GOLD

NEW EDITION

B2 First



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CONTENTS

	Introduction	3
Unit 1	**Bands and fans**	8
Unit 2	**Relative values**	16
Unit 3	**Things that matter**	24
Unit 4	**Forces of nature**	32
Unit 5	**Eat your heart out**	40
Unit 6	**In the spotlight**	48
Unit 7	**A place to live**	56
Unit 8	**Moving on**	64
Unit 9	**Lucky break?**	72
Unit 10	**Friends for life**	80
Unit 11	**Nothing to fear but fear**	88
Unit 12	**Crime scene**	96
	Audio scripts	104
	Teaching notes for photocopiable activities	122
	Photocopiable activities	145

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INTRODUCTION

Rationale

Welcome to *Gold B2 First New Edition*, the innovative and engaging course for students preparing to sit Cambridge English Qualifications B2 First, or general English students studying at B2 level on the common European framework. *Gold B2 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 B2 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 B2 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 B2 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 B2 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 B2 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 B2 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 B2 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 B2 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, additional Use of English sections and advice on how to avoid making common exam errors. The *Gold B2 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 B2 First New Edition* digital components include *eText* for students, *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.

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OVERVIEW OF COURSE COMPONENTS

Coursebook

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



Exam Maximiser with online audio

- 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*
- Six additional Use of English spreads 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**



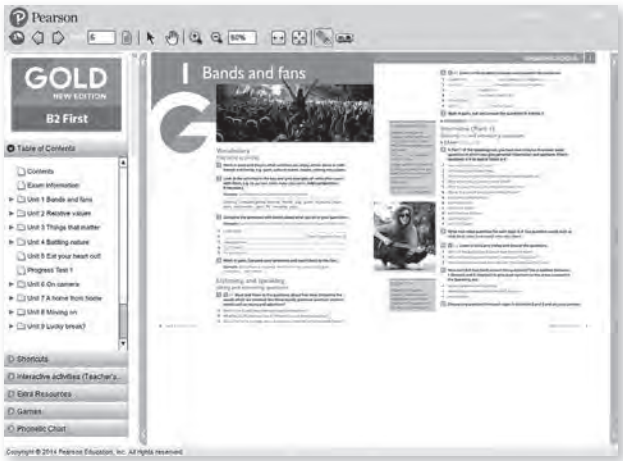
MyEnglishLab

- 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

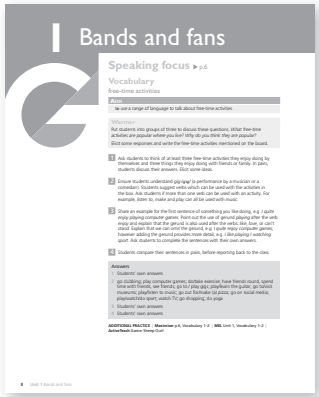
- Digital version of the *Coursebook*
- For use at home or in class, on desktop, laptop or mobile devices
- Includes interactive activities
- Students can listen to the audio as many times as they need to and read along with the audio script.



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Teacher's Book

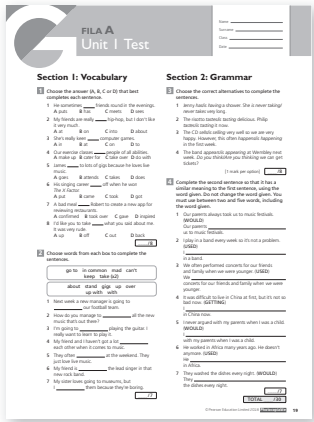
- Your complete guide to using all of the *Gold B2 First New Edition* components in a blended classroom
- Lesson plans with answers, audio scripts and writing task sample answers
- Cross-references to all of the *Gold* components
- Supplementary ideas for warmers and extension activities
- Advice on using the digital components and other ideas for a blended classroom
- Three engaging photocopiable activities per unit with detailed teaching notes to revise and extend the *Coursebook* material
- Comes with *Teacher's Resource Disc*

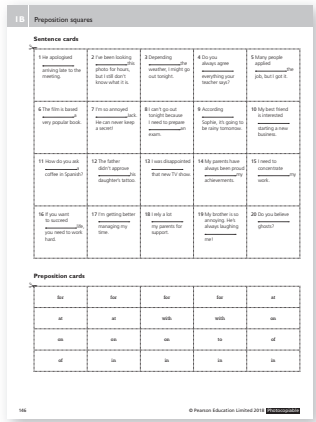




Teacher's Resources

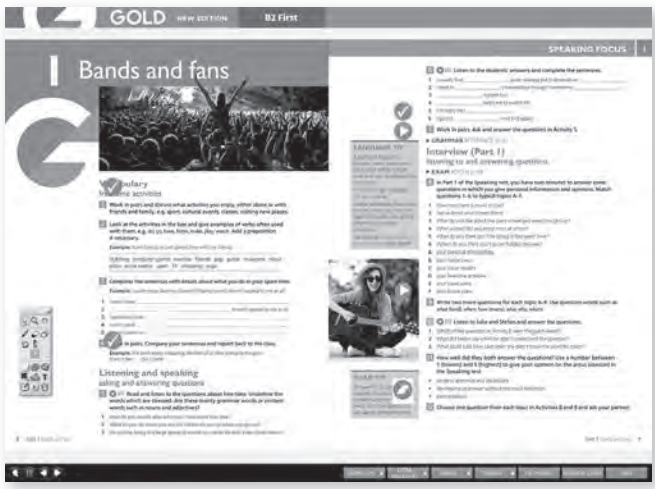
- Available offline (*Teacher's Resource Disc*) or online
- Download the Teacher's Resources from **www.pearsonELT.com/gold**
- *Coursebook* and *Exam Maximiser* audio
- *Testmaster* with customisable versions of all the course tests in Word format, with audio:
  - 2 Placement Tests
  - 12 Unit Tests
  - 4 Progress Tests
  - 1 Exit test
- 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



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Recommended with Gold B2 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



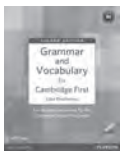
The *Practice Tests Plus First 2 New Edition* offers comprehensive practice for each exam paper and includes:

- 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



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 B2 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 B2 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 B2 First New Edition Testmaster* includes a range of assessment resources including Placement and Exit Tests, twelve Unit Tests and four Progress Tests. Using these tests can help you focus your classes more precisely to your students' needs.

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

Read student writing regularly
Each *Gold B2 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.

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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 B2 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 B2 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: 'Okay, 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 B2 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 B2 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 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.

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1 Bands and fans

Speaking focus ▶ p.6

Vocabulary

free-time activities

Aim

- to use a range of language to talk about free-time activities

Warmer

Put students into groups of three to discuss these questions. *What free-time activities are popular where you live? Why do you think they are popular?*

Elicit some responses and write the free-time activities mentioned on the board.

1 Ask students to think of at least three free-time activities they enjoy doing by themselves and three things they enjoy doing with friends or family. In pairs, students discuss their answers. Elicit some ideas.

2 Ensure students understand *gig* /gɪg/ (a performance by a musician or a comedian). Students suggest verbs which can be used with the activities in the box. Ask students if more than one verb can be used with an activity. For example, *listen to*, *make* and *play* can all be used with *music*.

3 Share an example for the first sentence of something you like doing, e.g. *I quite enjoy playing computer games.* Point out the use of gerund *playing* after the verb *enjoy* and explain that the gerund is also used after the verbs: *like*, *love*, or can't *stand*. Explain that we can omit the gerund, e.g. I *quite enjoy computer games*, however adding the gerund provides more detail, e.g. *I like playing / watching sport.* Ask students to complete the sentences with their own answers.

4 Students compare their sentences in pairs, before reporting back to the class.

Answers

1 Students' own answers

2 go clubbing; play computer games; do/take exercise; have friends round, spend time with friends, see friends; go to / play gigs; play/learn the guitar; go to/visit museums; play/listen to music; go out for/make (a) pizza; go on social media; play/watch/do sport; watch TV; go shopping; do yoga

3 Students' own answers

4 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.6, Vocabulary 1–2 | **MEL** Unit 1, Vocabulary 1–2 | **ActiveTeach** Game: Sheep Out!

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Listening and speaking

asking and answering questions

Aim

- to practise asking and answering questions

5 Ask students to read the questions. Write the first one on the board. Play the first question and elicit the stressed words. Play the rest of the recording and ask students to underline the stressed words. Elicit the stressed words and whether they are mainly grammar or content words.

Point out that the stress in *relax* is on the second syllable. Play the recording again, pausing after each question for students to repeat them, copying the stress.

6 Play the recording and ask students to complete the sentences. Ask students to check their answers in pairs and then replay the recording, pausing after each sentence for the whole class to check.

Additional activity

Ask students to rewrite the sentences in Activity 6, completing each one so that it is true for them.

7 Ask students to read the Language Tip. Write the following sentences on the board and elicit what adverbs/adverbials could go in the gaps.

I ..... watch online shows on Friday nights. (hardly ever/always/usually/never)

I go to a yoga class ..... . (every week/now and again/from time to time)

In pairs, students ask and answer the questions in Activity 5. If time allows, put students into new pairs to repeat the exercise to increase their confidence. Monitor, noting any errors with word order.

Ask students to turn to the Grammar Reference section on Adverbs of frequency on page 140. Go through the explanations and examples. Then, do Exercise 1 in class, or ask students to do it for homework.

Grammar Reference answers: Exercise 1

1 Does she generally come by car?
2 Always take care when using this machinery.
3 They're sometimes a little nervous at the beginning.
4 I don't usually go to the gym on Fridays.
5 They've often been told that.

Teaching tip: Using the Grammar Reference

For each grammar point in this course, the Grammar Reference includes notes, examples, and additional practice exercises. These exercises may be completed in class or set for homework.

Answers

5 Content words are stressed, mainly.
1 How do you usually relax when you have some free time?
2 What do you do when you stay in? Where do you go when you go out?
3 Do you like being in a large group or would you rather be with a few close friends?

6 1 watching TV, my mood 2 stay in, have friends round 3 Playing the guitar 4 Doing yoga 5 computer games 6 for a pizza

7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.6, Speaking 1 | **MEL** Unit 1, Speaking 1 | **Photocopiable 1A** *If this is the answer, what's the question?*

Interview (Part 1)

listening to and answering questions

Aim

- to practise giving personal information and opinions in an exam-style discussion (Speaking, Part 1)

8 Refer students to the Exam Focus on page 189. Tell them that they will be practising the first part of the Speaking exam, which consists of giving personal information and opinions. Read through the Exam Focus with students. In particular, clarify that the focus on *general interaction and on social language skills* tests students' ability to listen and respond appropriately in a conversation.

Focus on Strategy 2 on page 189, and elicit some ways to sound interested and interesting (e.g. vary tone, body language, use a range of language). With Strategy 5, elicit some phrases for asking someone to repeat something, e.g. *Could you repeat that, please? Would you mind saying that again, please?*

Give students a few minutes to match questions 1–6 to topics A–F. Students compare their answers in pairs before you do a class check.

9 Put students into pairs and ask them to write two more questions for each topic (A–F). Elicit questions from some students and check that their question formation is accurate.

10 Give students a minute to read the questions and then play the recording. Ask students to discuss their answers in pairs before you do a class check.

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11 Tell students that they are going to assess Julia and Stefan's answers in three areas, giving them a score between 1 and 5. Check that students understand *hesitation* (when people pause before saying/doing something because they are nervous or not sure). Read the Exam Tip aloud. Play the recording again while students give Julia and Stefan a score. Ask students to discuss their scores in pairs or groups of three.

12 Put students into pairs. Ask them to take turns to ask and answer one of the questions from Activities 8 and 9. Monitor, providing feedback and encouraging students to provide full answers. For more practice, students could discuss a different question with a new partner.

Answers

8 **1** D **2** A **3** B **4** C **5** F **6** E/F

9 Students' own answers

10 **1** Julia: 4 and 6; Stefan: 2 and 3

2 *I'm sorry. Would you repeat the question, please?*

3 She could have used synonyms such as *grades/results*, or said *I always did well in the subject.*

11 Julia was rather hesitant, with had a small range of language.

Stefan used a wider range of language, but sounded rather 'flat' and monotonous.

12 Students' own answers

MyEnglishLab tip: Video introductions

There are video introductions to all of the exam papers in MyEnglishLab which students may find useful to watch for homework.

ADDITIONAL PRACTICE | **ActiveTeach** Speaking test videos | **MEL** Extra practice, Speaking 1 *Part 1 Detailed answers: What's missing?*

Reading focus ▶ p.8

Aim

- to practise exam strategies for approaching a gapped text activity (Reading and Use of English, Part 6)

1 Put students into pairs to discuss the questions. Elicit some ideas.

Cultural note

Coachella is one of the world's largest and most profitable music festivals, held in Coachella Valley, California. First held in 1999, it is now an annual event which attracts a crowd of around 99,000 people a day.

2 Ask students if anyone has heard of Coachella and what they know about it. Check that they understand that reading for gist means to read something quickly to understand the main idea without worrying about the small details. Focus students on the title 'How a music festival turned into a money-making monster'. Elicit the meaning of *money-making monster* (it makes a huge amount of money). Give students one minute to read the text for gist to find out how the Coachella music festival became so profitable. Emphasise that students should not worry about unknown vocabulary at this stage. Then ask students to read the text again while matching phrases 1–7 to paragraphs A–G. Elicit the answers.

3 Ask students to read the first two paragraphs again and answer the questions. Point out that referencing words are used to avoid repeating the same words or phrases again. In a gapped text activity, referencing words in the text may refer to ideas or things mentioned in the missing sentences, or vice versa. Students compare answers in pairs. Elicit the answers.

4 Ask students to look around the gaps and guess what information might be missing. Elicit the answers.

5 Read the Exam Tip aloud. Students underline referencing words around each gap and try to work out what they refer to. Elicit the answers.

Answers

1 Students' own answers.

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

3 **1** *it* = the concert; *they* = Pearl Jam; *who* = Ticketmaster; *its* = Ticketmaster's; *Their* = Pearl Jam's

2 *These issues* refers to the high temperatures and lack of campsite facilities.

What's more, a few more years, its

4 Students' own answers

5 **2** iconic appearance … the festival's success

3 One smart move

4 The costs don't stop … most profitable

5 place to see

6 until recently been outside festival hours

A (the appeal of) its location …

B the expense of attending rises dramatically

C such memorable performance … the following year

D Lately, however … stay away from the festival itself

E these issues …

F On this occasion …

G their other idea was even more brilliant

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Gapped text (Part 6)

Aim

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

Refer students to the Exam Focus on page 187. Read it through with students, making sure they understand everything.

6 Students choose the best sentence to fit each gap in the text.

7 Ask students to compare their answers in pairs and give reasons for their choices. Then ask students to re-read the text with their answers to check it makes sense. Finally, do a class check.

8 Give students two minutes to decide if they would like to go to Coachella or not, and to write down their reasons. Students discuss their answers in small groups. Remind students to focus on providing full answers. Do a class check.

Answers

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

7–8 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.7–8, Reading 1–7 | **MEL** Unit 1, Reading 1–7

Vocabulary

deducing words in context

Aim

- to practise using context to deduce unknown vocabulary

9 Explain that using context to guess the meaning of unknown words is a useful skill in the exam. Complete the example with the class, finding *splash out* in the text and finding the clues of *$375* and *cost rises*. Emphasise that understanding the general idea is more important than getting the meaning exactly right. Ask students to match the remaining items.

10 Ask students to compare their answers in pairs, then do a class check. Students choose five words from the article and try to work out the meaning.

Answers

9 **1** splash out **2** confirm **3** resolve **4** flock **5** exploit **6** take into account **7** overshadow **8** cater for **9** inspire **10** ambitious **11** iconic **12** irresistible **13** profitable **14** impoverished

10 Students' own answers

ADDITIONAL PRACTICE | **ActiveTeach** Extra activity: Reading Focus

Grammar focus ▶ p.10

Present time

simple and continuous forms

Aim

- to revise the use of present simple and continuous forms

1 Put students into pairs and ask them to discuss whether each verb is in the present simple or continuous form. If necessary, clarify that 1 A is an example of the present simple and 1 B of the present continuous. Elicit answers from the class and discuss the reasons. For more information, ask students to turn to the Grammar Reference on page 140. Read through the section on Present time with the class, checking they understand everything. You could do Exercise 2 on page 141 in class, or ask students to do it for homework.

Grammar Reference answers: Exercise 2

1 go **2** are growing up **3** was **4** hasn't got
5 appears **6** don't take **7** is **8** are getting

2 Focus students' attention on the picture of the record player and elicit what it is and what students know about records. Ask students if any of them owns an LP or have heard one played. Read the question aloud and give students a minute to read through the text to find out the answer. Elicit some answers.

Cultural notes

Vinyl records, also known as LPs, are played on a record player. *Vinyl* refers to the special hard plastic which the records are made of. *LP* is short for *long-playing record*, a record that turns 33 times per minute, and usually plays for between 20 and 25 minutes on each side.

3 Ask students to complete the activity. Put students into pairs to compare their answers, then do a class check.

Answers

1 **1** A have = own/possess (stative verb); B having = taking (activity happening at this moment)

2 A appears = seems (stative verb); B appearing = playing at (scheduled event around this time)

3 A at this moment; B in general

4 A it's affected by; B relying on (at this time)

5 A it has a good flavour (stative verb); B trying (happening now)

6 A criticism of something which is annoying; B habitual action/event

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2 all kinds of people; men, older and younger people

3 **1** is enjoying **2** are beginning **3** appears **4** like **5** comes **6** want **7** are **8** are changing **9** are bringing **10** (are) making

ADDITIONAL PRACTICE | **ActiveTeach** Extra activity: Grammar Focus 1; Game: Stepping Stones

present habit: *be used to/get used to*

Aim

- to use *be used to/get used to* to talk about things you are accustomed to using

4 If you have the facilities to do so, show a few photos from the internet of music festivals such as people camping, people queuing, crowds. Ask students to discuss the question in pairs then elicit some responses.

5 Ask students to read Sarah's messages and then decide which statements are true or false. Check the answers. Point out the noun phrase *peace and quiet* and check students understand that *a fortune* means a large amount of money and *on their own* means alone.

6 Focus students on Sarah's first two messages and ask them to underline *used to and* the verb which follows it. Elicit what type of verb form it is.

Ask students to turn to Grammar Reference on page 141 and read through the Habit in the past section with the class, checking that students understand everything. You could do Exercise 3 on page 141 and exercise 4 on page 142 in class or ask students to do it for homework.

Grammar Reference answers: Exercise 3

1 was **2** both **3** didn't **4** both **5** both

Exercise 4

1 For many years, I used to take my little sister to school.
2 What did you use to do during the school holidays when you were a child?
3 My parents would often give me money for concert tickets.
4 I used to stick photos of my favourite musicians on my bedroom walls.
5 I didn't used to go out very often when I was younger.
6 Every weekend we went to see my grandparents.

7 Give students about five minutes to write sentences. If you have a class of high-school students, you could adapt the activity to imagine that students have just started university.

8 Students compare their answers in pairs. Ask them to share any similarities or differences, e.g. *We both spend a lot of time in an office. Maria is saving up for a holiday but I am spending a fortune on work clothes. We're getting used to working for a boss but neither of us are used to getting up early yet.* Do a class check.

Answers

4 Students' own answers
5 **1** false **2** false **3** true
6 *-ing* (also called a gerund)
7–8 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.8, Grammar 1 | **MEL** Unit 1, Grammar 1

Use of English focus

▶ p.11

Multiple-choice cloze (Part 1)

Aim

- to practise using the strategies of elimination and looking at surrounding words to complete an exam-style cloze (Reading and Use of English, Part 1)

Warmer: Fans

Elicit what a *fan* is (someone who likes a particular sport or performing art very much, or who admires a famous person).

Ask students to discuss the following question in pairs: *Are you a fan of anything or anyone? Why/Why not?*

Refer students to the Exam Focus on page 186. Read it through with students, making sure they understand everything.

1 Emphasise that it is always useful in the exam to read a text quickly for gist before worrying about what words are missing. Ask students to skim (read quickly for gist) and find out who Josh Freese is and what is unusual about the relationship with his fans.

2 Tell students that a process of elimination (a way of finding the right answer by gradually deciding that none of the other answers are possible) is a very useful technique when answering a multiple-choice cloze. Focus students on the example (0) and ask students to discuss in pairs why A, B and D are wrong. Elicit the answers.

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3 Read the Exam Tip to students then complete these questions as a class.

4 Ask students to complete the activity individually. In the exam, students should allow eight minutes for this section. Set a time limit if you wish.

Teaching tip: Time limits

Set a timer for exam-style activities to help students prepare to work under pressure in the exam.

Point out that in the Reading and Use of English exam, students will have 1 hour 15 minutes to answer the seven parts. Students should allow approximately one minute per mark.

5 Students compare answers in pairs. Check answers with the class.

6 Ask students to discuss the questions in pairs. Do a class check.

Answers

1 He makes money from offering meetings or lessons with his fans.

2 A and B are wrong because you use these verbs to describe the location of things rather than people. D is wrong because it would need to be *who lives*.

3 **1** Students' own answers

2 C and D

3 C (it's not possible to use *know* in this way in the present perfect)

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

5–6 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.9, Use of English 1–2 | **MEL** Unit 1, Use of English 1–2 | **Photocopiable 1B** *Preposition squares*

Vocabulary

phrasal verbs with *take*

Aim

- to review phrasal verbs with *take*

Warmer: Who do you take after?

Write on the board *Do you take after anyone in your family? If so, who?* Elicit the meaning of *take after* (have similar characteristics to an older relative). You may like to give a personal example, e.g. *I take after my mother in personality – we are both friendly and outgoing, but I take after my father in looks. People always say that I look like him!* Give students a few minutes to discuss the question in pairs, then elicit a few responses.

7 Explain that in English there are lots of phrasal verbs (combinations of a verb and a preposition or adverb) which have many different meanings, often not literal at all. Ask students if there are phrasal verbs in their first language.

Ask students to match the phrasal verbs in the box with sentences 1–6. Go through the answers as a class, checking students understand the meaning of each one in this context: *take after* (to look or behave like an older relative); *take back* (admit you were wrong to say something); *take off* (to suddenly start being successful); *take over* (take control of something); *take up* (become interested in and start a new activity).

Read through the Language Tip with the class.

Answers

7 **1** took off **2** takes after **3** took up **4** took up **5** took over **6** take back

ADDITIONAL PRACTICE | **ActiveTeach** Noughts and Crosses; Pelmanism

Listening focus ▶ p.12

Multiple matching (Part 3)

Aim

- to complete an exam-style listening exercise (Listening, Part 3) and to practise expressing opinions

1 Ask students to complete the activity, then put them into pairs to compare their answers. Go through the statements one by one and ask students to raise their hands if they said a statement was true. Elicit a few reasons. Check students have understood the vocabulary such as *album* (a CD or download containing a number of songs; artists also sometimes release a *single*, which is an individual song). Check the pronunciation of *varied* /veərid/.

Refer students to the Exam Focus on page 189. Read it through with students, making sure they understand everything.

2 Read the question aloud then play the recording. Elicit the answer.

3 Tell students that one of the extracts (1–4) has a similar meaning to one of the statements A–H in Activity 1. Ask students to underline the words which say the same thing in a different way. Elicit the answers. Point out the use of *will* in extract 3 and read through the Language Tip with the class.

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4 Read the Exam Tip aloud. Tell students that they are going to listen to the remaining speakers and they need to choose a statement in Activity 1 that matches what each speaker says. Then play the recording.

5 Put students into pairs to compare answers, then play the recording again, pausing after each speaker to check the answers.

6 Students discuss the questions in pairs. Encourage students to give full answers. For extra practice, students could discuss the questions again with a new partner. Do a class check.

Answers

1 Students' own answers
2 his taste in music, social media
3 F = 3
enjoy = It's fun
sharing = playing different tracks to each other
4 **2** A **3** H **4** E **5** D
5–6 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.9, Listening 1 | **MEL** Unit 1, Listening 1 | **MEL** Extra practice Listening 1 *Dealing with distraction: Choose the correct version*

Grammar focus ▶ p.13

Habit in the past

used to/would

Aim

- to review *used to* and *would* to express habit in the past

Warmer: Have your tastes changed?

Write the following questions on the board for students to discuss in pairs. Point out that *taste* can be used to describe the kind of things that someone likes, e.g. music, clothes.

1 What kinds of music did you like listening to in the past?

2 Has your taste in music changed? Why/Why not?

1 Put students into pairs to answer the questions. Check that students understand *to be obsessed with something* (to think about something much more than is necessary or sensible). Go through the answers as a class. If necessary, clarify *state* (the condition that someone or something is in) and *habit* (something that you do regularly or usually).

Go through the Language Tip with the class. Note that a bare infinitive is an infinitive without *to* e.g. *hate*, *like*. You may like to share further examples of contrasting *used to doing* with *used to do*. For example, *I am used to reading a lot* (= I'm accustomed to) / *I used to read a lot* (= it's no longer true).

Ask students to turn to the Grammar Reference on page 141 and read through it with the class.

2 Tell students that *would* is another way to talk about past habits and repeated actions but NOT about past states. Students complete the activity, then explain their choices in pairs. Elicit answers, giving feedback on the use of *used to* and *would*. Explain that *would* is more formal than *used to* and is typically used in writing.

3 Ask students to discuss the questions in pairs. Monitor, and check that students are using *used to/would* correctly.

4 Students complete the text, then compare their answers in pairs. Do a class check.

5 Put students into new pairs or small groups for the discussion. If students require extra support, write on the board the following prompts:

1 People used to … but now they …

2 I follow … I am a big fan of …

3 I used to enjoy … but now I …

Answers

1 **1** no **2** no **3** yes **4** used to be
5 used to watch, would play **6** used to (watch, be)
2 **1** would always/always used to **2** would/used to
3 used to **4** used to
3 Students' own answers
4 **1** used to be **2** used to/would give
3 used to/would go **4** used to/would start
5 used to/would have **6** would also have to/also used to have to **7** to raise **8** compete/are competing **9** want **10** expect **11** find/are finding
5 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.10, Grammar 1–2 | **MEL** Unit 1, Grammar 1–2 | Photocopiable 1C *Over to you* | **ActiveTeach** Extra activity: Grammar Focus 2

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Writing focus ▶ p.14

Informal email (Part 2)

using informal language

Aims

- to write an informal email using an appropriately informal style (Writing, Part 2)

Warmer: Formal and informal emails

Ask students to discuss the following questions in pairs:

1 Do you write many emails? Are they formal or informal?

2 What ways could you start or end an informal email to a friend or a family member?

Tell students that the Writing task for Cambridge First is in two parts: Part 1 is a compulsory letter/email and Part 2 will have a choice which could include an informal letter/email.

In Writing Reference 1.2 on page 168, ask students to read the exam task example and the model answer.

1 Put students into pairs to discuss the questions. Point out the difference in pronunciation in the first question: *How easy is it to see live* /laɪv/ *music where you live* /lɪv/? Elicit a few responses to the questions.

2 Ask students to read the task and answer the questions. Elicit the answers.

3 Students read the model answer and choose the most suitable word/phrase from each alternative. Emphasise that although both alternatives are grammatically possible, it is important to choose the informal option as they are writing to a friend. Point out that students will get better marks in the exam if they use language appropriate for the task. In this case, informal language.

4 Ask a different student to read each expression aloud to the class. After each one, elicit whether it would be appropriate (i.e. informal enough) for ending the email.

5 Ask students to look at the exam task and identify the two things Max is asking for (what there is for students to do in the evening, and what things you most like doing). Elicit what would be an appropriate style for this task (informal). Students tick which of items 1–6 to include in the email. Check as a class.

6 Ask students to do the activity in pairs. Do a class check, then elicit further examples.

7 You could set this for homework, or ask students to complete this in class individually or in pairs while you provide support. Read the Exam Tip aloud. Ask students to check their work against the writing checklist on page 165 before collecting it and offering individual feedback.

Answers

1 Students' own answers

2 **1** You have to write to Josh. **2** To give him information **3** informal

3 **1** there's a music festival every summer **2** you'll be able **3** enjoy going a lot

4 mainly interested in

5 you won't be disappointed because there's something for everyone

6 But

7 if you like, I could

8 Let me know what you think.

4 1, 3

5 1, 2, 4, 6

6 1 F 2 I 3 I 4 I 5 I 6 F

7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.11, Writing 1–4 | **MEL** Unit 1, Writing 1–4 | **MEL** Extra practice, Writing 1 *Understanding the question in Part 1: Have they got the right idea?*

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 as a homework activity. Ask students to compare their answers in pairs before doing a class check.

Answers

1 **1** used to enjoy **2** would (always) go **3** am used to performing **4** took off (instantly) **5** don't take after **6** didn't use to like

2 **1** don't like **2** are saying **3** doesn't think **4** is always doing **5** is getting **6** are playing

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

4 **1** raise **2** release **3** put **4** profitable **5** confirm **6** exploit **7** ambitious **8** person

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2 Relative values

Use of English focus ▶ p.16

Warmer: Personality brainstorm

Write the word *Personality* on the board. Elicit words used to describe people's personality from and write them on the board. Some example words might be *friendly, stubborn, organised, outgoing, thoughtful, shy, optimistic,* etc.

Put students into pairs and ask them to decide whether the words have a positive or a negative meaning.

1 Put students into pairs to discuss the questions. Remind students of the phrasal verb *take after* (to share similar characteristics with an older relative). If you think students will find this activity difficult, consider writing on the board the following starters: *I think my friends would say I'm …* ; *I have a reputation for being … .*

2 Ask students to complete the quiz by putting a tick next to each question. Point out that *quite* in the top row means *fairly but not very*.

3 When students have finished the quiz, ask them to check their results on page 138 and then complete the sentences. Check that students understand the meaning of *tend to* (if something tends to happen, it happens often and is likely to happen again) and *slight chance* (a small possibility – the opposite would be a *high chance*).

4 Put students into pairs to discuss the questions. Remind students to expand upon their answers, rather than give brief responses. Elicit a few responses for each question.

Teaching tip: Comparing answers in pairs

Remind students that checking their answers together is a valuable way to learn from each other, but also, it is a chance to practice communicating in English.

Vocabulary

formation of adjectives

Aims

- to practise forming adjectives from nouns and verbs
- to review and expand vocabulary related to personality

5 Check students understand the nouns in the box. Elicit the meaning of *pessimist* (someone who always expects bad things to happen) and *harm* (to damage or injure). Ask students to copy the table into their notebooks (make sure they leave enough space to fill it in). Elicit the adjective form of *care* (*careful)* and add it to the table in the correct place. Ask students to then complete the table before comparing their answers in pairs. Do a class check, and make sure students have the correct spelling of the adjectives.

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6 Ask students to underline the stressed syllable in each word. Point out the pronunciation of *caution* /kɔːʃən/. Play the recording to check, then replay it, pausing after each word for students to repeat the words.

7 Point out that words with the suffix *-less* are not always direct opposites of words ending in *-ful*. For example, *meaningless* is the opposite of *meaningful*. However, whereas *helpless* means unable to help/look after oneself, *helpful* means someone/something who helps others (*unhelpful* is the opposite of *helpful*). Ask students to make a list of the nouns from Activity 5 which can be used with the suffix *-less* to form an adjective with a negative meaning. Elicit any additional adjectives that students know which use the suffix *-less* (e.g. *thoughtless, powerless*).

Answers

5 ***-able:*** sociable, comfortable, lovable, predictable, reliable

-ous: adventurous, cautious, generous

-ic: realistic, dramatic, pessimistic, sympathetic

-al: practical, emotional

-ful: thoughtful, careful, harmful, helpful, hopeful, meaningful, useful

6 sociable, comfortable, lovable, predictable, reliable, adventurous, cautious, generous, realistic, dramatic, pessimistic, sympathetic, practical, emotional, thoughtful, careful, harmful, helpful, hopeful, meaningful, useful

There is a stress change in: drama – dramatic, generosity – generous, pessimist – pessimistic, reliability – reliable, sympathy – sympathetic.

7 careless, comfortless, loveless, thoughtless, useless, helpless, meaningless

Additional activity: The prefix *un-*

Write the prefix *un-* on the board. Ask students to find adjectives from Activity 5 which can be changed to have a negative meaning by adding *un-*. Students may use a dictionary (*uncomfortable, unemotional, unhelpful, unlovable, unpredictable, unreliable, unsympathetic*).

Put students into pairs. Ask them to use these adjectives, plus others from the lesson to discuss what qualities they would look for in a new friend and what qualities they would find most annoying. Elicit some responses from the class. Ask: *Would these be different qualities for a new boss? How about for a new teacher?*

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

Word formation (Part 3)

Aim

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

Refer students to the Exam Focus on page 186. Read it through with students, making sure they understand everything. Tell them that you are going to work through the five strategy points together in the example.

8 Tell students that the text is about a problem with describing people's personalities. Ask them to quickly skim the text to find out what the problem is, without worrying about the gaps or any unknown vocabulary at this stage.

9 Read the Exam Tip aloud. Then focus students' attention on the missing word for gap 1. Elicit whether it is a noun or adjective. Point out that if the word is an adjective, students need to decide whether it has a positive or negative meaning, and what prefixes and suffixes it might have. If it is a noun, students should decide if it is singular or plural.

10 Ask students to fill in the gaps using the words in capitals at the end of each line. If you wish, set a time limit. In the exam, students should allow themselves around eight minutes for this part of the Reading and Use of English exam. Finally, students compare their answers in pairs before you do a class check. Check students understand *contradictory* (two statements, beliefs, etc., that are different and therefore cannot both be true or correct) and *thrill-seeker* (someone who does things that are dangerous because they like the feeling of excitement it gives them).

11 Put students into pairs to discuss the questions.

Answers

8 People behave differently in different situations.

9 It is an adjective, with a positive meaning.

10 **1** hopeful **2** pessimistic **3** reality **4** characteristics **5** unpredictable **6** adventurous **7** differences **8** meaningless

11 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.13, Use of English 1 | **MEL** Unit 2, Use of English 1 | Photocopiable 2A *Adjective snakes and ladders*

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Reading focus ▶ p.18

Multiple matching (Part 7)

Aims

- to complete an exam-style task (Reading and Use of English, Part 7)
- to practise identifying key words in questions before scanning a text for answers

1 Check students understand what it means *to follow in someone's footsteps* (to do the same job or to work or live in the same way as someone else before you, especially someone in your family). Students discuss the question in pairs. Elicit a few responses. Refer students to the Exam Focus on page 187. Read it through with students, making sure they understand everything.

2 Give students two minutes to skim the text to answer the questions. Emphasise that they in the exam they will not have time to read everything in detail. Instead, they will have to look at text in order to get the information they need from it. Do a class check.

3 Read the Exam Tip aloud, then focus on the underlined words in Activity 4, question 1. Ask students to find the parts of text A which express similar things.

4 Ask students to underline the remaining key words in questions 2–10 before they complete the rest of the task. Allow around 15 minutes for this. Monitor while students are doing the activity and, if necessary, help by eliciting paraphrases for the key words in the options. Allow students to compare their answers in pairs, then do a class check. Elicit words or expressions in the text that helped students answer each question.

5 Students discuss the question in pairs. Elicit a few ideas from the class.

Answers

1 Students' own answers
2 **1** A no B yes C yes D no
2 Yes, they all are.
3 always imagined = it seemed natural to me that …
follow in my parents' footsteps = I too would study …
4 **1** A **2** D **3** B **4** D **5** C **6** A **7** B **8** C
9 C **10** D
5 Students' own answers

MyEnglishLab tip: Gradebook

The MyEnglishLab exercises are marked automatically so that students can have immediate feedback. Log on to and check the Gradebook to see their progress.

Vocabulary

Aim

- to expand students' knowledge of phrasal verbs and use them in spoken practice

6 Ask students if they can remember what a phrasal verb is and how it is formed. Ask students match the eight underlined phrasal verbs in the text to their meanings. Students compare their answers in pairs, then check as a class.

7 Students discuss the questions in pairs. Elicit a few responses to each one, checking that students are using the phrasal verbs appropriately.

Answers

6 **1** talk (me) into **2** set up **3** put (me) off
4 make it **5** carry on **6** taken after
7 breaking into **8** worked out
7 Students' own answers

Additional activity: Homework

For homework, ask students to write eight sentences, each using a phrasal verb from Activity 6. If possible, they should write about themselves or someone they know. Students could later share their sentences in pairs or groups.

Teaching tip: Personalise learning

New vocabulary is easier to remember when students have opportunities to use it to talk or write about themselves or things that matter to them.

ADDITIONAL PRACTICE | **Maximiser** p.13–14, Reading 1–3 | **MEL** Unit 2, Reading 1–3 | **MEL** Extra practice, Reading 2 *Scanning for detail: Where does he say this?* | **ActiveTeach** Extra activity: Reading Focus; Games: Noughts and Crosses; Sheep Out!

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Grammar focus ▶ p.20

Adverbs and adjectives

Aim

- to review the difference between adverbs and adjectives

Warmer: Discussion

Ask students to think of a friend or family member. Put students into pairs to describe that person to their partner, focusing on personality rather than looks.

Refer students to section 1.1 of the Grammar Reference on page 142. Go through the notes and examples about adverbs and adjectives, and check students understand the difference between the adverb pairs. Then, you could do Exercise 1 on page 143 in class, or for homework.

Grammar Reference answers

Exercise 1

1 highly 2 lately 3 wrong 4 hardly 5 late
6 hard 7 high 8 wrongly

1 Ask students to skim the text to find out what sort of person the author's brother is. Ask students to complete the text with the words in the box. Focus students on *hardly* in the first sentence and ask: *Does 'I <u>hardly</u> know' mean that she knows her brother very well or not very well?* (answer: not very well) Do a class check.

2 Read through the Language Tip with the class. In the first sentence, ask students to identify the verb which modifies the adverb *easily* (*won*). Focus on *it's a <u>hard</u> decision*, in which *hard* is used to describe the noun *decision*. Here, the adjective *hard* means difficult. However, the adverb *hard* in *They worked very <u>hard</u>* means to put in a lot of effort.

