GOLD

NEW EDITION

B1+ Pre-First



www.frenglish.ru

CONTENTS

	Introduction	3
Unit 1	**Making contact**	8
Unit 2	**Changes**	18
Unit 3	**Passions**	27
Unit 4	**A sense of adventure**	37
Unit 5	**The consumer society**	46
Unit 6	**Working lives**	54
Unit 7	**Well-being**	62
Unit 8	**Nature study**	69
Unit 9	**Future society**	77
Unit 10	**Global culture**	85
Unit 11	**Style and design**	93
Unit 12	**Science and discovery**	101
	Audio scripts	112
	Teaching notes for photocopiable activities	128
	Photocopiable activities	150

www.frenglish.ru

INTRODUCTION

Rationale

Welcome to *Gold B1+ Pre-First New Edition*, the innovative and engaging course for students preparing to sit Cambridge English Qualifications B2 First, or general English students studying at B1+ level on the common European framework. *Gold B1+ Pre-First New Edition* follows the same approach as previous editions, but has been revised and updated following extensive research with users throughout the world. The new material includes additional progress tests, a unit-by-unit Grammar Reference with check exercises and a complete Cambridge English Qualifications B2 First practice test.

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

Main features of the course

Dynamic learning

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

Better class flow

Each unit in *Gold B1+ Pre-First New Edition* contains practice for all papers of the Cambridge English Qualifications B2 First exam, and every lesson includes an integrated range of skills with plenty of discussion. The material is divided into lessons on spreads or pages each with a carefully structured progression through a variety of activities including individual, pair- and whole-class work.

Vocabulary presented in chunks

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

Comprehensive exam practice and support

Gold B1+ Pre-First New Edition ensures that both teachers and students know what to expect in the exam and how to deal with each part effectively, thanks to the carefully staged exam tasks and comprehensive Exam Focus section detailing strategies for every part of the exam, as well as extra tips with exam tasks. Support levels are graduated through the book, to help prepare students for tackling the tasks independently in the exam. The *Gold B1+ Pre-First New Edition Coursebook* also contains a complete Cambridge English Qualifications B2 First Practice Test, putting another exam preparation tool at the teacher's disposal. The *Exam Maximiser* also provides comprehensive revision, practice and extension, as well as a complete Practice Test and a Useful language section. The *Gold B1+ Pre-First New Edition MyEnglishLab* component provides further online practice of the skills students will need to excel in the exam, as well as two further Cambridge English Qualifications B2 First Practice Tests.

Extensive digital package

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

www.frenglish.ru

OVERVIEW OF COURSE COMPONENTS

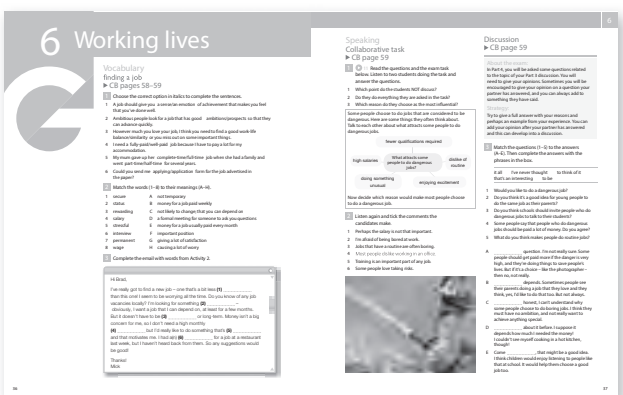
Coursebook

- Twelve engaging units with authentic texts
- Exam-style practice and exam tips
- Extensive reference section including Grammar reference and Writing reference
- Download the class audio from www.pearsonELT.com/gold



Exam Maximiser

- Complements and consolidates the *Coursebook* material
- Additional practice of skills, exam tasks and language points
- Activities follow on from but are not dependent on the *Coursebook*
- A Useful language section and a complete Practice Test
- With- and without key versions
- Students download the *Exam Maximiser* audio material for self-study from www.pearsonELT.com/gold



MyEnglishLab

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



eText for students

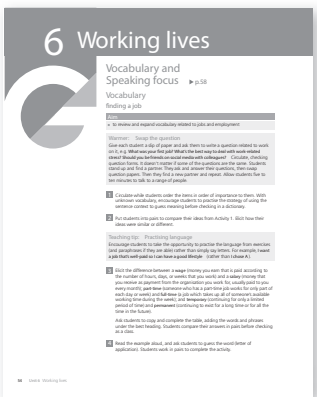
- Digital version of the Coursebook
- For use at home or in class, on desktop, laptop or mobile devices
- Students can listen to the audio as many times as they need to and read along with the audio script

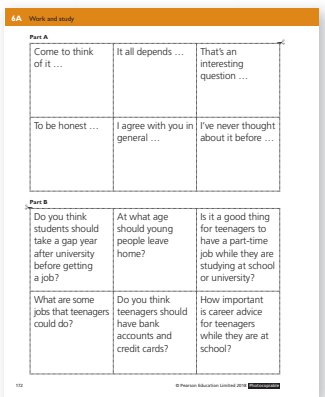


www.frenglish.ru

Teacher's Book

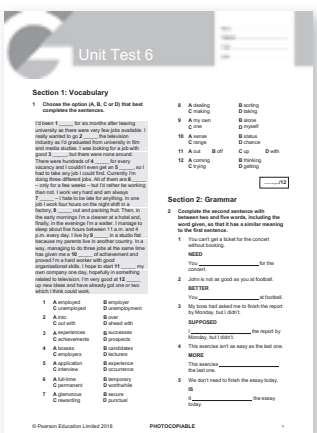
- Your complete guide to using all of the *Gold B1+ Pre-First New Edition* components in a blended classroom
- Lesson plans with answers, audio scripts and writing task sample answers
- Cross-references to all of the *Gold* components
- Supplementary ideas for warmers and extension activities
- Three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

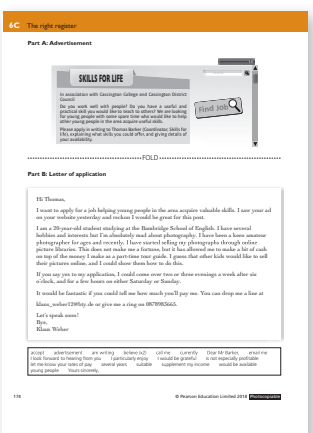




Teacher's Resources

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





ActiveTeach

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



www.frenglish.ru

Recommended with Gold B1+ Pre-First New Edition

Longman Dictionary of Contemporary English



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

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

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

Practice Tests Plus First 2 New Edition



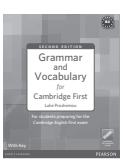
The *Practice Tests Plus First 2 New Edition* offers comprehensive practice for each exam paper and includes:

- eight complete practice tests, two with exam guidance and question-specific tips
- audio and visual materials for students to practise for the speaking and listening papers at home
- a guide to the Cambridge English Qualifications B2 First exam
- answer key and audio script to support teachers doing exam practice in class.

Practice Tests Plus First 2 New Edition online materials include:

- filmed examples of the speaking exam
- writing samples
- teaching tips and activity ideas.

Grammar and Vocabulary for Cambridge First second edition



Grammar and Vocabulary for Cambridge First second edition offers integrated grammar and vocabulary practice for students preparing for the Cambridge English Qualifications B2 First exam.

- Thorough review of key grammar points with thousands of corpus-based example sentences showing natural English in authentic contexts
- Word Store focusing on topics and lexical areas that are important for the exam
- Entry Tests to lead students to practice of specific language points
- Exam Practice every two units

Teaching strategies

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

Ideas to help you know your learners

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

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

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

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

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

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

www.frenglish.ru

Manage multi-level classes

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

Mix them up
The more diverse your class, the more important it is to change partners regularly to ensure students get a range of practice with people with different strengths. This is particularly important when preparing for the speaking paper of Cambridge English Qualifications B2 First, where students will be paired with someone who may have a different level than themselves. Repeating an exercise with a new partner is a strategy that is often used in the *Gold B1+ Pre-First New Edition Teacher's Book*, which gives students of all abilities the opportunity to improve their first performance.

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

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

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

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

See page 6 for some recommended additional resources.

Teaching with MyEnglishLab

MyEnglishLab: Gold B1+ Pre-First New Edition complements the *Coursebook* and allows you to provide students with a blended learning experience. In addition to being an interactive alternative to the *Exam Maximiser*, the *MyEnglishLab* component contains a large bank of additional Cambridge English Qualifications B2 First exam practice activities. It also includes video introductions to each part of the exam and two full practice tests. You and your students can access these materials wherever there is an internet connection.

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

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

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

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

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

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

www.frenglish.ru

1 Making contact

Listening and Vocabulary focus ▶ p.6

Aim

- to introduce the topic of friends and family, and provide speaking practice

Warmer

Put students into pairs. Explain that they are going to introduce their partner to the class. Allow a few minutes for students to find out their partners' names, where they are from if you have a multinational class, what they are studying/do for a job and what they like doing in their spare time. Ask each student to briefly introduce their partner to the class, e.g. *This is Pedro. He's studying Political Science, and enjoys hiking and yoga.*

If students already know each other, ask them to find out what their partner finds easiest and most difficult about learning English.

1 Point out the phrase *circle of friends* (all the friends someone has) and point out that the opposite of a *wide circle of friends* is a *small circle of friends.* Put students into pairs to discuss the questions. Elicit some ideas.

2 Give students a few minutes to answer the survey questions individually. Elicit a few answers to the first question, and write them on the board. Elicit or share an example of how the answers could be compared, e.g. *Elisa thinks that the best way to make new friends is to join a club or sports team, but/while I think it is easier to meet people online.* Ask students to ask each other the questions, and compare their answers.

Alternative activity: Move around

Instead of comparing answers in pairs, ask students to move around the classroom, asking and answering each question from Activity 2 with a different partner.

3 Play the recording for students to match the speakers with the questions.

Additional activity: Guess the question

Put students into small groups of three or four (they should not be working with anyone they compared survey answers with in Activity 2). Students take turns to give their answer to one of the questions from the survey, and the other students guess the question.

Answers

1–2 Students' own answers

3 Speaker A 5
Speaker B 7
Speaker C 2
Speaker D 1

www.frenglish.ru

Multiple choice: short extracts

Aim

- to use the strategy of underlining key words in an exam-style multiple-choice listening activity (Listening, Part 1)

Teaching tip: Exam information

Use the Exam information summary on pages 4–5 of the Student's Book to give students an overview of any part of the exam, or to refresh their memory.

4 In the multiple choice: short extracts exam task, students will hear eight short extracts of one or two people talking, and answer a multiple-choice question about each. Focus students on the task and the underlined key words in question 1. Point out that these key words will help them identify what they have to listen out for. Play the recording and elicit the correct answer, A, B or C. Go through the Exam Tip with the class.

5 Give students a minute to read the questions and underline key words. Play the recording twice (each recording will be played twice in the exam). Students will check their answers in Activity 6.

6 Students compare their answers in pairs and discuss whether the underlined words were helpful. Check the answers with the whole class.

7 Ask students to discuss in pairs which of the speakers in the recording they would most like to meet and why, then elicit a few responses.

Answers

4 C (*But there's one close relative I don't see at the moment – although we often chat online – and it really upsets me. That's my twin brother, Mark.*)

5 2 C (*But for me, well, I like to keep in touch with people I meet on holiday.*)

3 B (*But I've got a few new friends: new mums I've met through our children. So, a couple of times a week we get together during the day and have a coffee or go for walks.*)

4 B (gist question)

Suggested key words:

2 You hear a woman talking about friends from other countries. How does she meet people from other countries?

A through her school

B through websites

C through travelling

3 You hear a woman talking about meeting people. The woman often meets up socially with

A old school friends.

B people in a similar situation to her.

C family friends.

4 You hear a man talking about making friends. What is he doing?

A giving advice about friendship

B comparing how age groups make friends

C complaining about being alone

6–7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.6, Listening 1 | **MEL** Unit 1, Listening 1

Vocabulary

collocations: communication, family relationships

Aim

- to consolidate and expand knowledge of collocations related to communication and family relationships

8 Elicit the meaning of *collocation*, and explain if necessary.

Point out that sentences 1–8 contain collocations with the verbs in the box. Ask students to complete the sentences and compare their answers in pairs. Ask students to check their answers by finding the sentences in the audioscript on page 194. Finally, elicit each of the collocations and write them on the board so that students can see and record them (*chat online*, *meet someone face to face*, *lose touch with someone*, *keep up with someone*, *make new friends*, *get together*, *keep in touch*, *get to know someone*).

Teaching tip: Collocation

Collocations are combinations of words which occur naturally in written and spoken English. They are important for sounding natural, and will help students speak more fluently and do well in the exam.

When students are recording new vocabulary, encourage them to note collocations, rather than individual words.

9 Students work with their partner to match the words/phrases and meanings. Check the answers as a class. Point out that a *sister-in-law* could also be your spouse's sister.

10 Students share their answers in pairs. Encourage students to give extra information and if possible, use some of the family relationship words from Activity 9. Ask a few pairs to tell the class what they talked about.

www.frenglish.ru

Answers

8 1 chat 2 meet 3 lost 4 keeps 5 make 6 get 7 keep 8 get

9 1 C 2 F 3 A 4 E 5 D 6 B

10 Students' own answers

Additional activity: Family vocabulary

Ask: *What other extended family member relationships can you think of?* Elicit some ideas from the class, e.g. *niece*, *nephew*, *great-aunt*, *half-sister*, *ex-husband*, *second cousin*, *partner*, *grandchildren*, *great grandmother*.

ADDITIONAL PRACTICE | **Maximiser** p.6, Vocabulary 1 | **MEL** Unit 1, Vocabulary 1 | **ActiveTeach** Game: Pelmanism | **ActiveTeach** Game: Sheep Out!

Grammar focus ▶ p.8

Present simple and present continuous

Aim

- to review the form and use of present simple and present continuous

1 Put students into pairs to discuss the questions. If most students have already left school, ask them if they keep in touch with old school friends. Elicit a few answers from the class.

Refer students to the Grammar Reference on page 145 and ask students to read through the notes and complete Exercise 1.

Teaching tip: Using the Grammar Reference

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

Alternatively, try a 'flipped classroom' approach. Ask students to read the Grammar Reference on page 145 and complete Exercise 1 for homework. A flipped classroom approach is when students receive instructional content outside of class (e.g. reading the Grammar Reference, or watching a lecture video) to free up more face-to-face class time for practical exercises and discussion in class.

Grammar Reference answers

Exercise 1

1 don't enjoy
2 are the girls crying
3 does this tablet belong
4 Are you waiting
5 is your brother staying
6 uses / is using
7 Do you always finish
8 smells
9 doesn't usually call
10 is that boy looking

2 Give students one minute to read the interview with Jane Turner and answer the questions without completing the gaps yet. Elicit the answers.

3 Focus on the first gap as an example. Look at the verb in brackets (*talk*) and elicit the answer (*am talking*, present continuous) and the reason why this form should be used (the interview is in progress). Ask students to complete the remaining gaps in pairs before checking as a class. Play the recording for students to check their answers.

4 Ask students to match the uses with the examples in the interview. Students compare answers in pairs before you do a class check.

5 Check students understand the difference between a verb which describes a state (something that doesn't change) and a verb that describes an action (or event). While students complete the table, write the following gapped rule on the board for students to complete: *State verbs _____ usually used in the continuous form.* Elicit the answer (*are not*). However, point out that some verbs can be used to talk about both a state and action, e.g. *think*. *I think it is true.* (This is a state. This is what I always think.) *I'm thinking about getting in touch with an old friend.* (This is an action. This is what I'm thinking about at the moment.)

6 Students add the verbs in the box to the table in Activity 5. Do a class check. Extend stronger students by asking them to add a few more verbs to each column.

7 Ask students to quickly read the comment from a magazine reader to find out what the magazine is and what the reader's opinion is. (It's an online magazine for people who used to attend the reader's school. The reader likes the magazine.) Encourage students to use what they have learned about present simple and continuous in this lesson to complete the gaps accurately. Students compare their answers in pairs before checking as a class.

www.frenglish.ru

8 Students discuss the question in pairs then elicit a few responses.

9 Students read the task on page 140. Put students into pairs to talk about the job that they would most like to do. Students then prepare six questions to ask their partner such as *Where do you work? What do you like about your job? What is the most difficult aspect of your job? Do you get on well with your colleagues?* Circulate, checking students' question forms. Students should also plan some details of the job they want to talk about before role-playing the interviews.

Teaching Tip: Recording spoken tasks

If students have mobile devices, encourage them to record themselves talking in Activity 9. Then ask them to listen to the recording and reflect on what they did well and what they could improve on. Encourage students to save the recording to play to themselves later in the course so that they can hear their own progress.

Answers

1 Students' own answers

2 She produces an online magazine for ex-students. The magazine is very popular.

3 **1** am talking **2** produce **3** write **4** are working on **5** goes out **6** is getting **7** are getting

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

5 State: has, think, love, know, like
Action: help, work, email

6 State: belong, hate, need, prefer, understand, want
Action: produce, receive, text, write

7 **1** think **2** gets **3** am looking **4** has **5** are doing **6** is **7** is going **8** is looking forward to

8–9 Students' own answers

Additional activity: Personal examples

Ask students to turn to the Grammar Reference on page 145. Under the heading *Present Simple and Present Continuous*, there are four uses listed. Ask students to write a personalised example for each use, then compare their sentences in pairs.

For example:

1 habits, routines or regular repeated actions: ***I call*** *my grandmother every Sunday.*

2 permanent situations: ***I live*** *in Buenos Aires.*

3 state verbs: *The red bag* ***belongs*** *to me.*

4 spoken instructions, systems and processes: *First* ***I wake up****, then* ***I have*** *a shower.*

ADDITIONAL PRACTICE | **Maximiser** p.7, Grammar 1–4 | **MEL** Unit 1, Grammar 1–4 | Photocopiable 1A *All present and correct* | **ActiveTeach** Extra activity: Grammar Focus 1; Game: Stepping Stones

Use of English focus ▶ p.9

1 Focus students' attention on the picture and elicit some words to describe how the person is feeling, e.g. *frustrated, annoyed, irritated, fed up, has had enough.* Put students into pairs to discuss the questions. Elicit a few responses.

Possible answers

1 computer crashing, a computer virus, phone not working, phone battery dead

Teaching tip: Mixing up students

Swap pairs around regularly so that students get the opportunity to work with different people.

Multiple-choice cloze

Aims

- to become familiar with the types of language tested in the multiple-choice cloze
- to complete an exam-style multiple-choice cloze (Reading and Use of English, Part 1)

In the multiple-choice cloze exam task, students will read a short text with eight gaps and choose the best word for each gap from a list of four possible options (A, B, C or D). It tests vocabulary and vocabulary-related grammar. For a summary of all parts of the exam, refer to the Exam information on page 4 of the Student's Book.

2 Read the first sentence aloud and ask students to predict words that could fit in the gap without looking at the answers (e.g. *strange*, *long*, *short*, *odd*, *confusing*). Then go through each option (A–D). Tell students that all the words have a similar meaning but only one can be used correctly in this sentence (C). Students complete the remaining sentences, then compare in pairs before checking as a class.

3 Students work in pairs to decide why the other choices in Activity 2 are wrong. Then, they should match each sentence with A–E. Check answers as a class.

4 Read the title of the article with the class, and elicit some ideas of what it might talk about. Then give students a minute to read the article.

www.frenglish.ru

Teaching tip: Reading for gist

Point out to students that reading for gist (reading quickly to understand the main idea of a text without worrying about the small details) is an important strategy for the Reading and Use of English parts of the exam. Students will usually be able to answer individual questions more quickly and accurately when they already understand the main idea in the text.

5 Look at the first gap (0) as a class and elicit why (B) is the correct answer (it's part of the fixed phrase, *the age of …*). Students work through the remaining gaps and then compare their answers in pairs before checking as a class.

6 Check students understand what a *gadget* is (a small, useful, and cleverly designed machine or tool, usually with one particular usage, e.g. a neat gadget for sharpening knives). Elicit a few gadgets that students might use in their everyday lives. You may like to widen the discussion question to include apps. Students discuss the question in pairs, then invite some students to share their favourite gadget or app with the class.

Additional activity: discussion

Ask students to discuss the following additional questions in pairs then elicit a few responses.

1 Do you agree that we are too dependent on our phones and computers?

2 How would you feel if you had to live without your phone or computer for a week?

3 What advice would you give to someone who is too dependent on their phone?

Answers

2 **1** C **2** D **3** B **4** B **5** D

3 **1** The other options all have a similar meaning, but they cannot be used to describe an email.

2 Only *heavy* collocates with *traffic*.

3 *Look up* is a phrasal verb.

4 Only *keen* can be followed by *on*.

5 This is a fixed phrase (idiom): *drop someone a line*.

A 1 **B** 3 **C** 4 **D** 2 **E** 5

4 Suggested answers

how easy/difficult it is to live without your phone;
what people do or how they react when their phone isn't working

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

ADDITIONAL PRACTICE | **Maximiser** p.7, Use of English 1 | **MEL** Unit 1, Use of English 1 | **MEL** Extra practice, Use of English 2 Plurals and articles: The right choice

Reading focus ▶ p.10

Warmer: Discussion

Tell students to think of a new place they have visited recently (for example, on holiday). Put students into pairs to talk their experiences. If your class requires encouragement to speak, write some questions on the board, e.g. *Where did you go? How did you find out about the place? What did you do there? Who showed you around? Would you go back?*

1 Ask students to work in pairs and discuss whether they agree with each comment and why. For each statement ask for a show of hands of who agrees and elicit some reasons. Then ask some who disagree to share their reasons.

Teaching tip: Giving students thinking time

Make it easier for shy or weaker students to participate in class discussions by giving them plenty of time to prepare and think of ideas before putting them in pairs to talk, and time to talk in pairs before sharing an idea in front of the class.

Multiple choice

Aim

- to find specific information in an article, in an exam-style multiple-choice activity (Reading and Use of English, Part 5)

In the multiple-choice exam task, students will answer six multiple-choice questions about a longer text.

2 Focus students' attention on the text title and elicit what students notice about it. (The title is a variation of the phrase *pleased to meet you*. We would not normally use the phrase *pleased to greet you* – but in this case, it is a clever title because the article is about greeters.) Ask students to read the first paragraph then elicit what a *greeter* is.

3 Go through steps 1–4 and the Exam Tip with students, before students read the article and follow the steps. Students compare their answers (with reasons) in pairs, then check as a class.

www.frenglish.ru

Additional activity: Discussion

Ask students to discuss the following questions in pairs, then elicit a few ideas.

1 Which of the greeter experiences in the article appeals to you most?

2 What benefits might there be of being a volunteer greeter or going on a greeter tour?

Answers

2 a local person who volunteers to show people round their town or city

3 A

Suggested key words

1 Visitors using the Greeter Network

A are expected to make a small payment.

B get in touch with the volunteers directly.

C want to go on popular tours in another country.

D have different interests from normal tourists.

2 Why has Nick come to Melbourne?

A He wants to meet his great-uncle.

B He'd like to find out if he has any relatives there.

C He's thinking about moving there.

D He's interested in Australian national sports.

3 What are Sylvie and Stéphane doing this evening?

A They're going to a typical tourist destination.

B They're visiting an unusual museum.

C They're meeting someone who shares one of their interests.

D They're looking at some old French buildings.

4 What do we learn about Anthea's tour?

A It visits places all over London.

B It is for one particular family.

C It always leaves on time.

D It finishes at a railway station.

B

1 paragraph 1

2 paragraph 2 ('Her guest today is … a traditional board game.')

3 paragraph 3 ('Today he is looking after … one of the usual tourist places.')

4 paragraph 4

C

1 D ('Are you tired of taking guided tours? Do you want a travel experience that's a bit different?')

2 B ('Nick hopes to find someone who knew his great-uncle who settled in Melbourne seventy years ago, and maybe even bump into a distant cousin or uncle.')

3 C ('this evening they are meeting up with another volunteer. This is another tango fan, who promises to take them dancing.')

4 C ('The tour leaves at ten o'clock exactly and she never waits for late arrivals to turn up.')

ADDITIONAL PRACTICE | **Maximiser** p.8, Reading 1–5 | **MEL** Unit 1, Reading 1–6 | **MEL** Extra practice, Reading 1 Reading for gist: Shooting Scotland | **ActiveTeach** Extra activity: Reading Focus; Game: Noughts and Crosses

Vocabulary

phrasal verbs in context

Aim

- to identify and use phrasal verbs from the text

Teaching tip: Phrasal verbs

Check students know what a phrasal verb is: a group of words that is used like a single verb and consists of a verb with an adverb or preposition after it, for example *set off* or *look after*. The meanings may be quite different to the literal meaning of the individual words. Some phrasal verbs have more than one meaning. For example, the meanings of *turn up* include to turn a switch on a machine such as an oven, radio, etc. so that it produces more heat, sound etc., or to arrive at a place, especially in a way that is unexpected.

4 Point out that phrasal verbs 1–7 have more than one possible definition, e.g *find out* may mean to discover by chance, or learn information. Students need to decide which meaning is used in the article by locating the word and using the words around it to deduce the correct meaning. Students compare their answers in pairs, then check as a class. Point out the Phrasal verbs list on pages 175–177 of the Student's Book.

Answers

4 1 learn information

2 meet unexpectedly

3 meet someone to do something

4 meet up with friends regularly in one place

5 start a journey

6 arrive

7 come and collect

Additional activity

Ask students to work in pairs and tell their partner about:

- a city they would like to find out about;
- a place where they like to hang out;
- a time they met up with a friend recently;
- what time they set off from home this morning;
- what time they turned up to class.

www.frenglish.ru

adjectives in context

Aim

- to identify and use adjectives from the text

5 Students complete the sentences then compare in pairs before checking as a class. Check the pronunciation of *enthusiastic* /ɪnθjuːzi'æstɪk/ and *non-commercial* /nɒnkə'mɜːʃəl/.

6 Students discuss the question in pairs. Elicit a few ideas.

Answers

5 **1** suitable **2** local **3** distant **4** non-commercial **5** enthusiastic **6** traditional

6 Students' own answers

Additional activity: Plan a guided tour

Ask students to work in pairs to plan a guided tour around their local area for a friend from another country. Ask them to include local experiences tourists might not normally find out about, along with some cultural experiences such as meeting up with locals or sampling traditional food and drink.

Depending on the time available, students could present their ideas informally by comparing their tour ideas with another pair. Alternatively, it could be extended into a longer task by requiring students to prepare a more detailed presentation for the whole class with supporting slides.

Grammar focus ▶ p.12

Verb patterns: *-ing* and infinitive

Aim

- to compare verb patterns (*-ing,* the *to*-infinitive and the infinitive without *to*) and practise using them accurately

Teaching tip: Flipped classrooms

If you would like to use a flipped classroom approach, ask students to read the Grammar Reference before class, and attempt one or more of the Practice activities. In class, allow time for students to ask questions about the Grammar Reference and mark any set exercises.

Ask students to read the Grammar reference on page 146 and complete Exercise 2 in preparation for class. Alternatively, ask students to read through the notes and examples, and complete the exercise in class.

Grammar Reference Answers

Exercise 2

1 Meeting
2 watching
3 give in
4 helping
5 go
6 to take
7 to hear
8 to go

1 Share an example of an arrangement you have made for your next holiday (using some phrases from Activity 4). For example, say: *For my next holiday, I've arranged to visit an old friend who lives by the sea. I can't wait to catch up with her. I'm looking forward to her showing me around the local villages.* Students discuss the question in pairs. Elicit a few ideas.

2 Give students one minute to read the email to find out why Mark and Annie are going to Paris. Elicit the answer.

3 Write the verb *to learn* on the board and tell students that this is the infinitive form and point out the *to*. Say that an infinitive without *to* is *learn.* The *-ing* form is *learning*. Focus on the first underlined example (*glad to learn*). Focus students on the reasons why we use the *to*-infinitive (rules 4–7). Elicit what sort of word class *glad* is (*adjective*), and the reason it is followed by *to-infinitive* is (6) *after some adjectives*. Give students time to match the remaining underlined examples with reasons and compare in pairs before checking as a class.

4 Ask students to read each list of phrases and choose the correct heading. Check as a class. Make sure students understand *can't stand* (hate), *keen on* (like something). Read the Language Tip box aloud. Elicit some examples using *I'd better*, e.g. *I'd (I had) better go home now, it's getting late; That's a nasty cough, you'd (you had) better see a doctor.*

5 On the board, write the first expression from Activity 4 (*I would love*) and elicit several ways to finish the phrase using the infinitive with *to*, e.g. *I would love to visit New Zealand one day; I would love to find out more about Paris.* Ask students to write out and complete the remaining sentences so that they are true for them. Students compare their answers in pairs. Elicit an example for each phrase, checking the correct verb pattern has been used.

6 Students choose the correct option, then compare in pairs before checking as a class. Check students understand *coach* (a bus for long or intercity journeys) in sentence 3.

www.frenglish.ru

7 Encourage students to give reasons in their discussion. While students are discussing the sentences, write the following sentence on the board for any fast finishers to choose the correct answers and discuss: *To go / Going away with friends is more interesting than to go / going with your family*. (Answers: Going, going). Finish by asking a few students to share why one of the sentences is true or not true for them.

Answers

2 to find out about places from the musical *Les Misérables*.

3 **2** Meeting **3** After staying **4** hope to have **5** to find out **6** glad to learn **7** 'd like you to show **8** 'd rather go

4 **1** + *to*-infinitive **2** + infinitive without *to* **3** + *-ing*

5 Students' own answers

6 **1** to improve **2** going **3** to travel **4** to learn **5** arranging **6** Going, going

7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.10, Grammar 1–2 | **MEL** Unit 1, Grammar 1–2 | Photocopiable 1B *Verb patterns jumble* | **ActiveTeach** Extra activity: Grammar Focus 2

Speaking focus ▶ p.13

Interview

giving personal information

Aims

- to identify questions that may be asked in the exam interview (Speaking, Part 1)
- to practise giving personal information in an exam-style interview

1 Put students into pairs. Students brainstorm questions they could ask someone they have just met and then take turns to share their ideas with the class. Write their questions on the board, correcting as necessary.

2 Ask students to read through the list of questions and to tick any they mentioned in Activity 1.

3 Give pairs a couple of minutes to talk about which of the questions in Activity 2 are too personal for a first meeting. Conduct whole class feedback. Point out that what is appropriate will vary. Appropriacy will depend on culture, the context of the meeting (where, when and why they have met), the relationship between the people and how much the other person has chosen to tell you already.

Cultural note

In Britain, when people meet for the first time, it is polite to talk about topics which are not too personal and are unlikely to cause conflict or offence. This is perhaps why some people say that British people talk about the weather a lot.

4 Read the Exam tip aloud and point out that Part 1 is about two minutes long. Elicit answers and reasons, referring back to the Exam tip.

5 Give students time to read the questions. Play the recording for students to complete the questions. Elicit the answers.

6 Play the recording again for students to notice the length of each answer. Discuss as a class whether each one was a good answer and why.

7 Ask students to do the task on page 139 in pairs, concentrating on providing an answer of an appropriate length. Students take turns to ask three questions from the list in any order for each turn.

Additional activity: Plan your answers

After Activity 7, ask students to read through the list of questions on page 139 again and note down what they could say if asked again, looking up any specific vocabulary required. This could be done for homework.

Then ask students to repeat Activity 7 with a new partner. Students should not use their notes, but the act of making them may help their answers become more fluent.

Teaching tip: Using an online space

Set up a private online space for your class, for example, in your school's learning management system or on a social media platform. This would be a place where you could communicate with students, create forum posts, and ask students to submit written work. Remind students of your expectations for the space, for example, being respectful.

Additional activity: Online questions

Choose three of the questions from Activity 5 to post on to your online space for students to respond to in an appropriate length for a Speaking Part 1 answer (a sentence or two). For example, *What do you enjoy doing in your free time?* Invite students to submit their answers.

Reading the students' posts will allow you to learn about students, so that you can incorporate their interests into examples and additional activities. In addition, you may note recurrent errors or lexical gaps to address in future classes. (Avoid correcting students directly on the online space, to avoid stifling participation.)

www.frenglish.ru

Answers

3 Suggested answers:
5, 6, 9 and 10

4 **A** is the best answer.
B is too formal.
C does not answer the question.
D is too long.
E is too short.

5 **1** you from **2** about living in [Mataro] **3** doing in your free time **4** in sport **5** about your family **6** see people in person (or chat to them online)

6 **1** the right length **2** in the right style **3** answer

ADDITIONAL PRACTICE | Maximiser p.10, Speaking 1 | **MEL** Unit 1, Speaking 1 | **MEL** Extra practice, Speaking 1a Part 1 Appropriate answers: What's the best response? | **MEL** Extra practice, Speaking 1b Part 1 Appropriate answers: Practice | Photocopiable 1C *Twenty questions*

Writing focus ▶ p.14

Essay

Aim

- to write an essay using appropriate features (Writing, Part 1)

Warmer: Discussion

Ask: *What different ways are there to communicate online?* Elicit some ideas such as instant messaging, posting a comment on social media, blogging, sending pictures, email.

Students then discuss the following questions in pairs:

In what situations is a face-to-face conversation better than an online one? Why?

What situations would online communication be preferable?

In the Writing part of the exam, there are two tasks: students will always have to write an essay for Part 1, and then they will have a choice of tasks in Part 2.

1 Students read the exam task and discuss the questions in pairs. Elicit a few ideas.

Additional activity: Writing sample

Students read the two sample essays on page 168 of the Student's Book and then share with a partner which point of view is closest to their own. Ask students to read through the notes on the essays, and put an asterisk next to the pieces of advice which are most relevant to them.

2 Students read the answer. Elicit the writer's own idea.

3 Students read the essay again and tick the advice that the writer has followed. Check as a class, and ask students to give examples.

4 Students underline words or phrases, then compare their answers in pairs before checking as a class. Then focus students' attention on the Exam tip.

Teaching tip: Paragraphs

Point out that a paragraph is always on one single topic and each one should be clearly separated. Ask students to look at the model essay on page 14 and decide how many paragraphs there are (five).

5 In pairs, students talk about and make notes on what they could include in the first two points.

6 Elicit a few possible ideas from the class for point 3, e.g. how well you get along, what expectations your family has, whether your friends are a good influence.

7–**8** Remind students to use the advice and language from Activities 3 and 4. Refer students to the useful language for writing essays in the Writing reference on pages 167–168 of the Student's Book. Students could write their essay for homework, then review whether they have included the advice in Activity 3, before handing it in for individual feedback.

Teaching tip: Align your feedback

When giving feedback on written work, make it more meaningful by matching it to the lesson content. For example, for this essay, provide feedback on whether students have followed each piece of advice in Activity 3.

Answers

1 **1** your teacher
2 three: the two points in the notes and your own idea
3 Students' own answers

2 The writer's own idea: how close your friends are.

3 Yes.

4 **1** Personally, I think …; for me, …; I would say …
2 Firstly, …; Secondly, …; Finally, …;
3 On the other hand, …
4 For example, …
5 To conclude …

www.frenglish.ru

7 Model answer

In today's busy world, people often need to make choices about who they would rather spend their precious free time with: friends or family. For me personally, keeping in touch with my family is more important, although there are arguments for both.

Firstly, some people think friends are more likely to have common interests as they are often at the same age and stage of life. However, in my experience, families also often enjoy similar activities. For example, my whole family enjoys hiking, music and board games because this is what we grew up with.

Secondly, it depends on how busy your family is. If your family has a lot of other commitments or lives far away, it may be easier to spend time with friends.

Finally, it depends on how well you get along. I think sometimes family relationships can be more stressful than friendships, especially if money is involved.

In conclusion, I would like to say that in an ideal world, people would not need to decide between friends and family.

ADDITIONAL PRACTICE | **Maximiser** p.11, Writing 1–3 | **MEL** Unit 1, Writing 1–3 | **MEL** Extra practice, Writing 1 Making a plan: Sort the plan out

Review ▶ p.15

Aim

- to revise structures and vocabulary covered in Unit 1

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

Alternative: Use the Review for fast finishers

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

Answers

1 **1** are you doing
2 am meeting up, Do you want
3 works, is showing
4 are you using, belongs
5 does the next train to Glasgow leave
6 don't understand, likes

2 **1** make **2** get **3** keep **4** chat **5** know **6** hang out

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

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

5 **1** very often **2** all the time **3** sometimes **4** quite often **5** hardly ever **6** never

www.frenglish.ru

2 Changes

Vocabulary and Speaking focus ▶ p.16

Warmer

Focus students on the picture of a butterfly's life cycle on page 16 of the Student's Book and elicit the words *caterpillar, butterfly and cocoon*. Ask students to discuss the following question in pairs then elicit a few ideas: *Do people change a lot over their lifetimes? In what ways?*

1 Ask students to discuss the first question in pairs. Elicit the meaning of *first impression* (the first opinion or feeling you have about someone or something because of the way they seem). Ask students to discuss the quote in pairs then elicit some ideas.

Additional activity: Discussion

Ask students to discuss the following questions, then encourage some students to share their opinions: *Do you think people's first impressions can ever change? Have your opinions of people ever changed over time?*

Answers

1 Students' own answers. The quote means that the opinion someone forms of you the first time you meet is important, so you should take care about how you come across on the first meeting.

Vocabulary

describing feelings

Aims

- to use range of vocabulary for expressing feelings
- to differentiate between similar adjectives ending in *-ed* and *-ing*

2 If you have a weak class, ask: *How do you feel today? How did you feel yesterday?* Elicit adjectives and write them on the board. Give students a few moments to think of their adjectives before sharing with a partner.

3 Students complete the activity, then compare with a partner before checking answers as a class. When recording any unknown words, students could draw emojis to help remember the meaning.

Additional activity: Pronunciation

Ask students to divide the adjectives into groups that have a similar stress pattern under the following headings, then drill the pronunciation:

oOo (*excited*, *exhausted*)

Oo (*nervous*)

oO (*upset*, *surprised*, *annoyed*, *amused*, *confused*)

O (*bored*, *scared*)

www.frenglish.ru

4 Give your own example and ask students to guess which adjective it refers to, e.g. *I've just been for a 10 km run*. (I'm exhausted.) Circulate while students write their explanations. If some finish quickly, invite them to write an additional explanation for each adjective. Students share their explanation(s) with a partner. Invite a few students to share their explanations to finish, and have the class guess the adjective.

5 Go through the Language tip with the class. Explain that adjectives with *-ing* endings talk about situations that cause feelings, rather than the feelings themselves, e.g. an *exciting* situation, an *upsetting* situation. Go through the list of adjectives in Activity 4, eliciting the ones with an *-ing* ending. For the adjectives that don't have an *-ing* ending (*scary* and *nervous*), elicit alternatives used to describe situations which make people nervous or scared (*frightening, nerve-wracking*).

6 Encourage students to choose different adjectives from the ones they chose in Activity 5. Students share their answers in pairs. For extra practice, students repeat the activity with a new partner and three other adjectives.

Answers

2 Students' own answers

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

4 Sample answers: *I've heard a strange sound outside my window.* (I'm scared.) *Someone has eaten all my cereal.* (I'm annoyed.)

5 All the adjectives apart from *nervous* and *scared* can have the ending *-ing*.

6 Students' own answers

Additional activity: Questions and answers

In pairs, students write five questions using some of the adjectives, e.g. *What makes you annoyed? Do you have anything exciting planned for the weekend?* Circulate, checking question forms and that the *-ed* / *-ing* forms have been selected correctly. Students ask and answer their questions with a new partner.

ADDITIONAL PRACTICE | **Maximiser** p.12, Vocabulary 1–3 | **MEL** Unit 2, Vocabulary 1–3 | **ActiveTeach** Game: Pelmanism

Long turn

Aim

- to use a range of language to talk about similarities and differences in an exam-style long turn task (Speaking, Part 2)

7 Refer students to the two photos on page 17. Students discuss the questions in pairs. Elicit a few answers for each from the class. Read the Exam tip aloud.

8 Give students time to read the instructions first, then play the recording. Elicit the correct instructions.

9 Read the rubric aloud and then play the recording. Students compare their ideas in pairs.

10 Students complete the sentences with the words in the box. They compare their answers in pairs, then check as a class.

11 Give students a few minutes to plan what they are going to say and find any vocabulary they need. They could write notes but should not write down full sentences. Circulate, listening for phrases from Activity 10, and noting down any good use for sharing as an example, or errors for later correction.

12 Tell students they are going to do another long turn exam practice activity using the tasks on pages 134 and 136. Students take turns to be the examiner and the student. Encourage them to use words from Activity 10.

13 Students reflect on the task using the questions. If time allows, ask students to try the other task to build fluency and confidence, taking into account their reflection.

Teaching tip: Peer feedback

Point out some of the benefits of peer feedback for both the giver and recipient. For example, it helps students get to know the tasks and requirements better; receiving feedback from a peer rather than the teacher may involve less pressure.

Answers

7 Suggested answers

1 The woman is at a hairdresser's and the children are outside in a garden.

2 The hairdresser is possibly dyeing the woman's hair – she's putting it in silver papers. The children are playing together, wearing fancy dress costumes to look like fairies.

3 All the people want to look different/good/their best; they want to change their appearance.

8 **2** and **5**

9 Student A: **1** and **4** Student B: **2** and **5**

10 **1** whereas **2** however **3** other **4** main

11–13 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.12, Speaking 1–2 | **MEL** Unit 2, Speaking 1–2 | **MEL** Extra practice, Speaking 4a Part 2 Responding to pictures: Evaluating the comments | **MEL** Extra practice, Speaking 4b Part 2: Responding to pictures: Practice

www.frenglish.ru

Listening focus ▶ p.18

1 Tell students that the word *advertisement* is often shortened to *ad* or *advert*, especially in spoken English. Put students into pairs to discuss the questions. Elicit a few answers from the class.

Answers

1 Students' own answers

Additional activity: adverts

If you have internet access, find and show two or three advertisements in English and discuss with the class what techniques they use to persuade people. Only show advertisements you have seen before, to make sure that they are appropriate for the class.

Sentence completion

Aim

- to complete an exam-style sentence completion task (Listening, Part 2)

2 Read the rubric aloud and give students time to read the topics and tell their partner their predictions.

3 In the sentence completion task in the exam, students will hear a monologue for about three minutes then complete ten sentences with words from the recording. Read the Exam tip box aloud. Point out that even though students should write down exact words from the recording, the sentences are not exactly the same as the recording.

Focus students' attention on the article and ask them to predict the sort of word or short phrase that is missing in each gap. Play the recording for students to complete the sentences. Students compare their answers in pairs then check as a class. If students have found this challenging, refer them to the audioscript on page 195 to find the answers.

Additional activity: discussion

Ask students to discuss the following question in pairs, then elicit a few opinions:

1 Do you agree with Barry that the most important thing about an advert is the music? Why/Why not?

2 What other things can make an advertisement memorable?

Answers

2 Possible answers

1 the importance of advertising in the car industry, advertising campaigns, different advertising methods

2 1 something people did related to the cars (a noun)

2 a year (a number)

3 a word describing Barry's opinion of the attempts (an adjective)

4 something an advertising campaign can help improve (a noun)

5 an element of advertising (a noun)

6 an item or person that featured in an advert (a noun)

3 1 jokes 2 2016 3 clever 4 sales 5 music 6 footballer

4 1 for 2 about 3 at 4 about 5 to 6 of

ADDITIONAL PRACTICE | **Maximiser** p.13, Listening 1–2 | **MEL** Unit 2, Listening 1–2 | **MEL** Extra practice, Listening 1 Listening to understand attitude and opinion: Home sweet home? | Photocopiable 2A *Keep talking*!

Vocabulary

dependent prepositions

Aim

- to review dependent preposition phrases and use them accurately

4 Check students know what a *preposition* is (a word that is often used before a noun to show place, time, direction, etc.). In the phrase *the trees in the park*, the word *in* is a preposition. Tell students that a dependent preposition is a preposition that goes with a verb. This is often tested explicitly in the exam, e.g. in Reading and Use of English, Part 2 (open cloze). Students complete the questions, then compare their answers in pairs before checking as a class.

5 Students ask and answer the questions with their partner. For extra practice, they could swap partners and ask and answer the questions again.

6 If students cannot think of an ineffective advertising campaign, they could choose a product they would like to think of an advertising campaign for.

www.frenglish.ru

Additional activity: Dependent prepositions

Write the following sentences on the board. Ask students to change the underlined words in the sentences below so that they are true for them. They then compare their answers in small groups.

Apple pie reminds me of my grandmother.

Hanging out with friends makes a difference to my well-being.

I'd be excited to work at a large tech firm in Silicon Valley.

I always laugh at the clever jokes my friends post on social media.

Answers

4 **1** for **2** about **3** at **4** about **5** away **6** of

ADDITIONAL PRACTICE | **Maximiser** p.14, Vocabulary 1 | **MEL** Unit 2, Vocabulary 1 | **MEL** Extra practice, Use of English 4 Prepositions: What exactly did she say? | **ActiveTeach** Game: Sheep Out!

Grammar focus ▶ p.19

Aims

- to contrast the present perfect and past simple
- to use these forms accurately in writing and speaking

1 Encourage students to consider changes in areas such as buildings, recreational facilities, parks, transport, number of people, etc. Students discuss the questions with their partner. Elicit a few responses for each one with the class. Listen and note down any inaccurate uses of the present perfect or past simple, but do not correct them at this stage.

2 Students read the comment and note down the changes. Students compare their answers in pairs, then check as a class. Answer any questions about vocabulary or ask students to use dictionaries.

Present perfect and past simple

Refer students to the Grammar reference on page 146 and Exercises 1–2 on page 147. If students are strong on grammar, they could read this independently or for homework. If students find this grammar challenging, it is best to go through the notes and examples in detail on the board, checking they understand everything.

Grammar Reference Answers

Exercise 1

1 I've just finished the washing-up.
2 Have you ever read this book?
3 Paul hasn't contacted me yet.
4 We've never tried Mexican food.
5 I don't want to see the film because I've already seen it.

Exercise 2

1 have been **2** went **3** Did you finish **4** have you worked, haven't seen **5** hasn't replied **6** has been, moved **7** stopped **8** saw, was

3 Focus on each underlined verb in turn as a class and elicit whether it is an example of past simple or present perfect simple.

4 Look at the first underlined verb *lived* as an example. Read the whole sentence aloud. Then elicit which use from options A–F describes it best (D). Students match the remaining underlined verbs with the uses then compare their answers in pairs before checking as a class. Read the Language tip box aloud. Write these phrases on the board: *I've been here … I've been studying English …* , and elicit ways to complete them using both *since* and *for*.

5 Students discuss the questions in pairs. Elicit the correct one and a reason. You could also write the following examples on the board and ask students which is correct (B):

A When have you arrived in London?

B When did you arrive in London?

6 Students complete the sentences and then compare their answers in pairs before checking as a class. Then elicit a few questions that could be asked about the first paragraph using *How long … ?* and *When … ?* Write these on the board (e.g. *How long has Tony been in England? When did he arrive? How long did he stay in London? When did he arrive in York?*). In pairs, one student should write questions about paragraph 2, and the other about paragraph 3. Circulate, checking that the questions have used the correct question word and verb tense. Then students ask and answer the questions in pairs.

7 Ask students to read the extract quickly for gist before attempting the gaps. Students compare their answers in pairs before checking as a class.

8 Give students a few minutes to think about a place they have visited which has changed. Students share their experience in pairs. For extra discussion practice, students could swap partners and share again.

www.frenglish.ru

Answers

1 Student's own answers

2 big blocks of flats and offices near station, more shops

3 A 1, 2, 6
B 3, 4, 5

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

5 2 is correct. The person is still living there. This is something that began in the past and is still continuing.

6 1 since, for, for 2 for, since, for 3 for, for, since

7 1 grew up 2 didn't like 3 drove 4 has changed 5 have replaced 6 has gone 7 have disappeared 8 have made 9 haven't told 10 loved

8 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.14, Grammar 1–2 | **MEL** Unit 2, Grammar 1–2 | **ActiveTeach** Extra activity: Grammar Focus 1; Games: Stepping Stones, Noughts and Crosses

Reading focus ▶ p.20

1 Read the quote aloud: *Change makes us grow.* Elicit ideas of what it means (e.g. that when we face changes in our lives, we change as people for the better, for example, developing new skills, or personal qualities such as becoming more open or understanding.) Ask some follow-up questions: *What examples of change might make someone grow?* (e.g. moving to a new place, starting a new job, travel, starting a new hobby).

2 If necessary, clarify *road trip* (a long trip that you take in a car, usually with friends). Students discuss the question in pairs then elicit a few ideas.

Answer

1 Suggested answer
When things in our lives change, we learn to think about new things in different ways and become fuller people.

Additional activity: Discussion

Ask students to discuss the following question in pairs:

How has travel changed compared to when your grandparents were young?

Students should practice using the present perfect and past simple from the previous lesson. (e.g. *When my grandparents were young, air travel was new, exciting and very expensive whereas nowadays you can buy a plane ticket on a budget airline very cheaply.*)

Gapped text

Aim

- to identify references within a text to complete an exam-style gapped text activity (Reading and Use of English, Part 6)

The gapped-text activity tests student understanding of text structure, cohesion and coherence. Students read a text with six sentences removed, and then select the correct sentence for each gap from a jumbled list.

3 Put students into pairs. Ask students to look at the photos and tell their partner which of the destinations they would prefer to go on a road trip to, and why. Then give five minutes for students to read the article to find out where the writer went. Emphasise that they shouldn't worry about the gaps at this stage. Elicit the answer.

4 Point out that all the underlined words refer back to things or people or ideas that have already been mentioned. Discuss what the underlined words could refer to.

5 Go through the Exam tip box. Look at the first gap (1) and model reading the sentence before, the answer G, and the sentence afterwards. Ask the students to read the article again and choose the sentence that best fits in each gap.

6 Students discuss the question in pairs as they compare their answers. Elicit the answers and what each underlined word referred to.

7 Students match the underlined words and expressions with their meanings then compare their answers with a partner before checking as a class.

8 Give students a moment to think of something for each category, then tell their partner about it.

9 If students have internet access, they could look up maps to help plan their trip. Depending on the time available, students could make notes, or make a day-by-day breakdown of the places and sites they would like to visit.

10 Organise pairs into groups of six for students to share their road trip ideas, and decide which one sounds the most exciting.

www.frenglish.ru

Answers

3 C

4 Suggested answers

B *that*: something good, to contrast with the bad examples given

C *This*: arguments / a bad relationship developing

D *it*: something amazing, maybe an event or a trip

E *in this way*: a type of transport – e.g. by car, with a rail card

F *the purpose*: refer to lying down / sitting for a long time

G *theirs*: older people / parents

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

6 A *it*: going on a road trip (*of my own*) (para 3)

B *that*: the fact that they had no routines, deadlines to meet or places they had to be (para 5)

C *This*: the fact that they got on each other's nerves (para 4)

D *it*: the writer's grandfather's road trip across the USA (para 2)

E *in this way*: (not used)

F *the purpose*: sleeping (in the car) (para 4)

G *theirs*: our grandparents' (para 1)

7 1 missed out 2 set out on 3 got on each other's nerves 4 make up for 5 all walks of life 6 naïve 7 reminiscences

8–10 Students' own answers

Additional activity: Vocabulary

Ask students to choose three words or phrases from the text that are new to them. Students should try to deduce the meaning from the context and decide whether the word is important. They could check in a dictionary such as the Longman Dictionary of Contemporary English at www.ldoceonline.com.

Ask students to write personalised examples in order to remember the word or phrase. In small groups, students share their words, meanings and examples.

ADDITIONAL PRACTICE | **Maximiser** p.14, Reading 1–2 | **MEL** Unit 2, Reading 1–2 | **MEL** Extra practice, Reading 2 Scanning for detail: The facts about Liverpool | **Photocopiable** 2B *The complete article* | **ActiveTeach** Extra activity: Reading Focus

Grammar focus ▶ p.22

Past simple, *used to* and *would*

Aim

- to use past simple, *used to* and *would* accurately to talk about past states and habits

Warmer: Tastes change

Ask students to note down three things they liked when they were younger, but don't like now. Then ask them to write down three things they didn't like when they were younger, but do like now. The things might include music, hobbies, food, etc.

Put students into pairs to talk about how their tastes have changed. Write the following prompts on the board for students to refer to, if necessary.

I used to like … but now I …

I didn't use to like … but now I …

e.g. *I didn't use to like reading, but now I love it!*

Refer students to the Grammar Reference on page 147. Ask them to read through the notes and examples, and to complete Exercise 3.

Grammar Reference answers

Exercise 3

1 used to live 2 Did Miss Barnes use to be 3 would visit / used to visit 4 would bring / used to bring 5 didn't use to play 6 didn't use to like 7 would go / used to go 8 used to be

1 Put students into pairs to discuss how homework has changed. Elicit a few ideas.

2 Ask students to read the online comment to check if their ideas were mentioned.

3 Students read the comment again and answer the questions. Elicit the answers.

4 Ask students to underline *used to* and *would* in Activity 2 to see examples of use in context before matching the examples with the rules 1–3. Ask students to read the Language tip, and point out that *used to* does not have the *d* in these forms.

5 Write the following example on the board: *The book belonged to me.* Elicit how the rule in Activity 5 can be completed, and how it affects the example. (*The book used to belong to me* NOT ~~*The book would belong to me*~~.)

6 Play the recording for students to notice the pronunciation of *used to.* Elicit the sound that disappears. Ask students to practise reading the sentence aloud with the correct pronunciation of *used to*.

7 Focus students on the first gap and model inserting *used to* and *would*. Elicit which is possible (in this case, both). Students complete the rest of the extract, then compare their answers in pairs.

www.frenglish.ru

8 Point out that we don't use *Would you ...?* to start questions about past habits. The questions can all start with *Did you use to … ?* Circulate, checking that the questions are accurate, and listening to students' answers. Note down any corrections to address later by writing up a few sentences on the board for students to correct in pairs.

Answers

1–2 Students' own answers

3 1 A 2 B

4 When my mum was at college she used to get tons of homework every Friday and she would spend all weekend planning and writing her essays by hand. Every Sunday evening she would show my grandfather what she'd done. Today we all have computers so it's quick and easy to type up essays. It's also simpler to look up information than it was for my mum. Then she used to go to the library and spent a long time finding information in books. She says there used to be shelves of big, heavy books in her bedroom. Now all the information is on websites and I don't even have dictionaries!

1 used to get, used to go 2 used to be
3 would spend, would show

5 used to

6 It is pronounced as /juːstə/. The letter 'd' disappears, as it is assimilated by the /t/ in *to*.

7 1 used to/would 2 used to 3 used to 4 used to
5 used to 6 would/used to 7 would/used to
8 used to

8 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.16, Grammar 1–2 | **MEL** Unit 2, Grammar 1–2 | **ActiveTeach** Extra activity: Grammar Focus 2

Use of English focus ▶ p.23

Warmer: Technology

Ask students to tell their partner about what technology they have used so far today, e.g. *I woke up with my smart phone alarm, put some toast in my toaster,* etc. Elicit some ideas. Then, ask: *What are the pros and cons of living with so much technology?* Elicit some ideas.

1 Students work in pairs or small groups to discuss the questions. Elicit a few responses for each question.

Answers

1 Students' own answers

Open cloze

Aim

- to complete an exam-style open cloze activity (Reading and Use of English, Part 2)

In the open cloze exam task, students read a text with eight gaps and choose the most appropriate single word to fill each gap.

2 Read the Exam tip box aloud. Tell students to read the text to get an idea about what the text is about, as the Exam tip box suggests, without worrying about the gaps at this point.

3 Point out that although the words are provided in this exercise to help them, words will not be provided in the exam. Stronger students may enjoy the challenge of completing the gaps without referring to the words in the box. Focus students on the word in the first gap (*the*) and elicit the sort of word it is (an article). Students complete the other gaps, then compare their answers in pairs before checking as a class.

4 Read through the statements as a class and elicit the correct one.

5 Put students in pairs and tell them that they are going to make their own open cloze (gap fill) for their partner. They should turn to pages 140 and 144 in the Student's book. Students choose eight words to remove by crossing them out with a pen so that the word is not visible. Remind them to choose grammar-related words (prepositions, articles, linking words, pronouns, auxiliary verbs etc.) rather than nouns, main verbs and adjectives. Students swap the tasks they have written for their partner to complete.

6 Put students into small groups to discuss the questions.

Answers

1 Students' own answers

2 a new science-fiction series

3 1 have 2 well 3 However 4 since 5 there
6 to 7 after 8 if 9 who 10 will

4 2 is correct

5–6 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.16, Use of English 1–3 | **MEL** Unit 2, Use of English 1–3 | **MEL** Extra practice, Use of English 1 Spelling in context: What's the right spelling? | **Photocopiable** 2C *Perfect pairs*

www.frenglish.ru

Writing focus ▶ p.24

Informal letter/email

Aim

- to write an exam-style informal letter using appropriate features (Writing, Part 2)

In Writing Part 2, students will be given a choice of three tasks, which may include an informal email/letter (or an article, a report or a review). If possible, ask students to read the Writing reference section on informal emails/letters on pages 172–173 of the Student's Book for homework in preparation for this lesson.

Warmer: Describe a room

In pairs, students describe what one of their favourite rooms looks like, and mention any changes it has had over the years, e.g. *I still share a room with my brother. It has cream walls and blue blinds, and we each have a bookshelf.*

1 Focus students' attention on the photo, then put them into pairs to discuss the questions. Elicit a few responses for each. (Note: a *makeover* can refer to a person/thing/room/house. TV shows featuring makeovers of various types are very popular at the moment in the English-speaking world.)

2 Students read the email and answer the questions. Elicit the answers.

3 Students answer the questions then compare their answers in pairs before checking as a class.

4 Ask students to underline the phrases that Dave uses for each purpose. Then check as a class.

5 Tell students that these are alternative phrases that can also be used for the functions in Activity 4. Students match them with functions 1–6, then check as a class.

6 Give students a few moments to imagine a room they chose for their makeover and what kind of changes they made. Students share their ideas in pairs.

Teaching tip: Inventing details

Point out that in the Writing exam, students are allowed to invent things in answers. They do not necessarily need to write truthfully (especially if they can't think of ideas which are true), as long as they address the task sensibly and their English is at a certain standard.

7 Ask students to read the Exam tip. Students read the task, underline key words and plan their essay using the prompts. Encourage students to share their plans in pairs, to check that they are going to address all the necessary points from the task. Remind students of the additional advice and useful language in the Writing reference on pages 172–173. Encourage them to use the useful language in their own writing. This writing exercise could be set for homework and then collected to provide individual feedback. In the exam, there is 40 minutes for each writing task. In this lesson, as students have already had about ten minutes planning time, encourage students to write their letter within a 30-minute time limit.

Teaching tip: Time limits

Writing these tasks within a time limit is one of the most effective ways that students can prepare for writing tasks in the exam. Weaker students may need more time at first, and can be encouraged to gradually reduce the time limit through the course.

Answers

1 1 making a place look more attractive by painting the walls, putting in new furniture, etc.
2 Students' own answers

2 His kitchen has been given a makeover by a TV show. He really likes the new room; he thinks the only problem is the colours.

3 1 Hi Karin; How are you doing; Do you remember; you won't believe this; as you can guess; I've got a feeling that; Do write soon with your news; Lots of love
2 para 1: opens the email and introduces the topic; para 2: gives details about the situation; para 3: describes his reaction and gives further detail

4 1 Do you remember (I told you) 2 you won't believe this, but … 3 I really like it. 4 as you can guess 5 I've got a feeling that 6 Lots of love

5 1 you've probably forgotten but 2 you'll never guess what happened 3 I absolutely love it 4 as you might imagine 5 something tells me that … 6 let me know how things are going

6 Students' own answers

7 Sample answer

Hi Helen,

Great to hear from you! Thanks for asking about my bathroom makeover, it is all finished now, and I really like it!

You've probably forgotten, but the lino we had on the floor was bright green and really ugly. We had it replaced with plain white tiles, and we decided to repaint the walls white, too. As you can guess, it is much more relaxing now.

www.frenglish.ru

As you know, we were on a tight budget, so we did most of the work ourselves although we did get some help with replacing the shower. You won't believe this, but a pipe burst, so it was lucky that the plumber was there and managed to stop the leak straight away. Other than that, it all went smoothly.

Hope you can visit one weekend and have a look at our hard work!

Love,

Josh

ADDITIONAL PRACTICE | **Maximiser** p.17, Writing 1–3 | **MEL** Unit 2, Writing 1–3 | **MEL** Extra practice, Writing 2
Appropriateness of language: Choosing the right style

Review ▶ p.25

Aim

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

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

Answers

1 **1** confused **2** exhausted **3** nervous **4** surprised **5** annoyed **6** depressed **7** amused **8** upset

2 **1** visited **2** flew **3** went **4** have ever had **5** opened **6** have walked **7** has been **8** appeared **9** took **10** made

3 **1** used to/would **2** used to **3** didn't use to **4** used to/would

4 **1** used to hate **2** used to ride **3** didn't use to be **4** used to play **5** didn't use to live **6** used to/would buy

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

www.frenglish.ru

3 Passions

Listening and Vocabulary focus ▶ p.26

Warmer: Passions

Write on the board the unit title *Passions* and elicit what a passion /pæʃən/ is (a very strong liking for something, or a very strong belief or feeling about something).

Write on the board the following phrases with dependent prepositions:

be/feel passionate about something

have a passion for something

Ask students what kinds of things people might be passionate about (e.g. food, fashion, sport, celebrities, music, work). Then ask students if they feel passionate about anything related to the subjects elicited.

1 Put students into pairs to discuss the first question. Elicit any clubs students belong to and what they involve. Then, give students a few minutes to read through the courses to decide which they would most and least like to do. If you have the facilities, show a picture of *hurling*. Students compare their answers in pairs, and then ask a few students to share their answers with the class.

2 Read the rubric aloud, then play the recording. Elicit the answers.

Answers

1 Students' own answers

2 1 F 2 C 3 A 4 E

Multiple matching

Aim

- to complete an exam-style multiple matching activity (Reading and Use of English, Part 3)

3 Give students time to read the Exam tip and underline key words in the options. Tell students that the words may not be the same in the recording as they are in the options, but the meaning will be the same. Play the recording for students to complete the task. Students compare their answers in pairs before checking as a class.

Answers

3 Suggested key words

A It encourages attitudes that I admire.

B It satisfies a need to be creative.

C It's a complete change from what I normally do.

D It's practice that will be useful in the future.

1 D (*So, I've joined as many groups as I can to get a lot of experience.*)

2 A (*And I think this is what really got me into the club … for the love of the game.*)

www.frenglish.ru

3 B (*Being able to make my own designs is amazing. I realise it's important for me to do something that's not just practical.*)

4 C (*I spend my days in a lawyer's office dealing with very serious matters, but once a week I go to my class and can really let go.*)

ADDITIONAL PRACTICE | **Maximiser** p.18, Listening 1–2 | **MEL** Unit 3, Listening 1–2 | **MEL** Extra practice, Listening 2 Listening for gist: Spot for gist

Vocabulary

collocations: pastimes

Aim

- to review and expand knowledge of collocations related to pastimes

4 Ask students to read the text quickly to find out which course the tutor runs and his background. Elicit the answers. (He runs a car maintenance course. His father was a mechanic.) Read option 1 in the text and elicit the correct answer (*about*) and a reason (*to be passionate about something* is a collocation.) Students choose the correct options for the remainder of the text, then check as a class.

5 Look at the first meaning, *difficult*, with the class, and elicit the word/phrase in the text that has the same meaning (*tough*). Students find words/phrases to match the remaining meanings, then compare in pairs before checking as a class.

Additional activity: discussion

Ask students to work in pairs to think of the following things.

- *A skill that takes a lifetime to master.*
- *Something you found tough at the beginning but became easier.*
- *A time you stuck with something even though it was hard.*

6 Students complete the sentences with the prepositions then compare in pairs before checking as a class. Point out that *fascinated* is an example of an *-ed* adjective used to describe a feeling. The *-ing* form (*fascinating*) can be used to describe something that causes the feeling, e.g. *He says ancient history is fascinating*.

Answers

4 **1** about **2** full **3** hooked **4** tough **5** with **6** takes **7** running **8** check

5 **1** tough **2** check it out **3** full stop **4** stuck with it **5** takes a lifetime **6** running **7** I'm passionate about **8** got hooked on

6 **1** at, at **2** on, of **3** by **4** about, in **5** about, into

go, *do* and *play*

7 Ask students to copy and complete the table. Play the recording for students to check their answers.

8 Students add the words in the box to their table then add two more to each column. Check answers as a class, then elicit extra activities students added, and share any of the sample answers that were not mentioned.

