground train stations.

**Magda:** That's right! When I first heard I could do my shopping in the underground, I thought it sounded horrible! I mean, underground stations are famous for being hot and dirty places, so it didn't seem like a very practical place to put a supermarket. But it works.

## Unit 2, Listening focus, Activity 5



**Presenter:** Magda, you've just got back from visiting South Korea. I understand a large international supermarket company has introduced a new kind of supermarket in the underground train stations.

**Magda:** That's right! When I first heard I could do my shopping in the underground, I thought it sounded horrible! I mean, underground stations are famous for being hot and dirty places, so it didn't seem like a very practical place to put a supermarket. But it works.

**Presenter:** So, what made this online supermarket so different?

**Magda:** Well, I often shop online and use my mobile phone to order, but this shop's different. They've put interactive photos of shelves full of products along the walls of the underground station, and you scan the photos of things you want to buy with your mobile. It was like walking through a real supermarket, only less trouble. They delivered the food only an hour after ordering, but then South Korean supermarkets are always efficient like that.

**Presenter:** So what kind of things did you use it to buy?

**Magda:** Well, the Asian vegetables were so interesting, I wanted to try them all. But I was staying in a hotel and there was nowhere to cook. I bought something to wash my hair with, and a few other things. I didn't order anything to drink, even though I was really thirsty – I didn't want to have to wait for it to be delivered.

**Presenter:** Why did the company choose South Korea?

**Magda:** Well, young South Koreans love technology, but that's true of young people everywhere. But, South Koreans have one of the longest working weeks in the world. They just haven't got time to go food shopping. With this new method they can change their waiting time into shopping time on their way home.

**Presenter:** Did you personally like the new supermarket?

**Magda:** Definitely! I hate going shopping, but it wasn't half as bad doing it this way. In fact, I found it fun. I don't know if that's because it was the first time I'd used it. Mind you, it wasn't easy to download the software at the beginning, and there was a delivery charge, which doesn't make it a cheap option if you only need a few things.

**Presenter:** What have other South Koreans thought about the virtual supermarket?

**Magda:** Well, the company weren't that sure about introducing it. I mean, there were already a lot of popular international supermarkets there. It was possible people wouldn't want to change their habits. But they quickly became the number one company for online sales. In fact, their sales increased by 130 percent thanks to this underground project.

**Presenter:** Do you think you'll see this kind of supermarket in Britain?



**Magda:** I don't think people would have any problems using this method of shopping. We already spend a huge amount of money internet shopping. As I understand, the only thing that's stopping the company is that the underground system can't receive mobile signals, so it's just not possible at the moment.

## Unit 2, Grammar focus, Activity 2

▶ 13

**M student:** Look at this photo! It's a fruit of some kind. What do you suppose it is?

**F student:** Well, I guess it's the centre of something. It can't be anything like an apple, because they don't have that kind of middle. They're more a white colour, anyway.

**M student:** It could be a lemon, they look like that in the centre.

**F student:** No, lemons are more yellow than that, but I think you're close. It must be an orange. It's the right shape for an orange, and it's more that colour. It looks really strange in this photo.

## Unit 3, Vocabulary & Speaking focus, Activity 3

▶ 14

**Examiner:** Your photographs showed people getting annoyed. Now I'd like you to talk together about things that annoy you.

**Female:** Okay. Well, my computer annoys me. It usually stops working just when I have to look something important up for a piece of work. Usually something I need to hand in to my teacher the next day!

**Male:** Yes that happens to me too! And I also...

**Female:** [rudely interrupts] And my neighbour annoys me. He loves hanging out with his friends in his flat, which is fine; but they turn their music up so loud that I can't hear my TV.

**Male:** [not letting the woman continue] My neighbour's dog annoys me. I get along fine with my neighbour but his dog is horrible and goes crazy when he sees me. He really scares me. His owners should look after him more carefully or he might hurt someone. One day I...

**Female:** [rudely interrupts] I hate it when you phone an office and they put you on hold. If I have to wait for more than five minutes, I usually give up and try again later. And I don't like impatient people who sigh and look at their watch all the time. Like that's going to hurry things up! And of course there's people who...

**Male:** Rude people annoy me. People who don't cover their mouths when they cough or people who hit me with their umbrellas when they walk past. Do you agree?

**Female:** Absolutely! People who eat noisily in the cinema. And people who don't clean up after their dog in the street! That's really gross!

**Male:** Sorry, could you say that again?

**Female:** That's really gross!

**Male:** Gross? I don't get what you mean.

**Female:** You know, disgusting.

**Male:** Oh! You mean it's really dirty? Yes, I think you're right because...

**Female:** People who only talk about themselves are annoying. And people who keep on talking when other people want to speak. In fact it's those people who...

**Male:** [politely interrupts] Sorry, can I say something?

**Female:** Sure, go ahead...

**Male:** Well, one thing that really annoys me is ...

## Unit 3, Listening focus, Activity 5

▶ 15

**Becky:** Steve, I was so happy to see we were in the same Supper Club group. What was it like having to organise our group's first meal together? Do you think you've made some new friends?

**Steve:** Well, Becky, not yet, but you never know.

**Becky:** I was really looking forward to doing this, especially after seeing the advert, which made it seem so fun. I wasn't disappointed either.

**Steve:** That's because you weren't doing the cooking. I was quite stressed. I mean, I don't cook much. I was really worried my food would be disgusting.

**Becky:** But you looked so cool, and the food was amazing! ...Although that girl in our group was beginning to annoy everyone by the end of the evening.

**Steve:** I know. I'm not sure I can sit through another three meals with her. She just spent the whole evening telling everyone how great she is. And she wouldn't join in the dancing after the meal ended.

**Becky:** I thought the entertainment was the best part. Salsa dancing was a great idea. As soon as I realised you were organising the first meal, I knew that we'd end up doing that.

**Steve:** You're really good at salsa. A natural! That guy was such a pain though, wasn't he? He kept complaining about everything, from the food to the music.

**Becky:** He was just jealous. Anyway, he was right about serving potatoes as a dessert! It is a bit unusual to put sugar on potatoes, but surprisingly tasty. You'll have your chance to criticise him when it's his turn to cook.

**Steve:** I guess you have to get to know people a bit more before you judge them. Bring on the next one! I can't wait to try someone else's cooking.

**Becky:** Hmm, well, it's my turn to cook next. I don't think it's going to be anywhere near as good as yours was. Do you think it's too late to cancel the whole thing?

**Steve:** Becky!



## Unit 3, Grammar focus, Activity 2

▶ 16

**Interviewer:** Hi, can I ask you what you think makes a great friend?

**Male 1:** A great friend? That's easy – someone who'll watch the football without complaining!

**Male 2:** Yeah, that's a good mate. And knowing your friend will help you when you need it – that's a really good mate.

**Male 1:** Yeah. You've got to look after your mates.

**Interviewer:** Hello ladies, could you tell me what you think makes a good friend?

**Female 1:** It has to be someone you enjoy spending time with ... someone who's quite similar to you.

**Female 2:** Yeah, like us. Suzie here's my best friend in the whole world! We even dress the same!

**Both:** Awh!

**Female 2:** And I think it's important to live near each other, too. Some people I know say they have friends all over the country, even abroad. But if they only meet them once a year, they're not really friends are they?

**Female 1:** Mmm. You have to spend time together. We call each other every day and meet three times a week, don't we babe?

**Female 2:** Mmm! A friend is someone you can't wait to share your news with, like you.

**Both:** Awww!

## Unit 4, Speaking focus, Activity 3

▶ 17

**Male:** I think I have all these objects in my house somewhere. That's embarrassing! How about you?

**Female:** Yeah, I've got most of them, too, apart from sports stuff – that's not my thing, really. Do you think we should go for the most valuable things?

**Male:** Erm, yeah, maybe, but I'm not sure that's what the Bring-a-thing-a-thon's about. I think they just want everyday objects that are special to their owner ... they should have a special memory for the owner. Don't you agree?

**Female:** Actually, I think you're probably right. So do any of these things have special memories for you?

**Male:** Definitely. You're going to laugh when I tell you this, but I still have the ticket from a Justin Bieber concert I went to ages ago. I really wanted to be like him at the time. I even had the haircut!

**Female:** No way! Well, that reminds me of something I have at home. My dad gave me his signed Nirvana 1990 tour programme. I treasure that and I'd love to share it with everyone else. What else, though? How about taking a photo?

**Male:** Hmm, yeah. Good idea. Not one that's all serious, but a

funny, natural one. I've got a great photo of me with all my friends when we were eighteen. We were on our first holiday together without our parents.

**Female:** I'd definitely take that – I think everyone can recognise that feeling of being independent at that age, even if it was only for a week or two!

**Male:** Hmm, you could be right. What do you think about taking something that you keep because you think it's lucky? I have a lucky T-shirt from an old festival. It's falling apart a bit.

**Female:** I'm not sure it's safe to get your old T-shirts out in public!

**Male:** Hey!

**Female:** Only joking! Well, I have this small toy dog, which I've had since I was born. I keep it at home and that's kind of like a good luck thing. I hide it in my bag every time I have an exam, but I can't give that to the exhibition. I have a test coming up in two weeks' time!

**Male:** Ha! Well, you don't want to ask for bad luck. So, let's take your Nirvana concert programme and my photo.

**Female:** Agreed. I think they're both really personal and it'll be easy for people to see why they're special.

**Male:** That's what they're looking for.

## Unit 4, Listening focus, Activity 3

▶ 18

**Examiner:** 1. Where is the museum?

**Man 1:** Oh, excuse me, I'm looking for the national museum.

**Woman 1:** Oh sure, carry on down this road for about half a kilometre. You'll come to a really big crossroads. There's the national bank on the right-hand side, just after the crossroads. It's huge, it's got these really awesome statues of these muscly Greek guys in front. Anyway, the national museum's directly opposite. Be careful crossing the street, those cars go really fast. You'll need to walk round the side for the entrance.

**Examiner:** 2. Which object did the students find part of?

**Woman 2:** So, any luck?

**Boy 2:** Yeah, definitely. We found a whole load of stuff in here. It was probably a kitchen. We found these things that looked like pieces of stone, but they were obviously man-made. We were hoping to find a knife or a tool, but we haven't had any luck with that. Anyway, when the professor came along, he said the pieces were actually bits of an old bowl. Now all we need is to find the spoon they used and we've got the whole breakfast set.

**Examiner:** 3. How was the picture damaged in the fire?

**Woman 3:** Following a fire at the museum, there's been a rescue attempt to save the many works of art inside the building. Several paintings were damaged, including the famous *Simpson's Mother*. Although it escaped the fire damage, the water system, which came on automatically, left a large mark in the bottom right-hand corner. It's not the first time the painting has experienced problems. On a previous



occasion, the frame was broken when it was being transported. Fortunately, the painting itself didn't tear on this occasion. Experts hope to repair it soon.

**Examiner:** 4. What does the girl buy?

**Boy 4:** Did you bring back any souvenirs from holiday?

**Girl 4:** Yeah, well, my mum was like, you've got to buy something practical, like a T-shirt or something, and I said, no way. I mean, they only had the T-shirts in large and extra-large. So she said we should get a tie, for my dad. Like Dad's really going to go into the office in a holiday tie. He'd hate it. Anyway, there were these baseball caps in blue, and blue suits everyone, so there was only really one choice in the end.

**Examiner:** 5. What will the weather be like during the fair?

**Girl 5:** So, are we doing the science fair in the hall, or out on the school field?

**Boy 5:** Hang on, I'm just getting the weather on the internet. Well, it says here it's going to rain in the morning, but stop around midday. And then from two o'clock, it'll be sunny.

**Girl 5:** Great. The fair's from two 'til four, let's go on the field.

**Boy 5:** Yeah, but even if it clears up by that time, we won't be able to set the things up in the morning because it'll be raining.

**Girl 5:** Oh, yeah.

**Examiner:** 6. Which animal is on the plate?

**Man 6:** Okay. Susan, what did you bring for the antiques show?

**Girl 6:** Well, my aunty gave me this to bring in. She's mad about animals, she's got, like, thousands of cat things in her house. This is just about the only thing not cat-related. Anyway, it's got this crocodile, with a poem on the back about how terrifying the animal is, but it doesn't look scary on the plate. It originally came as a pair, with a plate with a bird on it, but that got broken a few years back.

**Examiner:** 7. When can students visit the show for free?

**Man 7:** Welcome to the South African Art Exhibition information line. The exhibition will be open to the public daily from 26<sup>th</sup> September. There'll be a special viewing for journalists and local television representatives on the 20<sup>th</sup> September. There will also be an open day on the 23<sup>rd</sup> September. Anybody taking Advanced Art or a similar level art course is welcome on this day, but will have to book through their school or university. There's no charge for this showing, but students attending after the 26<sup>th</sup> will need to pay the full entrance fee.

## Unit 4, Grammar focus, Activity 2

▶ 19

Well this person has changed a lot since she left school and became famous. I can see from this photo that she used to have long brown hair and a very ordinary kind of haircut but these days her hair is electric blonde and she wears it in the most amazing styles. She used to wear normal clothes, really.

When this photo was taken, she was wearing quite a plain white jumper. I prefer it, to be honest. These days she's really famous for her crazy dresses. She used to look quite sweet back then. I guess she still does nowadays, too. Back when this photo was taken, she used to be called Stefani Germanotta. She's even changed that!

## Unit 4, Vocabulary focus, Activity 2

▶ 20

**Male:** So, Jen, what's it like living in Shanghai?

**Female:** Well, it's the biggest city in China, it has more people than Beijing. But it's actually quite an old city, so the population of 23 million isn't growing that much, compared to other cities.

**Male:** Is the traffic as bad as they say?

**Female:** Well, it is and it isn't. The public transport system's excellent. They have the longest train and bus networks in the world. But you can't just buy a car and drive around Shanghai, you need a special licence, and the government only sells 8,000 licences a month.

**Male:** I've heard that it's quite polluted.

**Female:** Hmm, that *is* pretty awful. Most countries measure their air pollution from 0–100, 100 would be unhealthy for old or sick people. But in May 2010, the pollution level in Shanghai actually reached 500, which is the highest any system in the world can measure. That was worrying!

**Male:** I guess there aren't many open spaces, then.

**Female:** Well, there aren't many large parks in the city, but that's changing. There's a great project to make an eight and a half kilometre long piece of land into natural parkland. It's alongside the river.

**Male:** Are there places you can take your kids?

**Female:** Well, even the smallest parks have a space for children to play. Most of them are very new, clean and safe, and in great condition.

**Male:** How about entertainment?

**Female:** Shanghai's full of nightclubs, and there's the Chinese cinema industry, of course. There's a lot to do – things you've probably never even thought of trying!

**Male:** Have you had any difficulties?

**Female:** Only the usual problems. I guess the weather's been difficult. Britain has a very mild climate, but the weather in Shanghai is quite extreme, freezing winters and very hot summers!

**Male:** Are you happy you decided to move there?

**Female:** Definitely! There are some great jobs for people who want to try living in China, and it's a friendly place to live.



## Unit 4, Vocabulary focus, Activity 6

### ▶ 21

**Speaker 1:** I guess you've got a bit more space, and the air's fresher. We still live close enough to the city to go in at the weekend. But there aren't any local shops near my house, and I have to drive 15 minutes to get a pint of milk. There isn't a lot going on where I live, either. I work in the city and have to spend an hour on the train getting to the office, so I'm too tired to cook when I get home. I eat far too many takeaways.

**Speaker 2:** Everybody thinks I have friendly neighbours who I see every day, but my family lives miles from anywhere, and there's no one else my age nearby. If I go out at night, I can't get home because there's no public transport. I'm not sure there's much fresh air, either. The farmer next door puts some strong chemicals on the fields in summer. I love my school, though.

**Speaker 3:** Everyone says it must be really expensive living here – okay, so there are really high rents where I live, but I save money on other things. I take public transport everywhere. My little flat is so small, my heating bills are tiny. I live in a lively neighbourhood. I know the people who run the café downstairs, so I can go in anytime I fancy a chat, which I just love.

## Unit 5, Vocabulary & Speaking focus, Activity 2

### ▶ 22

**Will:** Hey Sis. You'll never guess what happened to me this morning.

**Jess:** Oh, hi Will. What happened?

**Will:** This woman stopped me in the street and gave me her business card. She works at a modelling agency and thinks she can find me work as a catwalk model!

**Jess:** What? You're kidding me!

**Will:** You'd think so, wouldn't you? But it's true, honest!

**Jess:** I can't believe it! You? A model? You've never been interested in fashion! I mean, look at you – did you put your clothes on in the dark this morning? That blue shirt does not go with those brown jeans!

**Will:** What do you mean? They look fine.

**Jess:** You've had those jeans since you were 13! They're all worn out and covered in holes but you still wear them.

**Will:** New clothes are expensive.

**Jess:** But you need to buy them once in a while. Mind you, on the rare occasion you do go shopping, you end up buying clothes that don't fit you!

**Will:** I can't stand trying clothes on. It takes too long!

**Jess:** I feel sorry for Mum. She irons your clothes, only to watch you throw them into your cupboard without a care.

**Will:** Oh, life's too short to spend it putting them all in a particular order like you.

**Jess:** So, what are you going to do? Swap college life for a career in modelling? Mum and Dad will go mad, if you do. All that money spent on your education just gone.

**Will:** Well, it doesn't have to be forever. I can go back to college in a few years' time after I've saved loads of money, travelled the world and met loads of amazing people! You're right, though, Mum and Dad will kill me. They don't have to know, though, do they?

**Jess:** Mmm, I think they might find out if you don't tell them. Wow, my brother the model. [adopts voice of a fashion show commentator] 'Today, ladies and gentleman, our model is wearing a beautiful long red leather coat, green trousers and a lovely purple manbag.' [lots of laughter].

**Will:** Ha! Very funny!

## Unit 5, Vocabulary & Speaking focus, Activity 9

### ▶ 23

- 1 Mike's bought a lovely, green, silk tie.
- 2 Can I borrow your long, cotton jacket?
- 3 Look at that awful, red, woollen jumper!
- 4 I'd like those fantastic, big, white trainers!
- 5 Hanna's wearing a horrible, tight, yellow tracksuit.
- 6 I like this small, black, leather laptop bag.

## Unit 5, Vocabulary & Speaking focus, Activity 11

### ▶ 24

This is a photo of a fashion show. There are lots of women standing on the place where models walk. The models are wearing skirts and dresses with lots of different colours. None of them are smiling. They all have big hair. It looks interesting and I'd like to be there.

## Unit 5, Listening focus, Activity 3

### ▶ 25

Hi, I'd like to tell you about the Valley Car Share Scheme. It's a car sharing system for university staff and students.

We've got over 20 vehicles, so you're sure to find one available when you need it. Anyone over the age of 18 with a full driving licence can join the scheme. And if you show your college student card you won't have to pay the extra charges for drivers under 25.

Once you've applied for our annual membership, we'll send you what we call a 'key card'. It opens all of our vehicles. It's like the plastic library card you have and you can easily keep it in your wallet along with your bank cards.



Each time you want to use a car, you'll need to make a booking. You can do this in person at our office, or by phone, but we prefer to receive these by text as it's quicker and easier for us to put your booking through our system.