3 Students complete the activity, then compare in pairs.

Answers

1 1 hardly 2 hard 3 friendly 4 easily 5 wrong 6 lonely

2 1 adjectives: hard, friendly, lonely
adverbs: hardly, easily, wrong

2 *wrong* and *hard* can be both adjectives and adjectives. They are both irregular, in that they have two adverb forms *hard/hardly* and *wrong/wrongly*.

3 1 freely 2 free 3 hard 4 hardly 5 lately 6 late 7 close 8 closely

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

Extreme adjectives, modifiers and intensifiers

Aim

- to use a range of adverbs with extreme adjectives

4 Focus students' attention on adjectives 1–9, and go through the example for 1. Elicit extreme versions of adjectives 2–9. If students find this challenging, write the suggested answers on the board in a random order for the students to match up. Elicit other extreme adjectives and write them on the board, e.g. *boiling* (very hot), *ridiculous* (very silly), *hilarious* (very funny).

Refer students to Grammar Reference on page 142. Read through it with the class and then ask them to complete Exercise 2 on page 143.

Grammar Reference Answers

Exercise 2

1 B 2 D 3 E 4 A 5 C

5 Students replace the words in italics with the adverbs in the box. Do a class check.

6 Ask students to complete the rules, using the Grammar Reference to help if necessary. Do a class check.

7 Students make statements they agree with. In pairs, students discuss their sentences.

Answers

4 Suggested answers: 2 amazing, wonderful, fantastic, brilliant 3 astonished, stunned 4 furious 5 terrified, petrified 6 beautiful, gorgeous, stunning 7 terrible, awful, disastrous 8 weird, unbelievable 9 impossible

5 1 fairly 2 very 3 completely/absolutely 4 very 5 (an) absolutely, completely 6 a bit, fairly 7 very 8 absolutely, completely

6 1 Really 2 absolutely 3 A bit 4 Quite 5 Quite

7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.15, Grammar 1–2 | **MEL** Unit 2, Grammar 1–2 | Photocopiable 2B *Guessing adjectives* | **ActiveTeach** Game: Pelmanism

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Additional Activity

Write the following dialogue on the board.

A: I'm a bit surprised.

B: A bit surprised? I'm absolutely astounded.

Ask a student to read sentence A. You respond with comment B, stressing the underlined words.

Ask students to repeat the conversation in pairs. Then ask them to make similar conversations by replacing the underlined words with words from Activities 4 and 5, and changing the subject if necessary. Pairs take turns to share their dialogues with the class.

Listening focus ▶ p.21

Multiple choice (Part 4)

Aim

- to complete an exam-style task (Listening, Part 4) using the strategy of identifying key words in questions

Teaching tip: Lesson aims

Share aims with your class so they clearly understand the purpose of the activities. For example, write the aim in a corner of the board at the start of each lesson. Explain it briefly, then keep it displayed for the rest of the lesson.

1 Students discuss the questions in pairs. Check students understand *sibling* (a brother or sister). Encourage students to develop their answers as much as possible and avoid one-word answers.

2 Tell students they are going to complete an exam-style listening task. Make sure students have read the Exam Focus section on page 189 before doing the task.

3 Play the recording while students answer the questions. Do a class check.

4 Read the Exam Tip aloud. Point out that it is likely in the exam that students won't have time to read all the options A–C in detail before listening. They will have to choose an option while listening. However, before listening, students should use make sure they have read the questions as thoroughly as they can. Ask students to underline the key words in questions 2–7 (but not the options). Play the recording.

5 Ask students to check their answers in pairs, then refer them to the audio script on page 207. Ask students to find and underline the sentences that give the correct answers. Go through the answers and elicit the sentences where the answers were found.

6 Students discuss the questions in pairs. Do a class check.

Answers

1 Students' own answers

2 research, oldest children, most successful, middle children, happier than their siblings, youngest child, least independent

3 **1** evidence; leading happy, as well as successful, lives; responsible and independent

2 B

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

5 **1** have the best chance of leading happy, as well as successful lives …

2 parents often encourage the oldest child to help their younger brothers and sisters …

3 I remember hating my younger brother and thinking that he was my parents' favourite …

4 imaginative and artistic

5 where there are either two boys, or two girls, the birth order effect is stronger.

6 it'd be much easier for two third-born children …

7 Our relationships outside our family can have just as much influence …

6 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.15, Listening 1 | **MEL** Unit 2, Listening 1 | **MEL** Extra practice, Listening 2 *Listening for paraphrasing: Holiday views*

Grammar focus ▶ p.22

Verb patterns: *-ing* or infinitive

Aim

- to review verbs followed by *-ing* or infinitive forms

Warmer: Discussion

Write the following questions on the board.

1 How often do you see your relations? Would you prefer to see less or more of them?

2 What do you think the advantages are of living with your extended family?

3 Are there any new members of your family?

Check students understand *relations* (*members of your extended family*) and explain it's a synonym for *relatives.* Students then discuss the questions in pairs.

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1 Elicit the meaning of *to get on well with someone* (to like someone and have a friendly relationship with them). Ask students to discuss questions A–C in pairs.

2 Play the recording. Students match speakers 1–5 to the comments. Ask students to check their answers in pairs, then play the recording again, pausing after each speaker to elicit the answer.

3 Students match parts 1–5 to parts A–E to form complete sentences. Students compare answers in pairs before you do a class check. Elicit the meaning of *it took me ages* (it took me a long time) and *have something in common with somebody* (to have the same interest/attitude as someone else). Play the recording again and do a class check.

4 Ask students to turn to the Grammar Reference on page 143. Ask students to read the information and use it to help them complete Activity 4. Students compare their answers in pairs then check as a class. You could ask them to complete Exercise 3 on page 144 for homework.

Grammar Reference answers

Exercise 3

1 to put up with **2** to buy **3** to do **4** to start
5 helping **6** to do **7** to help **8** being

5 Give students a few minutes to think of ideas, using the language from Activity 4. Put students into groups of three to share their description.

Read the Language Tip aloud. Further examples could be: *She likes **not working** on Saturdays. He regrets **not telling** you about the problem earlier. I decided **not to go** to the party.*

6 Students choose the correct options. Students compare their answers in pairs before you do a class check.

7 Ask students if they have heard of the Swarovski crystal business and what they know about it. If you have the facilities, show photos of Swarovski crystals or a Swarovski crystal dress. Ask students to read the text quickly for gist to find out what new direction Swarovski board member, Nadja Swarovski, has taken the company in (using Swarovski crystals in fashion). Ask students to discuss the following question in pairs: *What do you think Nadja likes or dislikes about being a Swarovski?* Elicit a few ideas.

Students compete the text with the correct form of the verbs in brackets. Do a class check.

Background note

The Swarovski Crystal Business is a famous Austrian company that makes crystals and crystal jewellery. The family business has about 2,800 stores around the world.

Additional activity

Ask students to discuss these questions in pairs or small groups.

1 Do you agree that beautiful things make people happy?

2 Have you ever persuaded your family to let you do something?

3 Would you like to be part of a famous family dynasty?

Answers

1 Students' own answers

2 A 4 B 1, 3,5 C 2

3 1 D 2 E 3 B 4 C 5 A

4 **1** both **2** -ing **3** the infinitive **4** the infinitive

5 Students' own answers

6 **1** A making B to make (*stop* + *-ing* = discontinue an activity, *stop* + infinitive = in order to)

2 A phoning B to phone (*try* + *-ing* = do something as an experiment, *try* + infinitive = make an effort to do something difficult)

3 A to buy B buying (*remember* + *-ing* = refers back to the past, *remember* + infinitive = refers forward in time)

4 A to tell B telling (*regret* + *-ing* = refers to the past, something you are sorry about, *regret* + infinitive = used to give bad news)

5 A giving B to give (*forget* + *-ing* = couldn't remember something happening, *forget* + infinitive = didn't remember to do something)

7 **1** telling **2** to set up **3** to sell **4** to buy
5 sewing **6** to study **7** to get away **8** enrolling
9 to see **10** producing **11** to persuade
12 working **13** to make **14** to perform

ADDITIONAL PRACTICE | **Maximiser** p.16, Grammar 1–2 | **MEL** Unit 2, Grammar 1–2 | Photocopiable 2C *Hit or miss* | **ActiveTeach** Extra activity: Grammar Focus 2; Game: Stepping Stones

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Speaking focus ▶ p.23

Collaborative task (Part 3)

agreeing and disagreeing

Aim

- to use a range of phrases for agreeing/disagreeing in an exam-style collaborative task (Speaking, Part 3)

1 Ask students to look at the photos. Elicit what is shown in each photo (e.g. *a girl and her father talking to a relative online*; *two sisters with their children.)* Ask students to discuss the question in pairs. Elicit a few ideas.

2 Ask students to read the Exam Focus on page 190. Explain that students are going to listen to Alana and Federico completing the task. Play the recording. Ask students to discuss the answers in pairs, then play the recording a second time. Do a class check.

3 Ask students to add some expressions to the list, then write their suggestions on the board. Read each expression aloud for students to practise copying the stress. Point out that this will help them sound interesting and interested in the exam.

4 Before doing the task, ask students to read the Exam Tip. Students work in pairs to do the exam task in Activity 2. Students could repeat the task with a new partner for further practice. Circulate during the activity, monitoring whether the students are using phrases correctly to agree/disagree with each other, and whether students are encouraging each other to give an opinion. For stronger classes, ask students to reflect on how well their partner asked for opinions and used a range of phrases to agree/disagree.

5 Students discuss the questions in pairs. Encourage students to use phrases from Activity 3.

Answers

1 Students' own answers

2 twin sister (Alana thinks you would tell a twin sister everything)

Federico is close to his brother

grandparents (you learn a lot from them; they are patient and kind)

father/son relationships (you can share hobbies)

teacher (teachers can have a huge effect; a friend of Alana's was encouraged to take up drama and become an actor)

3–5 Students' own answers

ADDITIONAL PRACTICE | **ActiveTeach** Speaking test videos | **Maximiser** p.16, Speaking 1 | **MEL** Unit 2, Speaking 1 | **MEL** Extra practice, Speaking 7 *Part 3 Inviting and responding to comments: Which phrase is better?*

Writing focus ▶ p.24

Essay (Part 1)

using linkers for contrast

Aim

- to use linkers for contrast in an essay (Writing, Part 1)

Warmer: Discussion

If you feel comfortable doing so, you may like to talk briefly about how many siblings you have, the age gap and how it felt growing up with them.

Ask students to discuss the following questions in pairs:

1 What is the age difference between you and any siblings you have? What was that like growing up?

2 Is it better to have a small or large age difference between siblings?

1 Ask students to read the essay title and exam task. Make it very clear that they are not doing the essay yet. Divide the class into four groups: Group A: Advantages of a small age gap; Group B: Disadvantages of a small age gap; Group C: Advantages of a large age gap; Group D: Disadvantages of a large age gap. Ask each group to discuss the following for a few minutes using notes 1–3 to help.

After discussion, ask one student from each group to briefly share their ideas with the class.

2 Put students into pairs to make the sentences. Do a class check. Students then discuss which statements they agree with in pairs.

3 Elicit the answer. Point out that some linking words can be used at the beginning or in the middle of a sentence, e.g. *although, though, even though, while.* Write the following example on the board: *James is good friends with his brother, although there's a big age difference between them.* Point out that it is equally correct to say *Although there is a big difference between them, James is good friends with his brother.* Point out that it is best to put the information you want to emphasise at the beginning of a sentence.

4 Ask students to read through the essay and underline where the three points from the notes in Activity 1 are mentioned.

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5 Put students into pairs to find the reasons for the student's point of view. Check answers as a class, then students decide whether they agree or disagree.

6 Students read the essay again and select the correct alternatives to complete the sentences. Ask a student to read the Exam Tip aloud.

Ask students to turn to Writing Reference 1.1 on page 166. Ask them to skim the task and essay. Read through the 'Dos' with the class. Finish by asking students to circle the linkers used in the model answer.

7 Ask students to turn to page 139 and read the exam task. Put students into pairs to discuss their ideas. Elicit suggestions for a third point and write them on the board. Either set the writing task as homework, or ask students to complete it in class while you circulate. Collect the essays and give each student some feedback on the lesson aim, in this case, correct and appropriate use of linking words.

Teaching Tip: Exploiting the sample answer

After students have written their draft essay, photocopy the sample answer (in the Answer key below) for students. Ask students to notice how the essay is structured into paragraphs and to circle or underline the language relevant to the lesson focus, in this case the linkers used. Then ask students to revise their own essay and see if they can improve their own use of linkers.

Answers

1 Students' own ideas

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

3 **1, 4, 6**

4 Points 1, 2 and 3 in the second paragraph 2. Point 2 is also in the last paragraph.

5 This makes playing with other children outside the family easier …

… because they may be jealous of each other.

… because you don't have the same shared memories.

… so it's always possible to make friends with your sibling as adults.

6 **1** Even though **2** However **3** On the other hand **4** Despite

7 Sample answer

We may all have strong ideas about whether it is better to have parents that are older or parents that are younger. However, there are advantages and disadvantages to both situations.

If you have young parents, they will still be quite young when you are growing up, so you may have similar interests. They may remember more clearly what it is like to be a teenager or young adult.

Older parents might not have as much energy as younger parents. This could mean it is more difficult for them to deal with sleepless nights and the physical effort it takes to look after young children.

On the other hand, younger parents don't have the same experience of life as older parents. Older parents have been through many good and bad times before their children are born. This means that they might be more able to deal with unexpected problems.

While there are good and bad things about having older or younger parents, the most important thing is to enjoy being with them. After all, it isn't possible to make your parents any younger or older.

ADDITIONAL PRACTICE | **Maximiser** p.17, Writing 1–5 | **MEL** Unit 2, Writing 1–5 | **MEL** Extra practice, Writing 3 *Register in writing: Keeping the style*

Review ▶ p.25

Aim

- to revise structures and vocabulary covered in Unit 2

1 – **5** Ask students to complete the activities, then do a class check. Alternatively, set the exercises as a homework activity, and go through the answers as a class later.

Answers

1 **1** (have to) carry on **2** takes after **3** set up **4** put me off **5** make it **6** talk me into

2 **1** ~~hardly~~ hard **2** ~~closely~~ close **3** ~~absolutely~~ very/really **4** ~~very~~ absolutely **5** ~~free~~ freely **6** ~~completely~~ very/really **7** ~~a bit~~ absolutely **8** ~~hardly~~ hard

3 **1** confident **2** independent **3** practical **4** sociable **5** creative **6** cautious

4 **1** reliable **2** dramatic **3** adventurous **4** realistic **5** hopeless **6** sympathetic

5 **1** having **2** to work **3** running **4** to lock **5** to invite **6** working **7** finish **8** not to

ADDITIONAL PRACTICE | **Maximiser** p.18–19, Use of English

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3 Things that matter

Vocabulary and Listening focus ▶ p.26

Aim

- to practise talking about things that are important to you

Warmer: Discussion

Focus students' attention on the unit title and elicit the meaning of *matter* (to think something is important). Then ask students to discuss the following questions in pairs:

What do you think matters to the person in the photo on page 26? What other things matter to people?

1 Ask students to rank the things in the box in order of importance individually from 1 (most important) to 8 (least important.) Students compare their ideas in pairs. Ask a few students to share what the most/least important thing to them was and why.

Additional activity: Exam practice

Point out that students may be asked questions about things that matter to them in Part 1 of the Speaking exam. Ask students to take turns to ask and answer the following question in pairs, inserting one of the topics from Activity 1 in the question and giving reasons for their answers.

Would you say _____ is/are important to you?

Vocabulary

money

Aim

- to understand and use a range of expressions related to money

2 Point out the photos of luxury items. Elicit the items in the pictures: *yacht, diamond ring, designer trainers*, *a brand new car*. You may want to convert the prices in pounds to currencies your students are more familiar with. Students compare their answers with a partner. Check answers as a class and go through phrases A–D. Check students understand *a bargain* (something you buy for less than its usual price.) Students discuss the prices in pairs using phrases A–D.

3 Give students a few minutes to discuss in pairs what the expressions could mean. Elicit the answers and ask if students have any similar expressions in their language.

4 Ask students to complete the statements, then compare their answers in pairs. Do a class check. Check that students understand all the sentences and ask them to tick the ones they agree with. Students discuss their answers to the questions in pairs or small groups.

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Teaching tip: Revising useful language

Look for opportunities to revise language from previous lessons, especially language which are useful for the exam. For example, in Activity 4, before students discuss the statements remind students of the phrases for agreeing/ disagreeing politely on page 23 of the Coursebook.

Answers

2 Students' own answers

3 Suggested answers:

1 He doesn't spend his money wisely.

2 Be prepared to support something you believe in with action or money – not just words.

3 I don't have enough money.

4 It's not easy to make money.

5 She can afford to waste some money.

6 He has a lot of money.

7 My mum has a limited amount of money.

8 Money influences everything.

4 1 within 2 in 3 on 4 away 5 to 6 of

ADDITIONAL PRACTICE | **Maximiser** p.20, Vocabulary 1–2 | **MEL** Unit 3, Vocabulary 1–2 | Photocopiable 3A *Guess the expression* | **ActiveTeach** Games: Noughts and Crosses; Sheep Out!

Sentence completion (Part 2)

Aim

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

Refer students to the Exam Focus on page 188. Read through it with students, making sure they understand everything.

5 Give students two minutes to read the article for gist. They should place a tick next to the items from A–E they expect to hear.

6 Tell students not to try filling in the gaps yet, but to concentrate on understanding the main ideas. Play the recording and elicit which topics (A–E) David Burton talked about.

7 Read the Exam Tip aloud. Focus students on gap 1 and elicit what sort of word goes in the gap (a noun). Ask *Is it countable or uncountable?* (Countable, we know this because the word before the gap is the article *a*.) Ask students to look through the remaining gaps and decide which ones may require an uncountable noun, a plural form or a number. Do a class check.

8 Play the recording while students complete the gaps.

9 Ask students to compare their answers in pairs. Strong students should take extra care to ensure their answers make sense in the gap and are spelled correctly. Refer students to the audio script on page 208 to check their answers.

10 Check that students understand *inherit* (to receive money, property, etc. from someone after that person dies). Put students into pairs to discuss the questions, then elicit a few responses from the class.

Teaching Tip: Check carefully

Point out to students that they should get used to carefully checking their answers to make sure they make sense and are spelled correctly.

Answers

5–6 A, B, D

7 A 4, 5, 6 10 B 3 C 7

8–9 1 policeman 2 university 3 risk(s) 4 satisfaction 5 (business) training 6 poverty 7 1,450 8 (new) hospital 9 community 10 (greater) freedom

10 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.21, Listening 1 | **MEL** Unit 3, Listening 1 | **MEL** Extra practice, Listening 8 *Listening for detail: Complete the sentences*

Grammar focus ▶ p.28

Using modifiers for comparison

Aim

- to compare items using comparatives, superlatives and modifiers

Point out that being able to use a range of language to make comparisons can help students get a better mark in the Speaking exam, especially Part 2, which involves comparing photographs. Refer students to the Grammar Reference section on using modifiers for comparison on page 144. Go through the information and ask students to complete Exercise 1.

Grammar Reference answers

Exercise 1

1 isn't any 2 by far 3 rather 4 slightly 5 a little

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1 Elicit what students remember about David Burton, the multimillionaire. Ask students to complete the sentences, then ask them to turn to the audio script on page 208 to check.

2 Write the following sentences on the board:

A I've never been as happy as I am now.

B I'm just as happy now as I ever was.

Elicit whether the sentences have a similar or different meaning, and in what way. (Different because A means the speaker is happier compared to the past. B means the speaker is happy now and was happy in the past, too.) Ask students to discuss the pairs of sentences in Activity 2 in a similar way, then elicit the answers.

3 Point out that this exercise is a key-word transformation exercise, similar to Reading and Use of English, Part 4. Students complete the exercise individually then compare their answers in pairs before checking as a class. Check students understand *salary* (money that you receive as payment from the organisation you work for, usually paid fortnightly or monthly).

Answers

1 **1** emptier, lonelier **2** proudest **3** far more content **4** nearly as difficult, as

2 All the sentences are similar in meaning.

3 **1** quite as/so high as **2** one of the most **3** far/much less **4** far/much higher than **5** a bit wealthier than **6** not (nearly) as/so easy

ADDITIONAL PRACTICE | **ActiveTeach** Extra activity: Grammar Focus 2

Comparing quantities

Aim

- to use a range of phrases to compare quantities

4 Read through the table with the class and elicit some example sentences, e.g. *I spend quite a lot of my time using social media.* Ask students to use the table to write six sentences that are true for them.

5 Put students into groups of three to compare their sentences. Ask them to work as a group to write a paragraph about how their group spends their time and money. Ask students to check that they have used comparatives with modifiers correctly. Alternatively, set the writing activity individually as a homework task.

Teaching tip: What to do with paragraphs

Put the finished paragraphs around the class and ask each group to read the other groups' and look for good uses of comparatives with modifiers. Ask students to vote on which was the best paragraph and why.

Alternatively, collect in the paragraphs and select a few good examples of the target language (comparing quantities using modifiers) to share with the class.

ADDITIONAL PRACTICE | **Maximiser** p.21, Grammar 1–3 | **MEL** Unit 3, Grammar 1–3 | Photocopiable 3B *Can you guess?*

Speaking focus ▶ p.29

Long turn (Part 2)

comparing

Aim

- to use a variety of expressions to compare, speculate and contrast in an exam-style speaking task (Speaking, Part 2)

Warmer: Bucket list

Write *bucket list* on the board. Elicit what it is (a list of things you would like to do or achieve before you die).

Examples might be: get a degree, live abroad, swim with dolphins, run a marathon, have a family, etc.

Ask students to write their own bucket list with five things they'd like to do. These can be serious goals or fun experiences.

Ask students to share their lists with each other. Elicit whether there were any surprising items on the lists.

Refer students to the Exam Focus on page 190 to go through what is expected in Speaking, Part 2.

1 Focus students' attention on the photos. Read A and B and elicit which statement describes the photos best.

2 Put students into small groups and give them five minutes to make lists of similarities and differences. Encourage them to think of at least three for each list. Elicit responses and write them on the board.

3 Ask students to complete the activity. Do a class check.

4 Play the recording and elicit the points that the speaker mentions. Give students a few minutes to complete the activity, then check answers as a class, comparing the answers to the students ideas on the board.

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Answers

1 A

2 Students' own answers

3 1 Both the photographs show an achievement.

2 The man also looks happy.

3 The man looks as if he's enjoying himself, too.

4 Students' own answers

speculating

5 Students complete the activity then compare answers in pairs before checking as a class.

Answers

5 1 like 2 like/as if/as though 3 like 4 like/as if/as though 5 like/as if/as though

You can only use *like* in 1 and 3 because it is followed by a noun (or noun phrase).

contrasting

6 Ask students to look at sentences A and B and discuss the questions. Do a class check. Emphasise that *whereas* and *while* are useful linkers to use in the exam to show contrast.

7 Tell students they are going to do an exam-style task. Read the Exam Tip aloud. Put pairs into A and B pairs, then tell student As to turn to page 134 and Bs to turn to page 136. After students have done the activity, elicit some phrases they used to compare the two photos. Write them on the board and check that students know how to use them correctly. Then ask students to repeat the activity, with As and Bs swapping. If there is time, students could change partners and repeat the activity for extra practice.

8 Give students a few minutes to discuss the question in pairs, then elicit a few responses to finish. If students have photos of any special recent celebrations or achievements on their smartphones, they may like to share them with their partner.

Answers

6 1 B 2 B 3 A

7–8 Students' own answers

ADDITIONAL PRACTICE | **ActiveTeach** Speaking test videos | **Maximiser** p.22, Speaking 1–2 | **MEL** Unit 3, Speaking 1–2 | **MEL** Extra practice, Speaking 4 *Part 2 Describing pictures: Which picture is being described?*

Reading focus ▶ p.30

Multiple choice (Part 5)

Aim

- to read for the author's intention in an exam-style Multiple-choice task (Reading and Use of English, Part 5)

Teaching tip: Students who are not taking the exam

If you have students in your class who are not preparing for the exam, emphasise that understanding the author's intention is useful when reading English texts in any situation. These include articles, blog posts, etc.

1 Ask students to discuss the questions in pairs. Elicit a few responses to each question.

Refer students to the Exam Focus on page 187. Read through it with students, making sure they understand everything. Remind students that they should allocate one minute per mark in the exam, and that this Multiple-choice activity is worth 12 marks.

2 Read the Exam Tip aloud and tell students that the title, any pictures and first paragraph provide useful clues to understanding the rest of the article. Ask them to look at these only and not to read the rest of the article yet. Elicit predictions of what the article will be about. Give students a few minutes to skim the article to check their predictions and get a general idea of what it is about.

3 Emphasise that students should underline key words in the questions/stems only (not the options). Give students three minutes to do this and highlight the part of the text which answers each question.

4 Give students six minutes to re-read the article carefully and answer the questions. Check the answers as a class, eliciting the part of the text in which each answer was found.

5 Students discuss the question in pairs.

Additional activity

Additional questions to discuss in Activity 5 could include:

1 Do you agree with the author that a passion for sport provides an opportunity to experience highs and lows?

2 What other passions could allow people to experience highs and lows?

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Answers

1–2 Students' own answers

3 **1** I completely understand their desperate desire to be part of it all.

2 … this inhibits their ability to form real relationships. However, there are also ordinary people – sensible parents, husbands, employees and employers – whose interests are much more healthy and straightforward.

3 Passions are deep, full of joy and pain, teaching you how to sob when you feel hurt, how to react to a disappointment, how to sing with enthusiasm in public. Because of them you might end up hugging a complete stranger or making new friends.

4 The birth of your child …

5 Calm, controlled middle-aged women are suddenly prepared to camp overnight on damp pavements in London and squeal encouragement …

6 This is a global question focusing on the whole text.

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

5 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.22–23, Reading 1–3 | **MEL** Unit 3, Reading 1–3 | **MEL** Extra practice, Reading 4
Understanding attitude and opinion: What's their view?

-ed adjectives and prepositions

Aims

- to review the difference between adjectives ending in *-ed* and *–ing*
- to practise using these adjectives with the correct prepositions

6 Ask students to complete the questions with the correct prepositions, then do a class check. Elicit the difference between adjectives ending in *-ing* and *-ed*. Point out that, generally, adjectives with *-ed* describe a feeling. Adjectives with *-ing* describe a situation or experience that causes a feeling. For example, *I'm very interested in the lesson* and *the lesson is very interesting*. Point out the exception to this general rule in 4: *impressed – impressive* (not ~~impressing~~).

Students ask and answer the questions in pairs. Finish by eliciting a few responses for each question, checking for accurate use of the adjectives and prepositions.

Answers

6 **1** about **2** with **3** by **4** by **5** by

ADDITIONAL PRACTICE | **Maximiser** p.24, Vocabulary 1–2 | **MEL** Unit 3, Vocabulary 1–2 | **ActiveTeach** Extra activity: Reading Focus; Game: Pelmanism

Grammar focus ▶ p.32

Present perfect and past simple

Aims

- to review the present perfect and past simple
- to use these structures to talk about past events

Warmer

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

What is the sport in the photo?

Does this sport appeal to you? Why/Why not?

1 Refer students to the photo and tell them that they are going to read a blog about surfing in Ireland. If you have the facilities, show a map of Ireland and point out Galway. Ask students to read Liam's blog post and answer questions 1–4. Ask students to compare answers in pairs, then do a class check. Elicit what it means *to be mad about something* (it can mean you are angry about something, but here it means *to be very keen on something*).

Background note

Galway is a small city on the west coast of Ireland, known for its great surfing spots.

2 Ask students to look at the underlined verb forms and decide which ones describe completed actions in the past and which ones describe past habits that are now finished. Elicit the answers.

3 Ask students to look at the highlighted example and elicit the form *have* + past participle. Ask students to find five more examples of the present perfect in the text. If students focus on *I've been living* … or *I've been having*, point out that this is the present perfect continuous, which will be dealt with later in the lesson.

4 Ask students to match the examples with uses of the present perfect. Get them to check in pairs before you do a class check.

5 Refer students to sentences and the time expressions *for* and *since*. Elicit which word refers to a period of time (*for*) and which to a point in time (*since*).

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6 Ask students to answer the questions in pairs. Point out that *once* can be used with both forms, although there may be a change in meaning. Write the following sentences on the board:

A *I <u>once</u> met someone called Liam*

B *I've only met him <u>once</u>.*

Point out that if *once* is used to mean *at one point in the past* (sentence A), it can only be used with the past simple, and needs to go after the subject.

If *once* is used to mean *on one occasion*, then it goes at the end of the sentence (sentence B), and can be used with both past simple and the present perfect.

Answers

1 **1** since the age of 14 **2** no **3** six months ago **4** every weekend

2 **1** left, lived

2 used to spend, would drive, would swim, could only surf

3 I've been able, we've been, I've had, I've (really) enjoyed, I've (never) entered

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

5 since = a point in time

for = a period of time

6 **1** the past simple: ago, at lunchtime, in 2010, last month, once

the present perfect: already, just, never, once, so far, this month, yet

2 *once* is used with both

ADDITIONAL PRACTICE | **ActiveTeach** Extra activity: Grammar Focus 1; Game: Stepping Stones

Present perfect simple or continuous?

7 Give students a couple of minutes to match the sentences and then elicit the answers.

8 Complete the first sentence together as an example, then give students time to complete the remaining sentences. Let students compare their answers in pairs, then check as a class.

Ask students to turn to the Grammar Reference on page 145 for a table summarising the uses of past simple, present perfect simple and present perfect continuous. Ask students to complete Exercise 2.

Grammar Reference answers

Exercise 2

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

9 On the board, write *Have you ever …?* and *How long …?* and elicit a few possible ways to complete each question using vocabulary from Activity 8 or students' own ideas. Put students into pairs to think of more questions, then ask and answer them. Remind them that they should use the past simple when asking follow-up questions. Monitor, listening for the use of past simple, past perfect simple and past perfect continuous forms.

Answers

7 **1** B **2** A

8 **1** have been riding/have ridden **2** once witnessed/have witnessed (a crime) once **3** lived **4** had **5** have never been **6** have just won

9 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p24, Grammar 1–2 | **MEL** Unit 3, Grammar 1–2 | Photocopiable 3C *Liar liar*

Use of English focus ▶ p.33

Open cloze (Part 2)

Aim

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

Teaching tip: using music in the classroom

Music can be an effective way of setting mood for a lesson or getting students attention. In this lesson, consider introducing the theme of the lesson playing some relaxing music while students come in to the classroom and keep it on quietly in the background for the discussion of Activity 1.

1 If you have the facilities, consider playing some upbeat, happy music quietly in the background during Activity 1 to set the scene for this discussion. Ask students to work in pairs to discuss the questions.

2 Refer students to the Exam Focus on page 186. Ask students if anyone has heard of *hygge* pronounced /hju:gə/ and how it can make people happier. Ask students to skim the text without worrying about the gaps yet. Elicit answers to the questions.

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3 Focus students' attention on the example (0) and elicit what kind of word it is (an *-ing* verb). Then give students two minutes to decide what kind of word should be in each gap.

4 Read the Exam Tip aloud. Students complete the text with one word in each gap.

5 Students compare their answers in pairs. Do a class check.

Answers

1 Students' own answers

2 **1** It is about being kind to yourself and enjoying simple pleasures.

2 It improves well-being, and stops you feeling guilty about enjoying things like ice cream.

3 **1** preposition **2** relative pronoun **3** adverb **4** preposition **5** conjunction **6** adverb **7** preposition **8** preposition

4 **1** for **2** which/that **3** ago **4** since **5** why **6** there **7** as **8** like

5 Students' own answers

as and *like*

Aim

- to identify differences in use between *as* and *like*
- to practise using them accurately in context

Point out that students often confuse *as* and *like* when talking about similarities. Refer students to the Grammar Reference on page 146 and ask them to read through the notes and examples. Emphasise the **Watch out!** sections which focus on colloquial (informal) language. Ask students to complete Exercise 3.

Grammar Reference answers

Exercise 3

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

6 Ask students to complete sentences 1–6 with *as* or *like*. Go through the answers as a class. Read through the Language Tip as a class.

Answers

6 **1** like **2** as/like **3** as **4** like **5** as **6** like

ADDITIONAL PRACTICE | **Maximiser** p.24–25, Use of English 1–2 | **MEL** Unit 3, Use of English 1–2

Writing focus ▶ p.34

Article (Part 2)

engaging the reader

Aim

- to practise engaging the reader in an exam-style task (Writing, Part 2)

Warmer: What would you save in a fire?

Tell students they have one minute to grab some items from their burning home. Ask them to tell their partner what they would grab and why. Elicit a few ideas.

1 You may like to refer students to the Writing Reference on page 171 before beginning this lesson. Read the exam task aloud. Ask students to answer the questions in Activity 1 (not the exam task) with a partner. Elicit the answers.

2 Tell students that they are going to read two opening paragraphs and decide which is more effective, taking into account the three listed criteria. Give students time to read the paragraphs and answer the questions, then discuss their answers in pairs. Elicit a few ideas from the class.

3 Put students into pairs to choose which paragraph to include the details in.

4 Read the Exam Tip aloud. Point out that students should only 'speak directly to the reader' in certain types of writing (e.g. articles, reviews, letters, emails). It would not be appropriate in an essay. Students need to decide on the appropriate style to use before they write, as they will be marked accordingly. Give students about 30 minutes to write their paragraphs in pairs, monitoring and helping as necessary. Stronger students could write this individually.

5 Ask students to read the concluding sentences and decide which has the most positive effect on them as readers.

6 Give students a few minutes to make notes on their own response to the advert.

7 Students can complete the writing task for homework. Alternatively, allow about 30 minutes in class while you monitor, providing help.

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Teaching tip

Point out the general writing Checklist on page 165. Ask students to review their completed written work against the checklist and make changes as required.

8 Put students into small groups to swap their articles. Ask students to read the article and comment on how well it engages the reader.

Answers

1 **1** informal, because it's for young people

2 describe a possession and say why it's important to you

2 A and B both answer the question, but Paragraph A is most effective.

3 Suggested answers:

Paragraph two: B, C, F, G

Paragraph three: A, D, E, H

4 Sample answer

By simply looking at my tablet, you wouldn't be able to see how important it is to me. It's an inexpensive model and quite ordinary to look at. Even though it's already two years old, it still works pretty well.

So what makes it so special to me? Well, it was the first thing I ever saved up for and bought for myself, so that gives it some sentimental value. But mainly, it's special because I'm never bored when I've got it with me. I can watch films on it and play games anywhere.

5 B – It is more interesting and less abrupt.

6 Students' own answers

7 Sample answer:

My childhood was one of the happiest times of my life, so it is no surprise that one of my most treasured possessions is a special reminder of that time. It is my teddy bear, Bertie that I would save in a fire.

Bertie is a small, grey bear, who has shiny black buttons for eyes and wears a red velvet coat. His fur has worn off in a few places and one of his ears is slightly ripped, but I couldn't care less about that.

The reason Bertie has so much sentimental value to me is that he has been with me my entire life. I even have a picture of myself as a newborn baby with Bertie right next to me in my cot.

One day, I hope to pass Bertie on to my children and see them enjoy a cuddle with my special bear.

8 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.25, Writing 1–3 | **MEL** Unit 3, Writing 1–3 | **MEL** Extra practice, Writing 2 *Understanding the question in Part 2: Get the order right*

Review ▶ p.35

Aim

- to revise structures and vocabulary covered in Unit 3

1–**4** Ask students to complete the activities, circulating to provide assistance. Ask students to check in pairs before doing a class check. Alternatively, set these exercises as a homework activity.

Answers

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

2 **1** has lived/been living here for **2** haven't seen Mike since **3** time (that) I have been **4** have already had **5** far more expensive than **6** just as friendly as **7** one of the most expensive

3 **1** worried **2** interesting **3** exciting **4** embarrassed **5** frightening **6** relieved

4 **1** of **2** like **3** much/far **4** as **5** by **6** as **7** been **8** both/each

Progress Test 1 ▶ p.36

Aim

- to complete a series of exam tasks under timed conditions (Reading and Use of English, Parts 1–4)

1–**4** Ask students to complete the test activities for homework or in class, setting a time limit of 36 minutes. Point out that in Parts 1–3, each correct answer is worth one mark. In Part 4, there are two marks available for each correct answer and one mark may be awarded for a partially correct answer. Go through the answers as a class or write the answers on the board for students to check.

Answers

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

2 **9** like **10** because/as/since **11** not **12** than **13** use/seem **14** is **15** have **16** One

3 **17** enthusiastic **18** increasingly **19** determination **20** achievement **21** valuable **22** concentration **23** effective **24** worrying

4 **25** sing (nearly) as well as **26** despite having/despite his **27** hardly know my sister **28** have not/haven't seen James for **29** remember locking **30** set up

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4 Forces of nature

Reading focus ▶ p.38

Warmer

Write the word *superheroes* on the board and elicit names of any superheroes students know. Ask students to work in pairs to discuss the following question in pairs:

Do you like reading comics or watching films about comic-book heroes? Why/Why not?

1 Focus students' attention on the photo of X-men on page 38. Elicit who they are (X-Men) and ask students what they know about them. Read out the title and introduction of the article on page 39. Put students into pairs and ask them to discuss the questions. Elicit a few responses to each question.

Background note

X-Men are a team of Marvel Comics superheroes born with mutations (differences in genetic structure) that gives them each special unique powers. X-Men comics were first published in 1963. Since 2000, X-Men characters Cyclops have featured in a series of films, including *New Mutants*, *Deadpool 2* and *X-Men: Dark Phoenix*.

Multiple matching (Part 7)

Aim

- to complete an exam-style Multiple-matching task (Reading and Use of English, Part 7)

Refer students to the Exam Focus on page 187. Read it through with students, making sure they understand the main points about this part of the exam.