9 If you have a weaker class, brainstorm some more example questions on the board first, e.g. *What hobbies are you really keen on? Are you passionate about politics? I'm hooked on [insert the name of a TV show], how about you?* Students ask and answer questions in pairs. Alternatively, if space allows, students ask and answer a question with one partner, then find a new partner, speaking to as many people as possible.

10 For this activity, organise students into groups of three or four to do step 1, making sure each student in the group selects a different club. Then give students 5–10 minutes to work on step 2 individually (this could be done for homework), then regroup for step 3. If necessary, clarify that *archaeology* /ɑːkiˈɒlədʒi/ is the study of ancient societies by examining what remains of their buildings, graves, tools, etc.

Answers

7–8 go: swimming, bowling, clubbing, shopping, skateboarding (fishing, hiking)

do: an evening class, karate, judo, voluntary work, the housework, crosswords (sudoku, an aerobics class)

play: chess, cards, board games, tennis (computer games, basketball)

9–10 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.18, Vocabulary 1–2 | **MEL** Unit 3, Vocabulary 1–2 | **MEL** Extra practice, Vocabulary 3: Phrases with 'take' | **ActiveTeach** Games: Sheep Out!

Grammar focus ▶ p.28

Warmer: Discussion

Ask students if they have ever taken an evening class. Ask: *Did you learn much from it or was it tiring? What are the benefits of taking an evening class*?

www.frenglish.ru

1 Put students into pairs to discuss the question, then elicit a few responses.

2 Give students a couple of minutes to read the advert to find out what kind of courses are mentioned, then elicit the answer.

Answers

1 Students' own answers

2 courses leading to qualifications, courses to learn something new and interesting

Countable and uncountable nouns

Aim

- to review rules of countable and uncountable nouns, and their articles

Refer students to the Grammar Reference on page 148 of the Student's Book. Go through the notes on countable and uncountable nouns, checking students understand the main points. Ask students to complete Exercises 1 and 2.

Grammar Reference Answers

Exercise 1

1 U **2** U **3** C **4** U **5** U
6 U **7** C **8** C **9** U **10** U

Exercise 2

1 bread, chocolate **2** sugar, bread, chocolate
3 milk, petrol **4** milk **5** chocolate

3 Look at the first underlined noun (*time*), and elicit whether it is countable or uncountable (uncountable) and a reason (*time* is an abstract idea, not a real thing). Ask students to work through the rest of the underlined words in the same way. Students compare their answers in pairs, then check as a class.

4 Students discuss in pairs whether the statements are true or false and why. Elicit answers as a class. Share some examples for each corrected rule and elicit additional ones.

5 Ask students whether any of the uncountable nouns in the box are countable in their first language and if so, to note the difference. Students match the nouns with the headings then compare their answers in pairs before checking as a class. Focus students' attention on the Language tip and elicit a few sentences using the word *news*, e.g. *The news is usually on at 6 o'clock*.

Additional activity: Uncountable nouns

Write the following nouns on the board and elicit whether they are countable or uncountable in English: *luggage, furniture, bread, rice, weather, rubbish* (all are uncountable). Ask students to work in pairs to think of two more uncountable nouns that fit each heading in Activity 5. For example:

1 liquids: blood, oil 2 an activity: fishing, dancing
3 an abstract noun: pride, work 4 a material: gold, cotton, concrete

Answers

3 **C:** classes, students, job, qualification
U: time, Spanish, cooking, advice, information, money

4 **1** F (We can use *a/an* before a countable noun, e.g. *a class*, but not before an uncountable noun, e.g. ~~*an advice*~~)
2 F (We add *-s* to make a countable noun plural, e.g. *classes*. There is a spelling change if a word ends in *-s*. In this case, we usually add *-es*, e.g. *glasses*. Also, if a countable noun ends in *-o*, we usually add *-es*, e.g. *tomatoes*, *avocadoes*. If a countable noun ends in *-y*, we usually change it to *-ies*, e.g. *fairies*, *ferries*.)
3 T

5 **1** milk, water **2** reading, skiing **3** beauty, health
4 chocolate, wood

Quantifiers

Aim

- to use quantifiers accurately with countable and uncountable nouns

Refer students to the Grammar Reference again on page 148 for students to read the notes on quantifiers and complete Exercises 3 and 4 on page 149.

Grammar Reference Answers

Exercise 3

1 a little **2** a few **3** a little **4** a little **5** a few

Exercise 4

1 some **2** an **3** much **4** several **5** a few **6** any
7 many **8** lot of **9** few **10** Lots

6 Students find examples of each of the rules in pairs, then check as a class.

www.frenglish.ru

7 Read the first sentence as an example. Ask, referring to the rules in Activity 6: *Is Portuguese uncountable or countable?* (uncountable). Then ask: *Is the sentence affirmative or negative or a question?* (negative). Then elicit the answer. Point out that *much* could also fit from a grammatical point of view (*I can't speak much Portuguese* would be correct); however, it would have a different meaning to *any* which means that the speaker can't even say one word. Students complete the rest of the sentences using the rules in Activity 6 as an aid, then compare in pairs before checking as a class. Point out that *chocolate* can also be countable, if you are talking about individual pieces such as those that come in a gift box.

8 Students rewrite the sentences so that they are true for them. Circulate, checking that the expressions of quantity are correct. Students share their answers in pairs. For extra practice, students could compare their answers with a new partner.

Answers

6 **1** some courses are free

2 you don't have to pay any money at all

3 How much time have you got …? I couldn't speak much Spanish. Only a little? I have little time …

4 There aren't many students in our class … Few courses cost more than £5.00 … I only knew a few words …

5 A lot of our students take qualifications. But now I know a lot. They give a lot of advice …

7 **1** any **2** a lot of **3** many **4** a lot of, a little **5** any **6** much

8 Students' own answers

Additional activity: Food pictionary

Split the class into two teams. Write the name of a food or drink on a piece of paper. One student from each team comes to the board and reads the name of the item. Both students draw the item at the same time and the first team to guess what it is correctly gets a point. After a word has been guessed, elicit whether it is countable or uncountable and some different servings/containers that can be used with the word.

Example items:

Milk – uncountable (bottle, carton, litre, glass)

Eggs – countable (box, tray, dozen)

Noodles – countable (packet, bowl)

ADDITIONAL PRACTICE | **Maximiser** p.19, Grammar 1–3 | **MEL** Unit 3, Grammar 1–3 | **MEL** Extra practice, Vocabulary 9 Topic: Food | Photocopiable 3A *Quantifier chain* | **ActiveTeach** Game: Stepping Stones | **ActiveTeach** Extra activity: Grammar Focus 1

Speaking focus ▶ p.29

Warmer: Discussion

Ask: *What benefits are there to having a passion for something?*

Elicit some ideas: it can give you focus; some passions give you a way to meet other people; it can give your life a purpose; it can make you feel excited.

1 Students discuss the question in pairs, then elicit a few opinions and examples from the class.

2 Read through the rubric with the class. Put students into pairs to complete the first two steps, then organise the pairs into small groups for step 3.

1 Possible answers

when it becomes an obsession; spending too much money on it; allowing it to take up too much of your time at the expense of work, studies, etc.

2 Possible answers

1 The photo shows a man cleaning the inside of his car.

2 good: it keeps his car clean/in good condition; he probably meets up with other enthusiasts; it gives him something to do

bad: it's expensive; it wastes time

Collaborative task

discussing and interacting

Aim

- to complete an exam-style collaborative task (Speaking, Part 3)

3 Turn to the **Exam information** on page 5 of the Student's Book for students to read what is required in this part of the exam. Students read the task. Ask them to check and discuss the good points of the first prompt only.

4 Play the recording and elicit any points that were mentioned.

5 Students complete the phrases. Play the recording again for students to check.

6 Students add the phrases under the headings then compare their answers in pairs before checking as a class.

7 Play the recording. Elicit which speaker sounds more interested and why.

www.frenglish.ru

8 You may like to demonstrate reading these in an uninterested and interested tone for contrast.

9–**10** Read the exam tip aloud. Point out that sounding interested is a combination of using words, tone and body language (e.g. looking at your partner when they are speaking, and nodding). For each of these exam tasks, time students for four minutes. Encourage them to speak for the whole time and to use a range of phrases from Activities 5–6. Students should swap partners for Activity 10 so that they get practice with a range of partners.

Additional activity: Scripted practice

Ask students to work in pairs to write a script for discussing one of the elements of the task on page 139. They should incorporate one phrase under each heading from Activity 5. Students should practise their script a few times before performing the discussion for the class.

Answers

3–4 Students' own answers

5 **1** let's **2** go **3** agree **4** think **5** think **6** think **7** downside **8** point **9** As **10** What

6 Organising the discussion: Let's talk about this one next; Where shall we start?

Involving your partner: How about you?

Giving an opinion: I feel that …; In my opinion, …; What I think is that …

Referring and adding to your partner's comments: As you mentioned, I like your idea about …

7 B, because the speaker uses intonation to show interest.

In A, the speaker has a flat tone.

8 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.20, Speaking 1–4 | **MEL** Unit 3, Speaking 1–4 | Photocopiable 3B *Choose an activity*

Reading focus ▶ p.30

1 Focus students' attention on the photos on page 31. Focus students' attention on the definition of *daredevil*, and point out that it is a compound of two words. Elicit what the *n* and [C] mean in the definition (noun, countable). Then students discuss the questions in pairs. Elicit some ideas with the class.

Answers

1 Possible answers

1 to challenge themselves; they enjoy the thrill; such activities are never boring

2 skydiving; paragliding; whitewater rafting; shark diving

Multiple matching

Aim

- to develop strategies for completing an exam-style multiple matching activity (Reading and Use of English, Part 7)

2 Tell students that they are going to read the article quickly for gist first. Give them two minutes to read the text and answer the question. Elicit the answers.

3 Focus students' attention on question 1 and ask them to underline key words. Then ask them to reread the article to find which person did each thing. Encourage them to underline the part of the text that helped them to find the answer.

4 Read through the Exam Tip and give the example that the first question includes the word *young,* and although text C contains the word *younger*, the answer is B (*When Rob Myers was nine, he joined a gymnastics school*). Students complete the remaining questions using the steps in Activity 3.

5 Check students understand the word *unappealing* (difficult to like, or unattractive). Students discuss the question in pairs. Elicit some responses.

6 Check students understand *foolish* (not thinking sensibly, silly). Ask students to discuss the question in pairs, then elicit some opinions.

Answers

2 Jan – motor cycle stunt riding

Robbie – street skateboarding

Katrine – breakdancing

3 **1** Suggested key words: formal, training, young age

2 Sections B and C mention training.

3 Section B (young age = *When Rob Myers was nine*)

4 **1** B (*When Rob Myers was nine, he joined …*)

2 A (*you might have seen her at the cinema too! … The Ultimate.*)

3 C (*She teaches and trains up to six hours a day. She has also given advice to many of the youngsters she teaches.*)

4 A (*Jan Collier was born and brought up in Winchester, England, but fans of motorcycle stunt riding probably know her better as 'Janx'.*)

5 B (*with the ocean several hours away, daily practice was impossible*)

6 C (*She ended up failing most of her school exams*)

7 B (*he decided to move to the USA, where he set out to master his skateboarding skills*)

www.frenglish.ru

8 A (*When she sees someone do a difficult new stunt, she copies it. She doesn't give up until she can do it too.*)

9 B (*Robbie discovered freestyle skateboarding when … to use his gymnastic abilities.*)

10 B (*At the same time, he developed a passion for surfing.*)

5–6 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.21, Reading 1–3 | **MEL** Unit 3, Reading 1–3 | **MEL** Extra practice, Reading 3 Inferring facts from a text: What's being described? | Photocopiable 3C *That's me!*

Vocabulary

phrasal verbs with *up*

Aim

- to use a selection of phrasal verbs with *up* correctly

7 Students match the underlined verbs with the best meaning. Students compare their answers in pairs before checking as a class.

8 Circulate while students write their sentences for the gap-fill activity, checking that they make sense and that the phrasal verbs have been used correctly in context. Then ask students to swap their gap-fill with a partner.

9 Encourage the groups to discuss each of the activities in turn, in a similar way to the collaborative task activity they did on page 29 (and using the phrases from that lesson), and then make a decision. Ask each group to briefly share what they decided and why.

Answers

7 1 thinking up 2 grew up 3 take up 4 brought up 5 ending up 6 gave up

8–9 Students' own answers

ADDITIONAL PRACTICE | **ActiveTeach** Extra activity: Reading Focus; Game: Noughts and Crosses

Grammar focus ▶ p.32

Warmer: Free-running

If you have the facilities, find a short video clip or some photos of a free-runner or someone doing parkour to show to the class. Use the search terms 'parkour' or 'Yamakasi'.

Ask students to describe the activity in pairs. If anyone has tried free-running, ask them to tell the class about their experience. Share the background note in Activity 1.

1 Put students into pairs to discuss the question, then elicit some responses from the class.

Background note: Free-running

Free-running or parkour /pɑːˈkʊə/ is a sport which involves treating an ordinary environment as an obstacle course, for example, running through city streets and jumping between buildings or balancing along fences. The sport was developed in France in the 1980s by a small group of friends, known as the Yamakasi.

2 Ask students to complete the interview, then play the recording for students to check their answers.

Answers

1 Students' own answers

2 1 C 2 A 3 B

Present perfect simple or continuous

Aims

- to compare the uses of present perfect simple and continuous
- to pronounce the contracted forms with the correct stress

3 Students read descriptions 1–3 and match them with questions A–C in Activity 2. Refer students to the Grammar reference on page 149 to read the notes and examples, and complete Exercise 5. If students are strong on grammar, they could read this independently for homework.

Grammar Reference Answers

Exercise 5

1 has been writing 2 have been doing 3 haven't seen 4 have you been, 've been calling 5 Have you been playing 6 I've read 7 've been waiting 8 haven't been listening

4 Students complete the dialogues, then compare their answers in pairs before checking as a class.

5 If you have the facilities, consider showing a picture of Alain Robert climbing up a building, or of the Burj Khalifa (one of the tallest structures in the world, at 829.8m, located in Dubai). Remind students to read each sentence carefully for context before deciding on the correct verb form. Students compare their answers in pairs before checking as a class.

www.frenglish.ru

6 Ask students to try underlining the stressed words before they listen, then play the recording for students to check. Play the recording again for students to notice the pronunciation of *have/has been.* Play the recording again, pausing after each sentence for students to repeat. Then ask students to work in pairs to practise saying the questions and answers while you circulate to listen and remodel as required.

7 Briefly brainstorm what students remember about the three daredevils on page 31. As a model, choose one of the people. Ask students to ask you some questions, and answer in character. If you have a weaker class, brainstorm some questions on the board first that students can ask. Then, in pairs, students take turns to be one of the people from page 31 and the interviewer.

Additional activity: How long have you been … ?

Ask students to walk around the class, asking questions to different people that start with the phrase *How long have you been …* ?

Sample questions include:

How long have you been studying English?

How long have you lived in this town?

I've heard that you collect comics. How long have you been collecting them for?

Answers

3 **1** C **2** B **3** A

4 **1** been waiting **2** have been waiting **3** read **4** drunk **5** have you been writing **6** was **7** have been writing **8** written

5 **1** have called **2** has climbed **3** has been doing **4** started **5** wanted **6** has climbed **7** has been **8** went **9** has had **10** has broken

6 **1** How long've you been doing free-running?
2 I've been doing free-running for three years.
3 How long's he been free-climbing?
4 He's been free-climbing since 2017.

7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.22, Grammar 1–2 | **MEL** Unit 3, Grammar 1–2 | **ActiveTeach** Extra activity: Grammar Focus 2

Use of English focus ▶ p.33

Word building

noun suffixes

Aim

- to form nouns from other types of word using suffixes

Warmer

Write the following quote on the board: *Good education has got to be good entertainment.* (Nicholas Negroponte)

Put students into pairs to discuss whether they agree or disagree with the quote, and why.

Elicit a few opinions. Then, ask students to identify the nouns in the sentence (*education*, *entertainment*), and point out that these are made from the root words *educate/entertain* and a suffix *-ion/-ment.* Underline the suffixes in the quote.

1 Ask students to read the words in the table and elicit what part of speech they are (nouns). Point out that there is sometimes more than one noun form of a root word. For example, the root word *entertain* can be made into the nouns *entertainment* (things such as films, television, performances that are intended to amuse or interest people) and *entertainer* (someone whose job it is to entertain people). Elicit more examples of nouns which end with the suffixes in the table. Write them on the board so that students can check the correct spelling.

Additional activity

Read out or write on the board the following list of verbs: *relate, state, define, advertise, inform, opt, quote.*

Ask students to use one of the suffixes from Activity 1 to change each verb into a noun, and add it to the table (*relationship*, *statement*, *definition*, *advertisement*, *information*, *option*, *quotation*).

2 Tell students that all the suffixes in the gaps can be found in Activity 1. Complete the first sentence as an example with the class, eliciting the correct suffix. Students them complete the remaining sentences before comparing their answers in pairs.

www.frenglish.ru

Answers

1 They are all nouns. Examples of additional words: beautician, retirement, ownership, confession, swimming, kindness, builder, adulthood.

2 **1** visitor **2** snowboarding **3** invention **4** argument **5** weakness **6** adulthood **7** hardship **8** electrician

Word formation

Aim

- to complete an exam-style word formation activity (Reading and Use of English, Part 3)

3 Focus students' attention on the photo and elicit what students think the programme is about (a talent show for teenagers).

4 Tell students to read the review for gist first and not to worry about the gaps at this stage. They should make a note of the good and bad things the writer mentions about the show. Elicit answers from the class.

5 Turn to the Exam information on page 4 for students to read what is required in this part of the exam.

Read the rubric and the Exam tip aloud. Explain that in the exam, there will be a mixture of different word types, but in this activity all the answers are nouns to help students practise noun suffixes. Students complete the exercise, then compare their answers in pairs before checking as a class. Write the answers on the board so that students can see the correct spelling.

6 Ask students to discuss the question in pairs, then elicit a few opinions to the question from the class.

Answers

3 Possible answers

a dance show/talent show/competition/musical

4 Possible answers

good: happiness at winning

bad: jealousy, disappointment

5 **1** championship **2** training **3** dedication **4** commitment **5** friendship **6** happiness **7** disappointment **8** reaction

6 Students' own answers

Additional activity: Happiness is …

Write on the board *Happiness is …*

Give some examples of ways the sentence could be completed to express a personal definition of what the noun means: *Happiness is a warm bed on a cold night. Happiness is spending time with old friends. Happiness is visiting somewhere new. Happiness is chocolate.*

Ask students to discuss in pairs what their personal definition of happiness might be. If time allows, ask students to do the same with some other nouns from this lesson and then share ideas in small groups to decide on the most amusing and most meaningful.

Friendship is … Dedication is … Obsession is … Adulthood is …

ADDITIONAL PRACTICE | **Maximiser** p.23, Use of English 1–2 | **MEL** Unit 3, Use of English 1–2

Writing focus ▶ p.34

Vocabulary

film

Aim

- to review and expand vocabulary related to film genres

Warmer: discussion

Ask students to think about a film or TV series they have seen recently, and tell their partner what they liked about it, what they didn't like about it, and what kind of people they would recommend it to.

1 Read the first film genre aloud (*action*) and elicit a few titles of action films (e.g. *Wonder Woman*, *Black Panther*). Then put students into pairs to think of a title for each of the remaining genres. Elicit a description of what each genre is like, and a few titles. For example, science fiction is often set in the future and might involve aliens or other planets. Students discuss the questions in pairs. Then elicit a few responses for each question.

Answers

1 Students' own answers

www.frenglish.ru

Review

Aim

- to write a film review using appropriate features (Writing, Part 2)

Refer students to the Writing reference on page 171 and ask students to read the task and the sample review. Ask them to read the advice on the model answer on page 171, and decide which piece of advice seems most useful.

2 Students place a tick next to information they would expect to be included, then discuss their answers with a partner. (Point out that they will check their answers after in Activity 4.)

3 Focus students' attention on the poster. Elicit what the film *127 Hours* might be about and what type of film it is. Or, if some students have seen it, ask them to explain very briefly what the film is about.

4 Pre-teach *box office* (the place in a theatre, cinema, etc. where tickets are sold, used to describe how successful a film, is, by the number of people who pay to see it), *canyon* (a deep valley with very steep sides of rock), *praise* (to say that you approve of someone or something, especially publicly) and *desperation* (being willing to do anything to change a very bad situation). Students read the review and underline the information included from Activity 2. Go through the answers as a class.

5 Students discuss the question in pairs. Invite a few students to share their opinions with the class.

6 Go through the task with students and ask them to make notes for each paragraph heading.

Read the Exam tip aloud. Ask students to find examples of the present simple in the *127 Hours* review. Elicit how it is used to describe the plot of the film, and how it makes the story feel more immediate (*Aron falls down a hole … a huge rock lands on his arm …*).

7 Students work in pairs. Encourage them to check that their partner has made notes for each separate paragraph.

8 This could be set as a homework activity and collected in to give individual feedback. Encourage students to practise writing to a time limit. Remind them that they will have 40 minutes in the exam.

9 Put students into small groups to show each other their reviews, and comment on which film seems most interesting.

Teaching tip: Using the sample writing answer

The sample answer below can be used in a range of ways.

- To emphasise language, photocopy and distribute the sample answer to students before they write their own review. Ask them to notice language that the writer has used to make the review seem more interesting.
- To emphasise structure, photocopy and cut the sample answer into paragraphs. Distribute the cut-out paragraphs to pairs and ask them to put them back in order.
- Show a copy of the model answer when you return students' work. Consider highlighting features of the model answer that exemplifies what the students need to work on.

10 Tell students that they will be planning a film, and put them into groups of three or four, to follow the steps on page 140. Suggest for the presentation that students will have one or two minutes per group to share their ideas, and that everyone in the group must say something. If time is short, put students into pairs to plan their film, then organise them into new pairs to compare ideas.

Answers

2 2, 3, 4, 6

3 Students' own answers

4 **2** *127 Hours*, directed by Danny Boyle, starring James Franco, immediate box-office success, highly praised by critics, nominated for many awards

3 a drama about survival, real story of Aron, Aron falls down a hole, story of how he fights to stay alive

4 what I loved, how one actor holds our attention, excellent performance

6 makes us think, definitely recommend it

5–7 Students' own answers

8 Sample answer

The film I would like to review is *The Artist*, winner of seven Academy Awards in 2011, including best picture. It's an unusual film because it is in black and white, and almost completely silent. It is written and directed by Michel Hazanavicius.

Although it is a French film, the story is set in Hollywood. The main character, George, played by Jean Dujardin, is a star of a silent cinema in the late 1920s. He doesn't want to star in the new type of talking films. It also follows his love story with an unknown young actress who starts to become very popular.

www.frenglish.ru

I thought it was very clever how the story is actually a silent film about silent films. I particularly liked how the actors manage to communicate the story without talking and only a few subtitles. It has a wonderful musical score too.

The Artist is definitely worth seeing. Not only is it a change from an average blockbuster, it is also charming and will make you feel good.

9 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.23, Writing 1–2 | **MEL** Unit 3, Writing 1–2 | **MEL** Extra practice, Writing 5 Suggesting and recommending: What goes with that? | **ActiveTeach** Game: Pelmanism

Progress test 1 ▶ p. 35

Aim

- to revise structures, vocabulary and exam tasks covered in Units 1–3

The Progress test gives students an opportunity to revise what has been covered in the module, build confidence in what they know, and to recognise any gaps in their learning. The test may be completed in class or as a homework activity. Set a time limit of 40 minutes, although this may need to be varied according to the ability of the students in your class. Go through the answers as a class, or organise students into small groups to compare and check their answers.

Answers

1 **1** many **2** some **3** a few **4** much **5** Few
6 a few **7** some **8** any

2 **1** A **2** D **3** B **4** B **5** D **6** A **7** D **8** D
9 A **10** C **11** B **12** B

3 **1** illness **2** skiing **3** invention **4** musician **5** actor
6 retirement **7** childhood **8** happiness
9 friendship **10** competition

4 **1** Jo's living with a friend until she finds a flat.
2 The police don't have any suspects at the moment.
3 We're meeting up with Terry and Ian this evening.
4 I don't need any help for now, thanks.
5 He's keeping his car in our garage for the time being.
6 How long does it take you to get to the swimming pool?

5 **1** Hi **2** Do you remember **3** you won't believe this
4 As you might imagine **5** Luckily
6 I've got a feeling **7** The main problem
8 Do write soon **9** Lots of love

6 **1** keep in touch **2** haven't seen Helen for
3 meeting up with **4** 've been waiting since
5 is (really) keen on **6** used to live
7 would rather go bowling **8** pick me up

7 **1** documentary **2** gangster story **3** horror film
4 romantic comedy **5** western **6** thriller

www.frenglish.ru

4 A sense of adventure

Reading focus ▶ p.38

Multiple choice

Aim

- to develop strategies for reading for specific information to use in an exam-style multiple-choice activity (Reading and Use of English, Part 1)

Warmer

Write *A sense of adventure* on the board. Elicit what it means (a willingness to try new things, take risks). Ask students to discuss in pairs: *Do you think you have much of a sense of adventure? Why/Why not?* Elicit a few opinions.

Then, tell students that they will be reading an article about a holiday that went wrong. Elicit some ideas of what could possibly go wrong on a holiday (e.g. missing your plane, losing luggage, experiencing bad weather, getting food poisoning, having your wallet or passport stolen, etc.).

1 Give students a few minutes to read the text and find out what *a close shave* means. Elicit the answer.

Teaching tip: Extending language

To challenge stronger students, take opportunities to demonstrate different ways of saying things, including using idioms or collocations. For example, in Activity 1, after eliciting that the tourists nearly died while diving, you could say *The tourists had a close shave or a narrow escape*.

2 Read the Exam tip aloud. Then go through the steps as a class. Focus students' attention on the first question stem in Activity 3, and the key words (start, trip, divers). Then elicit which part of the article answers this question (paragraph 1), and elicit the correct option (A) and the clues from the text (see the underlining below).

3 Ask students to follow the steps in Activity 2 to complete the remaining questions. Students compare their answers in pairs, then check as a class.

Answers

1 A close shave is a situation in which you only just avoid an accident or something bad. The article has this title because it is about some tourists who nearly died while they were out diving on holiday.

2 1 Suggested key words: start, trip, divers

2 *Five holidaymakers were looking forward to an enjoyable hour's diving, but they certainly got more than they had expected! As they set off on their adventure, unaware of any danger, it seemed like another day in paradise. They had no idea their short dive would turn into a terrifying forty-eight-hour ordeal.*

3 A

4 See underlining in question 2 above

www.frenglish.ru

3 2 C (*Luckily, they found a large piece of floating wood, and this saved their lives.*)
3 B (*The frightened divers threw rocks to drive them away.*)
4 B (*but as the dragons got more confident, …*)
5 C (*Frank used his knowledge of the tides and currents to work out where the group was likely to be.*)
6 A (*they had suffered just a few cuts and bruises*)

ADDITIONAL PRACTICE | **Maximiser** p.24, Reading 1–4 | **MEL** Unit 4, Reading 1–4 | **MEL** Extra practice, Reading 4 Understanding attitude and opinion in reading: Shopping views | **ActiveTeach** Extra activity: Reading Focus

Vocabulary

phrasal verbs in context

Aims

- to practise deducing the meaning of phrasal verbs from context and to use them correctly

4 Students match the phrasal verbs with their definitions using their context in the article to help. If necessary, students could also use the Phrasal verbs list on pages 175–177. Remind students that some phrasal verbs have many meanings. For example, *work out* here means 'to calculate', but can also mean 'to exercise' (*I work out five times a week*) or 'to sort out a disagreement' (*We had a big fight last week but managed to work it out in the end.*).

Additional activity

Read the following sentences aloud, saying 'beep beep' instead of a phrasal verb. Pause after each one for students to discuss in pairs which phrasal verb is missing.

1 If there is poor planning, any trip can beep beep a disaster. (turn into)

2 You'll beep beep any bad experience if you have enough time. (get over)

3 The best part of a holiday is the time you spend beep beep to it. (looking forward)

4 I always beep beep from home a long time before I need to arrive somewhere. (set off)

5 I don't usually beep beep how much I spend in another currency when I'm on holiday. (work out)

Read the completed statements again for students to check their answers, pausing for about a minute after each one for students to discuss whether they agree or not with the opinion expressed in each one, and why/why not.

5 Encourage students to make sure that the meaning is clear from the sentences. Weaker students could work in pairs to write the sentences, then swap them with another pair.

Additional activity

Write on the board this question: *Has the article put you off diving? Why/Why not?*

Elicit the meaning of the phrasal verb *put off* in the question (to discourage, or make you not want to do something). Then ask students to discuss the question in pairs. For weaker students, write this prompt on the board: *The article has/hasn't put me off diving because …*

6 Ask students to discuss the question in pairs. Elicit some ideas.

Answers

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

5–6 Students' own answers

Grammar focus ▶ p.40

Warmer: Discussion

Students work in pairs. They tell their partner about their journey to class today, including how they travelled and whether anything unusual happened. If you have a weaker class, you may like to describe your own journey to the class as a model before students discuss theirs.

1 Write on the board the phrase *Saving the day* and elicit what it means if someone does this (if someone saves the day, they stop things from going badly and make a situation end successfully). Ask if there is a similar phrase in their first language. Explain that this is the topic of the story they are about to read. After students read the story, ask them to retell what happened with a partner. Elicit the answer, and if it hasn't come up, introduce the phrase *do CPR* to describe the kind of first-aid the writer gave.

Answers

1 She performed first aid on a man who had a heart attack.

Narrative tenses

Aims

- to review how the past continuous, past simple, and past perfect are used in narratives
- to use narrative tenses correctly

Refer students to the Grammar Reference section on page 149 to read the notes and examples, then complete exercise 1 on page 150.

www.frenglish.ru

Grammar Reference answers

Exercise 1

1 B 2 C 3 B 4 C 5 A

2 Students match the underlined verb forms with the descriptions, then compare their answers in pairs.

3 Ask students to match the underlined verbs in Activity 1 to tenses A–C. Elicit which underlined form is an example of the past simple (*fell*). Elicit any other examples students can see of the past simple in the text. Repeat this with the remaining two tenses.

4 Read the first sentence aloud, then elicit which action came first and which came second. Ask students to mark the remaining sentences and compare their answers in pairs before checking as a class.

5 Students complete the story with the correct forms of the verbs in brackets, then compare their answers in pairs. Go through the story as a class.

Teaching tip: The past perfect

Some students have a tendency to overuse the past perfect after learning it. If you notice this, remind students that the past simple is the most common narrative tense and that the past perfect tends to be used to emphasise that one event happened before another. Once the order has been established, we often revert to the past simple.

Answers

2 1 B 2 D 3 A 4 C

3 A fell (left, decided, had, knelt, listened; knew, started, arrived)

B was raining, was waiting (was feeling, wasn't breathing)

C had stopped (had done, had started)

4 1 When the man fell (2), I was talking to my friend (1).

2 When the man fell (1), I immediately phoned for an ambulance (2).

3 His hand was bleeding a little (2) because he had hit it when he fell (1).

4 A lot of cars were going past (S) so it was difficult to hear the ambulance driver's instructions (S).

5 My little girl started to cry (2) when she saw the man on the ground (1).

5 1 had taken 2 continued 3 had lost 4 arrived 5 rushed 6 got 7 had already started 8 was standing 9 had happened 10 heard 11 phoned 12 was doing/had done

ADDITIONAL PRACTICE | **ActiveTeach** Extra activity: Grammar Focus 1

Time phrases

Refer students to the Grammar Reference on page 150 to read the section about time phrases and complete Exercise 2 on page 151.

Grammar Reference Answers

Exercise 2

1 After 2 during 3 As 4 By the time
5 When 6 During

6 Students complete the activity, then check as a class.

7 Read the Language tip, then put students into different pairs from Activity 1, and ask them to tell them about something unusual, using the narrative tenses and time phrases from this lesson. Tell them that if they can't think of anything unusual, they could make up something interesting.

Answers

6 1 After 2 During 3 As soon as 4 Afterwards 5 While 6 When 7 by the time 8 when

7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.26, Grammar 1–3 | **MEL** Unit 4, Grammar 1–3 | **Photocopiable** 4A *Tell us more* | **ActiveTeach** Game: Stepping Stones

Speaking focus ▶ p.41

Vocabulary

holidays and travel

Aim

- to review and expand vocabulary related to travel

1 Focus students' attention on the pictures on page 41, and introduce the terms *rafting* and *sunbathing* by pointing to the pictures and asking: *Would you rather go rafting or sunbathing?* Then put students into pairs to discuss the questions. Elicit some responses for each question from the class.

2 Students work in pairs to choose the correct option, then check as a class. Focus on the first sentence, and elicit some ways that students could change it so that it is true for them (e.g. *My parents still travel abroad a lot; My parents never used to travel abroad much when I was young, but now they do. My parents have never travelled abroad much, as they prefer to stay home.*). Then ask students to rewrite the rest of the sentences

www.frenglish.ru

so that they are true for them. Encourage students who finish early or who need a challenge to add an additional sentence with more detail about each one, using a dictionary or asking you for any additional vocabulary. Put students into small groups to share their sentences. Encourage students to expand on each one if they can.

Answers

1 Students' own answers

2 **1** travel **2** theme park **3** beach **4** journey **5** flight **6** break

Long turn

Aim

- to increase the range of language used to speculate in an exam-style long turn task (Speaking, Part 2)

In the long turn part of the Speaking exam, the focus is on organising ideas, comparing, speculating and giving opinions. The student will be asked to compare two pictures and answer a question, speaking for about one minute in total.

3 In pairs, students look at the photos again, and read the task. They should make a list for each picture of points they could include. Then elicit points for each picture, making a list on the board for each one. (If you have a weaker class, you could do this whole activity as a class.)

4 Leave the lists displayed on the board. Read the rubric aloud, then play the recording. Elicit which points the student mentioned from your lists. Ask students if the student mentioned any points they hadn't thought of.

5 Check students understand *speculate* (to guess about something, without knowing all the facts or details). Play the recording again (pausing as necessary) while students complete the phrases. When you check the answers with the class, make sure you write them on the board so that students can check their spelling is correct.

6 Remind students to use words/phrases from Activity 5. Then, ask students to take turns to ask and answer the questions in pairs.

7 Make it clear that the follow-up question is asked to the candidate who has not answered the long turn question. Read the Exam tip aloud. Give students a few minutes to read the follow-up question and answers. They then discuss which is the best answer and why. Elicit a few responses. If they are not sure, refer them back to the guidelines in the Exam tip regarding length.

8 Tell students that they are each going to do a practice long turn activity. Make sure that they understand that one student does the first task, and the second student listens only, then answers the follow-up question. Students then swap. Remind them to try and use some of the useful phrases from Activity 5.

Teaching tip: Circulate and listen

Circulate while students are completing speaking tasks, listening for good examples of the target phrases from the lesson or other interesting language. Make a note of these and share with the class some of the best things you hear.

Answers

3–4 Students' own answers

5 **1** probably **2** imagine **3** might **4** guess **5** looks **6** might

6 Students' own answers

7 Answer A because it gives a good reason without being too long.

8 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.27, Speaking 1–2 | **MEL** Unit 4, Speaking 1–2 | **MEL** Extra practice, Speaking 3 Part 2 Accuracy: Pick the right word

Listening focus ▶ p.42

Sentence completion

Aim

- to develop strategies for listening for detail in an exam-style sentence completion activity (Listening, Part 4)

1 Students discuss the question in pairs. Write this additional follow-up question on the board: *Some people think we can learn more from travelling to different countries than we can at school. Do you agree?* Elicit some ideas.

2 Focus students on steps 1–3**.** Play the recording and ask students to note down all the school subjects they hear, and choose the correct one.

3 Read the rubric and Exam tip aloud. In this exercise, there are only five questions as a practice, although there are seven in the exam. Elicit what students think

www.frenglish.ru

they should do before they listen to the recording again. (They should read the questions, and underline key words. This will help focus their listening.) Give them a few minutes to do this, then play the recording again. Go through the answers with the class.

4 Check students understand the meaning of *colloquial* (language or words that are *colloquial* are used mainly in informal conversations rather than in writing or formal speech). Then ask students to use the words in the box to complete the phrases. Play the recording while students check. Play the recording again for students to repeat, pausing after each phrase.

5 Students complete the dialogues with the expressions from Activity 4. Students check their answers in pairs and then as a class. Students read the dialogues aloud in pairs to practise intonation.

6 Give students a few minutes to talk about their trip. Then, organise students into different pairs, and ask them to share with their new partner what they decided.

Additional activity

For more practice of the narrative tenses on page 40, ask students to imagine that they have taken the trip they imagined in Activity 6. Ask them to write a paragraph describing where they went, how they travelled and what they did. Students could share their paragraphs in small groups, or post to a forum in your class online space.

Answers

1–2 a noun: a teacher – e.g. school/maths/history/English teacher

Two examples are heard: *geography* and *maths*. The correct answer is *geography* (the speaker says her geography teacher invited her to talk to the students).

3 **2** July **3** light **4** plane **5** camels **6** riding elephants **7** sailing **8** a friend **9** week **10** email

4 **1** suppose **2** tricky **3** know **4** sort **5** mean **6** stuff

5 **1** I know what you mean **2** I suppose you could call it **3** It's tricky to know where to start. **4** stuff

6 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.27, Listening 1–2 | **MEL** Unit 4, Listening 1–2 | **MEL** Extra practice, Listening 3 Understanding how conversations are organized: What's the right order? | **Photocopiable** 4B *A journey around the world*

Vocabulary focus ▶ p.43

Extreme adjectives

Aims

- to review and expand awareness of extreme adjectives, and to use them in speaking practice

1 Put students into pairs to describe the journeys the people in the photos are having. Elicit some ideas from the class.

2 Read the rubric aloud, and check students understand *dramatic* (exciting). Give students a few minutes to read the text and underline the adjectives, and divide them into positive and negative adjectives. Students compare their answers in pairs then check as a class. Elicit what each underlined adjective in the text means (for example, *terrible* means *very bad, terrifying* means *very scary*, etc.).

3 Elicit the extreme adjective that means 'very cold' (*freezing*) and match 1 with E as a class. Students match the remaining adjectives. They compare answers in pairs before checking as a class. Focus students' attention on the Language tip. Point out that we cannot use *absolutely* with non-extreme adjectives.

4 Play the recording for students. Then play the recording again, pausing after each line for students to repeat the stress and intonation. Repeat until you are satisfied with students' intonation.

5 Elicit a dialogue using *hungry/starving* as an example. For example,

A: Were you hungry after your run?

B: Hungry? I was absolutely starving!

Then, ask students to work in pairs to add five more dialogues following the same pattern using adjectives from Activity 3. When students have written their sentences, they practise saying them aloud with their partner. You could play the recording once more to remind students of the intonation. Invite each pair to share one of their dialogues with the class.

6 Give students a few minutes to think about the starter and what the story might be; it doesn't have to be true. Then, ask students to tell their stories in pairs.

www.frenglish.ru

Answers

1 Possible adjectives to use in the descriptions
left: scary, cold, long, boring, tiring
right: wet, dangerous, scary, cold, difficult

2 delicious – P terrifying – N freezing – N exhausted – N

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

4–6 Students' own answers

Additional activity: Extreme adjectives

Ask students to work in pairs to think of something they could describe as:

absolutely deafening, *absolutely fascinating*, *absolutely enormous*, *absolutely terrifying*.

ADDITIONAL PRACTICE | **Maximiser** p.28, Vocabulary 1–2 | **MEL** Unit 4, Vocabulary 1–2 | **MEL** Extra practice, Vocabulary 5 Describing things | **Photocopiable** 4C *The right word* | **ActiveTeach** Games: Sheep Out!, Pelmanism, Noughts and Crosses

Grammar focus ▶ p.44

Warmer: Subject/object questions

Write the following question on the board: *What activities do you enjoy on holiday?*

Ask students to discuss the question in pairs then elicit some responses. Then write on the board: *Who likes swimming?* (If swimming wasn't mentioned, substitute an activity that was mentioned.) Elicit the answer. Point out that the first question is an object question, i.e. we expect the answer to be an object, e.g. *(I like) swimming, relaxing, reading,* etc. The second question is a subject question i.e. we expect the answer to be a subject, e.g. *Sam likes swimming*.

1 Students read the news story then write a very short summary. Students compare their summaries in pairs. Then elicit some of them as a class.

Background notes

Lake Windermere is the largest natural lake in England in the picturesque Lake District.

A Maserati is a luxury Italian sports car.

Answers

1 Witnesses saw a man drive a car into a lake and get out unharmed.

Subject/Object questions

Aim

- to compare the form and use of subject/object questions

Refer students to the Grammar reference on page 151 if you have not already set it for students to read before class. If you have a strong class, they could read it independently or for homework. If your students need additional help with grammar, go through it in detail, talking through the notes and examples. Ask students to complete Exercise 3 on page 151.

Grammar Reference Answers

Exercise 3

1 won
2 were you talking to
3 gave you
4 did you buy
5 wrote
6 did you give
7 did you do
8 taught

2 Students read the story again and then match the questions with the answers.

3 If necessary, revise what a subject and object are. Then ask students to identify the subject and object in the sentence.

Teaching tip: Subjects and objects

A subject is a noun, noun phrase, or pronoun that usually comes before a main verb and represents the person or thing that performs the action of the verb, or about which something is stated, for example *she* in *She spoke to John*.

An object is:

- a noun or pronoun representing the person or thing that something is done to, for example *the house* in *We built the house*. (a direct object)
- a noun or pronoun representing the person or thing that is joined by a preposition to another word or phrase, for example *the table* in *He sat at the table*. (an indirect object)
- the person who is involved in the result of an action, for example *her* in *I gave her the book*. (an indirect object)

4 Ask students to read the two questions and the answer, then complete the rules. Students compare their answers and reasons in pairs before going through them

www.frenglish.ru

as a class. Read through the Language tip and give another example, e.g. *What happened to the driver?*

5 Ask students to work in pairs and mark each question in Activity 2 with (S) for subject or (O) for object. Go through the answers as a class.

6 Ask students to read the dialogue for gist first to find out what happened, before completing the questions. Students compare their answers in pairs before you go through them as a class.

7 Tell students that on pages 143 and 144, there are two versions of the same story about a narrow escape, with different words removed. Organise students into A/B pairs, and invite each Student A to turn to page 143 and each Student B to turn to page 144. Emphasise that they need to ask each other questions to discover the missing information (and not just read the texts aloud or give each other the answers.) For example, A's first question could be: *Where does the family live?* And B would answer: *Lyndhurst.*

Answers

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

3 subject = Turner Object = Maserati

4 **1** subject **2** object **3** do not use

5 **1** S **2** O **3** S **4** O **5** O **6** O

6 **1** did the accident happen **2** caused **3** did the pilot do **4** did he choose **5** happened **6** rescued

7 Student A: **1** Lyndhurst **2** making a cup of coffee **3** comedy programme **4** very good **5** Tina **6** the back garden **7** all the lights went off **8** Ruth **9** an amazing sight **10** half a metre

Student B: **1** Brown **2** Tina **3** Frank **4** doing some homework **5** the end of the afternoon **6** big storm clouds **7** ran into the house **8** Frank **9** an enormous crash **10** A big tree

ADDITIONAL PRACTICE | **Maximiser** p.28, Grammar 1–2 | **MEL** Unit 4, Grammar 1–2 | **ActiveTeach** Extra activity: Grammar Focus 2

Use of English focus ▶ p.45

Key word transformation

Aim

- to complete an exam-style key word transformation activity (Reading and Use of English, Part 4)

Warmer: Discussion

Write the following question on the board for students to discuss in pairs, then elicit some responses: *Why do you think many people like to follow the lives of famous people? Do you?*

Elicit or introduce some other ways to say someone is *famous* (e.g. He/she is *well-known, celebrated, a household-name, a celebrity*).

1 Students read the two texts first to find out what happened to Bailey. Then they reread and underline the eight phrases in Text 2 which are different from Text 1. Check as a class.

2 Students identify the type each change is from the list 1-5 then check as a class.

3 Refer to the Exam information on page 4 of the Students Book for students to read for where the key word transformation activity fits into the exam. Go through the rubric and the Exam tip box with the class, pointing out that there are up to two marks per question. Then look at the example as a class.

Stronger students could challenge themselves by trying not to look at the clues at first. Students compare their answers in pairs, then check as a class.

Teaching tip: Giving clues

Although the exam doesn't contain clues, the clues in Activity 3 are there to assist students in the process of working out the correct answers.

Read the clues in this exercise for some examples of ways to give students assistance in other exercises without revealing the answers.

Additional activity: Discussion

Ask students to talk about the following things in pairs:

- *something you are looking forward to or can't wait for;*
- *something you can't make up your mind about or can't decide on;*
- *something you prefer to do on your own/by yourself.*

Answers

1 **1** Who remembers Bailey Thomas, the child actor? He was once a household name and when he was eight years old he played a lead role in a very popular TV soap – which is still running today. But Bailey last appeared in an episode seven years ago. That's because while they were filming that episode he became very ill. He'd got a dangerous infection and he had to stay in hospital for a very long time. Luckily, he has now recovered completely and has started acting again. We can see him in a new series next Spring.

www.frenglish.ru

Personally, I'm really looking forward to seeing him on TV again.

2 Who remembers Bailey Thomas, the child actor? He used to be a household name and at the age of eight years old he played a lead role in a very popular TV soap. But Bailey hasn't appeared in an episode for seven years.
That's because in the middle of filming that episode he became very ill. He'd picked up a dangerous infection and he had to spend a long time in hospital. Luckily, he is completely better now and has taken up acting again. We can see him in a new series next Spring. Personally, I can't wait to see him on TV again.

2 **1** a change of tense: was – used to be; appeared – hasn't appeared

2 a phrasal verb: got – picked up, started – taken up

3 a different phrase or item of vocabulary: when he was eight – at the age of eight, while they were filming – in the middle of filming; stay (in hospital) – spend (a long) time (in hospital); recovered completely – made a full recovery, looking forward to – can't wait

4 a different time expression: seven years ago – for seven years, while they were filming – in the middle of filming

5 a different verb pattern: while they were filming – in the middle of filming, looking forward to seeing – can't wait to see

3 **1** interested in visiting **2** make up my mind/make my mind up **3** looking forward to **4** as a result of **5** would you rather stay **6** take advantage of **7** you ask me **8** on her own

ADDITIONAL PRACTICE | **Maximiser** p.29, Use of English 1 | **MEL** Unit 4, Use of English 1

Writing focus ▶ p.46

Report

Aim

- to write a report with appropriate features in response to an exam task (Writing, Part 2)

Refer students to the Writing Reference on page 170 for a sample task and report. You could ask students to read this in preparation for class.

1 Students discuss the question in pairs. Elicit some ideas and write them on the board.

2 Ask students to read the task and elicit a few responses to the question.

3 Students read the student's report then discuss whether any of the activities appeal in pairs. Elicit a few preferences.

4 Students reread the report to answer the questions. Elicit the answers.

5 Ask students to read the report again and underline the features. Check as a class.

6 In pairs, students discuss each alternative. Then check as a class.

7 Students reread the task, then add notes to the grid individually or in pairs.

8 Read the Exam tip aloud. Refer students to the useful language section of the Writing reference on page 170. The report-writing task could be set as a homework activity and collected in to provide individual feedback.

9 Students should use this checklist before handing in their report for feedback. Use the checklist as a framework for your feedback.

Teaching tip: How the exam is marked

Keep in mind that in the writing part of the exam, tasks will be assessed for content (i.e. task relevance and completion), communicative achievement (using appropriate register and style features for the task), organisation, and language (range and accuracy). Refer students to the list of what the examiner will look for on page 164 of the Student's Book. You don't need to provide feedback on every aspect for each task. Instead, try to provide a balanced emphasis on all of these aspects over the course.

Answers

1–3 Students' own answers

4 **1** There are five sections. These are made clear by the headings and spacing.

2 Section 1 introduces the report / says what the report does; Sections 2–4 deal with three different activities; Section 5 is the conclusion: it summarises and also includes a recommendation.

5 **1** The aim of this report is to …

2 Extreme sports, Motor racing events, Ghost walk, Conclusion

3 Spectators are also welcome, In order not to be disappointed it is a good idea …

4 It is a good idea to book ahead as these activities are often popular.

5 If you want something exciting to do, then there are many opportunities in this area.

www.frenglish.ru

6 A (Used for an informal letter, not a report.)
B (Do not give your personal opinion in a report.)
A (Direct questions are not suitable for a report.)
B (Too informal – it is better to use the passive.)
A (Do not use the first person in a report.)

7 Students' own answers

8 Sample answer

Introduction

This report is intended to give some information about the range of exciting activities that tourists can do while in our area.

Water sports

There are a range of water sports available on the local lake including kayaking, fishing and swimming. These activities are suited to fine weather so it is important to check the forecast.

Nature walks

People who enjoy walking in the outdoors will find many trails around the lake and in the surrounding forest. The walks range from an easy ten-minute stroll to a challenging full-day hike. Maps are available at the local tourist office.

Chocolate factory visit

For a different sort of fun, the chocolate factory offers tours and tastings, which are popular with both adults and children. The guided tours take around 30 minutes and are an interesting opportunity to see how chocolate is made.

Conclusion

There is plenty for tourists to discover in this region. In order to find out more about the activities above and other seasonal events, we recommend a visit to the local tourist office.

ADDITIONAL PRACTICE | **Maximiser** p.29, Writing 1–4 | **MEL** Unit 4, Writing 1–4 | **MEL** Extra practice, Writing 4 Formal functions in writing: What goes in where?

Review ▶ p.47

Aim

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

1 – **4** Ask students to complete the activities. Monitor them to provide assistance. Alternatively, set this as a homework activity. Ask students to compare their answers in pairs before doing a class check.

Answers

1 **1** was **2** decided **3** had waited **4** stopped **5** understood **6** planned/was planning **7** needed **8** was sleeping **9** did/was doing **10** were driving **11** fell **12** went **13** got out **14** found **15** was **16** hadn't even woken up

2 **1** get over **2** getting away **3** turn into **4** work out **5** 'm looking forward **6** set off

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

4 **1** Who took her phone? **2** What did Amanda do? **3** Who answered? **4** What did Amanda ask for? **5** Who did Amanda tell? **6** What happened to Amanda and Rory?

www.frenglish.ru

5 The consumer society

Vocabulary and Listening focus ▶ p.48

Aim

- to expand and use vocabulary related to shopping

Warmer

Focus students' attention on the unit title and elicit what a *consumer* is (someone who buys and uses products and services) and what is meant by *consumer society* (= a society in which buying goods and services is considered to be very important).

Ask students to discuss in pairs:

Is your society a consumer society? Why/Why not?

Do you enjoy shopping? Do you like being a consumer?

1 Students work through the questionnaire, then compare their answers in pairs. Then students turn to page 142 to see their results. Elicit whether students agree with their results and why or why not. If students find the underlined vocabulary challenging, encourage them to look for the definitions in Activity 2.

2 Focus students' attention on the first underlined word in the questionnaire (*brands*) and elicit which definition matches it. Students match the remaining underlined words with the definitions. Students compare their answers in pairs before checking as a class.

Teaching tip

Encourage students to have a specific place to record new vocabulary, whether it's a physical notebook or an electronic record.

3 Read the first comment aloud, then elicit which statement it refers to in the questionnaire (10). Focus on paraphrasing by asking which words in the first comment match the ones in sentence 10 (buy books online = buy things with just a few clicks of the mouse). Students match the remaining sentences then compare in pairs before checking as a class.

4 Give an example of your own comment, then ask students to guess which quiz item it relates to. For example, say *It is much quicker than walking around the shops to find the cheapest option* (Sentence 9). Then ask students to write statements that explain some of their answers to the quiz.

5 Put students into pairs (with a different partner from Activity 1 if possible) to share their comments, then guess the related quiz item.

6 Students discuss the questions in the same pairs as Activity 6. Elicit some ideas. If it isn't raised in the discussion, point out that online grocery shopping or delivery of meal preparation kits have grown in popularity in recent years. Ask: *Do you think they would be popular in your country? Why/why not?*

www.frenglish.ru

Answers

1 Students' own answers

2 **1** hypermarket **2** street market **3** brand **4** chain store **5** browse **6** logo **7** shopping centre **8** on credit

3 **A** 10 **B** 4 **C** 9 **D** 6/1

4–6 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.30, Vocabulary 1–2 | **MEL** Unit 5, Vocabulary 1–2 | **ActiveTeach** Game: Pelmanism

Multiple matching

Aim

- to recognise paraphrases in an exam-style listening activity (Listening, Part 1)

7 Ask students to look at photos A–D and to briefly talk about the different kinds of shopping experience that each photo shows. Play the recording while students match each topic with a dialogue. Check as a class.

8 Give students time to read the task and the Exam tip. Direct students to the examples of paraphrases for *wasted time*. Elicit the key word in the next answer *first time* and elicit any possible paraphrases, e.g. (*never before*). Do the same with the remaining options.

9 Play the recording again before checking answers as a class.

10 Students discuss the questions with a partner. Then elicit some responses as a class.

Answers

7 **1** C **2** A **3** B **4** D

8 Suggested answers

A I wasted time choosing what to buy. (spent a lot of time/hours, was there for … ; deciding, looking for/at)

B I did something for the first time. (never before)

C I went with a relative. (mother/mum, father/dad, brother, etc.)

D I didn't find what I expected. (they didn't have what I wanted/hoped/was looking for, disappointed)

E I found a problem with a product. (didn't work/wasn't working, crashed, hole, scratch, etc.)

9 **1:** Speaker D **2:** Speaker B **3:** Speaker E **4:** Speaker A

10 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.31, Listening 1–2 | **MEL** Unit 5, Listening 1–2 | **MEL** Extra practice, Listening 4 Understanding speaker purpose: Why is the speaker calling? | Photocopiable 5A *Guess the word*

Grammar focus ▶ p.50

Future forms

Aim

- to review future forms and use them appropriately to talk about the future

Warmer: Future forms

Share a future arrangement and a plan on the unit topic of shopping/consumer society, which demonstrate two different future forms. Write it on the board. For example, *I'm meeting a friend at the market this weekend. We'll probably get some coffee and browse the stalls. I'm going to look for a birthday present for my sister.*

Elicit any future forms that students heard, (see the above, underlined, phrases). Elicit or explain why each has been used (*I'm meeting* = the present continuous, an arrangement that has been made for the future; *I'm going to look for* = *be* + *going to* + infinitive without to, a future intention).

Ask students to work in pairs to talk about some plans or arrangements they have for the week ahead.

Refer students to the Grammar Reference on page 151 to see which of their forms were mentioned and see if there are any that were not mentioned. Students read through the notes and examples then complete Exercise 1 on page 152.

Grammar Reference Answers

Exercise 1

1 he'll win **2** leaves **3** I'll phone **4** are you playing **5** we're going to miss, I'll check **6** I'm going to paint **7** I'll speak **8** We're meeting up

1 Ask students to read the messages, then elicit what Lyn's plans are.

2 Point out that there are seven underlined phrases in the instant messages that all refer to the future. Ask students to match the underlined forms with the uses A–G. Students compare their answers in pairs before checking as a class. Read the Language tip box aloud. Elicit some further examples using *will* for predictions after I *think, I know, I'm sure,* e.g. *I'm think it'll rain again tomorrow*. Check students are confident with pronunciation of the contracted *will* and drill if necessary.

3 Read the first dialogue with the class as an example. Then elicit which future form would fit best in the first gap (present continuous = *'m meeting*) and why (it's an arrangement to do something in the future).

www.frenglish.ru

Students complete the remaining dialogues, referring to the uses in Activity 2 as necessary. Students compare their answers in pairs before checking as a class.

Additional activity: Prepare a dialogue

Ask students to work in pairs to prepare a dialogue of the same type as the ones in Activity 3 using at least two different future forms. Encourage them to think of a real conversation they have had or might typically have. Students take turns to share their dialogues with the class.

4 Encourage students to talk about their plans using the prompts as a starting point. Listen carefully, noting down any errors for later correction.

Answers

1 They're going to pick up a new car and then have lunch together.

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

3 **1** 'm meeting, 'll come

2 Are you going to buy, might get, 'll see

3 'll be, close, 'll definitely be

4 'm playing, will be

5 're going to be, 'll explain

4 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.31, Grammar 1–3 | **MEL** Unit 5, Grammar 1–3 | **MEL** Extra practice, Use of English 5 Future tenses: Choose the right tense | Photocopiable 5B *Future connections* | **ActiveTeach** Extra activity: Grammar Focus 1; Game: Noughts and Crosses

Speaking focus ▶ p.51

Making and responding to suggestions

Aim

- to use a greater range of language to make and respond to suggestions

Warmer: Discussion

Ask students to discuss the following question in pairs, then elicit some ideas.

Do you have any local bookshops in your area? What challenges are facing bookshops these days?

1 Students discuss their ideas in pairs. Go through each idea in the box, eliciting whether students thought it was a good idea or not, and why.

If necessary, clarify *second-hand* (if you get something second-hand, it is not new and has already been used by other people before) and *loyalty card* (a card given by a shop, supermarket, etc. to its regular customers, allowing them to have advantages such as lower prices, money back on goods, etc.). Then ask students to share any other ideas they had.

2 Play the recording while students tick the ideas that they hear. Check the answers as a class.

3 Play the recording again, pausing where necessary for students to complete the phrases.

4 Ask students to copy and complete the table. Go through the answers with the class, writing them on the board so students can check for accuracy.

Answers

1 Students' own answers

2 1, 3, 4, 6

3 **1** Let's **2** about **3** like **4** not **5** about **6** don't **7** sure **8** might

4 making suggestions: 1, 2, 5, 6

replying to suggestions: 3, 4, 7, 8

Collaborative task

Aim

- to complete an exam-style collaborative task (Speaking, Part 3) using a range of language to make and respond to suggestions

5 Focus students' attention on the photos at the top of page 51 in the Student's Book. Students discuss the question in pairs. Elicit some ideas.

6 Go through the Exam tip with the class, Remind students to use the phrases from Activity 4. Give students one minute to read the task. In the exam, the discussion will last for two minutes. However, in this activity, you could allow them more time to give them extra discussion practice.

Additional activity

After students have completed the exam task in Activity 6, ask them to tick the language they used from the table in Activity 4. For the next task, encourage them to try out some of the phrases they didn't use.

www.frenglish.ru

7 Tell students to turn to page 139 in the Student's Book to complete another exam task. Encourage stronger students to use a range of phrases without referring to their notes.

Answers

5–7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.32, Speaking 1–3 | **MEL** Unit 5, Speaking 1–3 | **MEL** Extra practice, Speaking 5 Part 3 Linking ideas together: Type what you hear

Reading focus ▶ p.52

Warmer

Write *£1* (one pound) on the board. Ask students to think about or work out how much *£1* is worth in their own currency. Ask students to discuss the following questions in pairs: *Could you live on £1 a day? What kinds of things might you have to change or give up?*

1 Put students into pairs to discuss their ideas for saving money. Then ask each pair to join with another pair to compare their ideas. Then ask each group to decide on their best tip in the three categories (food, transport and entertainment) to share with the class.

2 Elicit what students should do first with any reading text in the exam (read it quickly for gist). Give students a few minutes to read the article. Tell students not to use dictionaries, as they are going to deal with unknown vocabulary later in the lesson, and it is good practice for the exam to use context to deduce the meaning of unknown words. Elicit answers to the question.

Answers

1–2 Students' own answers

Gapped text

Aim

- to complete an exam-style gapped text activity (Reading and Use of English, Part 6)

3 Put students into pairs to find five unknown words. Ask them to choose words which they think might be important for understanding the main themes of the article.

When they have done this, encourage them to discuss what type of words they have found (verbs, nouns, adjectives, etc.) and to look at the surrounding text to try and guess what the words mean. Finally, ask them to look in a dictionary, not to find out what the words mean, but to check whether their guesses were correct. As a follow-up, read through the Exam tip with the class and remind students of the importance of guessing unknown words from context without using a dictionary.

4 Look at the first gap with the class as an example. Model reading the sentence before and after the gap. Then go through the options one by one, checking if they fit, and putting a mark next to any that students think might be possible rather than deciding on the first one that seems to fit (in this case, perhaps B or G). Students decide which option they think is best. Point out that at this stage, they could also write B/G in the gap and come back to it when they have done the other gaps. Students complete the remaining gaps then compare their answers in pairs before checking as a class. For each gap, elicit reasons why the correct sentence fits.

Teaching tip

When students are comparing their answers in pairs, encourage them to explain or justify their reasons to each other so that they can clarify their own thinking, and learn from each other.

Answers

3 Students' own answers

4 **1** B (*money worries* is a paraphrase/related phrase to *concerned about not being able to afford*; The phrase *in particular* introduces an example of her money worries, which are referred to in the previous sentence.)

2 E (*But* is a linking word that introduces a contrast from the previous sentence; In sentence E, *it* refers to *living on one pound a day*, and *that* refers to *living like a monk*.)

3 A (Sentence A is about food, which is the topic of this paragraph in the article.)

4 F (Sentence F is about social events, which is the topic of this paragraph in the article.)

5 G (Sentence G describes *another saving she had to make*. This relates to the vocabulary *couldn't afford*. The linking word *So* introduces a sentence about how Kath communicated with friends, suggesting that the missing sentence refers to a mode of communication.

6 D (The *challenge she had set herself* in the sentence preceding the gap was to buy a good present for her brother's wedding. *Another bonus* in the sentence after the gap suggests that the missing sentence refers to a positive effect of Kath's challenge. This also refers to her being able to buy her brother a good present.)

ADDITIONAL PRACTICE | **Maximiser** p.33, Reading 1–3 | **MEL** Unit 5, Reading 1–3 | **MEL** Extra practice, Reading 5 Understanding text purpose when reading: What type of text?

www.frenglish.ru

Vocabulary

deducing words from context

Aim

- to practise deducing the meaning of words from context

5 Look at the first underlined word as a class (*vowed*) and ask students to read the definitions and choose the one that fits best (made a strong promise). Then ask students to match the remaining underlined words to definitions 1–8. Students compare their answers in pairs before checking as a class.

6 Students complete the questions, check as a class, then discuss in pairs or small groups.

7 Ask students to read the questions. Elicit the meaning of *pointless* (worthless or not likely to have any useful result) and its antonym, *worthwhile*. Put students into new pairs to discuss the questions. Elicit some opinions for each question as a class.

Answers

5 **1** volunteer **2** challenge **3** budget **4** hermit **5** vowed **6** rent **7** promoting **8** sell-by date

6 **1** vowed **2** volunteer **3** budget **4** challenge **5** rent **6** sell-by date

7 Students' own answers

ADDITIONAL PRACTICE | **ActiveTeach** Extra activity: Reading Focus, Game: Sheep Out!

Grammar focus ▶ p.54

1 Focus students' attention on the left picture on page 54, which shows people shopping in a big city. Students discuss the question in pairs. Elicit some ideas.

2 Put students into pairs to think of differences. Elicit some ideas.

3 Play the recording while students check which of their ideas were mentioned. Elicit answers and ask if any ideas were mentioned by the speaker that the class hadn't thought of.

Answers

2 Possible answers

small village: not too crowded, fresh food, personal attention, small shops, maybe not a lot of choice

big city: busy, crowded, noisy, a lot of choice, no personal attention, range of cheap/expensive items

be/get used to

Aims

- to contrast *be used to* and *get used to*
- to use these forms correctly to talk about changes

Refer students to Grammar Reference section 5.2 on page 152 of the Student's Book and ask them to read the notes and complete Exercise 2. This could be set for homework completion before class.

Grammar Reference Answers

Exercise 2

1 Did **2** am **3** wasn't **4** get **5** to get **6** isn't **7** got **8** am

4 Ask students to complete the sentences as best they can, then play the recording again for them to check. After you have played the recording, make sure you either display the audio script or write the answers on the board so that students can check their spelling is correct.

5 Students find phrases from Activity 4 that match the meanings, then compare with a partner before checking as a class.

6 Ask students to read the rules and underline the correct option using the sentences in Activity 4 to help them. Then, go through each rule. For each one, elicit an example from Activity 4 that demonstrates the use of the rule. Go through the Language tip box with the class and emphasise that *used to* + infinitive is only used for habitual actions in the past. To further illustrate the difference between the uses, write the three example sentences below on the board and ask students to discuss in pairs what each one means. You could write the meanings in brackets on the board (in a different order) for students to match them with the sentences.

She used to live London. (= She lived in London but doesn't anymore.)

She is getting used to living in London. (= She has recently moved to London, and is in the process of finding it easier to live there.)