When it comes to finding the cars, our main garage is on Hillway Avenue. That's H-I-L-L-W-A-Y, just behind the baseball field, close to all the main student accommodation blocks. You can go anywhere you want, but please return the cars there when you finish.

Okay, what about costs? It costs \$25 to apply to join the membership scheme, but you get \$10 off your first booking, so you get some of that back. You'll also have to pay \$50 a year annual membership fee.

There's also an hourly or a daily fee to pay when you use the car. It's currently \$8 an hour or \$66 a day during the week. At the weekends it costs \$9 an hour and \$72 a day. But our charges are the same during both college time and holidays.

## Unit 5, Grammar focus, Activity 3

### ▶ 26

**Speaker 1:** I just loved my time at Giles College in Toronto. Canada is an incredible country. I had a great time. I guess the biggest problem was the weather – it's incredibly cold. In fact, it's so cold that they've built this network of paths underground, with shops and streets and everything, because it's just too cold to walk around the streets up the top. Of course, the cold weather meant that there was lots of snow. My host family took me skiing with them every weekend, and I was pretty good by the time I had to leave. I was even able to go on the fast courses.

**Speaker 2:** I never imagined I'd end up in South Africa. I had no idea that Johannesburg was so huge! I thought it had about a half a million people, maximum, but there were over 4 million and the city just seems to go on forever. Of course, there was lots to do, like visit the zoo, and the carnival was wonderful. It was much wetter than I expected, though, and every time it rained, it was impossible to go outside or do anything. And rained a lot while I was there! I'd go back again, though.

**Speaker 3:** I was at Coober Pedy. I had an amazing time. Coober Pedy is an old mining town in Australia. It has a population of just 2,000 people, so it was very small, but the locals were really interesting. A lot of them still lived in traditional communities and it was fascinating talking to them. It's in the middle of the desert, so most of the people live in underground homes which lets them escape the heat. Because it's so unusual, the downside of all this is that a lot of tourists come to the village every day, looking around the homes. I think I'd find that annoying if I actually lived there all the time.

## Unit 6, Grammar focus, Activity 2

### ▶ 27

**George:** Hi Jo, it's George.

**Jo:** Oh, hi, George.

**George:** Listen, you know I said the other day that I'm interested in taking an evening class? Well, as I was looking for the football results last night, I saw an ad for a comedy course.

**Jo:** A comedy course? I didn't know there was such a thing.

**George:** Yeah. I've got a friend who did a similar course a couple of years ago. I was quite keen on doing it myself back then, but didn't have the time. I'd forgotten about it until last night.

**Jo:** So, what happens on the course?

**George:** You learn how to tell jokes like a comedian. On the last night of my friend's course, she did a live performance in front of paying guests, including me.

**Jo:** Really? How was it?

**George:** Well, they weren't all great. There was this one poor guy who was so nervous that no one could hear him so they stopped listening to him. While he was telling his jokes, the audience were talking! I felt really sorry for him.

**Jo:** That's not nice. Poor man!

**George:** I know. But most people did really well, including my friend. The course really gave her loads more confidence and she even said some of the things she learnt were useful at work.

**Jo:** Well, that's not so bad!

**George:** Do you fancy it? Lessons are every Monday and Wednesday at the local college for a month.

**Jo:** I don't know. You've always been funny, but I'm not very good at telling jokes, I always forget the ending.

**George:** I know you do! Look, it sounds scary but it's the more difficult things in life that give you the most satisfaction. And it's a good chance to pick up new skills. Go on, let's try it. It's only twice a week for a month.

**Jo:** Well, only if you promise I don't have to perform in front of people.

**George:** Don't worry, you won't have to go up on stage.

## Unit 6, Grammar focus, Activity 6

### ▶ 28

**George:** While he was telling his jokes, the audience were talking!



## Unit 6, Listening focus, Activity 4

▶ 29

**Gus:** Suzie, look at this photo of us graduating from university! It was ten years ago.

**Suzie:** Oh, Gus, you look so happy there!

**Gus:** Yeah, I do! I remember being terrified that day, though. I knew I'd have problems finding work, and I had no idea then that I'd end up being a radio presenter.

**Suzie:** I didn't know what I wanted to do for most of my twenties, either. All my closest friends went into jobs like law, or medicine, the kind you stay in for life, which made me feel even worse.

**Gus:** Well, I did more than my share of making coffees and photocopying before anyone let me do anything responsible.

**Suzie:** Oh, I remember working as a waitress for a while after finishing. I hated it at the time, but, looking back, I learnt a lot about dealing with people. Now I'm a journalist I can see I needed those skills – but I'm glad I get paid more now!

**Gus:** Yeah, I remember that feeling of being poor! My parents'd paid for everything until I started working. We lived in a nice neighbourhood and I drove around in a nice car. It was a shock for me to realise I couldn't afford to carry on living like that. That was tough!

**Suzie:** Hmm, I used to get upset about the fact that everyone seemed to be doing better than me, which was a complete waste of time, of course.

**Gus:** True, but knowing there was always someone worse off than me used to be quite comforting. I mean, it helped me to concentrate on the good things in my life. I used to worry so much about the little things.

**Suzie:** You're right – I wouldn't go back to the days when I used to get upset about silly things.

**Gus:** Tell me about it. I can't believe how much time I wasted worrying about things that just sorted themselves out with a little time. You just don't see it that way at the time, I guess.

## Unit 6, Speaking focus, Activity 2

▶ 30

**Female:** So, thanks for coming to the Jameson Youth Club. We're always looking for people to help out. Why are you interested in working with young people?

**Male 1:** I want to do something in my free time.

**Female:** What do you think you could teach our children?

**Male 1:** DJing.

**Female:** How interesting. Do you work as a DJ?

**Male 1:** No. I'm an accountant.

**Female:** Oh, well, that's great. I'm sure our kids would love that. Of course, as well as skills, we want to make sure our kids grow up to be good members of our neighbourhood. What values do you think we need to pass on?

**Male 1:** Be good, and not get into trouble.

**Female:** Well, yes, of course and ...

**Female:** So, you're interested in helping us out here at the Jameson Youth Club. That's great. Why would you like to work with young people?

**Male 2:** Well, I guess working with kids is going to be a challenge, but it'll be a great experience, and, anyway, I'm good with kids.

**Female:** Oh good, and what kind of thing do you think you could teach our kids?

**Male 2:** Street dancing.

**Female:** Are you a dancer?

**Male 2:** I used to do it when I was younger. I'm not great, but I think a lot of kids are interested in street dance and, you know, it's a good way to get them fit and keep them busy in the evenings.

**Female:** I'm sure our kids would love it! And we have a great room to practise in. Of course, we want to make sure that our kids learn values.

**Male 2:** That's why I think street dance is so good. I mean, they have to learn to be responsible and work hard, even in their free time.

**Female:** Well, of course there'll be a few ...

## Unit 6, Speaking focus, Activity 3

▶ 31

**Female:** So, you're interested in helping us out here at the Jameson Youth Club. That's great. Why would you like to work with young people?

**Male 2:** Well, I guess working with kids is going to be a challenge, but it'll be a great experience, and, anyway, I'm good with kids.

**Female:** Oh good, and what kind of thing do you think you could teach our kids?

**Male 2:** Street dancing.

**Female:** Are you a dancer?

**Male 2:** I used to do it when I was younger. I'm not great, but I think a lot of kids are interested in street dance and, you know, it's a good way to get them fit and keep them busy in the evenings.

**Female:** I'm sure our kids would love it! And we have a great room to practise in. Of course, we want to make sure that our kids learn values.

**Male 2:** That's why I think street dance is so good. I mean, they have to learn to be responsible and work hard, even in their free time.

**Female:** Well, of course there'll be a few ...



## Unit 7, Listening & Grammar focus, Activity 3

### ▶ 32

**Female:** Right. We've just had a water meter fitted, so we're going to have to start using less water. I guess we use most water for drinking.

**Male:** You're joking! That's nothing compared to what you can get through by using the shower. Look – I'll get the facts up on the internet.

**Female:** Oh – you're right! Look, drinking water is only about three and a half litres a day, and that's if you drink as much water as you're supposed to!

**Male:** I don't drink anywhere near that much. I guess the one that uses the most water is the bath. Showers use a lot less water.

**Female:** Actually, ten minutes in a modern power shower's exactly the same as a bath, 80 litres.

**Male:** I guess that's where we need to cut down. I suppose a five-minute shower will only use half that amount. What about the washing machine?

**Female:** It's almost the same, 65 litres, but we don't put the washing machine on every day, like we do with the shower.

**Male:** Why is cooking in there? It says 20 litres? Every meal? There's no way you use that much.

**Female:** Easily! Stuff needs to be washed, and then if you boil pasta, you use a lot of water.

**Male:** Yeah, but not 20 litres.

**Female:** Well, that's what it says here. But we're not going to stop cooking!

## Unit 7, Listening & Grammar focus, Activity 4

### ▶ 33

Hi, I'm Jessica. For my project on water, I'm going to talk about the cruise ship I went on, The Ocean Star. These days, cruise ships can be the size of a small town and get through a lot of water each day. As they have to carry all their fresh water with them, they need to reduce, reuse and recycle as much as possible. I wanted to talk about The Ocean Star because I think these environmental practices could be a model for all of us in the future.

One obvious use for water is for drinking. The ship gets through about 30 tonnes a day just refilling drinking bottles. Washing hair and bathing uses about 60 tonnes daily. But they also get through an amazing 50 tonnes for ice cubes each day – mostly for keeping food on the buffet tables cool.

That's a lot of water, and cruise ships have to consider every detail. For example, the showers looked strange because there were only three holes in the shower head. Showers usually have a lot more, but the water shoots out really

quickly here, so it still feels great, like a massage. Unfortunately, it's so good that it encourages people to stay in there longer!

The swimming pools also needed a lot of water. On land, pools are kept clean and healthy with strong chemical products in the water. But a cruise ship wouldn't be able to put the pool water back into the sea if it was mixed with chemical cleaners. The Ocean Star used salt and electricity to keep the water pure. This system meant the pool was closed a little longer for cleaning, but the water was wonderful!

Obviously, there were some places where chemicals were necessary. The washing machines got their water from the waste water in the cooling system, which reused some water. But after using it in the laundry, washing the towels and sheets, it was too polluted even to use to water the on-board gardens. It had to be stored with the water from cleaning the rooms, until the ship reached land.

Of course, working with environmental organisations to keep the seas clean matters to the cruise industry. The Ocean Star recorded information about water temperature and quality. This information was sent to universities to help them analyse changes in the oceans. They also worked with local governments to leave behind reusable materials, such as furnishings, to benefit local people.

## Unit 7, Vocabulary focus, Activity 2

### ▶ 34

**Woman:** I've just done a weather quiz in this magazine. There were some really cool facts in it!

**Man:** Oh yeah?

**Woman:** Yeah, you think it rains here – well in Mawsynram in India they get over 11 metres of rain a year ... although it says they got 26 metres in 1985. Can you imagine?!

**Man:** They must swim everywhere, not walk!

**Woman:** [Laugh] No jokes! Well, I guess the opposite is Antafogasta in the Atacama Desert – it rains there just once every few years.

**Man:** How does anyone live there?

**Woman:** I don't know, but almost 300,000 people call it home. That's not the warmest place in the world though. The hottest temperature ever recorded was apparently in Al-Azizia in Libya in 1922. It was an amazing 58°C.

**Man:** That's what you call hot! 58°C? The most we get here is about 28°C!

**Woman:** I know! The coldest temperature, –89.2°C, was recorded in Russia's Vostock Research Centre in Antarctica in 1983. No surprises there. But did you know that the Antarctic is also the windiest place on earth? A place called Commonwealth Bay has had winds of over 240kph!

**Man:** Wow, does anyone actually live there?

**Woman:** I don't know – it's probably not possible in those winds. Right. Next ... can you guess where the least sunny place is?



**Man:** Er, is it Antarctica by any chance?!

**Woman:** Yes! Apparently at the South Pole, there's no sun at all for 182 days of the year. That would be a depressing place to live, wouldn't it?

**Man:** Not the best place for a summer holiday!

**Woman:** Here's an unusual one – a village in the Democratic Republic of the Congo gets the most lightning. They have around 158 strikes per square kilometre every year. Scary!

**Man:** OK, so tell me some good news. Does it say where the sunniest place is?

**Woman:** Er, let's look. Oh yes, it's Yuma in Arizona. It's sunny there for over 4,000 hours a year. It says that's 90 percent of the time, from sunrise to sunset. How wonderful would that be?

**Man:** Pretty wonderful.

**Woman:** The USA also holds the record for the heaviest snowfall though. 30 metres in one year between 1998 and 1999.

**Man:** What, in Yuma?

**Woman:** No, on Mount Baker in Washington State. And South Dakota is also a place to avoid unless you like cold things falling from the sky.

**Man:** What do you mean?

**Woman:** The biggest hailstone fell there during a storm in 2010. It was 1 kg of solid ice!

**Man:** Oh, that's so dangerous. Right, enough weather. What else is in that magazine of yours? ...

## Unit 7, Speaking focus, Activity 2



**M Student:** Okay, so they look very wet and dirty. I think they probably need to wear old clothes. I'm sure the most important thing is taking an old T-shirt or a pair of old trousers. What do you think?

**F Student:** I think they need shorts.

**M Student:** Oh, why's that?

**F Student:** They can't move easily when they get wet with long trousers.

**M Student:** Hmm, I think you're right, I imagine any clothes you wear will get really heavy with all that mud on them. Do you think it's easier with trainers on, or without?

**F Student:** With.

**M Student:** Really? I was thinking that there might be some places where you need to swim, and it's always really hard swimming with shoes on. Why do you think it's easier with shoes?

**F Student:** I go running, and think it can hurt when you stand on a stone.

**M Student:** Good argument, and I guess you can't see what's hiding in the mud. I don't think you need to take a drink. Surely if it's an organised race, they'll have people around the course offering you a drink.

**F Student:** I agree.

**M Student:** What do you think about the swimming costume?

**F Student:** You don't need it if you have the shorts and T-shirt.

**M Student:** Hmm, I think you're right. And the jumper?

**F Student:** You need to put it in a bag for after the race but not during the race.

**M Student:** Well, I think we need a complete change of clothes for after the race – I don't think I fancy getting in the car with that much mud on me. So, we've agreed that the most important things are an old T-shirt and shorts, and a pair of trainers. Is that right?

**F Student:** Yes.

## Unit 8, Vocabulary & Speaking focus, Activity 7



**Izzy:** So, Toby, what films do you like?

**Toby:** I'm into sci-fi mostly.

**Izzy:** Sci-fi?

**Toby:** Yeah, Izzy, sci-fi. What's wrong with that?

**Izzy:** I dunno, I'm not very keen on it. It's a bit, like, geeky, isn't it?

**Toby:** You've obviously never seen *Blade Runner*. There's nothing geeky about that at all – it's incredible. I bet you like all those girly films, don't you?

**Izzy:** Actually I'm into old black and white films at the moment. And you can't beat a good thriller.

**Toby:** Yeah? Er, I guess I don't mind them.

**Izzy:** Of course I really love romantic comedies. *Love Actually* is, like, probably my favourite film of all time.

**Toby:** Oh, I can't stand that kind of rubbish.

**Izzy:** But it's lovely. When Jamie, like, learns Portuguese so he can ask Aurelia to marry him and she's like, 'Yes, of course I'll marry you' in English, it's amazing. I prefer that kind of film to sci-fi anyway!

## Unit 8, Listening focus, Activity 2



Well, do you really want to be a reality TV star? You need to think about how you would feel with journalists and photographers finding out everything about you, because once you start, everyone from your boss to your ex-boyfriend will be talked about in magazines and newspapers, and writers will be looking for all the bad things. You should at least discuss this decision with your partner, *before* you start the application process.



## Unit 8, Listening focus, Activity 5

▶ 38

Well, if you decide to appear on reality TV, it's a competitive world and you'll need some help to attract attention.

Here at the New York Reality TV School, from week one we'll start by teaching you how to avoid common errors. So many applicants stare into the cameras or stand back when the cameras are filming, which isn't good. Our professionals will tell you their secrets, like how to smile naturally when you know the cameras are running. Learn what really works on screen.

We don't want to turn you into a copy of anyone else. We'll help you develop your own individual style through a choice of clothes that really suit your personality and give you tips on styling your hair and make-up to look your best. In the last week we look at applying for shows and successful screen tests.

The most popular course is the six-week workshop course. It takes place every two months. We also run a weekend course. This is a shorter and more intensive course, but this only runs once every six months.

The cost of the workshop course is \$995. This includes the cost of food and accommodation. If you are able to provide your own accommodation, the price is reduced to \$395. The weekend course costs \$495.

Anyone hoping to sign up for the June course must book by the 25<sup>th</sup> of April. Fees must be paid in full by the 5<sup>th</sup> of May. Students who book and pay before the 25<sup>th</sup> of March can deduct 10 percent from the course fees.

If you're interested and need further information, come to our Open Day and meet and talk to teachers and students from previous courses. The dates are available on our website, or you can telephone the office.

## Unit 8 Grammar focus, Activity 2

▶ 39

**Interviewer:** Hi there. Honey Wildman, isn't it?

**Honey:** Yes, that's right.

**Interviewer:** I love the name. So Miss Wildman, have you ever worked as a Personal Assistant before?

**Honey:** No I haven't. I did have a job in a hotel, and I've heard that's useful experience.

**Interviewer:** Well, working in a five star hotel certainly helps.

**Honey:** Oh, it was only a bed and breakfast, to be honest. But I'm really hard-working and I'd be great at running the office.

**Interviewer:** Well, this job is just as a Personal Assistant. The Executive Assistant will be running the office and you need a degree in business and computer skills for that job. As a Personal Assistant, you'll be collecting laundry, making drinks, that sort of thing. It's not unusual for our celebrities to call at 4 o'clock in the morning because the dog's not well. Are you able to work nights and weekends?

**Honey:** Well, I'm always available for parties at any time of the day!

**Interviewer:** Hmm, well, I think that finishes my questions for you. Do you have any questions for me?

**Honey:** Oh, erm, yes, well, who will I meet if I do this job?

**Interviewer:** The job's not really about meeting people. You won't be introduced to anyone famous, and it's definitely not a way to meet directors and start your own career.

**Honey:** Oh. Well, I'd still like to work with a star anyway! When can I start?

**Interviewer:** We'll call you, Miss Wildman.

## Unit 8 Grammar focus, Activity 4

▶ 40

**Friend:** Honey, how are you? How did your interview go?

**Honey:** Really well. I'm sure I got it! They asked me all sorts of questions.

**Friend:** Like what?

**Honey:** Well, they asked me if I'd ever worked as a Personal Assistant before.

**Friend:** I hope you told them about that hotel job you had!

**Honey:** Of course!

**Friend:** What else did they ask?

**Honey:** They asked me if I was able to work nights and weekends. Good thing they didn't ask me about mornings! I can never get out of bed before 12!

**Friend:** Ooh! You're bad!

**Honey:** She asked me if I had any questions for her.

**Friend:** Well there's only one question – obviously! Who?

**Honey:** I asked who I would meet, but she didn't really give me a good answer. I expect it's someone so famous that they don't want to be named.