Teaching tip: Images

Before students read a long text, consider showing some images related to it, to help students engage with the topic. For example, search on the internet before class for a few images or a short video of the people featured in the article on page 39.

2 Remind students that reading an article through for gist before answering questions is an important strategy. Give students two minutes to read the article quickly. Elicit which 'superpowers' were mentioned.

3 Ask students to underline key words in the questions and scan the texts for similar ideas. Read the Exam Tip on page 38 aloud. Emphasise that, after finding the relevant section, they must read it very carefully to make sure they have the correct answer.

4 Ask students to scan for a paraphrase of the first question *power may be shared by other people who don't realise they have it.* It is in the final sentence of part C: *people like him everywhere who have no idea they have this ability.* Tell students to scan the article to find information relevant to the remaining key words. Put students into pairs to compare their answers. To finish, do a class check.

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5 Students discuss the questions in pairs. Elicit a few answers to each question from the class.

Answers

2 extraordinary strength (and speed); ability to withstand freezing temperatures; amazing endurance; astonishingly fast reflexes

3 **1** may be shared by other people who don't realise they have it

…there are people like him everywhere who have no idea that they have this ability.

2 is beneficial for the person's mental and physical health?

He gains improved immunity and better cognitive performance.

3 Could potentially affect a person's mental development?

Without adequate body fat, brain growth in childhood could be restricted

4 requires theoretically impossibly quick reactions

At this speed it is not likely that the human eye could track an object of this size and unimaginable that human reflexes could respond …

5 may have inspired the story of a legendary character

It is possible that the myths about Hercules were based on individuals with this condition ...

6 may help give an insight into curing certain illnesses

…could help scientists unlock the secrets of muscle growth and deterioration and lead to new treatments for debilitating diseases such as osteoporosis.

7 Was eventually discovered by chance

Unaware of his 'gift' until he took part in a scientific study at the age of 30 …

8 is believed by the person to be a question of mind over body

Hof believes it is the result of meditation practices …

9 could be acquired by whoever is prepared to believe in it

…these practices are attainable by anyone who can convince themselves they can do it.

10 has completely confused scientists looking for an explanation

Science is baffled by Isao Machii …

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

5 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.26, Reading 1–3 | **MEL** Unit 4, Reading 1–3 | **MEL** Extra practice, Reading 3 *Inferring facts from a text: What do we learn about the writer?*

Vocabulary

compound words

Aim

- to review the formation of compound words

6 Read the first sentence aloud and ask: *How could we express 'ordinary' in another way?* Elicit possible options. Put students into pairs to discuss different ways of expressing the words in italics.

7 Students match words 1–5 with words A–E to form compound words. Ask students to compare their answers in pairs and decide whether they are adjectives or nouns.

8 Students match the compound words in Activity 7 to the words in italics in Activity 6. Students may find it helpful to find each compound word in the article and use the context to work out the meaning.

9 Tell students they are going to discuss some questions in small groups. Read question 3 aloud and elicit the meaning of *tedious* (something that is very uninteresting, boring or repetitive, especially if it continues for a long time). Put students into small groups for the discussion.

Answers

6 Students' own answers

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

8 breathtaking = incredible
side-effect = impact
drawback = disadvantage
far-fetched = unlikely
everyday = ordinary

9 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.27, Vocabulary 1 | **MEL** Unit 4, Vocabulary 1 | Photocopiable 4A *Go fish!* | **ActiveTeach** Extra activity: Reading Focus

Grammar focus ▶ p.40

Articles

definite, indefinite and zero articles

Aim

- to review the use of articles
- to practise selecting the correct article in context

Warmer: Discussion

Ask students to work in pairs to think of some very cold places. Ask students to tell their partner about a time they were in a very cold environment, and what they did to keep warm. Elicit a few responses.

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1 Ask students what they can remember about the 'Iceman', Wim Hof, from the article on page 39. Ask students to complete the sentences. Students compare their answers in pairs. Then do a class check.

2 Students match rules 1–3 with uses A–E.

3 Go through examples 1–5 in Activity 1 again, one by one, eliciting the relevant rule (1–3) for each one.

4 Elicit any other examples or rules students know for articles. Ask students to turn to the Grammar Reference on page 146 and read through it with the class, checking that students understand everything. Then, you could do Exercise 1 on page 147 in class, or ask students to do it for homework.

Grammar Reference answers

Exercise 1

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

Point out that in English, we generally use possessives rather than articles when talking about parts of somebody's body e.g. *I hurt my leg* (not ~~*the leg*~~), *I washed my hands* (not ~~*the hands*~~). Ask students if this is the same or different in their own language.

5 Focus students' attention on the photo of the pilot. Ask the class what kinds of difficult weather conditions a pilot may experience e.g. *storms, ice, thunder and lightning, fog.* Ask students to complete the gaps using the rules in Activity 2 to help.

6 Students compare their answers in pairs before you do a class check. Refer back to the Grammar Reference on page 146 if questions arise. If necessary, explain the meaning of *severe* (very bad).

7 Put students into small groups of three to four to discuss the topic.

8 Check students understand each of the experiences, especially *snowed in* (unable to travel from one place to another because so much snow has fallen), *heatstroke* (fever and weakness caused by being outside in the heat of the sun for too long), and *skid* (slide suddenly).

Elicit the question students could ask for 1: *Have you ever been afraid of a storm?* Ask students to move around the classroom, asking questions to find classmates who have had each experience. Encourage students to find a different person for each experience and to ask a follow-up question for each 'yes' answer.

9 Ask a few students to share the most interesting thing they found out.

Answers

1 1 – 2 an 3 a, the, – 4 a, the 5 the, the

2 1 B, E 2 D 3 A, C

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

4 Students' own answers

5 1 – 2 – 3 – 4 – 5 the 6 the 7 the 8 a 9 a 10 the 11 a 12 a 13 the 14 – 15 –

6–9 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.27, Grammar 1–2 | **MEL** Unit 4, Grammar 1–2 | **ActiveTeach** Extra activity: Grammar Focus 2; Game: Stepping Stones

Use of English focus ▶ p.41

Word formation (Part 3)

Aim

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

Warmer: Death Valley

Focus students' attention on the photo on page 41. If you have the facilities available, you may like to select a few additional images to show from an internet search of 'Death Valley, California'. Ask: *Where is this? What is it like here? Would you like to visit a place like this?*

1 Ask students to discuss the questions in pairs without looking at the article. Elicit a few ideas. Ask students to quickly read the article for gist (without worrying about the gaps yet) to see if they were right. Elicit the meaning of *miner* (someone who works underground in a mine to remove rocks and minerals, etc.).

Elicit ideas as to why the miners might have been travelling to California in 1849. Explain that there was a *gold rush*: gold was discovered in California in 1848 so there was a great wave of people from other parts of the USA and abroad who flocked there in the hopes of riches and a better life.

Refer students to the Exam Focus on page 186, making sure they understand the main points of this part of the exam.

Teaching tip: Know the task

Tell students that becoming familiar with the exam tasks and relevant strategies will help them to succeed in the exam.

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2 Emphasise that this activity is deciding the part of speech that is missing by looking at the surrounding words and that students should not fill in the gaps yet. To help students who find the activity hard, tell them that each missing word in this activity is either a noun or an adjective.

3 Use the example (0) to show how the word in capitals needs to be changed to fit the gap. Read the Exam Tip aloud. Ask students to complete the other gaps. Students compare answers in pairs before you do a class check.

4 Divide the class into two groups. The first group should make a list of advice for a hot climate and the second group should make a list of advice for a cold climate. If you have a large class, divide each larger group into smaller groups of no more than five people. Ask someone from each group to read their best or most unusual piece of advice aloud.

Answers

1 Students' own answers

2 **1** adjective **2** noun **3** adjective **4** adjective **5** adjective **6** adjective **7** noun **8** noun

3 **1** knowledge **2** visitors **3** dangerous **4** Inexperienced **5** sensible **6** Warning **7** sickness **8** assistance

The word *experienced* is the one which needs a negative prefix (*in-*).

4 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.28, Use of English 1–3 | **MEL** Unit 4, Use of English 1–3

Vocabulary

negative prefixes with adjectives

Aim

- to use prefixes to form negative adjectives

5 Ask students to complete the activity, using dictionaries to help if necessary.

Read through the Language Tip with the class. Elicit or share some examples for each prefix and write them on the board e.g. *unlikely*, *unhappy*, *unloved*, *unkind*, *unlucky*; *insensitive*, *incorrect*, *independent*; *disagree*, *dishonest*, *disconnect*; *impossible*, *improbable*; *irrational*, *irregular; illogical*, *illegal*.

6 Students complete the activity. Then do a class check.

7 Give students a moment to think about their answers. Then put students into pairs to discuss their answers.

Answers

5 **1** un **2** in **3** dis **4** im **5** il **6** ir

6 **1** disadvantage **2** illegal **3** unlikely **4** impatient **5** irregular **6** incapable

7 Students' own answers

ADDITIONAL PRACTICE | **ActiveTeach** Game: Pelmanism

Listening focus ▶ p.42

1 Focus attention on the photo and elicit anything students already know about Antarctica. Put students into pairs and ask them to take turns to read the questions aloud and then discuss each answer. Refer students to page 139 to check their answers.

Answers

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

Multiple choice (Part 4)

Aim

- to complete an exam-style Multiple choice task (Listening, Part 4)

2 Refer students to the Exam Focus on page 189. Read through the notes with students, making sure they understand the main points.

Give students a few minutes to read through the questions and underline key words in the questions. Before you play the recording, ask students the following questions: *Who do you think Leo Stone is? What do we know already about the two journeys from the questions?* Elicit a range of answers. Read the Exam Tip aloud.

3 Play the recording while students answer questions 1–7.

4 Put students into pairs to compare their answers. Then play the recording again for them to check while students follow the audio script on page 209.

5 Elicit the meaning of *role model* (someone that people try to copy out of admiration or respect). Put students into small groups to discuss the questions, eliciting a few responses to each one from the class.

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Answers

2 1 What was unusual about Leo's team?
descendants, Shacketon; personal link; attempted, South Pole
2 What does Leo say was the hardest thing for the team before the expedition?
finance, mentally, physically fit
3 What does Leo say was easier for the 21st-century expedition than for Shackleton's expedition?
planning route, cooking, equipment
4 What problem did both expeditions experience?
food, illness, weather
5 How did Leo feel when he was crossing the Antarctic plateau?
hadn't expected, so difficult; worried, reach, South Pole; skills, leader
6 The part of the trip Leo enjoyed the most was when they; South Pole; same point, Shackleton; home
7 What does Leo admire about Shackleton?
determination, ambition, bravery

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

4 1 connection to members of Shackleton's team.
2 mental challenge … struggled with the most …
3 Shackleton was travelling into the unknown with only a compass to guide him, while our team had a map and modern navigation equipment …
4 high winds … Shackleton also endured …
5 and just when we thought it couldn't get any worse …
6 arriving at the place where Shackleton decided to turn back …
7 decision to turn back to save his men took great courage …

5 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.29, Listening 1 | **MEL** Unit 4, Listening 1 | **MEL** Extra practice, Listening 4 *Listening to predict questions: What's the right question to ask?*

Vocabulary

idioms: the body

Aim

- to extend students' knowledge of idioms

6 Tell students there are many idioms in English that refer to parts of the body. Ask students to read the sentences aloud, then give them time to match the idioms. Students check their answers in pairs before you do a class check.

7 Give students a moment to think about their experiences. Then ask students to share their answers in pairs and take notes on their partners' answers.

8 Put students into new pairs to share what their first partner said and see if there are any similarities.

Answers

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

7–8 Students' own answers

Additional activity

Ask students to compare the body idioms with any similar ones in their first language. Ask: *Do they use the same body part? Are there any that are very different?*

ADDITIONAL PRACTICE | **Maximiser** p.29, Vocabulary 1–2 | **MEL** Unit 4, Vocabulary 1–2 | **ActiveTeach** Game: Sheep Out! | **ActiveTeach** Game: Noughts and Crosses

Grammar focus ▶ p.44

Narrative forms

past simple, past continuous and past perfect

Aim

- to review the different verb forms we use when talking about events in the past

1 Ask students to turn to the Grammar Reference on page 148 and read it through it with the class, checking students understand everything. Go through the explanations and examples. Then, you could do Exercises 2 and 3 in class, or ask students to do it for homework.

Grammar Reference answers

Exercise 2

1 Did he see Annie at the concert?
2 She didn't enjoy the long drive to work.
3 Brian wasn't working at the hospital in 2015.
4 Was he expecting the children to help?
5 Had whole family gone on the expedition?
6 The volunteers hadn't had the chance to meet the public.
7 Didn't the car belong to his older brother?
8 Hadn't they expected to meet you at the airport?
9 Weren't the books being sold at reduced prices?
10 Hadn't all the students been on a trip to Paris?

Exercise 3

1 both are possible 2 had spent 3 both are possible
4 had all disappeared 5 first met

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Focus students on the photo and elicit what it is: *an avalanche* (a large mass of snow, ice, and rocks that falls down the side of a mountain). Read the story extract aloud with expression to get students interested. Ask students to discuss in pairs what happened next without reading ahead. Elicit some ideas and write these on the board for checking later.

2 Ask students to read Paragraph 1 again and decide which of the underlined forms has each function. Do a class check.

3 Ask students to discuss the questions in pairs, then elicit responses.

4 Give students a couple of minutes to skim the rest of the story to check their predictions from Activity 1. Ask how the story ended (she dug her way out and was rescued). Ask whether students' predictions were correct, referring to the predictions on the board.

5 Ask students to complete the gaps with the correct form of the verb in brackets, referring back to Activity 3 or the Grammar Reference if they are unsure. Students compare their answers in pairs before you do a class check.

Answers

1 Students' own answers

2 **1** struck, happened, found **2** had been putting up, had just stopped **3** was eating

3 **1** past simple (*-ed* ending or irregular form)

2 past perfect (continuous) (*had* + past participle / *had been* + *-ing* form of the verb)

3 past continuous (*was/were* + *-ing* form of the verb)

4 Students' own answers

5 **1** had **2** was **3** thought **4** had already died **5** noticed **6** were running **7** realised **8** was lying **9** freed/had freed **10** started **11** saw **12** arrived **13** had been

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

past perfect simple and past perfect continuous

6 Remind students that past perfect can be used in a simple or continuous form. Put students into pairs to complete the sentences and match them to the statements. Elicit the answers from the class. Read through the Language Tip box and tell students that it is better to avoid overuse of the past perfect in situations where it is not necessary.

7 Elicit the correct verb forms for the first sentence as an example. Students complete the remaining sentences, then compare with a partner. Remind students that the past perfect is not used very often, and it is appropriate to revert to the past simple once the time sequence is established. Do a class check.

Answers

6 **1** had finished (A) **2** had been hurting (B) **3** had never seen (A) **4** hadn't heard (A)

7 **1** hurt, had been hoping / had hoped

2 was recovering, studied / was studying

3 was swimming / had been swimming, cut

4 split up, had been going / gone out

5 didn't need, had already done

ADDITIONAL PRACTICE | **Maximiser** p.30, Grammar 1–2 | **MEL** Unit 4, Grammar 1–2 | Photocopiable 4B *Four stories*

Speaking focus ▶ p.45

Ranking

Aim

- to practise expressions useful for ranking items in Speaking, Part 3

Warmer: survival skills

Ask students to imagine they have been stranded on a desert island. Ask students to discuss the following questions in pairs:

1 What tasks would you need to do in order to survive?

2 Do you have any skills that would help in the situation?

1 Put students into pairs to do the task. Elicit the answers as a class, checking that students understand *raft* (a flat structure used for floating on water, made from pieces of wood tied together.) If you have the facilities, show pictures of a raft and a rod.

Teaching tip

For some words, especially concrete nouns and action verbs, a picture can be a quick way to explain vocabulary.

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Collaborative task (Part 3)

Aim

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

Refer students to the Exam Focus on page 190. Read it through with students, making sure they understand the main points of Speaking Part 3.

2 Ask students to read the task and underline the two things to discuss.

3 Play the recording and check what the students decide on (making a fire and finding water). Ask whether students agree with the decision and if they have alternative suggestions.

4 Give students time to read the sentences before you play the recording. Play it while students fill in the gaps, pausing as necessary. Ask students to check their answers in pairs. Play the recording again, pausing to check after each item.

5 Ask students to read through the completed sentences in Activity 4 and elicit the opposites for each gap.

6 Ask students to read the Exam Tip. Explain that students are going to do the task in Activity 2. Time the students, giving them two minutes for the first activity, then directing them to do the second part for one minute. Ask students if they found they had too much/too little time for the activity. Discuss strategies for dealing with timing, for example, not dismissing an idea immediately or bringing the discussion back to focus on the question.

7 Put students into small groups of three or four to compare their decisions.

8 Check the pronunciation of *desert island* (stress the first syllable of *desert*). Check students understand *threat* (a possible danger) and what it means to *lose touch with something* (to no longer be involved in something and so do not know about or understand it). Tell students you can also *lose touch with someone* (gradually stop communicating, e.g. by no longer phoning or messaging each other). Students discuss the questions. Encourage them to use phrases from the lesson.

Teaching tip: Encourage discussion

During extended discussion activities like Activity 8, spend a little time with each pair and encourage less confident speakers to give fuller answers. Also make sure that more confident students give their partners a chance to speak.

Answers

2 Discuss how difficult it would be to learn these survival skills

Decide which two survival skills would be the most useful on the island

3 Students' own answers

4 **1** Top, list **2** put, above **3** highest priority **4** out of these

5 **1** Bottom of the list for me would be finding water.

2 I'd put making a fire below (lower than) making a shelter.

3 I think learning how to make a fire would be the lowest priority for me.

4 So out of these five skills, making a fire and finding water would be the least useful.

6–8 Students' own answers

ADDITIONAL PRACTICE | **ActiveTeach** Speaking test videos | **Maximiser** p.30, Speaking 1–2 | **MEL** Unit 4, Speaking 1–2 | **MEL** Extra practice, Speaking 9 *Part 3 Assessment: Read the examiner's comments*

Writing focus ▶ p.46

Essay (Part 1)

expressing and supporting ideas

Aim

- to practise expressing and supporting ideas in an essay (Writing, Part 1)

Warmer: Discussion

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

1 Would you like the chance to explore an extreme environment such as Antarctica?

2 What else would you like to do if you had the opportunity?

1 Ask students to read the essay task. Elicit the meaning of *adventure tourism* and some examples of activities people might do on an adventure holiday. Put students into pairs to decide whether they agree or disagree that adventure tourism should be encouraged.

2 Put students into pairs to do the activity. Check answers as a class. Ask which phrase is used to introduce a personal opinion (*In my view*) and a negative opinion (*The problem is*).

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3 Remind students that, in an essay, it is important to support opinions with reasons. Ask them to think of the ideas they had in Activity 1. Can they find any of the same ideas in sentences A–D? Put students in pairs to do the activity. Then do a class check.

4 Ask students to do the activity individually, then they compare their ideas with another student. Read the Exam Tip aloud.

5 Ask students to read through the examples, then think of their own ideas for connecting words.

6 Ask students to choose a point for note 3, either from the box or from their own ideas. Students share their ideas in pairs, giving reasons for the answers using the connecting words from Activity 5.

7 Give students a few minutes to read the task and plan how to answer it. If your class needs extra support, go through the guidelines one by one with the class. Remind students that there is no correct answer. To write a good exam answer, they have to show that they can express their ideas and support them with reasons or examples. Students can complete the essay in class or it can be set for homework. Remind students of the useful language for essays in the Writing Reference on page 167.

8 Encourage students to check their work carefully before giving it to you for individualised feedback.

Additional activity: Using the Writing Reference

Point out the Marking Guidelines on page 180. Then ask students to turn to Writing Reference 2.1 on page 173 and read the task and sample answer. Ask students to discuss in pairs its strong and weak points. Then ask students to read the Comments and the suggested band score.

Answers

1 Students' own answers

2 **1** point 2 (agree) 2 point 1 (disagree) 3 point 1 (agree) 4 point 2 (disagree)

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

4–8 Students' own answers

Sample answer

TV programmes often show beautiful scenes in the countryside which feature wildlife, fantastic landscapes and beautiful beaches, for example. They don't often show a lot of detail about what rural life is actually like. Is it really better to live in the countryside than in a city?

It is true that living in the countryside offers some obvious health benefits. The air is less polluted, and you may have more opportunities to spend time outdoors enjoying nature. This can be good for your mental health as well as physical health.

On the other hand, there are some clear advantages to living in a city. Public transport is often better and there are more facilities for education, leisure and entertainment.

However, people aren't always able to choose to live in the country, even if they want to. Some people have to move to cities to find employment as jobs are much more plentiful there.

I think that living in the countryside can provide a better way of life, but really this depends on your lifestyle and your personal situation.

ADDITIONAL PRACTICE | **Maximiser** p.31, Writing 1–6 | **MEL** Unit 4, Writing | Photocopiable 4C *A good start* | **MEL** Extra practice, Writing 5 *Formal functions in writing: What leads to what?*

MyEnglishLab tip: Writing exercises

The MyEnglishLab writing exercises contain additional useful language for exam tasks, so encourage students to complete them before they do the task.

Review ▶ p.47

Aim

- to revise structures and vocabulary covered in Unit 4

1 – **4** Ask students to complete the activities, monitoring and providing assistance. Alternatively, set as a homework activity.

Answers

1 **1** an **2** the **3** the **4** the **5** the **6-7** the **8** the **9** a **10** an **11** the **12** a **13** a **14-15** a **16** a

2 **1** incapable **2** illogical **3** successful **4** impatient **5** irresponsible **6** distrustful

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

4 **1** had been living **2** were walking for **3** had forgotten how to **4** hadn't/had not been

ADDITIONAL PRACTICE | **Maximiser** p.32–33, Use of English

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5 Eat your heart out

Vocabulary ▶ p.48

Food

Aim

- to introduce vocabulary related to diets

Warmer: Eat your heart out

Write the unit title on the board. Tell students that this is an idiom: a fixed phrase with a special meaning that is different from the ordinary meaning of each separate word. It is used to say that something is very good, by joking that someone else would be very jealous of something. For example, *This is a great drawing. Picasso, eat your heart out!*

Ask students to take turns to talk about something they did or experienced recently that would make a famous person jealous. They should use the idiom *Eat your heart out*. For example: *I cooked a great meal last night. Jamie Oliver, eat your heart out!* (Jamie Oliver is a celebrity chef in the UK.)

1 Focus students' attention on the photos and elicit what students can see in each picture, what they know about the foods and if they have tried them. Depending on how much students already now, consider sharing some of the notes below.

Background note

Sushi, originally from Japan, is small portions of rice with seasoned vinegar. It may have a topping, such as raw fish. It is often wrapped into a roll with *nori*, a type of seaweed sheet. Popular fillings for sushi rolls include salmon, avocado, and chicken. It is served with soy sauce, pickled ginger and *wasabi*, a hot horseradish paste.

Originally from the Indian subcontinent, a curry is a dish which can include meat, vegetables or legumes cooked in a spiced gravy. It is usually served with rice, and may also be accompanied by various pickles and chutneys and flat breads.

Read the questions aloud and elicit the meaning of *diet* in the questions (the kind of food that a person eats each day). Note that the word *diet* can also mean a way of eating in which you only eat certain foods, in order to lose weight, or to improve your health. Elicit the opposite of appealing (*unappealing*).

Put students into pairs to discuss the questions. Then elicit some responses to each question from the class.

2 Put students into pairs to discuss the questions, giving reasons for their choices. If necessary, clarify *organic food* (food grown or produced without artificial chemicals).

Teaching tip: Reporting back

Following any pair or group discussion, ask students to report back to the class about what they discussed. This reinforces language used, and gives students confidence in using English to talk about a familiar topic.

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3 Ask students to complete the phrases, then compare their answers in pairs before you do a class check. Check that students understand the meaning of each phrase. Elicit any other common diets people might have, e.g. *a gluten-free diet, nut-free, low-carb*, etc.

4 Students discuss the questions in pairs or small groups. Elicit a few responses.

Answers

1–2 Students' own answers

3 **1** fat **2** vegetarian **3** vitamins **4** balanced **5** low **6** free

4 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.34, Vocabulary 1 | **MEL** Unit 5, Vocabulary | **ActiveTeach** Games: Noughts and Crosses; Pelmanism

Grammar focus ▶ p.49

Expressions of quantity

Aim

- to use expressions of quantity with countable and uncountable nouns

5 Elicit what students know about *sumo wrestling* and if necessary share the notes below.

Background note

Sumo wrestling is a Japanese form of wrestling, typically done by men who are very large. The two wrestlers face each other in a ring. Each wrestler tries to make their opponent step out of the ring or make a part of their opponent's body touch the ground.

Write on the board some types of athletes who need to have special diets e.g. *marathon runners, gymnasts, rugby players.* Ask students to discuss in pairs what kind of diet they think each of these athletes would be likely to have and how healthy they are, compared to a sumo wrestler.

6 Ask students to select the correct expression(s) of quantity before doing a class check. Ask: *Which fact about sumo wrestlers' diet did you find most interesting or surprising?* Elicit a few responses.

7 Students complete the activities in pairs, then compare answers with another pair.

8 Ask students to turn to the Grammar Reference section 1 on page 149 and read through it with the class, checking they understand the main points. Ask students to choose the correct option in each sentence in Exercise 1 and then do a class check.

Grammar Reference answers

Exercise 1

1 much **2** a lot of **3** very little **4** hardly any
5 a few **6** some **7** a lot of **8** any

9 Ask students to discuss the difference in meaning between the examples in pairs, then elicit responses. Read through the Language Tip aloud.

Additional activity: *a few/few, little/very little*

After Activity 9, ask students to write a pair of sentences using either *few/a few* or *little/a little*, e.g. *A few people want sushi today. Few people want sushi today.*

Put students into small groups and ask them to take turns sharing their sentences. The other students in the group have to say what the difference in meaning is. Monitor and check that students are able to explain the differences correctly.

10 Model the activity by asking a few questions using the sentences, e.g. *Does the shop sell any cakes? How much cheese is left?* Encourage students to ask each other follow-up questions. With weaker classes, get students to prepare the questions in pairs first and check the questions for accuracy before students ask and answer them in pairs.

Answers

5 Student's own answers

6 **1** an enormous amount of **2** very few **3** both **4** a little

7 **1** an enormous amount of / a great deal of – a lot of
very few / very little – hardly any
a little – a bit of

2 **Countable:** a lot of, an enormous amount of, very few, hardly any
Uncountable: an enormous amount of, a great deal of, very little, a little, a lot of, hardly any, a bit of

9 **1** A a few = a small number, 1 B very few = hardly any
2 A a little = a small amount, 2 B very little = hardly any

10 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.34, Grammar 1–2 | **MEL** Unit 5, Grammar | **ActiveTeach** Extra activity: Grammar Focus 1

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Subject/Verb agreement

Aim

- to make sure verbs agree with the subject when using expressions of quantity

11 Focus students' attention on the first sentence as an example. Elicit the correct answer (*like*) and the reason (the subject *not many people* is plural, so the verb *like* also needs to be plural so that it agrees with the subject.) Ask students to work in pairs to complete the activity then do a class check. Refer students to the Grammar Reference section on subject/verb agreement on page 149 and read through it as a class. You can do Exercise 2 in class, as a quick check.

Grammar Reference answers

Exercise 2

1 are **2** are **3** is **4** are **5** are **6** is

12 Give students about four minutes to complete the sentences individually before sharing them with a partner. Monitor, checking that the subject/verb agreement is correct.

Answers

11 **1** like **2** is **3** needs **4** is **5** is **6** both possible

12 Students' own answers

1 Most of my family (+ singular/plural verb)

2 Both of my parents (+ plural verb)

3 One of my friends (+ singular verb)

4 No-one in my house (+ singular verb)

ADDITIONAL PRACTICE | **Maximiser** p.35, Grammar 3 | **MEL** Unit 5, Grammar | Photocopiable 5A *Countable and uncountable opinions!* | **ActiveTeach** Game: Stepping Stones

Use of English focus ▶ p.50

Open cloze (Part 2)

Aim

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

Warmer: Taste

Write the following sentence starters on the board.

1 I can't stand the taste of …

2 I love food which …

3 I am addicted to …

Ask students to think of ways they could complete the sentences so that they are true for them. Students compare their tastes in pairs. Invite a few students to share some of their tastes with the rest of the class.

1 Put students into pairs to discuss how far the statements are true for them. Ask for a show of hands of who agrees with each one. Elicit the opposite of *hot/spicy* (*mild*, e.g. *I only like mild curries*). Tell students who say they are addicted to caffeine that they are *caffeine addicts.* Point out the difference in stress between the noun *addict* and the noun *addiction* and the adjective *addicted.*

2 Elicit what students remember about Part 2 of the Reading and Use of English paper. Ask students to turn to the Exam Focus on page 186 and read it through it with the class, checking they understand the main points.

Ask students to read the text quickly for gist and choose the correct words. Elicit the answers.

3 Read the Exam Tip aloud. Focus students' attention on the example (0) in the text and elicit what kind of word this is (an expression of quantity). Ask students to work out what kinds of words fit in the remaining gaps. Elicit which gaps might require an expression of quantity and why (e.g. which gaps are in sentences which talk about quantity).

4 Emphasise that there is only one word missing in each gap. Students work through the activity individually. When they have finished, remind them to re-read the whole text and check their answers. Students can then compare their answers in pairs before you do a class check.

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5 Students complete the activity. When you give the correct answers, point out the stress in the adjective *addictive*.

6 Put students into pairs to discuss the questions.

Answers

1 Students' own answers

2 **1** doesn't like **2** isn't

3–4 **1** few **2** get/become/grow **3** why **4** any **5** If/Provided/Assuming **6** been **7** every **8** without

5 **1** not many, hardly any, only a few, almost no-one

2 has very few, hardly any, no addictive qualtities

3 a huge amount of, a great deal of, a lot of

4 many, a large number of

6 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.35, Use of English 1–2 | **MEL** Unit 5, Use of English | Photocopiable 5B *What's the connection?*

Listening focus ▶ p.51

Sentence completion (Part 2)

Aim

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

1 Put students into pairs to discuss the questions, then elicit a few responses to each one.

2 Ask students to turn to the Exam Focus on page 188 and read it through with the class, checking they have understood the main points. Tell students that they will be doing a listening activity about cooking and why it is important. Give students a minute to read the text quickly for gist. Focus students' attention on the first gap. Elicit the kind of information which is missing (a noun) and how we know (it is preceded by the preposition *of*).

3 Give students a few minutes to underline the key words in each sentence.

4 Read through the advice in the Exam Tip aloud. Play the recording once while students complete the sentences. Play it again for students to fill in any remaining blanks.

5 Give students time to check their sentences make sense grammatically, and that their spelling is correct. They can do this by comparing their answers with a partner. Then, do a class check.

Teaching tip: Using the audio script

All the listening recordings are accompanied by audio scripts. Whenever students have found a listening activity challenging, consider referring them to the audio script. They can read through the script at their own pace.

You may also ask students to read the audio script for any recording you have done in class as a homework activity. They can check any new vocabulary and underline useful phrases.

6 Students discuss the questions in pairs or small groups. Elicit a few responses.

Answers

1 Students' own answers

2 B

3 Students' own answers

4 **1** fruit **2** sugar **3** stomach(s) **4** 6/six hours **5** meat **6** brain **7** meal **8** thieves **9** fire **10** energy

5–6 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.35, Listening 1–2 | **MEL** Unit 5, Listening | **MEL** Extra practice, Listening 10 *Listening for detail: Make the right notes*

Reading focus ▶ p.52

Multiple choice (Part 5)

Aim

- to complete an exam-style Multiple-choice task (Reading and Use of English, Part 5)

1 Elicit the meaning of *bother* in the first question (to make the effort to do something). Ask students to discuss the questions in pairs. Elicit a few answers from the class for each question.

2 Refer students to the Exam Focus on page 187. Read it through with students, making sure they understand the main points. Give students three minutes to read the article on page 53 for gist to find out three pieces of information about Soylent. Ask students to share the three pieces of information they found with a partner.

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3 Read the Exam Tip aloud. Give students up to nine minutes to re-read the article and answer the questions. If students finish early, encourage them to check their answers carefully.

4 Students compare their answers in pairs. Then do a class check.

5 Put students into new pairs to discuss the questions, then elicit a few answers from the class.

Answers

1 Students' own answers

2 Suggested answers: It's a liquid food product. It contains soya and algae. There is only one flavour.

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

4–5 Students' own answers

6 Students match the definitions with the underlined phrases in the article. Give students time to compare their answers in pairs before you do a class check.

7 Check students know what *collocates* means (when words collocate, they are often used together and sound natural together). Students complete the activity before checking in a dictionary or with you.

8 Ask students to select a topic to talk about and make notes on what changes there have been using the verbs in Activity 7. Students take turns to share their ideas in pairs. For example: *The City Council has introduced electric car-charging stations. The shopping mall has doubled in size. The number of businesses has grown rapidly.*

Alternative activity: Write about changes

Ask students to write a paragraph about the changes, using some of the verbs and collocations from Activity 7. The paragraph could be completed individually or in pairs.

Ask students to then share their paragraph with another student/pair to compare their ideas and check that the verbs have been used correctly.

Answers

6 1 having none of it 2 do away with 3 hit upon 4 reached the end of the line 5 be confined to 6 went viral

7 1 both 2 both 3 raised 4 raised 5 increase

8 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.36–37, Reading 1–5 | **MEL** Unit 5, Reading | **MEL** Extra practice, Reading 5 *Understanding attitude and opinion in reading: Match the meaning* | **ActiveTeach** Extra activity: Reading Focus | **ActiveTeach** Game: Sheep Out!

Grammar focus ▶ p.54

Passive forms

Aim

- to review passive forms

Warmer: Discussion

Ask students to discuss the following question in pairs:

Would you like to be given a surprise birthday party? Why/Why not?

1 Write the following sentences on the board:

A Since 1368, people have eaten moon cakes in China to celebrate the Mid-Autumn festival.

B Since 1368, moon cakes have been eaten in China to celebrate the Mid-Autumn festival.

Tell students that the *Mid-Autumn festival* is an important harvest festival in China and some other parts of Asia. A *moon cake* is a small round pastry often filled with red bean or other paste. Ask students to discuss in pairs which sentence is better and why. (Sentence B is better because the focus is on the moon cakes, rather than the people who eat them.)

Ask students to complete Activity 1 then compare their answers in pairs. Then do a class check.

You could then ask students to turn to the Grammar Reference on page 150 and go through it together, checking that students understand everything. You could do Exercises 3 and 4 in class, or set them for homework.

Grammar Reference answers

Exercise 3

1 was 2 were 3 be 4 have 5 be

Exercise 4

1 It was reported that there were gunshots.

2 It was claimed that the money was stolen.

3 The suspect was thought to have left the country.

4 The police are said to have made a lot of mistakes.

5 It is believed that the criminal had a false passport.

2 Ask students to read the text. Elicit what is unusual about the celebration.

3 Read the Language Tip aloud. Students complete the text in Activity 2 then compare their answers in pairs.

4 Ask students to discuss the questions in pairs. Elicit a few responses, checking that passive forms are used correctly.

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Answers

1 The passive would be better in sentences 1 and 2 because we don't know, or it's not important to know who does the action.

The active would be better in sentences 3, 4 and 5 as the person/people doing the action are important.

2 The celebration is held in honour of monkeys.

3 **1** will be taking place **2** will be donated **3** have been invited **4** can be seen **5** are believed **6** was started

4 Students' own answers

Passive reporting verbs

Aim

- to review and use passive structures to report what people say, believe or think

5 Give students time to read the sentences and answer the questions. Tell them to read the Language Tip to help them. Then do a class check.

6 Write the following example on the board:

Locals believe that 2,000 kilos of food were consumed at the last feast. HAVE.

2,000 kilos of food _____ consumed at the last feast.

Elicit how the second sentence can be completed using *HAVE* with a similar meaning to the first sentence (*are believed to have been*). Give students time to complete sentences 1–5. Ask students to compare their answers in pairs when they have finished.

7 Spend a few minutes brainstorming some stories that have been in the news or on social media recently before students discuss them in pairs.

Alternative activity

If students do not have much interest in or knowledge of current events, instead of Activity 7, ask students to discuss traditional advice about eating and whether they follow the advice. Share some examples such as the ones below and then ask students if they can think of any similar beliefs in their own culture.

Some examples:

Eating carrots is believed to help you see in the dark.

It is often said that an apple a day keeps the doctor away.

Answers

5 Sentences B and C. Sentence C uses an impersonal third-person pronoun.

6 **1** are expected to carry **2** are thought to be **3** is claimed by **4** has been estimated **5** are said to

7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.38, Grammar 1–3 | **MEL** Unit 5, Grammar | **ActiveTeach** Extra activity: Grammar Focus 2

Speaking focus ▶ p.55

Long turn (Part 2)

comparing and giving a reaction

Aim

- to practise comparing and giving a reaction in an exam-style task (Speaking, Part 2)

Warmer: Discussion

Elicit the meaning of *to eat out* (to eat in a restaurant instead of at home).

Ask students to discuss these questions in pairs:

1 Is it better to eat out or eat at home?

2 What kinds of eating places appeal to you?

Ask students to turn to the Exam Focus on page 190. Go through it, checking that students understand the main points.

1 Ask students to look at the photos and the task and tick the statements they agree with. Put students into pairs to compare their ideas and any other points of comparison, then elicit ideas from the class.

2 Ask students to underline the linking expressions in the statements in Activity 1.

3 Students work in pairs to match the sentences to the photos (if necessary, explain that A is on the left; B is on the right). Point out that the phrasal verb *to dress up* in sentence 1 means to wear clothes that are more formal than the clothes you would usually wear. Elicit answers from the class.

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Additional activity: Opposites

Elicit some possible opposites for each sentence in Activity 3, e.g.:

1 You have to dress up. There's a dress code.
2 It's nice and quiet. There's a peaceful ambience.
3 It's good value for money.
4 They're good for informal get-togethers.
5 The atmosphere is quite formal.
6 The food's a bit fancy.