She is used to living in London. (= Living in London is not new or strange for her. We don't know how long she has lived there, although we would assume that she has lived there for some time.)

Finally, elicit the answers as a class.

www.frenglish.ru

7 Write these starters on the board to help students write their three sentences:

When I started at (college name) …

I wasn't used to …

Now I'm used to …

Then ask students to compare their answers with a partner. Elicit some examples.

8 Students work individually to complete the sentences. Circulate, helping as necessary. Students compare their answers in pairs. If you have a multinational class, make sure students are working with someone from another country, to make the discussion more interesting. Students could swap partners and share again for additional practice.

Answers

4 **1** get used to **2** get used to **3** 'm used to seeing **4** can't get used to **5** isn't used to paying **6** 'm not used to **7** are used to working **8** 'll get used to

5 **1** get used to **2** be (am) used to **3** can't get used to **4** not be (isn't) used to

6 **1** *-ing* **2** a state **3** a changing situation

7–8 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.34, Grammar 1–2 | **MEL** Unit 5, Grammar 1–2 | **ActiveTeach** Extra activity: Grammar Focus 2; Game: Stepping Stones

Use of English focus ▶ p.55

Warmer: Memory game

Tell students that you are going to read them a shopping list for a party and they need to remember as many items as possible without taking notes.

Read the following list: *taco shells, one kilogramme of mince, two cans of chilli beans, bag of tomatoes, one lettuce, three avocados, one lime, two litres of lemonade, a tub of ice cream, a block of white chocolate.*

Put students into pairs and give them three minutes to write down the items they remember. Students get one point for every correct item, and a bonus point for the correct quantity. Pairs add up their points to find out who has the best memory.

1 Students discuss the questions in pairs. Elicit a few answers to each question. If it doesn't come up, elicit or share the synonym for *special offer, promotion* (an activity intended to help sell a product, or the product that is being promoted, e.g. a winter sales promotion).

Answers

1 Students' own answers

Multiple-choice cloze

Aim

- to complete an exam-style multiple-choice cloze activity (Reading and Use of English, Part 1)

2 Give students time to discuss in pairs why the underlined word in each sentence is incorrect and possible replacements. Elicit the answers as a class. Point out that in the multiple-choice cloze task, students can use these reasons to rule out incorrect options.

3 Tell students that the article includes a true story. Emphasise that students should read the article and answer the questions without worrying about gaps yet. This is to help them practise reading quickly for gist first when they see any text in the exam. Elicit the answers.

4 Read the Exam tip box with the class. Then look at the example gap (0) with the class. Referring to the suggestion in the Exam tip box, model looking carefully at the words before and after the gap. Then look at options A–D in turn, trying each one in the gap, and eliciting whether there is any reason it can or can't fit, e.g. B, C and D would not go naturally with the verb *come*. Students complete the rest of the gaps then compare their answers (and reasons) in pairs before checking as a class.

5 Students discuss the question in pairs. Ask a few pairs to share whether they agreed with their partner or not and their reasons.

6 Ask if anyone has heard of 'freegans' and elicit anything they know about them. Tell students to turn to page 141 and read the task and article to find out more about them. Students work in pairs to decide on eight words to take out to make a gap-fill exercise. Combine each pair with another pair to make groups of four for students to compare and discuss the words they chose. Finally, ask each group to discuss whether being a 'freegan' is a good idea or not. Ask each group to briefly share what they decided.

www.frenglish.ru

Alternative activity

For Activity 6, assign half of the pairs the essay Model answer 1 on page 168 as the text for their gap-fill. When swapping, ensure that pairs swap their gap-fill with a pair who used the other text on page 141.

Answers

2 1 *prefer* is followed by *to* (*rather*)
2 wrong preposition (*gave* up)
3 wrong preposition (*looking for*)
4 *despite* is followed a noun (*Although*)
5 wrong verb/collocation (*did*)
6 wrong collocation (*high*)

3 1 There was a mistake in the pricing.
2 They bought huge numbers and sold them on.
3 return flights to Europe/the USA for customers who spent over £100

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

5–6 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.34, Use of English 1–2 | **MEL** Unit 5, Use of English 1–2

Writing focus ▶ p.56

Warmer

If you have the facilities to do so, consider searching online for some advertisements to show the class to lead in to the discussion. Search for 'best advertisement', or ask students to search for an advert to share.

Encourage students to think of positive and negative aspects regarding the advertisements (e.g. it was creative and interesting, but communicates a false idea that you need a beautiful car to be happy).

1 Put students into pairs to discuss the questions. Elicit some ideas.

Answers

1 Students' own answers

Essay

Aim

- to write an exam-style essay following a paragraph structure and using appropriate expressions and vocabulary (Writing, Part 1)

Refer students to the Writing reference on pages 167–168 and read the task and essays. Elicit the writer's point of view on the statement (disagrees). Then talk through the advice shown on page 168 and the useful language box on page 167. This could be set as preparation for class.

2 Ask students to read the task and underline key words.

3 Tell students they are going to read an essay that a student wrote in response to the task. After students have read the essay, elicit the points that were made. Then ask students to discuss whether they agree with each point in pairs.

Additional activity

Ask students to re-read the essay in Activity 3 and note down useful words, phrases and collocations related to the topic of advertising. Elicit these. Examples could include the following.

a huge/negative/good/bad influence, give us information as consumers, products and services, buy things they can't afford, increases the pressure, getting into debt, encourages unhealthy habits, easily affected by, show us the range of things we can buy, stricter guidelines for advertisers, market their products

4 Ask students to look at the underlined expressions in the essay in Activity 3, and elicit which one is used to introduce an opinion (*In my view* …).

Then, ask students to match the remaining underlined words with their uses. Students compare their answers in pairs before checking as a class.

5 Students match the words/phrases to the functions in Activity 4 then check as a class.

6 In pairs, ask students to read the task. Ask students: *Do you think people buy a lot of things they don't need nowadays?* Elicit ideas which could be used for point 3.

7 Tell students that taking the time to plan the structure in the exam will help them write a well-structured essay, which will get them more marks. Elicit how they are going to show that there is a new paragraph (miss a line or indent). If your students need support with writing, you could make an essay plan as a class or have students do it in pairs. Ask students to read the Exam tip and tell them to keep this advice in mind as they write their essay.

8 This could be set as a homework activity. Remind students to proofread their work before they hand it in.

www.frenglish.ru

Teaching tip: Proofreading checklist

Give students a proofreading checklist to remind them to check different aspects of their written work.

- *Have you included all aspects of the task?*
- *Are there clear paragraphs?*
- *Did you use an appropriate style and level of formality?*
- *Have you used interesting and appropriate vocabulary?*
- *Did you check your spelling, punctuation and capitalisation?*

Answers

2 Suggested key words: teacher, essay; advertising, bad influence, young people; product information, pressure on spending

3 Students' own answers

4 **1** I think, In my opinion **2** While this is true, even though, However **3** of course **4** As well as, Another **5** In conclusion

5 **1** as far as I'm concerned **2** in spite of this **3** clearly **4** in addition to this **5** on balance

6–7 Students' own answers

8 Sample answer

Shopping is a major hobby for a lot of people and the number of things we buy increases year after year. But are we spending too much money on things that aren't really necessary? In my opinion there are several points to consider.

First of all I think it's important to treat ourselves to nice things from time to time. We don't have to spend a lot, but a good meal or perhaps a pair of shoes can cheer us up.

However, I believe that some people spend money on expensive things that they don't really need just because their friends have them. This is a waste of money.

Also, we have to look at the things we all throw away. Sometimes we wear something once and then throw it out. This shows that we don't really need it and wasting things can be very bad for the environment.

So, although there are some good reasons for buying new things, many of the things we buy are not really important. It is easy to be tempted by advertisements and the need to be like our friends, but we should think carefully before we spend our money.

ADDITIONAL PRACTICE | **Maximiser** p.35, Writing 1–4 | **MEL** Unit 5, Writing 1–4 | **MEL** Extra practice, Writing 6 Linking: Find the right connection | Photocopiable 5C *In other words …*

Review ▶ p.57

Aim

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

1–**4** Ask students to complete the activities, monitoring them to provide assistance. Alternatively, set this as a homework activity. Ask students to compare their answers in pairs before doing a class check.

Answers

1 **1** street market **2** supermarket **3** chain stores **4** hypermarkets **5** centre **6** on credit **7** online **8** browse

2 **1** going to fall **2** will pass **3** will buy **4** are going to rent **5** 's spending **6** leaves **7** going to rain **8** are you doing, Are you meeting

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

4 **1** not used to driving on the left/used to driving on the right

2 get used to wearing these contact lenses

3 got used to Canadian winters/the winters in Canada

4 used to eating with chopsticks

5 used to looking after himself when he left home

6 got used to shopping for her groceries online

www.frenglish.ru

6 Working lives

Vocabulary and Speaking focus ▶ p.58

Vocabulary

finding a job

Aim

- to review and expand vocabulary related to jobs and employment

Warmer: Swap the question

Give each student a slip of paper and ask them to write a question related to work on it, e.g. *What was your first job? What's the best way to deal with work-related stress? Should you be friends on social media with colleagues?* Circulate, checking question forms. It doesn't matter if some of the questions are the same. Students stand up and find a partner. They ask and answer their questions, then swap question papers. Then they find a new partner and repeat. Allow students five to ten minutes to talk to a range of people.

1 Circulate while students order the items in order of importance to them. With unknown vocabulary, encourage students to practise the strategy of using the sentence context to guess meaning before checking in a dictionary.

2 Put students into pairs to compare their ideas from Activity 1. Elicit how their ideas were similar or different.

Teaching tip: Practising language

Encourage students to take the opportunity to practise the language from exercises (and paraphrases if they are able) rather than simply say letters. For example, *I want a job that's well-paid so I can have a good lifestyle* (rather than *I chose A*).

3 Elicit the difference between a *wage* (money you earn that is paid according to the number of hours, days, or weeks that you work) and a *salary* (money that you receive as payment from the organisation you work for, usually paid to you every month); *part-time* (someone who has a part-time job works for only part of each day or week) and *full-time* (a job which takes up all of someone's available working time during the week); and *temporary* (continuing for only a limited period of time) and *permanent* (continuing to exist for a long time or for all the time in the future). Ask students to copy and complete the table, adding the words and phrases under the best heading. Students compare their answers in pairs before checking as a class.

4 Read the example aloud, and ask students to guess the word (letter of application). Students work in pairs to complete the activity.

www.frenglish.ru

Answers

3 Types of job: full-time, part-time, permanent, temporary
Money: salary, wage
Applying for jobs: application form, candidate, CV, interview, letter of application

word building

Aim

- to identify the changes in form and pronunciation

5 Give students about a minute to do this activity in pairs.

6 Play the recording for students to check. Then ask students to underline the main stress in each word. Play the recording again, pausing after each word for students to repeat.

Answers

5–6 employer, employee, employment, unemployment, unemployed, employable

Additional activity

Elicit words students can build from the verb *apply*. Write these on the board then ask students to write the words and underline the stressed syllable: *apply, application, applicant, applicable*

(Point out that if something is *applicable* to a particular person, group, or situation, it affects them or is related to them.)

ADDITIONAL PRACTICE | **Maximiser** p.36, Vocabulary 1–3 | **MEL** Unit 6, Vocabulary 1–3 | **MEL** Extra practice, Vocabulary 8 Topic: Work | **ActiveTeach** Game: Sheep Out!

Collaborative task

Aim

- to practise giving reasons in an exam-style collaborative task and discussion

7 Put students into groups of three to four. Direct them to the instructions, and the photos at the top of the page. Remind them to use relevant words and phrases from Activity 1 in their discussion. Give them a few minutes to discuss the advantages/disadvantages and then make a decision about the best job. Ask a student from each group to report back on which job they decided, making sure that they give a reason for their choice.

Teaching tip

For discussion activities, consider writing up a few prompts on the board which students can use during the discussion if they wish. For example, in Activity 7, write:

- *An advantage of being an event worker would be ...*
- *It would be interesting/boring/tiring/satisfying to be a tutor because ...*
- *I'd love/hate to do that job because ...*

8 Give students a moment to read the exam task instructions at the top of the box (not the question inside the mind map) then play the recording. Elicit which prompt was discussed (earning money), whether it was a good/bad reason, and any examples.

9 Put students into pairs, and give students two minutes to discuss the prompts, as they will get in the exam. Then give students one minute to discuss the decision question inside the mind map. Then play track 26 for students to compare what they talked about with the recording. Go through the Exam tip with the class, and point out that the discussion (Part 4) will be on a similar or related topic to the collaborative task (Part 3).

Discussion

10 Ask students to read the questions, then play the recording. Elicit the question the students are responding to.

11 Ask students to complete the phrases from memory. Then play the recording again for students to check their answers.

12 Encourage students to incorporate some of the phrases from Activity 11 in their discussion.

Alternative

For Activity 12, put students into groups of three. Have one student be the examiner and take turns to direct some of the questions in Activity 10 to individual students or both. Then students swap roles.

Answers

8 They think it's a good reason, e.g. to pay for things like books, clothes, phones.
9 Student's own answers
10 4
11 **1** interesting **2** honest, thought **3** depends **4** general **5** Come

ADDITIONAL PRACTICE | **Maximiser** p.37, Speaking 1–3 | **MEL** Unit 6, Speaking 1–3 | **Photocopiable** 6A *Work and study*

www.frenglish.ru

Reading focus ▶ p.60

Warmer

Tell students that we often use the question *What do you do?* to ask someone about their job/profession. Ask students to tell their partners about what some of their family, friends or neighbours do and whether they enjoy it. Make sure students don't use *do* in the replies.

A: What does your sister do?

B: She's an investment banker. (or, *She works as an investment banker.*)

Elicit the jobs that were mentioned, write them on the board, and ask the class which ones sound the most ideal.

1 Use this opportunity to revise *used to* for talking about things that have changed (e.g. *I used to want to be a pop singer, but now I'd like to be a journalist.*). Put students into pairs to discuss the questions. Students change partners and discuss again.

Answers

1 Students' own answers

Multiple matching

Aim

- to complete an exam-style multiple matching activity (Reading and Use of English, Part 3)

2 Give students a few minutes to skim the article for gist. Elicit what the three jobs are, and which job would have the highest salary.

3 Ask students to read the Exam tip. Students underline key words in the question, then scan the article to find the part that has the same idea. Ask students to underline key words in the remaining questions and think of some paraphrases or synonyms. Focus on question one as an example with the class. Elicit some paraphrases or synonyms that could relate to 'early in the year', e.g. *January/February*, *after New Year*.

4 Students complete the questions then compare their answers in pairs before checking as a class. Elicit the section of the text that answers each question.

5 Students discuss the question in pairs then elicit some responses.

Answers

2 **B** (The magician can earn up to £100,000.)

3 Question: *Which person is proud of having changed the reputation of the place they work in?*

Text: *The most satisfying thing for me has been building my department into a popular and fashionable place to buy men's clothes – department stores aren't always well-known for being top places to buy fashion.*

(*proud* = 'the most satisfying thing for me'; *changed the reputation* = 'building my department into a popular and fashionable place'; *aren't always well-known*)

4 **1** B (*January and February are good months to relax and think up new tricks.*)

2 A (*I fly to trade shows in Barcelona and Florence on big buying trips – that's a real bonus!*)

3 C (*I love going out and catching new things and talking to fishermen.*)

4 B (*people can really annoy you – like when they shout out in the middle of your act*)

5 C (*a side of the job that I don't particularly enjoy is public speaking – for example, when I'm at conferences*)

6 A (*If I want to try out a new brand, I have to drop a brand we already have. That isn't always easy.*)

7 C (*I did a biology degree followed by a master's and then a doctorate. Having those makes me feel I've done something worthwhile.*)

8 B (*One reason I went into magic was because when I was growing up, I used to get bored with things very quickly. My parents gave me a book of magic tricks to keep me busy.*)

9 C (*If I'm in the office, it's a 9.00 a.m. to 5.30 p.m. day; but if I'm going to sea, I start at 7.30 a.m.*)

10 B (*You can also do TV work, which usually brings in a lot of money.*)

ADDITIONAL PRACTICE | **Maximiser** p.38, Reading 1–4 | **MEL** Unit 6, Reading 1–4 | **MEL** Extra practice, Reading 6 Text structure: What's the connection?

Vocabulary

phrasal verbs in context

Aim

- to deduce the meaning of phrasal verbs from context

6 Write on the board: *I usually get in at about 8.30.* Ask: *Which words mean 'arrive'? (get in)* and elicit that *get in* is a phrasal verb – comprised of two parts. Students complete the sentences then compare their answers in pairs before checking as a class. Then working in pairs, students think of a job that each sentence could describe. Go through the answers as a class.

www.frenglish.ru

7 Students match the questions and answers then compare in pairs before checking as a class.

8 Students select one of the people from the article to be in the role-play. They should choose a different person from their partner. To prepare for the interview, they reread the section of the article about their chosen person again. Students take turns to be the interviewer and the interviewee, using the questions and answers in Activity 7 to help.

Answers

6 **1** go into (e.g. teacher, doctor) **2** sort out (e.g. accountant) **3** think up (e.g. sb in advertising) **4** start out (e.g. shop assistant) **5** get in (e.g. postman) **6** try out (e.g. tester) **7** start up (e.g. online trader) **8** stay ahead (e.g. salesperson)

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

ADDITIONAL PRACTICE | **ActiveTeach** Extra activity: Reading Focus

Grammar focus ▶ p.62

Making comparisons

Aim

- to review comparatives and superlative forms of adjectives

Refer students to the Grammar Reference on page 152. If possible, ask students to read the notes and complete Exercises 1 and 2 on page 153 in preparation for class.

Grammar Reference answers

Exercise 1

1 bad, worse, worst
2 difficult, more difficult, most difficult
3 careful, more careful, most careful
4 sunny, sunnier, sunniest
5 boring, more boring, most boring
6 unusual, more unusual, most unusual
7 big, bigger, biggest
8 good, better, best
9 important, more important, most important
10 simple, simpler, simplest

Exercise 2

1 less 2 the 3 little 4 nearly 5 slightly 6 much 7 more 8 as

1 Demonstrate the pronunciation of *veterinary surgeon* /ˈvetərənəri ˈsɜːdʒən/, but point out that this is commonly shortened to *vet.* Students read the advertisement and discuss the question in pairs. Elicit some ideas.

2 Play the recording and elicit which of their ideas were mentioned.

3 Play the recording again while students complete the dialogue.

4 Elicit some opinions on who will get the job. Then play the recording for students to check.

5 Talk through the table with students. Check that they understand that a comparative is used to compare two things (or people) whereas a superlative is used to say that something is the most/least of a group of three or more things. Students copy and complete the table using the dialogue in Activity 3, then compare their answers in pairs before checking as a class.

6 Working in pairs, students complete the rules with the words in the box. Point out that adjectives that end in *-y* (e.g. *easy*) drop the *-y* and add *-ier* to form a comparative adjective. The superlative form adds *-iest.* Elicit any other adjectives that students can think of ending in *-y*, e.g. *happy, angry, healthy*, and elicit the spelling of the comparative and superlative, e.g. *happier, happiest*, *angrier, angriest, healthier, healthiest*.

7 Remind students that they can use the table in Activity 5, the rules in Activity 6 and the Grammar reference on page 152 to help them with this activity. Students complete the sentences then compare in pairs before checking as a class. Then students discuss with their partner whether they agree with each one.

8 For an optional prompt on the board, elicit and write up some of the adjectives from the unit so far that would be suitable to describe jobs (rather than people) *interesting, worthwhile, difficult, stressful, challenging, secure, rewarding.* Direct students to the instructions and the first group of jobs. Read the example aloud and elicit a few comparisons of the first group as examples. Put students into pairs to continue to compare the jobs. Circulate, checking that the superlatives and comparatives are being used accurately. Then elicit a few ideas from each group.

Answers

1 Possible answers
confident, able to work in a team, patient, good social skills to deal with owners

2 Students' own answers

www.frenglish.ru

3 1 the best 2 the most experienced 3 as 4 as 5 bigger 6 the youngest 7 the least experienced 8 the most enthusiastic 9 much more 10 less confident 11 a little older 12 a higher 13 as good as 14 the least reliable 15 the worst

4 Karine gets the job.

5 1 the youngest 2 the most enthusiastic 3 older 4 less confident 5 the best 6 the worst

6 1 one or two 2 three 3 same 4 irregular

7 1 most important 2 least favourite 3 worst 4 higher

ADDITIONAL PRACTICE | **Maximiser** p.39, Grammar 1–3 | **MEL** Unit 6, Grammar 1–3 | **MEL** Extra practice, Vocabulary 6 Comparing and contrasting: People | **ActiveTeach** Extra activity: Grammar Focus 1; Game: Noughts and Crosses

Use of English focus ▶ p.63

Vocabulary

prepositional phrases

Aims

- to review and expand knowledge of prepositional phrases
- to complete an exam-style open cloze activity (Reading and Use of English, Part 2)

Warmer: Discussion

Write the following question on the board and elicit the preposition that goes in the gap (in).

What tasks are you _____ charge of at home or work?

Students discuss the question in pairs, then elicit some ideas. Point out that *in charge of* is a prepositional phrase (a fixed phrase beginning with a preposition), and it should be learned as a whole phrase.

1 Ask students to complete the comments with the prepositions in the box. Then they compare in pairs before checking as a class.

2 Students match the prepositional phrases and the meanings. They compare in pairs before checking as a class. Read the Exam tip aloud and allow students a few minutes to note down some of the prepositional phrases from Activity 1.

Answers

1 1 out 2 in 3 out, in 4 from, on, by 5 by 6 in

2 1 in charge of 2 on her own, by myself 3 in case 4 out of order 5 in aid of 6 by chance 7 out of work 8 from home

Open cloze

3 Ask students to quickly skim the text without worrying about the gaps and see how many jobs are mentioned. Elicit the number of jobs, and what they are.

4 Ask students to read the Exam tip. Students then work in pairs to discuss what type of word is missing in each gap.

5 Ask students to complete the gaps individually then compare in pairs before checking as a class.

6 Students discuss the questions in pairs. Elicit some ideas.

Answers

3 1 five: picking fruit, working for a furniture removal company, taking tourists in a boat, working for a catering company, waiter on a cruise ship

4 1 a preposition (that collocates with the verb *range*)
2 a part of a comparative
3 a preposition
4 a part of a superlative (an article)
5 a preposition (part of a phrase)
6 a preposition
7 a preposition for comparison
8 a preposition (part of a phrase)
9 a preposition (to introduce a job)
10 a preposition (part of a time expression)

5 1 from 2 more 3 like 4 the 5 in 6 about 7 of 8 without 9 as 10 for

ADDITIONAL PRACTICE | **Maximiser** p.40, Use of English 1–2 | **MEL** Unit 6, Use of English 1–2

Listening focus ▶ p.64

Sentence completion

Aim

- to complete an exam-style sentence completion activity (Listening, Part 2)

www.frenglish.ru

1 Encourage students to use comparatives in this discussion as covered on page 62, e.g. *The life of an actress is easier/harder than the life of a … because …* . Students discuss the questions in pairs. Ask a few students to share their opinions.

2 Read sentence 1 in Activity 4 with the class and elicit the type of word missing (noun for a type of film/TV programme) and how you know (it is preceded by the article *a*). Read through the Exam tip with the class.

3 Play the recording and ask students to listen for the possible answers (i.e. types of film or TV show) that are mentioned. Then play the recording again and elicit the correct answer and reason.

4 Give students a moment to read sentences 2–8 and think about the types of word that would fit each gap. Then play the recording twice for students to complete the gaps. Go through the answers as a class.

Answers

2 a type of film/TV programme (a noun)

3 The two possible answers are film and soap opera. The correct answer is soap opera. (She is 'currently working on the film', so she isn't famous for it yet. She says that people might recognise her from *Blackfield Road*, a soap opera.)

4 **2** responsibilities **3** make-up **4** theatre **5** lighting **6** cheese **7** lucky **8** July

ADDITIONAL PRACTICE | **Maximiser** p.40, Listening 1 | **MEL** Unit 6, Listening 1 | **MEL** Extra practice, Listening 5 Listening for detail: Completely right or wrong?

Vocabulary

deducing words from context

Aim

- to practise deducing words from context

5 Remind students that the skill of deduction (using the knowledge or information you have in order to understand something or form an opinion, or the opinion that you form) is important in the exam and in real life. Students match the words and definitions then compare answers in pairs. Check as a class, demonstrating the pronunciation as required, especially of the middle consonant cluster in *punctual* /ˈpʌŋktʃuəl/.

6 Students complete the sentences with words from Activity 5, then compare with a partner before checking as a class.

7 Put students in pairs to talk about each statement. Tell students they should try and add additional information in their discussion, e.g. *Yes, I'm usually very punctual. I can only remember one time that I was late for class, and it was when the subway was out of order.* Write a few starters on the board for them to use in the discussion, e.g. *Personally … For me … , Generally, I … , I'd probably say … .*

Additional activity: Adjectives

Ask students to identify the adjectives in Activity 5 and write these on the board and elicit the comparative and superlative forms for each. Remind students of the spelling change, with *-y* turning to *-i* in comparative and superlative forms for adjectives of two syllables or less.

punctual: *more punctual*, *most punctual*

glamorous: *more glamorous*, *most glamorous*

practical: *more practical*, *most practical*

muddy: *muddier*, *muddiest*

Answers

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

6 **1** punctual **2** muddy **3** lie-in **4** dress up **5** glamorous **6** practical

ADDITIONAL PRACTICE | **ActiveTeach** Game: Pelmanism

Grammar focus ▶ p.65

Obligation and necessity

Aim

- to compare and use different ways of expressing obligation and necessity

Warmer: Work experience

Elicit the meaning of the term *work experience* (a period of time that a young person spends working in a particular place, as a form of training, or to gain experience in a field. It could last between a few hours and a few months, and is often unpaid). Consider briefly sharing any work experience that you have done, and what you had to do using *I had to … .*

Ask the class if anyone has done any work experience. If most students have, put students into pairs or small groups to compare what they had to do. Otherwise, invite anyone who has done work experience to share what they had to do with the class.

www.frenglish.ru

Refer students to the Grammar Reference on page 153. If possible, ask students to read the notes and complete Exercise 3 on page 154 in preparation for class.

Grammar Reference answers

Exercise 3

1 must **2** have to **3** don't need to **4** should
5 mustn't **6** had to **7** are supposed to

1 Ask students to read the blog post, then discuss the questions in pairs. Elicit some responses.

2 If necessary, clarify the difference between *obligation* (a moral or legal duty to do something) and *not necessary* (something you don't need to do). Ask students to read the blog again and match the underlined verb forms to descriptions A–G.

Students compare their answers in pairs before checking as a class. Go through the Language tip box with students. Share some other examples and elicit the differences: *You don't have to bring anything* (but you can if you want to); *You mustn't bring anything* (you have no choice, you cannot bring anything).

3 Read the rubric aloud then focus on the first question as an example with the class. Ask students to read the question, and elicit what needs to go in the gap (mustn't leave). Students complete the rest of the questions, then compare their answers in pairs before checking as a class.

Additional activity: Holiday camp

Put students into pairs. Ask them to imagine that they are working as organisers of a children's holiday camp. Ask them to discuss what the work involved.

Write the following prompts on the board and elicit some ideas from the class.

- *We have to … / We don't have to …*
- *We should … / We shouldn't …*
- *We need to … / We don't need to …*

4 Allow about ten minutes for students to complete the activity in pairs. Then combine the pairs to make a group of four, for students to compare their rules. Circulate, listening and checking that the forms for obligation and necessity have been used accurately.

Answers

1 **1** As a museum assistant, his work involves a range of things, from selling books in the gift shop to researching information on Google.
2 do research first and find a placement somewhere interesting; apply quickly

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

3 **1** mustn't leave **2** don't need to buy **3** was supposed to post **4** don't have to get **5** had to help my brother **6** should get a weekend job **7** were supposed/expected to finish **8** having to work

ADDITIONAL PRACTICE | **Maximiser** p.40, Grammar 1–2 | **MEL** Unit 6, Grammar 1–2 | **Photocopiable** 6B *5, 4, 3, 2, 1* | **ActiveTeach** Extra activity: Grammar Focus 2; Game: Stepping Stones

Writing focus ▶ p.66

Email/Letter of application

Aim

- to write a letter of application, using an appropriate formal style

Warmer: Job application phrases

Ask students to work in pairs to make a list of phrases you might expect in a job application letter. Ask: *How would you start the letter? How would you give reasons for writing? How would you sign off?* Elicit some ideas.

Then refer students to the Useful language section of the Writing Reference on page 174 to check.

1 Remind students that in Writing Task 2, students will have a choice of three tasks, and that an email or letter of application is one possible task that may be offered. Give students a minute to read the task. Elicit whether a job application letter should be in a formal or informal style and why.

2 Students underline important information and tick the points that should be included and then discuss their answers in pairs before checking as a class. Point out that in the exam they can make up details to suit the task.

3 Students read the letter and underline the points from Activity 2 that the writer includes. Write the numbers 1–4 on the board and discuss which points are included in each paragraph.

4 Students find the formal equivalents to the phrases and compare in pairs before checking as a class.

5 Ask students to read the Exam tip aloud. Then ask students to read the task and underline the key words. The writing may be set as a homework task

www.frenglish.ru

then collected to provide individual feedback. Remind students to refer to the phrases in the useful language box on page 174 as they write. If your students find writing difficult, plan the letter paragraph by paragraph (using the structure from Activity 3) as a class.

Answers

1 formal, because you do not know the person

2 Suggested key words

old buildings, weekends, reliable, enthusiasm, visitor guides, young, why, suitable, availability

Tick: 1, 2, 3, 5, 6, 8, 9, 11, 12

3 Paragraph 1: 1, 2

Paragraph 2: 3, 6, 8

Paragraph 3: 9

Paragraph 4: 11, 12

Not included: 4, 5, 7, 10

4 **1** believe **2** currently **3** would like **4** enjoy **5** if you accept my application **6** I could be available **7** I would be grateful if you could let me know **8** contact me **9** I look forward to hearing from you soon. **10** Yours sincerely

5 Sample answer

Dear Mr Barker,

I am writing to apply for the position of activity centre assistant as advertised on your website.

I am a twenty-one-year-old student, currently studying education at university in Brookfield. I really enjoy working with children and I have a lot of experience, including three weeks' work experience as a teaching assistant at a local primary school. In addition to this, I spent last summer working at a summer camp for children in the USA.

I am very interested in sports and regularly play tennis and women's football. I used to be an assistant swimming coach for my swimming club. I also hold a current first aid certificate.

My university term finishes mid-June and I would be available to work at the centre from then until the start of the next term at the beginning of October. I enclose my CV and two references.

If you accept my application, I could attend an interview on Friday afternoons or Saturdays during term time.

Please contact me on 078956741.

I look forward to hearing from you,

Yours sincerely,

Marina Vogel

Alternative activity

If your students are likely to apply for jobs in English in the near future, give them the option of finding a job advertisement of their choice and writing a letter of application for it. They should include the advertisement when they hand in their work.

ADDITIONAL PRACTICE | **Maximiser** p.41, Writing 1–3 | **MEL** Unit 6, Writing 1–3 | **Photocopiable** 6C *The right register*

Progress Test 2 ▶ p.67

Aim

- to review vocabulary and forms from Units 4–6

1 – **4** Ask students to complete the progress test activities for homework or in class, setting a time limit of one hour. Go through the answers as a class or write the answers on the board for students to check.

Additional activity: Hotseat game

Place two chairs in front of the board facing away from the board. Invite two volunteers to sit in the 'hotseats' and tell them that you are going to write a word/phrase from this unit on the board but they should not turn around to see it. The other students take turns to give the students in the 'hotseat' clues (without saying any part of the word) to help them guess what the word on the board is. The hotseater who guesses first stays in the chair, and a new student takes the place of the other student and so on.

Sample words: *well-paid, secure, status, prospects, worthwhile, stressful, work-life balance, employer, application form, part-time, permanent, salary, temporary, wage, work experience, veterinary surgeon, sort out, think up, in charge, out of order, by myself, punctual, glamorous, muddy, musn't, have to, apply*

Answers

1 **1** interview **2** achievement **3** good prospects **4** unemployed **5** worthwhile **6** salary **7** temporary **8** wage **9** candidate **10** application form

2 **1** rewarding **2** exhausted **3** challenging **4** advertisement **5** enthusiastic **6** arrangement **7** stressful **8** accommodation **9** employment **10** applicants

3 **1** mustn't **2** didn't need to **3** aren't supposed to **4** mustn't **5** mustn't **6** must

4 **1** was visiting **2** came **3** took **4** let **5** had put **6** came **7** was giving **8** remembered **9** had left **10** told **11** knew **12** were interviewing **13** returned **14** had already given **15** was writing

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

6 **1** make up my mind / make my mind up **2** isn't as experienced **3** on your own **4** out of order **5** a bigger size than **6** don't need to buy/needn't buy **7** used to live **8** am bored by

7 **1** an interesting question **2** about taking **3** don't you think **4** far as I am concerned **5** should take advantage **6** to think of it **7** could always **8** To be honest

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

9 **1** taken **2** were **3** most **4** do **5** own **6** case **7** forward **8** used

www.frenglish.ru

7 Well-being

Speaking and Use of English focus ▶ p.70

Long turn

Aim

- to complete an exam-style long turn speaking activity (Speaking, Part 2)

Warmer

Focus students' attention on the unit title and elicit the meaning of *well-being* (a feeling of being comfortable, healthy and happy). Ask: *What sorts of things promote a sense of well-being?* Elicit some ideas from the class (exercise, friendships, eating healthy food, living in a pleasant environment, relaxation, reducing stress, regular holidays).

1 Tell the class about one of your favourite possessions and why you like it. Put students into pairs to talk about their own possessions and why they like them. Elicit a few answers.

2 Ask pairs to read the task then answer the questions in pairs. Elicit some ideas. Read the Exam tip aloud.

3 Give students time to read the questions, then play the recording. Students compare their ideas in pairs before checking as a class.

4 Play the recording again for students to complete the sentences. Go through the answers as a class, eliciting whether each one was used to compare or speculate.

5 Make sure students are clear that Student A does the first task, and Student B listens and answers the follow-up question, before swapping. For these tasks, encourage students to time each other for the long turn for 3–4 minutes. The follow up question answer should only be 2–3 sentences. For additional practice, students could swap partners and attempt the other task.

Teaching tip

While students are completing the tasks, circulate and listen to make sure that students are comparing the photos and answering the question rather than describing each photo individually.

Answers

2 1 Similar: Both pictures show young women at home/in their rooms, with possessions. Different: The first woman is looking at clothes; the second is reading a book and relaxing. The first woman might be getting ready to go out; the second woman looks as if she's not going to be moving. The first woman is on her bed; the second woman is on her sofa.

2 The first woman likes fashion and to be trendy – she probably wants to have a choice of what to wear. The second woman enjoys reading, so her books are probably very important to her.

www.frenglish.ru

3 1 Students' own answers
2 What's your favourite possession?
3 He says what his favourite possession is, and why. His answer is much shorter than Felicia's. He speaks for about twenty seconds.

4 1 while 2 though 3 seems to be 4 looks
5 perhaps 6 whereas 7 sure 8 maybe

ADDITIONAL PRACTICE | **Maximiser** p. 42, Speaking 1-2 | **MEL** Unit 7, Speaking 1–2 | **MEL** Extra practice, Speaking 2 Part 2 Comparing pictures: What's the missing phrase?

Vocabulary

adjectives: prefixes and suffixes

Aim

- to form adjective antonyms using prefixes and suffixes

6 Write the words *prefixes* and *suffixes* on the board. Point out that a prefix is a group of letters that is added to the beginning of a word to change its meaning and make a new word, such as *un-* in *untie* or *mis-* in *misunderstand*. A suffix is a letter or letters added to the end of a word to form a new word, such as *-ness* in *kindness* or *-ly* in *suddenly*. Ask students to compete the table in pairs. Students could use dictionaries such as the Longman Dictionary of Contemporary English (www.ldoceonline.com) if they are unsure.

Additional activity

Write the following adjectives on the board: *kind, accurate, connected, complete, impressed, patient, organised.*

Ask students to add a prefix to form the negative, and add them to the table in Activity 7. Elicit the answers, then invite students to share any other adjectives they know which start with the prefixes. The answers are below.

un- unimpressed, unkind, unorganised

im- impatient

dis- disorganised, disconnected

in- inaccurate, incomplete

7 Read through the Language Tip box with the class. Students complete the sentences then compare in pairs before checking as a class.

Teaching tip

To extend stronger students, look for opportunities to briefly point out additional features of words and phrases. For example, here, you point out the difference between *careless* and *carefree*. We use *carefree* to say that someone has no worries (e.g. *They all felt happy and carefree.*). We use *careless* to say that someone is not paying enough attention to what they are doing so that they make mistakes, damage things, etc.

Point out that not all adjectives that end in *-ful* or *-less* as a suffix can use both, e.g. the antonym of *beautiful* is *ugly*. We cannot add *-less* to *beauty*.

Answers

6 un-: unexpected, unfortunate, unlikely
im-: impolite, impossible
dis-: dishonest
in-: incorrect, inexperienced, informal
ir-: irregular, irrelevant

7 1 painful 2 useless 3 careful 4 joyful
5 pointless 6 hopeful

Word formation

Aim

- to complete an exam-style word formation activity (Reading and Use of English, Part 3)

8 Ask students to read the comment for gist and decide whether they agree with it. Tell them not to worry about the gaps yet.

9 Focus on the example gap (0). Ask whether impossible is a positive or negative word (negative). Ask why we need a negative adjective in this gap (we don't use positive adjectives with 'nearly'). Students complete the remaining gaps then compare in pairs before checking as a class.

10 Students discuss the questions in pairs. Elicit some ideas.

Additional activity: Gap-fill challenge

In pairs, students write three gap-fill sentences using any of the adjectives from page 71 to swap with another pair. Alternatively, collect the gap-fill sentences and use several at a time on the board for revision during later lessons.

Answers

10 1 successful 2 beautiful 3 peaceful
4 unpleasant 5 unable 6 impatient 7 homeless
8 unhappy 9 discontented 10 satisfied

ADDITIONAL PRACTICE | **Maximiser** p. 43, Use of English 1–3 | **MEL** Unit 7, Use of English 1–3 | Photocopiable 7A *Three of a kind*

www.frenglish.ru

Vocabulary focus ▶ p.72

Health and fitness

Aim

- to review and expand vocabulary related to health and fitness

Warmer: Discussion

Write on the board: *eating well, regular exercise, getting enough sleep, having fun, having lots of friends.* Ask students to work in pairs to rank the topics in terms of which are more important for staying healthy.

1 Students discuss the question in pairs. Elicit some ideas. If it doesn't come up, introduce the phrasal verb *work out* as a synonym for exercise.

2 Ask students if they know of any TV programmes related to health. Elicit a few responses. Students read the reviews and match them to the names of the programmes.

Cultural note: Baked beans

Baked beans are small white beans cooked in a sauce made from tomatoes, usually sold in cans. In the United Kingdom, they are often served on toast and included in a full cooked breakfast.

3 Students complete the reviews with the correct option then compare their answers in pairs. Play the recording for students to check their answers.

4 Students work through the questions individually, then discuss with their partner before checking as a class.

5 Students discuss the questions in pairs. Ask a few students to share their answers to each question.

Answers

2 1 B 2 A 3 C

3 A

1 protein 2 benefits 3 down 4 aching 5 diet

B

1 regular 2 working 3 keep 4 life 5 shape

C

1 aid 2 painkillers 3 up 4 caught 5 twisting

4 1 treatment 2 emergency services 3 bug 4 get a minor injury

5 Suggested answers

1 protein, carbohydrates, fat 2 walking, taking a dog for a walk, exercising at home, jogging with a friend, cycling instead of taking your car or public transport

3 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p. 43, Vocabulary 1–3 | **MEL** Unit 7, Vocabulary 1–3 | **ActiveTeach** Game: Pelmanism

Grammar focus ▶ p.73

Zero, first and second conditionals

Aim

- to review the use of zero, first and second conditionals

Refer students to the Grammar Reference on page 154. If possible, ask students to read the notes and complete Exercise 1 in preparation for class.

Grammar Reference answers

Exercise 1

1 look 2 would be 3 won't tell 4 were 5 will phone 6 sits 7 don't eat 8 asked 9 would come 10 gets

Warmer: Discussion

Write on the board the following two quotes, in a spot where they can be left displayed for the lesson.

A If you think taking care of yourself is selfish, change your mind. (Ann Richards)

B If you hear a voice within you say 'you cannot paint' then by all means paint and that voice will be silenced. (Vincent Van Gogh)

Put students into pairs to discuss what each quote means, and whether they agree with the advice. Elicit some ideas.

Point out that these quotes are of a type of conditional. Elicit if anyone knows which type it is (A = zero conditional, B = first conditional).

If students aren't sure, leave the quotes on the board, and ask students again at the end of the lesson.

1 Put students in pairs and tell them to alternate reading the comments aloud then matching each comment to one of the programmes.

2 Explain or elicit what a conditional sentence is (one that often begins with *if* or *unless* and expresses something that must be true or happen before something else can be true or happen). Students complete the activity in pairs, then discuss the answers as a class.

www.frenglish.ru

3 Students find and underline examples then compare in pairs before checking as a class.

4 Students complete the rules then check as a class.

5 Discuss each statement as a class. For rule one, ask students to find three examples in the text from Activity 1 where *if* could be replaced by *when*. (*If/When people eat chocolate a certain part of the brain lights up; if/when I drink a glass of milk …* ; *… if/when you increase your heart rate for 20 minutes …*). For rule two, elicit examples of how the *if* clause and main clause could be swapped in the first conditionals from the text without changing the meaning (e.g. *I think every part would light up if they tested my brain when I ate chocolate!*). Read through the Language tip box aloud.

6 Look at the first sentence as a class. Refer back to the rules in Activity 4 and ask students which situation best fits the example (3, something that is always true, so use the zero conditional). Students complete the remaining sentences then compare their answers in pairs before checking as a class.

7 Students read through the task on page 141. Elicit which of the rules in Activity 4 best describes these situations (2, they are imaginary situations) and which conditional to use (the second conditional). Elicit some possible ways to finish the first sentence (e.g. *I'd take some painkillers, I'd lie down, I'd be in a bad mood,* etc.). Students share their sentences in pairs, then think of four more starters individually or with their partner, to swap with someone else to complete.

Answers

1 Kelly B: A AlenAlen: C AnikaMD: A Superman329: B

2 **A** 1 **B** 3 **C** 2

3 zero conditional: If you increase your heart rate for twenty minutes a day, it's very good for your health.

first conditional: so I'll go running tomorrow if the weather's good

second conditional: if they tested my brain when I ate chocolate, I think every part would light up; If I had some milk in the fridge, I'd try it

4 **1** first **2** second **3** zero

5 **1** T **2** F

6 **1** don't sleep, feel **2** were, would advise **3** doesn't feel, won't be able to **4** did, would increase **5** go, will tell **6** had, would go

ADDITIONAL PRACTICE | **Maximiser** p. 44, Grammar 1–2 | **MEL** Unit 7, Grammar 1–2 | Photocopiable 7B *If you could guess …* | **ActiveTeach** Extra activity: Grammar Focus 1; Game: Stepping Stones

Listening focus ▶ p.74

Multiple matching

Aim

- to complete an exam-style multiple matching activity (Listening, Part 3)

Warmer: Brainstorm

Ask students to brainstorm some minor illnesses or injuries, and write their ideas on the board, e.g. *indigestion, headache, sprained ankle, mouth ulcer, sunburn*.

Put students into pairs. Students take turns to complain to their partner about one of the illnesses or injuries and their partner responds using the form *If I were you, I'd …*,

For example:

A: *I'm not feeling very well. I have a terrible headache*.

B: *If I were you, I'd take some painkillers.*

1 Focus students' attention on the photo. Ask students to read the definitions and ask which one matches the photo (homeopathy). Put students into pairs to discuss the questions. Elicit a few responses from the class.

2 Play the recording while students match A–D with speakers 1–4. Check as a class.

3 Read the rubric and Exam tip aloud. Give students time to read the options A–F and underline key words. Then play the recording again.

4 Refer students to the audioscript on page 199 to check their answers. Weaker classes may need you to go through the answers as well.

5 Students complete the sentences then compare their answers in pairs before checking as a class.

6 Put students into groups of three to discuss the questions.

Additional activity: Discussion

Write the following additional discussion question on the board for students to discuss in their groups: *Would you try any of these therapies? Why/Why not?*

Answers

1 Other alternative therapies could include:

aromatherapy – a treatment that uses pleasant-smelling natural oils to reduce pain and make you feel well

naturopathy – a treatment to cure illness using natural things such as plants rather than drugs

www.frenglish.ru

Ayurveda – a traditional Indian medical treatment that involves using herbs, eating certain types of food and doing yoga

osteopathy – a way of treating medical problems such as back pain by moving and pressing the muscles and bones

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

3–4 Speaker 1 D (*It has helped my knees a lot but I know it won't last for ever. You should have regular sessions otherwise the pain comes back.*)

Speaker 2 E (*the pain had disappeared … this really worked for me*)

Speaker 3 B (*This is all very well, in theory, but … it sounded a really interesting theory.*)

Speaker 4 A (*I just don't see how this works in practice … common sense tells me that this can't possibly be true.*)

5 **1** over **2** mask **3** frostbite **4** session **5** convert **6** owl **7** cured **8** better

ADDITIONAL PRACTICE | **Maximiser** p. 45, Listening 1–2 | **MEL** Unit 7, Listening 1–2 | **MEL** Extra practice, Listening 6 Listening to identify context: What's the situation?

Grammar focus ▶ p.75

unless, otherwise, provided that

Aim

- to compare the uses of *unless, otherwise* and *provided that* and to use them accurately

Refer students to the Grammar Reference on page 155 of the Student's Book. If possible, ask students to read the notes and complete Exercises 2 and 3 in preparation for class.

Grammar Reference Answers

Exercise 2

1 provided that **2** otherwise **3** provided that
4 Provided that **5** unless **6** Unless

Exercise 3

1 Put on your coat otherwise you'll get cold.
2 Unless I call her, she'll be worried.
3 I'll come to the party provided that Jon isn't there!
4 She'll be late unless you drive her to the airport.
5 He'll join us provided that he isn't busy.
6 Tell them the truth, otherwise I will.

Warmer

Write the following questions on the board. Then put students into pairs to compare their answers.

Do you …

- *usually go to bed and wake up at the same time every day? What happens if you don't?*
- *like to sleep in?*
- *sleep more or less than you used to five years ago?*

1 Students discuss the questions in the article title in pairs. Ask them to skim read the article to find out how some schools have tried to help their students sleep better, and what the results have been.

2 Ask students to read the article again and discuss with their partner which rule is false.

3 – **4** Students complete the activities, then compare their answers with a partner before checking as a class.

5 Give students a few minutes to think about what to say. Tell them to try and use *unless, otherwise* and *provided that* at least once each. Then students share their plans in pairs or small groups.

Answers

2 5

3 **1** unless, If

2 Otherwise, unless, if

3 Provided that/If, Provided that/If, Otherwise

4 **1** I must get an early night. Otherwise I'll feel tired all day tomorrow.

2 Annie and I are going to watch the football match tomorrow unless it rains./Unless it rains, Annie and I are going to watch the football match tomorrow.

3 Provided that we've got enough money, we'll go on holiday./We'll go on holiday provided that we've got enough money.

4 I put on sun cream. Otherwise I get a rash in the sun.

5 You'll have problems with your teeth unless you go for a check-up soon./Unless you go for a check-up soon, you'll have problems with your teeth.

6 I'll lose weight quickly provided that I cut down on sweets./ Provided that I cut down on sweets, I'll lose weight quickly.

ADDITIONAL PRACTICE | **Maximiser** p. 45, Grammar 1–2 | **MEL** Unit 7, Grammar 1–2 | **ActiveTeach** Extra activity: Grammar Focus 2; Game: Noughts and Crosses

Reading focus ▶ p.76

Multiple choice

Aim

- to complete an exam-style multiple-choice activity (Reading and Use of English, Part 1)

www.frenglish.ru

1 Put students into pairs to discuss the questions then elicit a few responses for each.

2 – **3** Give students five minutes to read the article for gist and complete activities 2–3.

4 Go through the strategy in the Exam tip with the class. Then look at the first question as an example with the class. Ask them to find which part of the text this question relates to (*it's hard to believe that …* in the first paragraph). Encourage students to use the same strategy for the other questions. Give students five minutes to complete the questions then check as a class.

Answers

1 **1** when people of one generation have different ideas or find it difficult to understand the ideas of another generation because they are older or younger

2 Students' own answers

3 Possible answers: poorer health, poorer physical condition, they can get lonely, social life is narrowed down (e.g. by loss of work or death of friends/relatives)

4 Possible answers: putting young and old people in touch: family visits for all members and ages of the family; older people telling stories to younger people; older people listening to young people's experiences; older people letting young people teach them about technology, fashion, etc.

2 2

3 **1** C **2** B **3** A

4 **1** D (*But as her fingers dance across the screen of an iPad, it's hard to believe the ninety-five-year-old was introduced to her first tablet just six months ago.*)

2 B (*She's so patient with me – I'm very slow.*)

3 B (*the project organisers hope that improving their digital skills will help them feel better and stronger*)

4 A (*I think some of them were a bit scared – it was too much to understand.*)

5 A (*They, and the students, build friendships with people they wouldn't naturally meet.*)

6 D (*gist question*)

ADDITIONAL PRACTICE | **Maximiser** p. 46, Reading 1–3 | **MEL** Unit 7, Reading 1–3 | **MEL** Extra practice, Reading 7 Text structure: Which is the right word for cohesion? | Photocopiable 7C *Options and answers*

Vocabulary

dependent prepositions

Aim

- to review dependent prepositional phrases

5 Ask students complete the sentences then compare in pairs before checking as a class.

Additional activity

Write the following prompts on the board for students to discuss in pairs

- *something you take an interest in*
- *something that has a positive effect on our well-being*
- *something you always or never join in*
- *someone who is patient with you*
- *something you think wouldn't be the right thing for you to do*
- *something you have a lot of enthusiasm for*

Answers

5 **1** in **2** on **3** in **4** for **5** with **6** for

word building

Aim

- to practise forming nouns from other types of words

6 Elicit the noun form of *invent* (*invention*), then ask students to find it in the article. Elicit a sentence using *invention* (e.g. *Fitness trackers are a great invention that help lots of people achieve their goals.*). Students complete the remaining words.

7 Ask students to discuss in pairs whether they would like to take part in the *Click!* project featured in the article.

Answers

6 **1** invention **2** reminder **3** enthusiasm **4** volunteer **5** achievement

ADDITIONAL PRACTICE | **ActiveTeach** Extra activity: Reading Focus; Game: Sheep Out!

Writing focus ▶ p.78

Informal email/letter

Aim

- to write an informal email with appropriate features (Writing, Part 2)

Warmer: Discussion

Ask students to discuss these questions in pairs, then elicit a few ideas.

1 What puts you in a good mood (for example, the weather, the time of year, types of food)?

2 What puts you in a bad mood?

www.frenglish.ru

1 Elicit the four seasons of the year: *spring, summer, autumn* (*fall* in American English), *winter*. Elicit the kind of weather students associate with each season in their region. Put students into pairs to discuss the questions. Then elicit a few responses for each.

2 Students read the email then answer the questions. For question 2, suggest they use the form *If I were you/him, I'd … .*

3 Students underline the parts of the email that relate to points 1–4, then check as a class.

4 Students choose the phrases, then compare their answers in pairs before checking as a class. Then ask students to turn to the Writing reference on pages 172–173. Students read the task, the email and the notes. Then they read model answer 1 on page 173. Talk through the advice shown on model answer 1 with the class.

5 Students read the task. Read the Exam tip aloud and make sure students understand that the details can be imaginary. Students read the email, then make a brief plan of what they are going to include in their reply.

If your class finds planning/structuring writing difficult, write a sample plan as a class on the board first. This writing task can be set for homework, then collected to provide individual feedback.

Answers

2 1 He gets depressed because there isn't much sun.
2 make the most of the daylight hours; go on a sun bed

3 1 The photos are lovely, thank you! The snow scenes are magical.
2 I'm so sorry to hear that … how much sunlight our brains need.
3 There is something you can try. … you feel better.
4 I'd love to come and see you both in the summer! … Perhaps we can fit in a visit then?

4 1 It's good to hear that
2 I'm so sorry to hear that
3 There is something you can try
4 I'd love to
5 Perhaps we can fit in
6 Hope all goes well with

5 Sample answer

Hi Sammy,

Thanks for your email. Great to hear that your move went well and that you're enjoying the new house. The colours do sound a bit bright but I'm sure you can make it work.

In the bedroom, how about re-painting the walls in a nice neutral cream? You could keep one of the walls in red or orange as a feature if you like.

Actually, the yellow in the study doesn't look too awful from your photo. At least you're less likely to fall asleep with walls that bright! What's the lighting like? A good light is so important when you're studying. Why don't you have a look for a large black and white poster above your desk too? It could cover up some of the yellow without the hassle of painting the whole room.

Anyway, good luck with it all. I'm hoping that when my exams finish I'll be able to come and visit you for a weekend. I could give you a hand with painting or shopping then if you like.

Best wishes,

Dan

ADDITIONAL PRACTICE | **Maximiser** p. 47, Writing 1–4 | **MEL** Unit 7, Writing 1–4 | **MEL** Extra practice, Writing 3 Informal functions in writing: Matching them together

Review ▶ p.79

Aim

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

Teaching tip

You can also use the review exercises for fast finishers during class or as homework after each lesson.

1 – **4** Ask students to complete the activities, monitoring them to provide assistance. Alternatively, set this as a homework activity. Ask students to compare their answers in pairs before doing a class check.

1 **1** informal **2** cheerful **3** impatient **4** inexperienced **5** impolite **6** hopeless **7** unlikely **8** impossible **9** useful **10** careless

2 **1** would we eat, lived **2** finish, 'll go **3** 'll be, gives **4** wouldn't suffer, ate **5** would save, stopped **6** won't perform, doesn't lose **7** was/were, would reduce **8** will have to, doesn't feel **9** were, would call **10** ask, 'll agree

3 **1** unless **2** provided that **3** otherwise **4** otherwise **5** unless **6** provided that

4 **1** expectancy **2** balanced **3** protein **4** attack **5** exercise **6** benefits **7** shape **8** work **9** fit **10** aching **11** minor **12** twisted

www.frenglish.ru

8 Nature study

Vocabulary and Listening focus ▶ p.80

Vocabulary

animals

Aim

- to review and expand vocabulary related to animals

Warmer

Ask students to write down three animals according to the following categories:

1 What you think you are like.

2 What others think you are like.

3 What you're really like!

Ask students to compare their answers in pairs and discuss whether they agree and why.

1 Students complete the questionnaire individually before discussing in pairs. If necessary, clarify *extinct* (an animal or plant that does not exist anymore) and *endangered* (an animal, bird, etc. that may soon no longer exist because there are so few of them). Elicit some ideas for each category.

2 If students don't understand the meanings of the words, you could do an image search to quickly explain. For *scales* and *fins*, add the search term for 'fish'. Students compare their answers in pairs before checking as a class.

3 Students match the sentences. Check students know the name of each animal (a cheetah, a fox, kingfisher, a crocodile, a (box) fish, a dragonfly).

4 Share an example sentence (e.g. *The animal has transparent wings and makes a humming sound.*). Ask students to identify which picture the sentence is describing (the dragonfly). Students work in pairs to think of sentences then share one with the class for them to guess. Stronger classes could include animals that were not pictured to write about.

Answers

1 Suggested answers for questions 3 and 6

3 dinosaur, mammoth, dodo, (West African) black rhino, Tasmanian tiger

6 giant panda, blue whale, Asian elephant, orangutan, gorilla, snow leopard

2 **1** insect **2** bird **3** mammal **4** fish **5** reptile

3 **1** E **2** B **3** A **4** D **5** C

4 Possible answers

A It's a mammal, with long legs and black spots on its fur, and it can run extremely fast. (cheetah)

B It's a colourful bird with a long beak and it catches fish in rivers. (kingfisher)

www.frenglish.ru

C It's a large reptile with a long tail, hard skin and sharp teeth. (crocodile)

D It's a (small) fish and it's a very strange shape/it's shaped like a box. (box fish)

E It's an insect with a thin body and coloured wings and it lives near water. (dragonfly)

Additional activity: Guess the animal

You will need small pieces of paper and sticky tape or plain sticky labels for this game. Distribute the pieces of paper and ask students to write the name of an animal on it. Collect these in. Then stick one of the pieces of paper to each student's back. Students move around the room asking classmates *yes/no* questions to determine what their animal is, e.g. *Does my animal have feathers?*

They should continue to swap partners until they guess their animal. Alternatively, if your classroom is not conducive to students moving around, students ask and answer questions about their animal in pairs.

ADDITIONAL PRACTICE | **Maximiser** p.48, Vocabulary 1–2 | **MEL** Unit 8, Vocabulary 1–2 | **ActiveTeach** Game: Pelmanism

Listening

Multiple choice

Aim

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

5 Encourage students to think about buildings, transport and clothing. Students discuss the question in pairs, then elicit ideas from the class.

6 Students read the rubric, then the recording. Elicit which of the class ideas were mentioned.

7 Go through the Exam tip and then give students one minute to read the questions and underline key words in the question stems. Play the recording again. Check answers as a class.

8 Students copy and complete the table. After checking as a class, drill the pronunciation (see stress patterns in answers below). Point out the difference in stress between the verb *influence* (which has the stress on the first syllable) compared with *inspire, invent* and *inform,* which have a stressed second syllable.

Ask students which of the verbs have a stress change to their corresponding noun *(inspire/inspiration), (inform/information)*.

9 Look at the first sentence with the class as an example. Read it aloud, and elicit the part of speech that goes in the gap (a noun). Then look at the options. Both *inspiration/influence* would make sense with the first part of the sentence; however, of these two, only *inspiration* can precede the preposition *to*. Students complete the remaining sentences, then compare in pairs before checking as a class.

10 Students discuss the question in pairs. Then elicit some ideas.

Answers

5–6 (inventions mentioned in the recording)

cats' eyes: *The reflectors we find in the middle of roads are called 'cats' eyes' because the inventor was inspired by the way cats' eyes reflect light in the dark.*

dragonflies: *My friend told me that the way they use their wings was the inspiration for the helicopter!*

box fish: *… a shape for their new energy-saving car and decided to copy a tropical fish called the box fish*

owls and kingfishers: (for the high-speed bullet train) *copy the way an owl's feathers are arranged on their bodies'; 'shape of the kingfisher's beak for the train's nose*

sharks: *designers created swimming costumes from a material that copied the scales you find on shark skin*

giant ants: *the Eastgate Centre in Harare, in Zimbabwe. It copies the way giant ants control the temperature of their towers.*

bats: *a very small spy plane that is used for surveillance – wings are shaped just like a bat's*

7 **1** C (*And the more I learnt, the more I wanted to pass this knowledge … through a documentary)*

2 B (*but it can move round very efficiently. For a car, this means it uses far less fuel.*)

3 A (*One of the difficulties they had was to reduce the noise … when they attack their prey*)

4 C (*they give some swimmers too much of an advantage*)

5 A (*the building only uses … that, to me, is really important*)

6 C (*its use is pretty predictable, the fact that its wings are shaped just like a bat's was not*)

8 **1** inspiration **2** influence **3** invention **4** design **5** reduce **6** attack **7** information **8** shape

Same form: influence, design, attack, shape

9 **1** inspiration **2** influence **3** inform **4** reduction **5** attacked **6** design

10 Possible answers

how to use different ways to communicate (e.g. dolphins, whales), how to work as a team for the benefit of the group, how to cope with changing weather conditions

www.frenglish.ru

Additional activity: Gapped sentences

Ask students to write their own gapped sentences, like the ones in Activity 9, gapping words from Activity 8. Ask students to swap sentences with a partner who tries to guess the missing words.

ADDITIONAL PRACTICE | **Maximiser** p.48, Listening 1–3 | **MEL** Unit 8, Listening 1–3 | Photocopiable 8A *Tell me about …*

Grammar focus

The passive

Aims

- to identify uses and forms of the passive
- to practise forming passive sentences

Refer students to the Grammar Reference on page 155. If possible, ask students to read the notes and complete Exercises 1 and 2 on page 156 in preparation for class.

Grammar Reference answers

Exercise 1

1 is only being shown **2** are usually found **3** were not sent out **4** had been put **5** has already been passed **6** was being followed **7** had been told **8** are given **9** have already been printed **10** were written

Exercise 2

1 These cars are made in Germany.
2 While the actor was being filmed, he fell into the river.
3 This house was built in 1865.
4 Several people are being questioned by the police after the robbery.
5 This film has been repeated lots of times on television.
6 Paul had been warned about his behavior many times before.
7 I have been asked to give a speech at the dinner.
8 Adverts are shown every ten minutes on this TV channel.
9 The results will be announced later today.
10 The office was broken into last night.

1 Put students into pairs to answer the questions. Elicit some ideas. Give students a few minutes to read the text and then elicit the link between the pictures. If necessary, clarify *grip* (the ability of something to stay on a surface without slipping) and *inspection* (a careful examination of something to find out more about it or to check for anything wrong).

2 Students match the examples in bold with the rules, then check as a class.

3 Students match the examples with verb forms individually, then compare in pairs before checking as a class.

4 Elicit the correct rule. Read through the Language tip. Point out that *sleep* is an intransitive verb (it cannot take a direct object). Point out that verbs are labelled as transitive or intransitive in dictionaries such as the Longman Dictionary of Contemporary English (www.ldoceonline.com).

Additional activity

Write the following examples on the board and tell students that one of them has a verb which cannot take a direct object, and cannot therefore be made into a passive form. Ask students to work in pairs to identify which sentence cannot be changed, and to change the other sentences to passive.

1 We saw the gecko climbing up the wall.

2 The gecko swallowed a fly.

3 The gecko disappeared under the couch.

(Answers: 1 *The gecko was seen climbing up the wall.* 2 *A fly was swallowed by the gecko.* 3 *disappeared* cannot take a direct object, so cannot be made into a passive.)

5 For weaker classes, do the first sentence on the board as an example, going through the following steps. Firstly, students should identify the verb in the first sentence (*keep*) and identify the verb form (present simple). In the second sentence, students write *to be* in the identified verb form agreeing with the *The towers of giant ants* (*are*).

Then students add the past participle of the identified verb (*kept*). Finally, add the object (*at the same temperature*). Students complete the remaining sentences, then compare in pairs before checking as a class.

Answers

1 first photo: gecko's foot; second photo: robot climbing/gripping onto surface with its hands and feet (The gecko can climb walls and cling to ceilings; this has inspired the development of a sticky tape and space robots.)

2 **1** Gecko tape is now being used
2 sticky tape was developed (by scientists)
3 It is hoped

3 **1** is called, are known, is hoped **2** is now being used **3** has been inspired, has been developed **4** was developed **5** will be made **6** could be used

4 to be, past participle

www.frenglish.ru

5 1 are kept at the same temperature
2 are being studied (by scientists) at this very moment
3 was borrowed (by designers) for the bullet train
4 have been inspired by nature
5 will not be broken (by swimmers) for many years
6 was designed a year ago

ADDITIONAL PRACTICE | **Maximiser** p.49, Grammar 1–2 | **MEL** Unit 8, Grammar 1–2 | **ActiveTeach** Extra activity: Grammar Focus 1; Game: Stepping Stones

Speaking focus ▶ p.83

Collaborative task

asking for clarification and repetition

Aim

- to practise asking for clarification in a range of ways and to complete an exam-style collaborative speaking task (Speaking, Part 3)

Warmer: Wild animals

Check students understand the meaning of *wild* (living in a natural state, not changed or controlled by people. The opposite would be *tame*). Introduce the phrase *in the wild* (in natural and free conditions, not kept or controlled by people, e.g. *There are very few pandas living in the wild now.*).

Students discuss the following questions in pairs: *Have you had any interesting encounters with wild animals? Are there any animals that you would like to see in the wild?*

1 Students discuss the questions in pairs. Elicit some of the problems affecting animals today. If they are not mentioned, introduce/elicit the following vocabulary: *extinction* (when a particular type of animal or plant stops existing); *habitat* (the natural home of a plant or animal); *deforestation* (the cutting or burning down of all the trees over a wide area).

Ask students to read the Exam tip aloud. Elicit or introduce a few other phrases to refer to previous discussion like *as we said,* for example*, like we said earlier, it comes back to … .*

2 After students have discussed some possible points, elicit them and note them on the board.

3 Play the recording, then elicit whether any points were mentioned from Activity 2.

4 Students complete the phrases, then play the recording again to check. Make sure you write the answers on the board or display the audio script so students can check their spelling. Tell students that these are all useful phrases to help clarify what their partner has said during the collaborative task.