**Friend:** Of course. So when do you start?

**Honey:** I asked when I could start, and she said she would call me.

**Both:** Oooh! Go girl!



## Unit 8 Grammar focus, Activity 8

### ▶ 41

- 1: Don't worry. We don't expect you to get the words exactly right in an audition.
- 2: Well, you can ask about the character, but the best actors get that information from their agent, and usually just get started straight away.
- 3: Just know the character, and know what they want.
- 4: No, but you should be aware of the camera and know how to turn your best sides to it.
- 5: Don't apologise, don't make excuses, just be professional.

## Unit 9, Speaking & Grammar focus, Activity 2

### ▶ 42

**Presenter:** So, Roger, you're a professor of education. You wrote a book about the importance of being creative. Why do you think it's important?

**Roger:** We need more creative people. Modern economies need creative people. All children start school with fantastic imaginations and they're happy to take chances, but this is all lost by the time they leave school.

Why is this? Well, firstly, in every school the lesson lasts exactly 30 or 40 minutes. No lesson is so important, so interesting, or so useful that it can continue after the 30 minutes. What is this teaching young people?

Secondly, students have to study so many different subjects at school that they never have more than a basic understanding of any of them. Creative people understand their subject, and spend a huge amount of time on one idea. School just doesn't encourage children to be creative.

## Unit 9, Speaking & Grammar focus, Activity 4

### ▶ 43

**Speaker 1:** There's a thing that looks very similar to a space ship, that has just started to fly. There are some things flying around it and there's a sky that looks unusual, with squares. How do you call that pattern? Well, it's strange for a sky.

**Speaker 2:** In the middle, there's a ball – no, actually, it's the world – you can see countries and islands in it. It's quite small really. It's the same size as the space ship!

**Speaker 3:** There's something that looks like ... fingers, but on the feet. I don't think you use the word fingers for those. And this is definitely meant to be a woman's foot. She has her nails painted a dark colour.

## Unit 9, Listening focus, Activity 2

### ▶ 44

**Presenter:** So Tom, how many hours do people spend playing online games?

**Tom:** Well, in the year 2011, gamers around the world were online for a total of 3 billion hours a week. Now to a lot of people, that number's much too high, it's a waste of time when we have so many important problems in the world.

**Presenter:** It does sound bad! How much time does each person spend playing online games?

**Tom:** When the average gamer reaches the age of 21, they've spent about 10,000 hours playing online. This is important because we know that 10,000 hours is the minimum amount of time you need to spend learning any difficult skill really well. It's the number of hours a musician spends learning to play an instrument perfectly, and the number of hours someone needs to spend speaking a language before they can become as fluent as a native speaker. So all these kids are becoming really, really good at something by the time they become adults.

**Presenter:** Shouldn't they spend less time playing online games though? Ten thousand hours is a lot for someone that young.

**Tom:** Okay, I know this is a hard idea to understand, but I believe that people's skills in gaming can help us find answers to problems like hunger, climate change, war and over-eating. That's why I'd actually like to see people increasing the amount of time they spend on online games.

## Unit 9, Listening focus, Activity 5

### ▶ 45

**Presenter:** So Tom, when did you first realise that gamers' skills are useful?

**Tom:** Well, I was doing a course in games design at university and we had this amazing guest speaker. She showed us some photos of people playing games, and pointed to the hope and excitement in their faces. As she said, people who feel like that they have the belief that they can do anything; that's what makes gaming skills important.

**Presenter:** Right ... and, why do people enjoy playing online games?

**Tom:** It's interesting. So many gamers talk about preferring online worlds to the real world, you know, to everyday life. I think this is because the big challenges are hidden from them. Gamers only work on one small goal at a time, each one just a little harder than the last. By giving them tasks that aren't too easy or too hard, they feel encouraged to continue playing.



**Presenter:** So what exactly are the skills gamers are learning?

**Tom:** I think that they're learning to deal with huge problems, like fighting powerful monsters and, bit by bit, making the world better. Of course, they have to get good at using computers and learn to work together in groups to be able to do this, but those are not the main skills.

**Presenter:** Mmm. The most popular online game is *World of Warcraft*. What makes it so popular?

**Tom:** Well, It looks beautiful and the characters are fascinating, but there are a lot of games like that. I think *World of Warcraft* succeeds so well because gamers work together to solve problems. If they need help, they can go online and get support from websites or the thousands of other fans. In fact, there's more written online about the main character, Assamat, than there is about the US President!

**Presenter:** That's impressive! So now you're a games designer. Has your work always focused on the the benefits of gaming?

**Tom:** Well, when I first started at the company, I was told there were no psychological benefits of online games, all we were creating was fun. They said the newspapers were full of tests which showed this, but I just didn't agree. Then, one of my colleagues told us about a game people used 3,000 years ago. This country had used games to help them create a better society, and it had worked! It was fascinating.

**Presenter:** So how will you start making the world better through games?

**Tom:** We've already started! We created a game getting people to look at life after oil. There were some great environmental projects from that. We also did one on improving health at about the same time. We're hoping our next project will make a difference to the lives of people living in poverty by helping them to start their own businesses.

## Unit 9, Vocabulary focus, Activity 2

▶ 46

**Speaker 1:** The most important skill for someone in my job is knowing how to use a computer. I create or **rebuild** web pages so you have to be able to work with specific software. You have to be creative and plan things carefully – those two things don't always go together! It's important that you get on well with the people you work with otherwise it becomes **impossible** to do the job well. We **disagree** with each other sometimes but I think that's normal. I used to be a police officer but I wanted a change so I retrained. It was the best decision I ever made.

**Speaker 2:** To do my job you have to be good at maths or you'll find yourself **unemployed** quite quickly! It's not a job for people who are **impatient** either. You need to look at lots of information very carefully or you'll make mistakes. People sometimes think my job's **uninteresting**, but actually I work with lots of different businesses who all have different financial needs. This means there's quite a lot of variety. I've been doing it for over ten years and I still enjoy it.

**Speaker 3:** I have to deal with twenty members of staff and any customers who are **unhappy** about something we've sold them, which means it's really important I communicate with people well. I also need to be in control of my staff in order for the business to run well and for them to feel positive about their work. To do this, I have to be **self-confident**. With a shop of this size, there are often issues with staff being off sick, so I need to be able to find an answer to these issues quickly. I really love my job but one thing I **dislike** is the fact that I have to work **irregular** hours.

## Unit 10, Listening & Grammar focus, Activity 2

▶ 47

**Robbie:** Okay, Jennifer, what are some of the things for this year's charity auction?

**Jennifer:** We received these posters this week. Personally, I don't like them. They're by a guy called Razzia.

**Robbie:** Rats?

**Jennifer:** No, Razzia, R-A-Z-Z-I-A. Apparently lots of famous actors collect his posters, so they might bring in some money.

**Robbie:** Great.

**Jennifer:** And this guy phoned and said he had plane tickets to New York to give away. He left us his email address. It's Tony at mytravel dot org – that's 'mytravel', all one word.

## Unit 10, Listening & Grammar focus, Activity 3

▶ 48

Okay, now for some news about our annual charity auction evening. Unfortunately, we can't use the Forest Hotel again, as it's being re-decorated next month, but we're very excited about getting into the small but luxurious Park Hotel for the auction this year. It's located opposite the station.

We have an exciting range of things to sell this year, but we'd always welcome more items. Please contact Miss Campbell (that's C-A-M-P-B-E-L-L) if you have anything else for the sale. The final day is next Thursday.

All money from this year's events goes towards helping local homeless people. We intend to use the money from the auction to build a new training centre, where homeless people can come to learn new skills. It'll be next to the existing hostel and you can see the plans in the office.

Please give your names to the secretary before the day of the event. Look in the local paper for our advert. If you cut it out and bring it with you to the auction, you might win a luxury television! Don't worry about bringing cash, we can always take your personal details.



We've got some fantastic items in this year's auction. The dinner for two at The City Lights restaurant is new this year. We're expecting the most interest in the tickets to The Big Thing, as this fantastic festival is now sold out. We're also very excited about the day pass to the local adventure park for younger ones.

Now then, we have enough people to help with seating, but we are looking for more people to help with the coffee. If you think you can do this, please contact Mr Baker. We also have plenty of people working on the catalogue. So, we're sure it's going to be a huge success ...

## Unit 10, Reading focus, Activity 2

▶ 49

**Monica:** Oliver, I'm off into town to check out the sales. Do you need anything?

**Oliver:** Oh no, not more clothes Monica?

**Monica:** Maybe, if I can save myself some money.

**Oliver:** You're gonna spend money you wouldn't normally spend. How's that saving money?!

**Monica:** You can talk! You go out to buy food for the weekend and come back with twice as much as we need.

**Oliver:** I know, but that's different. I don't spend any more money, but I get lots more food because of the 'buy one, get one free' offers they have – it's difficult to say 'no' to them.

**Monica:** Well, I wish you would, to be honest. There's no way we can use everything you buy and I hate throwing food away.

**Oliver:** Okay, okay, stop trying to change the subject! Now, if you must go to the sales, at least promise you won't buy anything that doesn't actually fit you!

**Monica:** Oh, yes very funny. That's only happened a couple of times!

**Oliver:** Well, I'm not really surprised. All those hundreds of people fighting to try on the same clothes in the same changing rooms. Personally, I don't know how you can stand it.

**Monica:** Oh, it's not as bad as you say it is. There's no fighting, it's more of a race to get to the best clothes first. And you know me, I love a bit of competition!

**Oliver:** I don't know why you don't shop online. It's so much easier.

## Unit 10, Reading focus, Activity 8

▶ 50

**1:** When was the last time you complained **about** something in a shop?

**2:** How long do you spend searching **for** a particular item of clothing that you want?

**3:** Whose shopping advice do you listen **to**?

**4:** Do you insist **on** trying on all clothes before you buy them?

**5:** Do you usually succeed **in** getting a bargain when you go shopping?

**6:** On shopping trips, which friend or family member do you sometimes argue **with**?

**7:** Have you ever lent money **to** someone so he/she can buy something?

**8:** What was the last shop you bought something **from**?

## Unit 10, Speaking focus, Activity 3

▶ 51

**Presenter:** Okay, Dan. I've got a couple of birthdays and a wedding anniversary party coming up in the next month.

**Dan:** Lucky you!

**Presenter:** You're an expert on gift-giving and I need your advice. How do I choose the best gift?

**Dan:** That's a good question. I think you need to think about two things. The first is what kind of things you like to give. A lot of people are happier giving food gifts, or something unusual. Others think that more personal things, like books or photos, matter more.

**Presenter:** That's a good idea, but my husband likes to give car cleaning products!

**Dan:** Hmm, I'm not sure that's the best choice! I guess you're not too happy about that?

**Presenter:** No, I'm not.

**Dan:** I think your husband should probably approach it the second way. Think about the person you're buying for. Most people have something they need, collect or simply always love to receive. It doesn't matter if you got them something similar the year before. If your friend or family member has a hobby or a particular thing they like, that's what you should get them.

**Presenter:** I think you might be right. How much do you think someone should spend on a gift?

**Dan:** That's a harder one to answer. You don't want to look too generous or too mean. Think about how much money you'd normally spend on a night out, and I think that's probably a good guide to how much you should spend on a gift, unless it's for a very special occasion.



**Presenter:** That might not work for me. I don't go out these days. I stay in and watch TV.

**Dan:** Good point. Maybe you should use your monthly TV payment as a guide.

**Presenter:** That'd work.

**Dan:** Don't forget, though, that when someone receives a gift, they want to feel loved and cared for. Keep it personal, and it's not always about how much you spend. A personal note with a gift can mean a lot more.

**Presenter:** Well, I couldn't agree more with that one!

## Unit 10, Speaking focus, Activity 7

### ▶ 52

**Josh:** Bella, what are we going to get for Caitlin and Jack's wedding? It's the weekend after next. I was thinking of a photo frame.

**Bella:** Hmm, I'm not sure that's a good idea. They already have a lot of those. If we buy together we can afford to get something a bit nicer. How about something they can keep, like dinner plates?

**Josh:** That might not work. I mean, they'd need quite a lot of plates, which would be expensive, and I don't even know what kind of thing they like.

**Bella:** Good point.

**Josh:** I think we should get them something they need at the moment. I'm not sure what that would be, though.

**Bella:** I know. How about a really nice beach bag? They'll need it for the honeymoon after the wedding, and that's the kind of thing you don't really buy yourself.

**Josh:** You know what? That's a great idea. Let's go and get it this afternoon.

**Bella:** Okay. It's agreed.

## Unit 10, Writing focus, Activity 2

### ▶ 53

**Presenter:** We've all been forgetful at times, but some people lose unbelievable things! James, you've written a book on this. What's the most valuable thing ever lost?

**James:** Well, for me, just because of the cultural value, it has to be two paintings by Renoir and Van Gogh. A Japanese businessman, Mr Saito, paid \$160 million for them in 1990 – the sixth and eighth highest prices ever paid for art at that time. Mr Saito locked the two paintings away to keep them safe just before he died, and no one's seen them since!

**Presenter:** Amazing! Is it just small objects that are lost?

**James:** No, not at all! Shall I tell you about one of the most famous?

**Presenter:** Definitely!

**James:** Well, it's The Amber Room. It was a room built in the Catherine Palace in Russia about 300 years ago. We know from photographs that it was truly beautiful, decorated with gold, amber and jewels. During the Second World War, it was moved piece by piece to a castle in Germany, in order to sell the jewels after the war. Since then, nobody's heard anything about it. Some think it's buried underground.

**Presenter:** I think we should go and look for it. I could help you!

**James:** I think it'd take a lifetime to find! Another of my favourite stories is about the actor Richard Harris. You might know him as Professor Dumbledore in the first *Harry Potter* films. He didn't just forget where he parked his expensive Rolls Royce car – we've all done that – he actually forgot that he even had a car! But that wasn't the only problem, because he left the car in a New York car park for 25 years, where it was costing him \$350 a week! When it was eventually found, the parking bill was over half a million dollars!

**Presenter:** This is fascinating, and I'd love to go on talking, but I'm afraid we've run out of time. James, your book is called ...

## Unit 11, Listening focus, Activity 2

### ▶ 54

**Male:** I think a guidebook's the most useful thing. You can use it to plan your time.

**Female:** The whole idea of going on holiday's to waste time doing nothing! For me it's my mobile. I can use it to send pictures to my friends and make them jealous!

**Male:** Why not just take a camera?

**Female:** I can send pictures from my mobile, but not from my camera.

**Male:** You know, your pictures and memories would be better if you used a guidebook first.

**Female:** That's the first thing we'll pack, then, but the mobile's a close second!

## Unit 11, Listening focus, Activity 3

### ▶ 55

**Examiner:** 1. What part of the man's body hurts?

**Male 1:** Oh hello? Is that Dr Sikhrani? It's Dave Blake. I'm calling from Scotland. I was out snowboarding earlier today and, this is really silly, but I got hit on the head with the ski lift! The guy in front of me twisted his knee, and let go of the bar, and then it swung back and hit me. Anyway, I fell and landed badly and my thumb's still sore. I can't move it. I'm travelling back home today. Can I come and see you this afternoon? I can? That's great.



**Examiner:** 2. Who is in the photograph?

**Male 2:** I love this photo!

**Female 2:** Isn't it great? Even my dad's smiling in this picture.

**Male 2:** When was it taken?

**Female 2:** We went on a day out. Mum, Dad, my brother and me, and I was allowed to invite my best friend Cassie. Having her with us just made the day really special.

**Male 2:** Where was your mum?

**Female 2:** She went off to put more money in the car park machine when we were taking this photo. And of course, my brother was the one who took the photo. I think he did a great job.

**Examiner:** 3. Which homework will the man do tonight?

**Male 3:** I didn't go to the last two classes. What homework have I missed?

**Female 3:** Loads! There was an essay due in last Monday. I don't think it'll be a problem if you don't do it. There were some more activities on the website. I noticed they won't be available after tomorrow. Then there were a few pages from our course book to complete. That can wait, though.

**Male 3:** Okay, thanks, I'll get on with that online stuff straight away before it's taken down. I'll leave the course book until I've caught up there.

**Examiner:** 4. Which sport is free to try today?

**Male 4:** Welcome to the Purbeck Sports Open Day. Come and try a new sport today. You can try our 10 metre climbing wall any time. The best thing is there's no charge for this activity! There'll be SCUBA diving classes in the pool. There's a small equipment rental cost for this and you need to sign up at reception beforehand. Down at the beach, local instructors are offering surfing lessons for beginners. There's a discount of 80 percent on their usual lesson fees, so make the most of this opportunity today!

**Examiner:** 5. When can the public start using the new IT Centre?

**Female 5:** We're pleased to announce the opening of our new IT Centre at the Newtown Library. If you are phoning from a radio or television station or a newspaper, there'll be a special open day for journalists to preview the new facilities on Saturday the 23<sup>rd</sup>. Please contact our public relations office before the 20<sup>th</sup> to reserve tickets. General admission is on the 25<sup>th</sup>, when we intend to celebrate with a special 'come-and-try' session. Everyone is welcome to join us that day.

**Examiner:** 6. What do the women eat for lunch?

**Male 6:** Okay, here's your order. Burger and chips, and burger and salad.

**Female 6:** Oh, no, that's not what we ordered. It was a burger and chips, and a burger, chips and salad.

**Male 6:** Oh, I'm sorry, I'll just put chips on that second plate for you.

**Female 6:** Thanks

**Male 6:** Oh, hold on, there aren't any more chips ready. It's going to be a five minute wait for the next lot, I'm afraid.

**Female 6:** I haven't really got time to wait. Thanks, but we'll just take what's on the plates already.

**Examiner:** 7. What does the boy want to send back?

**Male 7:** Oh. Hi. I ordered some things online. I wanted some stuff for my brother's birthday. Anyway, the jumper you sent was the wrong size and didn't fit him, but I'll keep that for myself. It looks great on. I loved the hat, but it's not the same colour as the one on the website and he'll only wear particular colours. He really went for the T-shirt though. So, can I return the stuff that I don't want? I can? Great. I'll put it in the envelope you provided. Thanks, bye.

## Unit 11, Speaking focus, Activity 4

### 56

**Boy:** I like dogs. We've got one at home and he's a big part of the family. He's getting old now but he's still quite active. When I get home from college, he jumps up because he's so excited to see me. I'm usually pretty tired but he soon wakes me up! I'm not so keen when he wakes me up early at the weekend though. What about you?

**Girl:** I've never had a pet so I'm not particularly interested in them. I like wild cats like tigers though.

**Boy:** Why?

**Girl:** Oh right. Well, most people would say it's because of their colour or the patterns in their fur, but it's actually because when they run, they're the most beautiful things on earth.

## Unit 11, Grammar focus, Activity 2

### 57

**Presenter:** Professor Allen, you help governments to predict and prepare for the future. Are things really going to be so different?

**Professor:** Well, yes, we're going to have to make some big changes. If we continue buying and throwing things away, we're soon going to have problems. By then, it'll be too late to think, 'Okay, I'll change my life!' We have to do something now.