4 Ask students to read the questions, then play the recording. Ask students to compare answers in pairs. Play the recording again before eliciting responses.

5 Ask students to look at the audio script on page 211 to check the adjectives used.

6 Put students into A/B pairs and tell them they are going to complete an exam-style speaking task. Give them a minute to look at the instructions and photos for Task 1 on page 134. Prompt student A in each pair to start, allowing one minute to talk about the photos. Student B should time Student A, and then finish by answering the follow-up question.

Next, students should repeat the task by turning to page 136 and swapping roles.

As they are speaking, go round and monitor correct use of the linking expressions in Activity 2.

Answers

1 Students' own answers
2 **1** Although **2** whereas **3** While **4** Both
3 **1** A **2** A **3** B **4** B **5** A **6** A
4 **1** She mentions differences of price, food, service, reasons why you might go there.
2 She imagines how the restaurants make the customers feel.
5 special, expensive, adventurous, interesting, self-service, casual, basic, young, special, different, less formal, cheaper

ADDITIONAL PRACTICE | **ActiveTeach** Speaking test videos | **Maximiser** p.38–39, Speaking 1–3 | **MEL** Unit 5, Speaking | **MEL** Extra practice, Speaking 5 *Part 2 Assessment: Put the examiner's comments together*

Writing focus ▶ p.56

Describing a personal experience

Aim

- to identify ways that adverbs for emphasis, the passive and expressions for giving opinions can be used in a review

Warmer: Discussion

Ask students to discuss the following questions in pairs.

Where are the best places to eat out in your area?

Would any of the following things put you off going to to a restaurant?

- *a no-bookings policy*
- *having to queue*
- *a noisy atmosphere*
- *a limited menu*

1 Ask students to read the review and tick the things that are mentioned. Then elicit the answers.

2 Students discuss the questions in pairs. Elicit a few responses.

3 Ask students to complete the activity individually. Then do a class check.

4 Copy the table onto the board. Ask volunteers to come up in turn and write one or two examples in the table. Check that students understand all the words and phrases, and elicit others that could be added to the table.

5 Find the first example together as a class (*it was definitely worth it*). Point out that *definitely* is an adverb, and makes *it was worth it* stronger.

Answers

1 staff, writer's expectations, experience, prices, food, other diners
2 Students' own answers
3 **A** 2 **B** 4 **C** 1, 3, 4 **D** 1, 4
4 **food:** best pizza restaurant in the city, six pizzas on menu, quality of the ingredients that count not size of the menu, taste authentically Neapolitan, top quality, affordable
staff: efficient, couldn't have been friendlier or more helpful
experience: hot, first-rate, better than a characterless pizza chain, great place, top-quality, affordable

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5 A definitely, authentically, specially, quickly, extremely, strongly

B is said to be, had … specially designed, were given

C There's nothing I hate more than …, but for me .., the only downside, But on the whole ... , I'd strongly recommend …

Review (Part 2)

Aim

- to write an exam-style review (Writing, Part 2)

Refer students to the Writing Reference on page 172. Read through the Model answer and the tips with the class and point out the Useful language box. Encourage students to use this Useful language when completing the writing task.

6 Give students a few minutes to read the task. Before they start writing, read the Exam Tip aloud and ask students to make sure they include at least two positive and negative ideas in their review. The writing task can be completed in class or set as homework. Collect the reviews and provide individualised feedback.

Teaching tip: Writing genres

Point out to students that the Writing Reference includes a summary of writing genres on page 181.

Answer

6 Sample answer

I have just discovered a great Italian restaurant called Fratelli's in Manchester. It's a small restaurant tucked away in a side street near the city centre. From the outside, it doesn't look very special, but you won't regret stepping inside.

The atmosphere is quiet and relaxed. Although the restaurant is always full, the staff never seem rushed and they always have time to talk about the food and make recommendations. The food is all well cooked and full of flavour. There are delicious pizzas and pasta dishes and some wonderful meat and fish dishes. My personal favourite is the pasta, which is freshly made every day in the kitchens. The prices are a nice surprise too, as it isn't too expensive.

This is a great restaurant for anyone who wants a quiet meal with family or friends and wants to enjoy top-quality food at very reasonable prices.

ADDITIONAL PRACTICE | **Maximiser** p.39, Writing 1 | **MEL** Unit 5, Writing | Photocopiable 5C *What's my phrase?* | **MEL** Extra practice, Writing 4 *Informal functions in writing: Sort out this muddle*

Review ▶ p.57

Aim

- to revise structures and vocabulary covered in Unit 5

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

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

2 **1** little **2** many **3** bit/piece/slice **4** hardly **5** lots/plenty **6** few **7** deal **8** amount/quantity

3 **1** are **2** contain **3** is **4** eats **5** has **6** is **7** eat **8** is

4 **1** are taught **2** has been reviewed **3** be fried **4** is said **5** was eaten **6** have been invited / were invited

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6 In the spotlight

Speaking focus ▶ p.58

Aim

- to use a range of phrases to discuss advantages and disadvantages

Warmer

Refer to the title of the unit. Elicit what *in the spotlight* means (being the centre of attention). Ask students to tell a partner how they feel about being in the spotlight. Emphasise that this expression can be used not only to talk about the arts, but also to other situations where someone is the centre of attention in the workplace, classroom, social occasions, etc.

1 Put students into pairs to discuss the questions. Elicit a few responses for each one.

2 Give students time to choose the word which does not fit in each of the phrases. Students compare their answers in pairs. Elicit the word/phrase that does not fit each phrase and write the correct phrases on the board for use during the next activity.

Teaching tip: Write prompts on the board

Where useful phrases or words are introduced before a discussion activity, write them on the board as a prompt for students to use in the discussion that follows.

3 Elicit the kinds of things a street performer might do, e.g. juggle, do magic, dance, play music, be a clown, pretend to be a statue, ride a unicycle, etc.

Students discuss the advantages and disadvantages of being a street performer with their partner. Monitor, listening for the correct use of the phrases from activity 2. Elicit a few advantages and disadvantages to finish.

Answers

1 Students' own answers

2 **1** highest **2** One different **3** large **4** big **5** use

3 Students' own answers

Discussion (Part 4)

Aim

- to complete an exam-style Discussion task (Speaking, Part 4)

Ask students to turn to the Exam Focus on page 190. Go through it with students, checking they understand everything.

4 Tell students that questions 1–6 are examples of the kind of question they might have to answer in Part 4 of the Speaking exam. Ask students to discuss the first question in pairs.

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5 Tell students that two students, Roberto and Beata, are answering the first question in the exam. Play the recording once, then ask students whether they agree with Roberto and Beata.

6 If necessary, play the recording again while students note down the phrases they heard.

7 Ask students to check their answers in the audio script on page 211.

8 Elicit some ways that Roberto and Beata could have improved their answers. Read the Exam Tip aloud and elicit some phrases that can be used to include someone else in the discussion, e.g. *Would you agree with that? What do you think? How about you?*

9 Students work in pairs to discuss the other questions in Activity 4.

Answers

4–5 Students' own answers

6–7 1 Roberto: Would you agree with that, Beata?

2 Beata: Basically, you're saying you don't really need any talent to succeed.

3 Roberto: Yes, I suppose you're right.

8–9 Students' own answers

ADDITIONAL PRACTICE | **ActiveTeach** Speaking test videos | **Maximiser** p.40, Speaking 1–3 | **MEL** Unit 6, Speaking | **MEL** Extra practice, Speaking 11 *Part 4 Discussing opinions: Put the discussion in order*

Vocabulary

the arts

Aim

- to develop vocabulary related to the arts

10 Ask students to complete the sentences with one of the words in the box. Elicit the meanings of *controversial* (causing a lot of disagreement) and *nip into* (an informal expression meaning to go somewhere quickly or for a short time).

11 In pairs, students complete the activities.

Answers

10 1 contemporary 2 gallery 3 abstract 4 cast 5 productions 6 blockbusters

11 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.41, Vocabulary 1–2 | **MEL** Unit 6, Vocabulary

Listening focus ▶ p.60

Multiple choice: short extracts (Part 1)

Aim

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

Warmer: Noughts and crosses game

Draw a noughts and crosses grid on the board, and some words from the unit so far in each of the nine squares. Words could include: *contemporary*, *production*, *abstract*, *to nip*, *cast*, *blockbusters*, *gallery*, *controversial*, *landscape*. Put students into two teams: one team uses noughts and the other team uses crosses. One team sends a student to the board to select a square which is written in the grid. The team has 30 seconds to use the word appropriately in a sentence. If they do so correctly, they put a nought or a cross in that square by erasing the verb and drawing their sign. Teams continue to alternate turns until one team wins by having three noughts or three crosses in a row horizontally, vertically or diagonally.

Ask students to turn to the Exam Focus on page 188. Go through the notes with the class, checking they understand the main requirements of this part of the exam.

1 Give students time to underline the key words in question 1. Then play the recording.

2 Give students time to check their answer with a partner and to answer the questions. Play the recording again and then elicit the answers.

3 Give students two minutes to underline key words in the questions before they listen. Remind students that they will probably not have time to read all the options before listening. Read the Exam Tip aloud. Point out that they won't lose marks for an incorrect answer in the exam, so should not leave any answers blank. Then play the recording and ask students to choose the correct answers. Remind students that the second time they listen, they should check their answers and if they aren't sure to choose the most likely answer. Play the recording again. Ask students to compare answers in pairs, then do a class check.

4 Ask students to work in pairs to discuss any paraphrases which helped them. Encourage them to look at the audio script on page 211.

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5 Check students understand *subsidise* (if a government or organisation pays part of an activity's cost, then they subsidise it). Ask students to work with a new partner for the discussion, then elicit a few responses.

Answers

1 play, dislike; A

2 **1** no **2** yes, music is mentioned **3** no, only A
4 lighting: semi-darkness, see clearly
music: specially composed, welcome addition, helps to create costumes: jeans and hoodies
5 But … I just wish I'd been able to …

3 (key words in brackets)
2 B (how, feel, arrangements) **3** C (what, kind, programme) **4** C (why, different) **5** C (why, retire) **6** A (exhibition, what, agree, special) **7** A (actress, what, doing) **8** C (who, man)

4–5 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.41, Listening 1 | **MEL** Unit 6, Listening | Photocopiable 6A *Listen carefully* | **MEL** Extra practice, Listening 5 *Listening to understand attitude: What did they say?*

Grammar focus ▶ p.61

Future forms

Aim

- to revise the use of the future forms *will*, *going to* and the present continuous

Warmer: *Next week, next month, next year*

Put students into pairs. Ask them to take turns to tell their partner about something they have planned for next week, next month or next year.

Rather than correcting any future forms at this stage, point out that there are a range of future forms and that this lesson will help students to select the most appropriate form to communicate different ideas about the future.

1 Refer students to the Grammar Reference on page 151. Go through the notes and examples, checking that students understand everything. You could do Exercises 1 and 2 on page 152 to check how much students know about this grammar, or set them for homework.

Grammar Reference answers

Exercise 1

1 ends **2** will get **3** is going to apply **4** will be **5** will invite **6** Shall, tell **7** will find **8** are holding **9** sees

Exercise 2

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

Tell students that the dialogue in Activity 1 is between two students talking about parts in an upcoming school show. Ask for two volunteers to act out parts A and B of the dialogue. Give students a few minutes to decide on the form of each underlined verb. Students can then compare answers in pairs before you do a class check.

2 Ask students to match the numbered future forms in the dialogue with their uses A–I, then elicit answers.

3 Elicit *may* and *might*. Tell students that, in English, *could*, *may* and *might* can be used interchangeably to indicate future possibility. The degree of probability of an event occurring is conveyed by context and the speaker's tone.

4 Give students time to complete the two dialogues. Students compare answers in pairs. Play the recording twice, pausing if necessary to give students time to check their answers.

Additional activity: Pronunciation

Play the recording again for students to listen to the pronunciation of the future forms. In pairs, students read out the dialogues from Activity 4.

5 Read the examples aloud then elicit answers to the questions.

6 Ask students to underline the correct options, then compare in pairs before checking as a class.

7 Give students a few minutes to complete the sentences, then share them with a partner.

Teaching tip: Giving personal examples

Many students enjoy it when a teacher shares a personal example. Consider modelling Activity 8 by giving your own examples, sharing them with the class before they do the activity.

8 Students discuss the activity in pairs. Circulate, listening and checking for correct future forms.

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Answers

1 1 *will* 2 modal verb 3 *going to* 4 present continuous 5 *going to* 6 present simple 7 *will* 8 *will*

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

3 may, might

4 1 are you doing 2 'm going 3 's moving 4 'll enjoy 5 'm going to buy 6 'll get 7 does it start 8 'm going to leave

5 1 present simple 2 the future 3 either position 4 as soon as = immediately

6 1 leaves 2 finishes 3 finds 4 has 5 offers

7–8 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.42, Grammar 1–2 | **MEL** Unit 6, Grammar | **ActiveTeach** Extra activity: Grammar Focus 1

Reading focus ▶ p.62

Gapped text (Part 6)

Aim

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

1 Put students into pairs to discuss the questions. Ask each pair to report some of their ideas back to the class.

Teaching tip: Preparation time

Before some discussions, it may be useful to give students time to write down their ideas in note form. This allows students to are not so fluent or spontaneous to generate ideas, and think about the language they could use.

Elicit what students remember about Reading and Use of English, Part 6, asking them: *What do you have to do? What strategies could you use?* If students aren't sure, ask them to turn to the Exam Focus on page 187 and go through the notes together.

2 Read the Exam Tip aloud. Tell students that understanding the main ideas in a text first will help them fill in the gaps correctly. Ask students to read the article quickly to answer questions 1 and 2. Elicit a few responses.

3 Focus students on the text around the first gap, then put students into pairs to answer the questions. Elicit responses from the class.

4 Ask students to choose the option that best fits each gap. Remind students to check that the left-over sentence definitely cannot fit any of the gaps. Students compare answers in pairs. Then do a class check.

Additional activity: Compound words with *self*

Ask students to find and circle compound words in the article which begin with *self,* and to try and deduce their meaning from context: *self-obsessed, self-promotion, self-important, self-publicity, self-esteem, self-love, self-image, self-help.*

Ask students to discuss the following questions in pairs:

1 Do you think people are more self-obsessed than people used to be in the past?

2 How can social media affect young people's self-esteem?

5 Put students into pairs to discuss the questions.

Answers

2 1 a desire to be noticed, self-important view of themselves, superficial personalities, shameless self-publicity

2 C

3 1 Students' own answers

2 option D: reality TV … back to ourselves

text: fictional universe of situational comedy and soap operas

3 Then; It (reality TV) did this (turned the attention back)

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

5 Students' own answers

Vocabulary

word formation

Aim

- to use suffixes to change the form of words

6 Elicit how to change the verb *achieve* to an adjective by adding a suffix (*achievable*). In A/B pairs, students complete their respective parts of the activity individually.

7 Ask students to compare answers with their partner and check the underlined words in the article.

8 Tell students to complete the gaps with the correct form of the words. Point out that this is good practice for Reading and Use of English, Part 3 of the exam.

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Answers

6–7 Adjectives from nouns/verbs: achievable, ambitious, cultural, destructive, excessive, hopeful, intellectual, scientific, therapeutic

Nouns from adjectives/verbs: approval, belief, choice, evidence, generosity, promotion, reality

8 **1** hopeful **2** creative, scientific **3** ambitious **4** choice **5** approval **6** evidence

ADDITIONAL PRACTICE | **Maximiser** p.42–44, Reading 1–5 | **MEL** Unit 6, Reading 1–5 | Photocopiable 6B *Word formation round* | **MEL** Extra practice Reading 1 *Reading for gist: Choose the headings*

Additional activity: Pronunciation

Tell students that some words change pronunciation when they change form. Draw the table below on the board, filling in the 'nouns' column and underlining the stressed syllable for each word. Elicit the words for the 'adjectives' column and the stressed syllables.

Nouns	Adjectives
science, scientist	scientific
intellect, intellectual	intelligent
generosity	generous

ADDITIONAL PRACTICE | **ActiveTeach** Extra activity: Reading Focus

Grammar focus ▶ p.64

Future perfect and continuous

Aim

- to compare the future perfect and continuous, and to use these accurately

Warmer: Discussion

Write the following questions on the board for students to discuss in pairs.

1 Do you prefer to watch films at the cinema or at home?

2 How do you think cinema will change in the future?

Elicit responses to each question. Point out that the word *cinema* has two meanings: a) the building in which films are shown, e.g. *Why don't we go to the cinema tonight?*; b) the film-making industry e.g. *a leading figure in Italian cinema*

Focus students' attention on the picture on page 64. Ask students what it is (someone wearing a virtual reality headset). Ask: *How do you think virtual reality might change cinema in the future?*

1 Ask students to read the text quickly for gist. Elicit the director's views about the future of cinema and write these on the board (films will still be made; people will still be going to the cinema; some cinemas will have closed down; going to the cinema will be more expensive). Ask students to discuss in pairs whether they agree with each of these ideas.

2 Students complete the activity, then compare their answers in pairs before you do a class check.

3 Write the rules on the board and elicit the best way to complete them.

4 Students choose the correct alternative. Refer students to the Grammar Reference on page 152 for more information. Go through the notes and examples, checking students understand the main points. Do Exercise 3 in class, or set it for homework.

Grammar Reference answers

Exercise 3

1 will be travelling **2** will have constructed **3** will have pedestrianised **4** will be strolling **5** will have renovated **6** will have built **7** will have cleaned up **8** will be canoeing

5 Read the Language Tip aloud. Share or elicit more examples, e.g. *Do you think it'll be raining again tomorrow?* (It usually does).

Ask students to choose the correct verb forms in the article, then compare in pairs before you do a class check. Note that the verb *to project* has a different stress to the noun *project.* Other verbs/nouns that have the same emphasis change include *research, contrast, increase, decrease.*

6 Students complete the activity before comparing in pairs. Check students understand that *holographic* describes a kind of photograph made with a laser that looks as if it is not flat when you look at it from certain angles.

7 Ask students to tick the sentences they agree with. Students then discuss these sentences in pairs.

8 Write on the board: *In 2050 … .* Elicit a few predictions. Write students' ideas on the board. Then put students into new pairs and ask them to make other predictions, using the ideas in the box. Ask each pair to report their predictions to the class.

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Answers

1 Students' own answers

2 1 'll be making, will be experimenting, will be charging 2 may have come, will have changed, might have already closed down 3 in (30 years' time/2050), by then

3 Future continuous = be

Future perfect = have, past

4 1 future continuous 2 future perfect

5 1 be watching 2 have found 3 be making 4 have replaced

6 1 will have stopped 2 be using 3 be choosing 4 be interacting 5 have invented 6 be projecting

7–8 Students' own answers

Additional activity: Writing

Ask students to select one of the topics from Activity 8 and write a paragraph about how it will have changed by 2050.

Monitor while students are writing to check that students are able to the future perfect or continuous correctly.

ADDITIONAL PRACTICE | **Maximiser** p.44, Grammar 1 | **MEL** Unit 6, Grammar 1 | Photocopiable 6C *First to 30* | **ActiveTeach** Extra activity: Grammar Focus 2; Game: Stepping Stones

Use of English focus ▶ p.65

Vocabulary

expressions with *get*

Aim

- to revise different meanings of the word *get* and to use them in spoken practice

Warmer: Get

Write the word *get* on the board. Put students into pairs. Give them two minutes to see how many sentences they can write using *get* with as many different meanings of the word as they can think of. For example, *I get to school by bus* (*get* = travel). *I don't get the joke* (*get* = understand). Do a class check and find out how many meanings of the word *get* students used.

1 Students work individually to replace the word *get* with the verbs in the box. Students compare their answers in pairs. Do a class check. Students then ask and answer the questions. Elicit a response for each question.

Answers

1 understand 2 persuade 3 have 4 become 5 move/travel 6 receive

ADDITIONAL PRACTICE | **MEL** Extra practice, Vocabulary 3 *Phrases with 'get'* | **ActiveTeach** Game: Noughts and Crosses | **ActiveTeach** Games: Sheep Out!; Pelmanism

Multiple-choice cloze (Part 1)

Aim

- to complete an exam-style Multiple-choice cloze task (Reading and Use of English, Part 1)

Refer students to the Exam Focus on page 186. Read it through with students, making sure they understand the main requirements of Part 1 of the Use of English paper.

2 Read the Exam Tip aloud. Give students one minute to read *From Fiction to Reality* quickly for gist and elicit what science fiction got right, but did not predict.

3 Give students five minutes to decide which answer fits each gap.

4 Remind students to check their answers fit with the words before and after the gap. Students compare their answers and reasons in pairs. Check answers as a class.

5 Students discuss the questions in small groups. Ask each group to report back some of their ideas.

Answers

2 It predicted touchscreen technology, but other things it predicted have not come true: hoverboards, domestic robots, flying cars and pills to replace food. It did not predict the microchip.

3 1 A (*come true* is a collocation)

2 A (*got* is the only option which can precede *to)*

3 B (*rather* is the only option which can precede *than)*

4 D (we can't *drive* a bicycle, *voyage* refers to a long journey by ship/spacecraft, *travel* is an uncountable noun and can't follow *whole*)

5 B (*to someone's surprise* is a fixed expression)

6 C (the phrasal verb *to take over* means to take control)

7 C (the collocation is *get something wrong)*

8 B (*effect* is the only option that can be followed by *on*)

4–5 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.44–45, Use of English 1–3 | **MEL** Unit 6, Use of English 1–3

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Writing focus ▶ p.66

Report (Part 2)

text organisation

Aims

- to identify key features of a report
- to write an exam-style report (Writing, Part 2)

Warmer: Discussion

Write the following facilities on the board:

Gym, Cinema, Library, Computer suite, Café

Students discuss the following questions in pairs:

1 What would the advantages be of having each of these facilities at a college?

2 If your college received some money for some new or upgraded facilities, which of the above would you suggest?

Elicit a few responses to each question.

Refer students to the Writing Reference on page 170. Ask students to quickly read the task and model answer on page 170 to find out which option the student recommended and why. Then ask students to re-read the model answer and 'DO' and 'DON'T' advice carefully. Ask students to discuss with a partner which pieces of advice they found most useful.

1 Give students a few minutes to read the report and answer the questions. Elicit responses.

2 Give students time to match the headings to the paragraphs and then elicit responses.

3 Go through each underlined phrase, eliciting the type of example each one is, and why they are commonly used in reports.

4 Ask students to read the exam task and underline key words.

5 Write the headings *Advantages* and *Disadvantages* on the board and elicit which category each point goes under. Write the points (or ask a student to write them) on the board.

6 Read the Exam Tip aloud. Remind students of the Useful Language on page 170. Then either give students time in class to write their report (up to 30 minutes – having allowed ten minutes already to plan) or set this as a homework task. When students have finished writing, ask them to check their writing against the list of *Dos* and *Don'ts* in the Writing Reference on page 170 and edit their own work as appropriate before you collect the reports for individualised feedback.

Answers

1 1 To look at the advantages and disadvantages of a college cinema, and make a recommendation on the possibility of having one.

2 To go ahead with the idea.

3 Formal (passive forms, words and expressions such as *all things considered*, *the benefits outweigh the disadvantages*, *therefore*, etc.).

2 1 Introduction 2 Advantages 3 Potential problems 4 Recommendations

3 1 passive forms/reporting verbs: were consulted, was generally believed, was suggested, could be shown, also be used, were raised (these are used to make the tone impersonal and to avoid focusing on individual people)

2 linking words: However (to express contrast), therefore (to express a conclusion)

3 clauses of purpose: In order to (to show purpose), Since (to show reason)

4 your college, visit, self-study centre, local university, successful, recommend

5 advantages: 2, 4, 6

disadvantages: 1, 3, 5, 7, 8

6 Sample answer

Introduction

The aim of this report is to outline the advantages and potential problems of investing money in a self-study centre for our college. In order to do this, I have visited the self-study centre at Central English University.

Advantages

There are several advantages of the facility at Central English University. Firstly, it helps to attract potential students to the university. Secondly, many students have also found the space and worksheets that are provided very useful.

Disadvantages

The main disadvantage is the significant cost. Despite many people from the community using the centre facilities, which helps to fund it, it cost a significant amount to set up and there is also the cost of having a full-time assistant on duty, even if the centre is empty. In addition, writing materials for the centre is time-consuming for the teachers.

Recommendations

Although there would be some students who would benefit from a self-study centre, the significant costs of time and money would outweigh the advantages.

I would therefore recommend looking at other options.

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Additional activity: Using the Writing Reference

For additional practice, refer students to the Writing Reference on page 177. Read the task with the class. Ask students to cover the examiner's Comments at the bottom of the page, and to only read the Sample answer. Elicit a few ideas on how good the report is and how well it completes the task. Ask students to read the report again and write comments on it, as if they were examiners. Tell them they should think about the content and also the style. When students have finished, they can look at the examiner's Comments at the bottom of the page, and compare them with their own.

ADDITIONAL PRACTICE | **Maximiser** p.45, Writing 1–2 | **MEL** Unit 6, Writing 1–2

Review ▶ p.67

Aim

- to revise structures and vocabulary covered in Unit 6

1 – **4** Ask students to complete the activities, circulating to provide assistance. Ask students to check in pairs before doing a class check. Alternatively, set the exercises as a homework activity.

Answers

1 **1** destruction **2** excessive **3** evidence **4** fictional **5** reality **6** choice

2 **1** through **2** round **3** over **4** down **5** away **6** into

3 **1** be learning **2** have started **3** be showing **4** be using **5** be watching **6** have lost

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

ADDITIONAL PRACTICE | **Maximiser** p.46–47, Use of English | **MEL** Unit 6, Use of English

Progress Test 2 ▶ p.68

Aim

- to complete a series of exam tasks under timed conditions (Reading and Use of English, Parts 1–4)

1 – **4** Ask students to complete the test activities for homework or in class, setting a time limit of 36 minutes. Point out that in Parts 1–3, each correct answer is worth one mark. In Part 4, there are two marks available for each correct answer and one mark may be awarded for a partially correct answer. Go through the answers as a class or write the answers on the board for students to check.

Answers

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

2 **9** their **10** enough **11** to **12** so **13** the **14** which **15** off **16** If

3 **17** spicy **18** sight **19** colourful **20** adventurous **21** surprisingly **22** fascinating **23** daily/everyday **24** fortunate

4 **25** will have given **26** have been taken over by **27** are hardly any cheap/inexpensive **28** is believed to be **29** was still doing his homework/still hadn't finished his homework **30** always turning up

MyEnglishLab tip: Practice tests

MyEnglishLab Practice tests are an opportunity for students to practise a full exam paper for each of the four papers: Reading and Use of English, Writing, Listening and Speaking. They are able to re-attempt the question multiple times for extra practice.

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7 A place to live

Reading focus ▶ p.70

Aim

- to introduce the topic of 'leaving home'

Warmer: Living arrangements

Tell students that this unit is called *A place to live*. Ask students to work in pairs and tell their partner about where they live, who they live with, and what they like and dislike about these places.

1 Focus students' attention on the photo on page 70, and the title of the article on page 71, *The struggle to fly the nest*. Point out another related idiom in English is *to spread your wings* (to start an independent life and experience new things). Ask students to discuss the questions in pairs, then elicit some ideas.

Answers

1 'fly the nest' = move out of the parents' home in order to live independently

2 Students' own answers

Multiple matching (Part 7)

Aim

- to practise completing an exam-style Multiple matching task (Reading and Use of English, Part 7)

For more information about Reading and Use of English Part 7, refer students to the Exam Focus on page 187.

2 Read the Exam Tip aloud. If necessary, remind students that *gist* means the main ideas contained in a text. Give students one minute to skim the text to find out the general attitude of the four people.

3 Students work individually to underline key words in questions 1–10 and look for synonyms and paraphrases in the text.

If necessary, clarify unknown words in the questions by eliciting their meanings, e.g. *reluctant* (slow and unwilling), *surroundings* (the objects, buildings, natural things, etc. that are around a person or thing at a particular time), *to pity* /pɪti/ (to feel sorry for someone). Note that in everyday spoken English, people usually say they *feel sorry for someone*.

4 Students choose the best answers to questions 2–10.

5 Students compare answers in pairs then check as a class. As you go through the answers, elicit the relevant paraphrase of the key words.

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Answers

2 a) convenient

3 Paraphrases are shown in brackets.

1 family member, disapproves (sister, thinks lazy and spoiled)

2 people, pity, situation (general reaction, feel sorry for me)

3 parents, mixed feelings (Mum and Dad like, but they're worried)

4 doesn't expect, parents, do everything (make an effort not to take my parents for granted)

5 good solution, short period (fine, not a long-term commitment)

6 health, out of work (long-term unemployment, stressed)

7 young people, control, lives (our generation, not empowered, lead own life)

8 change, surroundings (paint, decorate, throw stuff out)

9 encouraged, independent life (explore world, stand on own feet)

10 lack of privacy, reluctant to entertain (put you off having people over)

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

5 See the information in brackets in Activity 3.

ADDITIONAL PRACTICE | **Maximiser** p.48–49, Reading 1–2 | **MEL** Unit 7, Reading 1–2 | **MEL** Extra practice, Reading 6 *Understanding text purpose when reading: What's the writer doing here?* | **ActiveTeach** Extra activity: Reading Focus

Vocabulary

phrasal verbs

Aim

- to use phrasal verbs from the text

6 If necessary, remind students that a phrasal verb is a verb + preposition/adverb which is used as a single verb and often has a meaning which is not literal. Elicit the meaning of *pop in* in 3 (to visit for a short time), and *student loan* in 5 (an amount of money that students can borrow from the government or a bank to pay for their education at a college or university). Students complete the activity then compare their answers in pairs before checking as a class.

7 Students match the meanings A–G with the phrasal verbs in Activity 6. Elicit the answers.

8 Give students a few minutes to write three sentences about their life using the phrasal verbs in Activity 6. Students share their sentences in pairs and ask questions as in the example.

9 Put students into small groups to discuss the questions. Elicit a few responses to each question.

Answers

6 **1** on **2** out **3** off **4** out **5** out **6** off **7** up

7 **A** let off **B** move out **C** throw out **D** get on **E** build up **F** put off **G** take out

8–9 Students' own answers

Grammar focus ▶ p.72

Modal verbs

possibility and certainty

Aim

- to use modal verbs to talk about how true something is

Warmer

Write the following statements on the board and ask students to discuss whether they are true or not true, explaining their opinions.

In the next 10 years …

1 Most college students will be living with their parents.

2 The majority of cars will be self-driving.

3 Fewer people will be using social media.

1 Students discuss how likely they think the headline is. Make sure students give reasons for their answers. Refer students to the Grammar Reference on page 153 and ask students to read the notes and complete the exercise on page 154 while you monitor.

Grammar Reference answers: Exercise 1

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

2 Ask students to complete the activity, then elicit the answers. Write the underlined modal verbs on the board. Point out that after modal verbs, we omit *to* e.g. *His German must ~~to~~ be very good*.

3 Ask students to complete the gaps, then elicit the answers. Point out that *might/may/could* all have the same meaning, when talking about certainty: they mean 'possibly true.' However, *couldn't* doesn't mean 'possibly not true', it means 'definitely not true'.

4 Elicit the answers. Go through the Language Tip, demonstrating the pronunciation and asking students to repeat the weak form, e.g. *have* /həv/, *must have,* /mʌstəv/, *she must have missed the bus.*

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Answers

1 Students' own answers

2 1 must 2 can't 3 may 4 couldn't 5 could

3 A must B can't, couldn't C might, may, could

4 a) infinitive without *to* b) *have* + past participle

ability

Aim

- to use modal verbs to talk about ability.

Warmer

Write the following questions on the board and ask students to discuss their answers in small groups.

What couldn't you do in the past that you can do now?

What do you hope to be able to do in the future?

5 – **6** Students complete the activity, then compare answers in pairs. Do a class check.

7 Write the following example on the board: *He can't have/might have finished the shopping by now. He only had a bit to do.*

Ask students to read the sentence and elicit which is the best alternative and why (*might have* because the speaker thinks it is possible that the shopping is done – there was only a bit to do. *Can't have* expresses that it is not possible that the shopping is finished). In pairs, students complete the activity then check as a class. Refer students back to the Language Tip, and demonstrate the pronunciation of *couldn't have* /ˈkʊd(ə)nthəv/.

8 Elicit the first answer from the class and write it on the board (*He must have given up work*). With weaker classes, give them a few minutes to write responses before practising the dialogues in pairs.

9 Share a few more examples (use sentences about your own life), e.g. *It would be nice to play a musical instrument. I used to play the piano a little bit when I was younger. But I can't play it now.* Tell students that they can use the ideas in the box as well as their own to complete the sentences. Students share their statements in small groups of three. Monitor, checking that students are selecting an appropriate modal verb for ability.

Answers

5 A couldn't have found B was able to find
C won't be able to see D can't see
E couldn't speak

1 E 2 C 3 A 4 B 5 D

6 1 E 2 C 3 D 4 B 5 A

7 1 must (the speaker is certain because of the promise)

2 were able (expresses ability on a particular occasion in the past)

3 to be able (modals like *can* do not follow other verbs)

4 couldn't have been playing (the speaker is expressing certainty that they weren't)

5 couldn't have been (speaker is certain that Sam wasn't)

8 1 He must have given up work.

2 It can't be Alfie, because he never takes any exercise.

3 She may be expecting a message.

4 She couldn't have got here before us.

5 It could be hiding in the shed.

9 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.50, Grammar 1–2 | **MEL** Unit 7, Grammar 1–2 | **ActiveTeach** Extra activity: Grammar Focus 1

Speaking focus ▶ p.73

Long turn (Part 2)

stating preferences and speculating

Aim

- to use a range of phrases to speculate about photographs

Warmer: Discussion

Tell students that you are going on holiday in a few months. Give a few clues about where you are going (e.g. *it's hot, it's near a beach* …) and ask students to speculate (make guesses) about where you are going. Then ask students to do the same in pairs, giving clues about a plan they have for next week or next month, and having their partner speculate about what that plan is.

1 Focus students on the photographs. Read through the expressions and check that students understand them all. Put students into pairs and ask them to compare the photographs using some of the expressions of certainty, probability and doubt.

ADDITIONAL PRACTICE | Photocopiable 7A *It looks like …*

2 Ask students to read the task carefully. Play the recording and then elicit which place the student chose.

3 Ask students to complete the sentences, then play the recording again for students to check their answers, pausing as necessary.

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4 Play the recording and ask students to underline the stressed words. Emphasise that tone and stress are often used to indicate how certain a speaker is. Then play the recording again, pausing after each sentence for students to repeat the intonation.

5 Read the Exam Tip aloud and elicit the main similarity and difference that students would talk about if they were doing the task in Activity 2, e.g. *Both photos show unusual places to stay, but the locations are very different*. Students complete the tasks on pages 135 and 137. For additional practice, ask students to repeat both tasks with a new partner, swapping roles.

Answers

2 the treehouse

3 **1** certain **2** could **3** seems **4** looks **5** appears **6** definitely **7** must **8** imagine

4 **1** I'm not absolutely certain what the place on the right is.

2 It could be an underwater hotel.

3 The other one seems to have been built in the trees.

4 The underwater hotel looks quite luxurious.

5 The treehouse appears to be more basic.

6 It would definitely be less expensive to stay at.

7 It must be an interesting experience to stay at both of them.

8 I'd imagine the treehouse might not be such fun in bad weather.

5 Students' own answers

ADDITIONAL PRACTICE | **ActiveTeach** Speaking test videos | **Maximiser** p.50, Speaking 1–3 | **MEL** Unit 7, Speaking 1–3 | **MEL** Extra practice, Speaking 6a *Part 2 Speculating: Matching halves*

Listening focus ▶ p.74

Vocabulary

describing places

Aim

- to use a range of vocabulary to describe places

1 Ask students to discuss the question in pairs. Elicit a few ideas.

2 Focus students' attention on the photo of the monastery in Tibet. Elicit anything students know about it.

Background note

The Potala Palace is situated in the Lhasa Valley in the Himalayas. The World Heritage site is built at an altitude of approximately 3,700 metres above sea level. It is the summer palace of the Dalai Lama, and an important site for Buddhism.

Ask students to read through the list of adjectives and underline those they would use to describe the photograph. Elicit any other adjectives that students think could be used. If necessary, clarify unknown vocabulary: *bustling* (very busy), *cosy* (small, comfortable, and warm), *remote* (far from where people live, isolated), *run-down* (in very bad condition), *polluted* (dangerously dirty).

3 Play the recording and ask students to underline the stressed syllable in each adjective. Play the recording again, pausing to drill each word. Put students into pairs and ask them to describe the monastery, focusing on the pronunciation of the adjectives, e.g. *It looks remote and peaceful.*

4 Students complete the matching activity. Then do a class check. Emphasise that the alternative adjectives have similar meanings but have subtle differences. For example, in sentence 4, *weird* has quite a negative connotation, whereas *curious* is more positive.

5 Give students a few minutes to complete the sentences in Activity 4. Put students into small groups to discuss their answers.

Answers

1–2 Students' own answers

3 bustling, cosy, inspiring, magnificent, mysterious, peaceful, polluted, remote, run-down

4 **1** inspiring/magnificent **2** remote **3** peaceful **4** mysterious **5** inspiring

5 Students' own answers

Multiple choice (Part 4)

Aim

- to complete an exam-style Multiple choice task (Listening, Part 4)

For more information about this part of the Listening exam, refer students to the Exam Focus on page 189.

6 Ask students to read the instructions and underline key words in the questions. Ask what Shangri-La is, and if needed, share the background notes below.

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Background notes

Shangri-La /ʃæŋgri 'lɑ:/ is an imaginary place in the novel *Lost Horizon*, written in the 1930s. It is set in Tibet and described as a paradise on earth, where everyone is happy.

Remind students that a paraphrase is where the same idea is expressed using different words. Elicit some possible paraphrases for the key words students have underlined.