5 Play the recording for students to hear how the speaker says the phrases in Activity 4. Elicit whether the speaker's voice goes up or down, and which words are stressed. Play the recording again, pausing after each phrase for students to repeat, using the same intonation.

6 Tell students that during the task, they should try and use the phrases from Activity 4, even if it is just to 'test' their partner. They will need to change some of the words in some cases to fit their own discussion.

7 Tell students to turn to page 139 and do the task. Give them three minutes for this task. Students could swap partners and repeat the task for extra practice.

Answers

1 Suggested answers: habitat destruction, pollution, climate change, hunting

2–3 Students' own answers

4 **1** mean **2** say **3** mean **4** follow **5** mind **6** saying **7** catch

Additional activity: Speaking Part 4 discussion

Write on the board some Speaking Part 4 questions which are related to the Part 3 task students did in Activity 7. Students discuss the questions in pairs. Alternatively, post these questions in your class online space for students to respond to (in a few sentences) for homework.

1 Why do some people decide to become vegetarians or vegan?

2 Should we use animals for medical tests? Why/Why not?

3 Some people say that putting animals in zoos is not a good way to treat them. Why do you think they say this?

ADDITIONAL PRACTICE | **Maximiser** p.50, Speaking 1–4 | **MEL** Unit 8, Speaking 1–4

Reading focus ▶ p.84

Gapped text

Aim

- to complete an exam-style reading task (Reading and Use of English, Part 6)

www.frenglish.ru

1 Ask three students to read the comments aloud. Put students into pairs to discuss their opinions and reasons on each one. Elicit a few responses.

2 Students discuss the question in pairs. Elicit some ideas.

3 By now, students should be familiar with reading the text for gist. Allow them a few minutes to do this then elicit any points from Activity 2 that were discussed.

4 Elicit the answer.

5 Tell students to read the sentences A–G first and underline the key words. Focus on the first gap (1) as a class. Read the sentences before and after the gap, and elicit the type of information that you would expect to be in the missing sentence (something that the writer has missed out when putting a jam jar in the recycling that has annoyed his wife). Ask students to find a sentence from A–G that contains this information (F). Focus students' attention on the Exam tip box. Students complete the remaining gaps.

6–7 Students compare their answers in pairs, discussing any words or synonyms that helped them to choose the correct sentence. Then check as a class.

8 Ask the class which person they agree with more. Elicit opinions, and encourage students to give reasons.

Answers

2 Suggested answers
- where to buy food and what to buy: taste, range, cost, locally grown vs produced
- using the car: fuel consumption vs convenience
- saving water and electricity: baths, showers, heating, cooking
- household waste and recycling: time and effort vs helping the environment

3 where to buy food and what to buy; using the car; saving electricity; household waste and recycling

4 3

5 **1** First pair: *mealtimes have become a source of arguments* in the second sentence is an example of *being on really bad terms* in the first sentence.

2 Second pair: *disagreements* in the second sentence has a similar meaning to *arguments* in the first sentence.

6–7 **1** F (This gap is part of an anecdote about putting an empty jam jar in the recycling. *Glass jar* and *recycling bag* in Sentence F are key words related to the topic; *it* in the sentence preceding the gap and *that* in the sentence following refer to 'glass jars not going in the recycling bag with lids on'.)

2 G (The sentence preceding the gap mentions filling up the freezer, which relates to the key words *space* and *ice cream* in Sentence G; In the sentence following the gap *this* refers to leaving *little space for the important things in life – such as ice cream*.)

3 E (The topic in the sentences surrounding the gap are arguments/relationship problems. Related words/phrases in Sentence E are *couples are looking for counselling*, and *arguments*.)

4 A (*It* in Sentence A refers to the compost bin; *Drawbacks* in Sentence A refers to it being smelly and needing to be emptied a lot.)

5 B (The topic of the sentences surrounding the gap is financial disagreement. In Sentence B *cost, angry words* and *silences* relate to this topic.)

6 D (*They* in Sentence D refers to *another couple* the author knows; *vehicle* is a synonym for *car* in this case.)

ADDITIONAL PRACTICE | **Maximiser** p.51, Reading 1–3 | **MEL** Unit 8, Reading 1–3 | **MEL** Extra practice, Reading 8 Text structure: Put the words into groups

Vocabulary

phrasal verbs in context

Aim

- to practise deducing the meaning of phrasal verbs from context

9 Focus students' attention on the first underlined phrasal verb in the article (*taken over*) as an example. Ask them to read meanings 1–6 and select the best one. Students match the remaining verbs and meanings then compare in pairs before checking as a class.

10 After students complete the questions, go through as a class to check.

11 Students take turns to ask and answer the questions with a partner. Ask some students to share something interesting their partner said.

Answers

9 **1** taken over **2** fills up **3** catch on **4** fallen out **5** turns down **6** goes off

10 **1** filled up **2** gone off **3** fallen out **4** catch on **5** turn down

ADDITIONAL PRACTICE | **ActiveTeach** Extra activity: Reading Focus; Games: Sheep Out!, Noughts and Crosses

www.frenglish.ru

Grammar focus ▶ p.86

Causative *have*

Aim

- to present the form and use of the causative *have*

1 Check students understand the meaning of *energy efficiency* (using less power to achieve the same results). Put students into pairs to discuss the questions. Elicit a few ideas with the class.

2 Focus students' attention on the picture and elicit what type of image it is (thermal imaging) and what the different colours represent (red is the area of most heat, then yellow, green, blue, to purple, which is the area of least heat. It shows where heat is escaping from the house). Students discuss the questions with their partner.

3 Give students a few minutes to read about Tom's house and then elicit the changes that haven't happened yet.

4 Students answer the questions then compare their answers in pairs before checking as a class.

5 Students read the rules then discuss their answers with a partner. Then go through each one with the class. Read the Language tip. Tell students that generally, causative *get* is slightly more informal than *have*.

As examples, show that each instance of *have/get* could be replaced by the other, e.g. *We got the roof completely replaced, and got solar panels installed. Jenny wants to have the boiler changed, too.*

Refer students to the Grammar reference on page 156. If you have a strong class, they might read it independently and do Exercise 3 for homework. If your students need additional help with grammar, it is best to go through it in detail, talking through the notes and examples.

Grammar Reference Answers

Exercise 3

1 My dad had his car serviced last week.
2 I have my teeth checked every six months.
3 We are having a new swimming pool installed next month.
4 Kate is having her nails done at the moment.
5 Our granny has her house cleaned on Thursdays.
6 I have already had my computer repaired.

6 Read the first sentence aloud and elicit the tense of the verb *planted* (past simple). Tell students that the causative *have* should also be in the same tense, and elicit *had*, writing it in on the board. Then elicit what else is needed to complete the causative (object + past participle = *some trees planted*). Write these up as well. Students complete the remaining sentences, then compare answers in pairs before checking as a class.

As an extension of the Language tip, elicit how *get* could be used in the sentences, e.g. *We get our car checked.; We got our old shower replaced*.

7 Students discuss the question in pairs. Remind them to use the causative *have* in their answers.

8 Students read the questions on page 141 and think about their answers. Then put them into pairs or small groups to discuss ideas.

Answers

2 heat loss through roof and walls – insulate
3 loft and wall insulation, new boiler
4 They replaced the light bulbs. Professionals (builders, plumbers, electricians, etc.) will do the other things.
5 1 T 2 F 3 T
6 1 had some trees planted
2 had a new heating system installed
3 're going to have new, thicker doors put in
4 've had our old washing machine replaced
5 have our car checked regularly
6 had our old shower replaced

ADDITIONAL PRACTICE | **Maximiser** p.52, Grammar 1 | **MEL** Unit 8, Grammar 1 | **MEL** Extra practice, Vocabulary 2 Phrases with 'have' | Photocopiable 8B *What's happened?* | **ActiveTeach** Extra activity: Grammar Focus 2

Use of English focus ▶ p.87

Vocabulary

prepositional phrases

Aim

- to review and use prepositional phrases and phrases with dependent prepositions

www.frenglish.ru

Warmer: Revision

Put students in pairs. Ask Student A to turn to look at Student's Book page 18, Activity 4 and Student B to turn to Student's Book page 63, Activity 1. Students take turns to read one of the questions in the exercise, omitting the preposition, and see if their partner can remember it.

1 Focus students' attention on the first sentence in Activity 1. Elicit the correct preposition (*of*). Check students understand the word *lift* (American English: *elevator*) in question 3. Students complete the remaining questions then compare in pairs, before checking as a class. Elicit some ideas for each about why each speaker might be saying these things.

2 Read the first sentence starter as a class, and elicit some possible ways to complete it, e.g. *better lighting*. Students complete the sentences then share their ideas in pairs. Elicit a few endings for each sentence with the class, checking that they make sense and are grammatically correct.

3 Go through the Language tip box before starting this Activity. Students complete the phrases and decide whether they are true or false for them. Students discuss their ideas in pairs.

Answers

1 Suggested answers in brackets

1 of (mother to friend when she needs to go out for a moment)

2 at (friend to friend – they want some help with work)

3 of (people living in a block of flats)

4 on (teacher surprised by student's good work)

5 on (child to mother after dropping a plate)

6 of (employer to employees)

2 Suggested answers in brackets

1 in (redecorating) **2** up (we still need heating)
3 on (my brother/sister) **4** For (we could have more shelves on that wall)

3 **1** by/with **2** for **3** of **4** for **5** with **6** about **7** to **8** of

Additional activity: Mini-dialogues

Each pair selects one of the sentences from Activity 1 and uses it as the first line in a mini-dialogue. Students write their dialogues, then perform them for the class.

Use of English

Key word transformation

Aim

- to use prepositional phrases and phrases with dependent prepositions to complete an exam-style key word transformation activity (Reading and Use of English, Part 4)

4 Focus students' attention on the Exam tip box. Set a timer for eight minutes for students to complete the sentences. Ask students to check that they have used the word given without changing it, and have used two to five words. Students compare answers in pairs before checking as a class. When checking question 3, write on the board *get rid of* and elicit the meaning (throw away).

Answers

4 **1** up to a point **2** were emptied by **3** getting rid of **4** was out of order **5** had their house painted **6** took advantage of

ADDITIONAL PRACTICE | **Maximiser** p.52, Use of English 1–2 | **MEL** Unit 8, Use of English 1–2 | Photocopiable 8C *Give us a word*

Writing focus ▶ p.88

Article

Aims

- to present an informal letter example
- to practise using interesting vocabulary and avoiding repetition

Warmer: Discussion

Share a few sentences about a holiday you went on with the class, without revealing the destination. Ask students to guess where you went.

Ask students to think of a holiday they went on (real or imagined) and give them a few minutes to write a few sentences about it without revealing the destination's name. Put students into pairs or groups of three to share their sentences, while the listener(s) guess the place.

Ask students to reflect on what they wrote and whether they had repeated any words or phrases.

www.frenglish.ru

1 Students read the article and then answer the questions in pairs. Discuss with the class why this would not be a good style to use in the exam (i.e. it doesn't show the extent of the students' knowledge of vocabulary). Read the Exam Tip aloud. Remind students that a list of elements an examiner will look for is provided on Student's Book page 164.

2 Students complete the activity in pairs, then check as a class.

3 Students read the task and discuss the question in pairs. Remind students that it does not have to be a real holiday that they went on recently; it can be imagined or have details changed.

4 Students plan their article using the prompts. Refer students to the Writing reference on page 169. Make sure students check the useful language box for phrases to use in their article.

5 Remind students to be mindful of avoiding repeating words and phrases in their article, where alternatives are available. This task can be completed in class or set for homework then collected to provide individual feedback.

Answers

1 1 The writer repeats the word *nice*. No, it isn't good style – it's too repetitive; it doesn't show a range of vocabulary.

2 Suggested answers

… Sunny weather, delicious food, kind/friendly people and interesting/unusual places to visit.

… It's so interesting/exciting to see animals that you normally only see on TV programmes. … For example, the giraffes and rhinos have a huge park all to themselves.

… They are such funny animals!

2 Suggested answers

1 caught 2 travelled/flew 3 complained
4 boring/awful 5 earned/received 6 enjoyed

5 Sample answer

An amazing experience

Have you ever been to a place that took your breath away? That's how I felt as I looked over the edge of one of the largest waterfalls in the world, Iguazu Falls. I was there on the border of Argentina, Brazil and Paraguay with my sister on a backpacking holiday around South America to celebrate our graduation.

On the first day we visited the Brazilian side of the falls. Although the weather was drizzly, we felt in awe of the impressive panoramic views and enjoyed walking through the rainforest on well-marked paths. The next day, on the Argentine side, we took a jet boat trip around the base of the falls, a ride that got us close enough to get sprayed with water.

Something beautiful but unexpected that we saw, was a huge group of wild green and yellow butterflies near a café in the park. We watched eagerly as hundreds of them fluttered around.

Now that I have experienced the beauty of Iguazu, Victoria Falls is next on my list!

Additional activity

Students share their articles in small groups. Encourage students to check for whether a range of language has been used, and if there are any words repeated too often. If so, they could try to suggest alternatives.

Students then decide which of the destinations they read about they would most like to go to and why.

ADDITIONAL PRACTICE | Maximiser p.53, Writing 1–5 | **MEL** Unit 8, Writing 1–5 | **MEL** Extra practice, Writing 7 Spelling and capital letters: Getting the details right

Review ▶ p.89

Aim

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

1–**4** Ask students to complete the activities, monitoring them to provide assistance. Alternatively, set this as a homework activity. Ask students to compare their answers in pairs before doing a class check.

Answers

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

2 1 has been won 2 can be collected
3 will (certainly) be saved 4 was inspired
5 was developed 6 has been welcomed 7 is needed

3 1 rid of 2 care of 3 advantage of 4 on
5 up to 6 need of 7 in 8 at the

4 1 did/have done ourselves 2 had done
3 had our/the windows changed
4 had solar panels installed
5 did you decorate the house
6 had the outside painted
7 had the cupboards made 8 fitted

www.frenglish.ru

9 Future society

Listening and Vocabulary focus ▶ p.90

Sentence completion

Aim

- to complete an exam-style sentence completion activity (Listening, Part 2)

Warmer

Focus students on the title of the Unit, *Future society*. Put students into small groups and ask *Do you think society will change much in the future? What will get better? What will get worse?*

Elicit ideas from each group, and ask the whole class for their opinions.

1 Give students a couple of minutes to note down their answers individually before forming pairs to discuss. Elicit ideas from each pair, and ask the class if they agree with each pair's predictions.

2 Point out the example, and that when making predictions about the future, to use the future form *will* (and negative *won't*). Students discuss predictions in pairs, then join with another pair to compare.

3 Elicit some ideas about what sort of science exhibitions you could go and see, and write these on the board. Then ask students to tell their partner which they would be interested in going to and why.

4 Tell students to concentrate on understanding the main ideas and answering the question. Play the recording and elicit the answer.

5 Elicit how many words should fit in each gap (1). This word should be exactly the same as the recording, although the sentence will be expressed differently. Ask students to read the Exam tip. Tell students to read through the sentences and encourage them to predict the word class of each missing word (noun, verb, etc.), and to predict what it might be but not to write it down yet. Tell them that this will help them pick out the answer more easily as they are listening. Then play the recording again. Then students compare their answers in pairs before checking as a class.

6 Provide an example which students can use as a model of form if they wish, e.g. *I'd like to see robots cooking dinner and doing the dishes.* Put students into small groups to discuss the question. Ask each group to share at least one of their ideas.

www.frenglish.ru

Answers

1–2 Students' own answers

3 examples of types of science exhibitions: robotics, advanced phones, computers, new inventions

4 It helps us to understand how our lives might change in the next two decades.

5 **1** zones **2** inventor **3** play **4** voice **5** fish **6** loneliness **7** cooking **8** teachers **9** army **10** Friday

6 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.54, Listening 1–2 | **MEL** Unit 9, Listening 1–2

Vocabulary

computers

Aim

- to review and expand vocabulary related to computers

Additional activity

In small groups, ask students to brainstorm vocabulary related to computers and the internet, including names for pieces of hardware (e.g. *laptop*, *mouse*), actions you do on a computer (*log in*, *download*, *bookmark*, *post*, *click*, *scroll*), and any other vocabulary students know (e.g. *internet browser*, *password*).

Elicit ideas, and encourage students to explain any words that other students don't know.

7 Ask students to read the thread about computers in the future and complete the comments. Students compare their answers in pairs and discuss whether they agree with the comments. Elicit the answers and ideas. Clarify unknown vocabulary, if necessary, or ask students to use a dictionary such as the Longman Dictionary of Contemporary English (www.ldoceonline.com).

Teaching tip

Point out that a lot of computer words have more than one meaning, as they are named after things in the real world, e.g. *mouse* (the animal or the computer peripheral) or *to surf* (in the sea or on the internet).

Many languages use English terms when talking about computers. Ask students if any of the terms in Activity 7 are the same or similar in other languages they know.

8 Students complete the comments, then compare in pairs before checking as a class.

Additional activity: Tech help

Ask students to work in pairs and think of a task they like to do on an app, website, or program they use often, and decide how to explain it to someone who hasn't used it before using some of the vocabulary in this lesson. Then, students swap partners to explain. If practical, students could use actual phones or computers to assist with their explanation.

For example, *I'm going to show you how to use the camera on my phone. You click here on the camera icon to open it. Then, take your picture by clicking this button here. You can look at the pictures by swiping here. My photos also get automatically uploaded to a cloud, where they are stored.*

Answers

7 **1** recognition **2** double **3** close **4** menus **5** log **6** page **7** download **8** upgrade **9** identity **10** reset **11** signal **12** stream

8 **1** downloaded, virus, freezing, crashed **2** scrolling **3** hacked **4** icons, on, open **5** broadband

ADDITIONAL PRACTICE | **Maximiser** p.54, Vocabulary 1–2 | **MEL** Unit 9, Vocabulary 1–2 | **ActiveTeach** Game: Sheep Out!

Grammar focus ▶ p.92

Future perfect and continuous

Aim

- to compare and use future perfect and continuous structures

Warmer: Years revision

Write up a few years on the board, e.g. *1940, 1999, 2000, 2005, 2019, 2025, 2050, 2100, 2787*

Ask students to discuss in pairs how to pronounce each of the years. Elicit the answers.

1940: nineteen forty

1999: nineteen ninety-nine

2000: two thousand

2005: two thousand and five (in US English, *and* is omitted)

2019: twenty nineteen; two thousand and nineteen

2025: twenty twenty-five; two thousand and twenty-five

2050: two thousand and fifty; twenty fifty

2787: two thousand seven hundred and eighty-seven; twenty-seven eighty-seven

www.frenglish.ru

1 Give a personal example which students can follow as a model if they wish, e.g. *In five years, I'll still be teaching at this school* or *I'll have written a best-selling novel and will be travelling the world.* Write up the example you use so that weaker students can refer to it during the discussion. Students discuss the question in pairs. Elicit a few ideas.

2 Look at the first prediction as a class. Ask for a show of hands of who agrees. Then, elicit some alternative date predictions by asking: *By when do you think people will have landed on Mars?* If necessary, pre-teach *colony* (an area that is under the political control of a more powerful country, usually one that is far away), *to run out of something* (to use all of something and not have any more left) and to *run something* (be in charge of something). Students read the remaining predictions in pairs and discuss. Conduct whole class feedback.

3 Look at the first prediction in Activity 2 as a class and ask: *Is this prediction talking about something in progress, at a point in the future or something that has happened before a point in the future?* (something that has happened before a point in the future, because of *by* + *time*). Ask students to decide the answer for each prediction, then compare in pairs before checking as a class. Ask students to identify examples of the future perfect and future continuous.

4 Students read and complete the rules, then check as a class. Read through the Language tip box. This is a suitable point to refer students to the Grammar reference on page 156 and ask them to complete Exercise 1.

Grammar Reference answers

Exercise 1

1 be working **2** be doing **3** have finished
4 be working **5** have repaired **6** have received
7 have spoken **8** be travelling

5 Students complete the sentences then compare in pairs before checking as a class.

6 Play the recording and elicit which prediction is being discussed.

7 Students complete the dialogue then play the recording for students to check. Elicit the meaning of *pessimist* (someone who always expects that bad things will happen), and *realist* (someone who accepts that things are not always perfect, and deals with problems or difficult situations in a practical way).

8 Check students understand what a contraction is in English (the shortening of two words to one using an apostrophe, e.g. *haven't* is a contraction of *have not*). Play the recording, and ask students to listen to the pronunciation and repeat it.

Additional activity

To consolidate the pronunciation of contractions in Activity 8, ask students to work in pairs to read the full dialogue aloud from Activity 7, paying attention to their pronunciation of contractions. Students should swap to try each part.

9 Students turn to page 141 and read the instructions. Elicit the question form students will need to ask for the first sentence, e.g. *Will you have taken an important exam by this time next year?* Make sure students know that the underlined phrase can go at the beginning or end of the question. Elicit the question forms for the next two questions: *By this time next year, will you still be studying English? Will you have moved from this town by this time next year?*

Students move around the classroom and ask questions to find someone who fits in each category. Students should find someone different for each category unless you have a very small class.

Teaching tip

In speaking activities where students are asking and answering questions with different partners, take the opportunity to join in as a participant, and speak to as many students as possible. This gives you the chance to hear students' use of the target language, and provide individualised correction or re-modelling.

Answers

1–2 Students' own answers
3 **A** 2, 4, 6, 8
B 1, 3, 5, 7
4 **1** -ing **2** past participle **3** in, by
5 **1** will have finished **2** won't be living
3 won't have improved **4** 'll still be paying
5 won't be doing
6 7
7 **1** be **2** 'll **3** have **4** by **5** By
9 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.55, Grammar 1–2 | **MEL** Unit 9, Grammar 1–2 | Photocopiable 9A *My future* | **ActiveTeach** Extra activity: Grammar Focus 1; Game: Noughts and Crosses

www.frenglish.ru

Speaking focus ▶ p.93

Long turn

dealing with unfamiliar words

Aim

- to practise using a range of strategies for when you encounter an unfamiliar word in an exam-style speaking activity (Speaking, Part 2)

1 Read the rubric and the example. Share another example: *It's what you came in through to enter the class* (door). Then put students into pairs to describe and guess items. Allow students a few minutes to do this then focus their attention on the Exam tip. Tell them that this is also a useful strategy in everyday communication.

2 Students read the task and discuss the question in pairs. Make sure students understand that they are not actually doing the task at this point. Elicit any words they think a student might have difficulties with.

3 Play the recording and elicit the words the student has difficulty with.

4 Give students time to read the sentences then play the recording again while they complete them. Check as a class.

5 In pairs, students take turns to complete the tasks on pages 135 and 137. Remind them to time their partner for a minute. Encourage students to use some phrases from this lesson if there are words they don't know.

Answers

1–2 Students' own answers

3 The student is looking for the following words: steering wheel, adjust, rear view mirror, kindergarten/nursery school, driverless (cars).

4 **1** know, what **2** call **3** special **4** exact **5** what's

5 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.55, Speaking 1–3 | **MEL** Unit 9, Speaking 1–3 | Photocopiable 9B *Compare and contrast*

Reading focus ▶ p.94

Multiple choice

Aim

- to complete an exam-style multiple-choice activity (Reading, Part 1)

1 Students work in pairs to discuss the questions, then combine pairs to form groups of four to compare their ideas.

Teaching tip: Activating prior knowledge

By discussing their prior knowledge in pairs (through the questionnaire), students can be reminded of what they already know about a topic, which will allow easier connections to be made from what they read in the article. It also allows students with lower levels of background knowledge on this topic to be exposed to some ideas from their peers before reading the article.

In an exam situation, students will not be able to discuss an article with pairs, but they may benefit from briefly considering what they do know on a topic as they read the heading and introduction.

2 Give students a few minutes to read the article for gist then elicit anything students found surprising.

3 Before they reread the article, go through the Exam tip. Encourage students to underline key words in the question stems to help them focus on the information they are looking for.

After students have completed the questions, they compare their answers in pairs before checking as a class.

Answers

1–2 Sample answers

1 They control different sides of the body and different things like creativity and logic.

2 Our memory gets worse. We process information more slowly.

3 Typically, men's brains are 11–12% larger than women's brains. Men and women perceive pain differently. Men are thought to be better at spatial awareness and women at multi-tasking.

4 Students' own answers

3 **1** C (*which all sounded really confusing to me*)

2 D (*it looked so straightforward I asked if I could have a go*)

3 A (*This is in contrast to 'before this' when 'it was mainly guesswork*.)

4 D (*think about things from other people's point of view*)

www.frenglish.ru

5 C (*teenagers who are always on their computers often develop larger brains as a result)*

6 D (*The way doctors and psychologists help teenagers with problems will certainly be improved.*)

ADDITIONAL PRACTICE | **Maximiser** p.56, Reading 1–2 | **MEL** Unit 9, Reading 1–2 | **ActiveTeach** Extra activity: Reading Focus; Game: Pelmanism

Vocabulary

Aim

- to practise deducing meaning from context

4 Encourage students to look at each underlined word and use the context to work out what each word means. Then, ask students to match the underlined words to the list of meanings. Students compare answers in pairs before checking as a class. As you go through the answers, listen for pronunciation and demonstrate the correct stress if necessary (underlined in the answer key).

Additional activity

Students could choose at least two other words or phrases from the article to deduce meaning for, then check in a dictionary.

5 Point out that there are two aspects to discuss predictions for: teaching methods, and dealing with crimes committed by young people. Remind students that this is a good opportunity to practise future perfect and continuous forms as covered on page 92 of the Student's Book. If necessary, share the sample answers below to get students started.

Answers

4 **1** observe **2** straightforward **3** cells **4** mature **5** implications **6** guesswork **7** neurologist **8** pick up

5 Possible answers

Perhaps ways of teaching new languages will change and start much earlier.

Parents will need to have lessons on understanding why their teenage children behave as they do and this may result in better relationships between parents and teens.

There will be more understanding and flexibility with punishments – perhaps education rather than custodial sentencing.

Grammar focus ▶ p.96

Reported speech

Aim

- to revise and practise reported speech

Refer students to the Grammar reference on page 157 to read in preparation for class.

Grammar Reference Answers

Exercise 2

1 he would cook dinner that evening.
2 he hadn't seen Ella recently.
3 they had had a good time the previous night.
4 if we were going to meet Danny the next day.
5 who I was waiting for.
6 not to wait for him.
7 if she knew the new student in their class.
8 to get out of his room.
9 he hadn't been at home the previous day.
10 to stay there.

1 Elicit what a *drone* is (an aircraft that does not have a pilot, but is operated by radio) and ask if anyone has seen or operated one. If you have the technology available, show a picture or short clip of a drone for students who may not have seen one. Students discuss the question in pairs.

2 Ask students to read the text and guess the missing words. Then play the recording for students to check their answers.

3 Read the rubric aloud and elicit the first tense related to a direct answer in the extract: *she said that she didn't think machines like that would be successful.* Underline *didn't think* and elicit the tense (the past simple).

Elicit the direct answer that this relates to: *I don't think machines like this will be successful.* Ask students to find and underline the other examples of tense change in the extract then go through as a class.

4 Students complete the rules then compare in pairs before checking as a class.

www.frenglish.ru

5 Students copy and complete the table. Focus students' attention on the Language tip box. Write: *He told … that he had put $5 in the machine* on the board and tell students that this would be incorrect in English unless an object is included in the gap. Elicit possible objects that could go in the gap in this case (for example, *me*).

6 Students complete the activity, then check as a class.

7 Put students into pairs to turn to page 142 of the Student's Book and give them a few minutes to read the questions and write two more. Students swap partners to interview each other, then return to the original partner to report what was said.

Alternative

In Activity 7, students could read the questions on page 142, then design their own survey of at least four questions on a topic that interests them. In a mixed-ability class, stronger students may be capable of putting together a survey while weaker students may prefer to use the survey provided.

Answers

1 Suggested answers

spying, surveillance, delivering things

2 **1** articles **2** delivery **3** disadvantages **4** leave **5** technology

3 I asked if people had heard about drone delivery and the first woman said that she had read several articles and had also seen a TV programme about it the previous week. I then asked if they thought drone delivery was a good idea. One man said he did. There would be fewer delivery vans on the roads and drones would deliver things quickly and efficiently. I also asked if people could see any disadvantages and the second man said he could. Drones wouldn't be able to leave parcels in safe places if people were out. Finally, I asked if people thought drone delivery would happen soon, and the second woman said she didn't because scientists were still developing the technology.

4 **1** change **2** don't need **3** if **4** don't use **5** sometimes

5 **1** Past simple **2** Past continuous **3** Past perfect **4** Past perfect **5** would **6** could

6 **1** I asked Eve if/whether she thought drones would completely replace postmen in the future. She said (that) she didn't because postmen delivered letters and drones couldn't put things through our doors.

2 I asked Ann if/whether she had seen any videos of drone deliveries. She replied (that) she had and it had been very funny. A drone had been delivering a parcel and had dropped it into a person's swimming pool.

3 I asked Jon if he could see any dangers of drone delivery. He said (that) he could. The sky would get very crowded and there would be crashes. It wouldn't be good for birds either!

ADDITIONAL PRACTICE | **Maximiser** p.58, Grammar 1–3 | **MEL** Unit 9, Grammar 1–3 | Photocopiable 9C *Technology interview* | **ActiveTeach** Extra activity: Grammar Focus 2; Game: Stepping Stones

Use of English focus ▶ p.97

Open cloze

Aim

- to complete an exam-style open cloze activity (Reading and Use of English, Part 2)

Warmer: Discussion

Ask students how many people have smartphones. Then, ask students if they have heard of (or own) smartwatches or smartglasses. Elicit students' ideas of whether they like the idea of combining their smartphones into things they can wear, and what the advantages or disadvantages might be.

1 Put students in pairs to discuss the photo and title. Elicit some ideas.

2 Students read the article to check their ideas. Tell them not to worry about the gaps yet.

3 Go through the Exam tip with the class, then allow students five minutes to complete the activity. Students complete the gaps then discuss their answers in pairs before checking as a class. With unknown vocabulary, encourage students to try to deduce the meaning from context. If necessary, clarify *guru* /ɡʊruː/ (someone who knows a lot about a particular subject, and gives advice to other people, and *sensor* /sensə/ (a piece of equipment used for discovering the presence of light, heat, movement, etc.).

Teaching tip

At this stage of the course, help students learn to complete activities faster by providing time limits more frequently. Encourage students to use strategies such as giving a best guess, moving onto the next question, and using clues such as titles or subheadings to quickly work out what the text is about.

4 Students discuss the questions in pairs then elicit some responses. For extra practice of open cloze, and to put into practice strategies they have identified during this reflection, you could set Progress Test Activity 8 on page 100.

www.frenglish.ru

5 Students discuss the question in pairs.

Answers

1–2 Possible answers

smart tech used in fashion, other wearables like watches, fabrics that monitor fitness, etc.

3 **1** that/which **2** able **3** in **4** it **5** also **6** let **7** with **8** while/as

ADDITIONAL PRACTICE | **Maximiser** p.59, Use of English 1–2 | **MEL** Unit 9, Use of English 1–2

Writing focus ▶ p.97

Report

Aim

- to write an exam-style report using appropriate structure and language (Writing, Part 2)

Warmer: Discussion

Ask students to discuss the following question in pairs, reminding them to use *will*, the future perfect and continuous as appropriate.

How do you think people will spend their free time in the future? Will the activities be very different from those we do today?

Students should consider how the following activities might change: eating out, film and theatre, sports. Elicit some ideas.

Refer students to the Writing Reference on page 170 (if possible, ask them to read it in preparation for class.)

1 Put students into pairs to discuss the questions. Elicit some ideas.

2 Students read the exam question and the report. Then ask them to tell their partner which places mentioned in the report they would like to go to. If necessary, clarify *chill out* (informal, to relax completely instead of feeling angry, tired, or nervous), and the difference between an *amateur* (someone who does an activity just for pleasure, not as their job) and a *professional* (someone doing a job, sport, or activity for money, rather than just for fun).

3 Students match the underlined words and phrases with alternatives 1–5, then compare answers in pairs before checking as a class.

4 Students complete the activity individually, then check as a class.

5 Read the rubric aloud and share an example of a change, e.g. *If you want a meal for a special occasion Genevieve's has delicious pizza and pasta at reasonable prices*. Students compare their ideas in pairs.

6 Students read the task and discuss in pairs. Read the Exam tip aloud and ask students to decide on three headings with their partner for the body of their report (not including the introduction and conclusion).

7 Making notes could be done in pairs or individually. The writing task could be set as a homework activity and collected in later to give students individual feedback.

Answers

1 Possible answers

more time on computers, more sport on their own at home, more online interactive international games

2 Students' own answers

3 **1** outline **2** while **3** It is worth **4** Alternatively **5** aim

4 **1** A **2** B **3** C **4** B **5** A

5 Students' own answers

6 Sample answer

Introduction

The aim of this report is to outline possible activities for the social programme at the Helby Language School.

Sports

Team sports are a good way for students to get to know each other better. Football or basketball tournaments would appeal to many students and these could be held at the recreation centre opposite our school. Another option is the local gym, which has dance and aerobics classes, and offers a student discount.

Conversation cafés

There are some excellent cafés in the area. Weekly English conversation could be held at a different café every week so that students have the opportunity to practise their English in a new place.

Weekend trips

Many students enjoy day trips, especially to places that are difficult to get to without a car. If the school organised these, it could save money and time for students. Nearby cities, historical monuments or nature walks could be included.

Conclusion

Different activities appeal to different people, so the key is to offer a range of different activities to appeal to as many students as possible.

ADDITIONAL PRACTICE | **Maximiser** p.59, Writing 1–3 | **MEL** Unit 9, Writing 1–3

www.frenglish.ru

Progress test 3 ▶ p.99

Aim

- to revise structures, vocabulary and exam tasks covered in Units 7–9

1 – **4** Ask students to complete the Progress Test activities for homework or in class, setting a time limit of one hour. Go through the answers as a class or write the answers on the board for students to check.

Answers

1 **1** will have completed **2** will be thinking
3 will be communicating **4** will have found
5 will be fighting **6** will have become

2 **1** download **2** virus **3** upgrade **4** double, scroll
5 bookmark **6** reset

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

4 **1** if/whether she had met Seb
2 (that) he had enjoyed reading her essay
3 if/whether she knew when the film started
4 if/whether that was the right way to the station
5 (that) she was going in the wrong direction
6 if/whether she liked her new haircut
7 if/whether anyone had seen her car keys
8 (that) he loved her new hairstyle

5 **1** You have to be home before midnight
2 Will you look after my cat next weekend
3 I'll take you to Disneyland tomorrow
4 Has anyone seen my tablet
5 It's going to rain this evening/tonight
6 Can I borrow your car tomorrow
7 Put on your sun hat
8 We had a great time yesterday evening/last night

6 **1** irregular **2** informal **3** hopeful **4** dishonest
5 impossible **6** pointless **7** unexpected
8 careless **9** unhappy **10** inexperienced

7 **1** would lose **2** leaves **3** would ask **4** will forgive
5 won **6** told **7** will lend **8** would like
9 will order **10** Will you answer

8 **1** or **2** has **3** an **4** have **5** was **6** own
7 not **8** If **9** them **10** can **11** but **12** be

9 **1** I were you **2** unless it rains **3** had their photographs taken **4** otherwise you'll feel
5 came/went down with **6** take care of **7** borrow my car provided (that) **8** have been picked

10 **1** both show **2** seems, looks ,whereas, Perhaps
3 could be **4** you call it, I don't know

11 **1** It was great to get **2** am so pleased to know
3 Mind you **4** Apparently **5** Why don't you try spending **6** Also, how about **7** I'd love **8** Hope to hear from you soon

www.frenglish.ru

10 Global culture

Reading focus ▶ p.102

Multiple matching

Aim

- to complete an exam-style multiple matching activity

Warmer

Point out the unit title, and elicit some ideas of what *culture* means (the beliefs, way of life, art, and customs that are shared and accepted by people in a particular society).

Ask students to discuss in pairs: *What benefits are there to experiencing other cultures from around the globe?*

1 Students discuss their choices in pairs then elicit some ideas.

2 Ask students to read the article for gist and answer the question. Read through the Exam tip with the class. Emphasise that the options usually have paraphrases of words in the text, and identical words do not mean the answer is correct.

3 Ask students to read the questions and underline key words in the first question (physical appearance, local people). Students brainstorm some possible paraphrases or related words to *appearance* in the first question, e.g. *looks, hair, tall*. Then ask students to skim the text again, looking for a mention of appearance of local people. Elicit the answer and the paragraph that contains it (A: *Over half the population is blond …*). Students complete the questions, then compare their answers (and where they found them) in pairs before checking as a class.

4 Students match the underlined verbs and their meanings. Check as a class. Remind students of the useful Phrasal verbs list on pages 175–177 of the Student's Book.

5 As an example, elicit the verb that fits best in the first sentence (*takes place*). Students complete the sentences with the underlined verbs. Remind them to change the form if necessary. Then check as a class. Then students change details in the sentences so that they are personalised (e.g. *My favourite celebration takes place on 3 October, it's my birthday!*). Students share their personalised sentences in pairs or small groups.

Additional activity: Synonyms

Ask students to find six extreme adjectives in the article which have a similar meaning of 'very good' or 'very interesting' in the article (*amazing, fantastic, perfect, brilliant, extraordinary, fascinating*).

6 Students discuss the question in pairs. Elicit a few ideas from the class.

www.frenglish.ru

Additional activity: Reporting

Ask students to report to the class which festival their partner would most like to go to and why. Encourage students to use reported speech when they do so.

Answers

3 1 A (*Over half the island's population is blond*)

2 B (*Luckily, I had brought some warm clothes*)

3 C (*A really nice feature of the festival is children's day, where kids and their parents can put on fancy dress and join a parade.*)

4 B (*I couldn't believe how big they were. Some of the sculptures were full-sized buildings – amazing!*)

5 D (*It was fun, but in my opinion it's a bit of an exaggeration to call it art.*)

6 A (*We followed the procession down to the sea for the highlight of the evening.*)

7 C (*As an amateur photographer, I had always wanted to go to the annual International Hot-Air Balloon Festival.*)

8 A (*and celebrates the island's Viking history*)

9 D (*The festival also tries to tell people about the beliefs that lie behind the music and the lyrics.*)

10 C (*… and actually managed to sell some of them to a magazine, which helped cover some of our expenses*)

4 1 tried out 2 takes place 3 stood out 4 grown into 5 put on 6 find out 7 feel like 8 melt away

5 1 takes place 2 stand out 3 felt like 4 tried out 5 put on 6 finding out

ADDITIONAL PRACTICE | **Maximiser** p.60, Reading 1–3 | **MEL** Unit 10, Reading 1–3 | **MEL** Extra practice, Use of English 3 Paraphrasing: Match the expressions | Photocopiable 10A *All change!* | **ActiveTeach** Extra activity: Reading Focus

Grammar focus ▶ p.104

Relative clauses

Aim

- to revise the use of relative pronouns and clauses

Refer students to the Grammar Reference on page 158 to read the notes and examples, then to complete Exercises 1–3 on page 159.

Grammar Reference Answers

Exercise 1

1 ND The Green Ground playfields, where we used to play football, has been sold for development.

2 D

3 D

4 D

5 D

6 ND Green's second book, which has become a number one best-seller, is about a village in Sicily.

Exercise 2

1 where I grew up

2 who presents

3 whose first language is English

4 which was published in 1865

5 which I planted

6 where we first met

7 which you gave me

8 which I was trying to describe to you

Exercise 3

1 2, 5, 7, 8

2 5, 7, 8

1 Put students into pairs to discuss the question. Elicit some answers and ask students whether they watch them or not, and why.

2 Students complete the quiz then compare their answers in pairs.

Alternative activity: Online quiz show

If you have a projector or IWB, and students have mobile devices, you could input this quiz into an online quiz maker such as *Kahoot!* which allows students to answer the questions through their mobile devices in a quiz show format with music. Students could work in pairs, sharing a mobile device, to encourage discussion.

3 Focus students' attention on the first underlined relative pronoun in the quiz (*when,* line 1). Elicit which of the items 1–5 it refers to (*a time*). Students complete the activity, then discuss in pairs before checking as a class.

4 Ask students if they ever use a guidebook, and why/why not. Read the title and elicit where Edinburgh is (Scotland) and anything students already know about the Edinburgh Festival. Then, ask students to read the extract and elicit what sorts of events they could see there. Point out that *arts* in the first sentence of the extract refers to art, music, theatre, film, literature, etc., all considered together.

www.frenglish.ru

5 Focus on the definitions as a class. Focus students' attention on the first underlined relative clause in the text (*which is held every August*). Ask students whether it gives extra information or defining information about the subject (the Edinburgh Festival). Elicit that it gives extra information because the sentence could stand alone without the clause without a change in meaning, just losing the extra information. Contrast this with the second underlined example. If you removed the clause here, it would read *Many artists say that the experience really helped their careers*, which would be a change in meaning because it sounds like the author is talking about all artists at the festival rather than just the artists that performed when they were younger. In this case, the clause is *defining* because it is necessary to correctly identify the noun. Focus students' attention on the Language tip and point out the example of the first underlined relative clause in the text that uses commas.

6 If you have a projector or IWB, consider showing some online images of Botero's art to introduce the activity. Focus on the sentences in (1) as a class and ask students to discuss in pairs how they would combine them. Elicit the answer and write it on the board. Students continue to work through the remaining examples. Remind students to check that the non-defining relative clauses are between commas, then check the answers as a class.

7 Students turn to the activity on page 142 and follow the instructions. To support weaker students, you may like to provide a few prompts (see the answer key below).

Teaching tip

Providing optional prompts is a useful strategy to cater for mixed-ability classes. Point out that you are providing the prompts, and they are there to help, but also encourage students to only use them as much as they need to. You may like to post them towards the side of the class on a large piece of paper rather than on the board itself.

Answers

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

3 **1** which/that **2** who **3** where **4** whose **5** when

4 Professional and experimental, amateur shows – all kinds of artistic performances.

5 which is held every August – ND

who performed at the Edinburgh Festival when they were younger – D

that have won top awards at the Edinburgh Festival – D

where you'll find every type of artistic performance you could want to see – ND

6 **1** Fernando Botero, who was born in Colombia, is famous for his figurative art.

2 At the age of 12 Fernando went to a school for matadors, where he stayed for two years.

3 In 1948 Fernando produced some illustrations for a newspaper, which made him some money.

4 He went to Madrid, where he studied at the art academy.

5 His paintings often show very large people who Botero calls his 'fat people'.

6 His paintings, which cost millions of dollars, are very popular today.

7 Reporting prompts are in brackets.

The film that/which you've seen most often is … (Katya told me that the film she had seen most often was …)

The actor who is most famous in your country is/would be … (The actor who is most famous in George's country is…)

The instrument that/which you wish you could play is … The instrument that/which Anna wishes she could play is …)

The TV programme you'd hate to miss is … (The TV programme Vasily would hate to miss is …)

The singer you listen to most often is … (The singer Julia listens to most often is …)

The restaurant you visit most often is … (The restaurant Hamza visits most often is …)

ADDITIONAL PRACTICE | **Maximiser** p.62, Grammar 1–2 | **MEL** Unit 10, Grammar 1–2 | **MEL** Extra practice, Use of English 6 Relative clauses: Make one sentence out of two | **ActiveTeach** Extra activity: Grammar Focus 1

Speaking focus ▶ p.105

Collaborative task

Aim

- to complete and reflect on an exam-style collaborative task (Speaking, Part 3)

1 Emphasise that students can choose to talk about a country they have an interest in, whether they have visited it, know a lot or have an interest. When discussing culture, they could consider what they know about customs, food, art, places to visit, etc. Put students into pairs to discuss the questions. Elicit some ideas, focusing in particular on different ways that students learned what they know.

2 Remind students to talk about each heading before making a final decision, and time students for four minutes as they complete the task.

Put students into new pairs to ask and answer the questions.

www.frenglish.ru

3 Ask students to change partners and compare their decisions. Students can use the questions given or their own ideas.

Discussion

Aim

- to increase the range of language in an exam-style discussion task (Speaking, Part 3)

4 Read through the questions to make sure students are familiar with them. Then play the clip and ask students to discuss in pairs which question is being answered.

5 Refer students to the audioscript on page 202 to underline examples of 1–3. Check answers as a class.

6 Students copy and complete the table then check as a class. Elicit any additional phrases students thought of and share the additional ones in the answer key if they are not mentioned.

7 Read the Exam tip aloud. Emphasise that students should only do this if their partner has finished. Remind students to use some phrases from Activity 6 when answering the questions. Students ask and answer the questions with their partner.

4 2

5 **1** For instance, last week I went to …

2 I think it depends on what it is.

3 You can talk about it afterwards …

6 Suggested answers for additional phrases are in brackets.

Giving an opinion: For me, … ; I feel strongly that … (As far as I'm concerned, … ; The way I see it …)

Asking for an opinion: Don't you think that …?; How do you feel about …? (What's your thinking on … ?; What do you think?)

Giving a reason: That's because … ; The reason I say that is … (The main reason I feel this way is … ; …because I'm sure that …)

Talking about your experiences: Once, I …, When I was … (I remember a time when …)

ADDITIONAL PRACTICE | **Maximiser** p.62, Speaking 1–3 | **MEL** Unit 10, Speaking 1–3 | **MEL** Extra practice, Speaking 6 Part 4 Sharing ideas and opinions: Put these in order

Listening focus ▶ p.106

Multiple choice: short extracts

Aim

- to complete an exam-style multiple-choice listening activity

Warmer

Focus students on the picture and ask if anyone knows where this tourist location is, or what it is. (Champagne Pool, a geothermal pool located near Rotorua, New Zealand. The bright orange and turquoise colours are caused by minerals.)

1 Students read the exam task, then work in pairs to decide whether sentences 1–4 are true or false. Elicit the answers.

2 Read through the first point in the rubric with the class, pointing out that it is preferable to underline key words in the questions (not the options), as they may not have time to do so in the exam. Then play the recording for students to choose the correct answer before referring students to the audioscript on page 202. Elicit the answer and why the other two options are wrong. Read the Exam tip aloud.

3 Give students a minute to read and underline key words in the remaining options, and if necessary, clarify *graffiti* (rude, humorous, or political writing and pictures on the walls of buildings, trains, etc.) and *acts* (short performances on stage). Play the recording for students to complete the task. Go through the answers as a class.

4 Students match the adjectives from the recording with their meanings.

Additional activity: Matching collocations

Write the following nouns on the board out of order – *artwork, painting, area, custom, sound, cheese, meal, achievement, work, hill, driveway, comment*.

Students work in pairs to choose an adjective from Activity 4 which could describe one of the nouns on the board.

(original – *artwork, painting*; familiar – *area, custom*; tasty – *cheese, meal*; outstanding – *achievement, work*; steep – *hill, driveway*; mindless – *task, comment*).

Ask students to write at least two sentences that are true for them using some of the collocations, then share them in pairs.

www.frenglish.ru

4 Check students understand *legend* (an old, well-known story, often about brave people, adventures, or magical events) and *mural* (a painting that is painted on a wall, either inside or outside a building). Put students into small groups to discuss the questions.

5 Put students into groups to discuss the questions.

Answers

1 **1** F (Each extract will be on a different topic.)

2 T (Some words from the questions may be heard on the recording, but the wording will always be different.)

3 T

4 F (It is generally a good idea to mark key words before the first listening.)

2 **1** Suggested key words: *friends*, *remake*, *film*, *agree*

2 C (*the main actors were just brilliant – much more believable than in this new version*.)

3 Option A is wrong because the woman says she prefers the previous version. The man disagrees. Option B is wrong because only the man says it was emotional (it made him cry).

3 **2** C (*It's called the King Fainted because the first time the king tasted it, he passed out with pleasure*.)

3 A (*we were happiest just sitting by the pool and chilling out in the sun*)

4 B (*There are these enormous columns of rock that come out of the sea – quite unbelievable, really*.)

5 A (*This is all so well-known people start falling asleep. So then I like to point out details that aren't that obvious*.)

6 B (*everyone chases after it. It's really quite dangerous and one boy broke his arm*.)

7 C (*the Mission Quarter has street art with a difference … but the murals were a wonderful surprise*)

8 A (*I was there to demonstrate what I could do' 'I just hope I get some bookings*)

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

ADDITIONAL PRACTICE | **Maximiser** p.63, Listening 1 | **MEL** Unit 10, Listening 1

Vocabulary focus ▶ p.107

Arts and culture

Aim

- to review and expand vocabulary related to the arts and culture

1 Students work in pairs to discuss the questions. Elicit some ideas for each.

2 Students read the article and tell a partner which of the jobs they would most like to have and why. If necessary, pre-teach *vegan* (someone who does not eat any animal products at all, such as meat, fish, eggs, cheese, or milk), *fusion* (a combination of separate qualities or ideas), *suffer from nerves* (to get very worried or frightened) and *lines* (words that someone has to learn and say as part of a play or performance).

3 Students select the correct options and compare their answers in pairs before checking as a class.

4 Look at the first sentence with the class as an example. Elicit which word in the box is related to the profession (*music*). Elicit which ending can be added (*-ian*). Point out the pronunciation change between the final consonant /k/ in *music* and the /ʃ/ in *musician*. Students complete the remaining sentences then compare in pairs before checking as a class. Elicit other jobs in the arts and write these on the board.

5 As an example say: *I work in a studio using brushes on canvas and recently had my first exhibition*. Ask students to guess what your job is (painter/artist). Students take turns to do the same.

6 Students turn to the task on page 142. If you have a monolingual class, put students in pairs to discuss the task. For multilingual classes, students could work individually first then tell their partner what they've chosen and why. Ask students to plan eight stamps either by sketching or writing notes. Then they should swap partners and compare their ideas.

Answers

1 Possible answers

1 the parents' job, childhood ambitions, friends' choices, cultural expectations, what they enjoy, what they are good at, potential earning capacity

2 Students' own answers

3 **1** recipes **2** dishes **3** presentation **4** preparation **5** novels **6** plots **7** chapter **8** characters **9** show **10** audition **11** rehearsals **12** script

4 **1** musician **2** conductor **3** composer **4** novelist **5** dancer **6** painter

(additional jobs: playwright, poet, rapper, singer, actor)

ADDITIONAL PRACTICE | **Maximiser** p.63, Vocabulary 1–2 | **MEL** Unit 10, Vocabulary 1–2 | Photocopiable 10B *What's my job?* | **ActiveTeach** Game: Pelmanism

www.frenglish.ru

Grammar focus ▶ p.108

Articles

Aim

- to review the use of articles and practise selecting the correct one

If possible, refer students to the Grammar reference on page 159 to read in preparation for class. Alternatively, refer students to the Grammar Reference in class and go through the notes and examples. Ask students to complete Exercise 4 on page 160 after reading through the information.

Grammar Reference answers

Exercise 4

1 the, – **2** a, – **3** the, – **4** a **5** –, a **6** The, – **7** –, an **8** the, –

1 Students discuss the question in pairs.

2 Focus students' attention on the photo and ask what they think happens at this unusual restaurant. Students read the article then discuss the questions in pairs. Elicit some ideas.

3 Students match the examples and descriptions then compare their answers in pairs before checking as a class.

4 Read the Language tip aloud. Elicit a few other examples of place names which use *the* (e.g. *the Eiffel Tower, the Amazon, the Himalayas*). Students select an article for 1–8 in Activity 3, then check as a class.

5 Ask if anyone has heard of *fugu*. Then ask students to read the text and find out why fugu is dangerous, without worrying about the gaps at this point.

6 Students complete the gaps, then compare in pairs before checking as a class.

7 Students discuss the questions in pairs.

8 Students turn to page 141 and read the instructions. Allow students a few minutes to plan what they are going to say and to find any vocabulary they need. Then put students into pairs for step 2. Then separate all the partners into new pairs or groups for step 3. In each group, students vote on the best place from the descriptions. Ask a volunteer from each group to report the place that they voted the best and why.

Answers

1 Students' own answers

2 Possible answers

The robot may break down; it could drop the food; it could get the orders wrong; it may not be able to understand what you're trying to say.

3–4 **1** a robot (a) **2** Food (–) **3** the robot (the) **4** Japan (–) **5** the offer of a different type … (the) **6** dance moves (–) **7** the most (the) **8** the food (the)

5 Suggested answer

because it contains poison which has to be removed before eating

6 **1** – **2** the **3** a **4** The **5** the **6** – **7** the **8** an

Additional activity

For more discussion on unusual restaurants, do an internet search for 'dining in the dark' to find homepages of restaurants who offer another sort of different dining experience. Students could look at the webpage of one of the restaurants and discuss whether they would like to go there and why.

ADDITIONAL PRACTICE | **Maximiser** p.64, Grammar 1–2 | **MEL** Unit 10, Grammar 1–2 | Photocopiable 10C *The right place* | **ActiveTeach** Extra activity: Grammar Focus 2; Game: Stepping Stones

Use of English focus ▶ p.109

Vocabulary

collocations: *do* and *make*

Aim

- to review and expand awareness of collocations with *do* and *make*

Warmer

Students discuss in pairs: *What is your usual routine for doing your homework for this course?* Underline *doing your homework* and tell students that this is a collocation with *do*. Elicit any other collocations with *do* that students know, writing them on the board.

1 Students copy and complete the table, then compare answers with a partner before checking as a class.

www.frenglish.ru

2 Complete the first gap with the class as an example. First, elicit the collocation that's needed (*make a noise*), then elicit the correct form for this sentence (*making a noise*). After students have completed the gaps, they compare answers in pairs before checking as a class.

3 Students turn to page 142 and read the instructions. Give them a few minutes to think of an example for each situation. Then ask students to compare their answers in pairs.

1 do: a test, an experiment, someone a favour, the cooking, your best, your homework

make: a mistake, a noise, a wish, an excuse, money, the most of a situation, trouble

2 **1** making a noise **2** make the most of **3** made an excuse **4** do me a favour **5** did my best **6** made a wish

3 Students' own answers

Alternative activity

Instead of working with one partner for Activity 3, students could walk around the class discussing each situation with a different partner. To finish, students could sit down with one partner and tell them three interesting things other people told them.

Multiple-choice cloze

Aim

- to complete an exam-style multiple-choice cloze activity (Reading and Use of English, Part 1)

4 Give students a few minutes to read the article for gist to find out how many types of street art are mentioned.

5 Students read the rubric and the Exam tip. Focus students' attention on the first gap (0). The answer is the only option which collocates with *still* and has the meaning of 'stay'. Time students for six minutes to complete the activity.

6 Students discuss the questions in pairs. Elicit some ideas.

Answers

4 pavement artists, human statues, street theatre

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

6 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.64, Use of English 1–2 | **MEL** Unit 10, Use of English 1–2 | **MEL** Extra practice, Vocabulary 1 Phrases with 'make' | **ActiveTeach** Games: Sheep Out!; Noughts and Crosses

Writing focus ▶ p.110

Article

Aim

- to identify features of an article (Writing, Part 2)

Encourage students to read the Writing Reference on page 169 in preparation for the class. Otherwise, refer students to it in class, pointing out the model answer and useful language boxes.

1 Focus students' attention on the photo and put students into pairs to discuss the questions. Elicit some ideas.

2 Ask students to read the article for gist to check their ideas. Elicit any similar events students' know of in their country.

3 Students discuss and tick items 1–7 with a partner. Go through the answers with the class.

4 Give students a few minutes to read the article again and identify examples of each area identified in Activity 2.

5 Students complete the activity then compare in pairs before checking as a class.

Answers

1–2 Students' own answers

3 1, 2, 4, 5, 6

4 yes

5 **1** paragraph 4 **2** paragraph 5 **3** paragraph 1 **4** paragraph 3 **5** paragraph 2

Vocabulary

attitude verbs

Aims

- to write an article with appropriate features, using adverbs to describe attitude

6 Look at the underlined sentence with the class for students to notice the adverb. Point out that it is followed a comma, and that adverbs which show attitude usually are. Students discuss in pairs how the students could finish sentences 1–5.

www.frenglish.ru

7 Focus students' attention on the task from Activity 2 then read the Exam tip aloud. Suggest students use the structure from Activity 4 to plan their article to make sure it follows a logical order. Elicit how many words they should write in the exam (140–190 words). The writing task could be set as a homework activity and collected in to give individual feedback. Note that there is another model answer for this task in Review Activity 4 on page 111, so you could set this for students to complete before writing their article.

Teaching tip

If you have a private online area for your class, you could ask students to post their articles so that other students can read and respond to the content with comments. If you do this, rather than responding to each individual student, you could post a summary comment.

Answers

6 Possible answers

1 Luckily, I was in Sweden on holiday at the time of the Swedish Midsummer festival.

2 Strangely, one song is about a frog and the dancers actually act out the frog's dance too!

3 Personally, I had a great time/I didn't dream of anything.

4 Surprisingly, one song is about a frog and the dancers actually act out the frog's dance too!

5 Fortunately, my Swedish friends made sure that I got involved.

7 Sample answer

The race that stops a nation

When I was on holiday in Australia, my friend invited to me to go to the Melbourne Cup. It is known as 'the race that stops a nation' because almost everyone in the country watches the horse race on television.

The Melbourne Cup is extremely popular all around Australia and is always held on the first Tuesday in November. In Melbourne, it's even a public holiday!

People lucky enough to go to the race venue wear fancy clothes and women wear a hat. There are prizes for the best-dressed spectators and some people plan their outfits all year! My friend told me that it is usual to have a 'flutter' which means placing a few dollars on the horse you think will win. All the horses looked so strong and fast, I just chose one with a name I liked!

The first Melbourne Cup was held in 1861. Since then, it has become very well-known and the best jockeys from all over the world come to compete.

I liked my day at the Melbourne Cup, especially seeing the fashions. Unfortunately my horse didn't win, but nevertheless I had a fun day.

ADDITIONAL PRACTICE | **Maximiser** p.65, Writing 1–3 | **MEL** Unit 10, Writing 1–3

Review ▶ p.111

Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 10

1 – **4** Ask students to complete the activities, monitoring them to provide assistance. Alternatively, set this as a homework activity. Ask students to compare their answers in pairs before doing a class check.

Answers

1 **1** that **2** who eat it **3** it is found **4** The thing I noticed **5** was **6** which **7** that **8** where **9** whose job **10** that

2 **1** legend **2** recipe **3** chapter **4** hero **5** dish **6** poem **7** script **8** character **9** plot **10** curtain

3 **1** dancer **2** conductor **3** novelist **4** composer **5** painter **6** musician

4 **1** – **2** a **3** a **4** The **5** an **6** – **7** – **8** the **9** the **10** the **11** The **12** the **13** the **14** an **15** – **16** the **17** The **18** an

www.frenglish.ru

11 Style and design

Listening and Vocabulary focus ▶ p.112

Multiple matching

Aim

- to recognise the feelings of speakers in an exam-style multiple matching activity (Listening, Part 3)

Warmer:

Point out the unit heading, *Style and design*. Write on the board the following quote by American art director and designer, Paul Rand: *Design is so simple, that is why it is so complicated.* Ask students to discuss in pairs what the quote means then elicit some ideas.

(Suggested answer: Although effective designs often look simple, it takes a lot of skill to come up with an effective design.)

1 Encourage students to think of some things they have bought recently or would like to buy. Then put students into pairs to discuss the question, using the prompts listed, in relation to their recent purchases. Elicit a few responses from the class.

2 Play the recording for students to match the phrases to the feelings in the box.

Additional activity: Pronunciation

Play the recording again for students to notice the pronunciation and intonation (for example, the rhythm and stress to show emotion). Ask students to practise saying the phrases, playing the recording again if necessary.

3 Ask students to read the Exam tip. Go through the task for Exercise 3, and highlight the specific instruction: *choose … how each speaker feels.* Ask students to read the options and underline the key words. Play the recording twice for students to complete the task. Do not check the answers with the class yet.

4 Refer students to the audioscript on page 203 to underline the sections that show the speakers' feelings, then go through the answers to Exercise 3 as a class, eliciting the relevant section that showed each feeling.

5 Students match the phrases and meanings then compare in pairs before checking as a class.

Answers

1 Students' own answers

2 **1** regretful **2** delighted **3** surprised **4** relieved **5** worried

www.frenglish.ru

3–4 **1** B (*The new model is great and I like the way it has kept the fun of the original while bringing it entirely up-to-date.*)

2 G (*it makes me really cross. The people who sell these shouldn't pretend that they're something they aren't.*)

3 A (*The sad thing, though, is that it just can't recreate the excitement I felt when I first played ten years ago.*)

4 H (*Nowadays, everyone is scared of looking different. It's a shame. I think that people knew how to have fun and life was a lot simpler in the seventies.*)

5 D (*It's pathetic! I don't know why people are so addicted to shows like this.*)

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

ADDITIONAL PRACTICE | **Maximiser** p.66, Listening 1–2 | **MEL** Unit 11, Listening 1–2 | **Photocopiable** 11A *Which present?*

Vocabulary

fashion and design

Aim

- to review and expand vocabulary for describing fashion including a review of adjective order

6 Focus students' attention on the photo on page 113. Students describe the clothes the people are wearing in as much detail as possible. Elicit some ideas, and if necessary prompt students with questions, e.g. *What colour is it? What sort of material is it? How would you describe the pattern?*

7 Students copy and complete the table. Then, in pairs students could try and add two more words to the chart (e.g. material: denim, satin, suede; pattern: printed, floral; shape: padded, fitted, long-sleeved). Read through the language tip with the class and point out that it is uncommon to use more than three adjectives before a noun.

Additional activity: Describe yourself

Ask students to list what they are wearing today, using at least two adjectives for each item of clothing, and paying attention to adjective order (e.g. *short-sleeved checked shirt, black denim jeans, tall leather boots*).

Ask students to share their descriptions in pairs.

8 Give an example of using more than one adjective, for example: *I recently bought some spotted, blue and white, cotton socks.* Ask students to tell each other about each item, using adjectives to describe each thing in detail.

9 Students read the comment then discuss briefly in pairs whether they relate more to the commenter, her brother, or neither of them. Then ask students to find phrases that match the meanings. Check as a class.

10 Students discuss the questions in pairs or small groups of three to four. Get feedback from a few pairs or groups.

Answers

6 The girl on the left has long curly brown hair. She is wearing a plain blue denim shirt, a plain white T-shirt, tight black trousers and white leather trainers. The boy on the right has short curly brown hair and is wearing black glasses. He is also wearing a checked long-sleeved shirt, a patterned cotton T-shirt with bananas on it, light brown trousers and brown trainers.

7 The underlined words can be used to describe the photo.

Shape: baggy, fitted, loose, short-sleeved, tight

Pattern: checked, flowery, plain, spotted, striped

Material: cotton, fur, leather, silk, velvet

8 Students' own answers

9 **1** classic **2** fashionable **3** go out of fashion **4** copies **5** fashion-conscious **6** designer clothes **7** genuine

Additional activity: Discussion

Put students into small groups to discuss the following questions:

1 What kind of clothes do you enjoy wearing?

2 Do you like branded clothing? Does it matter to you if it is 'the real thing'?

3 Do you think you need to spend a lot of money to look trendy?

ADDITIONAL PRACTICE | **Maximiser** p.66, Vocabulary 1–3 | **MEL** Unit 11, Vocabulary 1–3 | **MEL** Extra practice, Vocabulary 4 Describing appearance | **ActiveTeach** Game: Sheep Out!

Grammar focus ▶ p.114

Modals of possibility and certainty

Aim

- to review modals of possibility and certainty in the present and the past

Warmer: Discussion

Focus students' attention on the picture. Elicit some ideas about what students like or dislike about the style and design of the flat. Then, ask students to speculate on the kind of person who lives in this flat using modals (e.g. *The person who lives here must have a lot of money. The person might have bought some of the art abroad.*)

www.frenglish.ru

In preparation for class, refer students to the Grammar Reference on page 160. Alternatively go through the notes and examples in class then ask students to complete Grammar Practice Exercise 1.

Grammar Reference Answers

Exercise 1

1 That can't be Jake's brother – I've seen his photograph.
2 Carla might have gone shopping.
3 I can't have made that phone call …
4 It must have rained during the night …
5 might be Jon's car …
6 can't be apple juice …

1 Put students into pairs to discuss the question, and explain their decisions. Elicit some ideas.

2 Ask students to read the question and options, then play the recording. Elicit the answer.

3 Students match the sentences with the explanations, then compare in pairs before checking as a class.

4 Students complete the rules. Then, elicit the answers. Read the Language tip aloud. Read the example sentences aloud, and explain that *could* and *may* and *might* all have a similar meaning when talking about possibility or certainty.