**Presenter:** Why do you think this?

**Professor:** Well, most of the world's oil's going to run out by 2050, unless something major changes. Without oil, energy's going to be very important. I imagine governments will start to use computers to keep a record of all the energy we use and I expect that there'll be taxes on the energy we use, instead of the wages we earn in future. Energy's going to be *that* important.



**Presenter:** I guess that means big changes to transport.

**Professor:** Of course. Some forms of transport are going to be impossible without a new form of energy. Flying will become something that happened in the past, and cycling will be the first choice for most people.

**Presenter:** That's quite a change.

**Professor:** Mmm, but I think it goes much further. Large supermarkets won't be possible in this new future, they'll be expensive to run, and nobody will be able to get there by bicycle, anyway. Without easy transport, cities won't be very attractive. I believe we're going to see the end of cities as we know them.

**Presenter:** How likely is this future?

**Professor:** Well, this is the future we're going to get if we don't make any changes now. Obviously, a lot of people are working to make sure this doesn't happen. Interestingly, one of the biggest groups is oil companies. Nobody's more interested in finding the next replacement for oil than they are!

**Presenter:** Will you be making any changes, Professor?

**Professor:** My bike's waiting outside, and I'm going to ride home after this interview!

**Presenter:** I think I'll do the same tomorrow!

## Unit 12, Listening & Grammar focus, Activity 4

▶ 58

**Jane:** Look at this one, Ed – in 2007, a Mr Velu from Malaysia pulled a train and six carriages nearly 3 metres along a railtrack.

**Ed:** Oh come on, Jane, I've seen people do that before.

**Jane:** Yeah, but Mr Velu was pulling the train with his teeth! He had a chain in his mouth.

## Unit 12, Listening & Grammar focus, Activity 5

▶ 59

**Jane:** Look at this one, Ed – in 2007, a Mr Velu from Malaysia pulled a train and six carriages nearly 3 metres along a railtrack.

**Ed:** Oh come on, Jane, I've seen people do that before.

**Jane:** Yeah, but Mr Velu was pulling the train with his teeth! He had a chain in his mouth.

**Ed:** Okay – that is cool. I can't believe he did that!

**Jane:** Yeah, well I'd like the phone number of his dentist. I think she's the amazing one!

**Ed:** Good point! I imagine the toothpaste companies will be interested in talking to him.

**Jane:** He'd be a great advert! Those teeth must be worth so much. I guess someone with his abilities is strong all round, though.

**Ed:** I think anyone can build up that kind of body strength if they really want to spend enough time on it down the gym.

**Jane:** They might not get as big as Mr Velu, but I guess everyone can get stronger. Just look at my mum. When I was a kid, she used to come home on the bus with 20 bags of shopping from the local supermarket. That's got to be the same as pulling a train! She just didn't get into the newspapers for it. I'm sure there're lots like her, with hidden talents.

**Ed:** I suppose there are.

**Jane:** I'd like to know how Mr Velu did it. I guess he wants to keep it secret, but I'm sure scientists could learn a lot from studying him.

**Ed:** Hmm. Maybe, but what can we learn from one person? It's not like we're going to see a lot more people like him in the future.

**Jane:** You don't know that! Maybe it's not about him, but the kind of train he was pulling. I'd still like to look him up on the internet to find out more.

**Ed:** I'll leave that to you. I have better things to do with my time.

## Unit 12, Reading focus, Activity 3

▶ 60

**Angela:** We've received hundreds of texts this week from listeners who took part in the Survival Quiz on our website. It seems that it's a topic you're all fascinated by, so I'm delighted to say we're joined this morning by survival expert Will Harper who's going to tell us a bit more about each of the situations in our quiz. Good morning, Will. Perhaps you could start by explaining what to do if we see a poisonous spider climbing up our leg?

**Will:** Morning Angela. Yes, not really a situation any of us would like to be in, is it? Well, firstly, it's not a good idea to run screaming around the room. The spider will just hold on even more and may then bite you. If you stand still and do nothing, the spider won't move either, but it could bite you. The best thing to do is to brush the spider away, either with your hand or another object if you don't want to touch it. Do it calmly and confidently.

**Angela:** But what happens if the spider bites you?

**Will:** You should wash the area with soap and water. Put some ice on it and, if possible, keep that part of your body raised. Then go to a hospital. If you can, catch the spider and take it with you so the doctor can identify it. Tying something around the bite will stop oxygen from moving freely round your body which is never a good thing to do. And don't wait to see if you feel ill later – it's better to be safe now than sorry later.

**Angela:** Now, I have to admit that I'm afraid of big dogs. What should I do if one's coming towards me?

**Will:** Never look it in the eye, or make quick movements. Stay still and look in a different direction. They'll soon get bored and go and find something more interesting to do.



**Angela:** Okay, well, I'm sure you're right but it's easier said than done! Let's move on to talking about the great outdoors. What do you do if you're lost in a forest?

**Will:** Well, if you're without food or water, running around will make you tired and thirsty. You could wait for help if you're sure someone will come looking for you but that might not happen. Walking downhill is the best choice because that's where water usually runs. Of course, if you have a mobile phone and a good signal, then try that first!

**Angela:** Of course. Definitely good advice! Right then, what about the last situation in our quiz? What should you do if a friend falls into freezing water?

**Will:** The main thing is to get the person warm and then take him to hospital. It's best if they lie down so blood stays near to their brain. A person won't be able to get warm in wet clothes, so they should take them off and put on dry clothes or a blanket. Give them a cool drink if possible.

**Angela:** Now Will, you've got a new book out called *Danger in the Extreme*. Is that right? Perhaps you could tell us a bit about it.

**Will:** Certainly. It's a book I decided to write about five years ago after I ...

## Unit 12, Grammar focus, Activity 2

▶ 61

**Anna:** Hi Luke. What are you reading?

**Luke:** Oh, hi Anna. It's an article about people living in extreme places. Look at the photos.

**Anna:** Wow, that island looks amazing. The colour of that sea is gorgeous. And sandy beaches all around. Can I live there, please?

**Luke:** [laughs] Sorry, it says here that no outsiders are allowed to move there.

**Anna:** Oh, that's a shame. Well, I'd live there if I could. Where is it?

**Luke:** It's Tristan da Cunha in the south Atlantic, almost 2,000 miles from the nearest land, apparently. I think it'd be quite boring. Fewer than 300 people live there.

**Anna:** What do they do?

**Luke:** They're farmers. It says here that they also make money by producing and selling their own stamps and coins. What amazes me the most is that they've only had TV there since 2001!

**Anna:** Well, they probably had more important things to do!

**Luke:** How about this for an unusual place to live, then? It's called the Hanging Temple and it was built into Mount Heng, a really steep mountain in China, more than 1,500 years ago.

**Anna:** Wow, that's old. I wonder why they built it like *that*.

**Luke:** Apparently, it was partly to protect it from bad weather and partly so the residents could live in silence.

**Anna:** Do people live there now?

**Luke:** Not really, it's a tourist destination. A few people live there so they can look after the place but that's all.

**Anna:** I don't suppose it's very comfortable as a home.

**Luke:** I agree, but the views must be incredible. So, if you had to live in one of these two places, which would it be?

**Anna:** If I had enough money, I'd visit both of them, especially the temple, to see what it's like, but I wouldn't *live* there if you paid me a million pounds! If I *had* to live in one of these places, it'd be Tristan da Cunha. What about you?

**Luke:** Well, if I'm honest, I'd hate to live in either place – I wouldn't be able to go clubbing! But if I had to choose, then I'd go for the island, I suppose. I could watch TV even if there's nothing else to do.

## Unit 12, Speaking focus, Activity 2

▶ 62

**Male:** I'd like to go there because the landscape is amazing. Would you go there if you could?

**Female:** No. It's pretty. It's too boring. It's too quiet.

**Male:** I'd go fishing in the lake because I'm sure there are lots of great fish there. And I'm into photography so I'd take loads of photos.

**Female:** Fishing is too boring. Cities are more interesting. There are more things to do. They're more comfortable.

**Male:** Yes, and there's a lot more entertainment. But I can take better photos in a place like this, especially of the wildlife.

**Female:** I've never lived in the country. I grew up in the city. It's more interesting.

## Unit 12, Vocabulary focus, Activity 2

▶ 63

**Ruby:** My family loves skiing so I've been skiing almost as long as I've been walking. I trained to be an instructor in my early 20s but I soon wanted something more challenging. That's when I tried extreme skiing. A helicopter takes us high up into the mountain and we ski down from there. It's possibly the most dangerous sport you can do because fresh snow moves quickly and without warning, so you can soon find yourself pushed towards rocks, trees and cliffs – or worse, buried under the snow. It's not something that people should do unless they're very experienced skiers.

**Zac:** I've always been a keen cyclist. I competed in lots of road races as a teenager and trained hard but unfortunately just wasn't good enough to be professional. Then I got a mountain bike for my 19<sup>th</sup> birthday and I gave mountain biking a go. It's a fantastic sport. If you cycle sensibly and wear the correct clothing, then injuries aren't usually very serious. However, anyone who's taken part in downhill mountain biking knows that one tiny mistake can have a very serious result.



**Clare:** A few years ago, I realised I needed to improve my fitness so I got into walking. I'm not talking about the kind of walking families do on a Sunday afternoon. I'm talking about extreme walking across some of the most dangerous mountain paths you can possibly find. Some of the paths are wide, some are narrower than your foot. Beginners need to practise using safety equipment and ropes before they try any of the paths. And if you're afraid of heights, I'd recommend a different sport!

**Lee:** Growing up on the coast, I've been a surfer since I was a kid but around five years ago, I went on a beach holiday with friends who were into big wave surfing. I **joined in** with them, just to see what it was like, and loved it! You have to deal with huge waves so it's extremely dangerous, especially at first when you're not very experienced. My advice is to **keep practising** and have experienced surfers around to help you at all times. This is what I did and I actually **won a prize** for the best newcomer in a competition I entered last year.

## Unit 12, Vocabulary focus, Activity 8

### ▶ 64

**Speaker 1:** I enjoyed doing the long jump at school, but I absolutely hated the high jump. I used to pretend I had an injury so I didn't have to do it!

**Speaker 2:** I try not to get nervous before an important match, because if I do, I can't hold my racket properly and the ball doesn't hit the wall in the right place.

**Speaker 3:** We scored two goals in the final and won the gold medal. It was the best day of my life!

**Speaker 4:** I hit the ball, dropped the bat and ran as fast as I could to get a home run.

**Speaker 5:** It's a wonderfully slow, relaxing activity that helps you to breathe properly.

**Speaker 6:** The wind was against us for most of the course but by the time we could see the finish line, we were racing along!



	Pages	Title	Topic	Exam link
<b>1A</b>	132, 145	Who's your friend?	question forms, vocabulary for describing people	Speaking Parts 2 and 4
<b>1B</b>	132, 146	The main idea	paragraph organisation	Writing Part 3
<b>2A</b>	133, 147	What's really happening?	modals of possibility	Speaking Part 3
<b>2B</b>	133, 148	Beginnings and endings	organising and developing a story	Writing Part 3
<b>3A</b>	133, 149	-ing and infinitive dominoes	-ing forms and infinitives	
<b>3B</b>	134, 150	Rules for life	modals of obligation	
<b>4A</b>	135, 151	Liar, liar!	Present perfect and Past simple; talking about personal experiences	Speaking Part 4
<b>4B</b>	135, 152	Don't you agree?	agreeing and disagreeing; town and city vocabulary	Speaking Part 2
<b>5A</b>	136, 153	Just a minute!	speaking fluency	Speaking Part 3
<b>5B</b>	136, 154	Pet sitters	collaborative reading; matching	Reading Part 2
<b>6A</b>	137, 156	Preposition race	prepositional phrases	
<b>6B</b>	137, 158	Great minds think alike	Past perfect simple and Past simple	Writing Parts 2 and 3
<b>7A</b>	138, 159	Articles and quantifiers Chinese chequers	articles and quantifiers	
<b>7B</b>	138, 160	Agony aunts	giving advice	
<b>8A</b>	139, 161	Meet up	coming to an agreement; vocabulary for entertainment	Speaking Part 2
<b>8B</b>	139, 162	Scoop!	reported speech	Writing Parts 1 and 3
<b>9A</b>	140, 163	The world's greatest invention	describing an object; modals of ability	
<b>9B</b>	140, 164	You give the clues!	relative clauses	
<b>10A</b>	141, 165	Gold and diamonds	passive voice	Writing Parts 2 and 3
<b>10B</b>	142, 166	Where's Walter?	reading for gist; <i>get/have something done</i>	
<b>11A</b>	142, 167	Holiday of a lifetime	asking for information, negotiating and persuading	Speaking Part 2
<b>11B</b>	143, 169	Make a date	coming to an agreement; future forms	
<b>12A</b>	143, 170	If only ...	speculating; first and second conditionals	
<b>12B</b>	144, 171	The worst day of my life!	writing a story	Writing Part 3



# Teaching notes

## IA Who's your friend?

### Aim

to practise question forms and review vocabulary for describing people

### Exam link

Speaking: Simulated situation (Part 2) and general conversation (Part 4)

### Activity type

describing people and drawing people from descriptions other students give

### Classroom dynamics

pairwork

### Time taken

20 minutes

### When to use

after Vocabulary focus Activity 5 on page 9

### Preparation

Make one copy of the activity for each pair of students in your class. Cut into two sections (Student A and Student B). Students will also need paper and something to draw with.

### Procedure

- 1 Divide your class into pairs.
- 2 Explain to students that you are going to give them a handout but they must not show it to their partner.
- 3 Give each student a Student A or Student B paper.
- 4 Student A should go first. They need to describe their first picture to Student B in detail. Student B has to draw what they hear. Student B can ask follow-up questions (e.g. *What kind of beard does he have? Is it long or short?*).
- 5 Students continue to take it in turns to describe and draw until they have completed all four pictures.
- 6 Students can compare their pictures with the originals and choose the one they think looks most similar.
- 7 Students could finish by voting for the best drawing in the class.

## IB The main idea

### Aim

to practise paragraph organisation

### Exam link

Writing: Longer piece of continuous writing (Part 3)

### Activity type

matching topic sentences to paragraphs and developing a paragraph

### Classroom dynamics

groups of four + pairwork

### Time taken

30 minutes

### When to use

after Writing focus Activity 6 on page 13

### Preparation

Make one copy of the activity for each group of four students in your class and cut into two sections. Cut the second section into cards (so you have one list of topic sentences and six paragraph cards per sheet).

### Procedure

- 1 Divide your class into groups of four.
- 2 Give each group a list of topic sentences and a set of paragraphs. The paragraphs should be placed face down on the desk(s).
- 3 Explain that students should take turns to choose a paragraph to read aloud. While they read, the others in the group decide which topic sentence best matches the paragraph. Explain that there are two more topic sentences than paragraphs.
- 4 When students have completed the matching activity, ask them to work in pairs. They should choose one of the two remaining topic sentences and continue the paragraph with their own ideas.
- 5 Ask students to read their paragraphs to the class and get the class to choose their favourites.

### Answer key

1 E 2 A 3 – 4 F 5 – 6 D 7 B 8 C



## 2A What's really happening?

### Aim

to practise modals of possibility

### Exam link

Speaking: Extended turn (Part 3)

### Activity type

describing pictures and speculating

### Classroom dynamics

groups of three–four

### Time taken

20 minutes

### When to use

after Grammar focus Activity 5 on page 20

### Preparation

Make one copy of the activity for each group of three to four students in your class and cut into cards.

### Procedure

- 1 On the board, quickly draw some lettuce. Don't worry if it doesn't look realistic – it shouldn't be too clear. Ask students to guess what it is and use this opportunity to review the target language of modals of possibility (*it must be ... , it can't be ... , it could be ... , it might be ...*).
- 2 Divide your class into groups of three or four. Explain that you are going to give them some partial pictures but that what's happening is not as obvious as it seems. Give students the four partial pictures and ask them to work in their groups and guess what might be happening. Tell them they should come up with three possible scenarios for each picture. Encourage them to be creative with their suggestions!
- 3 Ask groups to tell the class their ideas and discuss as a class which are the most likely.
- 4 Now give students the full pictures. See who came closest to the pictures in their suggestions.

## 2B Beginnings and endings

### Aim

to practise organising and developing a story

### Exam link

Writing: Longer piece of continuous writing (Part 3)

### Activity type

matching beginnings and endings of stories, then writing the middle paragraph of a story

### Classroom dynamics

groups of four + pairwork

### Time taken

15–25 minutes

### When to use

after Writing focus Activity 4 on page 21

### Preparation

Make one copy of the activity for each group of four students in your class and cut into cards.

### Procedure

- 1 Divide your class into groups of four and give each group a set of cards.
- 2 Explain to students that they have five story titles (1–5), five story beginnings (A–E) and five story endings (i–v). Ask them to work in their groups and match each title to its beginning and ending.
- 3 Check answers, then divide your class into pairs. In their pairs, students choose one of the stories and write the middle paragraphs.
- 4 Put the middle paragraphs up around the room. Students can read them and try to match them to their titles. Students could also vote for their favourites.

### Answer key

1 E, ii 2 C, iii 3 A, v 4 D, i 5 B, iv

## 3A -ing and infinitive dominoes

### Aim

to practise -ing forms and infinitives

### Exam link

none

### Activity type

playing a game of dominoes by matching sentence beginnings and endings

### Classroom dynamics

pairwork + groups of four

### Time taken

15 minutes



## When to use

after Grammar focus Activity 5 on page 27

## Preparation

Make one copy of the activity for each group of four students in your class and cut into 24 cards. Students will also need pens or pencils.

## Procedure

- 1 Divide your class into pairs and tell them they will work with their partner as a team. Put pairs together into groups of four.
- 2 Give each group a set of cards, face down. Students divide the cards equally between the two teams.
- 3 Explain that the cards contain sentence beginnings and endings, using *-ing* forms and infinitives, and that students are going to use them to play a game. They will do this as follows:
  - The team that is going first puts one of their cards on the table, face up.
  - The other team sees if they have a sentence beginning or ending on one of their cards that fits with the card on the table. They add a domino if they can.
  - The teams decide together if the completed sentence is correct and makes sense. Be prepared to step in and resolve disputes.
  - If students have a domino with a blank space, they can complete it with their own ideas if none of their dominoes are suitable.
  - If students cannot complete a sentence, they miss a turn.
  - Play continues until one team has used all its dominoes.
- 4 As an extension activity, students could work in pairs and take it in turns to read one of the sentence beginnings on the dominoes. Their partner must provide a suitable ending.

## 3B Rules for life

### Aim

to practise modals of obligation

### Exam link

none

### Activity type

playing a board game in which students practise modals of obligation

## Classroom dynamics

groups of three–five

## Time taken

15 minutes

## When to use

after Grammar focus Activity 5 on page 30

## Preparation

Make one copy of the activity for each group of three to five students in your class. You will also need dice (one per group) and counters (one per student).