7 Play the recording for students to listen and choose the correct answers. Check answers as a class.

8 Focus students' attention on questions 1–3, then play the part of the recording which gives the answer to Activity 7 Question 1 again. Refer students to the audio script on page 213. Students check their answers in pairs, then check as a class.

9 Read the questions aloud and elicit the meaning of *cut off* (isolated). Students discuss the questions in pairs.

Answers

6 **1** popular, 1930s; escape, reality; film, household name; place, few, visited

2 relate, novel; choices, relevant; adventure stories, out of fashion; family disagreements, interesting

3 people, Shangri-La, unusual; education; indifference, money; avoid looking older

4 interesting, author; Buddhist; one trip, Tibet; information, books, magazines

5 similarities, show; interest, Tibetan culture; believed, could exist; unable, original ideas

6 Zhongdian; originally, Shangri-La; setting, novel; new, income

7 reaction, modern-day Shangri-La; surprise, tourists; disappointment, different, book; dissatisfaction, scenery

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

8 **1** people, film, place

2 pessimistic years; keen to forget their troubles; fantasy

3 remote and insular place (it doesn't say people didn't go); beautiful, film based on book (it doesn't say the film made the book a household name)

9 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.51, Listening 1–2 | **MEL** Unit 7, Listening 1–2 | **MEL** Extra practice, Listening 7 *Dealing with distraction: What's the best answer?*

Vocabulary

travel: collocations and phrasal verbs

Aim

- to use collocations and phrasal verbs related to travel

10 Elicit the collocations in the first set of words and ask students for the word which doesn't collocate with *flight* (*seasonal*). Ask students to do the same for the other groups of words. Allow students time to compare their answers in pairs, then elicit the answers.

11 Ask if anyone has missed or almost missed a flight, and what happened. Give students a minute to read the text to see how it compares.

12 Students match the phrasal verbs in the text with meanings A–H. Do a class check.

13 Give students a few minutes to think about a trip they have been on. Then ask them to work in pairs to describe the trip to their partner.

Answers

10 **1** seasonal **2** direct **3** round **4** package **5** long-distance **6** direct

11 Students' own answers

12 **1** E **2** C **3** D **4** H **5** A **6** B **7** G **8** F

13 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.51, Vocabulary 1–2 | **MEL** Unit 7, Vocabulary 1–2 | **Photocopiable 7B** *Collocation circles* | **MEL** Extra practice, Vocabulary 9 *Topic: Holidays* | **ActiveTeach** Games: Noughts and Crosses; Sheep Out!; Pelmanism

Grammar focus ▶ p.76

Relative clauses

Aim

- to revise the use of relative clauses and relative pronouns.

Warmer: Discussion

Write the following questions on the board (without underlining) for students to discuss in pairs:

1 Where would you take a friend who was visiting your town/city for the weekend?

2 Is the place where you live very dependent on tourism?

Elicit a few responses. After the discussion has finished, elicit the relative clauses within the questions (underlined above), so as to draw students' attention to the grammar.

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1 Ask students to look at the photo and read the text to guess the place being described.

2 Remind students what a *relative clause* is: part of a sentence which gives additional information, has a verb in it, and is joined to the rest of the sentence by *who*, *which*, *that* etc. Ask students to find the relative clause in the first sentence of the text (*which is bigger than Ireland*) and elicit whether this provides essential information in order for the sentence to make sense or adds extra information (It adds extra information about the island). Tell students that a relative clause which simply adds extra information is called a *non-defining relative clause*. A *defining relative clause* provides information that is essential in order for the sentence to make sense.

Ask students to find the remaining defining and non-defining relative clauses in the text. Allow them time to compare their answers in pairs before you elicit responses as a class.

3 Elicit responses to the questions. Refer students to the Grammar Reference on page 154. Go through the notes and examples with students checking they understand everything. You could set Exercise 4 for students to do as extra practice of relative pronouns in class, or for homework.

Grammar Reference answers: Exercise 2

1 where 2 why 3 whom 4 when 5 where
6 whom 7 whose

4 Join the first two sentences on the board as an example, then give students time to complete the other sentences individually, monitoring as necessary.

5 Ask students to complete the phrases individually, then share with a partner who should guess what place is being described.

Answers

1 Iceland

2 A defining relative clauses: *why most tourists who come to the island choose to come in summer*; *which tourists most want to go to*

B non-defining relative clauses: *which is bigger than Ireland*; *where the capital Reykjavik is situated*; *whose main attraction is its abundance of volcanoes and geysers*; *when there are over twenty hours of daylight*; *which average about –1°C*; *in which you can bathe all year around.*

3 A–C In *which tourists most want to go to*, the pronoun *which* could be replaced by *that/where* or could be left out.

4 1 The nearest town, which is 5km from here, doesn't have a train station.

2 Many local people who used to work in the fishing industry now work in tourism. / Many local people who now work in tourism used to work in the fishing industry.

3 Where's the bus that/which goes to the beach?

4 The woman (who/that) the hotel belongs to isn't here at the moment. / The woman whose hotel it is isn't here at the moment.

5 In summer, when the water is always warm, you can go swimming. / You can go swimming in summer, when the water is always warm.

6 The man (who/that) I met yesterday is a tour guide.

7 The road, which is very steep, takes you to the top of the mountain. / The road that/which takes you to the top of the mountain is very steep.

8 The place where we stayed/last summer is very beautiful.

5 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.52, Grammar 1–2 | **MEL** Unit 7, Grammar 1–2 | **Photocopiable 7C** *Grammar sale* | **ActiveTeach** Game: Stepping Stones

so, such, too, enough, very

Aim

- to use *so, such, too, very* and *enough* correctly

Warmer: Think of a place

Write the following on the board (without underlining) and ask students to think of a place for each sentence.

… is so remote that hardly anyone goes there.

… has such a peaceful atmosphere.

… too polluted to enjoy.

… very cosy.

… fascinating enough to visit again and again.

Ask students to compare their answers in pairs. Then elicit a few places for each sentence. Underline *so/such/too/very/enough* and say that the aim of this lesson is to use these correctly.

6 Students complete the activities. Elicit answers as a class.

Answers

6 1 C 2 A 3 B 4 C 5 C

Ask students to turn to section 3 in the Grammar Reference on page 155 for more information. Ask them to do Exercise 3 as a quick check.

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Grammar Reference answers: Exercise 3

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

Use of English focus ▶ p.77

1 Read through the Language Tip with the class. Students complete the sentences then compare in pairs before you do a class check.

2 Give students a few minutes to complete the sentences. Students compare their sentences in pairs. Elicit a few sentences.

Answers

1 1 so 2 enough 3 too 4 very 5 such 6 enough 7 so 8 very

2 Students' own answers

it is, there is

Aim

- to compare the uses of *it is* and *there is*

3 Students complete the activity. Students compare their answers in pairs before you check as a class. Refer students to section 4 of the Grammar Reference on page 155 and read through it with the class, checking that they understand everything. Ask them to do Exercise 4 as a quick check.

Grammar Reference answers: Exercise 4

1 I think it's useless complaining.
2 She says there's no-one.
3 It's a perfect afternoon for a picnic.
4 I wonder if it's the best solution to the problem.
5 There wasn't much that was attractive about the town.
6 They didn't think there was anything they could do.

4 Ask students to complete the sentences. Then check as a class. If necessary, explain *applause* (the sound of many people clapping, to show that they like something).

5 Give students about five minutes to write sentences. Then put students into small groups to compare their ideas. Ask each group to decide what would be the most useful customs to share with a student coming to your country to study. Ask each group to report back on what they decided.

Answers

3 1 It 2 there 3 it 4 there 5 it 6 there 7 there 8 there

4 1 It is 2 It is 3 There 4 There's/There is

5 Students' own answers

Key word transformations (Part 4)

Aim

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

For more information about this part of the exam, refer students to the Exam Focus on page 187. Tell students that this part of the exam often tests adverbs, pronouns and determiners. If necessary, clarify *determiner* (a word that is used before a noun in order to show which thing you mean). In the phrases *the place* and *some places*, *the* and *some* are determiners.

6 Read the instructions aloud, then go through the Exam Tip with the class. Set a time limit of 10 minutes for this activity. Ask students to check that they have used 2–5 words in each gap and that their sentence has exactly the same meaning as the original sentence. Students compare their answers in pairs before you do a class check.

Answers

7 1 so foggy (that) we could 2 didn't have/hadn't got enough money 3 such a lot of traffic 4 it was great to see 5 there was no need 6 there is no point (in)

ADDITIONAL PRACTICE | **Maximiser** p.52, Use of English 1 | **MEL** Unit 7, Use of English 1 | **ActiveTeach** Extra activity: Grammar Focus 2

Writing focus ▶ p.78

Essay (Part 1)

including a range of structures

Aim

- to use a variety of complex and simple sentences in an exam-style essay task (Writing, Part 1)

1 Put students into pairs to discuss statements 1–5 about travel. Remind students to give reasons for their opinions. Call out statements and elicit answers from the class: *Travel broadens the mind because …*; *It is better to spend money on possessions because …* . Encourage students to supply as many different answers as they can as quickly as possible.

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2 For more information about Writing Part 1 of the exam, refer students to the Writing Reference on pages 166 and 167. Focus students' attention on the essay title and elicit some points for and against, using the statements in Activity 1 to help.

3 Ask students to read the model essay to identify the main points and supporting information in each paragraph. Do a class check. Ask students to look back at the notes they made in Activity 2. Did the model essay include any of the same ideas?

4 Ask students to do the activity, then they compare their answers in pairs. Elicit the meaning of *mix with* (socialise).

5 Read the Exam Tip aloud, then refer students to the Writing Reference on page 167. Go through the Useful language. Then ask students to turn to page 139. Brainstorm ideas for points that could be included in the essay and put students into pairs to discuss how they would organise it. Remind them to include a variety of complex and simple sentences, and adverbs of attitude where possible. Students then write a draft of their essay individually.

6 Put students into pairs to exchange essay drafts or ask students to re-read their own essay. Ask students to use the questions to reflect on their work and to think about things they could have done better.

Answers

1 Students' own answers

2 Students' own answers

3 Paragraph 1: introduction (rephrasing the task)

Paragraph 2: it costs money (you have to pay to get there)

Paragraph 3: it doesn't necessarily help you to be independent (some people only mix with people from their own country)

Paragraph 4: it can be useful for CVs (showing that you have some life experience)

Paragraph 5: conclusion/opinion

4 **1** Even if, which **2** so that **3** unless, This **4** If

5 Sample answer

For many people, having a holiday abroad seems more attractive than a holiday at home. There are new sights to see and the opportunity to experience another culture. However, there are advantages to a holiday at home.

The first thing is the cost of flights as well as the cost of accommodation and entertainment. When you are in another country, you can end up spending more than you planned. It is easier to calculate the cost of a holiday at home, and it is often cheaper.

The next thing is the environment. Most holidays abroad involve air travel, which harms the environment. If you have a holiday at home, you can reduce your impact on the environment by taking train journeys, for example.

Finally, it can be more relaxing. You don't have to worry about delays or long waits at the airport and there are no communication problems. Sometimes, when you come back from a holiday abroad, you feel you need another holiday.

In my opinion, a holiday at home is a good idea. You may discover surprising things about your own country.

6 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.52–3, Writing 1–7 | **MEL** Unit 7, Writing 1–7 | **MEL** Extra practice, Writing 7 *Linking ideas: Holding the story together*

Review ▶ p.79

Aim

- to revise structures and vocabulary covered in Unit 7

1 – **3** Ask students to complete the activities, monitoring and providing help where needed. Ask students to check their answers in pairs before doing a class check. Alternatively, set the exercises as a homework activity.

Answers

1 **1** must have been **2** may have had **3** could have been/could be **4** might have mistaken **5** must have been **6** can't be/can't have been

2 **1** which **2** who **3** that/who **4** where **5** which **6** which **7** which **8** where

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

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8 Moving on

Listening and vocabulary focus ▶ p.80

Multiple matching (Part 3)

Aim

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

Warmer

Focus students' attention on the unit title, *Moving on*.

Tell students that the phrasal verb *to move on* has a range of meanings. Elicit any meanings that students already know, e.g. *to change, to continue to something new, to hurry up.*

Write the following sentences on the board, and ask students to discuss in pairs the meaning of the underlined phrase in each one. Elicit the answers.

1 I enjoyed my old job, but it was time to move on. (It was time for a change.)

2 I've moved on since middle school, and now I don't have much in common with my old friends. (I've changed.)

3 Get a move on! (Hurry up!)

4 We stayed in Paris for three days, and then it was time to move on. (continue to another place)

5 Before we move on, are there any questions? (change the subject)

1 Put students into pairs to discuss what each job might involve, then elicit a few responses for each one.

2 For more information about Listening, Part 3, refer students to the Exam Focus on page 189. Ask students to read options A–H and highlight the key words in each. Read the Exam Tip aloud. Play the recording once and ask students to choose the option which they think matches the speaker most closely.

3 Students compare their answer for Speaker 1, then find the relevant section in the audio script on page 214.

4 Play the recording again and ask students to underline the key phrases that give the answers in the audio script on page 214. Then do a class check.

5 Put students into pairs to discuss the questions. Ask some pairs to summarise their answers for the whole class.

Additional activity

Students look at the audio script on page 214 again and find examples of words that are distractors (as mentioned in the Exam Tip). Students could find the words and discuss as a class why they don't necessarily mean that a particular option is correct.

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Answers

1 Students' own answers

2 1 E 2 D 3 A 4 C 5 H

3 Speaker 1: E (easier for people to contact us whenever they need us, work out of office hours when required)

4 Speaker 2: D (becoming more affordable)

Speaker 3: A (recruit, train)

Speaker 4: C (not having a long commute into work)

Speaker 5: H (water is recycled, using solar and wind energy)

5 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.54, Listening 1–2 | **MEL** Unit 8, Listening 1–2 | **MEL** Extra practice, Listening 9 *Dealing with distraction in listening: Who says what?*

Vocabulary

collocations and phrasal verbs with *work*

Aim

- to review collocations and phrasal verbs with *work*, and use them in spoken practice

Warmer

Write on the board the saying *Choose a job you love and you'll never work a day in your life*.

Ask students what they think it means (if you have a career you enjoy, it won't feel like a duty, rather like a hobby). Underline the words *job* and *work* in the saying, and elicit the difference between them (*job* usually refers to specific employment or a specific career you take up in life, whereas *work* is a more general term that can mean to do a job you are paid for, to do activities as part of your job, or to spend time and effort doing something).

6 Put students into pairs to work through the activity. Then elicit the answers.

7 Ask students to do the matching activity. Allow students to check their answers in pairs before you check with the class. Read the Language Tip with students. Put students into pairs and ask them to write three sentences using the phrasal verbs in Activity 7. Elicit some sentences and write them on the board, checking the phrasal verbs have been used accurately.

Teaching tip: Phrasal verbs

Remind students that phrasal verbs are often difficult to understand from their individual parts, and phrasal verbs with *work* are not necessarily related to working or jobs.

8 Give students about ten minutes to discuss the questions, encouraging them to extend their answers as much as possible. Students could change partners for extra practice or make up four new questions using the phrasal verbs to ask their partner.

Answers

6 1 job 2 job 3 occupation 4 profession 5 employment 6 career

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

8 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.54–55, Vocabulary 1–2 | **MEL** Unit 8, Vocabulary 1–2 | **ActiveTeach** Game: Noughts and Crosses

Speaking focus ▶ p.82

Collaborative task and discussion (Parts 3 and 4)

agreeing and disagreeing

Aim

- to use a range of phrases and intonation to agree/disagree in an exam-style Collaborative task (Speaking, Parts 3 and 4)

Warmer: Job booster

Put students into small groups and assign each group one of the following categories.

- *attention to detail*
- *shift work*
- *a big responsibility*
- *public speaking*
- *a lot of creativity*
- *a lot of patience*
- *physical fitness*

Check students understand *shift work*: a system where different groups of workers work shifts at different times during day or night, and are then replaced by others, e.g. in a hospital or factory.

Give students a couple of minutes to write down as many jobs they can think of related to each category.

Elicit the jobs from each group and write them on the board.

Background note

Tell students that gender-neutral terms are preferable nowadays, because most, if not all, jobs are done by both men and women. Replace any gender-specific terms that students use, e.g. *fireman*, *policewoman*, *air hostess* with gender-neutral terms e.g. *fire fighter*, *police officer*, *flight attendant*.

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1 For more information about the Collaborative task and discussion in the exam, refer students to the Exam Focus on page 190. Then ask students to read the task in Activity 1 and underline key words. Elicit the term for someone whose job it is to give careers advice: *a career advisor.*

2 Ask three volunteers to read the statements aloud. Then ask students to indicate how they feel about the statements by writing a tick, cross or question mark. Emphasise that there are no wrong answers.

3 Remind students that intonation is important in conveying meaning in English and this is particularly important when disagreeing politely, or expressing certainty. Ask students to listen and mark the stressed words. Then replay the recording for students to listen and repeat, copying the intonation.

4 Students complete the statements individually and then work in pairs to read them aloud and respond. Monitor students' intonation. If necessary, play the recording again for students to repeat the intonation.

5 Read the Exam Tip aloud. Point out that students should spend two minutes in the exam going over all the prompts, then one minute summarising and agreeing. Set a time limit of two minutes for students to discuss the prompts in pairs. Ask students if they managed to talk about all the prompts. If not, ask them to repeat this part of the activity before moving on.

6 Revise some useful phrases for summarising on the board, such as: *So, all in all … , Overall, it seems we agree that … ,* before setting a time limit of one minute for students to reach a decision.

7 Tell students that these are examples of follow-up questions for a Speaking Part 4 discussion. Turn back to the Exam Focus on page 190 and go through the Part 4 section with the class. After reading strategy 2, elicit expressions to express opinions, such as: *I'm (not) convinced that … ; I see what you mean, but … ; In my view, ….* Write these on the board for students to refer to. Then give students time to discuss the questions.

Teaching tip: Feedback

Monitor students' discussions to ensure there is a balance between speakers. Encouraging more dominant students to give their partner time to speak. Encourage those who give very abrupt replies to expand their answers.

ADDITIONAL PRACTICE | **ActiveTeach** Speaking test videos | **Maximiser** p.55, Speaking 1–2 | **MEL** Unit 8, Speaking 1–2 | **MEL** Extra practice, Speaking 10a *Focus on stress and intonation: Find the stressed words*

Grammar focus ▶ p.83

Warmer: What's my occupation?

Write down job titles on sticky labels. Each student should get a label on their back without seeing what is written on it. Students walk around the class asking each other *yes/no* questions to determine what their profession is.

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

2 Tell students they are going to listen to three work-related situations. Ask students to read the questions and underline the key words. Play the recording. Students listen and choose the correct answers, then compare their answers in pairs. Elicit answers and key words from the class, referring to the audio script on pages 214–215 if necessary.

Answers

1 Students' own answers

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

Reporting verbs

Aim

- to use a range of reporting verbs correctly

3 Turn to section 1 of the Grammar Reference on page 156 and go through it with the class, checking that students understand everything. Ask students to complete Exercise 1 in the grammar reference.

Grammar Reference answers

Exercise 1

1 He refused to go to school.
2 He asked us who was in charge.
3 He suggested that we go to a new restaurant.
4 She insisted on letting her pay for the tickets.
5 She didn't blame me for getting lost.
6 She wondered who she could ask.
7 She recommended that I reserve a place.
8 She warned me that it wouldn't be easy.
9 He reminded me that it was Carlotta's birthday soon.

Ask students to focus on the reporting verbs in brackets, and then to decide how to complete each of the statements. Do the first one as an example with the whole class. Point out that different reporting verbs use different patterns.

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4 Ask students to match the reporting verbs with the patterns then do a class check. As an extension activity, put students into pairs and ask them to write five more examples using the verbs. Ask pairs to read out some of their examples for the whole class to hear.

Answers

3 1 The presenter advised everyone to find out as much as possible about their prospective employer

2 Mike's boss accused him of forgetting to give her the message.

3 Mike denied taking any calls from the customer.

4 Mike offered to find out what had gone wrong.

5 Joe suggested that I apply/that I should apply/ applying for the job.

6 Jack persuaded her/Ella to help him with the report.

7 Ruby's manager explained that she should/needed to fill in the form in black ink.

4 A advise, persuade B offer C advise, deny, recommend D accuse E advise, deny, recommend

say, speak, talk, tell

Aim

- to compare the uses of *say, speak, talk, tell*

5 Ask students to complete the activity, then compare their answers in pairs. Point out the difference in pronunciation of *say* /seɪ/, the third person singular *says* /sez/ and the past form *said* /sed/.

6 In pairs, students read Sophie's problem and the advice she gets. Elicit what it means *to cover for someone* (to do the work that someone else usually does, because they are not there; to prevent someone from getting in trouble by lying for them, especially about where they are or what they are doing); *to tell tales* (to tell someone in authority about something wrong that someone else has done). Remind students of the phrases for agreeing and disagreeing on page 82. Students discuss in pairs whether they agree or disagree with each piece of advice.

7 Ask students to write down a reported version of each piece of advice. Point out that, as in the example, they should use a suitable reporting verb and paraphrase the advice. If you are short on time, divide the class into three sections and assign each section two pieces of advice to report on.

Answers

5 1 speak/talk 2 says 3 tell 4 say 5 say 6 spoke/talked

6 Students' own answers

7 Suggested answers

Tim reminded Sophie that it was her manager's responsibility to manage staff.

Elena advised Sophie not to tell her manager.

Rory recommended having a coffee with her co-worker.

Maia said that Sophie should ignore her co-worker's behaviour because he could be dealing with personal problems.

Rick advised Sophie that her manager might react badly when she found out what had been going on and that her manager may feel she's unable to trust her.

Anna recommended that Sophie explain to her co-worker that she felt uncomfortable and would be forced to report him to her manager if things did not change.

ADDITIONAL PRACTICE | **Maximiser** p.56, Grammar 1–2 | **MEL** Unit 8, Grammar 1–2 | Photocopiable 8A *Let's report!* | **ActiveTeach** Extra activities: Grammar Focus 1; Grammar Focus 2

Reading focus ▶ p.84

Multiple matching (Part 7)

Aim

- to complete an exam-style Multiple-matching task (Reading and Use of English, Part 7)

1 Tell students they are going to read an article about people whose work involves living abroad. Put students into pairs to discuss the questions. Elicit some ideas.

For more information on this part of the Reading and Use of English test, refer students to the Exam Focus on page 187.

2 Before students complete the activity, ask them to quickly read the texts on page 85 to find out where each person went and what job they did. Then ask students to underline key words in the questions.

3 Read the Exam Tip aloud. Focus on the highlighted words in text B on page 85, and point out that they are a paraphrase for the key words in question 1. You may like to give students a time limit (15 minutes) for this task to encourage them to work quickly, as they will need to in the exam. Put students into pairs to compare answers then check as a class, eliciting the phrases that correspond to the key words in each case.

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Answers

2 Suggested answers

1 passion to see the world, **2** more, challenge, **3** less expensive, **4** a while to adapt, **5** finding, ideal job by accident, **6** discovering unexpected things, **7** regularly travelling long distances, **8** sacrificing career opportunities, **9** appreciating, long holidays, **10** wild, uninhabited environment

3 (phrases from the text in brackets)

2 A (wasn't really stretching me), **3** C (enjoy the same lifestyle for far less,) **4** D (help me settle in, four months on,) **5** B (stumbled across an advert,) **6** E (lots of surprises), **7** A (hundreds of miles), **8** D (was building a career), **9** B (take time off to go travelling for a couple of months), **10** E (only the basic requirements)

Vocabulary

linking words and expressions

Aim

- to review words and expressions for linking ideas

4 Ask students to match the expressions to the purposes, then do a class check.

5 Students complete the sentences, then compare answers in pairs. Point out the phrasal verb *turn down* in 7 and elicit its meaning (to refuse an offer).

6 Give students a few minutes to write some sentences about themselves using the linking words from Activity 5.

7 Students discuss the questions in pairs then elicit a few ideas.

Answers

4 **1** as well as, also, too

2 so, that's why, since, as, because

3 so that, to, in order to

4 while, although, still, despite, however, even though

5 **1** However **2** Although **3** That's why **4** so **5** as well as **6** In order to **7** Despite **8** too

6–7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.56–57, Reading 1–4 | **MEL** Unit 8, Reading 1–4 | **MEL** Extra practice, Reading 7 *Text structure: What's it an example of?* | **ActiveTeach** Extra activity: Reading Focus; Games: Sheep Out!; Pelmanism; Stepping Stones

Grammar focus ▶ p.86

Aim

- to provide listening practice and to focus on examples of direct speech

Warmer

Ask students to discuss the following question in pairs:

What advice would you give to a friend going to an interview for a summer job?

Write some phrases the board as prompts: *Don't forget … , I would/wouldn't … , Why don't you… , Make sure you ….*

1 Ask students to quickly skim Lauren's email for gist. Then play the recording for students to listen and underline the factual mistakes.

2 Put students into pairs to discuss and correct the incorrect details. Then play the recording again for them to check. Check answers with the class, playing the recording again as necessary. Elicit the incorrect details from the class.

Answers

1–2

Hi Mum,

The interview for the job in Greece went well, I think. First the interviewer asked me how I'd heard about it.

I told her I'd spotted the advert ~~in a local newspaper~~ **on the internet** and thought it was something I'd ~~enjoy doing~~ **be good at**.

Then she said the job would involve looking after ~~young teenagers~~ **very young children** and asked me whether I'd had much experience of doing this. So I told her that I look after Nancy and Harry ~~now and again~~ **every month** and that I was taking them ~~camping~~ **on a cycling holiday** the next day. She said I might be unlucky, as she'd heard it was going to ~~snow~~ **rain**. Then she told me to enjoy the weekend and said she'd ~~phone~~ **write** soon. She told me not to worry if I didn't hear anything for a few ~~weeks~~ **days**.

Fingers crossed, L x

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Reported statements

Aim

- to contrast the structures used in direct speech and reported statements

3 Ask students to turn to page 158 to the Grammar Reference. Students match the underlined examples to the verb forms. Following this, do Exercise 2 on page 158 in class, or set it for homework.

Grammar Reference answers

Exercise 2

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

4 Students complete the table, referring to the audio script on page 215 to help. Go through the answers as a class.

Answers

4

Direct speech	Reported statements
past simple	past perfect
present perfect present simple	past simple
will	*would*
present continuous	past continuous
be going to	*was going to*
would, might	*would, might*

Reported questions and imperatives

Aim

- to contrast the structures used in direct speech and reported questions

5 Go through sections 3.1 and 3.2 in the Grammar Reference on page 157 together. Point out that there are no question marks in reported questions.

Grammar Reference answers

Exercise 3

1 How do you feel about winning the prize?
2 I'll expect to see you at the station.
3 I'm not planning to apply for the job today.
4 Have you got enough to drink?
5 Are we driving to work this morning?
6 We've been waiting here for an hour.

6 Change the first sentence on the board to reported speech as an example (*Jack asked her if she got paid well.*). Ask students to change the other statements and questions into reported speech. Read the Language Tip aloud and ask students to compare their answers in pairs and to check that they have changed the pronouns and time expressions appropriately. Elicit answers from the class.

7 Tell students they are going to play a game. Give students a few minutes to write four statements about themselves: three true and one false. Then put them into pairs to share their statements. They might need to take notes on what the other person said. Then put students into groups of four, made up of two pairs. Tell students to take turns sharing what their partner said (using reported speech) and for everyone to guess which is false.

Answers

5 **A** How did you hear about this job?
B Have you had much experience of doing this?
C Enjoy your weekend!
D Don't worry.

6 **1** He asked her if/whether she got paid well.
2 He asked her to let him know if there were any more job vacancies.
3 He asked her who she was going to be working with the following week.
4 He asked her what she'd done the previous day/the day before.
5 He told her not to forget/reminded her to take some photos.
6 He said they would/promised to email her if they came over to Greece.

7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.58, Grammar 1 | **MEL** Unit 8, Grammar 1

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Use of English focus ▶ p.87

Concrete and abstract nouns

Aim

- to compare forms of concrete and abstract nouns, and to practise forming abstract nouns

Warmer

In pairs, students write the letters of the alphabet down the left-hand side of their page. Tell them they are going to race to think of one noun in English for every letter of the alphabet. The first pair to complete their alphabet wins. If nobody completes it in five minutes, the winners are the pair with the most letters complete.

Then, write *concrete noun* and *abstract noun* on the board and elicit the difference. Explain that a concrete noun is a physical thing, animal or person that you are able to hear, see, smell, touch or taste. An abstract noun names a feeling, quality or state, e.g. *hunger, beauty.* Ask students to return to their lists and mark each noun *C* (concrete) or *A* (abstract).

1 Students discuss the nouns in pairs. Elicit the answers.

2 Elicit some suffixes often used to make concrete nouns (e.g. *-or, -er*), then ask students to complete the table and check with a partner before you check as a class.

3 Put students into pairs to divide the words into verbs and adjectives. Check as a class, then elicit the abstract nouns and write them on the board.

4 Ask students to complete the activity, then to check their answers in pairs before you do a class check.

Answers

1 concrete nouns: engineer, journalist, musician, visitor
abstract nouns: engineering, journalism, music, visit

2 **2** advice – advisor, **3** employment – employer/employee, **4** tourism – tourist, **5** application – applicant, **6** representation – representative, **7** childhood – child, **8** politics – politician

3 (abstract nouns in brackets)
Verbs: arrive (arrival), behave (behaviour), confide (confidence), know (knowledge), permit (permission), progress (progress/progression)
Adjectives: angry (anger), difficult (difficulty), friendly (friendliness/friendship), sad (sadness), short (shortage), strong (strength)

4 **1** permission **2** progress **3** difficulty **4** a visit **5** strength **6** a friendship

ADDITIONAL PRACTICE | Photocopiable 8B *Right word crossword*

Word formation (Part 3)

Aim

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

For more information on this part of the Reading and Use of English exam, refer students to the Exam Focus on page 186.

5 Read the Exam Tip aloud and give students about ten minutes to complete the task. Ask students to check their answers in pairs, then do a class check.

6 Ask students to discuss the question with a partner. Elicit a few answers from the class.

Answers

5 **1** irregular **2** responsibility **3** creation **4** technology **5** personally **6** artists **7** decisions **8** enjoyable

6 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.58, Use of English 1–2 | **MEL** Unit 8, Use of English 1–2

Writing focus ▶ p.88

Aim

- to identify key features of an application letter (formal language, paragraph structure and fixed phrases)

Warmer

Ask: *Would you like to work in an English-speaking country in the future? Why/Why not?*

Students discuss the question in pairs.

1 Ask students to read Magda's letter to find out what job she has applied for and whether she is qualified. Elicit the answer.

2 Elicit whether a job application requires formal or informal language (formal). Ask students to underline the correct alternatives.

3 Students match A–D to the paragraphs. Elicit answers. Tell students that this is a useful and standard structure for a letter of application.

4 Tell students that there are often fixed phrases that we can use in job application letters. Ask them to locate the phrases, then do a class check.

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Answers

1 hotel receptionist

2 **1** position **2** At present **3** obtained **4** require **5** on a number of occasions **6** In addition **7** I possess **8** look forward **9** in the near future **10** remaining **11** available **12** I am required

3 **A** 2 **B** 3, 4 **C** 5 **D** 5

4 **1** Following your recent advertisement …

2 I would like to apply for the position of …

3 I obtained the diploma you require …

4 I would be grateful if you could send me further details …

5 I enclose …

Letter of application (Part 2)

using formal language

Aim

- to write a job application letter in an exam-style task (Writing, Part 2)

5 Go through the Writing Reference on page 169 with the class, focusing on the Useful Language box. Students complete the activity in pairs.

6 Suggest that in the exam, students spend five minutes planning, 12 minutes writing and three minutes at the end checking. Give students five minutes to make notes.

7 Read the Exam Tip aloud. Set the writing as a homework task. Remind students to use the checklist on page 165 after they have finished their work.

Teaching tip

Encourage students to set themselves 40 minutes to write their job application letter to practise planning, writing and checking in this time limit. In the exam, students will have 1 hour 20 minutes to complete two writing tasks.

Answers

5 18+, activity instructors, Experience, not important, training will be given, Love of sport, energy, enthusiasm, ability to relate to young people

6 Sample answer

Paragraph 1: to apply for activity instructor position

Paragraph 2: enjoy sports (basketball, tennis, volleyball) working with young people; babysitting, coaching, junior swim team

Paragraph 3: ask for further info about the course

Paragraph 4: say when you can come for interview

7 Sample answer

Dear Sir/Madam,

I am writing to apply for the position of summer activity instructor as advertised on your website.

One of the main reasons I am applying for this job is that two of my great passions are sports and young people, and I have experience which I think would be very useful. I enjoy all kinds of sports, especially team sports. I am captain of the volleyball team at college and I also play basketball and tennis and swim regularly. I have a lot of experience with children and teenagers, including regular babysitting and coaching a junior swimming team at my high school for three years. I am hoping to train to become a sports teacher.

The training course offered as part of the job sounds like an interesting opportunity and I would be grateful if you would send me further details.

Please find enclosed my CV. Thank you for considering my application. My exams finish at the end of this month and I will be available for interview then. I look forward to hearing from you.

Yours faithfully,

ADDITIONAL PRACTICE | **Maximiser** p.59, Writing 1–3 | **MEL** Unit 8, Writing 1–3 | Photocopiable 8C *Who will get the job?* | **MEL** Extra practice, Writing 8 *Text structure: The right references*

Review ▶ p.89

Aim

- to revise structures and vocabulary covered in Unit 8

1 – **3** Ask students to complete the activities, monitoring and providing assistance if necessary. Ask students to check in pairs before doing a class check. Alternatively, set this section as a homework activity.

Answers

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

2 **1** talks **2** say **3** speak **4** talk **5** say **6** speak **7** tell **8** tell

3 **1** reminded his colleagues to

2 suggested (that) Carol (should)

3 accused Anna of

4 warned us not to

5 apologised for not

6 his notice the following/next

7 recommended looking/(that) I look/(that) I should look

8 denied breaking/that she had broken

ADDITIONAL PRACTICE | **Maximiser** p.60–61, Use of English | **MEL** Unit 8, Use of English

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9 Lucky break?

Reading focus ▶ p.90

Speaking

Aim

- to introduce the topic of luck, and to discuss the topic

Warmer: Heads or tails

Tell students that this unit is about luck. This quick game is to introduce the topic of luck and decision-making. Show students a coin and elicit what the names are for the two sides: *heads* and *tails*.

Ask students to stand up and tell them you are going to flip the coin. If they think it is going to be a head, students put their hands on their head. If they think it is a tail, they put their hands on hips. Flip the coin. The students who guessed correctly stay standing. Continue until only one or two students are left standing. They are the lucky winners. Ask students to discuss with a partner if they have ever flipped a coin to make a decision and in what situations it could be helpful or unhelpful. Elicit a few ideas.

1 Students read the questions. Elicit the meaning of *instinct* in the third question (the ability to make a decision about something based on a feeling rather than by considering the facts). Give students a couple of minutes to discuss the questions then elicit a few answers.

Gapped text (Part 6)

Aim

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

2 For more information on this part of the Reading and Use of English exam, refer students to the Exam Focus on page 187. Read the Exam Tip aloud. Ask students to read the heading of the article and the first paragraph before skimming the whole article. Elicit why the author recommends taking a chance.

3 Remind students to carefully read the sentences before and after each gap to help work out which missing sentence fits each one. Put students into pairs to compare answers before you do a class check.

4 Put students into small groups of three to discuss the questions.

Answers

2 Students' own answers

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

4 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.62, Reading 1–3 | **MEL** Unit 9, Reading 1–3 | **MEL** Extra practice, Reading 9 *Text structure: The right references* | **ActiveTeach** Extra activity: Reading Focus

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Vocabulary

chance

Aim

- to review collocations with *chance*

5 Remind students that the word *chance* is used in the title and first paragraph of the article. Ask students to decide what each expression with *chance* in sentences 1–4 means.

6 Students choose the correct word, then compare their answers in pairs.

Answers

5 **1** very likely **2** unlikely **3** impossible **4** possible

6 **1** by **2** take **3** to **4** in **5** by

opportunity, possibility

7 Ask students to read sentences 1–5 and underline the word *chance* in each one. Then advise students that if they don't know which word to replace *chance* with, that they should try to complete the rules first. For weaker classes, complete the rules with the class before students attempt 1–5. Go through the answers as a class.

8 Give students a few minutes to complete the sentences about their own lives before discussing them with a partner.

Answers

7 **1** opportunity **2** possibility **3** opportunity **4** possibility **5** opportunities

- *opportunity* is used for a situation in which it is possible to do something you want to do
- *possibility* is used for something that may or may not happen

8 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.63, Vocabulary 1 | **MEL** Unit 9, Vocabulary 1 | **Photocopiable 9A** *There's no chance* | **ActiveTeach** Game: Noughts and Crosses

Grammar focus ▶ p.92

Conditional forms

Aim

- to revise conditional forms and use them in spoken practice

Warmer

With coursebooks closed, ask students to think of a number between one and ten. Then, call out the numbers 1–10 and ask students to raise a hand when their number is said. Find out which was the most popular number among the people in the class.

Students discuss the following question in pairs: *What is your favourite number? Why?*

1 While students read the extract, write on the board: *If you ask people from your country what their favourite number is, what answer will they probably give*? Elicit some ideas.

2 Focus students' attention on each underlined verb form in turn and elicit which meaning a–c it fits.

3 In pairs, students write the verb forms. Refer students to the Grammar Reference on pages 158–159 to check.

4 Students discuss the questions in pairs then check in the Grammar Reference.

Information about Zero, First and Second conditional forms can be found in the Grammar Reference on pages 158–159. Ask students to do Exercises 1–3 for homework at the end of this lesson.