Alternative activity

Presenting explanations in a graphic way may be helpful to some students.

For example, after completing Activity 4, draw the following table on the board, fill in the words and ask students to copy the table in their notebooks.

	Past	Present
Sure	must have + past participle	must
Possible	could/might/may have + past participle	could/might/may
Sure it isn't/ wasn't true	*can't have + past participle*	*can't*

5 Play the recording for students to notice the pronunciation. Elicit what happens to the word *have* in the examples (the vowel changes from strong /a/ to weak /ə/). Then, play the recording again and have students listen and repeat each sentence.

Teaching tip: Pronunciation

If students find pronouncing the full sentence challenging, try building up each sentence as you drill the phrases. Students listen to you and repeat the following phrases, one at a time: *must have* ⟶ *must have had* ⟶ *must have had help* ⟶ *She must have had help.*

6 Ask students to complete the dialogues then compare in pairs before checking as a class. If necessary, demonstrate or ask a volunteer to demonstrate what a *sneeze* is.

Additional activity: Dialogue practice

In pairs, ask students to practise reading the dialogues aloud, taking turns to be A and B, paying attention to the pronunciation of the modal forms they have practised in Activity 5.

7 Students turn to page 143 and read the instructions. After students have discussed the photos in pairs, elicit some ideas from the class and check that the modals are being used correctly.

Additional activity: Riddles

Say: *Can you solve this riddle? My pocket was empty, but there was still something in it. How was that possible?*

Elicit some guesses, encouraging students to use the modal prompts depending on how sure they are (e.g. *You might have had air in your pocket. It could have been your hand?*). Give the answer (*There was a hole in my pocket.*)

Tell students the following riddles and ask students to speculate in pairs using modals.

If you say my name, I disappear. What am I? (silence)

What goes up but never comes down? (your age)

If students know any similar riddles, invite them to share with the class.

Answers

1 Students' own answers
2 1
3 1 A 2 C 3 E 4 B 5 D 6 F
4 1 infinitive (without *to*)
2 have
6 1 might be/must be 2 can't have taken 3 can't have been 4 must have seen 5 might have put 6 must have put

ADDITIONAL PRACTICE | **Maximiser** p.67, Grammar 1–2 | **MEL** Unit 11, Grammar 1–2 | **MEL** Extra practice, Use of English 7 Modal verbs: Two are right, one is wrong | **Photocopiable** 11B *It might have been …* | **ActiveTeach** Extra activity: Grammar Focus 1; Game: Stepping Stones

www.frenglish.ru

Use of English focus ▶ p.115

Vocabulary

word building

Aim

- to use suffixes to change the word class

1 Put students into pairs to discuss the questions. Elicit some ideas for each.

2 Students work in pairs for this activity. All the words they come up with should include the word *real*, e.g. *reality*. Elicit the words students thought of, then share any examples from the answer key that were not mentioned.

3 Read through the rubric with the class. Then look at the example. Each of these words can be modified with the ending *-y* to form adjectives. Point out the spelling change from *anger* to *angry*. Students work through the exercise, then compare their answers in pairs before checking as a class.

4 Working with their partner, students try to add at least one more word to each group. Go through the answers to Activity 3 as a class, eliciting any additional words students could think of for each group. Share some of the sample answers with the class if they have not already been mentioned.

Alternative activity

To support weaker students with Activity 4, give them the following words and ask them to identify which group from Exercise 3 they can be added to: *humid*, *account*, *discover*, *communicate*, *good*, *act*, *annoy* (see the answer key below).

Answers

1 Students' own answers

2 nouns: realism, realist, realisation, reality
verbs: realise
adjectives: realistic, unrealistic, unreal
adverbs: realistically, unrealistically, really

3 1 participant, assistant, inhabitant
2 activity, stupidity, personality
3 recovery, delivery, bravery
4 correction, investigation, elimination
5 expensive, imaginative, descriptive
6 happiness, sweetness, sadness
7 acceptance, performance, importance

4 Possible answers
1 accountant, servant, attendant
2 humidity, possibility, ability
3 discovery, flowery
4 communication, coordination, conservation
5 active, alternative
6 goodness, selfishness, kindness
7 annoyance, guidance, disturbance

ADDITIONAL PRACTICE | **ActiveTeach** Game: Pelmanism

Word formation

Aim

- to practise making changes to words in an exam-style word formation exercise (Reading and Use of English, Part 3)

5 Go through the first sentence with the class as an example. Elicit what sort of word goes in the gap (an adjective), and how we know (it follows *it was,* and comes before the preposition *for*). *Usual* is already an adjective, so does not need to be changed. If *usual* is used, it would mean the speaker is surprised because usually Jack went to debates (but he didn't go this time). If we add the suffix *un-* to form *unusual*, it would mean the speaker is surprised because Jack didn't usually go to debates (but he did go this time). Ask students to complete the remaining sentences. Ask students to read the Exam tip then re-read their sentences to check that they make sense. As you check as a class, elicit how many changes each word required. If necessary, clarify *conjuror* /kʌndʒərə/ (someone who entertains people by performing clever tricks in which things seem to appear, disappear, or change by magic).

6 Give students one minute to quickly read the article to find out what advantages and disadvantages the writer mentions. Elicit these.

7 Give students about five minutes to complete the article.

Additional activity

Ask students to look at the key words at the end of each line in Activity 7. Words could be assigned to individuals or pairs. Ask them to see how many different words they can make with each one. There are some sample answers below.

regular: irregular, regularly, irregularly, regularity

strong: strength, strengthen, strongly

contest: contestant, contest (verb/noun)

compete: competition, competitor, competitive

www.frenglish.ru

weak: weakness, weaken, weakly, weakling
decide: decision, indecision, decisive, indecisive, decisively
press: pressure, pressing, pressed, pressurise
discover: discovery, discoverer, undiscovered
view: viewer, review, preview, overview

8 Put students into small groups. Give students 10–15 minutes to discuss the questions and design their show.

9 Ask each group to plan how to pitch their ideas from Activity 8 with the class. As each group performs, write the name of their show on the board. After this, ask each student to write the name of their favourite show on a piece of paper, then ask a student to count up the votes.

Answers

5 **1** unusual **2** disappearance **3** impossible **4** informal **5** unfortunately
(*Disappearance* and *unfortunately* require two changes.)

6 Advantage: They have resulted in the discovery of some very talented people.
Disadvantage: Sometimes they put too much pressure on contestants.

7 **1** strength **2** contestant **3** competition **4** weakness **5** decision **6** pressure **7** discovery **8** Viewers

8–9 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.68, Use of English 1–2 | **MEL** Unit 11, Use of English 1–2 | **Photocopiable** 11C *Noughts and crosses*

Reading focus ▶ p.116

Gapped text

Aim

- to complete an exam-style gapped text activity (Reading and Use of English, Part 6)

1 Put students into pairs to discuss the questions. Elicit a few responses for each.

2 Ask students to read the first paragraph, then ask and answer the questions in the first paragraph with their partner.

3 Ask students to read the list of topics, and elicit which topic matches the first paragraph, which they have already read (3 individual preferences). Then ask students to read the whole article and match the paragraphs with a topic.

4 Remind students to read carefully before and after each gap to look for links to the sentences. Students complete the article with the sentences, then compare answers in pairs. As you go through the answers, elicit the reasons for each match.

5 Ask students to complete the sentences then compare in pairs before checking as a class.

Additional activity

Ask students to make nouns from the following words from Activity 5: *repetitive*, *collaborate* and *flexible* (*repetition*, *collaboration/collaborator*, *flexibility*).

6 Ask students to find the nouns then write sentences. Elicit some example sentences for each noun.

Additional activity: Pronunciation

Ask students to notice how some words in Activity 6 have a change in stress when they become nouns. Ask students to underline the stressed syllable in the nouns from Activity 6 in their sentences.

Invite students to practise saying the words. Then ask students to change partners from Activity 6 and share their sentences with their new partner, paying attention to correct stress.

distract – distraction
relax – relaxation
popular – popularity
creative – creativity
interrupt – interruption
imagine – imagination

1–2 Students' own answers

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

4 Possible reasons in brackets

1 B (*a wonderful way to save money* in sentence B links to *accommodate large numbers of workers at a fraction of the previous cost* in the sentence following gap 1.)

2 A (*concerns over health and hygiene* before gap 2 links with *Colds and flu spread quickly* in sentence A)

3 D (*private places … these spaces …* before gap 3, are referenced in sentence D as *such working spaces.* Also, sentence D mentions *special project and meeting rooms*, and after gap 3, there is an example given of *tree-house-themed meeting rooms.*)

4 C (Sentence C includes *not every workplace will follow these companies' leads. These companies* refers to the two companies are given before gap 4: *Mind Candy* and *Google Zurich*. Also, there is a link between the idea of *need time to escape* in sentence C and the examples of *private cabins* and *employees can chill out in bathtubs* which occur before gap 4.)

5 E (*As a result,* in sentence E links the *amazing developments* (sentence E) with its cause before gap 5 – *move away from traditional layouts … has really allowed designers to use their creativity.*)

www.frenglish.ru

6 F (The idea before gap 6 *that we all need a different working environment to produce our best work* is expanded on in sentence F – *This might be working alone or with other people.*)

5 1 fake 2 hygiene 3 repetitive 4 collaborate
5 a fraction of 6 aquarium 7 radical 8 flexible

6 1 distraction 2 popularity 3 interruption
4 relaxation 5 creativity 6 imagination

ADDITIONAL PRACTICE | **Maximiser** p.68, Reading 1–3 | **MEL** Unit 11, Reading 1–3 | **ActiveTeach** Extra activity: Reading Focus

Grammar focus ▶ p.118

so, such, very, too and *enough*

Aim

- to provide speaking practice on the topic of eating out in preparation for the grammar presentation

Ask students to read the Grammar Reference on page 160 in preparation for class, and complete Grammar Exercise 2 on page 161. Alternatively, go through the notes and examples in class, checking students understand all the main points.

Grammar Reference answers

Exercise 2

1 such 2 too 3 old enough 4 enough
5 clever enough 6 so 7 quickly enough 8 very

1 Put students into pairs to discuss the questions. Point out that they could use some modals to speculate about what it would be like to eat at this restaurant (e.g. *I don't know if I'd like to eat at this restaurant, it might feel a bit strange, as if all the fish are watching you.*). Elicit some opinions from students that are keen and are not keen on the restaurant.

2 Tell students that someone is having issue with a restaurant design and has hired an interior designer for advice. Ask students to read and complete the dialogue. Then play the recording for students to check their answers.

3 Students work in pairs to discuss and complete the rules then check as a class. If you haven't already done so, refer students to the Grammar reference on page 160.

4 Complete the first question as an example with the class. Ask students to complete the rest then compare in pairs before checking as a class.

5 Students work in pairs to discuss and complete the rules. Check as a class then refer students to the *too/enough* section of the Grammar reference on page 160. Focus on the Language tip. Share an example to illustrate the negative meaning of too (e.g. *It's bright and sunny today.* ⟶ *It's too bright.* – *I need to put my sunglasses on*).

6 Students complete the comments, then compare in pairs. After checking as a class, ask students to practise saying the comments with expression.

7 Give students a few minutes to think about each situation. Encourage them to use *so*, *such*, *very*, *too* or *enough* to describe the situation and how they felt about it to a partner. They could swap partners for extra practice.

Alternative activity

In pairs, students choose one of the situations from Activity 7 or one of the comments from Activity 6. They write and perform a short dialogue to perform for the class between two people in that situation. Tell them they should include at least three examples of *so, such, very, too* or *enough.*

Answers

1 Students' own answers

2 1 very (*so* is also possible) 2 so 3 such 4 enough
5 too 6 too 7 such 8 too

3 1 so 2 such a 3 such

4 1 took such a long time to serve the customers (that)
2 was so dark in the café (that)
3 such a good meal (that)
4 such great songs (that)
5 so fast (that)
6 was such a sunny day (that)

5 1 too 2 enough 3 very

6 1 too 2 enough, too 3 too, enough 4 too
5 enough 6 too, enough

ADDITIONAL PRACTICE | **Maximiser** p.70, Grammar 1–2 | **MEL** Unit 11, Grammar 1–2 | **ActiveTeach** Extra activity: Grammar Focus 2; Game: Noughts and Crosses

www.frenglish.ru

Speaking focus ▶ p.119

Long turn

Aim

- to increase the range of language used to speculate in an exam-style long turn task (Speaking, Part 2)

1 Give students a couple of minutes to read and reflect on the questions. Then put students into pairs to compare their answers.

2 Put students into groups to discuss ideas. Encourage them to consider how the following aspects of design might affect learning: decor, furniture, acoustics (the shape and size of the room, which affect the way sound is heard in it), flexibility (the ability to move things around or change things).

3 Remind students that the long turn task tests their ability to organise ideas, compare and speculate. When students read the task, emphasise that they aren't doing it yet, they're brainstorming possible points to include with a partner.

4 Ask students to read the Exam tip. Point out that some students find it helpful to time themselves while recording themselves on their phones, or to practise in front of a mirror. Play the recording and ask students to discuss which of their points are mentioned.

5 Point out that it's good to know a range of language for speculation to avoid repetition in the exam, and to sound more interesting in real life. Ask students to read the phrases, then play the recording again for students to tick the ones the student uses. Elicit the answer.

6 Remind students that in the long turn task, the listening candidate (the one not speaking) will be asked a question about his/her partner's pictures which they should respond to under 30 seconds. Ask students to complete the tasks on pages 137 and 138.

Answers

1–2 Students' own answers

5 2, 6, 7, 8, 9, 10

6 Students' own answers

Additional activity: Reflecting on the task

Ask students to reflect on the following aspects of their task. Ask them whether they did the following things.

- *say anything about a similarity between the photos*
- *talk about a difference between the photos*
- *answer the question in the task*
- *talk for a full minute*
- *use a range of phrases for speculating*

Then, you could ask: *What's something you did well? What's something you could improve?*

If time allows, ask students to complete the task they didn't do from Activity 6, taking into account their reflection. Alternatively, ask students to practise the task for homework.

ADDITIONAL PRACTICE | **Maximiser** p.70, Speaking 1–3 | **MEL** Unit 11, Speaking 1–3

Writing focus ▶ p.120

Review

Aim

- to revise the features of, and write a review (Writing, Part 2)

If possible, ask students to read the Writing Reference on page 171 before class to revise the features of reviews and good advice for writing them. Ask students to decide on what they found most useful from the Writing Reference to share with the class. Alternatively, ask students to read it in class, or before they write their review in Activity 7.

1 Students discuss the question in pairs then elicit a few responses.

2 Ask students to read the exam task. Then focus students' attention on the picture and elicit what it is (*a jigsaw in the shape of a globe.*) Ask students to discuss in pairs what aspects the students might mention.

3 Give students a few minutes to read and check their ideas.

4 Students reread the text and underline the examples. If necessary, clarify that an *unjustified concern* means an issue that the reviewer needn't have worried about.

5 Students discuss the question in pairs.

6 Students plan their review using the headings given. Refer students to the useful language box in the Writing reference on page 171. The 'introduction', 'giving an opinion' and 'recommending' sections are relevant to product reviews. The 'giving information' section is more useful for films and book reviews.

www.frenglish.ru

7 Students could complete the writing task in class or for homework.

Additional activity

To share the reviews, you could either invite students to post them to a private class online space, put them around the classroom with numbers for students to walk around and read, or number them and pass them around the class. Students could vote for the three most informative reviews.

Answers

1–3 Students' own answers

4 **1** I would thoroughly recommend this

2 I thought it might look a bit odd and not very realistic but it doesn't.

3 It looked really cool on the box

4 You need to be very careful adding pieces or the whole thing falls apart!/It's really difficult as you have to build the puzzle in three dimensions.

5 I've already ordered another one

6 He loves games and puzzles, so

5–6 Students' own answers

7 Sample answer

I recently bought a docking station for my smartphone so that I could enjoy my music collection through the speakers. I was looking for a model that was compact and stylish but not too expensive, so decided on the Klax3.

It comes in a choice of six colours and sells for around forty euros. It is compatible with a range of devices – you can see a full list on their website.

I loved that I could get a model in my favourite colour: blue. The sound quality seemed excellent at first – very clear. However, only a week after I bought it, something went wrong with the buttons. No matter what I did, I couldn't change the volume. Unfortunately, the person on the helpline I called was very rude and couldn't help me at all. Then, a few days later, the problem seemed to resolve itself somehow. Very strange!

Overall, I wouldn't recommend the Klax3, mainly because my experience with the helpline was so disappointing. It's a pity because it's one of the most attractive models on the market for the buyer on a budget.

ADDITIONAL PRACTICE | **Maximiser** p.71, Writing 1–4 | **MEL** Unit 11, Writing 1–4

Review ▶ p.121

Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 11

1–**5** Ask students to complete the exercises. Circulate to provide assistance. Alternatively set this as a homework activity.

Answers

1 **1** trendy **2** loose **3** latest **4** checked **5** tight **6** designer **7** fake **8** real

2 **1** might have belonged **2** might have worn **3** must have been **4** can't have been **5** might have belonged **6** must have worn **7** might be **8** can't be

3 **1** criticism **2** healthy **3** reflection **4** imagination **5** creativity **6** importance **7** growth **8** personality/personalities **9** competitive **10** expensive **11** anger **12** success

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

5 **1** tall enough **2** such **3** very **4** so **5** too **6** enough money

www.frenglish.ru

12 Science and discovery

Reading focus ▶ p.122

Aim

- to practise a multiple matching-style activity (Reading, Part 3)

Warmer

Write this quote on the board: *Scientists suffer from insatiable curiosity; we always want to know more. That's the challenge, the excitement and also the frustration* – Professor Dame Athene Donald, professor of experimental physics at the University of Cambridge.

Ask students to read the quote and discuss what it means. If necessary, clarify *insatiable* (always wanting more and more of something). Ask students to discuss in pairs: *What do you think the greatest thing about working in science might be? What could some of the challenges be?* Elicit some ideas for each.

1 Students complete the questions individually before discussing their answers in pairs. Elicit some ideas for each question.

2 Play the recording and elicit some guesses of who the scientist is.

3 Before they consider the options, tell students to read the article quickly for gist and to elicit which field each scientist contributed to.

4 Go through the exam tip with the class. Give students eight minutes to complete the task then elicit the answers and the section of text that provided it.

Teaching tip

If students encounter unknown vocabulary in these exam-style activities, encourage them to wait until after the activity to look up words, because in the exam they will need to use other strategies. They could practise strategies such as using context to deduce meaning, thinking through similar words in their own language, giving a best guess or simply ignoring unknown vocabulary if it doesn't seem important for the task. After the activity, students could check unknown vocabulary in a dictionary to see if they were right.

5 Students turn to the task on page 143. Assign each person the name of one of the scientists. They should prepare to argue to their group why their scientist is the most important, thinking about the items listed. (This preparation part could also be done in pairs or groups with students who have been given the same scientist, especially with weaker classes.) Then ask students to form groups of four students with different scientists to discuss. After each person has shared their argument, the group needs to decide who was the most important scientist and why. A student from each group could briefly feedback their decision to the class.

www.frenglish.ru

Answers

1 Sample answers

1 Albert Einstein, Benjamin Franklin, Charles Darwin, Alfred Nobel; Marie Curie, Jane Goodall, Rosalind Franklin, Maria Mitchell

2 biology, chemistry, physics, environmental science

3 the wheel – can be used for transportation; the telephone – for communication; electricity – completely changed our lifestyles

2 Marie Curie

(She married Pierre Curie. They won the Nobel prize for Physics for the discovery of radioactivity in 1903. Her second Nobel prize, for Chemistry, was awarded to her in 1911. The element she named after her country is Polonium.)

3 A nature/botany C anthropology
B genetic engineering D computer science

4 1 A (*Beatrix Potter is famous for her lovely stories about cute animals and her delightful illustrations, but did you know that she was also a scientist*?)

2 A (*She used to write all her secrets in a special code.*)

3 B (*and will hopefully help to find treatments for many serious diseases*)

4 A (*she was turned down because of her gender*)

5 D (*she added her own notes on how to calculate certain sequences of numbers*)

6 D (*Lord Byron is one of England's best-loved poets but few people know that his daughter, Ada, made very important contributions to computer science.*)

7 C (*'she wasn't widely admired … this was thought to be very unscientific'; 'she still has her critics. Many scientists do not approve of her spending so much time working with the media.*)

8 B (*it was hard to get the money. However, Emmanuelle was very determined.)*

9 D (*Although the machine was never built, scientists now believe that these notes of Ada's were the world's first computer program.*)

10 C (*She discovered that these animals actually use tools – something people had not realised before.*)

ADDITIONAL PRACTICE | **Maximiser** p.72, Reading 1–4 | **MEL** Unit 12, Reading 1–4 | **ActiveTeach** Extra activity: Reading Focus

Grammar focus ▶ p.124

Third conditional and *wish*

Aim

- to review the form and use of the third conditional and *wish*

If possible, ask students to read the Grammar Reference on page 161 in preparation for class. Otherwise, refer students to it after Activity 3.

Grammar Reference answers

Exercise 1

1 hadn't been, would have arrived
2 wouldn't have failed, had done
3 wouldn't have moved, had found
4 had planned, wouldn't have had
5 wouldn't have missed, had gone
6 had trained, could have won

Exercise 2

1 Tim wishes he hadn't bought
2 I wish I had watched
3 I wish I hadn't told
4 Kelly wishes she had studied
5 I wish I had never met
6 Ella wishes she hadn't lied

1 Tell students about your favourite invention. For example, say: *My favourite invention would probably be electric light because it has made working after dark so much easier and safer. Before we had electric lights, many people used candles and gas lamps which caused fires.* Put students into pairs to discuss the question. Then elicit some ideas.

2 Give students a few minutes to read the article, then to answer the questions in pairs. Elicit the answers.

3 Focus student's attention on the underlined phrases. You may like to write up the full conditional sentence on the board for easy reference: *If Percy hadn't been at work that day, he wouldn't have invented the microwave.* Ask students to complete the rules and discuss their answers in pairs before checking as a class. Go through each of the rules with the class, noting the following things.

1 The *if*-clause, gives an imaginary situation (*if Percy hadn't been at work that day* = this is imagined because in reality, he was at work that day).

2 In the example sentence, the result is that *he wouldn't have invented the microwave.* We can't actually change the fact that he invented the microwave now. It has already been done.

3 Match the components with the example sentence by writing the following on the board. Leave this on the board for reference in Activity 4.

if Percy hadn't been at work that day (*if* + past perfect)

he wouldn't have invented … (*would/could/might have* + past participle)

www.frenglish.ru

4 Rewrite the first sentence on the board as a model. The first sentence says *Percy was a good scientist,* so for the third conditional, we need to imagine that this was untrue (that Percy wasn't a good scientist). This then needs to be put into past perfect: *If Percy hadn't been a good scientist.* For the second part, we need to imagine what would have happened if he had not been a good scientist (i.e. *he wouldn't have realised the importance of the melted chocolate.*). Students rewrite the sentences, then compare in pairs before checking as a class.

5 Students look back at the article on page 123 and make two conditional sentences with their partner. Students swap partners to compare their sentences and check them against the rules 1 and 3 in Activity 3 (i.e. 1 *Is the conditional about an imagined situation in the past?* 3 *Are the correct forms used?*) Circulate, checking the conditionals have been formed correctly.

6 If necessary, clarify that *regret* means to feel sorry about something in the past and wish things had been different. *Hope* means to want something to happen or be true and to believe that it is possible or likely. Focus students' attention on the bolded sentence, then elicit the answer (*regret*).

7 The first time you play the recording, students should decide whether they agree/disagree with each speaker. Then, play the recording again for students to complete the sentences. Students compare their answers and say whether they agreed/disagreed with each sentence in pairs before checking as a class.

8 Students complete the rule using the examples from Activity 7. If you haven't already done so, refer students to the *wish* section of the Grammar reference on page 161.

9 Allow students a few minutes to write their sentences while you monitor. If some students finish early, they could write additional sentences or add more information about each one. Students compare their ideas in pairs or small groups.

Answers

1 Students' own answers

2 He invented the microwave; by accident, when a chocolate bar melted in his pocket as he stood beside a magnetron.

3 **1** imagined, past **2** can't **3** past, past participle

4 **1** hadn't been a good scientist, he wouldn't have realised the importance of the melted chocolate.

2 had become a qualified scientist, she wouldn't have written books for children.

3 hadn't met Jennifer Doudna, they wouldn't have made a breakthrough.

4 had had enough money, he would have built a computing machine.

5 hadn't had an unscientific approach to her work, other scientists wouldn't have disapproved of her.

5 Sample answers

If Beatrix Potter hadn't been turned down by a university, she would have become a botanist.

If Emmanuelle Charpentier hadn't been so determined, she wouldn't have become a scientist.

If Jane Goodall hadn't worked for Louis Leakey, she wouldn't have started studying chimpanzees.

If Augusta Ada Byron Lovelace hadn't had health problems, she wouldn't have been taught privately.

6 regret

7 **1** 'd invented **2** 'd had **3** hadn't invented **4** had had **5** 'd never invented

8 past perfect

9 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.74, Grammar 1–2 | **MEL** Unit 12, Grammar 1–2 | **ActiveTeach** Extra activity: Grammar Focus 1; Game: Stepping Stones

Use of English focus ▶ p.125

Vocabulary

phrasal verbs

Aims

- to expand awareness of phrasal verbs
- to practise deducing meaning from context

1 Students discuss the question in pairs. Then elicit a few responses.

2 Allow students about five minutes to read the article, then elicit some responses to the question. If necessary, clarify unknown vocabulary e.g. to *trap* (to prevent something such as gas or water from getting away).

3 Encourage students to use the context from the Activity 2 text to help them match the phrasal verbs with their meanings. Students compare their answers in pairs then check as a class.

4 Make sure students know that they will have to change some of the phrasal verb forms to fit the gaps. Check as a class, then put students into pairs to discuss their own answers to the questions. Remind students of the Phrasal verbs list on pages 175–177.

www.frenglish.ru

1–2 Students' own answers

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

4 1 come up 2 fallen through 3 come across 4 keep up with 5 ran out

ADDITIONAL PRACTICE | **ActiveTeach** Game: Noughts and Crosses

Key word transformations

Aim

- to complete an exam-style key word transformation activity

5 Go through the rubric and Exam tip with the class. Remind students that contracted forms (*haven't, didn't*, etc.) count as two words. Students complete the activity, then discuss in pairs before checking as a class.

Answers

5 1 wish I had joined 2 I would come across 3 if he had not failed 4 will have used (up) 5 are the most

ADDITIONAL PRACTICE | **Maximiser** p.74, Use of English 1–2 | **MEL** Unit 12, Use of English 1–2 | **Photocopiable** 12A *Story time*

Listening focus ▶ p.126

Multiple choice

Aim

- to practise listening for detail in an exam-style multiple-choice activity (Listening, Part 4)

Warmer

Put students into small groups to discuss this question: *What was your favourite subject at primary school? How about high school? Why?*

1 Invite two students to read the comments aloud. Check students understand that a *double* class means two classes in a row. Then put students into pairs to discuss the questions. Elicit a few responses.

2 Focus students' attention on the photo. Ask students to speculate in pairs about the kinds of things young people could do at an event like this. Play the recording for students to check their ideas.

3 Read the Exam tip aloud. Remind students that all the options will be connected to the recording in some way. They need to listen for the attitude or idea rather than individual words, which may be distractors. Give students a minute to read and underline key words in the question stems first, as they may not have time to read the options before the recording is played. Play the recording again before going through the answers as a class.

4 Ask students to discuss the question in pairs. Then ask a few students to share what they said.

Answers

1 Students' own answers

2 see demonstrations, do experiments, make a film, teachers can find out about how to make lessons interesting, hear about the prize winners, find out about careers and jobs

3 1 C (*A lot of young people think of scientists … can really do.*)

2 B (*it's not all about watching and listening. It's about taking part too. … they can actually create a short animated film themselves*)

3 A (*I think it's remarkable how the fair takes science out of the laboratory.*)

4 B (*There are lots of ideas for teachers on how to bring science lessons right up-to-date and make their teaching relevant for students.*)

5 A (*He wanted to invent something small enough to go into places where rescuers couldn't – or where it was too dangerous for people to go.*)

6 C (*Aseem's invention was an example of how you can combine a hobby with science to create something remarkable.*)

7 B (*There are also representatives from different companies who can talk to the kids about job opportunities)*

ADDITIONAL PRACTICE | **Maximiser** p.75, Listening 1–2 | **MEL** Unit 12, Listening 1–2

Vocabulary focus ▶ p.127

Research and discovery

Aim

- to expand vocabulary of collocations related to research and discovery

1 If necessary, write some starters on the board for the discussion, such as: *someone who is …*; *An inventor needs to be …*; *They can't be …*; *Ideally, they … .* Put students into pairs to discuss the question then elicit some responses.

2 Ask students to read the comment by the winner of a science competition. Elicit the answer.

www.frenglish.ru

3 Give students time to choose the correct alternatives and compare with a partner. Then play the recording for students to check.

4 Students complete the collocations then compare in pairs before checking as a class. If necessary, clarify *vaccine* /væksiːn/ (a substance which contains a weak form of the bacteria or virus that causes a disease and is used to protect people from that disease).

Answers

1 Students' own answers

2 an engineer

3 1 experience 2 process 3 idea 4 do
5 develop 6 conduct 7 results 8 keep

4 1 make 2 analyse 3 reached 4 take
5 doing 6 developed

ADDITIONAL PRACTICE | **Maximiser** p.76, Vocabulary 1–2 | **MEL** Unit 12, Vocabulary 1–2 | **ActiveTeach** Games: Sheep Out!; Pelmanism

Word building

Science and scientists

Aim

- to practise word building

5 Focus on the example with the class, then elicit what *archaeology* is the study of (the study of ancient societies by examining what remains of their buildings, graves, tools, etc.). Students form the name of the scientists and the adjective for 2–7, then compare in pairs before checking as a class. Check that students know what each is the study of.

6 Students underline the stressed syllables in the words in Activity 5. Play the recording, pausing after each word for students to check the stressed syllables. Then play the recording again, pausing for students to repeat the words.

7 Students work in pairs to discuss the questions.

5–6 2 mathematics – mathematician – mathematical (the science of numbers and of shapes, including algebra, geometry, and arithmetic)

3 ecology – ecologist – ecological (the way in which plants, animals, and people are related to each other and to their environment)

4 physics – physicist – physical (the science concerned with the study of physical objects and substances, and of natural forces such as light, heat, and movement)

5 biology – biologist – biological (the scientific study of living things)

6 chemistry – chemist – chemical (the science that is concerned with studying the structure of substances and the way that they change or combine with each other)

7 meteorology – meteorologist – meteorological (the scientific study of weather conditions)

7 Students' own answers

Grammar focus ▶ p.128

Reporting verbs

Aim

- to review the form and use of reporting verbs

If possible, ask students to read the Grammar Reference on page 162 in preparation for class. Otherwise, refer students to it after Activity 3.

Grammar Reference Answers

Exercise 3

1 He apologized for forgetting my birthday.
2 She warned us that the bridge wasn't safe.
3 I offered to carry that box for him.
4 He reminded her not to forget to hand in her essay.
5 He criticized me for giving up.
6 She begged him to lend her the money.
7 They agreed to help us.
8 They invited us for dinner.

Warmer

Put students into pairs to discuss what they know about the *Nobel Prize* or its founder Alfred Nobel. Elicit what they know, and then share the additional information below.

Alfred Nobel (1833–96) was a Swedish engineer and chemist who invented dynamite (a powerful explosive substance) and became very wealthy from his factories that produced explosives. When he died, he left all his money to establish the Nobel Prizes.

The Nobel prizes are given each year to people who have done important work in various types of activity. There are prizes for special achievements in physics, chemistry, economics, literature, and peace.

1 Students discuss the question in pairs. Elicit some ideas.

2 Give students a couple of minutes to read the article and check their ideas.

www.frenglish.ru

3 Look at the first example of direct speech (A) with the class and find the verb in the phrase it relates to in the text, *he invited me to attend one of the most interesting science award ceremonies in the world*. Students match the verbs and speech, then check as a class.

4 Point out that the left-hand column of the table shows patterns that can be used with different reporting verbs, and that examples of each of these are in the article. Go through each pattern, and ask students to underline the reporting verb in each example (*wondered, decided, advised, rejected, congratulated, recommended*).

Look at example A with the class, which is from the beginning of the article. Ask students to add the other examples of reporting verbs (2–10) to the correct pattern in the table. Check the answers as a class.

Ask students to read the Language tip. Share or elicit another example (e.g. *The teacher suggested revising the reporting verbs after class.*). If you haven't already, refer students to the Grammar reference on page 162.

5 Read the example with the class. Point out that students will need to first choose an appropriate reporting verb, then select the pattern (using the table in Activity 4 if necessary), then rewrite the sentence starting with the bracketed word. Check as a class.

6 In pairs, students could imagine some other inventions that might have won prizes or reactions people had, or use some of the examples from the article of the additional activity above. They then prepare lines from an award-acceptance speech (e.g. *Thank you, it's a great honour to accept this award for my research into ice cream preferences.*)

They swap statements with another pair who write down reported statements using the relevant verbs. e.g. *The scientist accepted the award for her research into ice cream preferences.*

Additional activity: Recent conversations

Ask students to think of some conversations they have had recently, and to tell their partner about them using the reporting verbs from this lesson.

Answers

1 Possible answers

Albert Einstein, Marie Curie, Alexander Fleming

Ig Nobel Prizes are awarded for the funniest or most unusual research.

2 Students' own answers

3 **B** 6, suggested **C** 10, reminded **D** 5, warned **E** 7, apologised **F** 9, criticised **G** 4, accepted **H** 8, refused **I** 3, offered **J** 1, asked

4 **B** he offered to buy my ticket

C another one refused to come

D he invited me to attend

E he warned me not to expect

F I reminded my friend to buy tickets

G I accepted his invitation

H one apologised for not attending

I he criticised the awards for making fun

J he also suggested taking notes

5 **1** I suggested that we sit/sitting near the stage.

2 My friend invited me (to go) for a meal afterwards.

3 A scientist apologised for not having a prepared speech.

4 A winner refused to go up on the stage.

5 I offered to pay for the programmes.

6 My friend criticised one scientist for not coming.

ADDITIONAL PRACTICE | Maximiser p.76, Grammar 1 | **MEL** Unit 12, Grammar 1 | **Photocopiable** 12B *Regrets* | **ActiveTeach** Extra activity: Grammar Focus 2

Speaking focus ▶ p.129

Collaborative task and discussion

Aim

- to develop a greater range of language to interact with your partner
- to complete collaborative task and discussion exam-style tasks (Speaking, Part 2)

1 Put students into pairs to discuss the questions. Elicit some responses to each question.

www.frenglish.ru

interacting with your partner

Additional activity: Strategies for interacting

Point out that the examiner will look for how well partners in the collaborative task interact with each other. Interacting well is a useful strategy for real life, too.

Ask the class to discuss the following question in pairs: *In conversation, in what ways can you positively interact with your partner?*

Share any of the following points which were not mentioned:

- showing your partner you are listening by looking at them when they are speaking, nodding or responding with other sounds such as *hmmm*, *yeah*;
- responding to or building on what their partner has said. Listen so you can respond to questions, and you can use phrases such as *I agree with you …*; *Like you've just said, …*; *So are you saying that …?*
- encouraging your partner to give an opinion on what you've said;
- taking turns (contribute fairly to the conversation) interrupting your partner politely if they go on too long, or apologising if you accidentally interrupt.

2 Point out that this list of phrases has some example language that may help students interact with their partner. Students complete the phrases then compare in pairs before checking as a class.

3 Give students time to read the collaborative task. Elicit what the two parts are of this task: the discussion phase (two minutes discussing the question in the centre of the mind map in relation to the prompts); and the discussion phase (one minute making a decision). Play the recording for students to tick the phrases from Activity 2 that the students used.

Additional activity: Pronunciation

Model each phrase from Activity 2, asking students to pay attention to stressed words, rhythm of the sentence, and tone of your voice. With the 'interrupting phrases' (1–3), model a tone that is assertive and polite. For Sentences 1 and 3, complete the sentence with *I agree* in order to have a full sentence to practice.

1 Excuse me, I'd just like to say that I agree.

3 I'm sorry to interrupt but I wanted to say that I agree.

4 Would you like to add something here?

5 I think it's very important, isn't it? (With the tag question, *isn't it*, this will be said in a falling tone if the speaker believes the other person will agree. If it is a genuine question, it will have a rising tone.)

6 Sorry, I didn't mean to talk for so long! What do you think?

7 Sorry for interrupting you! Please continue.

After you've modelled, repeat each phrase and invite students to say the phrases after you.

4 Ask students to turn to the practice activity on page 144. Go through the instructions with the class. Then students can practise the activity for at least five minutes, repeating it in different pairs for extra practice.

5 Read through the rubric and the Exam tip with the class. Students do the task.

6 Put students into new pairs. This is an opportunity for students to practise using reporting verbs from the previous lesson. Share an example to model using a range of reporting verbs, e.g. *First, Eva suggested that showing films would be the most interesting to students. However, I reminded her that not everyone likes them as much as she does. So then, I wondered whether she would agree with me on some options we could eliminate, and we agreed that tests and online reading were definitely not the most interesting. So that left either fun experiments or nature walks. In the end, we decided on fun experiments because we thought that would be more popular among students.*

Alternative activity

With a weaker class, give students about five minutes to write about what their decision was and how they came to it (using reporting verbs) before they explain it to a partner. Circulate during the writing phase, assisting with accurate reporting verb patterns.

www.frenglish.ru

7 Go through the Exam tip with the class. The Part 4 discussion will last about four minutes in the exam, and will be a combination of questions directed to one or both students. Ask students to take turns to ask and answer the questions in pairs. Ask a few students to report what their partner said during the discussion, using a reporting verb from the previous lesson if possible.

Teaching tip

Self-reflection can help students identify the next steps in their own learning. Write the following questions on the board for students to reflect on after they complete Activity 7. Give students a few minutes to note down their answers.

In what ways did you interact well with your partners in this lesson?

How could you have interacted better?

Did you learn from anything your partner did well?

What could you try doing next time?

If time allows, ask students to repeat the task with a new partner, giving them the chance to try any strategies they identified in their self-reflection.

Answers

1 Students' own answers

2 **1** like **2** add **3** sorry **4** anything **5** isn't **6** mean **7** Please

3 Can I just add something here?
Sorry for interrupting you! Please continue.

ADDITIONAL PRACTICE | **Maximiser** p.76, Speaking 1–2 | **MEL** Unit 12, Speaking 1–2 | **MEL** Extra practice, Speaking 12 Paraphrasing: Find the opposites | **MEL** Extra practice, Speaking 7a Part 4 Joining ideas together: Fill the gaps | **MEL** Extra practice, Speaking 7b Part 4 Joining ideas together: Practice | **Photocopiable** 12C *Debate it*!

Writing focus ▶ p.130

Essay

Aims

- to review appropriate features of an essay
- to develop a wider range of appropriate language to use

Warmer

Put students in pairs and ask them to write five essential pieces of advice for writing essays. Elicit some ideas before referring them to the Writing reference on page 168 for students to see if the same things were mentioned.

1 Put students into pairs to do the activity. Elicit some ideas for each point.

2 Give students a few minutes to read the sample essay and check their ideas, without worrying about the gaps at this stage.

3 Students complete the essay with the words in the box then compare their answers in pairs before checking as a class. Check the pronunciation of *controversial* /kɒntrəˈvɜːʃəl/.

Answers

1–2 Students' own answers

3 **1** controversial **2** views **3** favour **4** people **5** believe **6** pointing **7** reason **8** conclusion

linkers of contrast

Aim

- to use a range of linkers of contrast in an exam-style essay

4 Focus students on the underlined words in the essay *however* and *although*. Elicit which of the reasons (1–3) correctly explains why the writer used them (2 to give an opposing view). Elicit any other linkers of contrast that students know, e.g. *despite, in spite of, even though, nevertheless, on the other hand.*

5 Students work in pairs to select the correct alternative. Check answers as a class. Read the Exam tip aloud, and elicit (or give) another example of a linker for each category: *because* (reason), *therefore, that is why* (result), *as well as* (addition) and *for instance, such as* (example).

6 Students read the task. Tell pairs to try and think of two disadvantages for each point given, and another point to add to the notes. Elicit some ideas.

7 Remind students to use some of the phrases in the sample essay in Activity 2, the useful language on page 167, and the linkers information on pages 165–166. You could set the writing task for for homework and then collect it in to provide individual feedback.

Answers

4 2

5 **1** However **2** Although **3** Despite **5** spite

6 Students' own answers

7 Sample answer
Although life is often easier with scientific discoveries and inventions, in my view, it would be untrue to say that life is better in every case. Nevertheless, the advantages outweigh the drawbacks.

www.frenglish.ru

Many people argue that modern inventions have made us lazier. Household chores such as washing, are now as simple as pushing a button. On the one hand, this means that people are less fit than when they had to do chores by hand. On the other, it means that we can spend more time on other things like friends and family.

Another aspect to consider is that inventions, in fields such as medicine, help us live longer. In addition, quality of life is also improved – for instance, those with modern prosthetic limbs.

Finally, it is very convenient that nowadays we can communicate using inventions such as mobile phones and the internet. However, sometimes, this can lead to increased stress – for example, for workers who never have a true break from their workplace.

In conclusion, I would say that despite not improving life in every single case, in the majority of situations, scientific discoveries enrich our lives.

ADDITIONAL PRACTICE | **Maximiser** p.77, Writing 1–4 | **MEL** Unit 12, Writing 1–4 | **MEL** Extra practice, Writing 8 Assessing: What does the examiner think?

Progress Test 4 ▶ p.131

Aim

- to revise structures, vocabulary and exam tasks covered in Units 10–12
- You could the tests as a homework activity, and then go through answers in a later lesson. You should set a time limit of one hour for this test.

Answers

1 **1** invited, to go **2** accepted, invitation **3** offered, to cook **4** refused, to help **5** congratulated, passing **6** reminded, to buy

2 **1** reached **2** analyse **3** develop **4** keep **5** took **6** do

3 **1** hadn't discovered, would have died **2** hadn't been, wouldn't have seen **3** wouldn't have dedicated, hadn't died **4** wouldn't have grown, had cleaned up **5** hadn't been, wouldn't have become **6** hadn't noticed, wouldn't have made **7** wouldn't have identified, hadn't looked **8** hadn't made, wouldn't have won

4 **1** professional **2** pointless **3** expensive **4** comfortable **5** dangerous **6** importance **7** trendy **8** personality **9** fashionably **10** designer

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

6 **1** have enough money **2** wish I hadn't told **3** was such a **4** were so bored **5** in spite of **6** warned me not to eat **7** suggested going/suggested that we (all) went **8** in favour of

7 **1** A **2** A **3** B **4** C **5** D **6** A **7** B **8** B **9** C **10** D **11** A **12** C

8 **1** made, doing **2** do **3** make, do **4** do **5** make, make **6** makes, makes

9 **1** do you feel **2** I think **3** reason I say this **4** once **5** don't you think **6** For me **7** feel strongly **8** that's because

Practice Test ▶ p.179

To give students experience in doing a mock exam at the end of course, you could ask students to do the Practice test, which starts on page 179 of the Student's Book. You could also do the Practice test at the beginning of the course, to assess students' abilities, and how ready they are for the real exam. To do the exam under timed conditions, use the following time limits.

- **Reading and Use of English:** 1 hour 15 minutes
- **Writing:** 1 hour 20 minutes

Make sure that students are in a quiet area when you play the recordings for the **Listening** part of the exam.

For the **Speaking** part of the exam, you will need to put students into pairs. Play the recording for students to hear an authentic examiner asking questions. You could ask students to speak directly to you, or to another pair of students.

Answers

Reading and Use of English

Part 1

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

Part 2

9 The **10** by **11** up **12** no/little **13** would **14** at **15** which **16** was

Part 3

17 importance **18** unable **19** entertainment **20** especially **21** commonly **22** length **23** separately **24** population

Part 4

25 take advantage of

26 looking forward to going

27 make up his mind/make his mind up

28 to tell the truth

29 would rather arrive

30 won't phone/call me unless

Part 5

31 B ('Steve feels strongly that they will lead a happier, healthier life and be more able to fight the pressures of modern life.')

32 A ('At school, however, a desire to be accepted meant that he took care to hide his knowledge of facts and figures connected to wildlife from other children who would otherwise certainly have made fun of his enthusiasm.')

33 C ('Times have changed, but a way of learning by experiencing is something we're in danger of losing if we're over-protected and our days are mapped out for us.'

www.frenglish.ru

34 D ('as long as animals do not feel their young or their territory are in danger, they will leave humans alone')

35 A

36 D ('he feels a duty to educate the next generation about the wonders of Earth and their responsibility to protect them, which is why he goes on regular tours to talk about the inspiration behind the books he has written')

Part 6

37 F (*He* refers to *Tim Mosedale* in the previous sentence. *Several people not following safety principles* also refers back to *large groups of inexperienced climbers* in the previous sentence. The sentence after the gap gives examples of *safety principles* in Sentence F.)

38 A (Sentence A goes on to give more examples of climbers not following safety principles, which is what the sentence preceding the gap does. *Others* also relates to *a climber* in the sentence preceding the gap.)

39 D (*Such a short period of time* in Sentence D refers to *'only three or four days with appropriate weather conditions* in the sentence preceding the gap. *Too many climbers* in the sentence after the gap relates to *overcrowding* in Sentence D, and *traffic-jam-like conditions* refers to *overcrowding*.)

40 C (*He* in Sentence C refers to MingmaTenzi Sherpa in the previous sentence. *Two of them* in the sentence after the gap refers to *his clients* in Sentence C.)

41 G (*One of them* in the sentence preceding the gap relates to *Another* in Sentence G. The gapped sentence gives an example of additional measures, which is the topic of this paragraph in the article.)

42 B (Sentence B is about the importance of climbing permits for Nepal's economy, which is the topic of this paragraph in the article.)

Part 7

43 C ('I wouldn't recommend doing it in the winter though.')

44 B ('I get anxious when I'm cooped up in a small space for a long time.')

45 A ('I get a bit nervous in case it breaks down and I miss my appointment.')

46 D ('If there's anyone I know on the bus, I'll pretend I'm dozing – I can't stand having to chat at that time in the morning.')

47 C ('I'd miss things like seeing the rabbits and deer in the early morning, and the beautiful sunrises and sunsets at certain times of year.')

48 A ('driving home helps me to unwind')

49 B (I've just started learning Italian online too. It makes the journey seem worthwhile.')

50 D ('I'd really hoped a long commute would enable me to read all those novels I've been wanting to read, but it hasn't worked out like that, which is really irritating because I just waste my time.')

51 A ('the countryside can look totally different depending on the time of year')

52 B ('There are quite a few other regular passengers and it's nice to have a chat and a good moan about the cost of season tickets or car park fees.')

Writing

Part 1

Sample answer

Essay

Many students nowadays take the opportunity to go and study in another country if they can. Some people say that spending time like this abroad has some great advantages.

First of all, studying abroad provides a chance to learn and practise another language in the country itself. Personally speaking, I think this is the best way to learn a language. Another good thing about studying abroad is that people have the chance to travel around the country and see new places while they're there. Learning about other cultures can only be a good thing, in my opinion.

While it's true that there are some benefits to studying abroad, there are also some negative aspects to consider. If people study abroad for a long time, they may miss their family or even miss out on some important family celebrations. As well as this, studying abroad may prove very costly if there are tuition fees to pay as well as accommodation and living expenses.

Moving abroad to study may not be suitable for everyone, but as far as I'm concerned, there are more advantages than disadvantages.

Part 2

Sample answers

Report

Report on restaurants in Newtown

The purpose of this report is to comment on the various restaurants in Newtown.

Choice of restaurants

There is a wide variety of restaurants to choose from. People can have European food in several Italian, French and Greek restaurants, and those who prefer Asian food can go for Chinese or Thai. There are plenty of coffee shops too, but there are no fast food places where people can buy burgers or fish and chips.

Views of the public

While most people are happy with the variety of food available, a common view among young people in the town is that restaurants close too early, especially at weekends. Professional people in the many office blocks would also like to see restaurants offering cheaper menus at lunchtime. Overall though, people are generally very happy with both the standard of food and the service offered in Newtown's restaurants.

Conclusion

In conclusion, it seems that people can eat a great variety of food in Newtown. However, I would recommend the introduction of special lunch menus in restaurants and later opening hours on Friday and Saturday nights.

Review

The Rest of my Life is an excellent film, in which Katie Evans plays the lead role.

The film is set in Cambridge in the 1960s and tells the story of a young mother, Emily Davies, who loses her husband to a serious illness. Left with two young children to raise, she faces many difficulties. She does three jobs in order to earn enough money to

www.frenglish.ru

feed and clothe the family, and having left school at fourteen, she suffers from a lack of confidence when it comes to looking for jobs which would pay better.

Evans plays the part of Emily Davies so well that it's hard to believe that she herself hasn't experienced these difficulties. She shows emotion so convincingly that I'm sure everyone in the audience feels sorry for her, and she shows us how hard life can be once a tragedy like a sudden death happens in a family.

This film is a must for Katie Evans fans, and indeed for anyone who enjoys true-life stories with plenty of drama. You certainly won't be disappointed with *The Rest of my Life*!

Article

Technology has affected my relationships

Could you spend a day without your smartphone or tablet? The answer's probably no, but think for a minute if the amount of time you spend using these gadgets is actually improving your life.

Since getting my first smartphone, and later my tablet, I've spent more and more time using them. The last thing I do at night is check social media, and that's the first thing I do every morning too. Once I get home from school, I study in my room but my phone's always next to me so that I can text friends. There's no technology allowed at our dinner table – Mum's rules – but as soon as I finish eating, I go straight to my room to play games on my tablet.

The result of all this is that I'm spending less and less time talking to my family. Even though it's my own fault, I have to admit that I miss the close relationship I had with my sisters before we all let technology take over. I think we all need to seriously review the amount of time we spend using technology these days!

Listening

Part 1

1 C ('my mate Julia will be coming with me today – you know, the one who used to be the captain of the junior basketball team and took them through to the championship')

2 B (Man: 'I was sort of hoping it would go on until at least ten o'clock though.' Woman: 'I have to say I was surprised too when it finished after an hour and a half.'

3 B ('about today's plan to take your uncle out for a birthday lunch … you can easily walk to the restaurant too)

4 A ('we couldn't believe our eyes when we saw the brand new gym and pool! We've never seen anything like it')

5 B (gist question)

6 A ('what makes me really mad about this is the fact that hardly anyone knew that job was available. I mean, I would have applied otherwise')

7 C ('I've actually had a bit of an accident with my glasses. They're in bits and I can't see a thing without them')

8 C ('I must say though, they could do with giving people a bit more space. We could hear every word the couple next to us were saying.')

Part 2

9 ducks ('autumn's my favourite …' 'I find ducks far more appealing though, and love photographing them.')

10 crowded places ('I'd much rather get a picture of local birds doing something unusual than hang around the usual crowded places, trying to get a good shot.')

11 heavy ('it easily wins when it comes to weight too: it's not at all heavy, so it's perfect for carrying around')

12 bag ('And a strong bag is essential. I still remember a bargain one I picked up somewhere. Well, let's just say that taught me a good lesson as it fell apart after a few months.')

13 garden ('I usually build my own, and mainly go for natural materials: wood or branches, of which I've got loads in my garden.')

14 day ('Most garden birds get used to shelters pretty quickly.' … '– or just a day for smaller species like grey wagtails to feel comfortable around shelters')

15 nests ('you'll soon come across nests. Generally, woodland birds move around within very limited areas, so you can be fairly certain that the bird you hear will be just a few metres away.')

16 berries ('Berries can provide you with some really beautiful images – if you get in there on time, that is – and that's something you shouldn't miss.')

17 light ('When it comes to printing out your photos' … 'I do, however, often adjust the light.')

18 calendar ('or you could do what I do, which is build up a collection of pictures over several months and then produce a calendar out of them')

Part 3

19 G ('what I'm really enjoying is working in such a beautiful building. It's very environmentally friendly, has a great fresh design and doesn't really look like a traditional office')

20 E ('But not having to stick to fixed hours is what's really made life a lot easier for me')

21 H ('My boss is really fantastic – always available to help me and answer questions – so I know I'm *very* lucky in that regard.')

22 C ('One of the really great things about my role is that I don't have to stay in one place for too long. I move between branches up and down the country, so that keeps it interesting for me.')

23 F ('What really makes me feel proud to work for this company is that we do several courses during the year, so we're always increasing our knowledge')

Part 4

24 C ('It wasn't as much about improving my financial situation … as wanting to spend time with young people, to get a feel for that.')

25 B ('Helping kids who were missing their families came as a bit of a challenge though.')

26 B ('Sometimes there were changes to the schedules, which we weren't told about until the last minute – and that caused a few issues. That's something they could look into.')

27 A ('What I hadn't expected to find though was workers from over twenty-five countries. For me, it was fascinating to learn about so many other cultures.')

28 B ('one day we had a visit from the American director of Save the Children … It was great to hear him talk about the organisation's achievements – an unforgettable experience.')

29 C ('they'll learn things that'd be useful later when they go to university or out into the adult world, like how to manage time or get on with people')

30 A ('Mainly, though, I couldn't believe how the six weeks had just flown by. I wish it could have lasted longer.')

www.frenglish.ru

Contents

	Pages	Title	Topic	Exam link
1A	129, 150	All present and correct	the present simple and present continuous	Speaking, Part 1
1B	129, 151	Verb patterns jumble	common *-ing* and infinitive verb patterns	Reading and Use of English, Part 1; Speaking, Part 1
1C	130, 152	Twenty questions	answering questions	Speaking, Part 1
2A	130, 153	Keep talking!	dependent prepositions	Reading and Use of English, Parts 1 & 2
2B	131, 154	The complete article	understanding text structure, cohesion and coherence	Reading and Use of English, Part 2
2C	131, 156	Perfect pairs	adjectives used to describe feelings; the present perfect, past simple, *used to* and *would*	Reading and Use of English, Parts 2 & 3
3A	132, 158	Quantifier chain	countable/uncountable nouns and quantifiers	Reading and Use of English, Part 2
3B	132, 159	Choose an activity	organising a discussion, expressing/ justifying opinions and reaching a decision	Speaking, Part 3
3C	133, 160	That's me!	multiple-matching reading techniques	Reading and Use of English, Part 7
4A	134, 161	Tell us more	narrative tenses	Reading and Use of English (all parts)
4B	134, 162	A journey around the world	listening for detail	Listening, Part 2
4C	135, 163	The right word	extreme adjectives	Reading and Use of English, Part 5
5A	136, 165	Guess the word	shopping vocabulary	Speaking (all parts)
5B	136, 166	Future connections	future forms	Reading and Use of English, Parts 2 & 4
5C	137, 167	In other words …	linking ideas and expressing opinions in an essay	Writing, Part 1
6A	138, 168	Work and study	useful language to introduce ideas	Speaking, Part 4
6B	138, 169	5, 4, 3, 2, 1	grammar and vocabulary from Unit 6	Reading and Use of English, Part 4
6C	139, 170	The right register	useful words and phrases for writing a letter of application	Writing, Part 2
7A	140, 171	Three of a kind	adjective prefixes and suffixes	Speaking, Part 2
7B	140, 172	If you could guess …	zero, first, and second conditional structures	Reading and Use of English, Parts 2 & 4
7C	141, 173	Options and answers	reading for specific information	Reading and Use of English, Part 5
8A	141, 175	Tell me about …	noun/verb formation	Reading and Use of English, Parts 3 & 4
8B	142, 176	What's happened?	the passive and causative *have*	Reading and Use of English, Parts 2 & 4
8C	142, 177	Give us a word	prepositional phrases and phrasal verbs	Reading and Use of English, Parts 2 & 4
9A	143, 178	My future	the future perfect and future continuous	Speaking, Parts 1 & 4
9B	143, 179	Compare and contrast	talking about pictures	Speaking, Part 2
9C	144, 180	Technology interview	reported speech	Reading and Use of English, Part 4
10A	144, 181	All change!	reading for specific information	Reading and Use of English, Part 7
10B	145, 183	What's my job?	answering personal questions	Speaking, Part 1
10C	145, 184	The right place	definite and indefinite articles	Reading and Use of English, Part 2
11A	146, 185	Which present?	describing an object	Listening, Part 3
11B	147, 186	It might have been …	modals of possibility and certainty	Reading and Use of English, Parts 2 & 4
11C	147, 187	Noughts and crosses	word formation	Reading and Use of English, Part 3
12A	148, 188	Story time	phrasal verbs	Reading and Use of English (all parts)
12B	148, 189	Regrets	the third conditional, *wish* and reporting verbs	Reading and Use of English (all parts)
12C	149, 190	Debate it!	giving opinions, interrupting, and encouraging	Speaking, Part 4

www.frenglish.ru

Teaching notes

1A All present and correct

Aim
to review the present simple and present continuous

Exam link
Speaking, Part 1

Activity type
answering and discussing questions

Classroom dynamics
pairwork

Time taken
25 minutes

When to use
after Grammar focus, Activity 9, page 8

Preparation
Make one copy of the worksheet for each student.

Procedure
1 Hand out a copy of the worksheet to each student and ask them to look at the prompts at the top of the page. Tell them they should think about the prompts and write a one- or two-word answer for each one in a circle. The answers should be written at random in the circles, not in any particular order.

2 Put the students into pairs and ask them to exchange worksheets. Taking turns, students should look at the answers and try to guess what the answers refer to. Students can ask each other extra questions to find out more information. Once guessed, students should discuss the question in more detail and find out as much information from their partner as possible.

3 Monitor carefully during the activity and make notes to give feedback at the end of the class. Focus especially on students' use of the present simple and present continuous.

4 When students have finished their discussions, organise students into different pairs and ask them to tell to their new partner what they found out about their original partner.

5 Give feedback on any errors with the present simple or continuous at the end of the activity.

1B Verb patterns jumble

Aim
to practise recognising common *-ing* and infinitive verb patterns in context

Exam link
Reading and Use of English, Part 1; Speaking, Part 1

Activity type
ordering sentences and then discussing them

Classroom dynamics
pairwork

Time taken
25 minutes

When to use
after Grammar Focus, Activity 7, page 12

Preparation
Make a copy of the worksheet for each pair and cut it into cards.

Procedure
1 Put students into pairs and give each pair a copy of the cards. Tell them to put the cards face down in front of them.

2 Explain that when you say 'go', students should turn over all the cards and spread them out on their desk. Together, they will then need to put all the sentences back together. The first pair to do this wins.

3 Say 'go' loudly. Students should then turn over the cards, and begin re-forming the sentences. When one pair has finished, check the answers to ensure they are correct. If not, the activity should continue.

4 Go through the correct answers, so that the whole class can check.

5 Students should now discuss the sentences in their pairs by saying if they are true for them or not.

Answers

I'd rather go to a warm country than a cold country for a holiday.

After going home from class, I always do my homework before anything else.

I'd really like to go to another country to work or study.

www.frenglish.ru

I'm excellent at meeting people on time when I have plans.

I enjoy doing new activities to meet new people.

When I was younger, my parents wouldn't let me meet my friends late in the evening.

I'm really looking forward to starting a new course next year.

My parents made me start English lessons when I was a child.

I can't wait to start a new job this year.

1C Twenty questions

Aim
to practise answering questions

Exam link
Speaking, Part 1

Activity type
answering personal questions

Classroom dynamics
small groups

Time taken
25 minutes

When to use
after Speaking focus, Activity 7, page 13

Preparation
Make a copy of the worksheet for each group.

Procedure
1 Put students into small groups of three or four. Hand out a copy of the worksheet to each group and ask students to look through the questions. Make sure they understand them.
2 Taking turns, students should start answering one of the questions without saying which it is. The other students should listen and try to guess which question is being answered. They only get one opportunity to guess, so they should be careful not to interrupt too quickly. Students should let each other talk for at least 30 seconds on the topic they have chosen.
3 Students guess which question is being answered. If they are correct, they can cross off that question on the worksheet, and sign their name next to it.
4 The game continues until all but one of the questions has been discussed. The winning student is the one who has made the most correct guesses.

2A Keep talking!

Aim
to practise dependent prepositions

Exam link
Reading and Use of English, Parts 1 and 2

Activity type
completing sentences and discussing questions

Classroom dynamics
pairwork

Time taken
30 minutes

When to use
after Listening Focus, Activity 6, page 18

Preparation
Make one copy of the worksheet for the class, cut into cards (or one copy per 12 students for larger classes).

Procedure
1 Put students into pairs and explain that you are going to give each pair a card with a discussion point on it. Explain that the aim of the activity is to discuss the topic and both keep talking until told to stop. Tell students that they can invent an answer, or lie, if they want, but they should not stop talking!
2 Hand out one card to each pair in the class. In classes or groups of 12, all the cards will be used. In smaller classes, keep back the spare cards and during the change-over of cards, you can swap questions.
3 Once all the pairs have a card, say 'go'. Students should then read aloud their question. First, they need to decide what preposition needs to go in the gap. Ask them not to write on the cards, but to orally complete each sentence. They must then continue discussing the topic on the card until you shout 'change'. This should be after around 2–3 minutes.
4 Students then pass their card to the pairs sitting next to them. This process is repeated until all the pairs have discussed the six topics.

www.frenglish.ru

Answers

1 at 2 to 3 about 4 of 5 for/with 6 about

2B The complete article

Aim

to practise understanding text structure, cohesion and coherence

Exam link

Reading and Use of English, Part 2

Activity type

completing a text using appropriate sentences

Classroom dynamics

groups of four or six

Time taken

20–25 minutes

When to use

after Reading focus, Activity 10, page 20

Preparation

Make one copy of the first page of the activity for each student in your class. Make one copy of the second page for each group of four–six students in your class and cut it into cards.

Procedure

1 Organise your class into groups of between four and six students. Give each student a copy of the article. Tell them to quickly read through the gapped text and choose the most appropriate title (A–C) at the top of the worksheet. Elicit the answer from the class (title B).

2 Give each group a set of cards. They should distribute these among themselves. Once they have their cards, they should not show them to one another.

3 Explain that the aim of the activity is to decide where in the article the sentences on their cards will go. Tell students that there is one card which does not fit any of the gaps.

4 One student should read out one of their sentences. In their group, they then discuss where they think the sentence goes in the article. They will need to look at the sentences preceding the gaps, the sentences following the gaps or, more commonly, both. They should use pronouns and key words such as nouns and verbs to help guide them.

5 When they have made their decision, they write the sentence letter (A–L) in the appropriate gap in the article. The sentence card is then put aside.

6 The above steps are repeated until students have chosen a sentence for each gap.

7 Go through the answers with the class. If there is any disagreement among students, encourage them to try and justify their answers.

Answers

1 J 2 F 3 H 4 K 5 D 6 G 7 A 8 I 9 B
10 E 11 C

Card L is not used.

2C Perfect pairs

Aim

to practise adjectives used to describe feelings; to review the present perfect, past simple, *used to* and *would*

Exam link

Reading and Use of English, Parts 2 and 3

Activity type

a card game requiring students to complete sentences with appropriate words

Classroom dynamics

pairwork

Time taken

15–20 minutes

When to use

after Use of English focus, Activity 6, page 23

Preparation

Make one copy of the Part A worksheet, and one copy of the Part B worksheet for each pair. Cut up the Part B worksheet into cards.

Procedure

1 Organise the class into pairs and give each one a copy of the Part A worksheet. Tell students to read the sentences and complete the gaps using one of the words in the box. They can only use each word once. Check answers as the class.

2 Tell students to put aside Part A of the worksheet for the time being. Hand out Part B, cut up into cards, to each pair. Give students time to complete the sentences using the correct form of the words in bold. Check answers as a class.

www.frenglish.ru

3 Tell students that they are now going to have a competition to make pairs of sentences. The winners are those who find all the pairs first. Students should now have Part A of the worksheet in front of them and Part B cards in a pile on their desks. Tell students to take a card, and then match it with a completed sentence in Part B. This continues until all of the sentences have been matched.

Answers

Part A

1 since 2 recently/already 3 ever 4 used 5 would
6 already/recently 7 yet 8 for 9 use 10 never

Part B

A surprising B upset C amusing D excited
E nervous F confusing G exhausted H scared
I annoyed J boring

Pairs

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

3A Quantifier chain

Aim
to review countable/uncountable nouns and quantifiers

Exam link
Reading and Use of English, Part 2

Activity type
matching halves of sentences

Classroom dynamics
groups of three (or groups of four with bigger classes)

Time taken
15–20 minutes

When to use
after Grammar focus, Activity 8, page 28

Preparation
Make one copy of the worksheet per group, cut up as indicated.