## Procedure

- 1 As a lead in, ask students to think of the best piece of advice a parent or teacher has ever given them. Get them to share their ideas with the class. Briefly review the modals of obligation *must/mustn't* and *should/shouldn't*.
- 2 Divide your class into groups of between three and five students and give each group a copy of the activity. Make sure each group also has a die and a set of counters.
- 4 Explain that there are four categories of advice on the board: *Friendship*, *Work*, *Happiness* and *Learning*. The aim of the game is for students to make their way round the board and collect four different 'rules for life', one from each category. Students do this as follows:
  - Players take it in turns to roll the die and move forward.
  - When they land on a square, they add a modal of obligation and other words as necessary to complete the rule and make it true for them. They explain to the other players what the rule means to them, or why they think it is true. That rule is then theirs and cannot be 'claimed' by any other players.
  - If players land on a blank square, they can make up their own rule. They must make sure that the rule belongs to the correct category (*Friendship*, *Work*, etc.).
  - As players collect rules, they write them down and note the category. If players reach the end of the board without collecting a rule from all four categories, they can return to the beginning and start again.
  - The winner is the first player to collect a rule from all four categories.



## 4A Liar, liar!

### Aim

to review the Present perfect and Past simple; to practise talking about personal experiences

### Exam link

Speaking: General conversation (Part 4)

### Activity type

playing a guessing game in which students ask questions and describe past experiences

### Classroom dynamics

groups of four–six

### Time taken

25 minutes

### When to use

after Grammar focus Activity 7 on page 34

### Preparation

Make one copy of the activity for each group of four to six students in your class and cut into two sections.

### Procedure

- 1 Divide your class into groups of between four and six students and ask each group to divide into two teams (Team A and Team B).
- 2 Give each team a Team A or Team B paper. Explain that some of the statements will be true for them and some will not. Tell them that they should decide within their teams which statements they are going to talk about, and be prepared to convince the other team that each of the statements they have chosen is true for them, even if it is not. Briefly review the use of the Present perfect to talk about experiences and the Past simple to give more information.
- 3 Students work together in their teams to prepare their stories. Monitor and help as necessary.
- 4 The first student from Team A reads out one of their statements and says that it is true. Students from Team B can ask up to three follow-up questions to try to find out if the statement is really true. Team B then must decide if the student from Team A is lying or telling the truth. If they guess correctly, they get a point.
- 5 Play continues, with students from Team A and Team B taking turns to read out their statements. The winning team is the team with the most points.
- 6 As an extension activity, students might like to make up their own statements and play the game again.

## 4B Don't you agree?

### Aim

to practise expressing agreement and disagreement; to review town and city vocabulary

### Exam link

Speaking: Simulated situation (Part 2)

### Activity type

completing a conversation using the correct sentences

### Classroom dynamics

pairwork

### Time taken

20 minutes

### When to use

after Vocabulary Focus Activity 7 on page 38

### Preparation

Make one copy of the activity for each pair of students in your class. Cut into three sections (the gapped conversation, the Student A card and the Student B card).

### Procedure

- 1 Divide your class into pairs and give each pair a copy of the gapped conversation. Explain that two people are trying to agree on how to organise a charity fun run but some of the sentences are missing.
- 2 In their pairs, students should read through the sentences and briefly discuss the kind of information that might go in the gaps.
- 3 Give each pair of students a Student A and Student B card and ask them to look at their sentences. They should not show their sentences to their partner.
- 4 Students choose sentences from their list to complete the conversation, paying attention to whether each sentence expresses agreement or disagreement. When the gap is preceded by (A), Student A chooses a sentence from their list and Student B writes it into the gap. When the gap is preceded by (B), Student B chooses a sentence from their list and Student A writes it into the gap.
- 5 Check answers by asking a pair of students to read out the completed conversation.
- 6 As an extension activity, ask pairs to plan a charity fun run or similar event in their own town. They need to agree on the day, month, location, refreshments and entertainment for the event.

### Answer key

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



## 5A Just a minute!

### Aim

to develop fluency

### Exam link

Speaking: Extended turn (Part 3)

### Activity type

playing a board game involving talking about different topics for one minute

### Classroom dynamics

pairwork or small groups

### Time taken

25 minutes

### When to use

after Vocabulary and Speaking focus Activity 13 on page 43

### Preparation

Make one copy of the activity for each pair or small group of students in your class. You will also need dice (one per group) and counters (one per student).

### Procedure

- 1 Divide your class into pairs or small groups.
- 2 Give each pair/group a copy of the activity. Students play the game as follows:
  - Students take it in turns to roll their die and make their way around the board.
  - As they land on a square, they talk about that topic for one minute. Another student should watch the time and tell them when the minute is up.
  - Students get one point for every 15 seconds they are able to keep talking (a maximum of four points if they talk for a full minute). The winner is the student with the most points when they come to the end of the board.
- 3 If students finish early, they might like to go round the board a second time, hopefully landing on different squares.

## 5B Pet sitters

### Aim

to practise matching texts

### Exam link

Reading: Matching (Part 2)

### Activity type

a mingle activity involving finding information about different people and pets and matching people to their ideal pet

### Classroom dynamics

whole class

### Time taken

15 minutes

### When to use

after Reading focus Activity 4 on page 46

### Preparation

Make enough copies of the activity for each student in your class to have either a pet or pet owner card.

### Procedure

- 1 Choose eight students to be the pet shop owners. Put these eight students into pairs and give each pair two pet cards. Ask them to position themselves in different parts of the classroom. Tell them that they should find the ideal owner for each of their pets and write down the name of the student playing that role.
- 2 Give the remaining students a pet owner card each. If you have a large class, some students can have the same role card.
- 3 Tell the pet owners that they are going to visit the different pet shops and find their ideal pet. Explain that they should visit all the pet shops and find out about all the different pets before they make a choice. They should find a pet that meets all their needs.
- 4 Tell students that they should communicate by asking and answering questions, not showing each other their role cards.
- 5 Allow about five minutes for the pet owners to visit the different shops and discuss their needs.
- 6 Check answers with the class and ask students to explain their choices.

### Answer key

Suggested answers:

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



## 6A Preposition race

### Aim

to review prepositional phrases

### Exam link

none

### Activity type

playing a board game based on completing sentences with the correct prepositions

### Classroom dynamics

groups of four

### Time taken

15 minutes

### When to use

after Reading focus Activity 7 on page 51

### Preparation

Make one copy of both pages of the activity for each group of four students in your class. Cut the second page into cards. You will also need dice (one per group) and counters (one per student).

### Procedure

- 1 Divide your class into groups of four. Give each group a copy of the first page of the activity (the board), a set of cards, a die and four counters. Groups should place the questions face down on their desk. Each student should place a counter on one of the starting points on the board (A–D).
- 2 Students play the game as follows:
  - The group turns over the first question. Each question has a gap where a preposition should be. Each of the four students in the group individually decides which preposition is missing but they do not tell the other members of their group.
  - Students take it in turns to roll their die and move around the board. They try to land on the preposition that is missing from the gapped question. They can move up, down or across the board (but not diagonally).
  - When a student lands on the correct preposition for that question, they read out the question with the preposition in place. If the group agree that it is correct, the student can answer the question and then claim it as theirs.
  - The group then turns over another question and the above steps are repeated until the question has been claimed.

- If a player is already on the correct preposition when a new question is turned over, they can claim it immediately.
- Play continues until all the questions have been claimed.
- The winner is the student in each group with the most questions at the end.

### Answer key

1 on 2 at 3 at 4 with 5 of 6 on 7 at 8 up  
9 after 10 in 11 in 12 up 13 in 14 on 15 in  
16 with

## 6B Great minds think alike

### Aim

to review the Past perfect simple and Past simple

### Exam link

Writing: Short communicative message, longer piece of continuous writing (Parts 2 and 3)

### Activity type

playing a game based on sentence completion

### Classroom dynamics

groups of eight

### Time taken

25 minutes

### When to use

after Grammar focus Activity 5 on page 56

### Preparation

Make one copy of the activity for each group of eight students in your class and cut into cards.

### Procedure

- 1 Tell students that you are going to give them the first half of a sentence and that you want them to 'read your mind' and finish the sentence.
- 2 Read aloud: *I didn't do my homework this morning because I'd already ...*. Ask students to write down what they think is your answer. When they've all finished, ask them to share their answers. Provided you choose something general, for example, *... done it the night before*, there should be some students who have written the same ending.
- 3 Explain to students that they are going to play a game in which they try to guess what their team mates have written.



- 4 Divide your class into groups of eight and ask each group to divide into teams of four (Team A and Team B).
- 5 Give each team a set of Team A or Team B cards and ask students to take one each. Tell them to complete their sentences with their own ideas, trying to think of endings that their team mates will be able to guess.
- 6 In their groups, students play the game as follows:
  - Student A from Team A reads one of his/her sentence beginnings. The other members of Team A try to guess the ending. The team gets two points for a complete match and one point for a partial match.
  - Student A from Team B then reads one of his/her sentences and members of Team B try to guess the ending.
  - Play continues with Student B from Team A, Student B from Team B, etc., until all the sentences have been read.
  - The winning team is the team with the most points.

## 7A Articles and quantifiers Chinese chequers

### Aim

to review uses of articles and quantifiers

### Exam link

none

### Activity type

playing a Chinese chequers board game to practise articles and quantifiers

### Classroom dynamics

groups of three

### Time taken

15 minutes

### When to use

after Grammar focus Activity 5 on page 66

### Preparation

Make one copy of the activity for each group of three students in your class. You will also need dice (one per group) and counters (one per student).

### Procedure

- 1 Divide your class into groups of three and give each group a copy of the activity.

- 2 Ask students to put their three counters on one of the 'Start' edges of the board. Explain that the aim of the game is for them to get all three of their counters to the opposite edge of the board by moving one space at a time. They will do this as follows:
  - Players take it in turns to throw the die. They look at the number they have rolled and use the chart below the board to decide which article or quantifier they must use (1 = *a*, 2 = *an*, 3 = *the*, etc.).
  - They move one of their counters one space only onto a suitable noun and make a sentence. If the sentence is correct, they stay on that noun. If the sentence is not correct, they move back to their previous position.
  - Players can move any of their three counters at any time. They can't jump over a circle and they can't land on a circle if there is already a counter there. They can move in any direction but the aim is to get to their opposite side of the board.
  - If a student cannot find a noun to use with a particular article or quantifier, they miss a turn.
  - A lot of the words on the board can be used with more than one article/quantifier. The same word can be used with different articles/quantifiers by different players, as long as the sentence they make is correct.
  - The winner is the first player to reach their opposite side of the board.

## 7B Agony aunts

### Aim

to practise giving advice

### Exam link

none

### Activity type

mingle

### Classroom dynamics

whole class or two groups

### Time taken

20 minutes

### When to use

after Writing focus Activity 7 on page 67

### Preparation

Make one copy of the activity for every 16 students in your class and cut into cards. If you have more than 16 students in your class, some students will have identical cards. You might prefer to divide your class into two groups and make a copy of the activity for each group.



## Procedure

- 1 Tell students that you have a problem (e.g. you have to do an act for the school end of term talent show) and ask them to give you some advice. Use their suggestions to prompt language for giving advice (*You should ...*, *Why don't you ...*, *You could ...*) and write it on the board.
- 2 Give each student a card with a problem on it. Explain that they have to go around the class, or around their group, collecting as much advice as possible from different students. Tell them to write down the advice they are given. If a student gives them a piece of advice they have already been given, that student needs to think of a new piece of advice.
- 3 Stop the mingle after ten minutes. Ask each student to tell the class their problem and the best piece of advice they were given.
- 4 As an extension activity, students might like to think of their own problems and repeat the activity.

## 8A Meet up

### Aim

to practise coming to an agreement; to practise and extend vocabulary for entertainment

### Exam link

Speaking: Simulated situation (Part 2)

### Activity type

a discussion in pairs, then negotiating and coming to an agreement in small groups

### Classroom dynamics

pairwork + small groups

### Time taken

25 minutes

### When to use

after Vocabulary and Speaking focus Activity 4 on page 69

### Preparation

Make enough copies of the activity so there is one role card for each student in your class. For the top part of the activity (the leaflet), you will need one copy for each pair of students in your class.

## Procedure

- 1 Divide your class into pairs.
- 2 Give each pair a copy of the top part of the activity (the *Things to do in Hollywood* leaflet). Ask them to read about the activities and discuss which they think look most interesting and why.

- 3 Explain to students that they are going to plan a three-day visit to Hollywood and must agree in their groups which activities to do.
- 4 Divide your class into groups of up to five students and give each student one role card. Allow students time to read the information on their card, then deal with any vocabulary issues.
- 5 Students work in their groups to discuss and agree what they will do for their three days in Hollywood. Explain that they must come to an agreement. There must be something in their plans to please each person in the group.
- 6 Ask each group to tell the class what they have agreed.
- 7 As a follow-up activity, ask students to decide what activities would be good for each of the people in the role play in their own town. Alternatively, students could plan their own three-day trip to Hollywood based on their own interests.

## 8B Scoop!

### Aim

to practise reported speech

### Exam link

Writing: Sentence transformations, longer piece of continuous writing (Parts 1 and 3)

### Activity type

a mingle activity, followed by pairwork writing to practise reported speech

### Classroom dynamics

whole class + pairwork

### Time taken

25 minutes

### When to use

after Grammar focus Activity 10 on page 74

### Preparation

Make enough copies of the activity so there is one role card for each student in your class and cut into cards. If you have more than 16 students in your class, some of the cards can be repeated. Alternatively, divide your class into two groups and make a copy of the cards for each group.

## Procedure

- 1 Explain to the students that journalists have heard some stories about Melissa Green, a famous British movie star. They are not sure if the stories are true and want to find out.



- 2 Divide your class into two groups. Explain that half the class are journalists and the other half are people who know Melissa. Give out the role cards. You don't have to use all of the cards, but make sure you give out the following cards: *Journalist 3, Melissa's co-star, A member of Melissa's family.*
- 3 Ask students to move around the classroom and share what they know about Melissa by asking and answering questions. Tell them that they should try to find out as much information as they can. The journalists should talk to as many people as possible and try to find out if the story they have heard is true.
- 4 Stop the mingle activity after ten minutes. Put students into pairs, with one journalist and one friend/co-worker/relative of Melissa's in each pair. Students work in their pairs to write a report on the journalist's story, reporting what Melissa's friends told them and deciding whether the story is true or not.
- 5 Ask students to read out their reports to the class. As a class, discuss which story is true.

### Answer key

The true story is that the star had recently been warned by the police after speeding in her car. Both her co-star and family member confirmed this.

## 9A The world's greatest invention

### Aim

to practise describing an object and using modals of ability

### Exam link

none

### Activity type

writing a paragraph, then matching descriptions to objects

### Classroom dynamics

pairwork

### Time taken

25 minutes

### When to use

after Speaking and Grammar focus Activity 13 on page 79

### Preparation

Make one copy of the activity and cut into cards.

## Procedure

- 1 Write on the board: *pocket calculator (1971)*. Underneath, write the following prompts:
  - *With this object, you can...*
  - *Before this invention, you couldn't...*
  - *Without this, you wouldn't be able to...*
- 2 Ask students to complete one of the sentences, explaining why this invention was important. Explain to students that they are going to look at some important inventions and decide which is the most important.
- 3 Divide your class students into pairs and give each pair one of the cards (you may not need all of the cards). Tell them that you want them to write a paragraph explaining why this object is the world's greatest invention. Tell them they must not mention the name of the object but they can say when it was invented. Monitor and help while students are working.
- 4 When students have finished their paragraphs, collect them and number them, then pin them up around the classroom. Write a list of all the objects on the board and make sure students understand all the words.
- 5 In their pairs, students walk around the classroom and try to match the paragraphs to the objects on the board. Check answers and see who guessed the most objects correctly.
- 6 As an extension, students could vote on the object from the list that they think is the world's greatest invention.

## 9B You give the clues!

### Aim

to practise relative clauses

### Exam link

none

### Activity type

writing clues for words and completing a crossword

### Classroom dynamics

pairwork

### Time taken

20 minutes

### When to use

after Grammar focus Activity 5 on page 83

### Preparation

Make one copy of the activity sheet for each pair of students in your class and cut into two sections.



## Procedure

- 1 Divide your class into two groups (A students and B students) and give each student a Student A or Student B crossword. Explain that they each have a crossword with half the answers filled in. They are going to write clues for the words in their crossword and then work in pairs to share their clues and guess the missing words in their crossword.
- 2 Put students into A–A and B–B pairs and ask them to prepare clues for the words in their crossword. Elicit a few examples of clues from the class (e.g. *Chair: it's something that you sit on. Doctor: it's someone who helps people who are ill.*). Monitor and help while students are working, making sure that their clues are accurate and understandable. Encourage them to use relative clauses where possible.
- 3 When students have prepared their clues, put them into A–B pairs. Tell them that they should take turns to ask for a clue (e.g. *What's 5 down? What's 3 across?*). They should try to guess the answers and complete their crossword. If students are unsure of the task, ask a confident pair to demonstrate by asking for a clue, reading it out and guessing the word.
- 4 Students can check their answers by comparing their crossword with their partner's.

## 10A Gold and diamonds

### Aim

to practise the passive voice

### Exam link

Writing: Short communicative message, longer piece of continuous writing (Parts 2 and 3)

### Activity type

matching and ordering pictures to show a process, then describing the process using the passive voice

### Classroom dynamics

pairwork + groups of four

### Time taken

15 minutes

### When to use

after Listening and Grammar focus Activity 12 on page 87

### Preparation

Make one copy of the activity for each group of four students in your class and cut into cards.

## Procedure

- 1 Divide your class into pairs. Tell students that they are going to learn about and describe a process using the passive voice. As an example, elicit a familiar process from the class, e.g. making paper or coffee.
- 2 Write the names of the two processes from the activity sheet on the board (*Making gold from rubbish* and *Finding diamonds in the sand*). Give half the pairs a set of cards for *Making gold from rubbish* and the other half a set of cards for *Finding diamonds in the sand*. Ask students to look at the pictures and prompts they have been given and decide which of the processes on the board they show.
- 3 Tell students to then match the prompts with the pictures and put them in order to show the whole process. Monitor and help while students are working, checking that they have correctly matched the pictures and prompts, and that they have put them in the correct order.
- 4 Ask students to use the pictures and prompts to write a description of their process. Remind them to use the passive voice.
- 5 Now put students into groups of four, putting together pairs who have described different processes. Students work in their groups to describe their processes to each other.
- 6 With the class, discuss which of the processes seems the most difficult, the most expensive and the most interesting. You might like to point out that a tonne of gold in rocks from mines produces about 5 g of gold but a tonne of waste mobile phones produces a huge 150 g gold, 100 kg of copper and 3 kg of silver! As most of the diamond mines are now getting empty, sea beds, where rivers flow into the ocean, have up to ten times as many diamonds as the rocks further up the river.

### Answer key

#### Making gold from rubbish

Old mobile phones are collected from the rubbish dumps. The metal parts are removed, then a mix of strong chemicals is added to the metal. The liquids are removed and then the mixture is heated for 20 minutes. The gold is left at the bottom of the pot.

#### Finding diamonds in the sand

Sand and rocks are dug up from land near the sea. The rocks are weighed to find the heaviest, and the heaviest rocks are checked by hand to see if they contain diamonds. The diamonds are removed from the rocks, then cut into shapes. The diamonds are then sold to jewellery designers.