Grammar Reference answers

Exercise 1

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

Exercise 2

1 will learn only **2** both possible **3** you're flying only
4 both possible **5** you're feeling only **6** both possible

Exercise 3

1 If I had the right qualifications
2 I would/might go to university
3 if we were living in the country
4 If I were you
5 if we didn't have to employ so many staff

5 Elicit the type of conditional to use with imaginary situations (second). Students complete the questions using second conditional forms.

6 In pairs, students discuss the 'moral dilemmas' in Activity 5. Check students understand *moral* (relating to principles of what is right and wrong) and *dilemma* (a situation in which it is very difficult to decide which choice to make). Elicit a few examples for each sentence, checking that the conditional forms are correct.

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7 Focus students' attention on the first question. Ask students how likely they think it is that someone in the class will become a famous film star (probably unlikely). Ask them which conditional is used for possibilities that are unlikely/imaginary in the future (second conditional). Elicit the question: *If you <u>became</u> a famous film star, who <u>would you want</u> to be your co-star?* Note: if students think this is likely, they should use the first conditional. Students complete the remaining questions, then compare answers in pairs.

Go round and monitor that students are using first or second conditional forms appropriately. Help, if necessary.

Students then ask and answer the questions they have created with their partner.

8 Elicit a few possible ways to complete the first sentence. For example, *If I didn't live in London, I'd live in Paris.* Ask students to complete the sentences, then elicit a few examples for each one, checking that the conditionals are correct. Put students into small groups to share their responses. Ask groups to report back to the class on whose idea seems the most interesting, funny or exciting.

Answers

1 Students' own answers

2 **a)** When you ask … they choose

b) If you ask … they'll probably say … ; if you're speaking … they'll probably choose … may say

c) If you were playing … you might … ; (even) if you chose; if you won, you would doubtless say …

3 **a)** zero conditional: *if* +present (simple/continuous/perfect) + present (simple/continuous/perfect)

b) first conditional: *if* + present + will/going to/ modal

c) second conditional: *if* + past (simple/continuous) + *would/might/could/should*

4 **1** *may*, *might*, *could*, *can*, *going to*, present perfect and the imperative form

2 *might*, *could* and *should*

5 **1** took, would you return

2 found, would you do

3 were driving, rang/was ringing, would you answer

4 was wearing/wore, didn't suit, would you tell

5 Would you pay for, could

6 saw, would you say

6–8 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.64, Grammar 1–2 | **MEL** Unit 9, Grammar 1–2 | Photocopiable 9B *Completely conditional* | **ActiveTeach** Extra activity: Grammar Focus 1; Game: Stepping Stones

Use of English focus ▶ p.93

Vocabulary

word building

Aim

- to practise identifying the kind of word that is missing in an exam-style Word formation task (Reading and Use of English, Part 3)

Warmer

Write the following question on the board for students to discuss in pairs.

Do people perform better in competitive or cooperative situations? Think about sports, study, the workplace.

Underline *perform.* Ask what kind of word this is (a verb) and elicit other forms of this word that students know, e.g. *performance/performer* (nouns). Do the same with the adjective *competitive*. Elicit the noun forms *competition/competitor*, the verb form *compete*, and the adverb form *competitively*.

1 Students discuss the question in pairs. Elicit some ideas.

2 Ask students to read the sentences in Activity 3 and elicit the kind of word that is missing from each one.

3 Students complete the activity, then check in pairs before you do a class check. Elicit what it means to *knock someone/something out of a competition* (to defeat a person or team in a competition so that they can no longer take part).

4 Elicit the pronunciation of each word in context and mark the stress on the board. Point out the vowel sound change in the second syllables of *<u>compete</u>* /iː/, *<u>competition</u>* /ə/, *athl<u>ete</u>* /iː/ and *athl<u>e</u>ticism* /e/.

Answers

1 Students' own answers

2 **1** adjective **2** noun **3** noun **4** noun **5** noun **6** adjective

3 **1** competitive **2** competition **3** perfectionists **4** perfection **5** athletics **6** athletic

4 **1** competitive **2** competition **3** perfectionists **4** perfection **5** athletics **6** athletic

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Word formation (Part 3)

Aim

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

5 For more information on Reading and Use of English, Part 3, refer students to the Exam Focus on page 186. Write *superstition* on the board and elicit the meaning (a belief in fate, or magic, or that bad luck might happen if you don't do something). Point out the picture of the black cat and tell students that an example of a superstition in Britain is that it is considered unlucky for a black cat to cross your path. Elicit the adjective form *superstitious*.

Ask students to read the text quickly and decide which is the best summary.

6 Read the Exam Tip aloud. Demonstrate this strategy by looking at the example (0) and the words around it with the class. Ask what type of word *good* is (an adjective) and ask what type of word adjectives usually go in front of (nouns). Then elicit the type of word *perform* is (a verb), and then elicit its noun form (*performance*). Read the full sentence aloud to check that *performance* sounds right. Tell students to follow these strategies to complete the rest of the task. Set a time limit of ten minutes. When students finish, ask them to check their answers with a partner. Then do a class check.

7 Read the examples aloud and tell students that these are examples of British superstitions. Put students into pairs to discuss the question, then ask them to change partners and repeat the activity. Some students may like to show any lucky items they have with them.

Additional activity: Lucky or unlucky

Write these actions on the board, which are considered lucky or unlucky in Britain. Ask students to guess whether each action is considered lucky or unlucky. Then ask them to discuss whether each one has any superstitious significance in their country.

- *finding a four-leafed clover* (lucky)
- *walking under a ladder* (unlucky)
- *spilling salt* (unlucky)
- *touching wood* (to avoid bad luck)
- *crossing fingers* (to avoid bad luck)

Alternative activity

If most students don't believe in lucky charms or superstitions, they could talk about items that have sentimental value (important because of feelings or memories relating to them) instead.

Answers

5 B

6 **1** connection **2** Competitive **3** perfection **4** stressful **5** uncomfortable **6** confidence **7** dangerous **8** dependence

7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.64, Use of English 1–2 | **MEL** Unit 9, Use of English 1–2

Listening focus ▶ p.94

Multiple choice (Part 4)

Aim

- to complete an exam-style Multiple choice task (Listening, Part 4)

1 Tell students that *to be in the right place at the right time* is an expression in English which we use to say that someone is successful because of luck or chance, rather than hard work or experience. Share the similar expression *know all the right people*, which means that someone is successful because of their connections rather than effort or merit. Put students into pairs to discuss the question. Elicit a few responses from the class.

2 For more information about Listening, Part 4, refer students to the Exam Focus on page 189. Focus students on question 1 in Activity 4 and elicit some possible paraphrases for each option, A, B and C (see answers).

3 Play the recording and elicit any paraphrases students heard.

4 Give students time to read the remaining questions and underline key words. Then play the recording. Read the Exam Tip with the class, then play it again for students to check their answers.

Teaching tip

Encourage students not to leave any multiple-choice answers blank. Even if they are not sure of an answer, they should give each one their best guess.

5 Put students into pairs to compare their answers, then check on the audio script on page 215.

6 Give students a few minutes to discuss the question topic in pairs, then elicit a few responses.

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Answers

1–2 Students' own answers

3 A good fortune (luck)

B hard work (effort, dedication, long hours of practice)

C raw talent (natural ability)

4 (key phrases in brackets)

1 B (effort, dedication, and long hours of practice)

2 B (people are getting better all the time because they're practising longer and harder)

3 C (the child is unlikely to continue to make progress at such a fast rate)

4 B (older brother … happy to fight out endless battles)

5 A (could play whenever they liked)

6 C (a combination of lucky events)

7 B (better at taking chances and finding ways to improve)

5–6 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.65, Listening 1–2 | **MEL** Unit 9, Listening 1–2 | **MEL** Extra practice, Listening 6 *Listening for paraphrases: Which word means the same as this?*

Grammar focus ▶ p.95

Third conditional

Aim

- to review the structure and use of the third conditional

1 Students discuss the statements in pairs.

2 Students complete the rules. Check the answers then refer students to section 1.4 of the Grammar Reference on page 159 for more information. Ask students to do Exercise 4 on page 160 for homework at the end of this lesson.

Grammar Reference answers

Exercise 4

1 a) No b) No 2 a) No b) Yes

3 a) No b) No 4 a) Yes b) Yes

3 Tell students that they are going to read a text about Mark Cavendish, a British professional road-racing cyclist. Students complete the activity, then compare answers in pairs.

4 Tell students that the third conditional is useful for criticism or for showing disapproval/regret. Ask a student to read A and you model B, demonstrating what disapproving intonation would sound like. Students complete the activity before comparing answers in pairs. Do a class check. Then, give students a few minutes to read the conversations aloud with their partner, practising some disapproving intonation.

Teaching tip: Chain drilling

To drill intonation and pronunciation of long conditional structures, start with the last 'chunk' of words and ask the students to repeat it. Gradually add words in reverse order to build up to the whole sentence.

For example, say *so suddenly*, and students repeat it. Then say *had to brake so suddenly* and students repeat it. Then, say *you wouldn't have had to brake so suddenly*, for students to repeat, and then *If you'd been driving more slowly, you wouldn't have had to brake so suddenly*.

Breaking up a sentence like this into 'chunks' allows students to focus more on the sounds than the grammar or individual words.

5 Tell students that some of their discussion may be shared with the class later. One person from each pair completes task 1 and the other completes task 2. Then they discuss their answers.

6 Invite students to tell you something interesting they learned about their partner. If you have a very large class, this discussion could take place in groups.

Answers

1 Students' own answers

2 1 past 2 can come either first or second

3 the past perfect

3 1 hadn't crashed 2 wouldn't/ may/might not have injured 3 hadn't had to 4 wouldn't have had 5 hadn't felt 6 might not have been 7 wouldn't have succeeded 8 hadn't supported

4 2 wouldn't/might not/may not have hit your head on the windscreen if you'd been wearing a seatbelt

3 'd left earlier, you wouldn't/might not/may not have got held up in the traffic.

4 you'd checked the weather forecast, you wouldn't/ might/may not have got stuck

5 wouldn't have lost all your work if you'd saved the document

6 you'd been paying attention, you'd have heard

5–6 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.65, Grammar 1–2 | **MEL** Unit 9, Grammar 1–2 | **ActiveTeach** Extra activity: Grammar Focus 2

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Speaking focus ▶ p.96

Aims

- to provide a model of students completing an exam-style Speaking task
- to revise language related to the topic of success

1 Ask students to discuss the question in pairs. Elicit a few responses.

2 Ask students to read the factors in the box. Elicit the difference between *ambition* (a strong desire to achieve something), *determination* (the quality of trying to do something even when it is difficult) and *talent* (a natural ability to do something well). Then play the recording. Elicit which factors were mentioned.

3 Refer students to the audio script on page 216 to answer this question.

Answers

1 Students' own answers

2 ambition, fitness, personality, determination, talent, confidence

3 confidence: sure of your ability
talent: ability
fitness: good health

Compensation strategies

Aim

- to practise using strategies to correct yourself, give yourself time to think and check you understand

4 Tell students that in the exam (and in real life) it is helpful to know some compensation strategies to correct yourself, check your understanding of what someone else has said and give yourself time to think. Ask students to match the strategies with the examples. Check as a class, then play track 31 again while students tick the language they hear.

Additional activity

Ask students to read the dialogue from the audio script on page 216 aloud in pairs. If students have recording devices, they could record themselves and then listen back to their pronunciation.

Answers

4 1 C 2 B 3 A
I'm sorry, did you say … ?
Well, it's difficult to say, of course, but …
I mean …
What I'm trying to say is …
… or rather …
Right, …

Discussion (Part 4)

Aim

- to practise using compensation strategies in an exam-style Discussion (Speaking, Part 4)

5 For more information about Speaking, Part 4, refer students to the Exam Focus on page 190. Read the Exam Tip aloud.

Tell students that this part of the exam is four minutes long. Put students into pairs to discuss the questions. Remind them to take turns and involve each other in the discussion. If time allows, put them in new pairs to practise the discussion again.

ADDITIONAL PRACTICE | **ActiveTeach** Speaking test videos | **Maximiser** p.66, Speaking 1–3 | **MEL** Unit 9, Speaking 1–3 | Photocopiable 9C *What I meant was …* | **MEL** Extra practice, Speaking 12 *Part 4 Expressing opinions: What's missing?*

Vocabulary focus ▶ p.97

Collocations

adjectives and nouns: success and failure

Aim

- to identify adjectives and nouns which collocate with *success* and *failure*

1 Students complete the activity before comparing answers in pairs.

2 Put students into pairs and ask them to describe one of the examples of success or failure to their partners.

Answers

1 1 do 2 large 3 deeply 4 with 5 entire

2 Students' own answers

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Additional activity

Write the following prompts on the board ask students to think of some examples of each one.

- *someone who is highly successful at persuading people.*
- *someone who made a success of something unexpectedly.*
- *a recent event which was a great success.*
- *someone who failed at something at first but had success in the end.*
- *a product that was a total failure.*

verbs and nouns

Aim

- to identify and use collocations related to success and failure

3 Students match the verbs in the box to the nouns. Go through the answers as a class.

4 Ask students to complete the gaps. In some cases, they will have to change the verb so that it agrees with the subject or is in the correct tense. Do a class check.

5 Students complete the activity, before comparing answers in pairs. Elicit the meaning of *single-minded* (someone who has one clear aim and works very hard to achieve it).

6 Students discuss the questions in pairs. Remind students to use the collocations from Activities 1, 3, 5 as they discuss the questions.

7 Give students a moment to think about three ambitions they have achieved, and three they have given up on. Students share their answers in pairs.

Answers

3 **1** give up, miss, waste **2** achieve, give up **3** lose, miss, win **4** beat **5** achieve, beat, miss, reach

4 **1** miss/give up/waste **2** reached **3** win **4** wasted/missed **5** achieve **6** losing **7** beaten **8** gives up

5 **1** have **2** be **3** come across **4** overcome **5** set **6** fulfil **7** cope **8** accomplish

6–7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.67, Vocabulary 1–2 | **MEL** Unit 9, Vocabulary 1–2 | **ActiveTeach** Games: Sheep Out!; Pelmanism

Writing focus ▶ p.98

Essay (Part 1)

structuring a paragraph

Aims

- to structure paragraphs with an introductory sentence followed by supporting details
- to complete an exam-style essay task (Writing, Part 1)

Warmer

Write on the board: *Without failure, there can be no success.* Ask students to discuss in pairs whether they agree or disagree with the statement and why. Ask students if they have any similar sayings about failure or success in their own language.

1 Read the task together. Then tell students to read the student's introduction and decide whether A and B are true or false.

2 Tell students that the student's second paragraph needs to be re-ordered. Ask them to read the paragraph and re-order the sentences.

3 Give students time to read the rest of the essay and elicit other possible examples to support the arguments.

4 Ask students to look again at the essay in Activity 3 and decide which sentences best introduce the third and fourth paragraphs, then read the Exam Tip aloud.

5 Ask students to read the task and think of a third idea for the notes. The task can be set as a homework activity or it can be completed in class. Before students begin writing, refer them to the Writing Reference on pages 166–167 and focus their attention on the Useful Language for essays. Encourage students to work to the time limit of 40 minutes, which is the amount of time they would have in the exam.

Answers

1 **A** true **B** false

2 C, B, A

3 Students' own answers

4 Paragraph 3: 1
Paragraph 4: 3

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5 Sample answer

In today's world, the professional and personal lives of sports heroes are scrutinised carefully and widely reported in the media.

Some people claim that what sportspeople do in their own time is their own business. However, it is apparent that many young people are both influenced and inspired by the behaviour of famous sportspeople. Therefore, if, for example, a footballer commits a crime off the pitch, this will be noticed and does not set a good example to the young people who admire and look up to their hero.

In addition, a team sport such as football should demonstrate how people can respect their colleagues and work together effectively on the pitch. If good sportsmanship is demonstrated, it encourages other people to act in a similar way.

Many sportspeople are paid extremely well for what they do. In my opinion, this is another reason why they have a duty to show young people how to behave well.

In my view, therefore, sports heroes have a responsibility to lead the way in being a positive role model for others to follow in both their personal and professional lives.

ADDITIONAL PRACTICE | **Maximiser** p.67, Writing 1–4 | **MEL** Unit 9, Writing 1–4 | **MEL** Extra practice, Writing 6 *Expressing opinion: Sort out what they wrote*

Review ▶ p.99

Aim

- to revise structures and vocabulary covered in Unit 9

1 – **3** Ask students to complete the activities, monitoring and providing assistance if necessary. Alternatively, set the exercises for homework.

Answers

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

2 **1** ~~take~~ would take
2 ~~would book~~ book
3 ~~will practise~~ practised
4 ~~didn't have~~ wouldn't have
5 ~~can become~~ could have become
6 ~~wouldn't have offered~~ hadn't offered
7 ~~didn't become~~ wouldn't have become
8 ~~could afford~~ could have afforded

3 **1** performance **2** possibility **3** determination **4** failure **5** superstitious **6** perfectionists **7** Confidence **8** unhappiness

Progress Test 3 ▶ p.100

Aim

- to complete a series of exam tasks under timed conditions (Reading and Use of English, Parts 1–4)

1 – **4** Ask students to complete the test activities for homework or in class, setting a time limit of 36 minutes. Point out that in Parts 1–3, each correct answer is worth one mark. In Part 4, there are two marks available for each correct answer and one mark may be awarded for a partially correct answer. Go through the answers as a class or write the answers on the board for students to check.

Answers

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

2 **9** have **10** even **11** Unless **12** of **13** be **14** for **15** other **16** something

3 **17** useless **18** successfully **19** training **20** choice **21** employment **22** managers/management **23** unpleasant **24** complaints

4 **25** put them up **26** must have forgotten **27** such a lot of **28** no point (in) entering **29** had paid **30** warned us not to swim/warned us against swimming

MyEnglishLab tip: Speaking Practice test activities

Students will need a partner for the MyEnglishLab Speaking Practice test activities and someone to act as 'examiner'. You can print the tasks for use in class if necessary. Students could do the practice test in groups of four, with one pair completing Parts 1–4 as candidates while the other pair act as examiners, time-keeping and noting down any good vocabulary/phrases the candidates use. After pairs swap roles, give them time to discuss the feedback on what they need to improve on.

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10 Friends for life

Listening focus ▶ p.102

Warmer

Focus students on the photos on pages 102–103 which show friendship. Ask students to discuss the following questions in pairs then elicit a few responses:

1 Is it easy to stay friends with the same people for the whole of your life?

2 Is it easier to make friends when you're younger? Why?

1 Give students a few minutes to discuss the questions in pairs. Elicit a few responses for each question.

2 Tell students they are going to do a quiz to find out what kind of friend they are. Check students understand *to pick up where you left off* (to continue a friendship after a long time apart) and *lively* (full of energy). Ask students to do the quiz in pairs, taking turns to ask the questions.

3 Refer students to page 138 to check their scores. Put them into small groups to discuss the results. Ask each group to report back to the class.

Vocabulary

compound adjectives: personality

Aim

- to develop vocabulary related to describing personality

4 Students complete the sentences, then compare answers in pairs. Elicit the pronunciation in sentence 4 of *rely* /rɪlaɪ/.

5 Students rank the adjectives in pairs. Ask students to swap partners and share their lists.

Answers

4 **1** like **2** quick **3** strong **4** level **5** even **6** kind **7** mild **8** single

5 Students' own answers

Additional activity: Friendship quotes

Choose a few quotes or proverbs about friendship from the internet and write them on the board. Ask students to read the quotes and discuss with a partner which they like best and why. Possible quotes:

A best friend is someone who knows all about you and loves you anyway.
(Elbert Hubbard)

Lots of your friends want to ride with you in the limo, but what you want is someone who will take the bus with you when the limo breaks down.
(Oprah Winfrey)

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ADDITIONAL PRACTICE | **Maximiser** p.68, Vocabulary 1 | **MEL** Unit 10, Vocabulary 1 | **MEL** Extra practice, Vocabulary 4 *Describing character*

Multiple matching (Part 3)

Aim

- to complete an exam-style Multiple matching task (Listening, Part 3)

For more information on Listening, Part 3, refer students to the Exam Focus on page 189.

6 Put students into pairs to talk about statements A–H and their best friends.

7 Play the recording while students choose the best options.

8 Play the recording again while students note any matching paraphrases they hear. If students find this difficult, ask them to look at the audio script on page 216.

9 Ask students to think about the questions before they discuss anything. Encourage them to include vocabulary from this lesson. Then put students into small groups to describe their friends. If they have access to photos of their friend that they would like to show, encourage them to show them to their group.

Answers

6 Students' own answers

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

8 **1** B: we fight like brothers … about all sorts of things

2 A: I'd help her in whatever way I can and she'd do the same for me

3 F: We usually get to see each other about once a week but we message each other all the time

4 G: I'd like us to spend more time together. We used to go out together all the time

5 C: he loves being the centre of attention whereas I'm quite shy

9 Students' own answers

Additional activity: Writing

Ask students to write a paragraph about a close friend. Encourage them to use words and phrases from this lesson to describe the friend's personality and their relationship. Put students into different groups to read each other's paragraphs to see if their friends have similar qualities.

ADDITIONAL PRACTICE | **Maximiser** p.68, Listening 1 | **MEL** Unit 10, Listening 1 | Photocopiable 10A *Best friends* | **MEL** Extra practice, Listening 11 *Sentence stress in listening: What do they mean?*

Grammar focus ▶ p.104

Conditionals

conditional linking words

Aim

- to review conditional linking words

Warmer

Ask students to discuss the following questions about making arrangements with friends in pairs.

1 Do you prefer to plan ahead or to make spontaneous arrangements?

2 If you had an arrangement with a friend, and another friend rang at the last minute to invite you to something better, what would you do?

1 Put students into pairs to read the examples and answer the questions. Check answers as a class. Ask students to underline the conditional linking words in the examples (*unless, as long as, even if, otherwise*). Tell students that these conditional linking words/phrases can indicate conditional phrases and hypothetical situations, but they have slightly different meanings to *if*.

2 Ask students to decide whether the sentence pairs have the same meaning, then do a class check.

3 Students complete the sentences. Read through the Language Tip with the class. Check students understand that a clause is a group of words that contains a subject and a verb, but which is usually only part of a sentence. For more detail on conditional linking words, refer students to the Grammar Reference on page 160. Go through it with the class, checking that students understand everything. Do Exercise 1 in class, or ask students to do it for homework.

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Grammar Reference answers

Exercise 1

1 I'd love to buy that sofa, as long as we can afford it.
2 I'll always be friends with you, even if we end up living in different countries.
3 They're allowed to go canoeing, providing they wear life-jackets.
4 It shouldn't be too difficult, providing you follow the instructions carefully.
5 I haven't decided whether I will go to the party or not.
6 Unless Belinda has been invited to the part, I won't go.
7 You should take some water with you in case you get thirsty.
8 You'd better tell Sarah straightaway, otherwise she'll be upset.

4 Elicit or share a personal example for sentence 1. Give students a few minutes to complete the sentences before comparing them with a partner.

5 Point out that this activity is practice for Reading and Use of English, Part 4 (Key word transformation). Students complete the activity individually, before comparing answers in pairs.

Teaching tip

If a student has an incorrect answer, try to build on a positive aspect and elicit the correct answer by asking questions. For example, *You are right about starting with 'unless I', but what tense does the verb need to be in?*

Answers

1 1 yes 2 yes 3 no 4 yes
2 1 Different (A He will be upset if you don't phone him. B He will still be upset if you phone him or not.) 2 Same 3 Same
3 1 Unless (Even if) 2 Otherwise 3 even if 4 Provided that/As long as 5 whether
4 Students' own answers
5 1 unless I get home (unless it is) 2 even if he doesn't 3 long as it's not/it isn't 4 could/would/might have gone 5 provided (that) we don't 6 depending on whether there's/there is

Additional activity

Write the following gapped sentences on the board and give students a few minutes to complete them so that they are true for them.

I try to … every day, otherwise I … .

Provided that I … , I feel good.

Even if I try really hard to … , I find it extremely difficult.

Unless I … , I don't feel happy.

Then put students into pairs to compare their sentences. Monitor, listening to the use of the alternatives to *if,* and noting down any inaccuracies. End with a short feedback session to correct any mistakes.

ADDITIONAL PRACTICE | **Maximiser** p.68–69, Grammar 1–3 | **MEL** Unit 10, Grammar 1–3 | Photocopiable 10B *Finish the sentence* | **ActiveTeach** Extra activity: Grammar Focus 1; Game: Stepping Stones

Use of English focus ▶ p.105

Easily confused adjectives

Aim

- to identify and contrast easily confused adjectives

1 Tell students that some adjectives are easily confused, as they are similar but not identical in meaning and may be used differently from similar words in other languages. Ask students to complete sentences 1–3 and compare with a partner. Then clarify the meaning of these words in the sentences: *actual* (something that is real or exact), *current* (happening or existing now – used especially about something that is not expected to stay the same for long), *present* (happening or existing now).

Repeat the process with 4–6 and 7–9: *common* (happening often and to many people or in many places), *typical* (having the usual features or qualities of a particular group or thing), *usual* (happening, done or existing most of the time or in most situations).

Individual (belonging to or intended for one person rather than a group; a way of doing things that is different from anyone else's); *particular* (special or great; specific); *unique* (unusually good or special; one of a kind).

Additional activity: Pronunciation

Ask students to underline the emphasised syllable in the boxed adjectives.

actual current present common typical usual individual particular unique

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Answers

1 **1** present/current **2** actual **3** current **4** usual **5** typical **6** common **7** individual **8** particular **9** unique

Multiple-choice cloze (Part 1)

Aim

- to complete an exam-style Multiple-choice cloze task (Reading and Use of English, Part 1)

Warmer: Revising strategies

Put students into pairs and ask them to look at the Multiple-choice cloze rubric and activity. Write the heading *Strategies* on the board, and the numbers 1–6. Ask students what they should do first for this type of task (after they have read the rubric) and elicit *read the title and text for general gist*. Note this by the number 1 on the board. Then put students into pairs to see if they can think of any other strategies for this kind of task. Elicit answers and write students' ideas on the board, then refer students to the Exam Focus on page 186 to compare their ideas.

Teaching tip

Remind students that there are some strategies that can be used for all parts of the Reading and Use of English exam: read for gist first, underline key information, and then check your answers carefully.

2 Encourage students to use the strategies they have listed in the warmer to complete the task. Students compare their answers in pairs. Do a class check.

3 Elicit what Andy says about friends (people want undemanding companionship; too many friends make life complicated). Then put students into pairs to discuss whether they agree. Ask pairs to report back on their discussions.

4 Put students into pairs or small groups to discuss where it is easiest to make friends and why.

Answers

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

3–4 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.69, Grammar 1–2 | **MEL** Unit 10, Grammar 1–2 | **ActiveTeach** Game: Noughts and Crosses

Reading focus ▶ p.106

1 Put students into pairs small groups to discuss the questions. Elicit a few responses.

Multiple choice (Part 5)

Aim

- to complete an exam-style Multiple-choice task (Reading and Use of English, Part 5)

2 Remind students to quickly skim the article for gist before attempting the questions. Point out that the words or phrases in the text will be paraphrases or summaries of the correct option, not the exact words. Students complete the activity then ask them to compare their answers and the paraphrases they found in pairs.

3 Put students into pairs to discuss their ideas.

Answers

2 **1** C (So why is the soulmate myth so powerful? Maybe it's because we don't like thinking that life is messily random. Or we need a romantic way of describing intense physical attraction. Or maybe it's just shorthand for the kind of overwhelming emotion we don't quite understand.)

2 C

3 D (This was an unconventional opinion, which probably seemed revolutionary at the time)

4 A (They know these over-idealised romances don't bear any relation to reality – so they don't take them seriously)

5 B (testing global understanding of the whole paragraph)

6 A (fate may need a helping hand)

3 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.70–71, Reading 1–4 | **MEL** Unit 10, Reading 1–4 | **MEL** Extra practice, Reading 10 *Text structure: What's the discourse structure?* | **ActiveTeach** Extra activity: Reading Focus

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Vocabulary

phrasal verbs with *come*

Aim

- To review phrasal verbs with *come*

Warmer

Write the following extracts from the text on the board.

But it was actually the Romantic poet, Samuel Taylor Coleridge, who came up with the term 'soulmate', as we understand it today.

Finding a partner can seem overwhelming if you're convinced you've got to search the entire world for just one person, so these days many of us have come round to the idea that fate may need a helping hand.

Ask students to identify the phrasal verb in each, and to guess from context what they mean: *come up with* (invented), *come round* (agree to something you aren't sure of).

4 Focus students' attention on the phrasal verbs in italics with *come* and elicit their meanings from the list A–H.

5 Put students into pairs to ask and answer the questions. Elicit a few responses to each.

Answers

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

5 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.71–72, Vocabulary 1–2 | **MEL** Unit 10, Vocabulary 1–2 | **ActiveTeach** Games: Pelmanism; Sheep Out!

Grammar focus ▶ p.108

Participles (*-ing* and *-ed*)

participle clauses

Aim

- to form sentences using participle clauses

1 Point out that A–C are participle clauses which use present participles. Ask students to underline the present participles in clauses A–C (*marrying, using, going*). Ask students to match A–C with 1–3. Elicit the answers, then ask students to discuss with a partner whether or not they agree with each statement and why.

2 Focus students' attention on the underlined participles in extracts 1–2 from the article. For each participle, ask whether it has an active or a passive meaning.

3 Go through the extracts, comparing them to the equivalents in Activity 2 and eliciting responses to the questions. Ask students to turn to the Grammar Reference on page 160 and go through it with the class.

4 Go through the example with the class. Then monitor as students complete the activity.

Answers

1 Students' own answers

2 destined (passive)
carried out (passive)
believing (active)

3 **A** The pronoun *who* is missed out; the auxiliary *are* is also missed out.
B The pronoun *which* and the auxiliary *was* are missed out.
C The pronoun *who* is missed out, and the present simple verb becomes a present participle.

4 **1** bursting **2** developed **3** playing **4** cut **5** painted **6** meeting **7** designing

other uses of participles

Aim

- to review other uses of participles

5 Students work in pairs to match the examples 1–4 with the uses A–D. Do a class check. Ask students to turn back to the Grammar Reference on page 161 and go through the information, checking that students understand everything. You could do Exercises 2 and 3 on page 161 in class or set them for homework.

Grammar Reference answers

Exercise 2

1 written **2** overlooking **3** surrounded **4** wearing **5** stretching **6** Closing

Exercise 3

1 Joining **2** doing **3** Opening **4** annoying **5** entering **6** walking

6 Students complete the gaps individually and then check their answers in pairs. Check students understand *a dozen* (another way of saying *twelve* or *a lot of*).

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7 Students discuss the questions in pairs. Elicit some ideas for each question.

Answers

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

6 **1** aged **2** jumping **3** filled **4** feeling **5** Travelling **6** planning **7** having **8** escaping **9** getting **10** shocked

7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.72, Grammar 1–2 | **MEL** Unit 10, Grammar 1–2 | Photocopiable 10C *Rejected words* | **ActiveTeach** Extra activity: Grammar Focus 2

Speaking focus ▶ p.109

Collaborative task (Part 3)

turn taking

Aim

- to identify conversational strategies to use in an exam-style Collaborative task (Speaking, Part 3)

Warmer

Put students into pairs to discuss the following questions, then elicit some ideas:

1 Why is it important to take turns in conversation, in the exam and in real life?

2 What strategies can you think of that people use so that they know whose turn it is to speak?

1 Focus students' attention on the diagram. Play the recording, then elicit the order in which the stages were discussed.

2 Ask students to read the extracts. Play the recording again, pausing as necessary, while students complete the extracts. Do a class check.

3 Put students into pairs to categorise sentences 1–8. Do the first one with the class as an example, if necessary. Elicit the answers.

Additional activity: Interrupting game

Write the following phrases on the board:

If I could just come in here …

Would you mind if I took over from here?

Put the students into groups of 3–4. Tell them they are going to talk about what makes a good friend. One student should start talking and the student on their left should interrupt, using a phrase the board. That student then continues talking until they are interrupted. Students continue the game in their groups.

Answers

1 **1** childhood **2** teenage years **3** college **4** adulthood **5** retirement

2 **1** shall **2** could, with childhood **3** Don't **4** Actually **5** Go on **6** Like **7** Would you say **8** say

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

emphasis

Aim

- to practise using adverbs to add emphasis

4 Write on the board: *I totally agree with you.*

Ask: *What effect does adding the adverb 'totally' have?* (It adds emphasis to what the speaker is saying.) Point out that adverbs are one way to add emphasis in English. Give students a few minutes to complete the sentences with adverbs. Then do a class check.

5 Demonstrate by reading the first sentence with stress on the adverb *absolutely*. Students practise saying the other sentences in pairs.

6 Give students a few minutes to complete the sentences.

7 Ask a student to read one of their sentences aloud and demonstrate a response using one of the questions in Activity 7. (The student should then try to reply.) Students take turns to do this in pairs.

8 Read the Exam Tip aloud and elicit a few other possible phrases for interrupting politely. Remind students of the importance of tone (a higher-pitched, varying tone is more likely to sound polite than a low, monotone). Students complete the task in pairs. Then they can swap partners and repeat the activity for additional practice.

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9 Put students into pairs to reach a decision. Remind them that they have a minute to do this and should not attempt to reach a decision too quickly.

Answers

4 1 absolutely 2 extremely/incredibly 3 absolutely 4 incredibly/extremely 5 totally/absolutely 6 absolutely

5–9 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.72–73, Speaking 1–4 | **MEL** Unit 10, Speaking 1–4 | **MEL** Extra practice, Speaking 10b *Focus on stress and intonation: Practice*

Writing focus ▶ p.110

Article (Part 2)

using a range of vocabulary

Aim

- to write an article using a range of vocabulary (Writing, Part 2)

1 Put students into pairs to discuss the question. Ask them to talk about the different ways in which friends have been influential at different stages of their lives.

2 Read the exam task aloud and elicit the kind of information that might be included in the article (details of where/how you met, how long you have known each other, why he/she is important to you, etc.). Refer students to Writing Reference on page 171 and go through the Useful language and the advice for writing an article.

3 Students discuss the advertisement questions with a partner. Elicit a few responses.

4 Remind students that when they write an article, they need to engage the reader, especially in the first, introductory paragraph. They need to think about different ways in which they can do this. Students read the article, then answer the questions in pairs. Elicit answers from the class.

5 Ask students to write a third paragraph for the article. Put them into pairs to compare their paragraphs. Ask some students to read their concluding sentence to the class. Which is the most dramatic/surprising?

6 Before students begin to plan their own article, ask them to think about a particular moment when they were with their friend that can bring the friend to life for the reader. It could be the way they speak, the way they dress, the things that make them laugh, etc. Give students a few minutes to plan their article before they start writing. Remind students that in the exam, they will have 40 minutes for this task, and as well as spending some time on planning, they should allow themselves five minutes at the end to read through what they have written and check their work.

7 After students have written their articles, they swap with a partner. Read the Exam Tip aloud. Ask them to look for any repeated or generic words such as *good* which could be changed to something more specific or interesting. Also, they could see if they could include any adverbs for emphasis, such as those on page 109.

Teaching tip

While you are marking students' essays, select some good examples of vocabulary to share with the class.

Answers

1–3 Students' own answers

4 1 they add emphasis

2 saw – set eyes on; walking with difficulty – struggling; ran – rushed, took – grabbed; a lot – mass

3 immediately – straightaway; attracted by – fascinated by; unusual – strange; have an argument – fall out; stupid – ridiculous; spoke – talked

5 Students' own answers

6 Sample answer

My closest friend

When I met Natalie, I didn't think we would get on, but she turned out to be one of my closest friends. The first thing I noticed about her was her hair. It is bright red and she has pale skin, so her appearance is very striking. The next thing I noticed was that she talked extremely fast. We had all just arrived at university and no one knew anyone else. A lot of us were feeling shy and a little homesick. She was rushing around, trying to organise some social event. I admired her energy, but I was a little afraid of her at first.

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Then one day, she knocked on my door when I wasn't feeling well. She made me a hot drink and we chatted for ages. It was fun to talk to someone who looks at life in a completely different way. I think we get on because we are not at all alike. It is a friendship that has lasted to this day. She's always the first person I talk to if I have a problem and she always helps me to sort it out.

7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.73, Writing 1–2 | **MEL** Unit 10, Writing 1–2 | **MEL** Extra practice, Writing 10 *Spelling and punctuation: Make it right*

MyEnglishLab tip

Uploading resources

You can do this from the Course Management settings, and you can add up to 100MB of additional resources.

Review ▶ p.111

Aim

- to revise structures and vocabulary covered in unit 10

1 – **5** Ask students to complete the activities, monitoring and providing assistance if necessary. Ask students to check their answers in pairs before doing a class check. Alternatively, set the exercises as a homework activity.

Answers

1 **1** Even if **2** Provided that **3** whether **4** otherwise **5** As long as **6** if

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

3 **1** That woman waving to us is one of my work colleagues.
2 That's the path leading to the sea.
3 I saw your brother waiting for a train.
4 I found the money hidden under my bed.
5 I'm living in a flat owned by an old friend.
6 Shall we book the flight to Rome leaving at 6p.m. from Heathrow?

4 **1** across **2** up **3** up **4** into **5** out **6** out **7** through **8** across

5 **1** disloyal **2** ambitious **3** unselfishness/selflessness **4** dishonest **5** lively **6** friendship

ADDITIONAL PRACTICE | **Maximiser** p.74–75, Use of English | **MEL** Unit 10, Use of English

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11 Nothing to fear but fear

Reading focus ▶ p.112

Gapped text (Part 6)

Aim

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

Warmer: Nothing to fear

Write *There is nothing to fear, but fear itself* on the board. Ask students to discuss in pairs what this quote means and whether they think it is true. (It means don't be afraid, because fear makes situations worse.)

Background note

There is nothing to fear but fear is a paraphrase of a line in US President Franklin Roosevelt's inaugural address in 1933. In the face of an economic crisis, people had started to withdraw money from banks. Roosevelt was urging people not to act on their fear because it would worsen the situation.