Procedure
1 Divide the class into groups of three or four and give each group a set of cards. Ask the groups to deal out the cards equally among themselves.

2 Explain to students that they are going to create a string of cards by matching halves. The activity is as follows. The student with card 1 starts and places it on the table. The student sitting to the right looks at the cards in his/her hand and tries to find one which can be matched with either side of card number 1. If the student has a card, s/he should place it down in the correct place. (The other students in the group should also check if they think the card is correct, and if not, must say so.) If the student doesn't have a matching card, they miss a turn.

4 This process is repeated until all the cards have been matched. (The last card should match card 1.) If a student gets rid of all of his/her cards before the others do, they win the game, but should continue to check that the other cards being placed are correct or not.

5 Ask students to focus on all of the quantifiers highlighted in bold and decide whether they describe a large quantity, or a small quantity, and whether or not it is being used with a countable or an uncountable noun.

Answers

1, 12, 3, 2, 11, 8, 7, 4, 10, 5, 6, 9, 7

3B Choose an activity

Aim
to practise organising a discussion, expressing/justifying opinions and reaching a decision

Exam link
Speaking, Part 3

Activity type
collaborative speaking task

Classroom dynamics
groups of four, divided into pairs

Time taken
25–30 minutes

When to use
after Speaking focus, Activity 10, page 29

Preparation
Make one copy the worksheet for each pair of students in your class.

www.frenglish.ru

Procedure

1 Organise students into groups of four. Then organise each group into pairs. Give each pair a copy of the worksheet. Explain that these show different activities that people often pay to do as part of an activity day or weekend. Briefly go through the pictures with your students, asking what is happening in each one (1 hot-air ballooning; 2 skydiving; 3 horse-riding; 4 having a dance lesson; 5 having a cookery lesson; 6 enjoying a day at a health and beauty spa; 7 driving a sports car around a racing track; 8 going on a guided tour in an art gallery/museum; 9 going for a ride in a stunt plane; 10 bungee jumping; 11 sailing; 12 white-water rafting).

2 Tell students to imagine that they can 'give' one of these activities as a present for the other pair of students in their group. Together, they have to decide which activity is the most interesting, and which one they would like to give to the other pair. They can only choose one activity.

3 Write these questions on the board to help students discuss the activities in more detail.

– *Why might these activities be attractive to young people (or not)?*

– *Which do you think is the best activity for the other people in your group?*

4 In their pairs, students discuss the activities. Encourage them to create a shortlist of five or six activities, before deciding on just one. They should try to do this without the other pair hearing their choices. Set a time limit of about 10 minutes for this.

5 When students have made their decisions, ask them to present their choice to the other pair of students in their group. Students listen to each other's decisions, and say whether they are good choices or not.

3C That's me!

Aim

to practice using multiple-matching reading techniques

Exam link

Reading and Use of English, Part 7

Activity type

reading a text and matching sentences to it

Classroom dynamics

groups of four

Time taken

30 minutes

When to use

after Reading focus, Activity 6, page 30

Preparation

Make one copy of the worksheet for each student. Cut up the worksheet as indicated into five sections.

Procedure

1 Ask students what kind of restaurants they like to eat in. Then, ask how they would find out about places to eat when they go somewhere new on holiday. Tell students that they are going to read about four different restaurants in a place called Holbox Island in Mexico.

2 Organise the class into groups of four and give each group a copy of Part B of questions 1–8. Give them two minutes to read through the questions together, and decide on the key words.

3 Next, give each student a text (A–D). Explain that they are going to have a reading race. Students should scan their text, trying to answer the questions. They should not write on their texts.

4 After one minute, say 'stop'. Students should place the texts face down on the table. Then, say 'go'. Students should pick up another text, which they haven't read, and scan it to find answers to questions 1–8.

5 This continues until one of the students has found information for all of the questions. Students should be aware that they can pick up the same text more than once during the game if they would like.

6 Give students some time to compare their answers and justify their choices to their group.

7 Go through the answers with the class, identifying the sections of the texts which provide the correct answers.

Answers

1 A (*why is it good to only have four options? You are guaranteed to be served food with only the freshest of ingredients, as they are bought daily for the dish of the day.*)

2 D (*The view from the restaurant is truly amazing with the clear blue sea just metres away.*)

3 B (*There are many options for vegetarians and vegans.*)

4 C (*The Lemon is especially famous for its Mexican breakfasts.*)

5 B (*they have a wide range of tapas-style dishes which can be eaten with your hands*)

6 D (*delicious homemade pancakes with chocolate*)

7 A (*Voted number one by customers.*)

8 D (*The Mandarin restaurant is part of the hotel, Turtle House.*)

www.frenglish.ru

4A Tell us more

Aim
to review narrative tenses and to practise asking questions

Exam link
Reading and Use of English (all parts)

Activity type
completing a story with appropriate tenses; asking questions to elicit further information

Classroom dynamics
groups of four, divided into pairs

Time taken
30–35 minutes

When to use
after Grammar focus, Activity 7, page 40

Preparation
Make one copy of both worksheets for each group of four students.

Procedure
1 Organise students into groups of four. Then organise each group into pairs (A/B and C/D). Hand out worksheets A/B and C/D to students. They should not show their worksheets to the other pair.

2 Explain that their worksheet contains sections from a story. Students A and B have the first half of the story, and Students C and D have the other half.

3 Students work in pairs to put the verbs in brackets in the correct tense (past simple, past continuous or past perfect). At this stage, they should not worry about the word 'Pause' after each section. Allow approximately ten minutes for this. Monitoring and give guidance if necessary. Check answers as a class.

4 Each pair of students takes it in turns to read their story to the other pair. Students A and B start. When they get to 'Pause', they should stop. They can only continue if Students C and D ask a relevant question to 'prompt' them to continue. Students A and B will know if the question is suitable because of the way their story continues. If Students C and D cannot think of a suitable question, Students A and B can help them.

5 When Students A and B finish, Students C and D read their part of the story, while Students A and B ask questions. This continues until the story has been read out.

6 In their groups, students discuss how the story could finish. Give them about five minutes to prepare an ending.

7 Ask each group to present their ending to the rest of the class. After every group has presented their ideas, ask the class to vote on the best ending.

Answers

Students A and B

1 was listening 2 rang 3 met 4 were studying
5 found 6 was saying 7 was whispering 8 asked
9 felt 10 was looking forward to 11 had lived
12 was 13 had rained 14 had splashed
15 was standing

Suggested questions

Pause 1: Who was calling?

Pause 2: Who's Samantha?

Pause 3: What did she want to say?

Pause 4: Why was she whispering?

Pause 5: Why did she want you to go there?

Pause 6: Where does she live?

Pause 7: How did you get there?

Pause 8: What did you see?

Students C and D

1 was standing 2 had gone 3 had locked 4 saw
5 had 6 was holding 7 got/was getting 8 looked
9 had seen 10 heard 11 was throwing 12 was barking
13 explained 14 suddenly stood up 15 simply ran/had simply run

Suggested questions

Pause 1: What was she doing?/Why was she standing outside in the rain dressed like that?

Pause 2: Who's Roger?

Pause 3: Why was she holding a tennis racket?

Pause 4: What kind of look?

Pause 5: What did you hear?

Pause 6: Where was he?

Pause 7: What was he growling at?

Pause 8: Had she called the police?

4B A journey around the world

Aim
to practise listening for detail; to review narrative tenses in context

Exam link
Listening, Part 2

Activity type
listening for detailed information

www.frenglish.ru

Classroom dynamics
small groups

Time taken
20 minutes

When to use
after Listening focus, Activity 6, page 42

Preparation
Make one copy of the worksheet for each group. Cut it into sections, as indicated.

Procedure
1 Organise the class into groups of three (labelling each student A, B, or C) and then hand out a text (A, B or C) to each student. Tell students they are going to listen to Max's story about his round-the-world trip.

2 Explain that in their groups, they should read sentences 1–9 and make predictions about what words are missing. Firstly, they should look at the type of missing word (e.g. noun, adjective, etc.) and then make guesses. These can be written at the side of the sentences, but not in the gaps themselves. Give students about five minutes to do this.

3 Then, ask students to read their part of the story and fill in any of the sentences which are relevant to their text. They should not show the text or the answers to the other members of their group.

4 Explain that they will now narrate their part of the story to the rest of their group. Student A should start, then B, then C. Each text should be read out twice, without interruption.

5 While listening, students try to complete their sentences.

6 Students compare their answers, and discuss what all the people in the story had in common. Check answers as a class.

Answers

1 Engineering 2 tips 3 detailed 4 enormous 5 culture 6 (a nearby) hotel 7 village 8 Italian 9 bus

What did all the people in the story have in common?

They were all at the carnival.

4C The right word

Aim
to review extreme adjectives

Exam link
Reading and Use of English, Part 5

Activity type
identifying correct answers and using these answers to reveal a hidden word

Classroom dynamics
pairs or small groups

Time taken
20–25 minutes

When to use
after Vocabulary focus, Activity 6, page 43

Preparation
Make one copy of Worksheet A for each pair/group and cut it into cards. Make one copy of Worksheet B for each pair/group.

Procedure
1 Organise your class into eight teams (these can be made up of pairs or small groups) and give each team a copy of Worksheet B.

2 Hand out one card from Worksheet A to each team. Students read the card, and try to answer one of the questions from Worksheet B.

3 Say 'change'. Each team should pass the card to another group. Again, students read the information on the card and try to answer a question from Worksheet B. This is repeated until all the cards have been read by all the teams.

4 Check the answers as a class. Focus students' attention on the adjectives they have chosen for each question (e.g. students should think of the extreme adjective that matches the adjective they circled for each question (e.g. 1 *hot*). Elicit the extreme adjective that means 'very hot' (*boiling*). Students should write *boiling* in the grid at the bottom of Worksheet B. Tell students to complete the grid with extreme versions of the other adjectives they have chosen for questions 2–8.

5 Students should then use the letters in the middle of the grid to reveal a new word: an extreme version of the adjective *scary*. The first team to reveal this word is the winner.

www.frenglish.ru

6 Finally, ask students in their pairs/groups to create their own paragraphs (similar to the ones in Worksheet A) describing a terrifying experience. Give them about five minutes for this. Students then share their stories with the rest of the class. Conduct a vote on the best or most interesting story.

Answers

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

The extreme adjectives to go in the grid are:

1 exhausted 2 deafening 3 enormous 4 boiling
5 freezing 6 terrible 7 fascinating 8 starving

The word revealed in the shaded spaces is *terrifying*.

5A Guess the word

Aim
to review shopping vocabulary

Exam link
Speaking (all parts)

Activity type
describing and guessing vocabulary

Classroom dynamics
groups of three or four

Time taken
20 minutes

When to use
after Vocabulary and Listening focus, Activity 6, page 49

Preparation
Make one copy of the worksheet per group and cut it up into cards as indicated.

Procedure
1 Tell students that you are going to describe a word or phrase without using any common words. Demonstrate the task with a strong student. Ask the student to come to the front of the class. Give the student a piece of paper with the word *LOGO* on it, and *Don't use: company, or product*. Ask the student to try an explain the word without using any of the words on the paper. The rest of the class should try to guess what word is being described.

2 Elicit phrases that can be used to paraphrase information, such as: *What I'm trying to say is …*; *In other words …*; *This is a type of …*; *It can be used for … .* Write these phrases on the board so that students can refer to them during the activity.

3 Organise the class into small groups. Hand out a set of cards to each group, which they should place face down on their desks. Students should take turns to pick up a card and describe the word or phrase in capitals without saying any of the words on the card. The other students in the group should guess what the word/phrase is. Encourage them to use some of the phrases on the board.

4 The activity continues until all the cards have been used and all the words have been described. The student who has guessed the most words in each group wins the activity.

5B Future connections

Aim
to review future forms and functions

Exam link
Reading and Use of English, Parts 2 and 4

Activity type
completing sentences in a dominoes-type game

Classroom dynamics
groups of three or four

Time taken
20 minutes

When to use
after Grammar focus, Activity 4, page 50

Preparation
Make one copy of the worksheet for each group of three or four students in your class and cut it into two sections as indicated. Cut the second section into cards along the dotted lines to make a set of eight dialogue cards.

Procedure
1 Organise the class into teams of three or four and give each team a 'Guide' card and set of dialogue cards.

2 Explain that the cards contain 14 short dialogues, each one containing a choice of two verb forms. The dialogue on the right side of each card can be matched with the dialogue on the left side of another card (not because of its content, but because the verb should have the same form and function). For example, if a sentence on the right side of one card describes a decision made at the time of speaking (using *will*), then the matching sentence on the left side of another card should do the same.

www.frenglish.ru

3 Ask students to look at card A2 and choose the correct verb forms (*I'll drive*). Ask students to decide what the function of sentence B is. They should use their 'Guide' card to help them decide. Elicit that speaker B on the card is making a decision while speaking. Point out to the students that this is the first function on the Guide. The functions are in the correct order.

4 Students should then look for another dialogue which has the same function – a decision made at the time of speaking – which will be on one of the sentences on the left hand side of another card.

5 They then look at the sentence on the right side of the card they have just selected and referring to the Guide card, choose the correct function and form. They continue doing this until they have joined all of their cards. The winning team is the first in the class to do this.

6 During the activity, make notes of any mistakes or difficulties the students have when choosing the correct form and give feedback at the end.

Answer key

The cards should go in this order: A, F, C, H, E, G, B, D

A2 (*I'll drive*) + F1 (*I'll make*): a decision made at the time of speaking

F2 (*we're having*) + C1 (*I'm meeting*): an arrangement

C2 (*leaves*) + H1 (*starts*): a timetabled event

H2 (*it's going to snow*) + E1 (*we're going to be late*): a prediction based on something happening now

E2 (*I'm going to look*) + G1 (*I'm going to buy*): an intention – something that has already been decided

G2 (*will be*) + B1 (*we'll love*): a prediction based on belief

B2 (we might go) + D1 (*might rain*): a possibility

5C In other words ...

Aim

to review words and expressions used to link ideas and express opinions in an essay

Exam link

Writing, Part 1

Activity type

identifying words and expressions with similar meanings and/or functions

Classroom dynamics

pairs or small groups

Time taken

15–20 minutes

When to use

after Writing focus, Activity 8, page 56

Preparation

Make one copy of the worksheet per student. Cut it into two sections (the essay and the crossword).

Procedure

1 Organise the class into pairs or small groups and ask them to discuss the following statement: *Fast food adverts should be banned because they promote an unhealthy lifestyle.* Give students five minutes to talk before getting feedback from the whole class.

2 Hand out a copy of the essay to each pair/group and ask them to read it to see whether it makes any of the same points they had during their discussion. They should then discuss whether or not they agree with the essay.

3 Tell students they are now going to focus on the linking words and expressions in the essay. Focus students' attention on Part B of the worksheet. Ask students to find and underline examples of the functions in the essay.

4 As soon as they think they have found all of the words/expressions, they should raise their hand. Give each pair/group a copy of the crossword grid. They should use the words/expressions they have found in the essay to complete it, according to the clues given.

5 The winning team is the one to complete the crosswords correctly first.

6 Go through the answers with the class at the end of the activity.

Answers

- introducing an opinion: In my view, I believe, as far as I'm concerned
- showing a contrast with something you've said: However, Nevertheless, In spite of
- adding extra information: As well as, In addition to
- saying something is obvious: Clearly
- showing the order of various points: First of all, secondly
- summarising the writer's opinion: On balance, In conclusion

Crossword

1 However 2 In spite of 3 In addition 4 in my view
5 secondly 6 nevertheless 7 in conclusion 8 on balance
9 as well as 10 clearly

www.frenglish.ru

6A Work and study

Aim
to practise useful language to introduce ideas; to give students fluency practice

Exam link
Speaking, Part 4

Activity type
ordering phrases and using them to introduce ideas during a discussion

Classroom dynamics
pairwork

Time taken
15 minutes

When to use
after Vocabulary and Speaking focus, Activity 12, page 59

Preparation
Make one copy of the worksheet for each pair, cut up as indicated.

Procedure
1 Explain to students that they are going to answer some questions together, but before this, they will look at some phrases to use during their discussions. Give each pair a set of cards (Part A of the worksheet) which they should place face down in front of them.
2 Tell students that they are going to have a discussion about teenagers in relation to work and money. Hand out the Part B cards. Students should also put these face-down in front of them, in a separate pile.
3 Say 'go'. Students turn over a Part A card and a Part B card. Students should then discuss the question for as long as possible, trying to naturally use the phrase on the Part A card. After two minutes, say 'stop'. Students should make a note of who first used the Part A phrase correctly during the discussion. That student wins the round.
4 This continues until all the cards have been turned over. Monitor and make notes on any errors students make during their discussions for later feedback.
5 At the end of the activity, students add up their points and the one with the most is the winner. Follow up with feedback on students' use of language.

6B 5, 4, 3, 2, 1

Aim
to review grammar and vocabulary from Unit 6

Exam link
Reading and Use of English, Part 4

Activity type
rewriting sentences using key words

Classroom dynamics
groups of four or five

Time taken
15–20 minutes

When to use
after Grammar focus, Activity 4, page 65

Preparation
Make one copy of the activity for each group of four or five students in your class and cut it into cards.

Procedure
1 Organise the class into teams of four or five and give each team a set of cards. They should spread these out on their desk so they can see them. Explain that each card contains a pair of sentences. The second sentence in each pair needs to be completed with between one and five words so that it has a similar meaning to the first sentence. For cards where two to five words are required, there is a word in capital letters which must be used in the sentence (and counts as one of the words needed). For cards where only one word is required, no word in capitals is given. Point out that contractions count as two words.
2 Explain that the aim of the activity is to be the first team to complete the sentences and to then put the cards into five separate groups: one set where five words were needed to complete the sentence, one set where four words were needed, one where three were needed and so on. There will be three cards in each group. The students can do this any way they like, but the best method would be for them to organise their team into two pairs/groups. They can then take cards at random, complete them in their pair/group, show their card to the other students to check the answers, and then put the card into its appropriate group.
4 Set a time limit of 15 minutes. The winning team is the first team to put all the cards in the correct groups.

www.frenglish.ru

Answers

Five words

1 has been out of work **4** way to stay ahead of **5** isn't / is not as slow as

Four words

7 is the most ambitious **13** least favourite day of **14** a real sense of

Three words

2 out of order **10** less expensive than **12** on my own

Two words

3 get/come in **6** started out **9** started/set up

One word

8 supposed/meant **11** went/got **15** need/have

6C The right register

Aim

to review and practise useful words and phrases for writing a letter of application

Exam link

Writing, Part 2

Activity type

correcting the register in a semi-formal letter using appropriate words and phrases

Classroom dynamics

pairwork

Time taken

15–20 minutes (60 minutes with the suggested follow-up activity)

When to use

after Writing focus, Activity 5, page 66

Preparation

Make one copy of the worksheet for each pair of students, and fold where indicated.

Procedure

1 Organise your class into pairs and give each pair a copy of the worksheet. Tell them to read the advertisement. Elicit the kinds of things which should be included in a letter to Thomas Barker.

2 Tell students to read the letter of application quickly and check if their ideas were correct.

3 Ask students if they can identify what is wrong with the letter in terms of the language used. Elicit that the register is inappropriate. The writer has used informal words and phrases that should not be used in a semi-formal letter of application.

4 Ask students to identify and replace the inappropriate words/phrases with the more appropriate ones from the box at the bottom of the page. They should cross out the words/phrases that shouldn't be there and write the appropriate ones above them. Set a time limit of 10 minutes, then tell them to stop and compare answers in pairs. Check answers as a class.

5 As a follow-up task, you could ask students to write their own letter of application for the job, using some of the formal language in the model. Once completed, get students to read each other's letters and then vote on who would be likely to get the job.

Answers

~~Hi Thomas~~, **Dear Mr Barker,**

I ~~want~~ **am writing** to apply for a job helping young people in the area acquire valuable skills. I saw your ~~ad~~ **advertisement** on your website yesterday and ~~reckon~~ **believe** I would be ~~great~~ **suitable** for this post.

I am a 20-year-old German student ~~now~~ **currently** studying at the Bambridge School of English. I have several hobbies and interests but ~~I'm absolutely mad about~~ **I particularly enjoy** photography. I have been a keen amateur photographer for ~~ages~~ **several years** and recently I have started selling my photographs through online picture libraries. This ~~does not make me a fortune~~ **is not especially profitable**, but it has allowed me to ~~make a bit of cash on top of the money I make~~ **supplement my income** as a part-time tour guide. I ~~guess~~ **believe** that other ~~kids~~ **young people** would like to sell their pictures online, and I could show them how to do this.

If you ~~say yes to~~ **accept** my application, I ~~could come over~~ **would be available** two or three evenings a week after six o'clock, and for a few hours on either Saturday or Sunday.

~~It would be fantastic~~ **I would be grateful** if you could ~~tell me how much you'll pay me~~ **let me know your rates of pay**. You can ~~drop me a line~~ **email me** at klaus_weber12@bty.de or ~~give me a ring~~ **call me** on 0878983665.

~~Let's speak~~ **I look forward to hearing from you** soon.

~~Bye~~, **Yours sincerely,**

Klaus Weber

www.frenglish.ru

7A Three of a kind

Aim
to review adjective prefixes and suffixes

Exam link
Reading and Use of English, Part 3

Activity type
a board game involving completing sentences using appropriate word forms

Classroom dynamics
pairwork

Time taken
15–20 minutes

When to use
after Speaking and Use of English focus, Activity 10, page 71

Preparation
Make one copy of the worksheet for each pair.

Procedure
1 Organise the class into pairs. Give each pair a copy of the worksheet. Tell students that the aim of the game is to get three of a kind by choosing sentences from columns one, two, and three which use the same prefix or suffix. Focus students' attention on item 7 in Column 1. Elicit that the missing word is *uncomfortable*. Elicit that G in Column 2 and 7 in Column 3 also need the prefix *un-* to complete the words (G *unfriendly,* 7 *undo*). So, 7 – G – 7 would form a row.

2 One student in each pair starts by choosing a sentence from any column and completing the sentence using the word in capital letters with an appropriate prefix or suffix. If their partner agrees that the words are correct, they can 'take' that square.

3 It is then the other student's turn. The student can either choose a sentence with a different prefix or suffix in order to try and make their own three of a kind, or try to block their partner by choosing a sentence from one of the other columns which uses the same prefix or suffix. This continues until all the squares have been taken.

4 At the end of the activity, the students should add up points. The points system is as follows: 10 points for three of a kind; 5 points for two of a kind; 1 point for one sentence correctly filled in.

Check the answers as a class and find out which students had the most points.

Answers

Column A	Column B	Column C
1 informal	C incorrect	2 inexperienced
2 impolite	E impossible	3 impatient
3 careful	F peaceful	4 painful
4 irregular	A irrelevant	6 irresponsible
5 dishonest	D discontented	1 dissatisfied
6 hopeless	B cheerless	5 useless
7 uncomfortable	G unfriendly	7 undo

7B If you could guess …

Aim
to practise zero, first, and second conditional structures

Exam link
Reading and Use of English, Parts 2 and 4

Activity type
finishing and guessing halves of sentences

Classroom dynamics
whole class

Time taken
30 minutes

When to use
after Grammar focus, Activity 7, page 73

Preparation
Make one copy of the worksheet for each student.

Procedure
1 Hand out a worksheet to each student and ask students to complete the sentences in the 'My answers' column. Monitor at this point and guide students if they make errors. Make notes so that you can give feedback on language errors at the end of the activity.

2 Ask students to stand up and mingle with as many people in the class as possible. Students should read one of their answers from the 'My answers' column to another member of the group. Students should listen and try to guess which sentence beginning from column A completes the sentence. Once they have guessed each other's full sentence, encourage them to ask follow-up questions to find out more information. Let students mingle for around 10 minutes, depending on the size of the class.

www.frenglish.ru

3 Organise students into pairs or small groups and ask them to tell each other about the most interesting or unusual information they heard about.

7C Options and answers

Aim
to practise reading for specific information

Exam link
Reading and Use of English, Part 5

Activity type
finding specific information in a text

Classroom dynamics
pairwork

Time taken
25–30 minutes

When to use
after Reading focus, Activity 4, page 76

Preparation
Make one copy of the worksheet per student.

Procedure
1 Organise the class into pairs and give each student a copy of the worksheet. Write on the board: *This article is mainly about …* . Ask students to read the article quickly and then in pairs, discuss what the article is about. Elicit answers from the class. (The article is mainly about how the colour of food can affect how much we enjoy it.)

2 Focus students' attention on questions 1–8. Ask them to look at the underlined sections of the questions and try to find a paraphrase/synonym of these phrases in the article. Check answers with the class.

3 Give students time to answer questions 1–8 and encourage them to underline where they find the answers in the text.

4 Ask students to compare answers in pairs, and to justify their answers. Ask students to self-reflect whether the work on paraphrasing helped them to choose the correct answers. Check answers as a class.

Answers

2 1 has an effect on our willingness to eat
2 the majority of people, ripe
3 natural
4 do not often occur
5 identical
6 what people expect
7 tomatoes (were) red

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

8A Tell me about …

Aim
to practise noun/verb formation; to improve fluency

Exam link
Reading and Use of English, Parts 3 and 4

Activity type
completing sentences with the correct word formation

Classroom dynamics
small groups

Time taken
20 minutes

When to use
after Vocabulary and Listening focus, Activity 10, page 81

Preparation
Make one copy of the worksheet for each group. Groups also need counters and a dice.

Procedure
1 Organise the class into small groups of four, and then into pairs, then give each group two counters and a dice. Tell each pair to put a counter on the Start square.

2 The aim of the game is to reach the Finish square by moving around the board and discussing the questions. Students take turns to throw the dice and move according to how many numbers they have thrown. When students land on a square, they should first complete the question with the correct options in italics. They should then discuss the question for at least two minutes with their partner. Other members of the group can ask extra questions to keep the conversation going.

3 Monitor carefully and make notes in order to give feedback at the end of the activity. Let the game continue for 20 minutes or until students reach the finish square.

www.frenglish.ru

Answers

2 inspire 3 invention 5 reduce 6 inform 7 design
9 affect 10 information 12 influence 13 reduction
14 influenced

8B What's happened?

Aim
to review the passive and causative *have*

Exam link
Reading and Use of English, Parts 2 and 4

Activity type
completing sentences based on information heard

Classroom dynamics
pairwork

Time taken
15–20 minutes

When to use
after Grammar focus, Activity 8, page 86

Preparation
Make one copy of the worksheet for each pair of students. Cut the Student A and Student B sections into separate parts.

Procedure
1 Organise students into pairs and give each pair a copy of the worksheet. Give each student either the Student A clues or the Student B clues.
2 Explain to students that they need to read each sentence (1–10) in pairs and try to complete the second sentence using a combination of one verb and one object from the boxes at the top of the worksheet. Students need to use the correct form of the verbs and use either the passive or the causative *have*. Student A should try to complete sentences 1–5. Student B should try to do sentences 6–10. If students need help, they can read their clues to their partner.
3 Once students have finished, check the answers as a class.

Answer key

1 had his wallet stolen 2 A strange animal was seen
3 will have a swimming pool built 4 car is being repaired
5 sports centre will be built 6 station; will be closed down
7 steak has been overcooked 8 is having her house decorated
9 homework was eaten 10 will have her hair cut

8C Give us a word

Aim
to review prepositional phrases and phrasal verbs

Exam link
Reading and Use of English, Parts 2 and 4

Activity type
replacing part of a sentence with a prepositional phrase or phrasal verb

Classroom dynamics
groups of four

Time taken
15–20 minutes

When to use
after Use of English focus, Activity 4, page 87

Preparation
Make one copy of the worksheet for each group of four students in your class. Cut it into two sections.

Procedure
1 Organise your class into groups of four and ask each group to divide into teams of two (Team A and Team B). Give each team a Team A or Team B part of the worksheet. They should not show these to the other team in their group.
2 Explain that the sentences they have contain words and phrases in bold which can be replaced with a prepositional phrase or phrasal verb with a similar meaning. The number in brackets after each sentence tells them how many words they need to use.
3 Before starting the activity, get students in their teams to try and guess what phrases or words could replace the bold sections.
4 Tell them that the aim of the activity is to replace the words and phrases in bold by 'collecting' the words they need from the other team. They will do this as follows:
- Team A gives Team B a grid reference, using their own grid as a guide (for example, *3C*). Team B tells them the word they have in that space on their grid, and Team A writes it on a separate sheet of paper.
- This step is then repeated by Team B.

www.frenglish.ru

- The two teams then take it in turns to continue doing this, giving grid references and writing down the words they are given.

As soon as a team thinks that some of the words it has been given form a prepositional phrase or phrasal verb to replace one of their phrases in bold, they delete the bold phrase and write the new phrase above it.

5 Give students about 15–20 minutes to complete the game, then review their answers. The winning team in each group is the team with the most complete phrases in place.

Answers

Team A

1 plan to **2** gone off **3** take care of **4** At the moment **5** has got a passion for **6** on purpose **7** take advantage of **8** in need of **9** For instance

Team B

1 tired of **2** on bad terms **3** good for you **4** up to a point **5** turn down **6** fell out **7** out of order **8** on my own **9** get rid of

9A My future

Aim
to practise using the future perfect and future continuous

Exam link
Speaking, Parts 1 and 4

Activity type
Discussing possible future events

Classroom dynamics
pairwork

Time taken
30 minutes

When to use
After Grammar focus, Activity 9, page 92

Preparation
Make one copy of the worksheet for each student.

Procedure
1 Write on the board: *By the end of this academic year, …* and elicit sentences using the future continuous or future perfect (e.g. *… I will be speaking more English, I will have taken my English exam*).

2 Hand out a copy of the worksheet to each student and ask them to fold it as indicated. Focus their attention on the 'My future' section. Give students 5–10 minutes to write notes about their own future next to the time expressions. Make it clear that they do not need to create full sentences at this point.

3 Once completed, put students into pairs. Students open their worksheet to see both sections. Students then take turns to say full sentences about their own future, using their notes. Their partner should write the sentences in the correct places on the 'My partner's future' section. Encourage them to ask follow-up questions to find out more information. For example,

A: This time next year, I will have finished university.

B: What do you want to do when you finish? Are you planning to take a gap year?

4 Go round and monitor, offering guidance and encouraging students to write down as much as possible about each other's future. When students have finished, give feedback on the use of the future perfect and future continuous.

9B Compare and contrast

Aim
to practise talking about pictures

Exam link
Speaking, Part 2

Activity type
comparing pictures

Classroom dynamics
small groups

Time taken
15–20 minutes

When to use
after Speaking focus, Activity 5, page 93

Preparation
Make one copy of the worksheet for each student. Also make an extra copy and cut into cards.

Procedure
1 Put students into small groups and give them a copy of the worksheet. Focus students' attention on the task written at the top of the worksheet, but not to say anything at this point.

www.frenglish.ru

2 Ask students to choose two of the pictures on the worksheet that they would like to compare and contrast. They must not tell other students in their group which pictures they have chosen.
3 Students take turns to discuss two of the pictures. They should not, however, use the name of the technology directly, or point to the pictures, but should talk more generally about what they can see. The other students in the group should listen, and then guess which pictures are being discussed.
4 This process is repeated until all of the students have completed the speaking task.
5 Ask students to discuss the following question briefly in their groups: *Which item of technology do you think is most useful and why?* After two minutes, elicit ideas from the class and find out if students had similar or very different ideas.

9C Technology interview

Aim
to practise using reported speech

Exam link
Reading and Use of English, Part 4

Activity type
discussing, reporting, and summarising a discussion

Classroom dynamics
pairwork and small groups

Time taken
30 minutes

When to use
after Grammar focus, Activity 7, page 96

Preparation
Make one copy of the worksheet for each student.

Procedure
1 Tell students that they are going to interview each other about technology. Hand out a copy of the worksheet to each student and ask them to read through the questions and think about their answers. Then give them five minutes to come up with three additional questions and write them in boxes 6–7. Monitor to ensure the questions are effectively written.
2 Put students into pairs and give them 10–15 minutes to interview each other. Tell students that they should make brief notes in the boxes provided, so as to recall what their partner said later.
3 Organise students into small groups (not with their original partner). Students take turns to report back to their group what they found out about their original partner. Model this first with the students as a whole class. For example, *I asked another student which technology she couldn't live without and she told me that she had to have her phone with her at all times.*

   Monitor and take notes on students' use of reported speech in order to give feedback at the end of the class.
4 Tell students that in their groups, they should write a short summary together about their general findings regarding the classes' opinions on using technology. Nominate a few groups to read their summaries to the rest of the class to see if any other groups came to similar conclusions.

10A All change!

Aim
to practise reading for specific information

Exam link
Reading and Use of English, Part 7

Activity type
identifying places on a map

Classroom dynamics
pairwork

Time taken
25–30 minutes

When to use
after Reading focus, Activity 6, page 103

Preparation
Make ten copies of both worksheets. Also make an extra copy of the second page and cut it into cards.

Procedure
1 Organise your class into ten teams (of individuals or pairs) and give each team a copy of the festival map worksheet. Explain that it shows the plan of an international festival site, together with a list of attractions (A–J). The aim of the activity is for students to match the attractions A–J with places 1–10 on the map from descriptions you are going to give them.

www.frenglish.ru

2 Give each team one of the Attractions cards. These describe the attractions at the festival and where they are taking place. The teams have two minutes to read their card, match it with one of the attractions, then write the appropriate letter A–J in the correct place on the map.

3 When the two minutes are up, call out 'all change'. Each team should pass their card to another team. They now have another two minutes to match the attraction on their new card with its place on the map.

4 Repeat this until all of the teams have seen all of the cards. Then give each team a complete copy of the Attractions page and review their answers. Ask them how they knew which description matched each attraction and award them one point for each correct match. The winning team is the team with the most points.

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

10B What's my job?

Aim
to practise answering personal questions

Exam link
Speaking, Part 1

Activity type
asking and answering questions in a role-play

Classroom dynamics
small groups

Time taken
25 minutes

When to use
after Vocabulary focus, Activity 6, page 107

Preparation
Make one copy of the worksheet for each group. Cut up the Part A section into a set of cards for each group.

Procedure
1 Put students into small groups (of no more than six people) and give each group a set of cards and ask them to put the cards face down in front of them. Explain that they are going to be given a job and that in the activity, they must role-play a character with this specific occupation. They should not mention the job title on the card or show it to other members of the group. Ask students to each take a card and look at the job they have been assigned.

2 Now give each group a copy of Part B of the worksheet. Each student takes turns to pretend they do the job on their card. Other students in the group ask questions 1–8, and the student being interviewed should answer the questions in character, without mentioning the job title.

3 When all the questions have been asked, the group tries to guess what was the job of the student being interviewed.

4 This process should be repeated until all the students have been interviewed.

10C The right place

Aim
to review definite and indefinite articles

Exam link
Reading and Use of English, Part 2

Activity type
completing texts with direct and indirect articles

Classroom dynamics
groups of four

Time taken
20–25 minutes

When to use
after Grammar focus, Activity 8, page 108

Preparation
Make one copy of the worksheet for each group of four students. Cut it into two sections.

Procedure
1 Organise your class into groups of four and ask each group to divide into pairs (Students A and B, and Students C and D). Give each pair a 'Students A and B' part of the worksheet or a 'Students C and D' part. They should not show this to the other pair in their group.

2 Explain that each paper contains two reviews for unusual restaurants. Ten articles have been removed from each review and placed into a box above the text. The aim of the activity is to put as many of these articles as possible back into the correct places in the texts. To help them, the articles in the box are in their correct order.

www.frenglish.ru

3 Students work in pairs on their texts, deciding where the missing articles should go. Give them ten minutes to do this.

4 When the time is up, they swap texts with the other pair in their group. They then check the answers given so far and make any changes they feel are necessary. They can also add any articles from the box that have not been used. Allow five minutes for this.

5 Students then discuss their answers with the other pair in their group, explaining (where necessary) why they have made changes.

6 Check answers as a class.The groups win one point for each article in its correct place (a maximum of 40 points is possible), and the group with the most points is the winner.

Answers

Shackleton's, Bramley Road

If you're looking for a lively atmosphere and delicious food, then Shackleton's would be **an** excellent venue. So what's so unusual about it? Well, **the** restaurant is located in **the** city's biggest prison, Wormville Marsh, and **the** staff are all convicted criminals serving time for **a** variety of crimes. Its popularity has resulted in **a** long waiting list, which probably makes Wormville **the** only prison in **the** world that people are trying to get into rather than out of. **A** truly unique experience that we highly recommend!

Bosworth's Diner, Clearwater

For big portions of food, it's well worth taking **a** short trip out of **the** city to Bosworth's Diner, situated in **an** old house on Clearwater's pretty High Street. And when we say big, we mean BIG! Bosworth's menu offers **a** variety of monster dishes, including **the** restaurant's signature dish, **an** 8,000-calorie pizza which is believed to be **the** world's biggest commercially available pizza! If you manage to eat all of it, you won't have to pay **the** bill. And after all that food, **a** long walk back home might be just what you need if you miss **the** last bus.

Monkey Business, Acacia Street

Whatever you do when you take your seat at Monkey Business, don't start eating **the** bowl of peanuts that has been put on your table. If you do, you'll be depriving **the** hard-working staff of their tip. As **the** name of **the** restaurant suggests, Monkey Business is partly staffed by ... monkeys! **The** owner, Michael Robertson, came up with **the** idea of using apes to supplement his staff of humans after visiting **a** similar restaurant in Japan. You order your food from **a** human waiter but it's **the** restaurant's monkeys that deliver it. Tipping them with **a** handful of peanuts will ensure that they don't jump onto your table and eat your food!

Blackout, Vernes Road

Blackout offers its diners **an** unusual dining experience: meals are served in **a** room with no windows, and all **the** lights are switched off. Consequently, you have to eat your meal in complete darkness. Apparently, this enhances your senses of smell and taste, which, in theory, is supposed to make **the** food on your plate taste better. All of **the** staff are registered blind people, and 20% of your bill is donated to **a** national charity for **the** blind, so eating here will help **a** lot of people. But let us give you **a** bit of advice: you're bound to spill **a** lot of food down yourself, so don't wear your best clothes!

11A Which present?

Aim
to practise describing an object

Exam link
Listening, Part 3

Activity type
a board game based on information that students listen to

Classroom dynamics
pairwork and whole class

Time taken
25–30 minutes

When to use
after Listening and Vocabulary focus, Activity 5, page 113

Preparation
Make one copy of the worksheet for each pair of students in your class. Also make an extra copy and cut it into cards.

Procedure
1 Organise your class into pairs and distribute one card to each pair. Explain that they should not show their cards to the other pairs.

2 Tell students to imagine that they have just bought the items on their cards as presents for friends or family members. Explain that they are going to tell the class about the presents. They will do this by preparing a brief introduction to their object, saying who they got the presents for and why, and what the present is useful for. Allow them 5–10 minutes to make notes about what they will say, but point out that they should not write down exactly what they will say. Students should plan to talk for a minimum of one minute and a maximum of two minutes about each item.

www.frenglish.ru

3 Ask them to return their cards to you, then give each pair a copy of the whole worksheet. Give them 3–5 minutes to read the texts, then tell them to cross out the presents they had on their cards. Again, they should not let other pairs see which presents they cross out.

4 One student from each pair tells the class about one of their presents. They should say who they bought each present for and why, but not what the present is. For example: *I've bought this present for my sister. She loves reading and she also goes camping a lot, so I think it would be perfect for her* (book light).

5 The other students in the class listen and try to identify which present is being described. When they do, they put a cross through that present. The aim of the activity is to cross out five presents in a row, horizontally, vertically or diagonally (they can include their own objects in this row but not until they have described them). The class shouldn't all get five in a row at the same time, so the first pair to raise their hands become the winners.

11B It might have been …

Aim
to review modals of possibility and certainty

Exam link
Reading and Use of English, Parts 2 and 4

Activity type
using past modals to say what might have happened

Classroom dynamics
pairwork

Time taken
20–25 minutes

When to use
after Grammar focus, Activity 7, page 114

Preparation
Make one copy of the worksheet for each student.

Procedure
1 Hand out a copy of the worksheet to each student in the class. Focus students' attention on the situations (1–8). Ask them to complete the comments with the names of people they know, famous people, actions, animals, etc. Encourage students to be as truthful or as creative as they like. Give students up to five minutes to do this.

2 Students then use one of the modal verbs from the box to create a follow-up comment for each situation. For example, the follow up to situation 1 could be *He might have been angry with me*. Ask students to write their follow-up comments at random in the circles at the bottom of the page. There should be one response per circle. Give students about 10 minutes to do this alone. Monitor closely and do some on-the-spot error correction while students are working.

3 Once students have completed all the comments, put students into pairs and ask them to swap hand-outs. Taking turns, students read aloud their partner's situations and try to find the appropriate follow-up comment. This should be done orally. Monitor carefully and make notes on any problems with the language or pronunciation.

11C Noughts and crosses

Aim
to review word formation

Exam link
Reading and Use of English, Part 3

Activity type
describing situations and guessing a word

Classroom dynamics
pairwork

Time taken
20–25 minutes

When to use
after Use of English focus, Activity 9, page 115

Preparation
Make one copy of worksheets A and B for each pair. Cut worksheet A up into a set of cards for each pair.

Procedure
1 Write these three words on the board: *health (adjective), active (noun), imagine (noun).*

Tell students that you are going to describe a situation with a word which you can't mention directly. It will be a form of one of the three words on the board and students must guess which it is and change it to the correct form.

Briefly tell students about an interesting or exciting activity you've done. Do not mention the word *activity*,

www.frenglish.ru

but elicit from students that this is the word you have been describing.

2 Put students into pairs and tell them they are going to play a game of noughts and crosses. Student A will be noughts and start the game, and Student B will be crosses. Hand out a set of cards (Part A) and the board (Part B) to each pair.

3 Student A starts by taking a card and describing what is on the card without mentioning the special word in bold directly. Student B listens and chooses a word from the board which they think might have some relation to the description. They should change the word appropriately (to the form given in brackets). If Student B is correct, they should put a cross in the square on the board. If not, Student A can steal the square and put a nought.

4 This process is repeated, taking turns, until all the cards have been used, or until one of the students completes a line of three on the board. This can be horizontal, vertical, or diagonal.

The winner is the student who has the most noughts or crosses on the board.

12A Story time

Aim
to review phrasal verbs

Exam link
Reading and Use of English (all parts)

Activity type
completing parts of a story which uses phrasal verbs

Classroom dynamics
individual, whole class, pairwork

Time taken
40 minutes

When to use
after Use of English focus, Activity 4, page 125

Preparation
Make one copy of the worksheet for each student.

Procedure
1 Tell students that they are going to create a story about a boy who cheats in a school exam. As a whole class, they will fill in parts of the story and invent the ending.

Give each student a worksheet and ask them to write their name at the top. Tell them to read the first section of the story only. Individually, they should complete this first part, using their imagination to complete the missing section.

2 Once completed, ask students to fold over the first box and pass the worksheet to the student sitting next to them.

3 Students should then complete the second section, fold it over, and pass it on. This process is repeated until all the sections have been completed. Point out that students must invent the end of the story by themselves. During the activity, monitor and give assistance where necessary.

4 Collect the stories and hand them back to the original student. Give students time to read the completed stories.

5 Put students into pairs. Write up the following phrasal verbs on the board: *get into, fall through, keep up with, go on about, run out of, come up, come across, look into, give away, come in, sit down.* Ask students to retell each other their full stories, looking at their paper as little as possible. They should try to use the phrasal verbs.

12B Regrets

Aim
to review the third conditional, *wish* and reporting verbs

Exam link
Reading and Use of English (all parts)

Activity type
rewriting dialogues/short stories using the third conditional, *wish* and reported speech

Classroom dynamics
groups of four

Time taken
15–20 minutes

When to use
after Grammar focus, Activity 6, page 128

Preparation
Make one copy of the worksheet for each pair of students in your class. You will also need dice (one per group).

Procedure
1 Organise your class into groups of four and divide each group into pairs (Team A and Team B). Give each team a copy of the worksheet, and give dice to each group.

www.frenglish.ru

2 Explain that each of the four boxes on the activity sheet describes a situation in two different ways: one using direct speech and one using reported speech. Tell students that they must complete the reported speech version in each box with words from the grid at the bottom of the page. Go through the first box as an example.

3 Teams take turns to roll their dice. The number they roll is the number of words they can select from the grid to write in *any* of the gaps. For example, if students roll a four, they get to select any four words from the grid, writing them in any sentence that they fit in. As one team uses the words, both teams should cross them out in the grid (one team cannot use words that have been used by the other). The aim is to put as many words as possible into the sentences.

4 Students do the activity for about 15 minutes, then tell them to stop and review their answers. The winning pair is the pair in each group to correctly insert the most words into the texts.

Answers

Joan **asked me if she could** borrow my camera and I **said** she **could**, but **warned** her **to be** careful with it. Now I **wish** I **had said** no. If I **had**, she **wouldn't have lost** it.

Pete **invited me to** see a rock concert with him on Saturday and I **accepted his** invitation. I also **offered to pay** for the tickets. I **wish** I **hadn't**. If I **had let** him pay for them instead, I **wouldn't have spent** all of my monthly allowance.

Harry **suggested going** for a picnic at the weekend. I **said** that I **thought** it was a great idea. I **wish** I **had refused to** go. If I **had**, I **wouldn't have caught** an awful cold.

12C Debate it!

Aim
to practise giving opinions, interrupting, and encouraging

Exam link
Speaking, Part 4

Activity type
competitive speaking activity

Classroom dynamics
small groups

Time taken
25–30 minutes

When to use
after Speaking focus, Activity 7, page 129

Preparation
Make one copy of the worksheet for each group. Cut it up into cards, as indicated.

Procedure
1 Organise students into groups and tell them they are going to take turns to debate with each other. They will have time to plan their arguments first.

2 Give each a set of Debate cards and Useful language cards. Ask them to put the cards in front of them. Then, ask each group to take the first Debate card. Give students three minutes to write some notes in preparation for the debate.

3 Ask each group to spread out the Useful phrase cards so that everyone can see the phrases. Ask students to start their debate. As they do so, they should try to include the Useful phrases. Whenever a student does so, he or she can pick up and take the card with the phrase which was used.

4 The debate continues for up to four minutes. At the end of this time, the student who has used the most Useful phrases wins the round.

5 The activity then continues with the next Debate topic. Students place all the Useful phrases back so that they can be used again and picked up. Students continue like this until all the Debate topics have been discussed.

6 At the end of the activity, give students some time to discuss which debates were most successful and why, and whether the phrases helped. Give some feedback on how well students took turns, and encouraged each other to take part in the discussion.

www.frenglish.ru

Audio scripts

Unit 1

01

A OK, well, I'm at college and still living at home, so, yeah, I see my mum and dad and my little sister all the time – too much, maybe! No, just joking – they're cool. We don't have a big, extended family but my grandparents live nearby, so I go round theirs once or twice a week. But there's one close relative I don't see at the moment – although we often chat online – and it really upsets me. That's my twin brother, Mark. He's studying in Canada for a year. I miss him loads. He's really enjoying his time away – but I'm not. I can't wait until he comes home in June. Big celebration time!

B I know a lot of people get pen friends from other countries when they're at school and some of them stay in touch for years and years. My sister-in-law is in her thirties and she still meets up with her French pen friend once a year! And another of my friends is engaged to her Italian pen friend! Other people find friends in other countries online – you know, they sign up for international student magazines and things. But for me, I think it's good to meet people face to face. It's the best way to get to know each other properly, don't you agree? So, I like to keep in touch with people I meet on holiday.

C Oh, it's so hard these days. So, the truth is, not often at all! You see, I've got a two-year-old daughter so, sadly, I've lost touch with most of my old friends – the ones who don't have kids and still work. Their lifestyles are so different to mine now and we rarely see each other. But I've got a few new friends: new mums I've met through our children. So, a couple of times a week we get together during the day and have a coffee or go for walks. I really miss my old friends though. But hey, that's life.

D Well, when you're young, of course, it's easy – there's school and clubs and places like that. And then when you're working, well, there are your colleagues. But it's when you get to my age – I'm retired and divorced – it gets harder to know quite how to make new friends. That's why a lot of older people get really lonely. Me personally? I'm OK. I belong to a drama club and I'm always meeting new people there. I would say that throughout life, people make friends because they've got similar interests.

02

N = Narrator B = Boy

1

N: You hear a boy talking about his family.

B: OK, well, I'm at college and still living at home, so, yeah, I see my mum and dad and my little sister all the time – too much, maybe? No, just joking – they're cool. We don't have a big, extended family but my grandparents live nearby, so I go round theirs once or twice a week. But there's one close relative I don't see at the moment – although we often chat online – and it really upsets me. That's my twin brother, Mark. He's studying in Canada for a year. I miss him loads. He's really enjoying his time away – but I'm not. I can't wait until he comes home in June. Big celebration time!

03

N = Narrator W = Woman M = Man

2

N: You hear a woman talking about friends from other countries.

W: I know a lot of people get pen friends from other countries when they're at school and some of them stay in touch for years and years. My sister-in-law is in her thirties and she still meets up with her French pen friend once a year! And another of my friends is engaged to her Italian pen friend! Other people find friends in other countries online – you know, they sign up for international student magazines and things. But for me, I think it's good to meet people face to face. It's the best way to get to know each other properly, don't you agree? So, I like to keep in touch with people I meet on holiday.

3

N: You hear a woman talking about meeting friends.

W: Oh, it's so hard these days. So, the truth is, not often at all! You see, I've got a two-year-old daughter so, sadly, I've lost touch with most of my old friends – the ones who don't have kids and still work. Their lifestyles are so different to mine now and we rarely see each other. But I've got a few new friends: new mums I've met through our children. So, a couple of times a week we get together during the day and have a coffee or go for walks. I really miss my old friends though. But hey, that's life.

www.frenglish.ru

4

N: You hear a man talking about making friends.

M: Well, when you're young, of course, it's easy – there's school and clubs and places like that. And then when you're working, well, there are your colleagues. But it's when you get to my age – I'm retired and divorced – it gets harder to know quite how to make new friends. That's why a lot of older people get really lonely. Me personally? I'm OK. I belong to a drama club and I'm always meeting new people there. I would say that throughout life, people make friends because they've got similar interests.

05

E = Examiner M = Marcos A = Adriana

E: Good morning, my name is Heather Morgan and this is my colleague Steve Jones. And your names are?

M: I'm Marcos.

A: And my name's Adriana.

E: Can I have your mark sheets? Thank you. First of all, we'd like to know something about you. Where are you from, Marcos?

M: I'm from Spain – from Mataro. It is on the coast, about thirty kilometres north of Barcelona.

E: And you?

A: I'm from Aquila. It's a town north of Rome in the centre of Italy.

E: What do you like about living in Mataro, Marcos?

M: Well, it is a very nice place to live. It is also easy to get to Barcelona.

E: And what about you Adriana?

A: Well, it is cool nearly all the year because it is in the mountains. It is also a lovely historic town with many old buildings. But unfortunately, we sometimes have serious earthquakes.

E: What do you enjoy doing in your free time, Marcos?

M: Well, I like playing beach volleyball in the summer, and in the winter I go skiing.

E: Are you interested in sport, Adriana?

A: Well, I am a keen tennis player. I train two evenings a week. And at the weekend I usually have a match.

E: And, Marcos, could you tell us something about your family?

M: Well, I have a big family and we get together every few weeks – uncles and aunts, my cousins. Or else I contact them on a social networking site.

E: And Adriana, do you prefer to see people in person or chat to them online?

A: For me, I prefer to see people face to face. But I have some friends who live a long way away, so the internet is a good way of keeping in touch.

Unit 2

06

These pictures show people who are trying to look different. I'd like you to compare the pictures and say how the people are feeling.

07

A Well, in the first photograph I can see a woman – she's at a hairdresser's. A girl has started to do something to her hair. I think she's changing the colour. The hairdresser is wearing dark clothes and she's concentrating on the woman's hair. She's lifting bits of hair up. She needs to be very careful. In the second photograph, we can see four girls. It looks like a fancy dress party or something like that. They are dressed up in pretty clothes – perhaps it's a party or a competition. The girls are different ages and behind them are some trees. I like the second picture best because I went to lots of parties like this when I was young. It was good fun.

B Let's see. Well, the first photograph shows a woman at the hairdresser's. Someone's doing something to her hair – like changing the colour. The second one is of a group of girls; they're dressed up in pretty white and pink costumes. They are probably at a party or in a competition. In both pictures, the people want to look different but the main difference between them is that in the first picture the woman wants to change her appearance permanently, to feel better about herself, whereas in the second the children are pretending to be a different person – just for fun! However, they all want to look good! As for how they are feeling, well, the woman at the hairdresser's looks a bit bored or tired– perhaps it's taking a long time! The children at the party, on the other hand, look very happy and excited. They're laughing. Perhaps they want to be in the photo! I would say that they're all having a good time!

08

I work for Saivon, the car company. Unfortunately, the company has had a lot of ups and downs over the years. It was popular in Eastern Europe but in the West people didn't like the cars very much. They had a bad reputation and people liked to make jokes about them – and not particularly good ones either – though that was before my time. One of them was: 'Question: Why do Saivons have heated rear windows? Answer: So you can keep your hands warm when you push them!'. People used to laugh at that! But things have changed a lot now.

You see, Saivon was originally a Polish company which started in 1935 but it joined Clarenti in 2016, and now the cars they produce are really good, classy cars. But at the beginning, Clarenti had to change what people thought about Saivons. And what they did was very clever. They didn't try to hide the past, which would have been ineffective. They had an advertising campaign in

www.frenglish.ru

2017 that reminded people of Saivon's poor reputation and made it funny. The advertisements worked very well and really helped improve people's opinions of the cars and, importantly, our sales! Saivon cars were suddenly fashionable and people started buying them. Now they have forgotten all about their poor image. It shows the difference good advertising can make.

In my opinion, a good advertisement must be memorable and that can be because of pictures or humour, like in the Saivon adverts. But for me, it's the music that can make all the difference to an advertising campaign. Also, using celebrities can sometimes help increase sales. Not always, I have to say – I remember an actor was used to advertise a chocolate bar a few years ago and sales actually went down! But do you remember the adverts for Yum yoghurt last year? Usually, adverts for yoghurts can be pretty boring but Yum yoghurt had a footballer eating it in an advert and dancing! Suddenly, yoghurt became number one on people's shopping lists. So, it appears that good advertising can change the image of anything – from yoghurts to cars!

Unit 3

10

1 Well, I'm really into acting. In fact, I just like being on stage full stop! It could be singing, acting, dancing – I think I've always wanted to be a performer and I know that somehow that's what I'll end up doing. It's amazing to be in front of an audience and make them laugh or cry! So, I've joined as many groups as I can to get a lot of experience. It would be so good to have a career that is my hobby, too. I know it's not going to be easy but I can't imagine doing anything else.

2 Well, I got into the sport when my family came back to Ireland, when I was a teenager. I've always been fascinated by Irish culture and keen on sport, so it was brilliant to find something that combined these things. It's an incredibly fast-moving game, and I became totally hooked on it. We play hard but players never deliberately hurt each other, like they do in football. And I think this is what really got me into the club – the fact that I could be in a team where it's all about playing by the rules, being fair. And, of course, it's never about the money – we play for the love of the game.

3 It's funny really, because I've never been that interested in working with my hands, but for some reason, I absolutely love doing this and being able to make my own designs is amazing. I realise it's important for me to do something that's not just practical – like everything else I do! I'm doing a course to learn the basics, but it takes a lifetime to become really good at it. I'm always phoning up my teacher for some advice. I make a lot of presents for my family and friends in my spare time.

4 I spend my days in a lawyer's office, dealing with very serious matters, but once a week I go to my class and can really let go. I love the music and the chance to dance. It was quite tough at first because the steps are difficult, but if you stick with it, then you can learn enough to have fun and not make a fool of yourself. The people in my group are really great, and from different walks of life, and I don't know how well we'd get on outside class. But for that hour, we're in a different world and passionate about what we're doing.

11

I love the Centre and I use it for a lot of activities. I go swimming there at least once a week and they've got a chess club too, so I play chess after school on Thursdays. They've got a great bowling alley and I sometimes go bowling there with my friends at the weekend. My mum wants to speak Italian when we go to Italy on holiday, so she's doing an evening class on that at the Centre and my little sister does karate there on Fridays. She's getting really good at it.

12

A: OK, let's begin with this one. I think it's great to enjoy reading. You can learn a lot about different people's lives and how they think. It's good to escape into another world. Do you agree?

B: Absolutely. As you say, it's good for learning about other people's lives. But the downside is when you read all the time. Some people read on their own in their rooms and never go out. And sometimes they get isolated. Don't you think?

A: That's a really good point. I completely agree. Also, sometimes people read to escape their problems when they should really do something about them. Let's go on to competing. What do you think about this?

B: Yes, the good thing about competing is that it gives people an aim, doesn't it? Something to focus on.

A: What you say about having an aim is really important, I think. Like everything, it's good to have something you are working towards. However, in my opinion, …

13

Let's go on to competing. What do you think about this?

Unit 4

16

Both pictures show people doing different activities on holiday. They're probably having a good time. I imagine both activities are interesting for different reasons. In the first picture the people are on a boat, going down a fast river – it might be in their own country or another one – and they're wearing jackets and hard hats to keep them safe because I guess it can be dangerous. In the second picture, however, the people are on a beautiful beach and they are lying in the sunshine. Some people are standing in the water. It looks as if it's very hot there because the sky is blue and there are beach umbrellas to protect the people.

www.frenglish.ru

The people in the boat are probably enjoying the speed and working together to go fast. The people on the beach are sunbathing or swimming because they want to relax and not do anything energetic. They might have busy jobs and this is a good way to relax for them. They might also like it because they can get a tan!

17–18

Hi, everyone. It's really good to be back here at school talking to you all! I was so happy when Miss Barnes, my old geography teacher here, invited me to come and tell you about my exciting year. I suppose you could call it my big adventure! Both she and Mr Green – I'm sure you all know him from his amazing maths classes – were in touch with me all through the year, giving me lots of homework to do!

It's tricky to know where to start, so I think I'll just begin at the very beginning. That was when my dad decided to take our family – that's my mum, me, my brother Matthew and my little sister Ella – on a trip around the world. It wasn't exactly a sudden decision, you know. He started planning it last January, but we didn't leave until July, after my exams in June. My dad wanted to give us first-hand experience of things you can't get from books or TV programmes – you know, things like the amazing smells coming from the Indian street food markets or the incredible light you get in the desert. They were right. In the Sahara it was amazing! And the real experience of meeting and making friends with people from different cultures – that sort of thing.

Getting around was fun. My dad had planned to take a camper van but in the end, we thought it would be more practical to fly between major destinations. So we went by plane. Then we used different kinds of public transport to get around within each country.
In some places it was cheap, overloaded buses and once it was camels. Mum panicked a bit on her camel, but I thought it was great fun!

There were so many wonderful experiences that it's hard to choose a particular highlight. I know that Matthew's dream was to swim with dolphins and he loved that, whereas Ella just adored riding elephants in Thailand!

There were some bad moments too. You can't go all round the world without any problems! One of the worst was in New Zealand. I tripped and hurt my ankle quite badly when we were doing some climbing and Matthew had a really close shave when we went sailing. We were travelling really fast and he fell into the water! Mum was screaming and dad nearly jumped into the water to go after him. Luckily, a friend of ours was in the boat behind us and he picked Matthew up. He was very lucky that we weren't close to any big rocks. Matthew was quite thrilled by the incident. He tells everyone about his narrow escape now!

Some people don't think it was a good idea for my parents to take us out of school for a year. I know what they mean but I think it was a wonderful opportunity. Every day we read about the places we were going to visit and we had classes with mum and dad every week to keep up to date with maths and stuff – thanks again, Miss Barnes and Mr Green! What we learnt during that year will definitely help us in the future and stay with us all forever. One of the most important things in my opinion was that we made lots of friends all over the world. When we were in China, I met a girl, Eva, and we email almost every day. Matthew met a boy from Mexico and he phones him at least once a week. It's great to have contacts in all those countries. Travelling is the best thing, and I hope you all have the chance to do a lot too.

Unit 5

21

1 There's this new shopping mall that's just opened in West Street and my best friend Kathy and I went there last Saturday, hoping to find lots of bargains in the shops. It's really well designed – lots of glass everywhere, which makes it feel very open. But the shops we went in were very expensive and there were no offers at all. As you can imagine, it was also very crowded on a Saturday morning and so it took a long time to get into the shops we wanted to see. We went home with empty bags and very tired!

2 I'd heard a lot about people buying things on online auctions but I'd never tried it myself. I mean, I buy things online a lot – it's useful and convenient, and you can get things very cheaply if you look carefully. But last week my daughter showed me how to buy something on an auction and it wasn't as difficult as I'd thought! Last night I went on an auction site and tried to buy a lovely old table. It was very cheap! I got quite excited but then, at the last minute, someone offered more money and I didn't get it. I got really disappointed!

3 My friends and I nearly always do our shopping in the malls in town or online, but once a month there's an outdoor market in the town centre. It's full of little stalls that sell fresh fruit and vegetables, and my mum loves to get food there. I've found a place there that sells amazing cheap hats and bags. Well, I *thought* they were amazing until I tried to take back a bag I bought because it had a hole in it – and they refused to give me my money back! I think I'll stick to buying things in shopping centres in the future.

4 I've just started sharing a flat with two friends and I needed a new light for my bedroom. So on Saturday we went to this store that sells everything for the house. It's really big and you can get lost in it! Well, we found the lighting section and I couldn't believe how many lights there were to choose from! I was there for an hour trying to decide which one to get. In the end I got the first one I'd looked at an hour before! At the exit they sold burgers. Sitting in the car with a beef burger was definitely the best part of the afternoon!

www.frenglish.ru

22

A: Everyone's buying books online these days. Obviously, it's affecting our sales. People still like to have copies and I think we'll always have bookshops, but we need to look at ways of getting people to come into the shop. We can't cut our prices, but maybe there are other things we can do.

B: OK, let's brainstorm some ideas. How about having a kids' corner – you know, where children can play while their parents are browsing?

A: I like it. We could also have some books for young readers that the children could look at.

B: Why not? And what do you think about having visits from some authors to talk about their new books?

A: Cool! People love seeing famous writers – and they could sign their books too.

B: And why don't we have a loyalty card – so people who shop with us a lot can get lower prices.

A: Excellent! And how about starting a small coffee bar so that people can take a break from shopping?

B: I'm not too sure about that. Do you really think we've got enough space?

A: Hmm … maybe you're right. It might be better to stick with the other suggestions. Now, you were saying that …

23

A: How long have you lived in London, Jacky?

B: My dad changed jobs last year and we moved here from a small village on the coast, Garthen.

A: I imagine it was difficult to get used to living in a big city!

B: At the beginning it was really difficult. It took a while to get used to all the noise and the traffic, and getting buses and the underground everywhere. Because in Garthen we walked everywhere! But, of course, one of the biggest differences is the shops!

A: Is that a good or a bad difference?

B: Definitely good – for me, that is. There's so much choice! Now I'm used to seeing loads of different types of shops on one street and shopping in big shopping centres. But in Garthen we had a couple of small shops and no big shopping centres or even supermarkets at all. It's the price of things that I can't get used to. You can get clothes very cheaply but food is really expensive! My mum isn't used to paying so much for vegetables in particular. Also, I'm not used to the crowds you get in shops here. Is everybody in the city really rich?! And another thing I'm not used to: how long the shops stay open. Some of them are open late into the night and sometimes all night!

A: Yes, a lot of shop assistants in London are used to working late and all weekend too. People often like to go shopping after work because they're very busy, so the shops stay open. You'll get used to it all in time!

Unit 6

24

employ, employer, employee, employment, unemployment, unemployed, employable

25

M = Maria A = Antonio

M: So, let's think about earning money, shall we?

A: Fine. I think that it's an important reason for doing a part-time job. Students need money, don't they?

M: Oh yes, because they don't have a salary. With a part-time job, like in the evenings or at the weekend, they can buy things like books or clothes, or pay for their phones.

A: That's a good point. Phones can be very expensive!

26

M = Maria A = Antonio E = Examiner

A: Right. Now, getting experience is another thing to consider.

M: Yes, I think that's important too. You learn lots of things about work. Like, you learn to be on time and to have responsibility.

A: Exactly. And it can also help you get a job in the future.

M: Yes, and this next point is very important as well. You can meet new people when you've got a job. And that's good for your social life.

A: But what do you think about time? Students need time to study, don't they? If they work too much, they'll be too tired to do their homework.

M: I don't think so. It depends on the job and how many hours they work. They need to be careful.

A: Yes, I agree. And not greedy for more money! Sometimes students get more interested in money than their homework.