## 10B Where's Walter?

### Aim

to practise reading for gist and using *get/have something done*

### Exam link

none

### Activity type

reading and matching Facebook posts with a to-do list, then describing activities using *get/have something done*

### Classroom dynamics

pairwork

### Time taken

15 minutes

### When to use

after Grammar focus Activity 7 on page 89

### Preparation

Make one copy of the activity for each pair of students in your class and cut into two sections. Cut the second section into cards.

### Procedure

- 1 Write the following 'Facebook post' on the board: *Ouch! I'm in so much pain – is it worth it to have smooth legs? Ask: What was the person having done when they sent this message? (They were getting their legs waxed.)*
- 2 Divide your class into pairs. Give each pair a copy of Walter's to-do list and a set of Facebook posts. Explain to students that Walter has made a series of posts on Facebook and they have to look at the clues in each post to decide what Walter was having done when he made the post.
- 3 When students have completed the matching task, elicit the answers by asking students in turn to read out the posts and say what Walter was having done when he made each one. Encourage students to use *have/get something done* in their answers. When you have checked all the answers, ask: *What do you think Walter was preparing for that day?*
- 4 As an extension activity, ask students to write a reply to one of Walter's posts.

### Answer key

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

Walter was planning to propose to his girlfriend that evening.

## 11A Holiday of a lifetime

### Aim

to practise asking for information, negotiating and persuading

### Exam link

Speaking: Simulated situation (Part 2)

### Activity type

negotiating and agreeing on holiday destinations

### Classroom dynamics

whole class + pairwork

### Time taken

25 minutes

### When to use

after Vocabulary focus Activity 4 on page 98

### Preparation

Make one copy of the first page of the activity and cut into cards. Make one copy of the second page for each pair of tourists in your class (see *Procedure* below).

### Procedure

- 1 Divide your class into two groups. Explain that half the class will be travel agents and the other half will be tourists. Put the travel agents into six pairs or groups and give each pair/group one destination card from the first page of the activity. In a small class, if you have only six students as travel agents, give them one card each. Tell the travel agents that they must try to sell their holiday by persuading as many people as possible to go to their destination. Allow them a few minutes to prepare their ideas. Tell them they can add to the information on the card with their own ideas.
- 2 Meanwhile, put the remainder of the class in pairs and give each pair a copy of the second page of the activity. Tell them that they are tourists and that they are going to plan a holiday. Explain that they have a budget of £3,000 each to spend on their holiday. First they need to visit the different travel agents to find out about the various destinations they can choose from. Tell them that they should collect information and make notes on their sheets.
- 3 Spread the travel agents out around the classroom. Allow the tourists to move around the classroom, visiting the different travel agents and making notes.



- 4 When students have finished, send them back to their seats. Ask the travel agents to split up and join the pairs of tourists, making groups of three or four. Students now use their notes and decide together where they will go. Remind them that they can only spend up to £3,000.
- 5 Ask each group to tell the class where they have decided to go.
- 6 As an extension activity, students could design a poster advertising their trip. Students could then look at all the posters and decide which one they like best.

## **IIB** Make a date

### **Aim**

to practise coming to an agreement and future forms

### **Exam link**

none

### **Activity type**

a mingle activity, arranging to meet people and agreeing times and dates

### **Classroom dynamics**

whole class

### **Time taken**

20 minutes

### **When to use**

after Grammar focus Activity 5 on page 100

### **Preparation**

Make one copy of the activity for each student in your class and cut into two sections.

### **Procedure**

- 1 Give each student a copy of the first part of the worksheet (the diary). Tell them to imagine that they are all going to a holiday resort next week and there is a list of activities to sign up for but they need a friend to go with to each activity. Explain that the aim of the activity is to make arrangements with as many other students as possible, in order to fill as many of the spaces in the table as possible in a set time. They should fill in their table with each activity they are doing and the name of person they are doing it with. Students can only arrange one activity with any one classmate (in a small class, you could make this two activities).

- 2 Elicit some of the language that students will need for the activity and write it on the board. For example:
  - *Would you like to ... with me?*
  - *Yes, that would be great.*
  - *No, I'm afraid I'm already meeting X at that time.*
  - *Are you free on ...?*
  - *No, I'm sorry, I'm already going to ...*
  - *Will you come to ... with me?*
- 3 Now give each student a copy of the second part of the worksheet (the list of activities to sign up for). Allow students time to read it and deal with any vocabulary queries.
- 4 Allow students to mingle and make their arrangements. Monitor and encourage students to use the language on the board.
- 5 After a maximum of ten minutes, stop the activity and ask students to count up how many spaces they have filled in their tables. The winner is the student with the most completed spaces. Ask individual students questions about their plans using different future forms (e.g. *What are you doing on Thursday during the day? What are you going to do on Saturday evening?*). Encourage them to answer using the same forms.

## **I2A** If only ...

### **Aim**

to practise speculating and using the first and second conditionals

### **Exam link**

none

### **Activity type**

playing a board game which involves completing first and second conditional sentences

### **Classroom dynamics**

small groups

### **Time taken**

20 minutes

### **When to use**

after Grammar focus Activity 6 on page 108

### **Preparation**

Make one copy of the activity for each group of students in your class. You will also need dice (one per group) and counters (one per student).



## Procedure

- 1 Divide your class into small groups. Give each group a copy of the activity, a die and a set of counters.
- 2 Explain that they are going to play a board game as follows:
  - Students take it in turns to roll the die and move forward. Each time they land on a square, they have to complete the sentence and continue the idea for 30 seconds.
  - If they manage to speak for 30 seconds, they can stay on that square. If not, they have to go back two spaces.
  - Students cannot repeat the same sentence ending as another student who has already landed on a particular square.
  - Students can challenge the speaker if they think there is too much hesitation or repetition. The others in the group then decide if the challenge is accepted. If it is accepted, the player moves back two squares.
  - The winner is the first player to reach the 'Finish' square.
- 3 Allow students to play the game for about ten minutes, until most groups have a winner.
- 4 As an extension activity, students can choose three of the sentence beginnings on the board and write endings for them that are true for them. Students can then work in pairs to read their sentence endings to each other and try to guess which sentence beginnings they go with.

## Procedure

- 1 Write the title *The worst day of my life* on the board and tell students that they are going to write a story with this title but they are going to work together as a class to do it.
- 2 Give each student a copy of the activity and point out the structure of the story (*Introduction, Main paragraph and Conclusion*). Read out the first sentence beginning and ask students to complete it with their own ideas. When they have finished, ask them to pass the worksheet on to the student on their left.
- 3 The next student reads the story so far and completes the next sentence in their own words, starting with the prompt. Students continue completing and passing on their stories until the whole story has been completed.
- 4 Pin the stories around the class and ask students to read them and vote for their favourites.

## I2B The worst day of my life!

### Aim

to practise writing a story

### Exam link

Writing: Longer piece of continuous writing (Part 3)

### Activity type

collaborative story writing

### Classroom dynamics

whole class

### Time taken

25 minutes

### When to use

after Writing focus Activity 5 on page 111



### Preparation

Make one copy of the activity for each student in your class.





**Student A**

Do not show your pictures to your partner.

	
Dave	Shakira

**Student B**

Do not show your pictures to your partner.

	
Queenie	Ollie



### Topic sentences

- 1 My dad has an unusual name.
- 2 I have a lot of different neighbours.
- 3 My best friend is very important to me.
- 4 My brother is the person who is closest to me in my family.
- 5 My favourite subject at school has always been the same.
- 6 I don't know what job to do when I finish education.
- 7 You need a lot of qualities to be a good teacher.
- 8 I've changed a lot since I was young.



**A** Most of them are really friendly and cheerful. One of them is particularly generous. When my mum was away, she looked after me when I was younger. There's only one that's a bit strange: he never speaks to anyone on the street. I'm glad he's the only one.

**B** Clearly, it helps if you're organised and punctual but I don't think that's enough. You need to be talented and able to make people feel that they can do anything you ask them to do. It helps if you're good at explaining things, too.

**C** I was really shy when I was in primary school and that continued into secondary school. These days I'm a lot more confident with other people and I don't get so nervous in large groups.

**D** I think I'm quite independent and sometimes I think I'd like to have my own business. I definitely want to do something connected with computers and IT but I'm not sure if I'm talented enough yet. I might need to work a bit first to get some experience.

**E** It was given to him by my uncle. There was a cartoon cat called *Felix* and my uncle just loved it. When his younger brother was born, he asked my grandparents to call the new baby the same name. I think it really suits him.

**F** Because he's older than me, he's always looked after me. He's really clever and good at sports and that means he's very popular with everyone. I'm not jealous though. You can't be jealous of family! He's in a serious relationship at the moment with a really lovely girl. It's like having a sister!



## Partial pictures



## Full pictures





1 <b>A good friend</b>	2 <b>The lost treasure</b>
3 <b>A knock at the door</b>	4 <b>The interview</b>
5 <b>The airport</b>	



- A** I was at home on the farm. I've lived there since I was ten years old and nothing ever seems to happen there. I opened up and there was a stranger standing just outside. 'Can I help you?' I asked. I looked across the garden and saw that something was burning in a nearby field.
- B** It was raining when the taxi arrived. The plane was due to land at three o'clock and Mary didn't want to be late. After all, 50 years was a long time to wait to meet your long lost love! She straightened her clothes as she sat down in the back of the taxi and made herself comfortable for the hour-long journey. She hoped the plane wasn't early.
- C** He opened the envelope and inside was a map. It looked extremely old and the writing on it was in Arabic – or something like that. There was a strange round piece of metal, like a coin, but much too big, and a note with the map: 'From your Great Uncle Tobias.' He remembered hearing wild stories about Uncle Tobias' adventures when he was younger.
- D** Jenny looked in the mirror. 'This job is yours,' she said to herself, trying very hard to believe it. Two years after leaving university, she was still looking for that opportunity to show the world that she really was the best chemistry researcher in the country. Well, at least she looked smart and ready.
- E** It all began when I was sitting in the library one day. In those days I was quite shy and found it hard to talk to people. After starting university in a new town, I found myself miles from anyone I knew and loved. 'I'm going to spend the next four years at college alone,' I thought, sadly.



- i** 'Well, Miss Davis, it's all yours, welcome to the team!' She couldn't believe what she was hearing. 'Weren't you just a bit worried about my messy clothes?' she asked in disbelief. 'Oh, I'm sorry, my dear, I'm a little short-sighted. Was there a problem?' She smiled the biggest smile of her life. 'No, no problem at all,' she thought quietly to herself.
- ii** When everyone else left, John turned to me and said, 'I'm so glad I met you. I thought it was impossible to find anyone nice here!' I felt so much better. What happened to John? Well, he's still my best friend ten years later!
- iii** As he pushed the disc into the space, he heard a sound, like a lock moving. The door handle began to move. As he looked around the side of the door, he could hardly believe his eyes! In the room behind was a huge collection of gold and jewels.
- iv** As she sat in the car, she looked at the mess in front of her. There was a lorry lying across both sides of the road and there were already long queues of traffic. She gave a little cry. It was too late – it was impossible to make that meeting now.
- v** Without warning, there was a huge noise. Something exploded and the fire seemed to grow twice as big. It all seemed so hopeless. We sat down, not sure what to do next. Then I felt it. Just a few drops at first but then more and more. 'It's raining!' I shouted happily. We were saved!





to let me borrow his laptop.	Because the train was late, I decided	to walk home.	I filled up my car before
starting the journey.	Your dad's not going to be pleased	to see that phone bill!	Going to Australia from New York always involves
changing flights in Los Angeles.	When you get back from your trip, I can't wait	to hear all about it!	
	I started my report this week, and I expect	to complete the work next month.	I can never find anything because I keep
forgetting where I left my glasses.	My brother's worried, so I think it's important	to explain what's going to happen.	I have my driving test tomorrow, so I'm going to practise
parking before the big day.			My biggest mistake was that I never learnt
to swim when I was younger.	I'm really worried because I don't remember	locking the door before I left home.	My sister has offered
to pick us up from the station.	You have to turn lights off after	leaving a room.	
	Where are you going to choose	to go for your holiday?	Mia has promised
to come to the party.	Would you mind	helping me with this homework?	
	My dad was really nervous about	going on television.	For my mum's birthday, I've arranged
to take her to a musical.	I can't imagine	leaving my job and home to move abroad.	I was really mad when my brother refused



## Rules for life

START				
1 ... always be a team-player.	2 ... let others learn from you.	3 ... be positive about your future.	4 ... make small daily changes.	5 ... find time to be alone.
6 ... take care of relationships with people.	7	8 ... fail regularly.	9 ... share everything about your past.	10 ... let people know how hard you work.
11 ... say something bad about yourself.	12 ... learn twice as much as you think you need.	13 ... make others keep their promises.	14	15 ... give up when things aren't working.
16 ... let others decide your goals.	17	18 ... smile at people frequently.	19 ... plan every day beforehand.	20 ... read things you wouldn't normally read.
21 ... make yourself go out socially every week.	22 ... copy what other people are doing.	23 ... find time to exercise daily.	24	25 ... make others understand their mistakes.

## Key

	Friendship		Work		Happiness		Learning
--	------------	--	------	--	-----------	--	----------



## Team A

- 1 I've built a fire without matches.
- 2 I've read a book in one week.
- 3 I've forgotten someone's name at a party.
- 4 I've swum in a river or lake.
- 5 I've organised a party myself.
- 6 I've watched the sun come up over the sea.
- 7 I've held a snake.
- 8 I've walked to the top of a mountain.



## Team B

- 1 I've been to a major live sports event.
- 2 I've seen every *Harry Potter* film.
- 3 I've taken a dance class.
- 4 I've given a homeless person food or money.
- 5 I've cut my own hair.
- 6 I've started a conversation with a stranger.
- 7 I've kept a diary.
- 8 I've met someone famous.



The charity fun run is going to be a huge success, don't you agree?

- 1 (A) .....
- 2 (B) .....

I don't think it matters when we hold the run. We have such a mild climate year-round.

- 3 (B) .....
- 4 (A) .....

How about starting it near the old railway station? There are plenty of open spaces there.

- 5 (A) .....
- 6 (B) .....

Do you think we should choose somewhere close to public transport, then?

- 7 (A) .....
- 8 (B) .....

Let's have it on Sunday. More people are free to come and support then.

- 9 (B) .....
- 10 (A) .....

What do you think we should do about food and drink for the runners?

- 11 (B) .....
- 12 (A) .....



**Student A**

(Do not show your sentences to Student B.)

- a That's true. Why don't we go for one of the drier months, like June or July?
- b I'm not so sure. It depends how well we organise it.
- c That's a good idea but it'd be expensive. I think we should just get the people who work in the local shops and cafés to help out.
- d Definitely! We want people coming in on buses rather than cars, don't you agree?
- e No way! That's in the middle of nowhere – nobody will find it.
- f That'd be great. We could get people running down the streets as well as in the parks.

**Student B**

(Do not show your sentences to Student A.)

- g How about paying people to hand out bottles of water and snacks?
- h Actually, I disagree. There's usually a lot of rain in May.
- i I guess you're right. Maybe we'll get more people if we chose a livelier neighbourhood than that.
- j I do. And I also think we can get some support if we have it near the local shops.
- k I see your point, but that's why we're meeting today – to discuss what to do.
- l Perfect. We might even be able to close off some roads that day.



<b>1</b> the oldest member of your family	<b>2</b> your favourite way of communicating	<b>3</b> the clothes you liked when you were younger	<b>4</b> the food you dislike the most	<b>5</b> the best photo you have taken on holiday
<b>6</b> the most interesting part of the town you live in	<b>7</b> the clothes you like best	<b>8</b> the place where you usually buy food	<b>9</b> the problems in towns today compared to 50 years ago	<b>10</b> a photo you have in your house
<b>11</b> the person you're most similar to in your family	<b>12</b> good table manners in your country	<b>13</b> your best friend	<b>14</b> the sport you most like watching or playing	<b>15</b> rules for dressing and meeting people in your country
<b>16</b> the meal you like best	<b>17</b> the green spaces in your town now compared to 50 years ago	<b>18</b> the kind of clothes you dislike wearing most	<b>19</b> the rules your parents had in the home compared to your own rules	<b>20</b> the best place to eat out in your town
<b>21</b> the most memorable photo you've seen in a newspaper	<b>22</b> the things you like best about your town	<b>23</b> an important person in your town	<b>24</b> the rules for dressing for weddings in your country	<b>25</b> the food your grandparents cooked compared to the food you cook
<b>26</b> the clothes you parents wear compared to the clothes you wear	<b>27</b> the person you think is the most interesting to watch on television	<b>28</b> a photo you took yourself	<b>29</b> a city you have visited on holiday compared to your home town	<b>30</b> the kindest thing someone has done for you



**1****Name:** Fluffy**Type of animal:** rabbit

Likes plenty of attention and would like a house in the country with plenty of space in the garden to dig.

**2****Name:** Bubbles**Type of animal:** goldfish

Likes city views from his bowl and time to swim quietly alone, preferably in a nice sunny place.

**3****Name:** Tabbs**Type of animal:** cat

Likes sitting in front of warm fires watching television. Likes adult company but isn't keen on large families with children.

**4****Name:** Winston**Type of animal:** dog

Likes long walks and being with other animals – of any kind. Enjoys working and learning new things.

**5****Name:** Sid**Type of animal:** snake

Likes hiding in dark corners and catching mice.

**6****Name:** Tiny**Type of animal:** mouse

Likes being with people day and night, especially children. Likes eating cakes and biscuits.

**7****Name:** Sebastian**Type of animal:** parrot

Likes classical music and developing his knowledge of languages. Dislikes the smell of meat.

**8****Name:** Smiler**Type of animal:** crocodile

Likes younger people, discos and lively atmospheres. Would like somewhere to swim.



**A****Job:** a translator for the UN

You live with your partner, a professional violinist, next to the music college.

Everyone in your home is a strict vegetarian. You want an animal that doesn't eat meat.

**B****Job:** retired

You live alone in a small cottage with open fires in every room. You spend a lot of time at home, alone, watching television because you can't get out much. You want a pet to keep you company.

**C****Job:** banker

You live in a modern apartment with floor to ceiling windows on the 50th floor. You need an independent animal that needs very little care because you work long hours.

**D****Job:** farmer

You live on a farm with 30 cows, 40 sheep, 6 pigs, a cat and 10 rabbits.

You want an animal to come with you as you walk around the farm, especially when you have to move the sheep into different fields.

**E****Job:** rock star

You live in a huge house in the countryside, with an indoor and outdoor pool. You love throwing parties for all your rich friends. You want an unusual pet to go with your unusual lifestyle.

**F****Job:** full-time parent

You share your house with your partner and four children. You have a huge garden at the top of a hill in the countryside. Your children would like a cuddly animal to play with.

**G****Job:** gardener

You live in a rather dark house in the woods, which is a bit lonely but warm and comfortable. You would like an animal that would sort out your problem with mice.

**H****Job:** retired

You live in a family home next door to your five grandchildren, who you often look after. You want an animal to keep you company after the grandchildren leave. You enjoy home baking.