1 Focus students' attention on the photo and elicit what the person is doing (a sky dive). Put students into pairs to discuss the question. Then elicit a few responses.

2 Ask students to discuss the strategies they should use for Reading and Use of English, Part 6. Elicit answers and write students' ideas on the board, then refer students to the Exam Focus on page 187 to check. Students read the title and first paragraph of the article on page 113 and discuss the questions in pairs. Elicit some responses.

3 Give students a couple of minutes to skim the text to check their predictions from Activity 2. Elicit some responses to the questions.

4 Ask students to read the sentences. Give students around ten minutes to complete the task. Tell them to make sure that the extra sentence does not fit anywhere. Go through the answers as a class.

5 Ask students to discuss the questions with their partner, encouraging them to use turn-taking strategies. Revise the turn-taking ideas from page 109, if necessary. Monitor and encourage students to extend their answers. Finish by eliciting a few responses for each question.

6 Elicit the noun and adjective form of *challenge* to complete the first row of the table. Students complete the table then discuss the questions. Elicit the answers.

Additional activity: Pronunciation

Ask students to underline the stressed syllable in the words in the table. (See answer key for Exercise 6.)

Ask: *Which words have a change in stress when they change form?*

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7 Check students understand that an *idiom* is a fixed group of words that has a special meaning that is different from the ordinary meaning of each separate word. Students discuss each underlined idiom then check as a class.

8 Give students a moment to think about their answers before comparing their ideas with a partner. Elicit a few responses.

Answers

1 Students' own answers

2 1 doing things which are difficult

2 challenges mentioned: trying something new in a restaurant, meditation bungee jumping, taking a scuba diving lesson, running a marathon

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

5 Students' own answers

6

Noun	Verb	Adjective
challenge	challenge	challenging
threat	threaten	threatening
minimum	minimise	minimal/ minimised
innovation	innovate	innovative
limitation (how things are restricted) / limit (a maximum amount)	limit	limited
revelation	reveal	revelatory
drama	dramatise	dramatic
inspiration	inspire	inspiring/ inspirational
impression	impress	impressive/ impressed

7 to expand your horizons – to increase your experience and knowledge
to live to regret it – to regret something at a later date
mind-numbing – when something is mind-numbing, it is extremely boring
to end in tears - to not end well and make you unhappy as a result
to throw yourself in at the deep end – to do something for the first time without any help or preparation

8 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.76–77, Reading 1–5 | **MEL** Unit 11, Reading 1–5 | MEL Extra practice, Reading 11 *Paraphrasing: Find the synonyms* | **ActiveTeach** Extra activity: Reading Focus

Grammar focus ▶ p.114

Mixed conditionals

Aim

- to use mixed conditionals appropriately

1 Give students a moment to read and think about the questions. Then put them into pairs to discuss their ideas.

2 Students read the text. Check students understand *orphanage* /ɔːfənɪdʒ/ (a large house in which children who have no parents are taken care of). Now focus students' attention on sentence 1A and point out that the first clause can be called an *if clause* (a clause beginning with *if*) and the second clause is a conditional clause because it depends on (is conditional on) the *if clause*. Elicit the verb forms in each clause in 1A. Students read the remaining sentences and underline the verbs. Elicit the answers.

3 Tell students that a mixed conditional is a conditional in which one clause might refer to the past and the other clause refers to the present or the future. Ask students to find the sentences from Activity 2 which have a mixed conditional. Elicit the answer to question 2. For more information on mixed conditionals, refer students to the Grammar Reference on page 161.

You could do Exercise 1 on page 161 to check how much students know about this grammar area, or set it for homework.

Grammar Reference answers

Exercise 1

1 future + past
2 past + present
3 present + past
4 past + future
5 present + past
6 future + present

4 Students complete the activity before comparing answers in pairs.

5 Students complete the activity. Do a class check. Elicit what *break down* means in 1 (stops working) and contrast this with the meaning of *be broke* in 2 (have no money).

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6 Put students into pairs to discuss the questions. Ask a few students to report back on what their partner said.

Answers

1 Students' own answers

2 **1** A If Sally hadn't gone to Kenya, she wouldn't be married to Paul.

B If Sally hadn't gone to Kenya, she wouldn't have married Paul.

2 A If Sally hadn't enjoyed working with children, she might not have become a teacher.

B If Sally didn't enjoy working with children, she might not have become a teacher.

3 A Sally might still be working in a café if she hadn't met an old friend at a party.

B Sally might have still been working at the café if she hadn't met an old friend at a party.

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

4 **1** wouldn't feel/be feeling/have felt

2 'd spoken/spoke/could speak

3 wouldn't be

4 had spoken/could have spoken

5 might earn/might be earning

5 **1** If my car wasn't/weren't so old, it wouldn't have broken down.

2 If I hadn't spent so much money in the sales, I wouldn't be broke.

3 If I hadn't taken him to that Liverpool match, he wouldn't play/be playing football all the time.

4 If my aunt didn't live in Moscow, I wouldn't have learnt Russian.

5 If Paula hadn't introduced me to them, I wouldn't know so many people.

6 If I could get/could have got/had been able to get a job at home, I wouldn't have gone to live abroad.

6 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.78, Grammar 1–3 | **MEL** Unit 11, Grammar 1–3 | Photocopiable 11A *Party on* | **ActiveTeach** Extra activity: Grammar Focus 1

Use of English focus ▶ p.115

Vocabulary

prefixes that change meaning

Aim

- to recognise how some common prefixes change the meanings of words

Warmer

Write the following questions on the board and elicit the meanings of the underlined words.

1 Do you enjoy films or books about the supernatural?

2 Do many businesses in your area trade internationally?

3 Would you ever buy pre-loved clothing? Why/Why not?

the supernatural = events, powers and creatures that are beyond natural explanation and seem to involve magic

internationally = between many different parts of the world

pre-loved = something which has already been owned by someone else

Students discuss the questions in pairs.

1 Students match the prefixes with the meanings. Do a class check.

2 Focus students' attention on the first word in the box, *achieve*. Elicit what it means (to successfully complete something or get a good result). Then elicit the meaning of *overachieve* (to be extremely successful, usually in multiple areas) and *underachieve* (to get a result that was worse than expected). Students discuss in pairs how *over/under* change the remaining verbs. After the discussion, ask students to write sentences about themselves using the verbs with *over/under*.

3 Read the examples aloud and elicit the meaning of *re-*. Elicit or write some more example words that use the same prefix on the board and elicit their meanings, e.g. *re-elect*, *redo*, *redecorate*, *reunite*. Note that the prefix *re-* should not be confused with *Re:* which is used in business communication and emails to introduce a subject, and means 'regarding', e.g. *Re: Friday's meeting*.

Answers

1 **1** super **2** pre **3** mis **4** hyper **5** inter

2 under = not enough

over = too much

3 *re-* means 'do again'

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ADDITIONAL PRACTICE | Maximiser p.78, Vocabulary 1–2 | **MEL** Unit 11, Vocabulary 1–2 | Photocopiable 11B *Prefix crossword*

Word formation (Part 3)

Aim

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

4 Write the title *Befriending stage fright* on the board and ask students to predict what the article might be about. Then give students one minute to skim the article to find out how Steven Osborne overcame stage fright. Remind students that reading for gist is an important exam strategy. Elicit examples of words with prefixes that students found.

5 Go through the example (0) with students, reminding students to look at the words before and after the gap to work out what type of word should be there. Read the Exam tip aloud. Elicit the kinds of changes that may be made to a word (to the word form, and/or to add a prefix or suffix). Allow students around eight minutes to complete the gaps. Then ask students to compare their answers in pairs.

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

Answers

4 1 He had to train himself to think in a different way about his problem.

2 underestimated, superhuman, overcome, irrational, retrain, impatient, counterproductive

5 **1** accuracy **2** incapable **3** various **4** critical **5** perfection **6** solution **7** anxiety/anxieties **8** regain

6 Students' own answers

Additional activity: What's the word?

Put two or three chairs in front of the class for volunteers to sit in. The chairs should face the other students, not the board.

On the board, write one of the following words or phrases from the text: *stage fright, mistake, vulnerable, challenge, retrain, counterproductive, incapable, superhuman.*

Students who can see the words take turns to give clues about what each word is, and the volunteers try to guess what it is. The first volunteer to guess it, wins and another volunteer takes their place.

ADDITIONAL PRACTICE | Maximiser p.79, Use of English 1 | **MEL** Unit 11, Use of English 1

Listening focus ▶ p.116

Aim

- to develop vocabulary related to risk-taking

1 Focus students' attention on the photos. Put students into pairs to discuss the questions.

2 Write on the board the headings *describing activities* and *describing people.* Ask students to copy the headings and work in pairs to put the adjectives in Exercise 2 under the correct heading. Check answers and point out that many of the adjectives describing activities end in *-ing* and point out that some these can also have an *-ed* form to describe the people doing an activity, e.g. *I was terrified/excited/exhausted.*

1 Students' own answers

2 Activities: breathtaking, demanding, exciting, exhausting, terrifying, worthwhile

People: adventurous, brave, determined, irresponsible, skillful

Additional activity

Students discuss the following questions in pairs or small groups:

1 Have you ever done something terrifying?

2 Tell your partner about a breathtaking place you have visited or would like to visit.

3 Do you consider yourself to be an adventurous person?

4 What is something that you find exhausting?

5 What do you consider to be the line between being adventurous and being irresponsible?

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Short extracts (Part 1)

Aim

- to complete an exam-style Multiple-choice task (Listening, Part 2)

3 Elicit what students remember about Listening, Part 1, then refer them to the Exam Focus on page 188 to check. Read the Exam Tip aloud and give students two minutes to read the text and underline key words. Play the recording twice then check the answers as a class. Consider referring students to the audio script on page 217 to look for paraphrases of the correct answers.

4 Put students into pairs for the discussion. Check students understand the terms *risk-taker* (someone who does things with risks to achieve something) and *risk-averse* (someone who avoids taking risks).

Answers

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

4 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.79, Listening 1 | **MEL** Unit 11, Reading 1–5 | **MEL Extra practice, Listening 14** *Listening to identify topic: What are they talking about?*

Vocabulary focus ▶ p.117

Adjectives and verbs with prepositions

Aim

- to review the prepositions that follow common adjectives and verbs

Warmer: Discussion

Focus students on the photo on page 117. Ask students to discuss the following question in pairs: *How would you feel about taking part in this activity?*

1 Do the first sentence as an example on the board, eliciting that *involved* doesn't fit because the following preposition would need to be *in/with*, not *to*. Tell students that looking at prepositions to help eliminate options is a very useful strategy for all gap-fill activities in the exam.

2 Give students a few minutes to write their own sentences, then put them into pairs to discuss them. Monitor, noting down any errors with prepositions. On the board, write a few sentences with the errors you heard. Elicit corrections from the class.

3 Point out that the prepositions in the box can be used more than once. Students complete the exercise, then compare answers in pairs.

Answers

1 **1** involved **2** timid **3** determined **4** keen

2 Students' own answers

3 **1** about **2** on **3** to **4** in **5** from **6** with **7** on **8** to **9** on **10** on

ADDITIONAL PRACTICE | **ActiveTeach** Games: Stepping Stones; Sheep Out!; Pelmanism

Phrasal verbs with *off*

Aim

- to develop knowledge of phrasal verbs with *off*

4 Tell students that phrasal verbs often have a more formal one-word verb equivalent. Ask a student to read the first sentence and elicit the verb which could replace *put off* (*delayed*). Students complete rest of the activity, checking with a partner or using dictionaries to help. In sentence 7, elicit the present simple form of *wore* (*wear*). Check the pronunciation of *yacht* /jɒt/.

5 Ask students to read the questions and think about their own answers. Then put them into pairs to discuss which statements are true for them. Students can swap partners and repeat.

Answers

4 **1** delayed **2** get rid of **3** cancelled **4** shouted at us **5** say goodbye **6** exploded **7** went away **8** separated

5 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.80, Vocabulary 1–2 | **MEL** Unit 11, Vocabulary 1–2 | **ActiveTeach** Game: Noughts and Crosses

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Grammar focus ▶ p.118

Hypothetical meaning

wish, if only, it's time

Aim

- to use *it's time, wish, if only,* and other expressions to talk about hypothetical ideas

Warmer:

Focus students' attention on the photo on page 118. Ask students if skateboarding is popular where they live and whether they have ever tried skateboarding or would like to.

1 Give students time to read the question and options, then play the recording. Elicit the answer to 1, and ask for a show of hands for 2. Ask a few students to share their reasons.

2 – **3** Put students into pairs to work through the questions. Then do a class check. Read the Language Tip aloud. For more information, refer students to the Grammar Reference on page 162. You could do Exercise 2 in class, or set it as homework.

Grammar Reference answers

Exercise 2

1 were	5 lent
2 would	6 hadn't
3 heard	7 could
4 didn't	8 hadn't

4 Give students a few minutes to complete the sentences. Then ask students to compare with their partner. Elicit from students any wishes they had in common.

Answers

1 1 C 2 Students' own answers

2 1 yes, no 2 yes, yes 3 yes, no 4 yes, no 5 yes, yes

3 1 D 2 C 3 B 4 A

4 Students' own answers

other expressions with hypothetical meaning

5 Tell students there are some other expressions used to convey hypothetical meaning. Ask students to select the alternatives then compare their answers with a partner. Do a class check, then ask students to underline the phrases which have been used to convey hypothetical meaning (*suppose, it was as though, 'd rather, what if*).

6 Students complete the sentences then compare their answers in pairs before you check as a class.

7 Put students into A/B pairs for the role-play situations on pages 138 and 139. Students could replay the situations with a new partner for extra practice.

Answers

5 1 are thinking about not going 2 had 3 I don't want you 4 are considering telling him the truth

6 1 went 2 had given 3 didn't take 4 stayed

7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.80, Grammar 1–2 | **MEL** Unit 11, Grammar 1–2 | **ActiveTeach** Extra activity: Grammar Focus 2

Speaking focus ▶ p.119

Long turn (Part 2)

responding to your partner's photographs

Aim

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

1 Elicit the sports shown in the photographs (boxing, sailing). Ask students to discuss in pairs which of these sports they would least like to do, then ask for a show of hands to see which sport is least popular. If any students have tried these sports, invite them to share their experiences.

2 Elicit what students remember about the Long turn in Speaking, Part 2. Then refer students to the Exam Focus on page 190 to check. Give students a moment to read the questions then play the recording. Ask students to discuss the questions in pairs, then elicit some responses.

3 Students match expressions 1–4 with A–D.

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4 Read the question aloud and make sure students understand that they need to write down the expressions they hear for each function. Play the recording again, then ask students to look at the audio script on coursebook page 219 and underline the expressions.

5 Students do the task in pairs. Elicit and write their ideas on the board.

6 Play the recording, then elicit whether students agree with Leo. Read the Exam Tip aloud.

7 Ensure students understand the task, referring back to the Exam Focus on page 190 if necessary. Then ask students to complete the two tasks in pairs, taking turns to be A and B.

Answers

1 Students' own answers
2 **1** Yes **2** Students' own answers
3 **1** C **2** D **3** A **4** B
4 A: I think
B: But although …; compared to
C: in a similar situation, they are both …
D probably, I'd imagine
5 Suggested answers
A: In my opinion, For me …
B: The biggest difference is that … While … ,
C: Something both people have in common … , One similarity is that …, The biggest similarity is that …
D: S/he could be … It looks as if …
6–8 Students' own answers

ADDITIONAL PRACTICE | **ActiveTeach** Speaking test videos | **Maximiser** p.80–81, Speaking 1–2 | **MEL** Unit 11, Speaking 1–2 | Photocopiable 11C *Just supposing* | **MEL** Extra practice, Speaking 6b *Part 2 Speculating: Practice*

Writing focus ▶ p.120

Review (Part 2)

expressing personal opinions

Aim

- to write a film review, using a range of language to express personal opinions (Writing, Part 2)

1 Put students into pairs to discuss the questions. Elicit a few responses to each question.

2 Ask students to read the exam task, then elicit the kind of information that might be included in a film review.

3 Give students a few minutes to read the model review. Then ask them to decide on the topic of each paragraph. Point out that in good writing, each paragraph in a text has a single, clear topic.

4 Check students understand the meaning of *cast* (a list of the actors taking part in a film), *script* (the written text of a film or play) and *cinematography* (the skill of film-making). Then put them into pairs to do the activity. Do a class check.

5 Students categorise the words. Elicit other possible adjectives and phrases for each of the headings and encourage students to make a note of them.

6 Ask students to read through the task. Write an example plan on the board to show how students could organise a review:

1 Types of things sold

2 Value for money/quality

3 Staff/service

4 Overall opinion

Read the Exam Tip aloud and remind students of the importance of making sure they make a recommendation (either positive or negative) at the end of their review. Suggest they spend a few minutes planning their review before they start writing.

7 Once students have completed their reviews, ask them to check their work before handing it in for individualised feedback.

Teaching tip

When you are providing feedback towards the end of a course, try to provide positive comments about how students have made progress.

Answers

1 Students' own answers
2 the actors, the director, the genre, the reviewer's opinion
3 **1** B **2** A **3** D **4** C
4 cast, cinematography, director, location, music, story
5 **1** convincing, disappointing, entertaining, exciting, impressive, outstanding, stunning, witty
2 impressive, outstanding
3 complicated, convincing, disappointing, entertaining, exciting, frightening, impressive, outstanding, stunning
4 complicated, confusing, disappointing, entertaining, exciting, fast-paced
5 entertaining, fast-paced, outstanding, witty

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6 Sample answer

Katy's Corner

Katy's Corner is a small shop in my area. When I do my shopping on Saturday, I always make time to go in and look around. It is a gift shop run by Katy, a woman in her 60s. The shop has a lovely atmosphere. The walls are covered with colourful pictures and cards. It is very welcoming.

If I am looking for a present, I am sure to find something suitable. There is something for everyone. There are toys, as well as scarves, jewellery and all kinds of gifts. Katy makes a lot of the jewellery herself, so it is not something you will find anywhere else.

Some of the jewellery can be expensive, although it's worth the money, but most of the other gifts are not expensive. Perhaps the nicest thing about the shop, though, is Katy herself. She is very friendly and enthusiastic. I would suggest you go just to meet her. She doesn't mind how long you spend looking around, and she doesn't try to sell you something you don't want. Sometimes I just go in for a chat.

7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.81, Writing 1–5 | **MEL** Unit 11, Writing 1–5 | **MEL** Extra practice, Writing 11 *Punctuation: Make it right*

Review ▶ p.121

Aim

- to revise structures and vocabulary covered in Unit 11

1 – **3** Ask students to complete the activities, monitoring and providing assistance if necessary. Ask students to check their answers in pairs before doing a class check. Alternatively, set the exercises as a homework activity.

Answers

1 **1** wishes she had learnt **2** would rather you wore **3** it's time you went **4** felt as though they **5** train wasn't/train hadn't been **6** wouldn't have been/wouldn't be

2 **1** broadened **2** dramatic **3** inspiring (inspirational) **4** critical **5** productively **6** anxiety **7** overcooked **8** underestimated **9** rebuilt **10** irresponsible

3 **1** from **2** in **3** in/at **4** on **5** on **6** off **7** for **8** of **9** on **10** to **11** with **12** from

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12 Crime scene

Listening and Grammar focus ▶ p.122

Aim

- to revise vocabulary related to crime and to provide spoken practice

Warmer

Focus students' attention on the unit title *Crime scene* and the photographs. Elicit the words *prison* and *jail*, *criminals* and *to commit a crime*. Brainstorm any other words that students associate with the topic of crime on the board. If some students don't know some of the words, ask other students to try and teach the meanings.

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

ADDITIONAL PRACTICE | MEL Extra practice, Vocabulary 10 *Topic: Crime*

Sentence completion (Part 2)

Aim

- to complete an exam-style Sentence completion activity (Listening, Part 2)

For more information about Listening, Part 2, refer students to the Exam Focus on page 188.

2 Give students two minutes to quickly read the text for gist. Ask students to work in pairs to discuss what the answers might be.

3 Remind students that they may need to change words from the recording to complete the gaps. Play the recording while students complete the sentences. Play the recording again if necessary for students to check their answers.

4 Students discuss the question in pairs. Also, ask them to discuss whether they would consider staying in a place like Karosta prison.

5 Point out that each purpose listed includes a collocation. Check students understand *to rehabilitate* (to help someone to live a healthy, useful or active life again after they have been in prison or seriously ill). Students put the reasons in order of importance before comparing with a partner.

6 Check students understand all vocabulary items. Students match the crimes and punishments in the way they think is most suitable. Then put students into small groups to discuss their ideas. Elicit some answers and elicit if the class agrees on suitable alternatives to prison for each crime.

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Answers

2 Students' own answers

3 **1** reality tourism **2** school **3** photo/photograph **4** (black) tea **5** silent **6** service **7** one night **8** beds **9** staff **10** 69

4–6 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.82, Listening 1–2 | MEL Unit 12, Listening 1–2

Obligation, prohibition and necessity

must, have to, need, allowed to

Aims

- to review ways to talk about obligation, prohibition and necessity
- to practise a Key word transformation task (Reading and Use of English, Part 4)

1 Students discuss the questions in pairs. Elicit a few responses.

2 Students read the statements and decide who might have said each one. Students compare their answers in pairs.

3 Ask students to match A–E to the statements in Activity 2. Do a class check. Focus students on the Language Tip and examples. Ask a student to read sentence 5 in Activity 2 aloud and elicit the past form: *I had to try and stay positive until I was freed*. Then turn to the Grammar Reference on page 163 and go through it with the class. You could do Exercise 1 on page 163 to check how much students know about this grammar area, or set it for homework.

Grammar Reference answers

Exercise 1

1 don't have to **2** must not **3** must **4** not allowed to **5** didn't need to take **6** have **7** had to **8** needn't have invited

4 Students complete the activity, then check with their partner. Do a class check. Elicit the pronunciation of *mustn't* /mʌsənt/.

5 This activity is in the style of Reading and Use of English, Part 4. Remind students to use between two and five words for this and not to change the word given. Students complete the activity, then compare their answers in pairs before you do a class check.

6 Put students into groups and assign each group a category of person from the activity *judge, lawyers*, etc. Give students 5–10 minutes to write their list of items for the relevant category of person. Ask someone from each group to read their list to the class.

Answers

1 Students' own answers

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

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

4 **1** don't have to **2** mustn't **3** had to **4** must **5** didn't need to wait **6** be allowed to

5 **1** needn't have **2** aren't allowed to open **3** mustn't talk **4** don't have to **5** has to collect **6** need to get

6 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.82–83, Grammar 1–3 | **MEL** Unit 12, Grammar 1–3 | Photocopiable 12A *What's the job?* | **ActiveTeach** Extra activity: Grammar Focus 1

Speaking focus ▶ p.124

Cybercrime

Aim

- to develop vocabulary related to cybercrime

1 Elicit the meaning of *cybercrime* (criminal activity that involves the use of computers or the internet). Put students into pairs to discuss the questions, then elicit a few answers for each question.

2 Ask students to swap partners and discuss what they think

3 Elicit some responses from the class to each question.

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Discussion (Part 4)

Aim

- to take part in an exam-style Discussion (Speaking, Part 4)

For more information on Speaking Part 4, refer students to the Exam Focus on page 190.

4 Give students time to make notes about each question.

5 Put students into groups of four (two pairs). Tell students that they are going to help each other. Pairs are going to discuss the question while the other pair listens. Go through criteria A–E. Elicit which are positive (B, C, D). Allow a few minutes for the first pair in each group to discuss Question 1. Then ask pairs to swap roles for Question 2. Students repeat for questions 3 and 4.

6 Now ask students share their feedback with each other.

ADDITIONAL PRACTICE | **ActiveTeach** Speaking test videos | **Maximiser** p.83, Speaking 1 | **MEL** Unit 12, Speaking 1 | **MEL** Extra practice, Speaking 13 *Part 4 Assessment: True or false?*

Vocabulary focus ▶ p.125

Shopping online

verb/noun collocations

Aim

- to develop vocabulary related to online activities

Warmer

Draw, write, or display images of the following items on the board: *a car, a pair of jeans, tickets to a show, a box of groceries, a novel, a mobile phone.*

Ask students to discuss in pairs whether they have ever bought, or would consider buying these items online. Encourage them to give reasons for their opinions.

1 Ask students to think of three advantages and three risks of online shopping. Elicit some ideas.

2 Students match 1–6 with A–F before comparing answers in pairs. As you check answers, write these verb/noun collocations on the board: *access the internet, install/download software, take precautions, safeguard (your) privacy, make a transaction/payment/purchase, register/update/check (your) personal details.*

3 Read the example aloud. Give students a few minutes to write sentences about themselves using the collocations from Activity 2. Students share their sentences in pairs. Ask a few students to share something they learned about their partner.

Answers

1 Students' own answers

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

3 Students' own answers

adjective/noun and noun collocations

Aim

- to develop vocabulary related to computers and online shopping

4 Ask students to match 1–6 with A–F.

5 Students complete the text using collocations from Activities 2 and 4. Students compare answers in pairs.

Answers

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

5 **1** transactions/payments/purchases **2** safeguard **3** established **4** measures **5** browser **6** register/update/check **7** install/download **8** make **9** strong **10** case

word formation

Aim

- to practise deciding what sort of word is missing from a sentence and forming it (Reading and Use of English, Part 3)

6 Remind students to use the strategy of carefully reading the words before and after the gap to work out what sort of word is missing. Students complete the activity individually before comparing their answers in pairs.

7 Remind students to use words and phrases from Activities 2 and 4. Put students into small groups of three to discuss the questions. Elicit a few responses to each question.

Answers

6 **1** convenience **2** security **3** ensure, privacy **4** combination **5** payment

7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.84, Vocabulary 1–2 | **MEL** Unit 12, Vocabulary 1–2 | **ActiveTeach** Game: Noughts and Crosses

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Reading focus ▶ p.126

Multiple choice (Part 5)

Aim

- to complete an exam-style Multiple-choice task (Reading and Use of English, Part 5)

1 Check that students understand *fiction* (books and stories about imaginary people and events; collocations include *crime fiction, historical fiction, romantic fiction*), and elicit that factual books are called *non-fiction.* Elicit the meaning of *genre* (a particular type of writing, art, music, etc.). Students discuss the questions in pairs. Elicit a few ideas for each question.

2 Elicit what students can remember about Reading and Use of English, Part 5 then turn the Exam Focus on page 187 to check. Give students a minute to skim the extract and look at the book cover. Elicit what and who the extract is about. Students complete the activity before comparing answers in pairs. Do a class check and ask students which of the strategies they find most useful for this task. Elicit a range of answers.

3 Read the Exam Tip aloud. You may like to set a time limit of 15 minutes for students to complete this activity.

Answers

2 It is about a man called Martin who witnesses an attack and throws his bag at the attacker.

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

ADDITIONAL PRACTICE | **ActiveTeach** Extra activity: Reading Focus

Vocabulary

verbs

Aim

- to develop vocabulary of verbs used in storytelling

4 Students complete the matching activity, then compare answers in pairs.

5 Tell students that they are going to play a game called *Two truths and a lie*. Give students about five minutes to write their sentences, then put them into pairs to read their sentences to each other and guess which one is false. Students can then swap partners and repeat the activity for extra practice.

6 Put students into small groups to discuss the questions.

Answers

4 **1** follow through **2** spinning **3** stalked **4** clinging to **5** intervene **6** bullied **7** brandishing **8** set aside

5 Students' own answers

6 **1** kind, meek, gentle

2 He had a dominant father (now dead), he was a writer (Society of Authors), he was bullied at school.

3–4 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.84–85, Reading 1–3 | **MEL** Unit 12, Reading 1–3 | **MEL** Extra practice, Reading 12 *Paraphrasing: Find the opposites* | **ActiveTeach** Game: Sheep Out!; Pelmanism

Use of English focus ▶ p.128

Open cloze (Part 2)

Aim

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

Elicit what students can remember about Reading and Use of English, Part 2 then refer students to the Exam Focus on page 186 to check and review the suggested strategies.

1 Read the question aloud and give students one minute to skim the text for the answer.

2 Ask students to complete the text, then read the Exam Tip and encourage students to re-read the text, checking that their answers make sense and their spelling is accurate. Put students into pairs to compare their answers, then finish by eliciting answers as a class.

3 Students discuss the question in pairs.

Answers

1 People want to visit the places connected with famous fictional crimes.

2 **1** be **2** like **3** over **4** so **5** for **6** most **7** by **8** itself

3 Students' own answers

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Reflexive pronouns

Aim

- to review the use of reflexive pronouns

4 Ask students to read the Language Tip. Elicit why question 8 in Activity 2 is a reflexive pronoun (it is used because the subject and object are the same thing). Refer students to the Grammar Reference on page 163 and read through it with the class, checking they understand everything. You could do Exercise 2 on page 163 to check how much students know about this grammar area, or set it for homework.

Grammar Reference answers

Exercise 2

1 myself **2** himself/herself **3** ourselves **4** yourselves **5** themselves

5 In pairs, students discuss the differences between the sentence pairs. Elicit the answers.

6 Students complete the activity individually before comparing their answers in pairs.

7 Write on the board *Top tips for remembering information*. Elicit what kinds of information people might find it important to remember, e.g. *birthday dates*, *a shopping list*, *new vocabulary from English class*, etc. Ask students to work in pairs or small groups to make a list of tips using the words in the box with reflexive pronouns if necessary.

Answers

4 The subject and object are the same.

5 **1** A Florence reminded Florence.
B Florence reminded her husband.
2 A Suzy and Sam both took responsibility for their own actions.
B Suzy blamed Sam and Sam blamed Suzy.
3 A *myself* is used here for emphasis
B by myself = on my own

6 **1** ourselves **2** – **3** her **4** – **5** him **6** himself

7 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.86, Use of English 1–3 | MEL Unit 12, Use of English 1–3 | Photocopiable 12B *I'm the teacher, you're the student* | **ActiveTeach** Game: Stepping Stones

Grammar focus ▶ p.129

have/get something done

Aim

- to review the structure and use of *have/get something done*

1 Put students into pairs and ask them to read the dialogue aloud, taking the parts of Dan and Zara. Then elicit answers to the questions.

2 Complete the rule on the board.

3 Students follow instructions 1–3. Then put students into small groups to follow instruction 4. Students compare their answers in pairs.

4 Go through the Language Tip with the class. For more information, ask students to turn to the Grammar Reference on page 164 and go through it with the class, checking they understand everything. You could set Exercise 3 on page 164 for homework.

Grammar Reference answers

Exercise 3

1 got **2** having/getting **3** make **4** have **5** having/getting **6** get

Students complete the responses with the correct forms of the words in brackets. Elicit the pronunciation of *aching* /eɪkɪŋ/. If time allows, ask students to read the dialogues aloud in pairs.

Answers

1 **1** had some computers stolen
2 got the rooms fingerprinted

2 *have* or *get* + object + past participle of the verb

3 **1** report the crime to the police, buy a guard dog, stop their credit cards, clean the house, find their insurance policy
2 change their locks, repair broken windows, install an alarm

4 **1** have just had it painted **2** get it looked at **3** have it cut **4** get your eyes tested **5** got a friend to put it up **6** had it taken

ADDITIONAL PRACTICE | **Maximiser** p.86, Grammar 1 | **MEL** Unit 12, Grammar 1 | Photocopiable 12C *What are you organising?* | **ActiveTeach** Extra activity: Grammar Focus 2

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Writing focus ▶ p.130

Report (Part 2)

making recommendations

Aim

- to identify key features of a report and to complete an exam-style Writing task (Writing, Part 2)

Warmer

Ask students to discuss the following question in pairs:

What are the benefits of having security cameras installed?

1 You could ask students to read through the Writing Reference on page 170 before startting this lesson. Ask students to read the exam task and report and answer the questions in Activity 1. Elicit the responses.

2 Students complete the activity before comparing their answers in pairs.

3 Point out to students that for each sentence, there are one or sometimes two verbs that could be used to replace *recommend* in each sentence. Elicit the answers.

4 Give students time to read through the task. Write the headings *Advantages* and *Disadvantages* on the board. Elicit points for and against banning mobile phones in this situation, and write them on the board. Remind students that whether they are going to make a recommendation for or against banning mobile phones, they should give points for both sides of the argument.

5 Read the Exam Tip and ask students to look again at the recommendations that they noted in Activity 4. Give students 30 minutes to write their report. Ask them to turn to page 165, and go through the checklist before they hand their reports in.

Answers

1 **1** Yes.

2 Yes.

I dropped and broke my laptop last year. This is irrelevant because it's not related to the main point.

… or simply discouraging students from bringing valuable items to college. This is irrelevant because it is adding extra information which does not answer the question.

3 Yes.

2 **2** to spend **3** spends/should spend **4** is spent, should be spent, be spent

3 **1** suggest/advise **2** suggestion/advice **3** suggest **4** advised/suggested

4 Students' own answers

5 Sample answer

The purpose of this report is to recommend the best way of dealing with the problem of mobile phone thefts in the college. It has been suggested that students should be banned from bringing phones into college.

Advantages

There are several advantages to banning mobile phones from college. A ban would:

- cut the number of thefts.
- solve the problem of students losing their phones.
- reduce distraction in class, as students often check their phones rather than listening to the teacher.

Disadvantages

There are also disadvantages to a ban. It would:

- be difficult to enforce, as phones are small and easily hidden.
- prevent communication between students and their teachers, who often use text messages to inform their students about changes to class venues, as well as homework.

Recommendations

Mobile phones have become an important form of communication, not only between students, but also between students and teachers. It would cause more problems than it would solve to try to ban them from college. I would recommend instead putting up notices around the college to warn students about the danger of theft and advising them to take care of their valuables.

ADDITIONAL PRACTICE | Maximiser p.87, Writing 1–3 | MEL Unit 12, Writing 1–3 | MEL Extra practice, Writing 12 *Assessing: Who are they judging?*

Teaching tip: Evaluation

If this is the end of your course, consider asking students for some feedback about what they found most valuable and what they would suggest for future courses.

Review ▶ p.131

Aim

- to revise structures and vocabulary covered in Unit 12

1–3 Ask students to complete the activities, monitoring and providing assistance if necessary. Ask students to check their answers in pairs before doing a class check. Alternatively, set the exercises as a homework activity.

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Answers

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

2 **1** needn't have gone/didn't need to go **2** weren't allowed to **3** you mustn't speak without **4** get Harry to check **5** enjoy yourself/yourselves **6** have my wedding dress made

3 **1** description **2** suspiciously **3** evidence **4** security **5** lawyer **6** criminal **7** threatening **8** guilty

Progress Test 4 ▶ p.132

Aim

- to complete a series of exam tasks under timed conditions (Reading and Use of English, Parts 1–4)

1 – **4** Ask students to complete the test activities for homework or in class, setting a time limit of 36 minutes. Point out that in Parts 1–3, each correct answer is worth one mark. In Part 4, there are two marks available for each correct answer and one mark may be awarded for a partially correct answer. Go through the answers as a class or write the answers on the board for students to check.

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

2 **9** there **10** because **11** out **12** each **13** has **14** be **15** this/that **16** which

3 **17** impossible **18** competitors **19** successful **20** especially/specially **21** visual **22** imagination **23** helpful **24** effective

4 **25** aren't allowed to **26** needn't have called **27** would rather I didn't **28** wishes he could/he were able to/he was able to **29** reminded him to text her **30** unless he runs

ADDITIONAL PRACTICE | **Maximiser** p.88, Use of English | **MEL** Unit 12, Use of English

Practice Test ▶ p.191

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 191 of the coursebook. You could also do the Practice at the beginning of the course, to assess students' abilities, and how ready they are for 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 student to hear an authentic examiner asking questions. You could ask students to speak directly to you or to another pair of students.

Answers

Reading and Use of English

Part 1

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

Part 2

9 more **10** which **11** were **12** who/that **13** there **14** how **15** whether **16** between

Part 3

17 currently **18** enables **19** global **20** producers **21** effectiveness **22** poverty **23** development **24** directly

Part 4

25 the manager to look into

26 had run out of

27 make/have any/an objection to

28 has been learning Japanese for

29 was/had been more difficult than

30 insisted on seeing

Part 5

31 B **32** C **33** C **34** B **35** D **36** A

Part 6

37 E **38** B **39** G **40** A **41** F **42** D

Part 7

43 A **44** B **45** A **46** C **47** B **48** C **49** C **50** A **51** D **52** B

Writing (sample answers)

Part 1

The internet has more advantages than disadvantages. Do you agree?

Many people all over the world have access to the internet. It has made a big difference to how we live and work.

On one hand, it has made both study and work much easier. We have easy access to information and can learn almost anything at the touch of a button. Social networking sites allow people to stay in touch with friends and family all over the world, and people can buy groceries and clothes or even order furniture from the comfort of their home. The internet has also made it possible for people to work from home.

On the other hand, the internet has some disadvantages. Some people end up wasting too much of their time online talking to people in chat rooms, which can affect their relationships with family members.

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Another problem with the internet is that people may become addicted to online gaming. This can have a negative effect on their social life, and can mean they spend little time outdoors or doing physical exercise.

Personally, I think the internet has more advantages than disadvantages. People just need to know how to use it sensibly.

Part 2

2 I recently read *Hannah* by Julie Stephens. I'd seen the film version, but the book's even better. It's very well written and has a really funny main character, who's called Hannah Brown.

Hannah lives with her family in London. She has two older sisters who she doesn't get on with and she tries to make their lives as difficult as possible, whenever she can. The plot mainly revolves around their relationship.

One day, she decides to play a trick on her sisters by hiding all their clothes. They get a huge shock when they go to their wardrobes and find nothing there, and they get very annoyed with Hannah because they've made plans to go out that evening. A big argument follows. Hannah has a great sense of humour, which is something neither of her sisters has. She uses some very funny jokes on them.

I'd certainly recommend this novel to anyone who enjoys reading humorous stories. The main character, Hannah, will keep you highly entertained and it's a book I could read again without getting bored!