M: That's a good point. One of my friends had a part time job at a leisure centre. He left college because he wanted to work there full time to earn a lot of money!

E: Thank you. Now you have about a minute to decide which point is the most important for students to think about when deciding whether to get a part-time job.

M: Right. Well, I guess they're all important, aren't they? What do you think?

A: I agree with you. You have to think about lots of things like these before you decide to get a part-time job. Which is most important though? Mm … for me, I think getting experience is the most important. Employers want people who have lots of experience. They don't only want people with certificates!

www.frenglish.ru

M: You're right. But in my opinion, time is very important. If you don't have time to study, you don't pass exams. And that's important for a job too.

A: OK. We've got different opinions, but that's alright!

27

M = Maria A = Antonio E = Examiner

M: That's an interesting question. To be honest, I've never thought about it before. But I suppose it isn't really a good idea. In my house everyone does a few jobs but we don't get pocket money for doing them. It's a part of living with other people – everyone helps out.

E: What do you think, Antonio?

A: Well, it all depends. If you're helping out in a big way – like spending a lot of time helping your dad do some building work in the house – then I suppose you should get paid for it. But in general, I agree with Maria – it's part of being a family, isn't it? Have you ever been paid for doing any jobs, Maria?

M: Come to think of it, yes – once! I helped mum clear the garden and I got some money for that. But in my country young people get weekly pocket money from their parents and nothing extra for chores around the house.

28

A: Well, that was interesting. Three very different candidates. My feeling is that Cameron has the best qualifications, and he's obviously the most experienced. But I felt he wasn't as enthusiastic as the others. What do you think?

B: Yes, I agree. My guess is that he's looking for a bigger practice – you know, with a wider range of challenges. He didn't seem very keen.

A: That's probably the reason. How about Karine?

B: She's the youngest and the least experienced. She only finished her training a year ago, but she seemed the most enthusiastic. She also seems to have much more interest in dealing with large animals. She has specific qualifications and I noted that she has lived on a farm for most of her life. However, she's less confident than the others.

A: Yes, I see what you mean. And finally, Hector.

B: Mm … He's only a little older than Karine but he expects a higher salary. His qualifications aren't as good as Cameron's, and I felt he was the least reliable of the three. He's probably the worst candidate we saw. So, decision time!

29

A: Well, I think I've made up my mind. I think Karine is the best candidate for the job.

B: Yes, I agree. And I'm sure she'll become more confident as she gets more experience.

30

Hello, everyone. I'm Jenny and, as you know, I'm here to talk to you about being an actress. I've been in the business for a long time and during my career I've appeared in a lot of plays and TV dramas – some successful, some not so successful! I'm currently working on a film called *Three Bridges*, which I hope is going to be really good. However, most of you might recognise me from *Blackfield Road*, the soap opera.

31

People often ask me whether I was well prepared for a career in acting. I think it's difficult to be prepared for any job, really. Your working life is so different from school or college – it's a real shock to the system! You go from having very few responsibilities to a life which is well- organised and people have more expectations of you. Most people have a fixed day and they have to be punctual – you can't just have a lie-in when you feel like it!

I knew quite a bit about acting before I started because my dad is an actor, so I'd been to some of his rehearsals and knew about the hard work acting involves. People think it's a glamorous job and yes, it's fun to dress up and put on make-up and, of course, getting out on stage is great – but it's very hard too.

At school we had this scheme where students in their last year spent two weeks getting work experience in a real work environment. One of my friends wanted to be a primary school teacher and she spent two weeks helping in a class of nine-year-olds. Another wanted to work in the media and so worked in a newspaper office. During my work experience I got to spend time in a theatre. It's an excellent system because you get to see what the reality of the job is – the practical side.

I was lucky because the actors were putting on a production of Shakespeare's *Romeo and Juliet*, and I spent two weeks with them while they were getting ready to perform. I helped out a lot backstage! I learnt all about how they built the set and how the costumes were made, but the most thrilling part was working with the lighting – that was new for me.

I spent three years at a drama school, which I'm very glad to have done. But after all that, my first job wasn't very glamorous at all. I had hoped to be given a part in a film, but instead it was a small part in a TV commercial – not for anything nice like chocolate, but cheese! I was working on a farm and they filmed me walking across a muddy field to feed the cows. Oh, and I was singing a silly song at the same time. Since then I've been lucky and had better opportunities. Also, I've just had some exciting news that I'd like to share! I'm rehearsing at the moment for another Shakespeare play in February. It's *King Lear* and I'm really looking forward to working on stage in a theatre again. It's great to have a real audience! But after that, in July, I'm in a series for Channel 5, called *The Suspects*. It's six parts and I think everyone is going to love it!

www.frenglish.ru

Unit 7

32

F = Felicia C = Caros E = Examiner

F: Well, let me see. This is a very interesting pair of photographs. They both show people with their possessions – things that are important to them. Both women are in their rooms and both have *lots* of possessions. The woman on the left has lots of clothes, while the woman on the right has lots of books. Her bedroom wall is full of shelves and the shelves are full of books! It looks as though they've both spent a lot of money on their possessions too. The woman with the clothes seems to be pleased – perhaps she's just bought a new outfit! Her bed is a little untidy too. The woman on the right looks very relaxed and thoughtful. Perhaps she's reading an interesting book. I think the two women have very different interests. One is interested in her appearance whereas the other is interested in reading. I'm sure she likes studying too. The clothes are important because they make the woman look good, I think – or maybe she likes collecting pretty things. The books are important because the woman likes reading and also she likes to keep books after she reads them. Perhaps she wants to read them again and again!

E: Thank you. Carlos, what's your favourite possession?

C: A book of old family photographs. My grandmother gave it to me. I love it!

34

1 Well, a rugby player I know told me how it helped him get over his injuries more quickly, so I thought I'd give it a try. So you have to take off all your clothes, except for a pair of shorts and a mask. Unless you wear a mask, your face will get frostbite! Then you go into this incredibly cold room. My first session just lasted three minutes. Five minutes is safe provided you get out quickly. If you stayed another three or four minutes, you'd be dead! It has helped my knees a lot but I know it won't last for ever. You should have regular sessions otherwise the pain comes back.

2 I had tried so many things to help with the pain in my back but nothing seemed to work until I went to the clinic. I wasn't really a believer – in fact, I thought it was nonsense, but I was ready to try anything as the doctors couldn't find what's wrong with me. It was strange lying there as someone stuck needles in different parts of my body. I noticed a big difference after one session, and after the third one the pain had disappeared. This doesn't mean that I am a convert to any alternative treatment, but this really worked for me.

3 Well, the theory is that any kind of weakness or injury appears directly in the iris. It has an interesting history: a Hungarian doctor noticed that when a bird – an owl, I think – hurt itself, a black mark immediately appeared in its iris. Of course, this was easy to see as owls have such large eyes. As the bird got better, the mark went away. The doctor then developed a map of the iris that related to different parts of the body to help with diagnosis. This is all very well, in theory, but a couple of recent experiments showed that the technique was only reliable half the time. This is a shame because it sounded a really interesting theory.

4 It's based on the idea, you know, that an illness can be cured if you take – in a medicine or tablet – a little bit of what caused it – like if someone is allergic to something. The trouble is, I just don't see how this works in practice. I mean, they use such tiny amounts that it's a bit like putting a spoonful of salt in the Atlantic Ocean! It's an interesting idea, and I'd like to believe it, but common sense tells me that this can't possibly be true. All the same, there are loads of people who think the treatment really works and believe that it has cured them – but maybe they would have got better anyway. We just don't know.

Unit 8

35

I = Interviewer C = Cathy

I: We all know that the reflectors we find in the middle of roads are called 'cats' eyes' because the inventor was inspired by the way cats' eyes reflect light in the dark. So, have we borrowed any other ideas from nature? Cathy Burrows has made a documentary about the topic and she's here with us today in the studio. Cathy, why did you decide to make a documentary about this subject?

C: Well, my friend and I were down by the river and we were admiring the dragonflies. My friend told me that the way they use their wings was the inspiration for the helicopter! It made me want to find out more about other ways the animal world has influenced different inventions. And the more I learnt, the more I wanted to pass this knowledge on to other people. I learnt so many interesting things that I decided to let other people know about them too – through a documentary.

I: I see. What sort of inventions do you cover in the documentary?

C: Animals have had an enormous influence on many things that man has invented or created – from transport and car design to architecture. For instance, scientists at Mercedes Benz wanted to find a shape for their new energy-saving car and decided to copy a tropical fish called the box fish. It has unusual scales and a strange square shape, but it can move round very efficiently. For a car, this means it uses far less fuel.

I: You also show how Japanese designers used the owl as an inspiration. Tell us more about that.

C: As you know, Japan is where the high-speed bullet train was invented. Japanese scientists have copied

www.frenglish.ru

nature for the design of the latest version. One of the difficulties they had was to reduce the noise the train makes at high speed. So, what they did was copy the way an owl's feathers are arranged on their bodies. Apparently, they are arranged so that they make as little noise as possible when they attack their prey. They also borrowed the shape of the kingfisher's beak for the train's nose because it is aerodynamic and beautiful to look at too.

I: That's very interesting. By the way, what's the story behind these new swimming costumes – the ones that record-breakers wear?

C: Oh yes, we look at that in the programme too. Basically, designers created swimming costumes from a material that copied the scales you find on shark skin. The problem is that it has been too successful! Loads of records have been broken by swimmers wearing them. Now they are banned because they give some swimmers too much of an advantage.

I: Right. Also in the documentary you talk about architecture. What sort of influence has nature had on architecture?

C: Well, a good example is the Eastgate Centre in Harare, in Zimbabwe. It copies the way giant ants control the temperature of their towers – where they live. Even in the hottest weather, giant ants keep the temperature the same by opening and closing holes. So the architects who designed the Eastgate Centre copied this idea for a natural method of air-conditioning. Because of this and the new type of paints and materials they used when constructing it, the building only uses a tenth of the amount of energy that most buildings of its size would need and that, to me, is really important.

I: And finally, did anything that you found out really surprise you?

C: Apparently, scientists have developed a very small spy plane that is used for surveillance – a bit like CCTV. It films and collects lots of information and though I found its use is pretty predictable, the fact that its wings are shaped just like a bat's was not! It's there in the air and we don't see or hear it.

I: Well, this is fascinating but I'm afraid that's all we've got time for, Cathy. However, if listeners want to find out more, then make sure you watch the documentary *Nature Study* at eight tonight.

36

S1 = Student 1 S2 = Student 2 E = Examiner

S1: OK, shall we start with this one?

S2: Put animals in zoos – yes, I think that's a good way. The animals are safe there, and they can have babies so they don't become extinct.

S1: Yes, you're right. But it depends on the zoo, I think.

S2: What do you mean exactly?

S1: Well, some zoos are very good and the animals have a lot of space but some zoos are small and I don't like to see the animals in small cages. But it's a way to protect them, I suppose.

S2: Absolutely! Shall we look at this one – about hunting?

S1: Oh, this is very important. People hunt animals for lots of things – food, fur, medicines. They must make laws to protect the endangered ones.

S2: I completely agree. The problem is, laws don't always work, do they?

S1: Sorry, could you say that again?

S2: Laws don't always work – people don't always obey laws.

S1: Yes, that's true. Well, they must make *strong* laws.

S2: When you say 'strong laws', do you mean heavy fines for people who don't obey?

S1: Yes, or even prison! OK, so what about this one – about building? Lots of animals are disappearing because we build houses where they live. It's a good way, but I don't think it's possible.

S2: Sorry, I don't follow.

S1: I mean, we can't stop building. People need homes.

S2: OK, true. But builders can be more careful where they build. It might be more expensive to find another place to build – but we mustn't be selfish.

S1: What do you mean?

S2: I mean we mustn't only think about ourselves. Animals were here before us. They are part of our world.

S1: Yes – and they will probably be here after us too!

E: Thank you. Now you have about a minute to decide which you think would be the best way to protect endangered animals.

S2: Sorry, would you mind repeating that, please?

E: You have about a minute to decide which you think would be the best way to protect endangered animals.

S1: So, we have to decide which is the best way. I don't think we can stop people building, can we?

S2: You're right, I'm afraid. And I'm not too sure about hunting either. We didn't talk about pollution, but I think that's really important. Think about the polar bears and how deserts are getting bigger.

S1: So, are you saying that you think that's the best way? Control pollution?

S2: I think it's a good way but it's very hard, isn't it? It's going to take ages.

S1: Sorry, I didn't catch that.

S2: It's going to take ages – a really long time.

S1: Yes, perhaps national parks and nature reserves are a better way at the moment. For me, they're better than zoos because the animals are still wild.

S2: I completely agree with you. Let's go for that one then.

www.frenglish.ru

Unit 9

38

Last weekend I went to see the Science Museum's living robot exhibition, Robotville, and I really enjoyed it. It was a collection of some extremely clever robots that have been made all over Europe. There are six zones you can visit, each showing different types of robots that have been designed to do different sorts of things. In total, there are twenty robots from many different countries – many of them have just left their laboratories for the first time! You could see each robot in the place it might work in in the future – you know, like a classroom or a doctor's surgery.

And next to each robot was their inventor, so you could ask them all sorts of questions and they were happy to answer them. They really enjoyed talking about the problems that they'd had and how they were going to improve the robots in the coming years. As well as seeing how new robots are being developed, you could also find out a bit about the history of robotics. I didn't know that the word *robot* was first used in the 1920s, not by a scientist, but in a play by a writer from Czechoslovakia, as it was called then.

Something else that was surprising was the variety of robots they had on display. They were so different. I mean, when you talk about robots, most people think about a machine that looks a bit like a human being but moves in an awkward way and says things in an odd, metallic sort of voice. At least that's what I think of! Well, at the exhibition there were so many different types. There was a robot fish, which I didn't expect to see at all – I mean, a robot fish?! And there was also a robot cat *and* a robot dog, which I thought was unusual because, surely, we want robots to help us with things like housework and stuff, not to give us extra work looking after them! But they say that in the future we'll want robots to keep us company as well as work for us. Apparently, the thing that older people complain about most isn't bad health but *loneliness* – and maybe robot pets can help with that; or, who knows, maybe even human-like companions! Wow!

I think this exhibition is really important. It makes us aware of how our lives might change dramatically in the next decade or two. Robots will definitely have a place in our houses – doing lots of different jobs. Cleaning is what people usually think of – you know, cleaning the carpets and so on, but I I didn't realise they would be able to do more complicated things like cooking as well. Also, looking maybe a bit further ahead, they'll do routine jobs such as taking the dog for a walk or picking children up from school. We may even see them in our classrooms as teachers! It sounds like science fiction but robots are already used in many places that we're not aware of. If you've seen any hospital dramas on TV, you've probably seen robots doing small operations, and we know that they are also used by the army to look for bombs or to bring injured people away from dangerous places.

This is really an exhibition that you mustn't miss – especially if you're interested in how our world is going to look in the future. It's open until six every day except Thursday, when it stays open until half past seven, but it won't be running next week. In fact, it closes this Friday. Take my advice and get down to the Science Museum soon.

40

1 We'll still be catching colds.

2 We'll still be suffering from heart attacks.

3 They'll have found cures for most of them by then.

41

Well, both pictures show people in situations where they are learning new skills. In the first picture there's a young girl in a car. She's got her hands on the … sorry, I don't know the word – it's what you use to control a car. I think it's her dad beside her and he's … what do you call it when you change the position of something? He's doing that to the car mirror; there's a special word for it – the mirror which lets you see the back? Anyway, I guess she's learning to drive and he's teaching her. She's probably seventeen or eighteen,whereas the people learning in the second picture are really young, maybe three or four, and they're at – I don't know the exact word for it – it's a school for very young children before they go to real school. They're listening to a teacher and she's showing them something in a book and saying something too. I think they're learning how to read. About how useful the skills will be in the future, well, I think, obviously, reading will still be important for everyone for a long time but driving, I don't know, maybe soon we'll have – oh, what's the word? Sorry, it's gone – a car with no driver? Then the skill of driving may disappear!

Unit 10

43

I think it depends on what it is. I prefer to look at sculpture or art on my own. Then I can stand in front of something for as long as I want. For instance, last week I went to a Monet exhibition and I spent half an hour in front of one painting! But I like going to the theatre with other people. You can talk about it afterwards.

44

N = Narrator W = Woman M = Man

1

N: You hear two friends discussing a remake of a film they have both seen.

W: What did you think of it then?

M: Well, normally I don't like romantic films, especially old ones, but as this was filmed locally, I thought I'd watch it. And I was pleasantly surprised – it actually made me cry!

W: I still prefer the original – it's a classic, and the main actors were just brilliant – much more believable than in this new version.

www.frenglish.ru

M: But this one uses excellent special effects and the music is beautiful, even if the acting wasn't up to scratch. And I love all those scenes filmed on the beach.

W: Just because there are familiar places in a film, that shouldn't influence your reaction to it!

45

N = Narrator W = Woman M = Man

2

N: You hear a woman talking about a favourite dish.

W: It's an ordinary and traditional recipe, but it's really tasty as well. It's called the King Fainted because the first time the king tasted it, he passed out with pleasure. I've never had that reaction! But I must admit it's one of my favourites. Anyway, there is no great mystery about making it; what you need are a couple of large aubergines – you know, eggplants – two or three peppers – any colour will do – a couple of onions and some garlic. Parsley is good if you have some in your garden. You then cut everything up finely and fry it gently in olive oil. You'll love it, just like the king.

3

N: You hear a man talking about a package holiday he and his wife went on.

W: How was Cuba?

M: Marvellous!

W: What was it like?

M: Well, our room was first class. The hotel had everything you can imagine, from dance classes to sporting activities, but we were happiest just sitting by the pool and chilling out in the sun. No stress – wonderful!

W: Did you go out at all?

M: Well, we did think of going into Havana on our own, but I didn't want to be walking around in the heat, so we decided to stay in the resort. I wanted to go on an excursion to a cigar factory, but Julie didn't want to be left on her own.

4

N: You hear a man talking about a place of natural beauty.

M: Well, it's an outstanding natural site and attracts a lot of tourists every year. There are these enormous columns of rock that come out of the sea – quite unbelievable, really. There's a legend that tries to explain it. It says that the columns are part of a road made by an Irish giant called Finn MacCool. Of course, the real story is that the rocks are the result of volcanic activity. I still like the story about Finn, though.

5

N: You hear a tour guide talking about the Charles Bridge in Prague.

W: When I take people to see the Charles Bridge, I mention the usual stuff – how it was built, its length and so on. This is all so well-known people start falling asleep. So then I like to point out details that aren't that obvious. For instance, that one of the towers has the carving of a servant woman. She was just an ordinary servant, but she helped King Wenceslas IV escape from prison. Or I'll point to the exact spot on the bridge where the people of Prague beat back an enemy army. Stories like this make people wake up and feel that the tour is special.

6

N: You hear two friends talking about a competition.

M: So what was the cheese-rolling race like? Sounds amazing!

W: It was great fun! The competitors go to the top of the hill, which is really steep. Then the organisers roll an enormous cheese down the hill and everyone chases after it. It's really quite dangerous and one boy broke his arm. I didn't see it – I was just happy to get to the bottom without hurting myself.

M: It's surprising that there aren't more accidents!

W: A few years ago the cheese went into the crowd of spectators and hurt a lot of people. Imagine telling the doctor that you were hit by a cheese!

7

N: You hear a woman talking about her visit to San Francisco.

W: I'll always remember my trip to San Francisco. I really hate graffiti and tagging – I can't see the point of it – but the Mission Quarter has street art with a difference – not like mindless graffiti you normally see in cities. The area is full of fantastic murals that show people's everyday lives and the hopes and fears of the communities who live there. Of course, it was great to see the Golden Gate Bridge – it's such an icon – but the murals were a wonderful surprise, part of the actual culture of the place.

8

N: You hear a woman talking about her trip to a festival in Canada.

W: Well, it was quite an experience. It was a long way to go for three or four short performances – and there are hundreds of other people trying to get noticed too. I saw some really good shows but, obviously, I was there to demonstrate what I could do. You have a few minutes to make an impression and if you can't get a laugh out of your audience in the first few seconds, then your confidence goes. Anyway, it went OK and I survived, and I made a couple of useful contacts as well – with agents and club owners. I just hope I get some bookings.

Unit 11

47

1 Well, my uncle had one years ago, but the engines were really basic and they weren't very comfortable. It

www.frenglish.ru

didn't stop them from becoming an icon, did it? The new model is great and I like the way it has kept the fun of the original while bringing it entirely up-to-date. There are comfortable leather seats and loads of options that you can add. I just don't understand why someone would want to drive around in the original model – they must enjoy being uncomfortable or maybe it takes them back to when they were young.

2 Let's have a look, shall we? How much did you say you paid for them? Forty euros? Oh dear! Well, they can't possibly be real at that price. Look at the quality – it simply isn't there. There's no real protection for your eyes. They're just cheap plastic fakes. I know you're probably quite happy with them, because they look like the real thing, but it makes me really cross. The people who sell these shouldn't pretend that they're something they aren't.

3 I'm into gaming and I spend a lot of my time playing online. My favourite game is *The Sword of Evil*. When I first started playing at school years ago, the expressions of the characters were artificial and their movements were very unnatural, but my friends and I had a great time playing it. I was really looking forward to the latest version and it's true that the characters on the screen are, you know, virtual. They look very realistic and their expressions are so convincing too – just like real actors. The sad thing, though, is that it just can't recreate the excitement I felt when I first played ten years ago. I must be getting old!

4 We had a really brilliant time! We dressed up in seventies clothes and danced to music from that period. It was great! I found a lovely old green velvet evening dress that my mum had bought in France. Once upon a time, it was the height of fashion. I wore a pair of ridiculous-looking shoes in rainbow colours with stupidly high heels! Being fashionable must have been lots of fun back then and I think people were more adventurous. Nowadays, everyone is scared of looking different. It's a shame. I think that people knew how to have fun and life was a lot simpler in the seventies.

5 Usually I really hate the fashion for reality shows like this. Everything is done for the cameras, and you get all these awful people who are only interested in becoming famous – you know, becoming a celebrity – even though they have no talent for anything. It's hard to believe some of the things they do just to get noticed. It's pathetic! I don't know why people are so addicted to shows like this. But anyway, as I was saying, this one I saw was actually quite good. In the show, they made a typical family live the way people used to live a hundred years ago. It was interesting to see how they coped. Life must have been so much harder in those days.

48

A: Have you seen the photos Jenny's posted of her new flat? It looks amazing! She must be really happy.

B: Yes. She's been looking for the right place for ages. Do you know where it is?

A: No. But you can see a park through one of the windows. It might be on South Street, near Victoria Gardens? It can't be the place she was looking at in the centre. That one had a view of an office block.

B: You're right. Is she renting?

A: No, she's bought it.

B: Lucky her! It must have been expensive! It's a lovely area, South Street.

A: I think her parents might have given her some money.

B: Oh yes. She can't have paid for it all by herself – not on her salary. I love the way she's furnished it. That's a great style, mixing the old and the new. But she must have had some help – it looks very professional.

A: Yes, I agree. I think her brother might have helped with that – he's a designer.

B: I'd love to see it. Do you think she'll have a house warming party?

51

Yes, as you say, both photos show students in classrooms but they're very different classrooms. There are a lot more students in the first photo – whereas in the second photo there are only a few. The students in the first photo are at desks and sitting close to each other. Some of them are writing, so they could be doing an exercise or taking notes. In the second photo the students are at tables in a circle, with computers in front of them. The teacher is helping the students individually. I imagine the students in the first photo are a bit tired or bored. It must be a long lesson. They might not remember the lesson tomorrow! However, the students in the second photo look interested. It's a small group, so the teacher can help them. I would say that they're learning very well.

Unit 12

52

I married a Frenchman.

Together we won a Nobel Prize.

I also won a Nobel Prize for my work on chemistry.

I named a chemical element after my original country.

53

1 I wish they'd invented smartphones when I was younger. They would have been really useful when I was at school. There's so much useful stuff you can find out using smartphones – the kids today are really lucky.

2 For me, I wish we'd had faster trains when I was going to school. It took ages travelling every day. I had to get up really early and I never got home in time to watch my favourite TV shows.

3 I wish they hadn't invented e-books! I think it's terrible that soon we may never see books on shelves again!

www.frenglish.ru

The advantage is that with e-books you can take lots of books on holiday – but I don't think it's that important.

4 I wish my grandmother's generation had had better cameras. I'd love to have more pictures or even short films of her when she was young. We've only got a few black and white photos. It's a shame.

5 I know my children say I'm a grumpy old woman, but I wish they'd never invented mobile phones! Yes, it's important to get in touch with people quickly, but is it really necessary to talk for half an hour to your friend on the train, with everyone in the carriage listening to the details of how you spent your weekend?

54

I = Interviewer T = Tina

I: For those of you who don't know, the Big Bang Fair is a science fair that takes place in a different location in the UK every year. Our science reporter Tina Bradley went to this year's event. So, Tina, just why is the Big Bang Fair so popular?

T: Well, it's an amazing opportunity for young people to see how exciting science and engineering can really be. A lot of young people think of scientists as boring people in white coats; or they think that engineers spend their time repairing water pipes or underneath cars! The Big Bang Fair has loads of demonstrations, films and exhibitions to show what scientists and engineers can really do.

I: So, it's all about watching experiments and seeing how scientists do things?

T: That's part of it. There are some fantastic demonstrations and talks, but it's not all about watching and listening. It's about taking part too. When people experience things for themselves, they learn a lot more. For example, there's a stand which tells kids about animated films and then they can actually create a short animated film themselves.

I: So it's not all about chemistry and physics?

T: Not at all – although those subjects are obviously at the heart of many science projects. It's more about how science is behind everything we use and do in the real world. There are even demonstrations about the design of scary rides in theme parks! I think it's remarkable how the fair takes science out of the laboratory. I learnt a huge amount!

I: I imagine it's useful for teachers and parents too?

T: Absolutely. There are lots of ideas for teachers on how to bring science lessons right up-to-date and make their teaching relevant for students. These young people are the scientists of tomorrow and we need more of them to make the world safer and a better place to live. They need to be inspired by good teachers and encouraged by parents.

I: I was interested in the winners of the prizes that they give at the fair. They're young but they invented some amazing things!

T: You're right. Every year students can enter a competition to become Young Scientist or Young Engineer of the Year. One winner of Young Engineer was a student who'd invented this incredible search and rescue robot. It's a small robot that can be used after earthquakes to look for people who are trapped in buildings that have collapsed. He wanted to invent something small enough to go into places where rescuers couldn't – or where it was too dangerous for people to go. Cost was important because usually these types of machines are very expensive, especially for poorer countries.

I: And wasn't there another finalist – a boy who invented something to do with music? An instrument, I think?

T: Yes, Aseem Mishra – but that was a few years ago. He was a keen scientist and a passionate drummer, and he designed a set of drums that lit up when they were played. This created a fantastic visual effect for people watching. Aseem's invention was an example of how you can combine a hobby with science to create something remarkable. The following year he made a pair of trousers that produced the sounds of drums and cymbals when you tapped them. It sounds crazy, doesn't it? But I saw him play. He sat on a chair and used his hands to tap his leg. The different places he tapped produced different drum sounds – just like in a band!

I: Wow! I imagine all these kids go on to have good careers in science.

T: Yes, this year's winners have already been given places at universities, and sponsorship money too. That's another important point about this fair: it's not only about watching or even taking part in experiments; it's about finding out about courses and careers in science. There are also representatives from different companies who can talk to the kids about job opportunities, including science reporters on television and radio!

I: You'd better watch your job then, Tina!

57

A: Oh yes, doing fun experiments in class is a great way to interest children. They love mixing things in tubes and making things turn different colours. I remember making paper aeroplanes in class and having competitions with them! It's always important to do things in class and not just listen to the teacher. Now let's look at doing tests. I think that …

B: Can I just add something here? Talking about experiments. I agree that fun is important but children also need to …

A: Yes, it's really important when they're very young… Oh, sorry for interrupting you! Please continue!

www.frenglish.ru

Practice test

Listening Part 1

58

N = Narrator

N: You will hear people talking in eight different situations. For questions 1 to 8, choose the best answer, A, B or C. Question 1. You hear a girl leaving a message for her friend about a basketball match.

1

A: Hi, it's Anna. I just want to let you know that I'm leaving home soon to head down to the basketball court. I want to have a go at improving my technique before the others arrive. I'm not sure if I mentioned to you that my mate Julia will be coming with me today – you know, the one who used to be the captain of the junior basketball team and took them through to the championship. She wants to see what's what with us. Anyway, I hope your knee's no longer giving you lots of pain. See you soon!

2

N: You hear two friends talking about a concert they've just been to.

A: So, what did you think of the show then?

B: I enjoyed it, actually, and I'm glad that it wasn't too packed. I thought there wouldn't be a single free seat! I was sort of hoping it would go on until at least ten o'clock though.

A: Hmm … I know what you mean. Oh well, at least we can't say that it cost us a fortune! I have to say I was surprised too when it finished after an hour and a half. The people next to me said the same thing.

B: Anyway, do you fancy going for a quick coffee now?

3

N: You hear a man leaving a voicemail message for his son.

A: Hi, Zak – dad here. You're probably at the doctor's by now – I think you were supposed to see him around ten this morning, weren't you? Anyway, about today's plan to take your uncle out for a birthday lunch, he's said he's going to be downtown doing some bits and pieces and is happy just to meet us at the restaurant. Um, I don't need to pick him up. And as you're already downtown, you can easily walk to the restaurant too. Oh … and I've had a think about that issue you're having with your laptop: I think I've worked it out. I'll explain later!

4

N: You hear a woman telling a friend about a holiday she's been on.

A: That was the best holiday I've ever had!

B: Why's that?

A: Well, mostly down to the hotel we stayed in.

B: And was the food there good?

A: To be honest, we only really had breakfast there. We were out for most other meals and that's mainly because it was a bit further out than we'd expected. Once we went into town, we usually just stayed there.

B: I see. Did you have a nice comfortable room?

A: Yes we did, and we couldn't believe our eyes when we saw the brand new gym and pool! We've never seen anything like it! Oh well … we're back in the real world now.

5

N: You hear part of a talk by an expert on sleep.

A: So, we're always being told of the value of a good night's sleep and it's as much about quality as it is about quantity. What you may not be quite so aware of and what I want to go through with you today is the things that can easily get in the way of you and a good night's rest; doing activities that challenge the brain close to bedtime or physical activity, for example – and there are plenty more, of course. Anyway, more on all that in a minute. First of all, I'd be interested to hear what kinds of things you do to prepare for bedtime.

6

N: You hear two colleagues talking about a new job that was created in their office.

A: Well, the news that Robert got promoted certainly came as a surprise.

B: You can say that again! I'm not at all convinced that he's got what it takes to be a director though. It seems like he's only been with us five minutes!

A: You know, what makes me really mad about this is the fact that hardly anyone knew that job was available. I mean, I would have applied otherwise.

B: Yes, you've got a fair point there. Why don't you say something?

A: I might just do that. Mind you, it's not certain that they would have offered it to me anyway, I suppose.

7

N: You hear a woman leaving a message for her driving instructor.

A: Hi, James. I'm so sorry to have to cancel today's lesson at the last minute. You're probably thinking that it's down to illness. Far from it – in fact, never felt better. No, the thing is, I've actually had a bit of an accident with my glasses. They're in bits and I can't see a thing without them! And I haven't got a spare pair, unfortunately. Anyway, a friend's agreed to drive me into town tomorrow to try and get this sorted out. I'll call you back then so we can reschedule. I need plenty of practice as my driving test's coming up really soon.

8

N: You hear two friends talking about a restaurant.

A: Did you enjoy your evening out at that Italian restaurant?

www.frenglish.ru

B: Yeah, it was good, I suppose. I must say though, they could do with giving people a bit more space. We could hear every word the couple next to us were saying! And they were arguing!

A: Hmm … Hardly ideal when you're out for a meal. So how was the food?

B: Not bad at all. And there's something for everyone, whether you're a fish person or a meat lover or a vegetarian. They have lovely staff too – really welcoming.

A: Maybe I'll give it a try next weekend then. It's my sister's birthday.

N: That is the end of Part 1. Now turn to Part 2.

Listening Part 2

59

N = Narrator O = Ollie

N: You will hear a man called Ollie Stevenson talking about his hobby, photographing birds. For questions 9 to 18, complete the sentences with a word or short phrase. You now have 45 seconds to look at Part 2.

O: My name's Ollie Stevenson and today I'm going to talk to you about my hobby – photographing birds.

Well, in photography all seasons have something going for them but autumn's my favourite because there's lots happening then. Birds that come to the UK here for the winter start to arrive. Whooper swans, for example, which are well-known for their loud voice, are most photographers' number one choice then. I find ducks far more appealing though, and love photographing them. They're my favourite, actually!

When it comes to locations for taking my shots, I'm always trying to find places that aren't too popular with photographers. I'd much rather get a picture of local birds doing something unusual than hang around the usual crowded places, trying to get a good shot. Everyone does what works for them, of course, at the end of the day.

I have two cameras – an expensive one and a cheap one. The cheap one's certainly nicer to look at. And it easily wins when it comes to weight too: it's not at all heavy, so it's perfect for carrying around when I have no definite plans regarding what I'm going to photograph. As far as the build quality of the photos is concerned though, my EOS-5D – that's the more expensive one – is in a class of its own and it has a good kit as well.

I'd like to say a word now about kit. First, try out a second-hand camera and a low-cost lens to see how you get on. If you really get into photography, then buy the best you can afford. And a strong bag is essential. I still remember a bargain one I picked up somewhere. Well, let's just say that taught me a good lesson as it fell apart after a few months.

Now, when watching for birds, you need to build a shelter – a small structure where you can wait for that perfect shot; a hide, as it's called. I usually build my own, and mainly go for natural materials: wood or branches, of which I've got loads in my garden.

Most garden birds get used to shelters pretty quickly. But it could take up to a week or even two weeks for some birds – oyster catchers, for example – or just a day for smaller species like grey wagtails to feel comfortable around shelters. Crows, which are very intelligent, tend to stay away from shelters.

And as you'll be out and about in the woodlands, it doesn't take that long to become familiar with the various calls that birds make. When you're more familiar with these, you'll soon come across nests. Generally, woodland birds move around within very limited areas, so you can be fairly certain that the bird you hear will be just a few metres away.

Autumn's a good time for new photographers to experiment. With all the gorgeous colours, you can get fantastic close-ups of leaves and, come to think of it, nuts too. Berries can provide you with some really beautiful images – if you get in there on time, that is – and that's something you shouldn't miss.

When it comes to printing out your photos, it's best to experiment a little before hitting the 'Print' button. I usually don't mess around too much with the colour in my pictures or the tone. I do, however, often adjust the light. The more you practise this, the better you'll get at photoshopping.

Finally, printing out your bird photos doesn't have to be the end of it. You can use your pictures for all sorts of things. They make nice gifts when they're put in a photo frame; or you could do what I do, which is build up a collection of pictures over several months and then produce a calendar out of them. That's also a lovely gift for relatives at the end of the year. Or I suppose you could have them printed onto T-shirts.

N: Now you will hear Part 2 again.
That is the end of Part 2. Now turn to Part 3.

Listening Part 3

60

N = Narrator

N: You will hear five short extracts in which people are talking about their jobs. For questions 19 to 23, choose from the list, A to H, what each speaker likes most about their job. There are three extra letters which you do not need to use.

You now have thirty seconds to look at Part 3.

1 I'm quite new in my company, so I'm still getting a feel for it all! So far so good though – everyone's been really welcoming and willing to help me when I have questions. They've also told me about the great training that'll be provided once I settle in. That's for the future though, and I'm sure my manager will explain it all to me.

www.frenglish.ru

For now, what I'm *really* enjoying is working in such a beautiful building. It's very environmentally friendly, has a great fresh design and doesn't really look like a traditional office. It makes going to work each day a pleasure!

2 There are so many great things about working for my company. For instance, we get the chance to work from home one day a month if we want to – actually, that's pretty standard practice in lots of places now. Some of us can even go and work in one of the international offices, though that's not something I'm interested in right now as I have a young family to think of. But not having to stick to fixed hours is what's *really* made life a lot easier for me, especially during the school holidays – you know, with childcare arrangements and so on. It means I can start or finish a bit later if I need to.

3 I work for a fairly small company. We're sort of like a happy family, really, as there's only a few of us. The company hasn't been in business for long, so there's not a lot of money coming in yet to fund training but, hopefully, we'll be able to do some courses later this year. My boss is really fantastic – always available to help me and answer questions – so I know I'm *very* lucky in that regard. And I just heard the other day that we may be moving to a brand new building next year, which is bound to be really exciting.

4 One of the really great things about my role is that I don't have to stay in one place for too long. I move between branches up and down the country, so that keeps it interesting for me. I seldom get the chance to work from home, but that's not an issue as I'd rather be in the office with my colleagues anyway. It's much more fun. I've been working a lot recently and I'm feeling tired, so it's been agreed with my manager that I'll take a nice long break next month. I'll probably take about three weeks off and go and visit my family for a bit.

5 I hope I'll be with my company for a long to come as I'm very happy there. We have a nice work environment and even though our offices aren't in the most modern building ever, they're quite cosy. We do something called 'hot desking', which means that two people share a desk – one person uses the desk, for instance, if the other's working at home that day. It's practical. What really makes me feel proud to work for this company is that we do several courses during the year, so we're always increasing our knowledge, and I think that'll help me to get promoted when the time's right.

N: Now you will hear Part 3 again.

That is the end of Part Three. Now turn to Part Four.

Listening Part 4

61

N = Narrator I = Interviewer L = Laura

N: You will hear an interview with a woman called Laura Cooper, who is talking about working in a summer camp in the USA. For questions 24 to 30, choose the best answer, A, B or C. You now have one minute to look at Part 4.

I: Joining us today is Laura Cooper who's going to tell us about her time working in a summer camp in the USA called the ASC. Welcome, Laura. So, tell us why you decided to go and work there.

L: It wasn't as much about improving my financial situation – although that certainly helped too – as wanting to spend time with young people, to get a feel for that. I'm doing a teaching qualification at university, you see, so I thought some time at the ASC would give me a useful insight into kids' minds. And, obviously, I knew I'd make some friends along the way too.

I: I see. Was there any aspect of the job that you found hard?

L: Let me see … Well, there was a lot of team work, but that wasn't an issue. I think I've always been a natural at fitting in and getting on with people. We had to do some long days there, but I think we all got used to that. Helping kids who were missing their families came as a bit of a challenge though.

I: Right. So, tell us a bit about your managers at the ASC.

L: I found them very easy to work with, to be honest. The whole thing is run by a group of incredibly motivated young people who know so much despite their age. The only problem was with managing scheduled events for specific groups of children on certain days. Sometimes there were changes to the schedules, which we weren't told about until the last minute – and that caused a few issues. That's something they could look into.

I: Uh huh … . So, how were your colleagues?

L: Fantastic! Just as I'd expected, there were people who could do all sorts of amazing things. There were some young teachers, some psychology students and even some engineers. What I hadn't expected to find though was workers from over twenty-five countries. For me, it was fascinating to learn about so many other cultures.

I: Yes, that must have been interesting. So, what was your most memorable day at the ASC?

L: Well, that's easy. You see, we did a lot of work with disabled kids in the camp and it was so rewarding to see them learning new things and then tackling those things by themselves. Incidentally, I was actually given a prize for my efforts with some of those kids – completely unexpected! Anyway, one day we had a visit from the American director of a famous global charity that does amazing work with kids. It was great to hear him talk about the organisation's achievements – an unforgettable experience. I felt inspired afterwards.

I: That's nice! Would you say that it's beneficial for young people to get a summer job then?

L: Most definitely! Having a summer job can bring lots of things. For instance, they'll learn things that'd be useful

www.frenglish.ru

later when they go to university or out into the adult world, like how to manage time or get on with people. And improving their abilities can be exciting too, of course. People who are lacking in confidence may find adjusting to a job hard initially, but I guess that changes in time.

I: I see. We're nearly out of time, unfortunately, Laura. So how did you feel at the end of your time at the ASC?

L: It wasn't nice saying goodbye to many of the children I'd worked with; we'd become really close during the time I was there and they were upset. They knew we wouldn't see each other again. Mainly, though, I couldn't believe how the six weeks had just flown by. I wish it could have lasted longer. Still, I picked up a few things during my time there which I know will be useful in the future.

I: Well, Laura, it's been great talking to you but, unfortunately, we'll have to end it there. Thanks for joining us!

L: Thank you!

N: Now you will hear Part 4 again.
That is the end of Part 4.

Speaking Part 1

62

Where are you from?

Tell me about a person you like to spend your free time with.

What do you most enjoy doing when you're at home?

Who are the most important people in your life?

Who are you most like in your family?

If you need advice about something, who do you talk to? Why?

Speaking Part 4

63

Which is the best town or city in your country for people to visit?

Is it good to live in a place which attracts lots of tourists? Why?/ Why not?

Do you think your area is a good place to live? Why?/Why not?

Are there advantages to living in a small town rather than a big city?

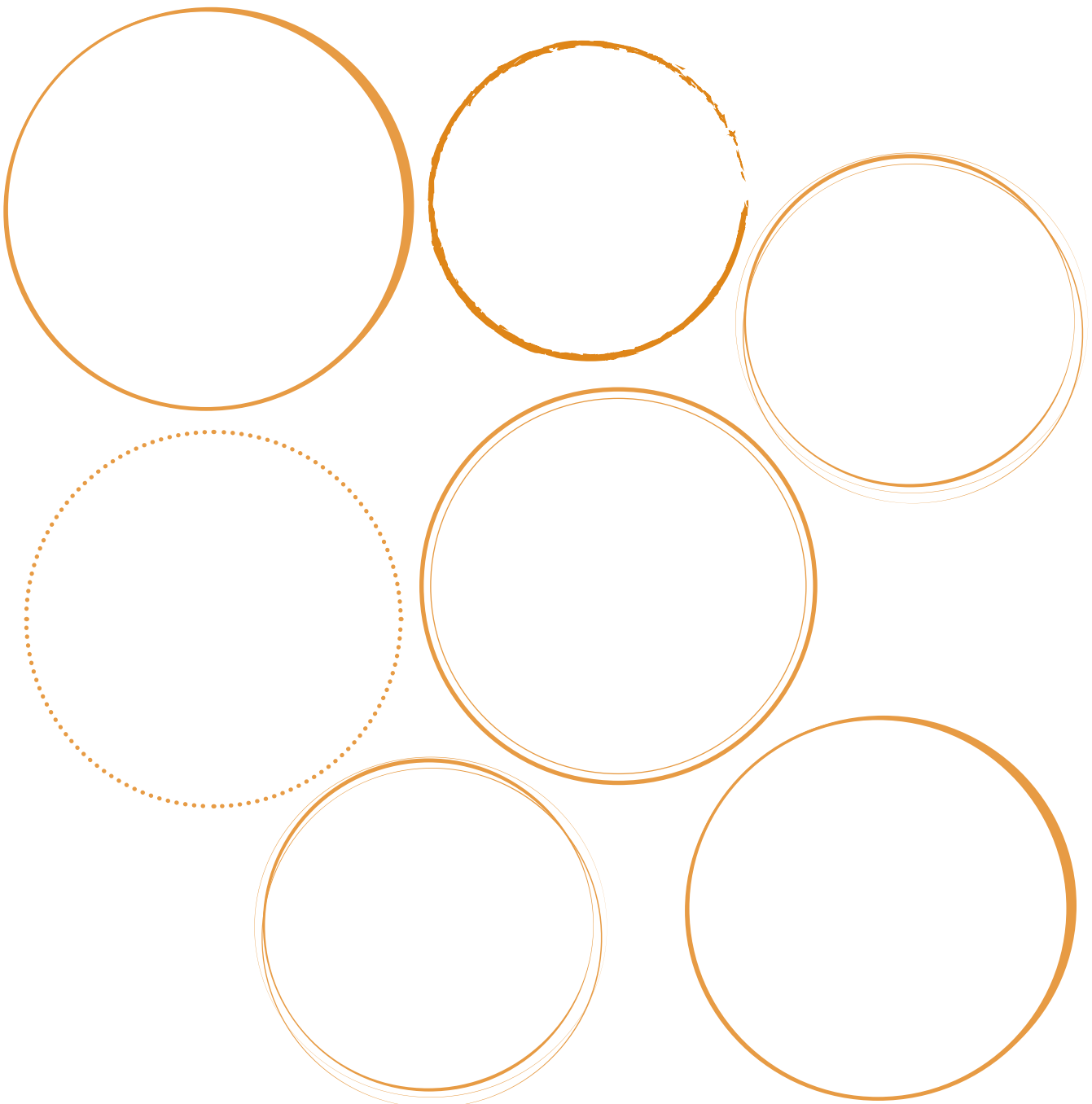
Some people say it's better for children to grow up in the countryside. What do you think?

Thank you. That is the end of the Speaking test.

www.frenglish.ru

Write down …

- an object you treasure
- something you regularly do every month
- something you are doing (but not at this exact moment)
- a situation in your town/city which is changing at the moment
- a fixed plan/arrangement you have for this year
- something you are thinking about right now (apart from these questions!)
- a special fixed future event you have planned (that has a specific start time)



© Pearson Education Limited 2018 Photocopiable
www.frenglish.ru

I would rather	**go**	to a warm country than a cold country for a holiday.
After	**going**	home from class, I always do my homework before anything else.
I'd really like	**to go**	to another country to work or study.
I'm excellent at	**meeting**	people on time.
I enjoy doing new activities	**to meet**	new people.
When I was younger, my parents wouldn't let me	**meet**	my friends late in the evening.
I'm really looking forward to	**starting**	a new course in the next year.
My parents made me	**start**	English lessons when I was a child.
I can't wait	**to start**	a new job this year.

© Pearson Education Limited 2018 Photocopiable

www.frenglish.ru

1 Do you belong to a social networking site?	2 Where do you come from?	3 Do you prefer to text your friends or talk to them on your phone?	4 Do you ever speak to people online using a camera?	5 Are there any occasions when you prefer not to have your phone switched on?
6 How often do you go out with your friends?	7 What do you do when you go out with your friends?	8 What do you hope to do in the future?	9 Do you ever write letters or postcards to your friends?	10 Do you ever spend time texting or chatting online when you should be working instead?
11 How do you keep in touch with your friends and family?	12 Do you find it easy to keep in touch with people when you don't meet them regularly?	13 Do you prefer to keep in touch with people online or do you prefer to meet them face-to-face?	14 Is there anyone you've lost touch with who you would like to get in touch with again?	15 How often do you speak to your family or friends on the phone?
16 How would you feel if you suddenly had no access to mobile phones or the internet?	17 On a typical day, how much time do you spend using the internet?	18 Have you got a favourite website that you like to visit a lot?	19 What do you mostly use the internet for?	20 What do you like or dislike most about the internet?

© Pearson Education Limited 2018 Photocopiable
www.frenglish.ru

1 Tell me about a time you laughed _____ something so much that you cried.	2 Tell me about a time when you made a difference _____ someone else's life.
3 Tell me about a time you forgot _____ an important event.	4 Tell me about a time you were reminded _____ a special person you hadn't seen for a long time.
5 Tell me about a time you worked _____ someone who you didn't like.	6 Tell me about a time you saw a funny film or TV show, and what it made jokes _____ .

© Pearson Education Limited 2018 Photocopiable

www.frenglish.ru

A The future of seaside villages

C A history of tourism

B The changing face of a seaside village

My grandparents moved from London to Windhaven in the late 1950s. **(1)** _____ Fishing provided employment for much of the population. They either worked on the fishing boats or in the local fish-packing factory. **(2)** _____

However, tourism wasn't big business back then. Although Windhaven had a beautiful sandy beach, it was the other towns along the coast which attracted the majority of holidaymakers. **(3)** _____ Apart from its beach, all that Windhaven could offer visitors was a couple of cafés, a few buildings of historic interest and a small pier. As a result, those who came didn't stay long, and rarely returned for a second visit.

That all began to change, however, in the 1970s. **(4)** _____ Instead of taking the train to cold, windy English seaside towns, people were flying off to sunny resorts in places like Spain and Greece. **(5)** _____ They were no longer interested in spending their time in amusement arcades and dance halls. **(6)** _____ But while visitor numbers to other towns along the coast fell, Windhaven experienced a dramatic and positive change.

There were three reasons for this. The first was its unusual climate. Thanks to its position in a sheltered bay, Windhaven had pleasant all-year-round temperatures. **(7)** _____ Then there was the seafood, and in particular the crabs and lobsters which populated the bays in the area. **(8)** _____ Food lovers began travelling miles just to try them. The third reason was connected to both the first and the second, when three-time winner of the national 'Cook of the Year' competition Mick Parsons opened a fish restaurant on Windhaven seafront. **(9)** _____

As a result of this sudden and unexpected increase in tourism, hotels began appearing in and around the village. These included the famous Royal Pavilion, which has been used in several films. Windhaven continued expanding through the late 1970s and 1980s, and by the time I was born, it had become one of the country's most popular seaside resorts.

Today the village is busy all year round, with tourists even coming from abroad to enjoy its pleasant climate and excellent food. **(10)** _____ However, thanks to strict planning regulations, Windhaven has lost none of its 'old-world' atmosphere. **(11)** _____ So this year, instead of heading off to the continent for your summer holiday, why not stay closer to home and spend a relaxing week or two in Windhaven?

© Pearson Education Limited 2018 Photocopiable
www.frenglish.ru

A	It was warmer in summer and milder in winter than the other towns along the coast.
B	Visitors to the village could now sit outside in the sun, eating freshly caught seafood prepared by an award-winning chef while looking out over the sea.
C	It still looks and feels like a traditional seaside village, with plenty of charm and character.
D	Their tastes had changed as well.
E	Other places that have experienced such a dramatic rise in visitor numbers from home and overseas have changed beyond recognition.
F	A few also ran small guesthouses, providing accommodation for visitors who came to the area for their holidays.
G	What they really wanted to do instead was enjoy cold drinks on sunny terraces, eat unusual and exotic food and get a suntan.
H	They had all the attractions that Windhaven lacked, such as theatres, cinemas, dance halls and amusement arcades.
I	A newspaper article described them as the sweetest, tastiest shellfish in the whole country.
K	By then, foreign package holidays had become very popular.
J	In those days, it was a quiet seaside village where people mostly made their living from the sea.
L	The fishermen often sell their produce by the seafront.

© Pearson Education Limited 2018 Photocopiable

www.frenglish.ru

Part A

never	since	already	use	for	ever	would	recently	yet	used

1 This weekend I'm meeting an old friend who I haven't seen _____ 2009.

2 My parents have _____ booked us a holiday in the Caribbean.

3 I don't think I've _____ met anyone who was as rude to me as the shop assistant in the supermarket yesterday.

4 My history teacher at school _____ to do everything he could to make our lessons as much fun as possible.

5 As a child, I _____ often creep downstairs after my parents had gone to bed to watch late-night horror films.

6 The local council is turning our beautiful old town square into a shopping centre and they've _____ knocked down several old buildings.

7 I was expecting a call from Tony this morning, but he hasn't called me _____.

8 I lived in a small village _____ several years but I really hated it.

9 I love reading detective stories now, but I didn't _____ to.

10 My exams begin next week. I've _____ revised so hard in my life!

© Pearson Education Limited 2018 Photocopiable
www.frenglish.ru

Part B

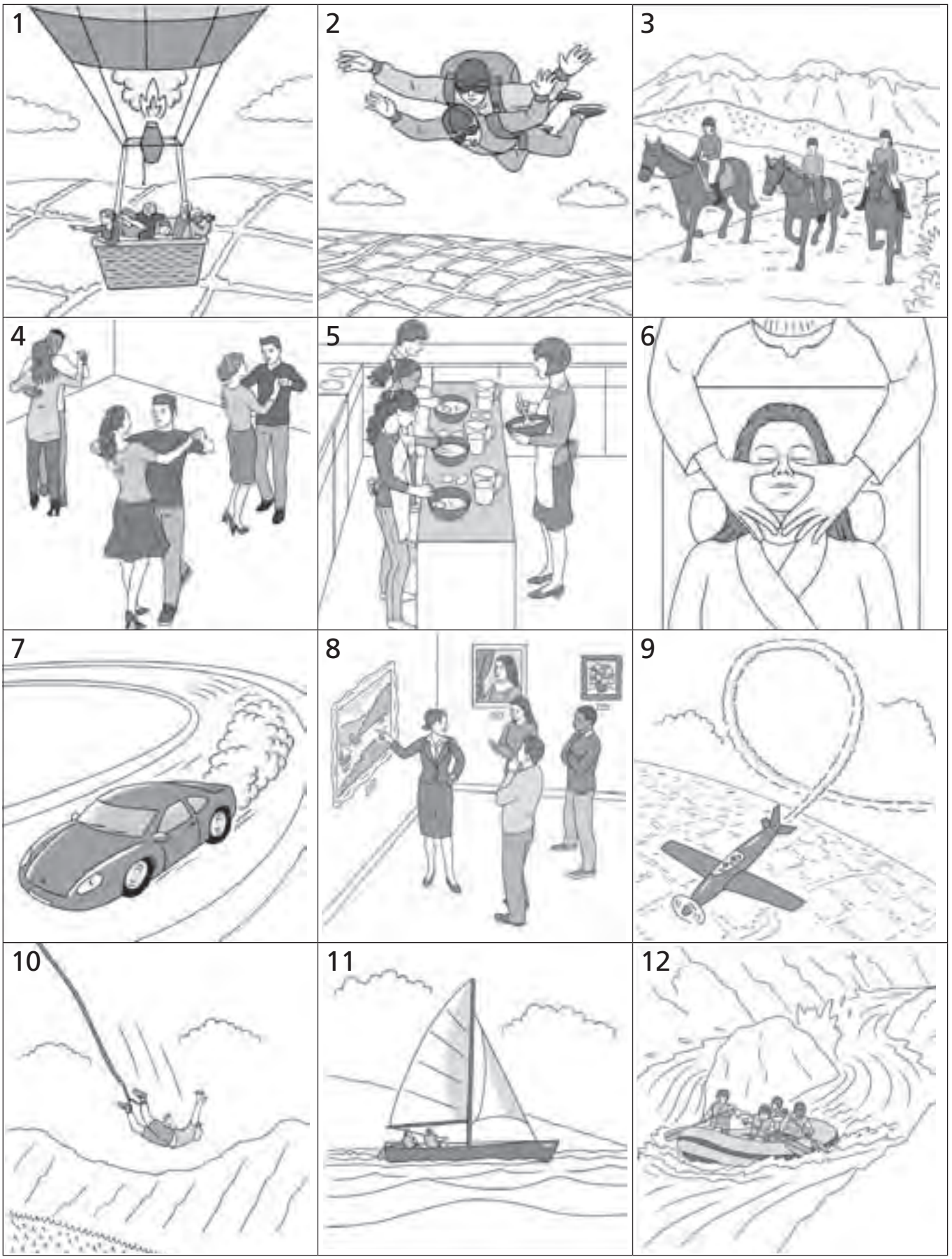
A I find that rather _____ as he usually rings when he says he will. **SURPRISE**	**B** It's so _____! A terrible decision; I could cry! **UPSET**
C For example, he told us lots of _____ stories about famous historical events that always made us laugh. **AMUSE**	**D** As you can imagine, I'm really _____ about seeing her again. I can't wait! **EXCITE**
E I'm looking forward to it, but I'm a bit _____ about getting there as I don't like flying. **NERVE**	**F** I always found the plots very _____ and difficult to follow. **CONFUSE**
G Last night I was studying until midnight and now I'm absolutely _____. **EXHAUST**	**H** I was always so _____ watching them that I had my eyes closed half the time! **SCARE**
I I was so _____ that I decided to write an angry letter to their head office. **ANNOY**	**J** There was absolutely nothing to do and I found it really _____! **BORE**

© Pearson Education Limited 2018 Photocopiable

www.frenglish.ru

1 … fat in it.	I overslept this morning and only managed to do **a little** …
12 … exercise at the gym. I'll get up earlier tomorrow!	We shouldn't be given homework over the holidays, but **some**…
3 … teachers give a lot and it isn't fair.	My nephew can walk already, but **few** …
2 … children can before they are one year old.	I ate so **much** …
11 … chocolate over the holidays that I've now given it up completely!	My language classes are always full because **several** …
8 … people in this town need English for their jobs.	The park was full today because **a lot of** …
7 … children were still off school.	Do you want **any** …
4 … sugar with your tea?	We had **lots of** …
10 … snow this winter. On some days, I couldn't use my car.	Mary wants to surprise people, so only **a few** …
5 … close friends know she's visiting next week.	The weather wasn't very good, so I didn't do **much** …
6 … skiing while I was in the mountains.	I really want to make **some** …
9 … pancakes for breakfast tomorrow. Do you have any flour?	Jill wastes **too much** …
7 … time playing computer games.	It's important that your diet has a little …

© Pearson Education Limited 2018 Photocopiable
www.frenglish.ru



© Pearson Education Limited 2018 Photocopiable

www.frenglish.ru

Text A

If you adore food and are searching for a unique dining experience in Holbox, Smooth must be at the top of your list to visit. This restaurant has been open for over seven years on the island, and is extremely popular with very good reason. Voted number one by customers, the concept behind this tiny restaurant is quite original. Firm believers in only using the highest quality produce, Smooth does not have a menu. Every day, lucky clients are offered a choice of four main courses: three delicious fish courses and one meat dish. The cocktail and juice menu is similar. Choose from the small selection of wonderful freshly made drinks, and don't forget the desserts: homemade every day with love. So, why is it good to only have four options? You are guaranteed to be served food with only the freshest of ingredients, as they are bought daily for the dish of the day. The food is rich in flavour and is accompanied by delicious garlic potatoes and a cold fruit appetizer. And as customer satisfaction is Smooth's number one priority, they do not take reservations. When the food runs out, the kitchen closes.

Text B

We're sure that if you visit Lounge, you won't want to leave. Situated only a block from the beach and set within its own natural walled garden, this modern bar and restaurant captures the laid-back spirit of the island, serving top-rated, quality dishes and drinks. At Lounge, the food accompanies the drinks, and for that reason, they have a wide range of tapas-style dishes which can be eaten with your hands. That doesn't mean you won't leave with a full stomach. The menu includes dishes such as lamb tacos with vegetable rice, vegan soya tacos in a warm lettuce leaf served with a spicy tomato salsa, and fresh fish balls with coconut milk. There are many options for vegetarians and vegans. And let's not forget about the large drinks' menu. Their smoothies are like art and are seriously good, too. The presentation is incredible, but the taste is even better. Don't miss it!

Text C

With more than five years on the island, the Lemon, is known for its delicious breakfasts and menu of tasty traditional Mexican cuisine. Situated in the main square with seating inside and out, this is a local restaurant which you must try while on holiday. The restaurant is open all day, and has a mixed breakfast, lunch and dinner menu. The Lemon is especially famous for its Mexican breakfasts, in particular the tasty fried tortillas with eggs in a spicy sauce. They also offer a range of freshly squeezed juices, coffees and teas, smoothies and milkshakes throughout the day. With a friendly, laid-back, family feel, this is definitely a place to relax in the morning or afternoon. Their lunch and dinner options are also based on traditional Mexican cooking, with quite a few specialties from the Yucatan region as well. Try a house 'agua' – flavoured fruit water. It's a perfect addition to a wonderful meal. Quality food at good prices and in an excellent location.

Text D

Mandarin restaurant is part of the hotel, Turtle House, and has one of the best beach locations on the island. Open for breakfast, lunch and dinner, this restaurant is a wonderful place to enjoy a quality meal in paradise. Mandarin is on Holbox's main beach with tables inside and on the beach. The view from the restaurant is truly amazing, with the clear blue sea just metres away. Breakfasts in Mandarin are popular, serving a range of typical Mexican dishes as well as other tasty international options, such as French toast, and delicious homemade pancakes with chocolate. The varied lunch and dinner menus have something for everyone – fresh salads, homemade pastas, sandwiches, and mouthwatering fish, seafood and meat dishes. Don't miss the beef in the evening. If you're a meat eater, you'll be dreaming of this dish after your vacation. Mandarin is also a great place to come for an afternoon drink in the sun. They have comfortable benches and beach chairs open to the public in front of the restaurant where you can enjoy a fresh smoothie or squeezed juice.

1 Which restaurant has few options because they only serve fresh food every day?
2 In which restaurant can you see the sea while you are eating?
3 Which restaurant is a great choice if you do not eat meat or fish?
4 Which restaurant offers lots of traditional breakfasts from the country?
5 In which restaurant do you not need a knife and fork?
6 In which restaurant can you order something sweet for breakfast?
7 Which restaurant has evidence that it is very popular with customers?
8 Which restaurant is situated in a place where you can also sleep?

© Pearson Education Limited 2018 Photocopiable
www.frenglish.ru

Students A and B

I [1]_____ (listen) to the radio the other night when the phone [2]_____ (ring).

(Pause 1)

It was Samantha.

(Pause 2)

She's a friend. We [3]_____ (meet) when we [4]_____ (study) on a Business Management course at college a couple of years ago. It seemed like she wanted to say something to me.

(Pause 3)

Well, I [5]_____ (find) it difficult to hear what she [6]_____ (say) because she [7]_____ (whisper).

(Pause 4)

Well, apparently, she didn't want anyone else to hear her. That's why people usually whisper, isn't it? I [8]_____ (ask) her to speak up a bit, so she did, and I heard her say, "Get over here now!"

(Pause 5)

She didn't tell me. That was all she said and then she hung up the phone. I [9]_____ (feel) a bit annoyed because I [10]_____ (look forward to) a nice, quiet night in. So I turned the radio off, put my coat on and set off for Samantha's place.

(Pause 6)

About a mile from me, in a house on Woodstock Road. She moved there a few months ago. Previously she [11]_____ (live) in a small flat in the town centre. Anyway, like I say, I went round there to find out what was wrong.

(Pause 7)

By bike. Normally I would have gone by car but it [12]_____ (be) at the garage for its annual service. Anyway, the streets were really wet because it [13]_____ (rain) heavily earlier that evening. By the time I got to Samantha's, I was soaking wet from where cars and lorries [14]_____ (splash) me. And when I got there, I saw the strangest sight.

(Pause 8)

I saw Samantha. Nothing unusual in that, I suppose, but she [15]_____ (stand) outside in the rain in just a pair of jeans and a T-shirt.

Students C and D

I saw Samantha. Nothing unusual in that, I suppose, but she [1]_____ (stand) outside in the rain in just a pair of jeans and a T-shirt.

(Pause 1)

Well, my first thought was that she [2]_____ (go) outside to look for Roger.

(Pause 2)

Her dog. He sometimes wanders out of the house. So I thought perhaps Samantha [3]_____ (lock) herself out. But then I [4]_____ (see) the front door was open slightly. And the odd thing was that she [5]_____ (have) a tennis racket in her hand.

(Pause 3)

That's a good question. I mean, it was dark and raining, so obviously she wasn't going to play tennis. Then it occurred to me that she [6]_____ (hold) it to use as some kind of weapon, you know, to defend herself against someone or something. And then, as I [7]_____ (get) off my bike, I saw the look on her face.

(Pause 4)

She [8]_____ (look) absolutely terrified and her face was completely white – like she [9]_____ (see) a ghost or something. And then I [10]_____ (hear) something from inside the house.

(Pause 5)

A crashing, banging noise. Someone or something was inside her house and it sounded like he, she or it [11]_____ (throw) things around or knocking things over. And I could hear Roger.

(Pause 6)

Inside the house somewhere. He [12]_____ (bark) really loudly. I asked Samantha what was wrong. She [13]_____ (explain) that she had been cooking dinner when Roger [14]_____ (suddenly / stand) up and started walking slowly towards the stairs, growling at something.

(Pause 7)

That's what I asked Samantha. "I don't know," she replied, "but then he ran up the stairs barking furiously, and that's when the banging and crashing started." I asked her if she had called the police.

(Pause 8)

No. She [15]_____ (simply / run) out of the house and called me.

© Pearson Education Limited 2018 Photocopiable

www.frenglish.ru

Student A

1 Max was at university for four years and studied …….. .
2 Max and Jilly did some research for their trip in order to get some travel ……..
3 Jilly and Max were surprised that the clothes people wore at the carnival were so …….. .
4 Jilly and Max took the boat trip because they wanted to see how …….. the waterfall was.
5 The Canadian man read a lot about Brazil because he was keen on its …….. .
6 The Canadian man found the wallet and took it to …….. .
7 Jilly and Max slept close by in a …….. that night.
8 They ate …….. food with new friends.
9 The German couple travelled to Mendoza in Argentina by …….. .