A START HERE						B START HERE
at			after	up	on	out
on	up	in			of	
	with	on	at	in	out	in
out		up		with	on	
up	of	at	of	after		up
		with	out			at
on	out	after	at	in	up	with
C START HERE						D START HERE





- 1 Is there anything ..... sale in the nearest shopping centre at the moment?
- 2 Do you like horror films ..... all?
- 3 Where do you like to hang out ..... the weekend?
- 4 Do you get along really well ..... your grandparents?
- 5 What kind of things get cancelled because ..... bad weather?
- 6 Do you always arrive ..... time for appointments?
- 7 How did you feel about studying English ..... first?
- 8 Do you like having a(n) ..... to date mobile phone?
- 9 Do you look ..... your health properly?
- 10 Do you always leave yourself plenty of time or are you often ..... a hurry?
- 11 Do you prefer movies where everything's happy ..... the end?
- 12 Would you like to climb ..... a very high mountain?
- 13 Do you usually take an umbrella with you ..... case it rains?
- 14 Do you prefer silence or listening to music when phone companies put you ..... hold?
- 15 Do you always try to wear clothes that are ..... fashion?
- 16 Do your friends often get angry ..... you?



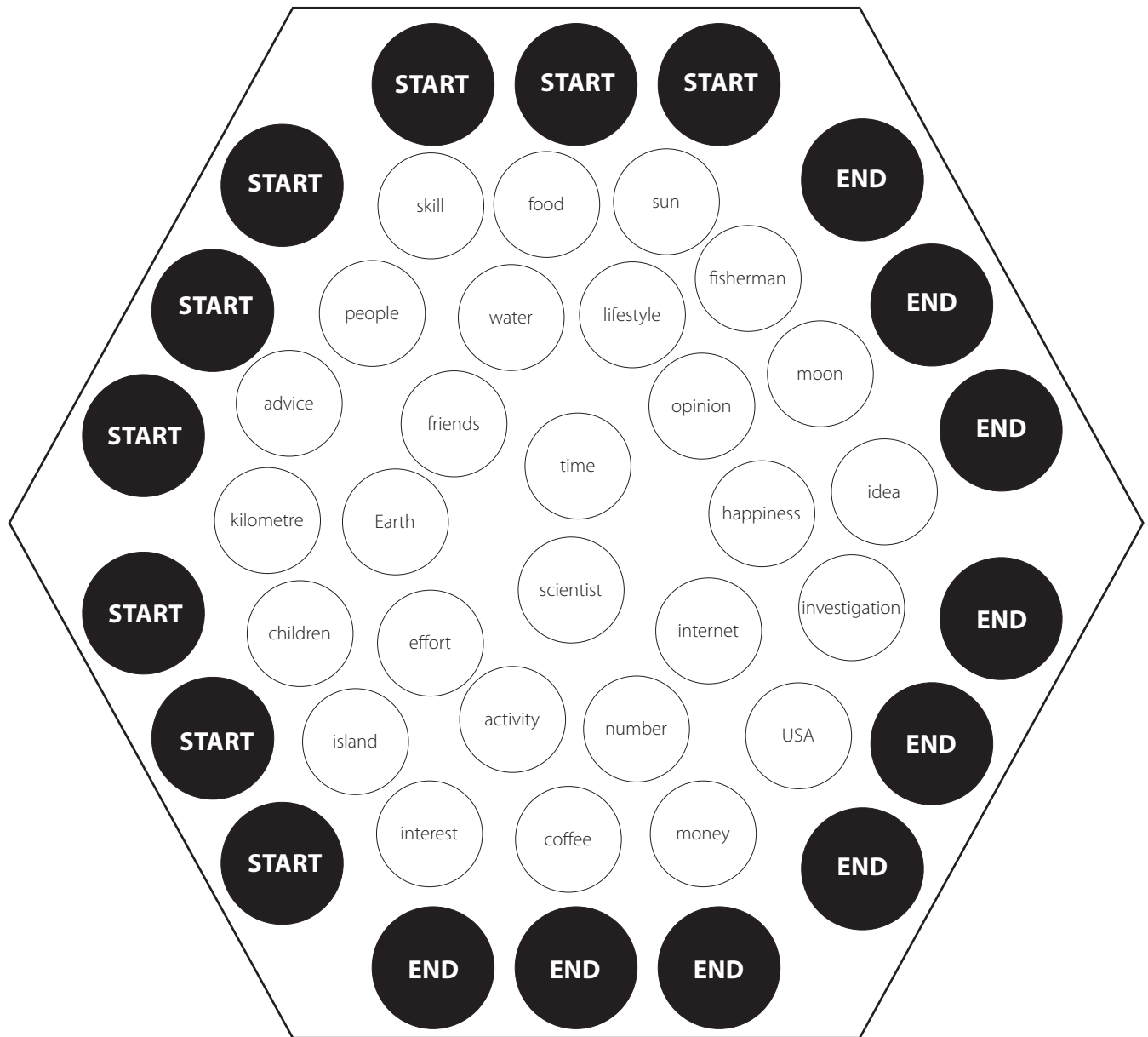
Team A

Student A	1 I didn't come to your party because ..... 2 I love watching films at home. However, ..... 3 We went on a picnic despite .....
Student B	1 When I walked into the room, everybody ..... 2 I couldn't eat dessert because I'd already ..... 3 Although the restaurant was busy, we .....
Student C	1 I can't come to your house this weekend because ..... 2 When I got to the party, they'd already ..... 3 Despite the fact that I was feeling ill, .....
Student D	1 I'm sorry, I can't marry you because ..... 2 I had a nice time in Paris although ..... 3 While I was walking to school today, .....

Team B

Student A	1 When the soap operas come on television, I ..... 2 I didn't call you last night because ..... 3 I liked the restaurant despite .....
Student B	1 The hotel was great, but ..... 2 I'm sorry, I can't come out with you because ..... 3 While the teacher wasn't looking, I .....
Student C	1 When my mum showed me the tickets to Australia, I ..... 2 Although the test was quite hard, I ..... 3 My brother has lots of friends because .....
Student D	1 I haven't got any money because ..... 2 Although the first film was sold out, ..... 3 I can't do my homework tonight because .....






### Articles and quantifiers Chinese chequers

- 1 Place your three counters on one side of the shape.
- 2 Throw the die. Move one of your counters onto a circle and make a sentence with that word.  
 1 = a    2 = an    3 = the    4 = no article    5 = many    6 = much





1 My boyfriend/girlfriend has really smelly feet.

2 I've been invited to a party and I don't want to go.

3 I want to be on TV and become famous.

4 My boyfriend/girlfriend just watches TV every evening but I like going out.

5 I promised to do a 5 km run for charity but I'm completely unfit.

6 I have to arrange a pre-wedding party for my best friend and I don't know what to do.

7 I have to sing in public next week and I have a terrible voice.

8 I've invited 100 people to my house for a barbecue and it's forecast to rain.

9 I need to find £200 by next weekend.

10 I've just been offered a dream job but it's in Siberia.

11 My friend put an embarrassing photo of me on the internet.

12 My roommate plays disco songs all night long and I'm a rock fan.

13 I need a holiday but I have no money.

14 My boyfriend/girlfriend says he/she has found someone new, so I'm feeling upset.

15 My dad wants me to go and study in China but I don't want to go.

16 My new dog doesn't seem to like me.



# ★ Things to do in Hollywood ★

## ★ Madame Tussaud's Hollywood ★

Step into three floors of lifelike action scenes, featuring real scenery and objects from Hollywood films and, of course, over 120 waxwork statues of everyone from movie stars and rock stars to stage actors – an incredible photo opportunity! Who do you want to meet?

**We're open daily, all year. Tickets are from \$40 per person.**

## ★ Movie star homes tour ★

Drive past the current or former homes of your favourite film and soap opera stars. Sitting comfortably in our luxurious tour bus, you can look into Jennifer Anniston's garden or stop outside Michael Jackson's former home. See where the stars eat, live and play, and learn some of their secrets!

**Adults: \$25; Children: \$15**

## ★ Hollywood fashion week ★

A week of glamorous fashion, where designer clothes, clothing stores and celebrities come together. Buy tickets for one of our top-name fashion shows or visit our makeover stands to bring some of that Hollywood magazine cover boy or girl style to your look.

**We're open daily from 1 p.m. to 11 p.m.  
Tickets start at \$60.**

## ★ Hollywood famous sites tour ★

See all the famous sites of Hollywood with our expert bus tours of the Walk of Fame, Chinatown, the famous Hollywood sign and Rodeo Drive. Some of the places are the scenes of real-life famous events and other places are featured in well-known movies. You'll also see the bars and restaurants where the stars like to hang out – and you may even spot someone you recognise!

**We're closed Monday and Tuesday.  
\$60 for adults and \$45 for children**

## ★ Round the studios ★

Prepare to experience a battle scene from *Transformers*, experience life with the Simpsons, and come face-to-face with King Kong. This amazing tour takes you quickly from one spectacular movie set to the next and there's plenty of time to get out and walk around, taking in the atmosphere. The tour ends with a visit to a real film studio, where you can make your own television commercial, starring you!

**\$75 per person. Special offer for internet bookings: buy one ticket and get a second one free!**

## Role cards

You have a budget of \$40 per day and don't want to spend more than that. You're not that keen on spending all day in a bus. You're not interested in fashion but you'd love the chance to see some Hollywood stars.

You've heard that your favourite film star lives in Hollywood and is in town this week for fashion week. You'd like to visit his house and perhaps see him at one of the shows.

You love posting photos on your social networking site, so you want to get some good shots of you next to the Hollywood sign and with a few stars if possible. You'd love the opportunity to be in a film yourself.

You're a film fan and don't care where you go, as long as you get to see some of the things from your favourite movies and maybe see where some famous movies were made.

You love the Hollywood style and want to get some ideas to improve your own home, clothes and style. You're not so interested in movies but you'd love to find out more about the stars.





**Melissa’s best friend**

You went shopping with Melissa recently for baby clothes. One of your close friends is going to have a baby soon and you’re looking forward to the party. Melissa has promised to take you to her next film opening night. She’s recently been redecorating her London home.

**Melissa’s agent**

You have some great new photos of Melissa looking younger than ever. You’re keen to get them into the newspapers. She is, of course, very happily married but has a good relationship with her co-star. She is happy living in London.

**Melissa’s producer**

You were worried about stories that Melissa is pregnant because it would make filming more difficult but they’re not true. You’re also delighted with her new haircut, which makes her look much younger.

**Melissa’s husband**

You’re worried about Melissa. She’s been preparing for her new film, which involves a lot of angry scenes and shouting, and she seems very upset at the end of the day after practising with her co-star. You think she should cancel the film. You’re keen to move to America but Melissa doesn’t like the idea.

**Melissa’s next-door neighbour**

You’ve seen Melissa acting very strangely recently. She came home in the middle of the night with bandages on her face. You’ve also heard a lot of shouting coming from the garden during the daytime.

**Melissa’s co-star**

You’ve really enjoyed working with Melissa. It was a little difficult filming a kissing scene because you’ve just got engaged to be married and you were worried that your partner might be jealous. You absolutely were not with her when she was caught speeding the other week.

**Melissa’s ex-partner**

A friend told you that Melissa is pregnant and that this is going to cause a lot of problems with the producers of her new film. You think they might have to find a new actor for the film.

**A member of Melissa’s family**

You were phoned recently in the middle of the night because Melissa had been caught speeding in her car and needed help. She was given a warning and has promised never to do this again. Some unpleasant people said that her co-star was with her in the car but this was untrue.



**Journalist 1**

You’ve heard that Melissa is expecting a baby.

**Journalist 2**

You’ve heard that Melissa has been arguing a lot with her husband.

**Journalist 3**

You’ve heard that Melissa has recently been given a warning by the police.

**Journalist 4**

You’ve heard that Melissa has had plastic surgery recently.

**Journalist 5**

You’ve heard that Melissa was seen kissing her co-star

**Journalist 6**

You’ve heard that Melissa’s new film has been cancelled.

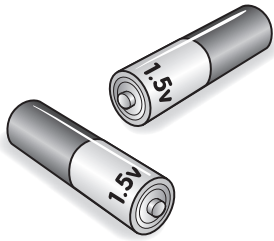
**Journalist 7**

You’ve heard that Melissa is unhappy living in London and wants to move to America.

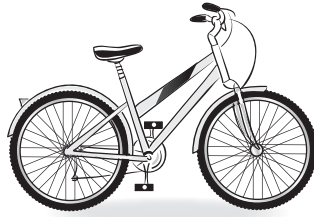
**Journalist 8**

You’ve heard that Melissa has argued with her co-star and is refusing to work with him.





the battery (1800)



the bicycle (1861)



the button (1235)



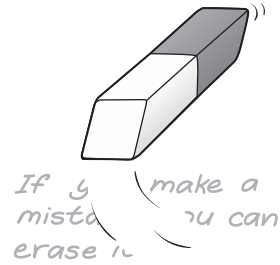
the credit card (1950)



the digital watch (1972)



the drum (12,000 BC)



the eraser (1770)



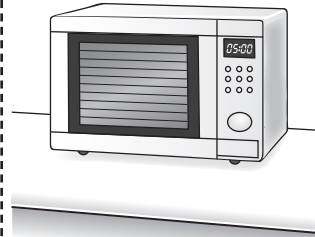
fire (590,000 BC)



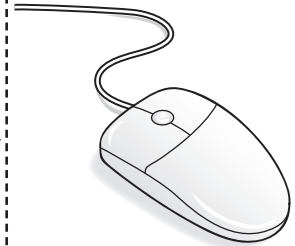
the modern toilet (1597)



the light bulb (1879)



the microwave oven (1946)



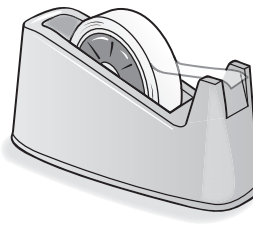
the mouse (1964)



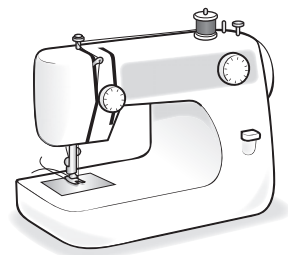
the paperclip (1892)



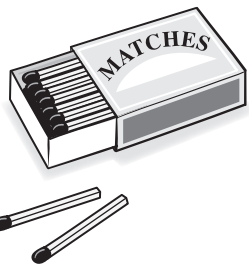
the rubber band (1845)



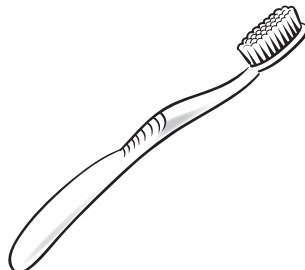
sticky tape (1937)



the sewing machine (1937)



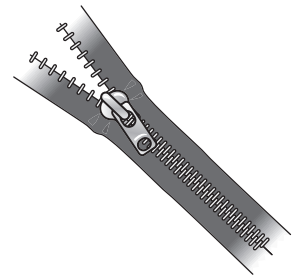
the match (1826)



the toothbrush (1498)



the umbrella (2,400 BC)



the zip (1913)



Student A

1	s	h	o	w	2	b	u	s	i	n	e	s	3	s
													e	
								4	f				v	
5								o			6	r	e	
			7					g			o		r	
											c		a	
8	e	d	g	e							k		l	
							9				s			
10	a	c	11	c	o	u	n	t	a	n	t			
											a			
		12	g	a	l	e			13		r			



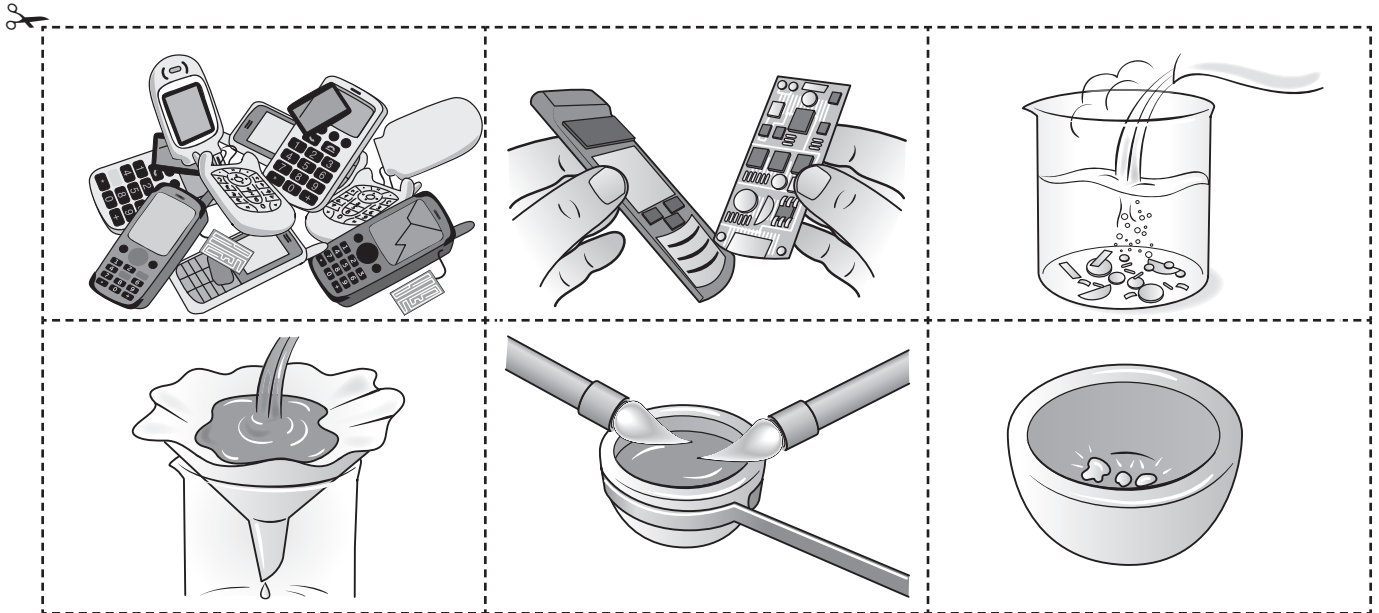
Student B

1	s				2	b							3	
	o					a								
	a					l		4	f	l	u			
5	p	i	n			l					6			
	o			7	n	e	i	g	h	b	o	u	r	
	p					t								
8	e	d	g	e										
	r						9	s			s			
10	a		11	c				t						
			h					a						
		12	a					13	g	u	a	r	d	
			t					e						



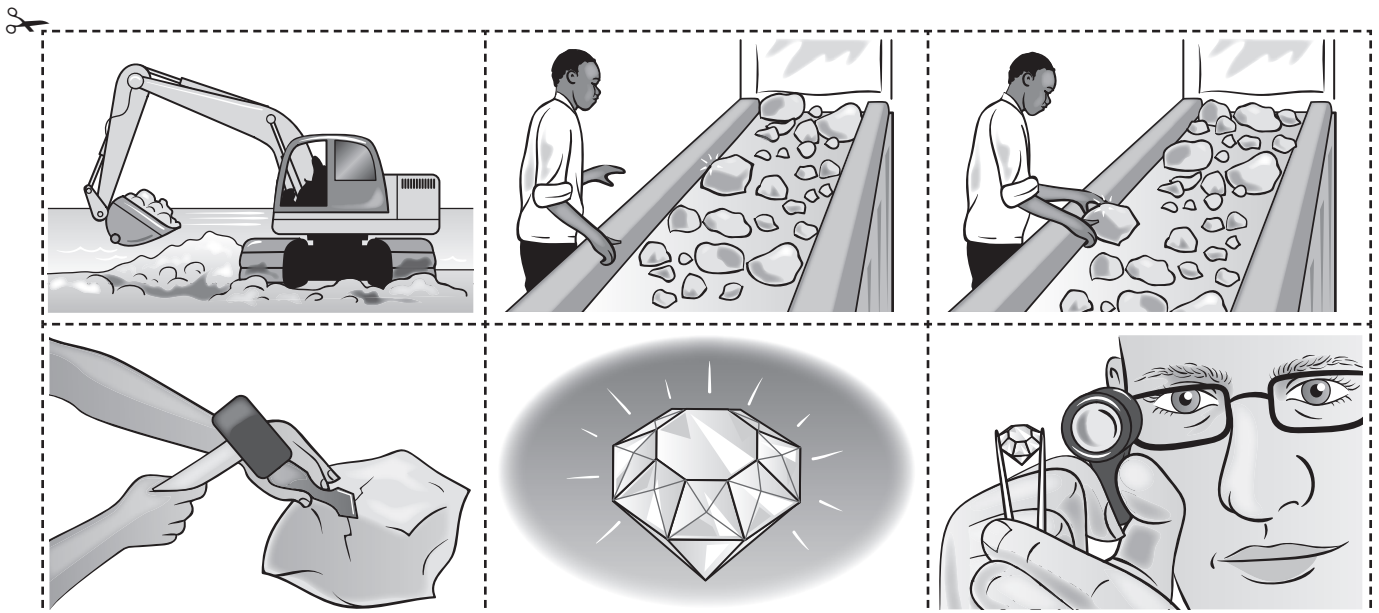
### Making gold from rubbish

old mobile phones / collect / from rubbish dumps	metal parts / remove	mix of strong chemicals / add / to the metal
liquids / remove	mixture / heat / for 20 minutes	gold / leave / at bottom of the pot



### Finding diamonds in the sand

sand and rocks / dig up / from land near the sea	rocks / weigh / to find the heaviest	heaviest rocks / check / by hand
diamond / removed / from rocks	diamond / cut / into shapes	diamonds / sell / to jewellery designers





It's a big day for Walter and he's keeping all his friends updated. Look at the messages he's posted and decide with a partner where Walter is and what job he's having done. What do you think was the last thing on his list?

- 1 hair cut – 9.30 a.m.
- 2 teeth checked – 10.30 a.m.
- 3 suit cleaned – 11 a.m.
- 4 restaurant booked – 12 p.m.
- 5 flowers delivered – 2 p.m.
- 6 ring changed – 3 p.m.
- 7 band booked – 4 p.m.
- 8 ??? – wish me luck!



Facebook posts

A

It should be a perfect fit. And look at that rock! This'll weigh her finger down! They put it in a little leather box. Been practising opening and closing it at just the right moment.

B

He's taken too much off! I look like my dad! Help – she'll never go for this!

C

Wow! You should see the views from up here. I can see the whole city and the harbour lights. Bit expensive, but it'll be worth it. And I've got the table in the corner booked.

D

Oh no! The launderette's closed and it doesn't open again until Monday. I can't go in this! Just stopping off at the department store – hope they have something in my size.

E

Oh yeah! Look at this super smile! Here I come, baby – I'm back in the game. Super fresh breath, too!

F

What do you think, guys? *All you need is love* or something a bit more classical, with violins and stuff? I need your help on this one!

G

What do you think: red or pink? Red's more traditional but Wendy loves pink roses.

H

She said yes!





### **Kaikoura, New Zealand**

Just a few hours south of Christchurch, this little seaside town is the best place in the world to see whales and dolphins swimming off the shore. You'll never forget the first time you see a whale's tail disappear in the sea.

**Flights and hotels (ten nights):  
\$1,600 per person**

### **The Grand Canyon, USA**

Although this is basically little more than a hole in the ground, it's one of those places that you simply must visit to understand just how awesome it is. It easily won first place in an international survey of holiday must-sees.

**Flight, one day at the Grand Canyon (helicopter ride), five nights in Las Vegas, one night in Hollywood: \$1,350 per person**

### **The Blue Lagoon, Iceland**

It's hard to believe that you're in a natural environment. Walk across the beautiful snow-covered bridge and watch the milky steam rise from the pools. Then get changed and jump into the naturally warm waters, watching the snow falling onto your hair. Unforgettable!

**Flight, three nights' accommodation at our health spa, massage included: \$610 per person**

### **Machu Picchu, Peru**

The destination of Machu Picchu is truly beautiful. This ancient city is hard to beat. But for many people, the journey to Machu Picchu is what stays in their minds. The road takes you over mountain passes, past ancient Inca buildings and through the beautiful cloud forests.

**Flight and ten-day guided walk: \$1,850 per person**

### **The Great Pyramid, Egypt**

You've seen the pyramids of Egypt a thousand times on television but there'll be no disappointment when you see them in real life. Early in the morning, watching the sun rise over the pyramids, you'll understand why people have been coming here for almost 3,000 years.

**Flights, seven-night cruise down the river Nile and tour of the pyramids: \$770 per person**

### **New York City, USA**

For decades now, New York City has truly been a world city. You'll know all the buildings and parks from countless films and stories. You have to experience being a tourist in the Big Apple at least once in your life.

**Flights and three nights in the city: \$790 per person**



Holiday of a lifetime				
	Destination	Number of days	Notes	Cost
1				
2				
3				
4				
5				
6				

My holiday	
Destinations	
Total number of days	
Total cost	



	Daytime	Evening
Friday		
Saturday		
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		



## ***Bella Vista Holiday Resort – What's on?***

	Daytime	Evening
Friday	<ul style="list-style-type: none"> <li>• Island arts</li> <li>• Modern dance class</li> </ul>	<ul style="list-style-type: none"> <li>• Karaoke night</li> <li>• Welcome reception</li> </ul>
Saturday	<ul style="list-style-type: none"> <li>• Workout on the beach</li> <li>• Salsa dance class</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Beat the computer</i> quiz</li> <li>• Brazilian dancing display</li> </ul>
Sunday	<ul style="list-style-type: none"> <li>• Surf school</li> <li>• Aerobics in the pool</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Bella Vista's Got Talent</i> competition</li> <li>• Music of the 80s: disco</li> </ul>
Monday	<ul style="list-style-type: none"> <li>• Sailing</li> <li>• Limbo competition</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Mr Bella Vista</i> competition</li> <li>• Reggae festival</li> </ul>
Tuesday	<ul style="list-style-type: none"> <li>• Scuba diving</li> <li>• Boys vs Girls dance-off</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Miss Bella Vista</i> competition</li> <li>• Live calypso band</li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>• <i>Meet the dolphins</i> tour</li> <li>• Talk on island wildlife</li> </ul>	<ul style="list-style-type: none"> <li>• Beach fashion show</li> <li>• Live music: the best of today</li> </ul>
Thursday	<ul style="list-style-type: none"> <li>• Boat trip around the island</li> <li>• Ballroom dance class</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Mamma Mia</i> sing-along</li> <li>• Rock on disco</li> </ul>



# START

<b>1</b> If I get home early tonight, ...	<b>2</b> If it rained every day for a year, ...	<b>3</b> If my friends are free this Saturday, ...	<b>4</b> If my boss offered me a pay rise, ...	<b>5</b> If I don't see you tomorrow, ...
<b>6</b> If I could have dinner with anyone, ...	<b>7</b> If the nearest café's open, ...	<b>8</b> If I was president of my country, ...	<b>9</b> If there's a good film at the cinema, ...	<b>10</b> If I won €1,000, ...
<b>11</b> If I'm not well tomorrow, ...	<b>12</b> If I was 50 cm taller, ...	<b>13</b> If there's nothing on TV tonight, ...	<b>14</b> If I were in New York now, ...	<b>15</b> If I have the chance to check my social networking site tonight, ...
<b>16</b> If I knew who I was going to marry, ...	<b>17</b> If I get into an argument with someone, ...	<b>18</b> If I looked like Angelina Jolie, ...	<b>19</b> If I do well in the next test, ...	<b>20</b> If oil was found in my town, ...
<b>21</b> If I lose my keys on the way home, ...	<b>22</b> If I met a creature from another planet, ...	<b>23</b> If I go shopping at the weekend, ...	<b>24</b> If I could live anywhere in the world, ...	<b>25</b> If I forget someone's name, ...
<b>26</b> If I had the day off on my next birthday, ...	<b>27</b> If I have to get up really early, ...	<b>28</b> If I knew the day I was going to die, ...	<b>29</b> If I start cycling to school, ...	<b>30</b> If a modelling agent offered me a job, ...

# FINISH



<b>Introduction</b>
It all began when ...
I had been ...
I knew that ...
<b>Main paragraph</b>
Without warning, ...
I felt ...
Suddenly, ...
I realised that ...
I decided to ...
Just at that moment, ...
<b>Conclusion</b>
In the end, ...
When it was all over, ...
I never ...



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ESOL Examinations[illegible]

If the candidate is **ABSENT** or has **WITHDRAWN** shade here 

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

0	A	C	D
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 1			
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C

Part 2								
6	A	B	C	D	E	F	G	H
7	A	B	C	D	E	F	G	H
8	A	B	C	D	E	F	G	H
9	A	B	C	D	E	F	G	H
10	A	B	C	D	E	F	G	H

Part 3	
11	A B <input type="text"/> <input type="text"/>
12	A B <input type="text"/> <input type="text"/>
13	A B <input type="text"/> <input type="text"/>
14	A B <input type="text"/> <input type="text"/>
15	A B <input type="text"/> <input type="text"/>
16	A B <input type="text"/> <input type="text"/>
17	A B <input type="text"/> <input type="text"/>
18	A B <input type="text"/> <input type="text"/>
19	A B <input type="text"/> <input type="text"/>
20	A B <input type="text"/> <input type="text"/>

Part 4				
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D

Part 5				
26	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
27	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
28	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
29	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
30	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
31	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
32	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
33	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
34	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
35	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D

DP491/389



## For Writing (Parts 1 and 2):

Write your answers clearly in the spaces provided.

### Part 1: Write your answers below.

Do not  
write here

1

1 1 0

2

1 2 0

3

1 3 0

4

1 4 0

5

1 5 0

### Part 2 (Question 6): Write your answer below.

SAMPLE

Put your answer to Writing Part 3 on Answer Sheet 2 →

Do not write below (Examiner use only).

0

1

2

3

4

5



# Answer sheet: Reading and Writing (cont.)

Part 3: Mark the number of the question you are answering here → Q7 or Q8  
Write your answer below.

SAMPLE

Do not write below this line

This section for use by SECOND Examiner only

Mark:

0	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3
---	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Examiner Number:

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9



# Answer sheet: Listening



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**Candidate Name**

If not already printed, write name  
in CAPITALS and complete the  
Candidate No. grid (in pencil).

**Candidate Signature** \_\_\_\_\_

**Examination Title**

**Centre**

**Supervisor:**

If the candidate is ABSENT or has WITHDRAWN shade here ☐

**Centre No.**

**Candidate No.**

**Examination  
Details**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

## PET Paper 2 Listening Candidate Answer Sheet

You must transfer all your answers from the Listening Question Paper to this answer sheet.

### Instructions

Use a **PENCIL** (B or HB).

Rub out any answer you want to change with an eraser.

For **Parts 1, 2 and 4**:

Mark **ONE** letter for each question.

For example, if you think **A** is the right answer to the question, mark your answer sheet like this:

0	A	C
---	---	---

For **Part 3**:

Write your answers clearly in the spaces next  
to the numbers (14 to 19) like this:

0	example
---	---------

Part 1		Part 2		Part 3		Do not write here	Part 4	
1	A B C	8	A B C	14		1 14 0	20	A B
2	A B C	9	A B C	15		1 15 0	21	A B
3	A B C	10	A B C	16		1 16 0	22	A B
4	A B C	11	A B C	17		1 17 0	23	A B
5	A B C	12	A B C	18		1 18 0	24	A B
6	A B C	13	A B C	19		1 19 0	25	A B
7	A B C							

PET L

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# Answer key

## Writing reference

### What is a sentence?

#### Practice 1

- 1 We took the bus **because** the car was at the garage.
- 2 I was worried about his feelings so **I** didn't tell the truth.
- 3 The film was really terrible **so** I left.
- 4 Correct
- 5 There are a lot of nice restaurants **and** the sports centres are great in my town.
- 6 Correct
- 7 After I read the letter, I felt really sad.
- 8 When I get back home, **I'll call you.**

#### Practice 2

Suggested answers:

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

### Paragraphing your writing (Organisation)

#### Practice 1

- A 2  
B 3  
C 1

#### Practice 2

Suggested answers:

- A This was our first day in New York.  
B We spent the following day with family.  
C Anyway, I did think of you while I was there.

- |        |           |
|--------|-----------|
| 1 It   | 5 where   |
| 2 but  | 6 Then    |
| 3 when | 7 songs   |
| 4 He   | 8 dancing |

## Spelling (Language)

#### Practice 1

- 1 a two  
b too  
c to
- 2 a They're  
b There  
c Their
- 3 a which  
b witch
- 4 a hear  
b here
- 5 a meet  
b meat

#### Practice 2

- 1 restaurant
- 2 comfortable
- 3 knife
- 4 interesting
- 5 Wedenesday
- 6 answer
- 7 island
- 8 climb
- 9 psychology
- 10 calm

### Planning your writing (Content and organisation)

#### Practice

Suggested answers to Exam task 2 essay plan:

Greeting: Hi Bobby,

holidays: a) Rio de Janeiro, stayed with family, had a great time  
b) hang out at the beach, play football, go surfing

ending: Where are you going to go for your next holiday?  
Write and tell me, etc.



## Making your writing interesting (Content and organisation)

### Practice 1

- 1 safely
- 2 beautiful
- 3 freezing
- 4 wonderful indoor
- 5 delicious
- 6 go for

### Practice 2

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

### Practice 3

Suggested answers:

- 1 When we eventually arrived at the town centre, we saw a tall, thin man with a long, black beard.
- 2 There's a snow-topped mountain near a beautiful cool stream.
- 3 We walked slowly up to the old house and saw a young, attractive lady at the window.
- 4 The narrow streets were decorated beautifully and people were dancing energetically to the music.
- 5 I would like to book a large, double room for two nights.

### Practice 4

- 1 I trust my brother to do the right thing.
- 2 My granny slipped on the ice last week.
- 3 I knocked the post down with my car.
- 4 You need to fry the onions in a pan.
- 5 The owner of the shop refused to help us.

## Editing your work

### Practice 1

Content: It doesn't address the last point in the instructions and is too short (74 words) to answer the question.

Communicative achievement: The language is informal, but it doesn't follow the conventions of a letter as it doesn't really have a suitable introduction and ending.

Organisation: There are no paragraphs, which means that most of the criteria for organisation are missing. Only very basic linkers are used (*and, so*).

Language: *Slides* and *sunburn* show some range, and the collocation is nice, but the sentences are much too short, simple subject-verb-object sentences which are a bit repetitive.

### Practice 2

Hi Josh

Thanks for your letter. It sounds like you had **a** great time at your party. Well, I went to the water park. When we arrived it was really **quiet** so we were able to go on everything. One of the slides was **a hundred meters high**. I went with my friend Gabriel – you know how much he loves that kind of thing.

When we left the water park, **we** were so tired that we decided not **to go** to the cinema. We **rented** a movie and got a takeaway. I hope we can do it **again** when **you're** next here.

## Punctuation

### Practice

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

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

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



## Getting the right tone

### Practice

- |     |     |
|-----|-----|
| 1 I | 4 F |
| 2 F | 5 I |
| 3 F | 6 I |

### Practice

- 1 It was so good to hear from you.
- 2 I can't believe you haven't seen the film *Highlander* yet.
- 3 You're going to love it.
- 4 I can't wait to hear from you so write back soon.
- 5 Lots of love

## Functions bank

### Speaking test

#### 1 Giving personal information

Students' own answers

#### 2 Expressing likes, dislikes and preferences

Students' own answers

#### 3 Paraphrasing when you don't know a word

Suggested answers:

- 1 ...but it lives in a tree and it looks like a big mouse with a long, grey tail.
- 2 ...big stones.
- 3 ...is a place where you find lots and lots of trees.
- 4 ...a big, natural pool of water.

#### 4 Saying where things are in a photo

- |     |     |
|-----|-----|
| 1 B | 4 C |
| 2 E | 5 A |
| 3 D |     |

#### 5 Asking for and making suggestions

- |                |          |
|----------------|----------|
| 1 buying       | 4 choose |
| 2 should watch | 5 doing  |
| 3 to take      | 6 try    |

#### 6 Discussing opinions

- 1 Giving your opinion
- 2 Asking for someone's opinions
- 3 Agreeing
- 4 Disagreeing

#### 7 Discussing opinions

- 1 Students' own answers

#### 8 Managing a discussion

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

#### 9 Guessing information

- |            |              |
|------------|--------------|
| 1 probably | 4 seems      |
| 2 must     | 5 looks like |
| 3 look     |              |

### Review

Suggested answers:

- 1 It's spelt C-L-A-R-E
- 2 I go to the gym four times a week.
- 3 How about a beach holiday?
- 4 What do you think?
- 5 It's something you have in your bedroom to put your clothes in.
- 6 He might be a policeman.
- 7 As I see it, the internet is the best invention of the 20th century.
- 8 I agree. I love it too.
- 9 I'm quite keen on action films but I can't stand romantic comedies.
- 10 I couldn't agree with you more!



## Writing test

### 1 Starting and finishing a letter/an email

- |         |         |
|---------|---------|
| 1 end   | 5 start |
| 2 start | 5 end   |
| 3 start | 7 start |
| 4 end   | 9 end   |

### 2 Saying why you are writing

- 1 I'm writing to tell you about my weekend.
- 2 You asked me about my birthday party.
- 3 You'd like me to give you some advice.

### 3 Writing a story

- |             |          |
|-------------|----------|
| 1 middle    | 4 end    |
| 2 end       | 5 middle |
| 3 beginning | 6 start  |

### 4 Apologising, thanking, inviting

- 1 invite
- 2 apologise
- 3 reject an invitation
- 4 thank
- 5 invite
- 6 thank
- 7 accept an invitation
- 8 apologise

### 5 Making suggestions

- |     |     |
|-----|-----|
| 1 C | 3 A |
| 2 D | 5 B |

### 6 Making offers and promises

- |           |         |
|-----------|---------|
| 1 Would   | 4 won't |
| 2 Shall   | 5 'll   |
| 3 promise |         |

### 7 Responding to a letter/an email

- |     |     |
|-----|-----|
| 1 C | 4 B |
| 2 A | 5 D |
| 3 E |     |

### 8 Giving advice

- 1 should/could
- 2 don't
- 3 idea
- 4 was/were
- 5 should/could

### 9 Expressing cause, effect and purpose

- 1 cause
- 2 effect
- 3 cause
- 4 purpose
- 5 purpose
- 6 cause

### 10 Expressing cause, effect and purpose

- 1–6 Students' own answers