After university, Max decided to take a year off and do some travelling. He had just finished a four-year engineering degree, but took some Geography courses on the side which made him interested in seeing the world. His best friend, Jilly, went as well. Max and Jilly had known each other since they were at school, so they were definitely the perfect travelling team. Before they left, they read numerous travel guides for tips on places they had to visit. They started their trip in Brazil because Jilly had always wanted to go there. They were there for the carnival and neither of them could believe how incredibly colourful the whole city was and how detailed the costumes were. But one day, while they were dancing in the streets with some friends they had met in their hostel, Max lost his wallet. They presumed someone had stolen it from his back pocket. Max was upset because it had all of his credit cards in it. More importantly, it had a photo of his family, including his favourite grandmother.

Student B

1 Max was at university for four years and studied …….. .
2 Max and Jilly did some research for their trip in order to get some travel …….. .
3 Jilly and Max were surprised that the clothes people wore at the carnival were so …….. .
4 Jilly and Max took the boat trip because they wanted to see how …….. the waterfall was.
5 The Canadian man read a lot about Brazil because he was keen on its …….. .
6 The Canadian man found the wallet and took it to …….. .
7 Jilly and Max slept close by in a …….. that night.
8 They ate …….. food with new friends.
9 The German couple travelled to Mendoza in Argentina by …….. .

After a long week of partying in Rio, Jilly and Max headed south to Iguazu Falls, a place everyone should go to if they are in South America. Max finally started to forget about his wallet and the photo. They took a boat trip around the bottom of the waterfall to get a view of how enormous it was. They didn't expect it to be so busy – there were so many tourists. They met a Canadian man on the tour who had read over 120 books about Brazil. Like Jilly, he had been fond of Brazilian culture all his life and knew everything about its history and its people. The man mentioned he had recently been in the carnival in Rio, Brazil, and that while watching one of the parades, had found a brown wallet on the ground by some old steps. He picked it up, and looked for a police station. When he couldn't find one, he decided to hand it in to a nearby hotel. Max couldn't believe it! He asked the Canadian man if it had a photo of a family inside and it did – the wallet was his! The man gave Max the name of the hotel, so that he could call. When he did that evening, sadly, the hotel said they remembered the wallet, but that they no longer had it. Someone had taken it.

Student C

1 Max was at university for four years and studied …….. .
2 Max and Jilly did some research for their trip in order to get some travel …….. .
3 Jilly and Max were surprised that the clothes people wore at the carnival were so …….. .
4 Jilly and Max took the boat trip because they wanted to see how …….. the waterfall was.
5 The Canadian man read a lot about Brazil because he was keen on its …….. .
6 The Canadian man found the wallet and took it to …….. .
7 Jilly and Max slept close by in a …….. that night.
8 They ate …….. food with new friends.
9 The German couple travelled to Mendoza in Argentina by …….. .

They stayed in a village that evening and had a great time cooking Italian dishes with a German couple who were on their honeymoon. They talked about their experiences and suggested that Max and Jilly cross the border into Argentina and visit the countryside in the province of Mendoza. They told Max and Jilly that it was a really long journey and they had spent over 36 hours on a bus, but it was worth it. They loved the city and the parks were beautiful. During the conversation, the tale of Max's wallet came up in conversation. Max explained how he had lost it in the carnival in Brazil and about the Canadian man and the hotel. Suddenly, the German man started laughing. They had also stayed in a hotel in the centre of Rio during the carnival. He had also lost his wallet. When he asked at the reception of his hotel, they told him they had found it and gave a brown wallet to his wife. The couple continued travelling and later realised that it wasn't his wallet after all! Can you guess whose wallet it was?

© Pearson Education Limited 2018 Photocopiable
www.frenglish.ru

Part A

1
My hotel room was small and airless. I couldn't get the air conditioning to work properly and the noise from the people in the street kept me awake half the night. The next day, I made an effort to get out and enjoy myself. However, when I sat down for a coffee and something to eat, I could hardly keep my eyes open. I eventually gave up on the sightseeing and spent the rest of the day sunbathing in a small park near the hotel.

2
A few years ago I went to Niagara Falls on the US–Canadian border. From a distance, the spray from the waterfalls gave me the impression that I was looking at steam rising from the countryside, like someone was heating water in a huge kettle, and all I could hear was a low rumble, like distant thunder. That got stronger as I got closer, until by the time I arrived, I couldn't hear anything apart from the roar of the water. I gradually became cold and wet from the water vapour in the air, but it was such an amazing sight that I just didn't care.

3
I was feeling really hungry at the end of a hard day's sightseeing so I went to a restaurant near my hotel. I ordered a plate of steak and chips. A few minutes later, the waiter brought my order. The steak was cooked just the way I like it and the chips were golden and crispy. However, my first thought wasn't, "This looks good," but "How am I going to eat all of this?". There was enough on my plate to feed a small army and I realised for the first time why everyone in the town looked so well-fed.

4
I needed to get up early the next morning and I knew that if I didn't get some sleep soon, I would be really tired the following morning. However, the tropical heat was making sleep impossible. I opened all the windows to try to get a cooling breeze into my hotel room, removed the sheets and lay on top of the bed. But it was quite clear that sleep would be a long time coming, if it came at all.

5
It was a beautiful sunny morning, so I decided to take a trip on one of the tour boats that go up and down the river. Unfortunately, I didn't take a jacket with me because I didn't think I would need it. That was a mistake. On the water, I got the full blast of an icy wind that was coming from the east. As a result, I spent the trip trying to keep warm in the boat's tiny cabin and when I asked one of the crew to turn the heating on, he just ignored me. His attitude made me so angry that I asked for my money back!

6
There is an exhibition in the castle, including a collection of old weapons and a display of household items from the Middle Ages. You can also visit the old prison in one of the towers, but it's very dark inside, there's very little to see there, and the displays are very boring, especially for small children. Give it a miss and instead spend a pleasant half hour at the little café on the castle walls, where you can relax with a cup of tea and gaze out over the town.

7
Last year my parents took us to Kenya for our holiday. On our last day there, my father surprised us all by telling us that he had booked places on a hot-air balloon trip. I must admit that I was a bit nervous about it as I'm scared of heights. But actually, I needn't have worried. The balloon didn't go very high and it took us over some incredible countryside. The best thing about it, however, was that the pilot had lived in the area all his life and he was able to tell us some amazing stories about the places and the animals we saw.

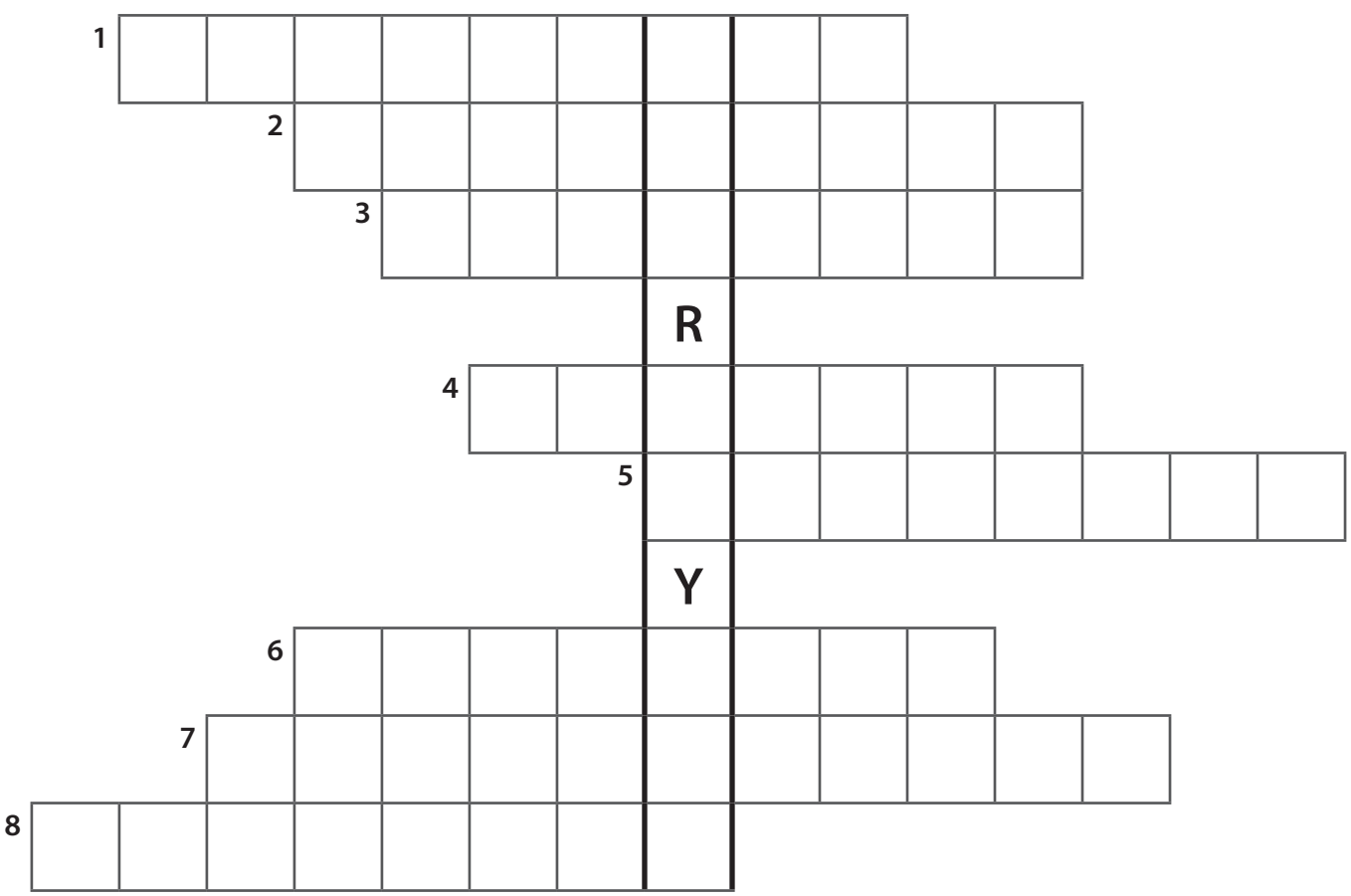
8
I left home at five o'clock in the morning to catch the early flight to New York. Unfortunately, on the way to the airport, the train broke down and I had to transfer onto a bus to take me the rest of the way. I was really worried I would miss my flight but, fortunately, I made it to the airport on time. I hadn't had time for breakfast and my stomach was telling me it was time to eat. I felt really bad, so I got a sandwich and a cold drink before my flight was called. Our plane left on time and I settled back in my seat to read my book. Gradually, the early start and the excitement caught up with me, and I fell into a deep sleep.

© Pearson Education Limited 2018 Photocopiable

www.frenglish.ru

Part B

1 The speaker stopped sightseeing because he/she was very
A hungry. **B** tired. **C** hot.
2 The speaker says that Niagara Falls were very
A loud. **B** big. **C** hot.
3 The speaker's meal was very
A big. **B** small. **C** bad.
4 The speaker's main problem is that he/she is very
A tired. **B** cold. **C** hot.
5 How did the speaker feel on the boat?
A very hot **B** very cold **C** very hungry
6 How does the speaker describe the prison in the castle?
A very bad **B** very small **C** very interesting
7 According to the speaker, the balloon trip was very
A bad. **B** scary. **C** interesting.
8 How did the speaker feel at the airport?
A very cold **B** very hungry **C** very tired



© Pearson Education Limited 2018 Photocopiable
www.frenglish.ru

BRANDS Don't use: • *fashion* • *expensive*	**STREET MARKET** Don't use: • *outside* • *stall(s)*	**ON CREDIT** Don't use: • *card* • *money*
BROWSE Don't use: • *look* • *search*	**FIND A DEAL** Don't use: • *cheap/cheaper* • *sale(s)*	**SECOND-HAND** Don't use: • *new* • *old*
CHAIN STORE Don't use: • *same* • *popular*	**SALES** Don't use: • *low/lower prices* • *discount*	**LUXURY PRODUCTS** Don't use: • *jewellery* • *expensive*
BUY ONLINE Don't use: • *website* • *shop(s)*	**SHOPPING CENTRE** Don't use: • *big/large* • *shop(s)*	**HYPERMARKET** Don't use: • *big/large* • *city/town*

© Pearson Education Limited 2018 Photocopiable

www.frenglish.ru

Guide

Connect the cards based on these functions.

- a decision made at the time of speaking
- an arrangement
- a timetabled event
- a prediction based on something happening now
- an intention – something that has already been decided
- a prediction based on belief
- a possibility

Dialogues

START	A2 A I need to go to the shops, but look at that rain. B My car's back from the garage, so *I drive / I'll drive* you there.
B1 A Do you think we'll enjoy this film? B Well, we both like thrillers, so I'm sure *we'll love / we might love* it.	B2 A Have you made any holiday plans yet? B Not yet. We usually go to France but this year *we're going to go / we might go* to Portugal for a change.
C1 A Have you got any plans for tomorrow night? B Sure. *I meet / I'm meeting* Ronnie for dinner at the new Thai restaurant on Elm Street.	C2 A Have we got time for a coffee before we leave for the station? B No, we need to go now. Our train *leaves / might leave* at 9.30.
D1 A Have you seen the weather forecast for the weekend? B I have. They say it *will rain / might rain* but there's only a 20% possibility.	END
E1 A Why won't the car start? Are we out of petrol? B I don't know, but it means *we're being late / we're going to be late*.	E2 A There's a sale on today. B Great! *I look / I'm going to look* for some bargains.
F1 A I'm so hungry. I haven't had a thing to eat all day. B Well, sit down and relax, and *I'll make / I'm making* you something to eat.	F2 A Do you want to go bowling on Saturday? B I can't. It's my father's birthday and *we'll have / we're having* a small party for him.
G1 A You need a new pair of jeans. Those are really old. B I know. I know. *I'm buying / I'm going to buy* a new pair soon.	G2 A I've invited Alicia to dinner tomorrow night but I forgot to ask her if there's anything she can't eat. B She's a vegetarian so I guess anything without meat *will be / is being* OK.
H1 A What time shall we eat tonight? B Let me see. The play *might start / starts* at eight o'clock so we should try to get a table somewhere by no later than six.	H2 A It's getting really cold. And look at those big black clouds. B Yes. It looks like *it's going to snow / it'll snow*. Let's get home before it starts.

© Pearson Education Limited 2018 Photocopiable

www.frenglish.ru

Part A: Essay

Most of us enjoy fast food. Nevertheless, some types of fast food are known to be very unhealthy. Burgers are especially bad. As well as containing a lot of fat, they also have high levels of salt, sugar and artificial colourings and flavourings. Eating too much fast food can have a negative impact on health and, as a result, many people say that we should stop advertising it on television.

In my view, this would be wrong for two reasons, in spite of the health problems associated with fast food. First of all, removing fast food advertisements would not stop us eating burgers and fries and so on. Secondly, if fast-food advertisements were banned, what else would need to be stopped? Clearly, too much chocolate is bad for us, so perhaps we should ban chocolate advertisements. In addition, driving is unhealthy because we get less exercise. So should we ban car commercials? As far as I'm concerned, bans such as these would be a step too far.

We could compromise. Fast-food advertisements often target children and that in many cases, childhood health problems such as obesity are due to excessive consumption of fast food. I believe that instead of a complete ban, we should restrict fast-food advertisements to certain times of the day when children are unlikely to be watching television.

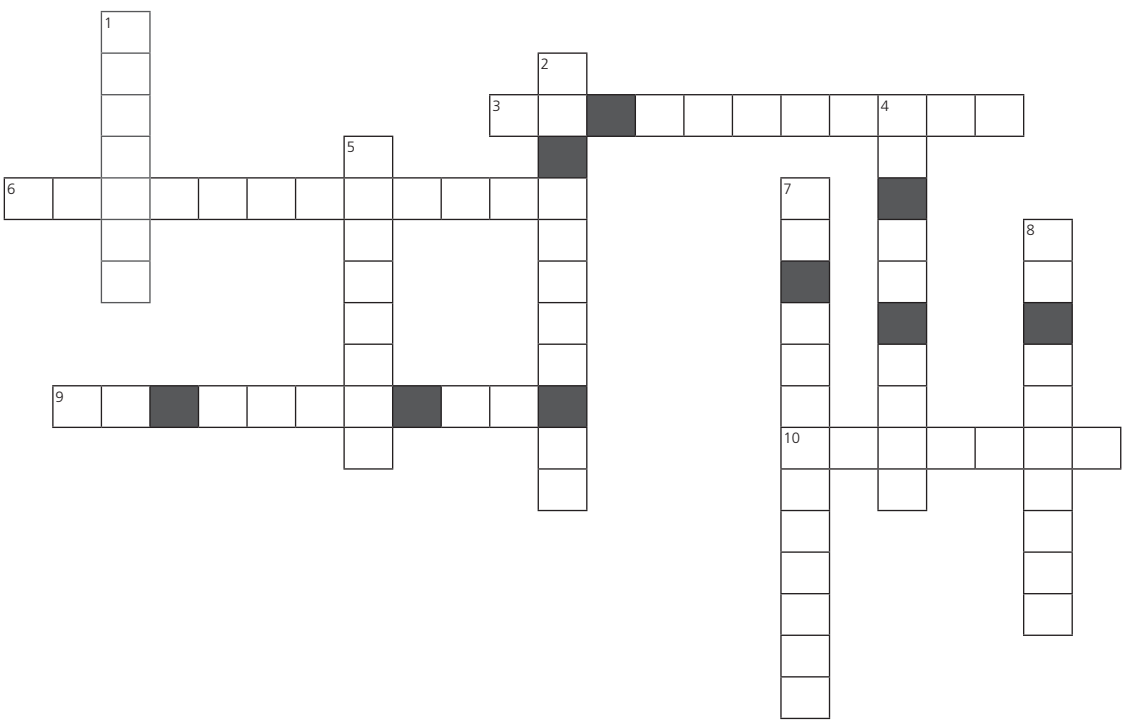
In conclusion, I don't think that we should ban fast-food advertising. On balance, we have to accept that fast-food advertising is something that we cannot ban. However, we should be more careful about the type of person it is aimed at, in particular children.

Part B

Find these linking words/phrases in the essay.

- introducing an opinion (three phrases)
- showing a contrast with something you've said (three words/phrases)
- adding extra information (two phrases)
- saying something is obvious (one word)
- showing the order of various points (two words/phrases)
- summarising the writer's opinion (two phrases)

Part C



© Pearson Education Limited 2018 Photocopiable

www.frenglish.ru

Part A

Come to think of it …	It all depends …	That's an interesting question …
To be honest …	I agree with you in general …	I've never thought about it before …

Part B

Do you think students should take a gap year after university before getting a job?	At what age should young people leave home?	Is it a good thing for teenagers to have a part-time job while they are studying at school or university?
What are some jobs that teenagers could do?	Do you think teenagers should have bank accounts and credit cards?	How important is career advice for teenagers while they are at school?

© Pearson Education Limited 2018 Photocopiable
www.frenglish.ru

1 My brother has been unemployed since he left university.
OUT
My brother ..... since he left university.

2 The photocopier at work is always broken whenever I go to use it.
ORDER
The photocopier at work is always ..... whenever I go to use it.

3 When I arrive home from work in the evening, the first thing I do is watch the news.
IN
When I ..... from work in the evening, the first thing I do is watch the news.

4 The best way to avoid falling behind your competitors is to continuously think up new ideas.
STAY
The best ..... your competitors is to continuously think up new ideas.

5 The train I take to work is slow, but it's faster than the bus.
AS
The train I take to work ..... the bus.

6 When I began work as a photographer, it was difficult to make a decent living.
OUT
When I ..... as a photographer, it was difficult to make a decent living.

7 I've never met anyone who is as ambitious as my colleague Robert.
THE
Robert ..... person I've ever met.

8 It was my job to lock the doors when I left the building, but I forgot.

I was ..... to lock the doors when I left the building, but I forgot.

9 She began her own company in 2006.
UP
She ..... her own company in 2006.

10 It costs more to travel by train than it does by bus.
LESS
Travelling by bus is ..... travelling by train.

11 I became a computer programmer because I was really keen on designing my own games.

I ..... into the computer programming business because I was really keen on designing my own games.

12 I prefer working by myself to working as part of a team.
ON
I prefer working ..... to working as part of a team.

13 I dislike Mondays more than any other day of the week.
FAVOURITE
My ..... the week is Monday.

14 The best thing about my job is the way I really feel I'm achieving something.
REAL
The best thing about my job is that I get ..... achievement.

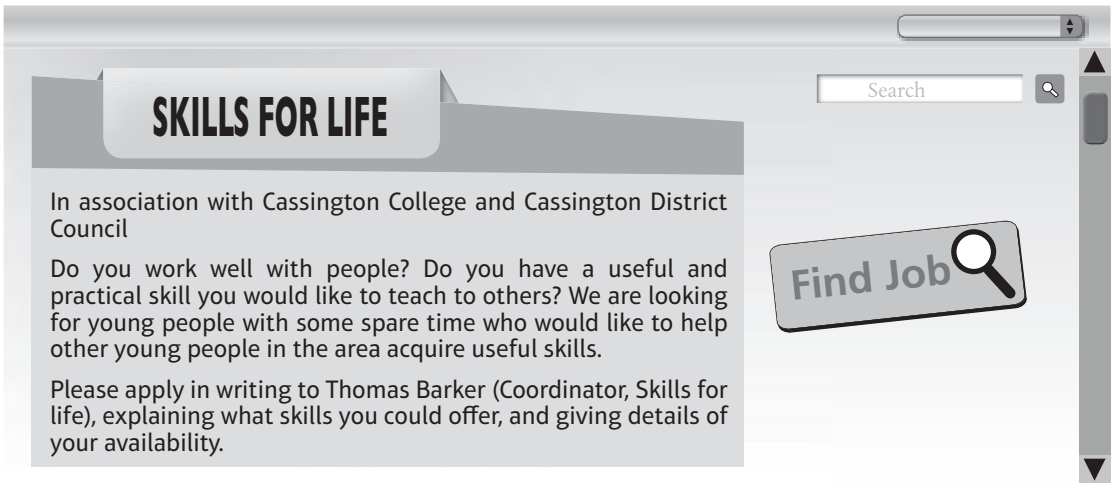
15 It isn't necessary to call me 'Sir' every time you talk to me.

You don't ..... to call me 'Sir' every time you talk to me.

© Pearson Education Limited 2018 Photocopiable

www.frenglish.ru

Part A: Advertisement



FOLD

Part B: Letter of application

Hi Thomas,

I want to apply for a job helping young people in the area acquire valuable skills. I saw your ad on your website yesterday and reckon I would be great for this post.

I am a 20-year-old student studying at the Bambridge School of English. I have several hobbies and interests but I'm absolutely mad about photography. I have been a keen amateur photographer for ages and recently, I have started selling my photographs through online picture libraries. This does not make me a fortune, but it has allowed me to make a bit of cash on top of the money I make as a part-time tour guide. I guess that other kids would like to sell their pictures online, and I could show them how to do this.

If you say yes to my application, I could come over two or three evenings a week after six o'clock, and for a few hours on either Saturday or Sunday.

It would be fantastic if you could tell me how much you'll pay me. You can drop me a line at

klaus_weber12@bty.de or give me a ring on 0878983665.

Let's speak soon!
Bye,
Klaus Weber

accept advertisement am writing believe (x2) call me currently Dear Mr Barker, email me
I look forward to hearing from you I particularly enjoy I would be grateful is not especially profitable
let me know your rates of pay several years suitable supplement my income would be available
young people Yours sincerely,

© Pearson Education Limited 2018 Photocopiable
www.frenglish.ru

Column 1	Column 2	Column 3
1 Our dress code at work is very _____. We can wear whatever we like, provided that we don't look untidy. **FORMAL**	**A** When I was at school, I thought that a lot of things I was learning were _____ but now I realise how useful they were. **RELEVANT**	**1** When we told the waiter that we were _____ with our main course, he offered us a free dessert to make us happy. **SATISFIED**
2 In some countries, it's considered _____ to ask someone how much money they earn. **POLITE**	**B** The hotel room they gave us was dark, cold, damp and _____. **CHEER**	**2** The manager at the interview said I was too _____ for the job, even though I had been doing the same thing for five years. **EXPERIENCED**
3 Be _____ when you go into that room. The floor's just been polished and it's very slippery. **CARE**	**C** My team hoped to win the quiz last night but nearly all of our answers were _____. **CORRECT**	**3** I'll help you as soon as I get the chance. Please stop being so _____! **PATIENT**
4 English has a lot of _____ verbs like *went*, *did*, *had*, etc. **REGULAR**	**D** I enjoyed my job at first, but I became increasingly _____ as the weeks went on. **CONTENTED**	**4** I hit my head on the door frame as I entered the room. It was so _____ that I thought I would pass out. **PAIN**
5 The man told me that the car I was buying was new, but I later discovered it was second-hand. That was really _____ of him. **HONEST**	**E** It's _____ to say when the next earthquake will occur. It could be tomorrow, or it could be in a hundred years. **POSSIBLE**	**5** My bicycle has two flat tyres and a broken chain. It's completely _____. **USE**
6 We'll never drive through all this snow. The situation is absolutely _____. **HOPE**	**F** Living in the countryside can be very _____, but I prefer life in the city. **PEACE**	**6** It was really _____ of you to leave the door unlocked when you went out. **RESPONSIBLE**
7 I really hate sleeping in hotel beds; they are so _____. **COMFORTABLE**	**G** Have you met Mary's older brother? We went for dinner and he was really _____. It's strange because Mary is so lovely! **FRIENDLY**	**7** Can you _____ my suitcase for me? I can't get the zip to open! **DO**

© Pearson Education Limited 2018 Photocopiable

www.frenglish.ru

	My answers
If I could speak English perfectly,	
I won't go out this weekend if	
If I became famous,	
If I could travel in time,	
Students work harder if	
If I pass all my exams at the end of this year,	
If I had a million dollars,	
If I ruled the world,	

© Pearson Education Limited 2018 Photocopiable
www.frenglish.ru

Blue steak and green ketchup?

No, thanks!

[1] Taste is, of course, the most important sense when it comes to enjoying food. But what about sight? Everyone knows that the way food looks also has an effect on our willingness to eat it. That's why chefs spend so much time making the meals they prepare look nice, and why food companies spend so much money on marketing and packaging.

[2] But what about colour? We know that people often associate colours with different things. For example, we often associate red with anger or excitement. This can also be applied to food. Think of a red food, for example. A few might associate this colour with prepared foods like tomato ketchup. Small children usually think of sweets or sweet foods like jam. The majority of people, however, automatically associate the colour red with ripe apples, cherries or strawberries. Food producers rely on these kinds of taste associations to help sell their products because they know that colour really does matter if you want to sell your product.

[3] A lot of tests have been carried out to find the effects of colour on people's appetites. In one, a group of volunteers were put in a room with special coloured lighting. They were then given a steak to eat. With the coloured lighting turned on, the steak appeared to be a natural brown colour. However, when the lights were turned off, the volunteers saw that it had been coloured blue and purple. When they saw this, several volunteers said they suddenly felt ill, even though the food tasted perfectly good.

[4] Why did this happen? One possible reason is that, with a few exceptions, the colours blue and purple do not often occur in natural foods. When they do, it often means that the food has gone bad. The volunteers therefore associated the coloured steak with something that had gone off.

[5] Some colours can put us off food, but other colours can make us enjoy it more. In a recent test, volunteers were given two identical orange juices to try. The only difference was in their colour. The first was a natural light orange colour but the second had artificial colouring added to make it a much richer orange-red colour. Eighty-two percent of the volunteers said that the second one tasted better. In another test, sugar was added to the first juice to make it sweeter. Another group of volunteers were asked which juice was the sweetest. Seventy-three percent said the second one was!

[6] This is the reason why many food companies add colourings to their food. They know that people find food more appetising if its colour resembles the colour they associate with that food. Butter is a good example. Cows that live outside and eat grass will produce yellow butter. This is because of a natural chemical in grass called carotenoid. However, cows that live inside and eat special food will produce a butter that is almost white. Many companies producing this butter add a tasteless yellow colouring because they know that yellow butter is what people expect.

[7] However, some food companies have tried doing the exact opposite. In an attempt to encourage children to try their product, a food company started selling its best-selling brand of tomato ketchup in unusual colours, including green, purple and blue. It was a failure, even though the price was the same as the usual ketchup. A big advertising campaign didn't make any difference. Everyone, even small children, complained that tomatoes were red, so the ketchup should be red as well.

© Pearson Education Limited 2018 Photocopiable

www.frenglish.ru

1 According to the writer, consumers think
A food should take a long time to prepare.
B good looking food makes us want to eat it *(paragraph 1)*
C food should come in attractive packaging.

2 What do most people (*paragraph 2)* think of when they think of red food?
A fruit which is ready to eat (*paragraph 2)*
B fruit or vegetable sauces
C sweets

3 What effect did the coloured lighting have?
A It made the food look normal *(paragraph 3)*.
B It changed the way the food tasted.
C It made people feel sick.

4 Which of these statements is true about blue and purple?
A People like them less than other colours.
B They are not natural colours.
C They are not common food colours. (*Paragraph 4)*

5 During the orange juice test, the volunteers
A were given two types of orange juice to try.
B preferred juice that tasted sweeter.
C were fooled by the colours even though the taste was really the same. (*Paragraph 5)*

6 Why is the colour of butter sometimes changed?
A To give customers what they want. (*Paragraph 6)*
B To make it taste better.
C To make people think that the animals producing it are kept outside.

7 Why were the coloured ketchups unsuccessful?
A They were too expensive.
B They didn't represent a real colour. (*Paragraph 7)*
C They didn't taste very nice.

8 The article explains why
A people don't like artificial colours.
B different foods have different colours.
C the colour of food is so important.

© Pearson Education Limited 2018 Photocopiable
www.frenglish.ru

11 **GO FORWARD TWO SPACES**	12 Where is the best place to find up-to-date *inform / information / informational* about what is happening in the world?	13 Do you think there has been a *reduce / reduction / reducing* or an increase in pollution in the last few years? Why / Why not?	14 Do you believe we are *influence / influential / influenced* by what we read and see in the news?	15 **Finish**
10 What can we do to *influence / influential / influencer* our governments to do more to protect the environment?	9 How will climate change *effect / affect / effective* future generations?	8 **GO BACK TWO SPACES**	7 How can we change the *design / designer / designed* of new cars to help lower the amount of pollution they create?	6 What is the best way to *inform / information / informational* people about how they can help protect the environment?
1 **Start**	2 How do you think we can *inspire / inspiration / inspirational* young people to care more about the environment?	3 What new technological *inventor / invent / invention* do you think would help society the most?	4 **GO FORWARD ONE SPACE**	5 Tell me your ideas about how to *reduce / reduction / reducing* the level of pollution in cities.

© Pearson Education Limited 2018 Photocopiable

www.frenglish.ru

verbs
steal overcook repair decorate eat see build close down build cut

objects
a strange animal a swimming pool car her hair her house his wallet homework sports centre station steak

1
It contained my credit cards, my driving licence and over £200 in cash. Of course, I reported the theft to the police but they say they probably won't find it.

The speaker _____ on Saturday night.

2
We have no idea what it was or where it came from. It had a long tail, black spots and long hairy ears. And it was making a strange growling noise.

_____ in the speaker's neighbourhood last week.

3
It won't be very big and it will only be one and a half metres deep at the deep end, but it will be great on a hot, sunny day.

The speaker _____ in his garden.

4
The damage from the accident wasn't too bad. There was a large dent in the passenger door and some scratches on the bonnet. The people at the garage told me it should all be sorted out by tomorrow.

The speaker's _____.

5
Apparently, there will be a swimming pool, five tennis courts, a volleyball court and a skating rink. A new _____ in the speaker's home town.

The speaker _____ yesterday.

6
Most people who travel into the city each day either have their own car or use the bus, so it just isn't worth keeping it open. In future, anyone who wants to use the train will have to catch it in the next town.

The _____ in the speaker's town next year.

7
It's completely black all over and really tough. There's no way I can eat this!

The speaker's _____.

8
They're painting the living room white and they're putting up some lovely blue tiles in the bathroom.

The speaker _____.

9
I'm really sorry, sir, but I don't have it. I did it last night and left it in the lounge but when I went to put it in my bag this morning, it had gone. And my dog had a guilty look on his face.

The speaker's _____ by his dog this morning.

10
It's getting rather long and needs a bit of a trim, so I've made an appointment at Maureen's.

The speaker _____ tomorrow.

Student B clues

1 Use the causative *have* here.
2 Use the past simple passive.
3 A builder will do the work for the speaker, but the speaker is organising it! It's in the future.
4 This is an action happening right now.
5 Use *will* here.

Student A clues

6 This is in the future.
7 Use the present perfect simple here.
8 This is the present continuous. The speaker isn't doing the work – someone else is doing it for him.
9 This dog has a strange taste in food!
10 This action is in the future. She isn't cutting her own hair.

© Pearson Education Limited 2018 Photocopiable
www.frenglish.ru

Team A

1 Next year I **will** spend some time travelling. (2)
2 We can't possibly eat this meat – it's **rotten**. (2)
3 It was really nice of you to **look after** my cat while I was away. (3)
4 **Right now**, I'm reading an interesting book about France. (3)
5 My brother **loves** classical music. (5)
6 You broke my camera **deliberately**. (2)
7 Let's **use** this great weather to go to the park. (3)
8 Tom is **desperate for** a holiday. (3)
9 We need to decorate the house. **Taking just one example**, the lounge needs painting. (2)

	A	B	C	D	E
1	out	turn	good	on	point
2	bad	on	fell	of	own
3	rid	up	tired	a	of
4	you	down	get	terms	for
5	order	to	of	out	my

Team B

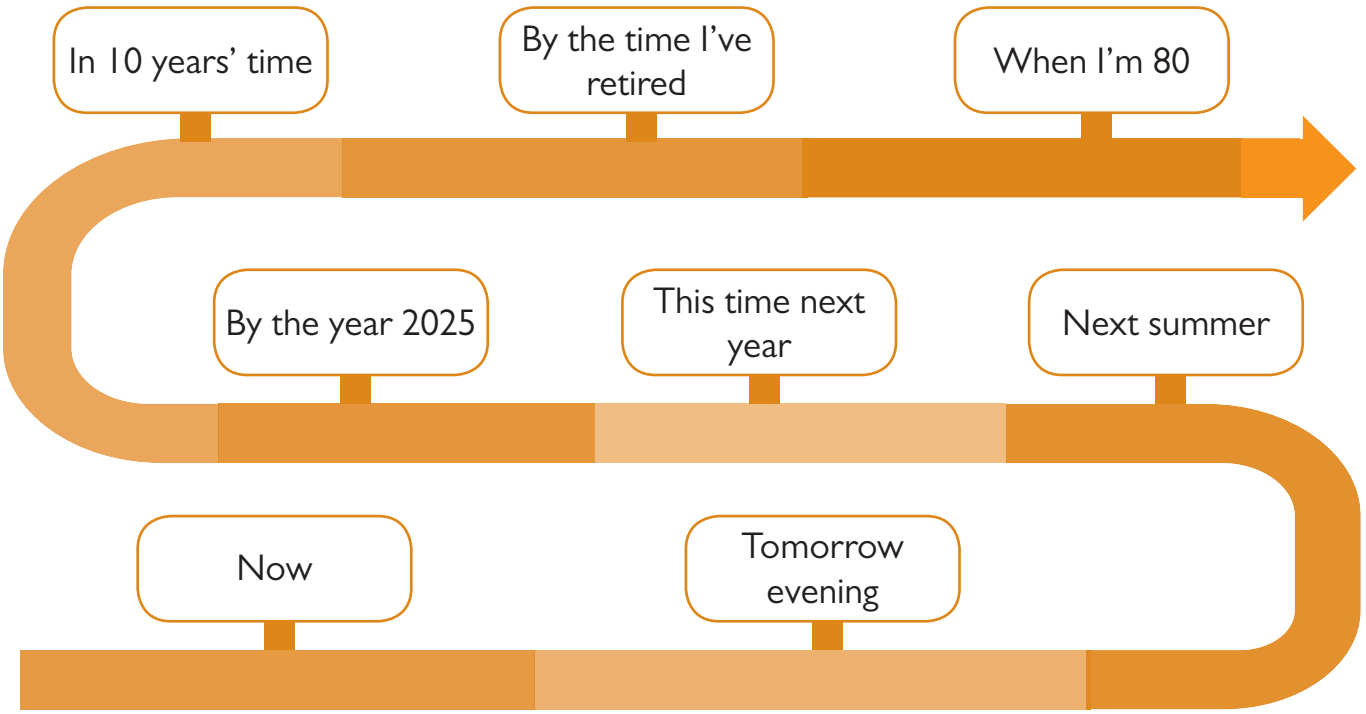
1 I'm **fed up with** people arriving late all the time. (2)
2 My neighbour and I are **not getting on** at the moment. (3)
3 Fresh salad is **healthy**. (3)
4 I agree with you, **but I don't agree with everything you say**. (4)
5 Could you **reduce** the volume on the television? I need to make a phone call. (2)
6 Tanya and **I had a serious argument** at the weekend. (2)
7 Unfortunately, the lift is **not working** at the moment. (3)
8 I spent Saturday evening **alone**. (3)
9 When we moved to a smaller flat, we had to **throw out** a lot of things. (3)

	A	B	C	D	E
1	a	on	at	off	care
2	take	has	for	to	of
3	take	need	advantage	moment	passion
4	instance	plan	the	got	for
5	in	gone	purpose	of	of

© Pearson Education Limited 2018 Photocopiable

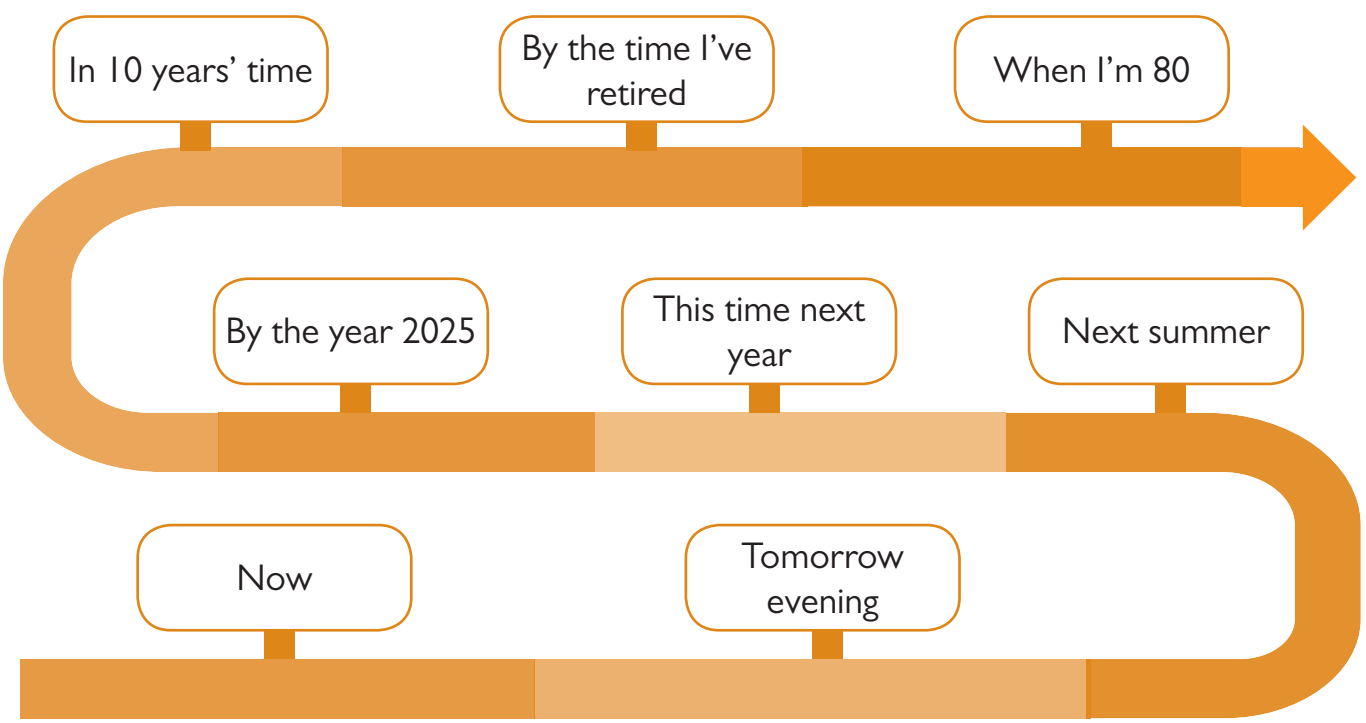
www.frenglish.ru

My Future



FOLD

My partner's future



© Pearson Education Limited 2018 Photocopiable
www.frenglish.ru

Compare and contrast two of the pictures.
Say why the people are using the technology, and what they hope to achieve.



A



B



C



D



E



F



G



H



I



J



K



L

© Pearson Education Limited 2018 Photocopiable

www.frenglish.ru

1 Which technology could you not live without and why?

2 Which item of technology do you use the most? How often do you use it?

3 Is there a piece of new technology you would like to have? What is it? Why?

4 Is there any technology that you think has had a negative impact on the world?

5 Have you ever tried to go a full day without using your phone? What happened? If not, would you ever try this and why?

6 .....

.....

.....

.....

7 .....

.....

.....

.....

8 .....

.....

.....

.....

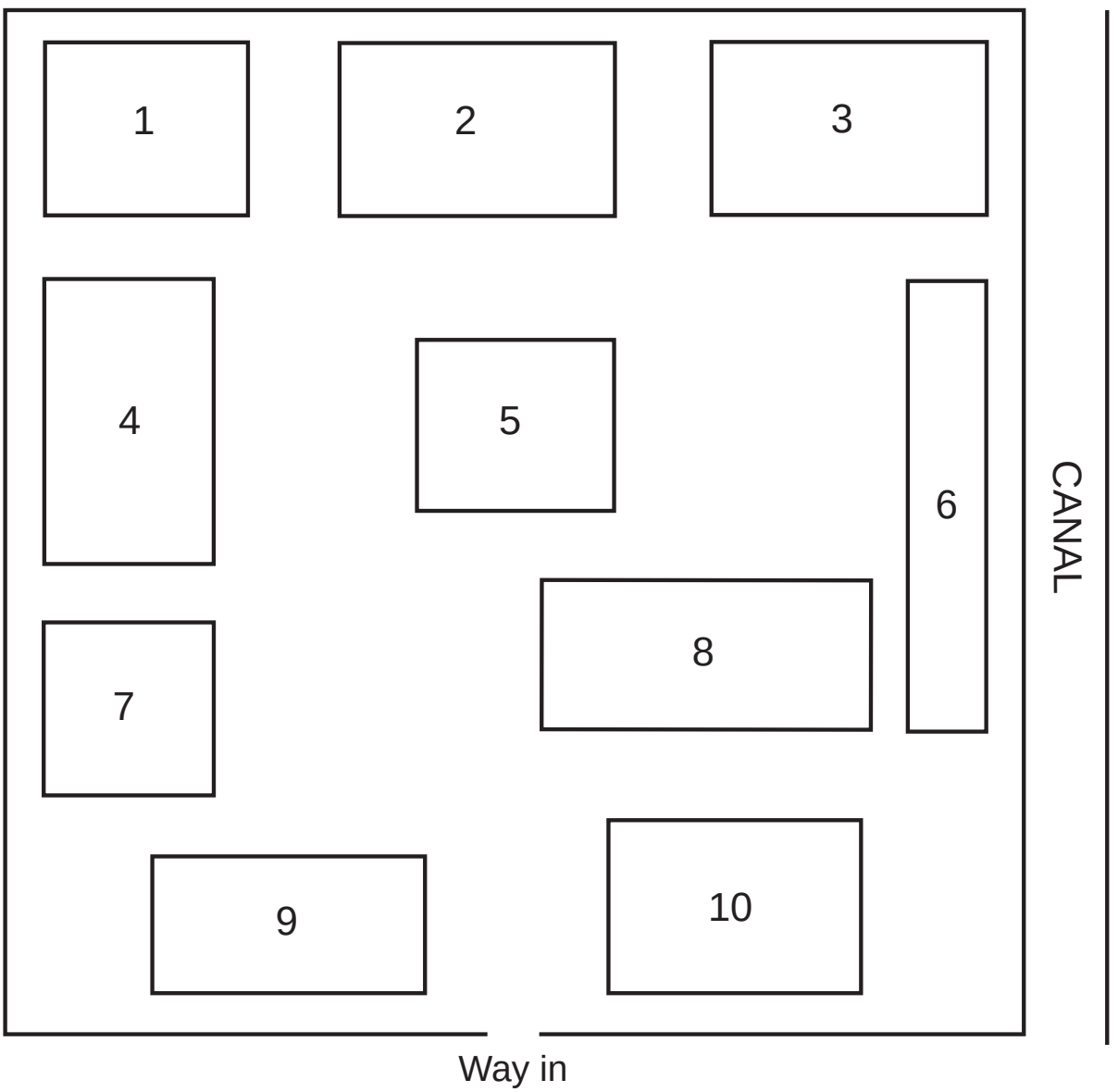
Summary

© Pearson Education Limited 2018 Photocopiable

www.frenglish.ru

Festival map

A The eye in the sky – taking you to great heights for a bird's eye view of the festival site.
B Miniworld – see some of the world's most famous man-made structures without leaving the country!
C A plate full of pleasure – taste your way around the world!
D Our green world – bring out your inner explorer by taking a walk in the jungle!
E An amazing world – take a virtual flight over some of the world's most beautiful natural sights!
F A little knowledge – learn from the experts at one of our informal lectures.
G The right moves – watch and learn, then dress up and join in the fun!
H The welcome web – a warm welcome from around the world.
I The big chill – bringing the Arctic to Ambeltown.
J Wild things – a chance to get up close and personal with some interesting species.



© Pearson Education Limited 2018 Photocopiable

www.frenglish.ru

Attractions

Have you ever wanted to know what it's like at the North Pole? Well, here's your chance! Wrap up warmly and head to our 'ice tent' **(1)** to experience sub-zero temperatures and admire some amazing ice sculptures. There's an igloo for kids to explore, and they can even feed the friendly reindeer (carrots provided!).

We have several guest speakers this year. We're especially delighted to welcome television presenter, writer and linguist Chaz Davidson, whose recent television series and book *Around the World in 80 Languages* has been a hit in over 30 countries. He will be talking about why we need to keep different languages alive. Also speaking will be Maureen Rivers, head of Anthropology at Ambeltown University. Hear them talk in the lecture tent **(2)**.

If it's cold outside, warm up in our 'Typically Tropical' tent **(3)** by the canal. Over 200 species from tropical countries have been brought in from nearby Bartholomew Gardens to recreate a miniature rainforest. Make your way through tropical foliage and admire some beautiful flowers that you would normally have to go to the Amazon to see.

Come to the animal tent **(4)** and meet some of our friends from the animal kingdom. From mischievous monkeys to cute cuddly koalas, here is a rare chance to meet, hold and pet wildlife from around the world. Interactive video displays also show you how some of these live in their natural habitat.

Look down on the festival from our static hot-air balloon **(5)**. On a clear day, you should be able to see as far as the River Thames in one direction and the French coast in the other. If you can't see the balloon on the ground, just look up!

You won't need your passport to visit the Eiffel Tower, the Taj Mahal, the Pyramids and many other well-known buildings. You'll find them lined up along the canal **(6)**. Well, all right, they're only models; but they are incredibly accurate and almost as good as seeing the real thing.

Head to the stage **(7)** to see – and take part in – traditional folk and tribal dances from Russia, China, Australia and South Africa. You can even put on local costumes for the full experience, and there is also a fascinating collection of musical instruments for sale.

See the Grand Canyon, the Amazon rainforest, the Himalayas and the Sahara desert from above in one of our 3D-video presentations **(8)**. Climb into a genuine helicopter seat, put on the video headset and prepare to be amazed!

The first thing that strikes you as you enter the festival gates is the smell of various dishes being fried, grilled, barbecued and steamed. In fact, we challenge you to walk past our food tent **(9)** without popping in to find out exactly what's on the menu – and fill up on some delicious snacks to keep you going for the day!

In our reception tent **(10)**, you'll find several computers. These are all connected to other computers in various countries across six continents. And at the end of each line, there is a smiling face to say hello and wish you an enjoyable day. And, of course, you can talk right back. Sponsored by UNESCO, this is a wonderful opportunity to meet people from around the world without leaving your own country!

© Pearson Education Limited 2018 Photocopiable
www.frenglish.ru

Part A

Novelist	Musician	Painter
Composer	Dancer	Conductor

Part B

- What do you usually do in the mornings?
- What's your favourite season and why?
- Tell us about a day you really enjoyed recently.
- Are you planning anything special this weekend?
- Do you spend most of your time indoors or outdoors?
- What is your idea of the perfect holiday?
- Do you prefer working on your own or with other people?

Part A

Novelist	Musician	Painter
Composer	Dancer	Conductor

Part B

- What do you usually do in the mornings?
- What's your favourite season and why?
- Tell us about a day you really enjoyed recently.
- Are you planning anything special this weekend?
- Do you spend most of your time indoors or outdoors?
- What is your idea of the perfect holiday?
- Do you prefer working on your own or with other people?

© Pearson Education Limited 2018 Photocopiable

www.frenglish.ru

Students A and B

a	an	the	the	the	a	a	the	the	a

SHACKLETON'S RESTAURANT, BRAMLEY ROAD
If you're looking for lively atmosphere and delicious food, then Shackleton's would be excellent venue. So what's so unusual about it? Well, restaurant is located in city's biggest prison, Wormville Marsh, and staff are all convicted criminals serving time for variety of crimes. Its popularity has resulted in long waiting list, which probably makes Wormville only prison in world that people are trying to get into rather than out of. Truly unique experience that we highly recommend!

a	the	an	a	the	an	the	the	a	the

BOSWORTH'S DINER, CLEARWATER
For big portions of food, it's well worth taking short trip out of city to Bosworth's Diner, situated in old house on Clearwater's pretty High Street. And when we say big, we mean BIG! Bosworth's menu offers variety of monster dishes, including restaurant's signature dish, 8,000-calorie pizza which is believed to be world's biggest commercially available pizza! If you manage to eat all of it, you won't have to pay bill. And after all that food, long walk back home might be just what you need if you miss last bus.

Students C and D

the	the	the	the	the	the	a	a	the	a

MONKEY BUSINESS, ACACIA STREET
Whatever you do when you take your seat at Monkey Business, don't start eating bowl of peanuts that has been put on your table. If you do, you'll be depriving hard-working staff of their tip. As name of restaurant suggests, Monkey Business is partly staffed by ... monkeys! Owner, Michael Robertson, came up with idea of using apes to supplement his staff of humans after visiting similar restaurant in Japan. You order your food from human waiter but it's restaurant's monkeys that deliver it. Tipping them with handful of peanuts will ensure that they don't jump onto your table and eat your food!

an	a	the	the	the	a	the	a	a	a

BLACKOUT, VERNES ROAD
Blackout offers its diners unusual dining experience: meals are served in room with no windows, and all lights are switched off. Consequently, you have to eat your meal in complete darkness. Apparently, this enhances your senses of smell and taste, which, in theory, is supposed to make food on your plate taste better. All of staff are registered blind people, and 20% of your bill is donated to national charity for blind, so eating here will help lot of people. But let us offer you bit of advice: you're bound to spill lot of food down yourself, so don't wear your best clothes!

© Pearson Education Limited 2018 Photocopiable
www.frenglish.ru

Book light This small battery-operated light clips onto any book. Ideal for those situations where there's no electricity.	**Cam-cover** Protect your digital camera from water with this special waterproof cover.	**Boomerang** This classic aboriginal weapon from Australia makes an ideal toy for outdoor fun and exercise!	**Hand-held scales** These small scales are ideal for checking how much your luggage weighs. So small they'll fit in your pocket!	**Desktop fan** Keep cool on a hot day with this portable, battery-operated fan.
USB cup warmer Plug this handy cup holder into a USB port on your computer. It will keep your tea or coffee warm for hours.	**Key-ring camera** A tiny digital camera with a key ring attached. Takes fantastic pictures!	**Remote-control helicopter** Fly your very own helicopter. OK, it's only a model helicopter but it's almost as much fun as the real thing!	**Lava lamp** This amazing glass lamp constantly changes colour and looks great in any room.	**Electronic drum kit** These electronic drums would make the perfect gift for anyone who wants to start their own rock group!
Instant website Everything you need to start up your own website.	**Flytrap plant** Grow your own meat-eating plant (eats mosquitoes, flies and other small insects).	**Inflatable punch bag** This inflatable punch bag is ideal for when you're angry and need to hit something!	**Solar phone charger** Use the power of the sun to recharge your phone when the battery runs low with this portable charger.	**Home gym** No need to pay for expensive gym membership. Stay fit with this home gymnasium kit.
Portable barbecue This looks like a metal briefcase but folds out into a small barbecue.	**Computer protector** Wrap this around your laptop or tablet computer to protect it from damage.	**Waterproof jacket** The ideal gift for someone who loves the outdoors.	**Miniature video camera** This video camera is so small it will fit comfortably into your pocket. It weighs less than 200 grams.	**Electric scooter** A classic scooter with a small electric motor. Great for short trips out.
Fold-up scooter This tiny but strong scooter folds up and can be carried in a small bag or case.	**Swiss Army knife** This multi-purpose classic Swiss Army knife even has a USB stick.	**Alarm clock and 'gun'** This alarm clock comes with an electronic 'gun'. When the clock goes off, point the gun at it, fire and it switches off.	**Hand warmer** Battery-operated hand warmer. Keeps your hands warm on a cold day. Can also be used to warm up a cold bed!	**Electronic photo album** Display your favourite photographs in this electronic album. Holds up to 2,000 pictures.
A paint-your-own mural design set Perfect for people who love decorating and personalising their home.	**Beach towel** This towel has the word 'Reserved' on it in big, bold letters. Reserve your place by the pool before anyone else gets there!	**Portable speakers** Get excellent sound from your MP3 player with these tiny but powerful speakers.	**Secret safe** It looks like an ordinary drinks can but is actually a secret hiding place for your money and other valuables.	**Night vision glasses** See in the dark with these amazing glasses (range up to 30 metres).

© Pearson Education Limited 2018 Photocopiable

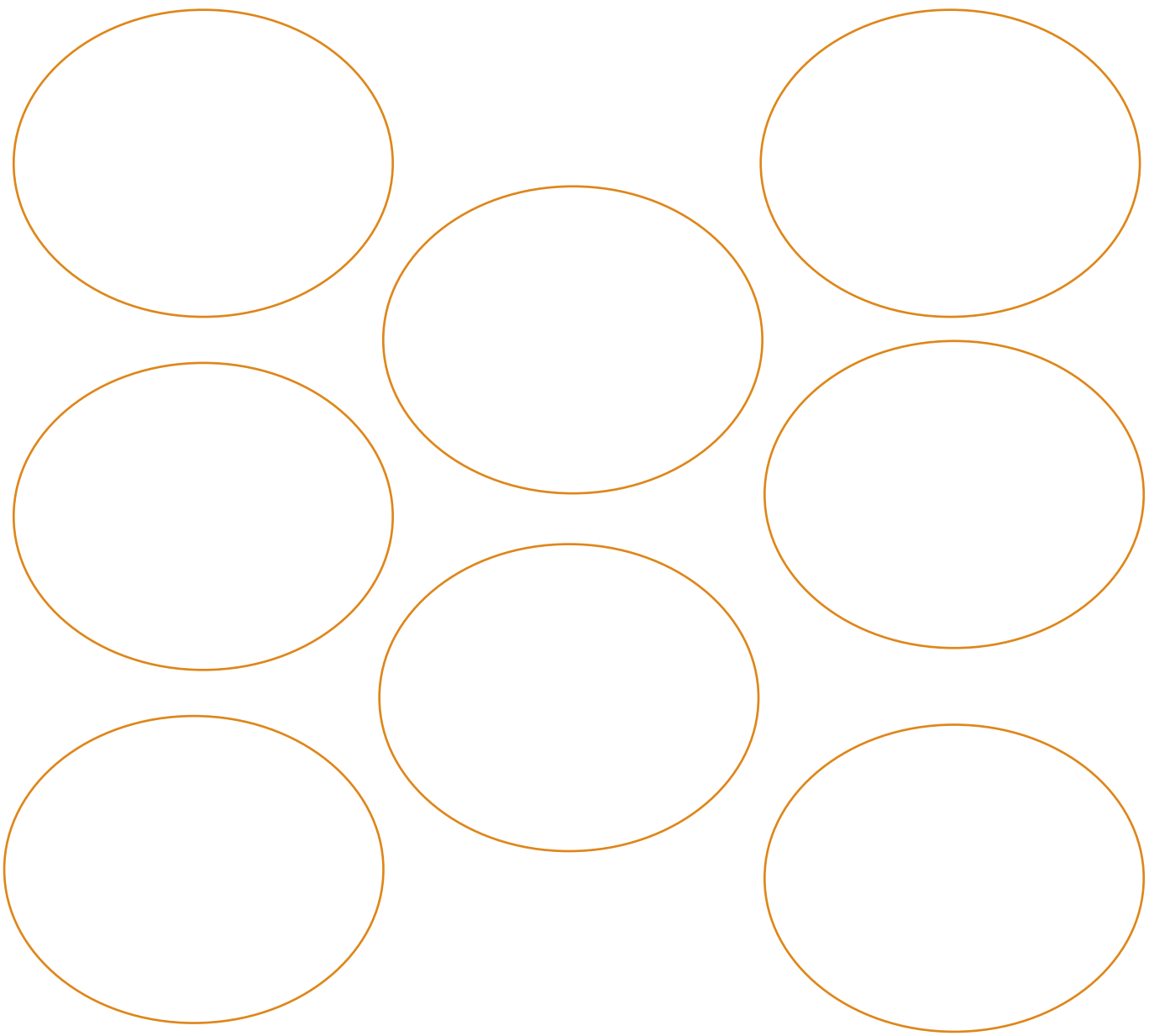
www.frenglish.ru

might must can't

Situations

1 ..... rang and said he wants to see me really urgently. (*Write the name of person you know*.)
2 I heard a strange noise last night, like a ..... (*Write the specific sound*.)
3 I felt terrible after ..... night. (*Write something you did or ate*.)
4 I planned to meet ..... five minutes ago. She isn't here yet. (*Write the name of someone you know*.)
5 When I looked out of the window last night, I saw something that looked like a ..... (*Write the name of an animal*.)
6 I can't find my ..... (*Write the name of an item you own*.)
7 I've been trying to call ..... all morning, but he isn't answering. (*Write the name of someone you know*.)
8 I think I saw ..... in town last night. (*Write the name of a person*.)

Follow-up comments



© Pearson Education Limited 2018 Photocopiable
www.frenglish.ru

Part A

Tell me about a time you have been really **angry** at someone.	Tell me about a TV show you would like to be a **participant** on.	Tell me about what brings you **happiness** in life.
Tell me about the most **expensive** thing you have ever purchased.	Tell me about whether you were **imaginative** as a child or not.	Tell me about the most amazing **performance** you have ever seen live.
Tell me about the local **inhabitants** of the town of your birth (for example, how many there are, what languages they speak, what their typical interests are, etc.).	Tell me about an object which has a lot of **importance** for you.	Tell me about a good way to stay **healthy**.

Part B

IMPORTANT (noun)	HAPPY (noun)	PERFORM (noun)
INHABIT (noun – person)	EXPENSE (adjective)	HEALTHY (noun)
ANGER (adjective)	IMAGINE (adjective)	PARTICIPATE (noun – person)

© Pearson Education Limited 2018 Photocopiable

www.frenglish.ru

Name: .....

1 It was a dark, cold November morning, and Simon Smith was walking to school. He had a very important science exam that day and needed to pass it to get into university. He knew he hadn't studied enough and that his idea of (*explain what Simon's dream plan was*) ..... was going to fall through.

FOLD

2 It wasn't fair. Simon was a hard worker, but he hadn't been able to keep up with all the other students in his class because ..... (*give a reason*).

FOLD

3 But he couldn't let that happen – it was his dream! So he needed to have a plan. His best friend, Olivia, had been going on about a newspaper article that explained how (*describe a way another student cheated in an exam and got away with it*) .....

FOLD

4 That was it! He had no other choice. He had one hour until the exam and was running out of time. He walked quickly to (*say where Simon went and what he did*) .....

FOLD

5 The day came and went. The exam was over and the results were in. Simon had passed with over 90%. He really thought no one would ever discover his secret. But then one day, he received a message from his teacher saying something had come up in relation to his exam. They came across (*say what they found which was strange with the exam*) ..... and were looking into it. He needed to go and see the teacher in two days' time.

FOLD

6 Simon started to worry; he couldn't think of anything else. His behaviour became strange and he started to (*describe how Simon started to act*) ..... He was afraid his action would give him away.

FOLD

7 On the day of the meeting with the teacher, Simon came in and sat down. 'We need to talk about your exam,' said the teacher. .....

FOLD

8 Then, ...
In the end, Simon learnt his lesson and decided he would never cheat at anything again.

© Pearson Education Limited 2018 Photocopiable

www.frenglish.ru

'I'm sorry I broke your laptop,' said Jenny.
'You're always breaking things,' I said angrily.
Jenny ran out of the room in tears.

Jenny **apologised** **for** breaking my laptop.
I **criticised** her **for** always breaking things.
I **wish** I **had** **accepted** her apology. If I **had**, she **wouldn't** **have** run out of the room in tears.

My friend Joan said, 'Can I borrow your camera?'
'Of course you can but be careful with it,' I said.
I never saw the camera again because she lost it.

Joan ..... borrow my camera, and I ..... she ..... but ..... her ..... careful with it. Now I ..... I ..... no. If I ....., she ..... it.

Pete said, 'Would you like to see a rock concert with me this Saturday?'
'Yes,' I said. 'And I'll pay for the tickets.'
The tickets cost a fortune and I ended up spending all of my monthly allowance.

Pete ..... see a rock concert with him on Saturday and I ..... invitation. I also ..... for the tickets. I ..... I ..... If I ..... him pay for them instead, I ..... all of my monthly allowance.

My friend Harry said, 'Let's go for a picnic at the weekend.'
'I think that's a great idea,' I said.
It rained all day and I caught an awful cold.

Harry ..... for a picnic at the weekend. I ..... that I ..... it was a great idea. I ..... I ..... go. If I ....., I ..... an awful cold.

~~accepted~~	~~for~~	had	let	said	warned
accepted	~~for~~	hadn't	lost	she	~~wish~~
~~apologised~~	going	have	me	spent	wish
asked	~~had~~	have	me	suggested	wish
Be	~~had~~	have	offered	thought	wish
caught	had	have	pay	to	~~wouldn't~~
could	had	his	refused	to	wouldn't
could	had	if	said	to	wouldn't
~~criticised~~	had	invited	said	to	wouldn't

© Pearson Education Limited 2018 Photocopiable

www.frenglish.ru

Debate topics

1 Which invention of the last 50 years do you think has changed our lives the most?
2 Do you think schoolchildren should study science subjects more, and other subjects like history and geography less?
3 Can you think of something that hasn't been invented yet that you would really like to see invented?
4 Has science made our lives better or worse in the last 50 years?

Useful phrases

Excuse me. I'd just like to say that …	Can I add something here, please?
I'm sorry to interrupt, but I wanted to say that …	Would you like to add anything?
I think it's very important, isn't it?	Sorry, I didn't mean to talk for so long! What do you think?
Sorry for interrupting you! Please continue!	I think that …

© Pearson Education Limited 2018 Photocopiable
www.frenglish.ru

Pearson Education Limited
KAO Two, KAO Park, Harlow,
Essex, CM17 9NA, England
and Associated Companies throughout the world

www.pearsonELT.com/gold

© Pearson Education Limited 2018

Teaching notes by Clementine Annabell

Photocopiable activities by Louise Manicolo and Rawdon Wyatt

The right of Clementine Annabell, Louise Manicolo and Rawdon Wyatt to be identified as authors of this Work has been asserted by them in accordance with the Copyright, Designs and Patents Act, 1988.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the copyright holders.

Photocopying: The Publisher grants permission for the photocopying of those pages marked 'photocopiable' according to the following conditions. Individual purchasers may make copies for their own use or for use by the classes they teach. Institutional purchasers may make copies for use by their staff and students, but this permission does not extend to additional institutions or branches. Under no circumstances may any part of this book be photocopied for resale.

New edition first published 2018

ISBN: 978-1-292-21781-9

Set in Frutiger LT Pro Light
Printed and bound by Ashford Colour Press Ltd

Illustrated by Oxford Designers & Illustrators and Integra Software Services Pvt. Ltd.

www.frenglish.ru