3 Me and television

Can you imagine life without television? Personally, I can't! We're lucky nowadays as we have a huge variety of channels to choose from and a greater choice of programme than ever before. I watch TV every day, but I limit my viewing to a maximum of three hours.

There are certain programmes that I like, such as soap operas or comedies, which are on several times a week. These are high-quality programmes. If I miss one of them, I can always catch up with my viewing later in the week. There's also the handy option on some channels of watching a programme an hour later than the initial broadcast.

At weekends, when I have more time, I like watching the film channel or a good drama series. I especially enjoy science-fiction movies. Watching films is a good way of passing the time, especially on a Saturday in winter.

I think the quality of television available to viewers has never been so good. Wouldn't you agree?

4 Hi Oliver,

Thanks for your email. It's so nice to hear from you again. I hope you're well.

It's great to hear that your friends want to visit my city. I'm sure they'll love it! If they can, tell them to book a hotel in the Old City – that's where most of the famous museums, like the National Museum and the Museum of Technology, are. They should definitely visit both of those. I'd also recommend the outdoor antiques market, which is open on Sunday mornings. There are lots of cool things there – not only antiques. Finally, tell them to check out some of the fish restaurants near the beach. You can get great meals for really reasonable prices.

It's best to visit in spring or summer when the days are longer and the weather's warmer. Winter's not a good time here because it gets dark so early. Apart from that, the weather's not great. We often have quite a lot of heavy snow and that makes it difficult to walk around comfortably.

So, when are you going to come and visit me? I'd love to show you around!

Harry

Listening

Part 1

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

Part 2

9 headquarters **10** flying club **11** instructor
12 funding **13** support **14** vacancies **15** fuel
16 check **17** shifts **18** colleagues

Part 3

19 G **20** D **21** H **22** C **23** F

Part 4

24 A **25** B **26** A **27** C **28** B **29** C **30** B

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Audio scripts

01

1 How do you usually relax when you have some free time?

2 What do you do when you stay in? Where do you go when you go out?

3 Do you like being in a large group or would you rather be with a few close friends?

02

Speaker 1: I usually find watching TV quite relaxing but it depends on my mood.

Speaker 2: I tend to stay in on weekdays though I sometimes have friends round.

Speaker 3: Playing the guitar is good fun.

Speaker 1: Doing yoga helps me to switch off.

Speaker 2: I'm really into computer games.

Speaker 3: I go out for a pizza now and again.

03

Julia 1

The subject I enjoyed most was maths but I don't know why. Maybe it was because it is easy for me and I got good, er, er, I don't know the word for this …

Julia 2

I'm hoping to go on an activity holiday in this country and learn water-skiing and other things, but my parents want me to go to the beach with them in Italy.

Stefan 3

His name is Thomas and I've known him all my life. He's the person I'd phone if I had any problems because he's always there for me and he gives me good advice. I'm really fond of him and I think we'll always stay in touch.

Stefan 4

I'm sorry. Would you repeat the question, please? OK, thanks. Well, some people think it's a bit boring, because there isn't a lot to do in the evenings, but I love it. It's near the mountains, but also not too far from the beach.

04

1

I suppose I've always been mad about music. I used to listen to my dad's favourite rock bands from the sixties but now I'm just into the same stuff as everyone else – hip hop mainly. Some people I know always want to be different so they'll only listen to new bands that haven't become popular yet. My friends and I will spend hours playing different tracks to each other and making up new playlists. It's fun. I don't really bother with following my favourite bands on Instagram or anything like that – it's the music I'm interested in, not celebrities.

05

2

A lot of people I know only use online streaming to create their playlists but I can't always find the albums I want so I still download some stuff. I like to keep up with what's going on so I will check Instagram or Twitter regularly. It's the best way of finding out about gigs and release dates for new albums. I listen to music on my phone all day – I hate it when I can't find my earphones! I used to watch a lot of videos on YouTube before going to sleep but not so much anymore. I mainly like upbeat happy songs – I don't like slow depressing ballads.

3

I think you can be friends with people you have musical differences with. You can have other things in common with people besides music. Having said that, I could never go out with someone who had totally different tastes to me. And I do have a lot of arguments with some of my friends who love heavy metal, which I can't stand. I enjoy making playlists but I tend to listen to the same tracks again and again until I'm bored of them. I use a free online streaming service – I don't see the point in paying for whole albums when you don't have to.

4

Whatever I'm doing there's always music on in the background and when I'm out I'm always wearing earphones. I used to be obsessed with music videos, too, but now I find they're all the same. Before I go out I like playing music really loud – it puts me in the mood. Luckily, my parents don't mind. They're really into music too and have influenced me a lot. When I was growing up, my mum would often play seventies disco music and dance around the kitchen. I think that's what's made me so open to all kinds of music.

5

I like being one of the first to discover a new band. I think artists are at their most creative when they're just starting out, so you probably won't be familiar with what's on my latest playlist. Once a band's become really famous and everyone's following them on social media, I start to lose interest. I try to see as much live music as I can because it's a completely different experience to watching a video. Often I'll download an album after I've seen a band play live.

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Unit 2

06

sociable, comfortable, lovable, predictable, reliable, adventurous, cautious, generous, realistic, dramatic, pessimistic, sympathetic, practical, emotional, thoughtful, careful, harmful, helpful, hopeful, meaningful, useful

07

P = Presenter M = Max

P: As the youngest of four children, I know my older brothers and sisters always thought I had a much easier time. I didn't use to do as many jobs around the house, and my parents were more relaxed about letting me do things as I got older. But has this affected my personality in any way? Our reporter, Max Berry, has been listening to psychologists at Southfield University who are doing some research into what's known as 'the birth order effect' – how your position in a family can affect your life. They've been asking people whether they believe there's any truth in this. Max, what can you tell us?

M: Well, Esther, it seems that the vast majority of people believe that the oldest child's always the most successful in later life. But apparently, there's a lot of evidence to show that it's actually middle children who have the best chance of leading happy, as well as successful, lives. People also believe that the youngest child always has a problem learning to be responsible and independent, which again isn't supported by any real facts.

08

P = Presenter M = Max

P: So, is it true, for example, that oldest children perform best in intelligence tests?

M: Well, yes. There are lots of studies which prove this to be the case. One explanation for this might be that parents often encourage the oldest child to help their younger brothers and sisters to learn new skills, especially learning to read, and this actually helps the older child become more confident and independent.

P: Interesting. So what other characteristics do oldest children have?

M: Some psychologists believe that first-borns like me often take life too seriously and worry too much. They may feel under pressure to be the best all the time, though I must say that isn't something that's ever been a problem for me. But as a young child, I do remember hating my younger brother and thinking that he was my parents' favourite, and this is something that's quite common in oldest children.

P: What about youngest children, like me?

M: Well, in families where there are three or more children, the baby of the family's often treated as just that – a baby. They're allowed to grow up more slowly. But their good points are that they're likely to question everything and to be imaginative and artistic. Just like you, Esther.

P: Are there any factors which increase the 'birth order effect' in some families?

M: According to some psychologists, it seems that in families where there are either two boys, or two girls, the birth order effect is stronger. But it can have hardly any impact on large families, or where siblings aren't close in age. Although some people believe the birth order effect is so important that it should influence really important decisions such as our choice of marriage partner.

P: So, if you're the oldest, should you marry someone who's also the oldest in their family?

M: Well, it's been suggested that two first-born children will have to work very hard to make a marriage a success, but that it'd be much easier for two third-born children because they're likely to be more relaxed. And two middle children will probably want to compete with each other, so it could be difficult for them to get on well.

P: That does make things complicated! But surely birth order isn't the most important thing which affects people's personalities?

M: Absolutely not. Before you start to examine every aspect of your life in relation to whether you were born first, middle or last, a word of caution – the influence this can have when we are children doesn't necessarily last as we become adults. Our relationships outside our family can have just as much influence on the development of our personalities.

P: Right. So it might be wise to resist blaming your brothers and sisters for everything that's gone wrong in your life! Thanks very much …

09

1

I've always found my nephew really cute, but it took me ages to have the confidence to be on my own with him without feeling nervous. I hadn't been around babies before so I found it a bit scary, but it's fine now.

2

I get on well with most of the family but one of my cousins is a bit weird. He's so argumentative. It's not worth talking to him really because he just disagrees with whatever anybody says. It's a good thing he doesn't live that near.

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3

My mum got married again a few years ago and my stepfather has a daughter. Luckily, she's about the same age as me and we both love riding, so it's great to have something in common.

4

I don't see my granddad that much as he lives hundreds of miles away. We'd like him to come and live nearer. He's quite old now but when I was younger we used to support the same football team so we always had loads to talk about on the phone.

5

I was quite surprised when my sister married Charlie, because he's very different from her other boyfriends. But actually he's a really nice guy to have as a brother-in-law, and I've promised to give him tennis lessons.

▶ 10

A = Alana F = Federico

A: I think the relationship with a twin sister would be very important because you would probably be very close and tell her stuff you wouldn't tell other people.

F: Yes, that's very true. Even if I argue with my brother, we're still very close. But don't you think grandparents have a big influence on your life, too, because …

A: I suppose so, but it depends how often you see them. I didn't see mine very often but I did learn a lot from them and they were very patient and kind to me.

F: So were mine, even if there was a generation gap. What's your view on the father/son relationship?

A: I'm not sure, but I imagine perhaps they would share hobbies together, like, er, well, learning to drive or playing football together.

F: I suppose so. My father was much older than most fathers but I suppose it depends on your personality, too, and if you have things in common.

A: I see what you mean. If you get an inspirational teacher, they have a huge effect on your life, too. I know somebody who took up, er, drama and became an actor because of the encouragement a teacher gave them.

F: Then there's …

Unit 3

▶ 11

My name's David Burton and I'm here today to tell you about the work I do for charity and why I've decided to give all my money away – well, most of it anyway!

By the time I was thirty, I was already a multimillionaire. That was something I'd never really dreamt of as a kid. Like all small boys my ambition was to become a footballer. But I soon realised that wasn't realistic and then I thought about becoming a policeman. My uncle was one, and he always looked really cool in his uniform and he told me stories about exciting car chases. But my dad wasn't so keen on this plan – he wanted me to be a doctor or a lawyer – but his hopes were crushed when I dropped out of university to set myself up as an entrepreneur selling shoes in a market stall.

Without a degree or any money behind me, I faced an uncertain future. And I think this experience has been very useful. I learnt that taking risks is something that you have to do to achieve anything in business. But I worked hard and I was lucky and within a few years I had 250 shops and employed 7,000 people.

I had far more money than I knew what to do with. I spent a lot on fast cars and even a helicopter but being able to afford this actually brought me little satisfaction – in fact I was emptier and lonelier than before. I realised I wanted to do something that would help transform people's lives, especially young people from disadvantaged backgrounds. So I began funding a charity which provided training in basic business skills.

I then decided to start running charity projects full time. While travelling in India, I heard about a charity that offered support to people who wanted to start a small business. I thought that was the most effective way of escaping poverty and I liked the idea of helping people to help themselves. The idea was to lend small amounts of money to individuals, which they would then pay back. The amount can be as little as £100 but the average is more like £450. The great thing is that in 99 percent of cases, the loan has been paid back on time.

So far we've made 1,450 loans worth over £1 million and helped change the future prospects of hundreds of families.

More recently I've been working on projects to improve facilities and opportunities for villagers in Malawi. The charity has been able to help build new schools and provided investment for farm machinery. One of the things I'm proudest of is being involved in a construction project for a new hospital in a small town in Malawi. Seeing that finally up and running

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was a truly great feeling, far better than any business deal. What I learnt from this experience in particular was that being part of a community makes people far more content than becoming a millionaire.

I would advise anyone to give up dreaming of making loads of money because it doesn't make you as happy as you think. Of course having too much money isn't nearly as difficult as not having enough money – but it does make a lot of people miserable. Having said that, there are some advantages – not greater security as I imagined when I was younger – but greater freedom. I feel very privileged to be able to do something that I think is important and that makes the world a better place.

12

In both pictures there are people doing something which is very important to them. In the first picture the people look very happy because they are celebrating success. It looks like a graduation ceremony. In the second picture the man looks as if he's very proud of his car because he's taking very good care of it. It looks like hard work. He probably spent a lot of money on it and it looks like it's very valuable.

I'd say that both pictures show an achievement but the first picture is celebrating an experience, whereas the second picture shows someone who values an expensive thing. The graduation photo is more special because it's something you can remember for your whole life. The car can be sold or it could be damaged in an accident – it's not something that lasts in the same way. While the man might really love his car, his passion is something he does on his own. The girl in the graduation photo seems happier because she's sharing her success with her family and friends. She looks like she's having more fun than the man.

Unit 4

13

P = Presenter L = Leo

P: Today on *The Travel Programme*, we're interviewing the explorer, Leo Stone. He's talking about his recent expedition to the South Pole in the steps of his hero Ernest Shackleton, who, as we know, famously failed to reach the South Pole in 1908. Welcome to the programme, Leo.

L: Thank you.

P: First of all, can you tell us something about your team?

L: Sure. The really unusual thing about them is that we all have some kind of connection to members of Shackleton's team, whether directly or indirectly. I myself am a relative of a member of that 1908 expedition, who is, of course, no longer alive today.

P: So you had some unfinished family business.

L: Exactly. Shackleton had had to turn back before reaching the South Pole so some of us felt we had a special motivation to try to do what he so sadly didn't manage to accomplish. For me, it was my lifetime's ambition to give it a go.

P: Amazing. Did the trip take a long time to organise?

L: Yes. It took us five years to prepare for it. First and foremost, we had to find the money, which was no easy task. As you can imagine, the costs involved were enormous. Then there was the physical training. You'd think this would be the hardest part, but a couple of us have been in the army so we were used to this kind of thing. And one of the team members had run a few marathons – I think we were all relatively fit. It was actually the mental challenge that we struggled with the most; having to get our heads around a nine-hundred-mile journey.

P: So was the trip any easier for your 21st-century team than the original one?

L: In some ways, yes. But we still had to walk for ten hours a day with all our equipment. And then we had to put up our tent and cook a meal in what can only be described as a 'frozen hell'. But Shackleton was travelling into the unknown with only a compass to guide him, while our team had a map and modern navigation equipment.

P: And did you experience any of the same problems?

L: We did. For example, we had to spend two days in our tent because high winds made it impossible to continue, which Shackleton also endured. But it was worse for Shackleton because they were also very low on food at that point. And one of Shackleton's men fell seriously ill, which luckily our team was spared.

P: So what were your feelings when you were crossing the Antarctic plateau?

L: Well, I knew it was going to be very tough going, but I still wasn't prepared for the harsh reality. Apparently, it was when Shackleton came face to face with the brutal conditions there that he began to doubt that he'd ever reach the Pole. I never got to that stage, but it was really hard. Like Shackleton, we went up the Beardmore Glacier, which was incredibly dangerous with huge crevasses everywhere. And when we finally arrived at the Antarctic plateau it was even worse – it being the coldest, driest place on earth. As with

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Shackleton's team, we experienced symptoms of altitude sickness, but none of us lost confidence in what we were aiming to do.

P: Looking back, which part of the trip did you enjoy the most?

L: The highlight was definitely arriving at the place where Shackleton decided to turn back. The excitement and sense of joy was really inspiring and memorable – better even than getting to the Pole itself or the huge sense of relief at making it back to our families.

P: Do you think Shackleton deserves his reputation as a great hero?

L: Yes, I do. I've always really admired Shackleton, and anyone who doesn't know anything about him should definitely read one of the many books about him. His decision to turn back to save his men took great courage. That's why I respect him so much. He never did reach his goal, and it was Roald Amundsen who finally made it to the South Pole in 1911. There are so many lessons we …

14

A: So which two skills do you think would be the most useful?

B: Top of the list for me would be finding water and making a shelter because without these things you can't survive.

A: I'd put making a fire above making a shelter. I think learning to make a fire would be the highest priority for me because a fire can keep you warm and you can also use it to boil water so that it's safe to drink and for cooking.

B: That's true. So out of these five skills, making a fire and finding water would be the most useful.

Unit 5

15

N = Narrator S = Sarah

N: You are going to listen to an extract from a radio programme in which a food writer called Sarah Willis is talking about the history of cooking.

S: My name is Sarah Willis, and I'm a food historian. Have you ever wondered what our lives would be like without cooking and how easy it would be to survive in the wild eating only raw food? Well, the answer is that humans are not very good at eating food that hasn't been cooked and would find it almost impossible to survive on the diet of a chimpanzee, for example. Chimpanzees do eat a lot of fruit, which would be OK for us, not just bananas but all sorts of berries too, and this accounts for 60 percent of their diet. But the remaining 40 percent is made up of other plant food, which wouldn't really be suitable for human consumption. These plants don't contain sugar so they taste very bitter. The other problem with the chimpanzee diet is that human teeth aren't strong enough to chew the huge quantities of plants and we'd also need a bigger stomach to digest it all.

But long ago, before people discovered cooking, our human ancestors must have had a diet that was quite similar to a chimpanzee's. They would have spent an awful lot of time chewing in order to digest the raw food properly. They might spend eight hours a day finding food to eat and then about six hours actually eating it. Which didn't leave them much time for any leisure activities. So when people started cooking, life began to get a lot better. They had more time for other things and the food also tasted much better. But as well as that, cooking made it possible to preserve meat for longer, which meant they could save some for the next day – in case they didn't manage to find any.

No one knows exactly when people started cooking. But a lot of scientists believe the discovery of cooking was a really important development. They think that because of cooking, our mouths gradually became smaller and the brain became much bigger. These changes happened over thousands of years, of course. And as well as bringing about physical changes, some scientists believe the activity of cooking also introduced significant social change. They say that cooking food meant that everyone in the family ate at the same time, so it's where the tradition of sitting down together and having a family meal may have begun. But there were new risks involved too. For the first time, people couldn't eat their food immediately because it had to be cooked first. The long wait between catching or finding the food and then eating it meant there was always the possibility someone might take it. So the female cooks had to be protected against any thieves by the men who were also responsible for the hunting and gathering of food.

Until a few years ago, it was thought that cooking was a relatively recent development but now tests indicate that our ancestors started cooking in Africa a very long time ago. Scientists have discovered that fire may have been used for this purpose over one million years ago, which is far earlier than was previously thought.

Scientists do know that people began cooking routinely during the last ice age around twelve thousand years ago. Cooking food was a good idea in the extreme cold because it gives more energy

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than raw food so cooking helped people survive this harsh environment.

16

OK, well obviously both photos show restaurants but the similarity ends there, I think. The one on the right is a much more special kind of place. It's probably really expensive and the food will be more adventurous and interesting than in the other photo. The photo on the left shows a self-service restaurant so the atmosphere will be more casual and the food is probably more basic, such as burgers or pizza.

I'd imagine the young people at the expensive restaurant are there because they are celebrating a special occasion and they wanted to do something different. But actually, they would probably prefer to be eating in a less formal situation, like in the other photo. The people in the fast-food restaurant probably go there because it's cheaper, they can eat quickly, and they don't have to dress up.

Unit 6

17

E = Examiner R = Roberto B = Beata

E: Roberto, which do you think you need more of to succeed in the arts: luck or talent?

R: I think a lot depends on luck. You need the opportunity to succeed and not everyone gets the right opportunity, even if they're really talented. Then there are lots of examples of people who are really famous and successful but not very talented. I think these people need to have a lot of ambition and determination as well as luck. Would you agree with that, Beata?

B: I'm not sure. Basically, you're saying you don't really need talent to succeed. But you can't become successful without any talent at all.

R: Yes, I suppose you are right. You don't need a lot of talent to succeed but you do need a lot of luck.

18

1

It's one of my favourite plays so I was really excited about seeing it again. But I have to warn you – it's probably quite different from any other production you may have seen by this company. On the whole, I think it works. The futuristic set is stunning, very cleverly contrasted with the present-day jeans and hoodies the cast have on. The specially composed music is a welcome addition and really helps to create a threatening atmosphere. But for some reason most of the action takes place in semi-darkness, so I just wish I'd been able to see everything a bit more clearly.

19

2

A: OK. So shall we meet in the theatre café at 6.30? That should give us time to have a coffee first.

B: But the play starts at 6.45, which means it probably won't finish until ten. I'll be so starving by then I won't be able to concentrate on the last act!

A: Well, why don't we meet a bit earlier and grab something quick at a pizza place nearby?

B: Yeah. I can't get there earlier than six though. I'm not sure that'll give us enough time, will it?

A: We should be OK. We've already got our tickets, remember.

B: Have we? OK then. Anyway, it's irritating that it starts so early. I don't know why they've done that.

3

Next up, information about another popular actor – for all you Josh Willard fans, we have some exciting news. Josh's new film, set in nineteenth-century Scotland, has its premiere next week and Josh will be here in London to attend. This is the first time he's appeared on the silver screen for quite a while, and the action-packed movie might well be a contender for all the awards going, if the critics are to be believed. Josh, who famously doesn't do many interviews, will appear on Channel 3's *Live Tonight*, so make sure you don't miss him talking to Ned Bryan. Then it's back to New York where he'll be starring alongside Natasha Reynolds in *The Holly Tree* at the District Theatre from the end of April …

4

Once again the comedy festival will be held in Lenbury, but with a few changes to the usual programme. The organisers have decided that this year it'll be held in the third weekend in July rather than the first. The main stage is also moving from the Lenbury Theatre to a tent in the park, where there will be much more seating availability, although most of the smaller gigs will continue to take place in the theatre. The implication of the move of course is that more tickets'll be available for the main events, which will be a very popular decision, especially with local students, who usually make up the large and enthusiastic majority of the audience.

5

A: So, Maria, is it true you're going to retire soon?

B: Yes. I'm shortly going to be thirty-five and I'm finding it's getting harder and harder for me physically. In fact, I still haven't totally got over that last back injury which kept me away from the stage for three months. But I could cope with that

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– the main issue is that all the overseas visits keep me away from my little boy for weeks at a time. He's only two, and he's growing up so fast.

A: So you don't enjoy being on tour anymore?

B: Actually, if I could find a practical solution, I'd definitely carry on. It'll actually break my heart to give up dancing.

6

A: So, as usual, The View will be the biggest contemporary art event of the summer in terms of the number of artworks on display.

B: That's true, there'll be a huge collection. However, for me it's more the *range* of work which makes it stand out. Everything from landscape to abstract, and mostly by young artists who must surely be on the point of making a name for themselves in the art world.

A: That's right. Although it'll be the one or two big names which'll attract most art lovers.

B: Absolutely. It's a shame, though, that a permanent venue can't be found for the show. The museum's a bit old-fashioned and I don't think the displays are that imaginative really.

7

I'm really excited about the play. It's the first time I've worked with this particular director and that's always quite a challenge to begin with until you get used to each other's ways of working. Actually, I'm not sure how successful the show will be in this country because of course it tackles rather a depressing subject and people might prefer not to spend an evening at the theatre watching something that they may well find upsetting. But personally, I think the play addresses an important issue and I believe strongly that the theatre is an excellent way to do it. That's why I agreed to produce the play and I do hope people will support it.

8

A: So who do you think will get the main part in the next musical?

B: I expect it'll be Zoe. She's probably the best singer and dancer, although my mum thinks it could be Molly. I agree she did an excellent audition. Mr Paignton says he's going to tell us in our next drama class.

A: When do you start rehearsals?

B: On Friday. It's going to be really hard work because the show opens in three weeks' time. In fact, I think I'll go now and read the script.

A: I'll help you learn your lines, if that's any help.

B: That'd be great, actually. My sister said she'd do it but she's very busy with her new job.

20

1

A: What're you doing this weekend?

B: I'm going to the dance festival in the park. It's on all weekend.

A: Oh, I'd really like to go but my brother's moving house and I have to help him.

B: Oh, that's a shame!

A: Never mind. I'm sure you'll enjoy it.

B: Yes. It should be fun, especially as I think the weather's going to be good.

2

A: Hi, Ben! Are you going to the film festival at the weekend?

B: Yes, on Saturday. I'm going to buy the tickets online this afternoon.

A: How much are they?

B: Only £15. I'll get you one if you like.

A: That would be great. What time does it start?

B: At 7.30. But I'm going to leave home early, at six o'clock because of the traffic. I'll pick you up on my way if you want.

Unit 7

21

Well, I'm not absolutely certain what the place on the right is but it could be an underwater hotel. The other one seems to have been built in the trees and is a hotel too. The underwater hotel looks quite luxurious, whereas the treehouse appears to be more basic; but it's eco-friendly and it would definitely be less expensive to stay at.

It must be an interesting experience to stay at both of them, although I'd imagine the treehouse might not be such fun in bad weather. The hotel under the sea must feel a bit weird and scary at first, I think. Having said that, it would be wonderful to watch the fish without having to get wet.

Of the two, I think the treehouse would be more enjoyable to stay in because, although the underwater one would be the experience of a lifetime, guests would probably always be wondering what would happen if something went wrong.

22

1 Well, I'm not absolutely certain what the place on the right is.

2 It could be an underwater hotel.

3 The other one seems to have been built in the trees.

4 The underwater hotel looks quite luxurious.

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5 The treehouse appears to be more basic.

6 It would definitely be less expensive to stay at.

7 It must be an interesting experience to stay at both of them.

8 I'd imagine the treehouse might not be such fun in bad weather.

23

bustling, cosy, inspiring, magnificent, mysterious, peaceful, polluted, remote, run-down

24

N = Narrator P = Presenter O = Olivia

N: You will hear a journalist interviewing a travel writer called Olivia Rees about a place called Shangri-La.

P: Today we turn to Shangri-La, a synonym for an earthly paradise, used all over the world as a name for hotels, restaurants and holiday homes. But the name actually comes from a famous novel called *Lost Horizon* by James Hilton, which was published in the 1930s. Why do you think this book became so popular, Olivia?

O: It's surprising really, because when it was published in 1933, Tibet, where the book was set, was a remote and insular place. It was also a very beautiful place, as people saw when the film based on it came out some years later. In my view, because the 1930s were a hard time, people were keen to forget their troubles and only too happy to read a fantasy about somewhere that was both peaceful and spiritual.

P: But why do people these days still relate to the novel?

O: Mmm, good question. It's a good story, of course – you know, a plane crashes into mountains in an isolated area and the survivors are taken to a tranquil and idyllic place. I suspect though that what makes it a classic novel is its timeless theme of how you deal with potential alternative paths in life – are you tempted to stay in paradise or do you go back to the life you know? The people rescued from the plane all came to different decisions about this, as you know, which caused conflict amongst the two brothers.

P: In what way were the people who lived in Shangri-La unusual?

O: The author describes how there was little interest in material wealth in Shangri-La – the emphasis being on simplicity and a slow pace of living. Perhaps this accounts for why the inhabitants there, amazingly, lived for centuries, only showing any physical signs of age when they got to around a hundred. The monastery in Shangri-La also had a magnificent library containing the world's greatest works of literature – a place which contained all the wisdom of humanity – although it is unclear how many people made use of this facility.

P: You were obviously very interested in the author, James Hilton?

O: Yes, I read a lot about him and found his life very interesting. He'd been inspired by articles published in *National Geographic* magazine during the 1920s by early travellers to Tibet, and this provided fascinating, detailed descriptions of the scenery and the Buddhist way of life there. Hilton himself actually travelled no further than the British Library in London to research the location of *Lost Horizon*. But many, many people have since travelled to the region to try and find Shangri-La and to discover more about Buddhism.

P: Aren't there similarities between the story of Shangri-La and the Tibetan legend of Shambhala?

O: Indeed. Shambhala was also a kingdom, cut off from the outside world, where the people also lived in peace and harmony and which was also dominated by a magnificent white mountain. But I don't think these parallels are accidental or show that Hilton couldn't come up with anything new. It simply illustrates the strength of the appeal that the culture had for him and his desire to show how a perfect society should be run.

P: Why is the county of Zhongdian now known as Shangri-La?

O: It changed its name in 2002 for marketing reasons, even though Shangri-La was not actually based on one single place. Investment in the tourist industry provides a better living for the inhabitants of Zhongdian and means they're no longer so reliant on the tea trade for survival. Thousands of tourists visit every year to see the monastery which they believe – rightly or wrongly – could've been the inspiration for Hilton's monastery in Shangri-La.

P: How do visitors react when they visit the modern-day Shangri-La?

O: Inevitably, visitors to modern-day Shangri-La often find it doesn't live up to their expectations. After all, although it's a fictional place, people have an idea in their mind of what it will be like and if it isn't exactly as the writer described it, they often find it a bit of a letdown. For one thing, there's no white mountain – although nobody could deny the countryside is absolutely breathtaking. Finally, I'm afraid, you're more likely to meet a group of tourists than anyone over the age of one hundred.

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Unit 8

25

Speaker 1

In my work as a counsellor, I'm already seeing a huge increase in the number of victims of cyber-bullying on social-networking sites and this is a trend that can only get worse. To deal with bullying or other problems that can occur online, social networking counsellors will support people in their cyber-relationships using the same counselling skills we use today. The only difference is that, because we'll be online, it'll be easier for people to contact us when they need us – in the evenings, for example. This may mean that we'll have to change our working patterns and work out-of-office hours when required.

Speaker 2

I work as a robotics engineer for a company that makes robots to perform operations in hospitals. Robots are increasingly being used in this field, and it's a trend that'll continue to grow. We'll eventually get to a point where all operations are performed by robots, as they're perfect for doing highly skilled work. Building robots is slowly becoming more affordable. This means that routine operations like bypass surgery will be cheaper in the future because highly paid surgeons won't be needed as much. This'll be good news for patients who are waiting for operations.

Speaker 3

The company I work for is currently developing spaceships for leisure space travel. We aim to have six spaceships taking people on trips into space, each able to carry six passengers. I'm working as a test pilot at the moment, but eventually my role will be to recruit airline pilots and train them in the skills they'll need to become spaceship pilots. We're expecting there to be a lot of public interest in our service, even though it'll only be something very wealthy individuals can afford. But it'll be the experience of a lifetime and something a lot of people will be willing to pay for.

Speaker 4

My company has been operating virtually for a few years now and this is a trend that's likely to continue across the globe. I work as a part of a team of virtual lawyers, all specialising in employment law. It means I don't have to live close to the city, which saves me a lot of money in rent and train fares as well as not having a long commute into work. Being accessible on the internet has encouraged people to contact us who, before, wouldn't have considered hiring a lawyer. So I can see that, instead of spending most of my time with clients from big firms in the city, I'll be dealing with people from all sorts of companies.

Speaker 5

I work for a large vertical farm, where vegetables are grown on shelves in giant glasshouses. I think it's the answer to feeding an increasing population, especially in towns and cities where space is so limited. Vertical farmers will be able to get food from the farm to the supermarket in under two hours. I think most of our vegetables will be produced in this way in the future because there are so many advantages. We don't use pesticides, all the water we use is recycled, and soon all of our electricity will be run on wind and solar energy and we don't have to worry about the weather.

26

1 Actually, I'm not sure about that.
2 I agree up to a point but …
3 I suppose so.
4 That's just what I was going to say!
5 That's a good point.
6 Really? That's not how I see it.

27

1

Boss: So how are you getting on with the report, Amy?

Amy: I've done most of it, but I still need to get some information from the sales team in Brazil before I can finish it.

Boss: OK. Good. Remember to keep it brief. Don't write loads of detail, and summarise the data in graphs if you can. No one has time to read very long reports.

Amy: Don't worry, it won't be more than four pages long.

2

OK, so, it's your dream job and you know they're interviewing at least ten other people. Who wouldn't be nervous? But remember, experienced interviewers want you to do your best and aren't there to catch you out, so try to forget about being nervous. One thing that can really help with the nerves is being sure of your facts. So memorise key information about where you worked and for how long. Also, find out as much as you can about your prospective employer. And ask one or two questions to show you've done your homework.

3

A = Angela M = Mike

A: I've just had JPS on the phone and they say they've left three messages for me but that I haven't phoned them back. Why wasn't I given the messages?

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M: Oh dear. Well, I haven't taken any calls from JPS. They must've rung yesterday when I was out of the office on my training course.

A: OK, Mike. Sorry. But I really must find out who took those calls. We can't afford to upset such an important customer.

M: No problem, Angela. I'll look into why the messages weren't passed on, if you like.

28

I = Interviewer L = Lauren

I: Lauren, how did you hear about this job?

L: Well, I spotted the advert while I was on the internet. I think it's something I'd be good at.

I: Being an entertainment coordinator will involve looking after very young children. Have you had much experience of doing this?

L: Well, I look after my niece and nephew every month, and I'm taking them on a cycling holiday tomorrow.

I: Well, you might be unlucky, I'm afraid, because I've heard that it's going to rain.

L: Oh, I'm sure we'll still have a lot of fun.

I: Well, you sound very positive, and this is one of the qualities we're looking for. Anyway, enjoy your weekend!

L: Thanks.

I: Lauren, thanks for coming. We'll write soon, but don't worry if you don't hear anything for a few days.

Unit 9

29

Well, most top sportspeople would claim that their success is not so much down to natural ability but rather to effort, dedication and long hours of practice. Luck is rarely mentioned, unless they happen to lose, and that's sometimes blamed on something they couldn't control, like the weather.

30

N = Narrator P = Presenter M = Max

N: You will hear an interview with a journalist called Max Wilson about success in sport.

P: With me in the studio today is sports writer Max Wilson. Max, in your experience, how do successful sportspeople account for their success?

M: Hi. Well, most top sportspeople would claim that their success is not so much down to natural ability but rather to effort, dedication and long hours of practice. Luck is rarely mentioned, unless they happen to lose, and that's sometimes blamed on something they couldn't control, like the weather.

P: And do you have an explanation as to why records keep on being broken? Why do sportspeople seem to be continually improving their performance?

M: Well, this improvement in sport can't be because athletes are much bigger and stronger than they were fifty, or even a hundred years ago because experts say physical changes develop over a much longer time span. So it must be that people are getting better all the time because they're practising longer and harder. Sure, improvements in running shoes, tennis rackets and other technological advances play their part, but they can't account on their own for the differences in standards.

P: Could it also be that there are more talented young children around?

M: It is certainly true that successful tennis clubs like Spartak, in Moscow, recognise talent at a very young age and nurture it, with huge success. But a seemingly exceptional natural talent in a young child is often only the product of hours and hours of expert tuition and practice, and the child is unlikely to continue to make progress at such a fast rate.

P: So, I know you have read Matthew Syed's book *Bounce*, which is about how he became a successful table tennis player. In his book, what explanation does Matthew Syed give for his success?

M: Well, as you know, Matthew Syed used to be a British number one and top international table tennis player, and he examines the relationship between talent, success and luck. He lists several factors which he believes contributed to his success and which had very little to do with his own talent. Matthew says his first piece of good fortune was that, when he was eight, his parents decided to buy a full-size, professional table-tennis table, which they kept in the garage, as a way of keeping their boys occupied and out of trouble. Matthew says he was also lucky that his older brother was happy to fight out endless battles in the garage.

P: But Matthew must also have had a huge advantage by being able to join a very good table tennis club for young people near his home. This was called the Omega Club, wasn't it?

M: That's right. And it was while he was playing table tennis at the Omega Club that he was lucky enough to be spotted by the man who not only ran the club but was also one of the leading table tennis coaches in the country, Peter Charters. Charters also happened to be a teacher at Matthew's primary school. In those days, the

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Omega Club hadn't yet become a well-known club but the tiny group of members could play whenever they liked, day or night, even though there was only one table.

P: I see. And how does Matthew explain the success of the Omega Club members?

M: It's extraordinary how the members of the Omega Club – not just Matthew – soon started to attract a lot of attention. The street where Matthew lived, Silverdale Road, contained an astonishing number of the country's top players. Was this inevitable, given the quality of the coach, the talent of the players and the location of the Omega Club, or was it, as Matthew argues in the book, just a combination of lucky events? If he hadn't lived in Silverdale Road, he would have gone to a different school and he wouldn't have met Peter Charters, nor become a member of the Omega Club.

P: What do we know about the importance of luck?

M: Interestingly, a ten-year investigation into what makes people lucky or unlucky has concluded that people do make their own luck. Obviously, Matthew couldn't have succeeded without some raw talent, but he also took full advantage of the opportunities given to him, and this is what ultimately made him so successful. Lucky people are better at taking chances and finding ways to improve their situation. Unlucky people are less likely to take risks and don't like change. If there are lessons to be learnt …

31

E = Examiner C = Clara R = Ralf

E: What do you think makes some people more successful at sport than other people?

C: I'm sorry, did you say successful?

E: Yes, that's right.

C: Thanks. Well, it's difficult to say, of course, but I suppose a lot depends on your personality: whether you are self … erm … I mean sure of your ability.

R: Yes, and also really, really want to win. You have to be… erm … hungry. What I'm trying to say is, you need to be very determined.

C: But it's not enough if you … you need the ability in the first place otherwise it doesn't matter how you are … or rather, how ambitious you are.

R: Maybe, but some people say if you practise a lot …

C: Yes but it isn't enough. There is also … right, a … you need a good body, for example, good health and you also need …

Unit 10

32

1 Dylan

We grew up together, went to the same school, spent holidays together when we were kids. He's got to know my parents, and brothers and sisters, and grandparents over the years – so he's almost part of the family. Like having another brother. And we fight like brothers, too, about all sorts of things; politics, music and sport, mainly. Watching sport on TV with him is a nightmare. Sometimes he makes me change my mind about something, so it's good in a way, because he helps me to see things from a different point of view. And he makes me laugh a lot too, which is really important.

2 Martha

Even if we haven't seen each other for a few months, we can catch up really easily. We've got such a strong connection. Our relationship's built on trust – she knows she can call me up about anything and I'd help her in whatever way I can and she'd do the same for me. She's the best listener I know. She understands what I'm talking about even though her life is so different. I'm single and she's married. I work in a huge office and she works in her family's business. But we're not always serious; we do have a laugh together too.

3 Alex

We met about ten years ago at a party at college when we were both studying law. We have the same taste in music and films so he's the one I call if there's a gig on or a film I want to see. Or he calls me. Sometimes we go out to eat as a foursome with our girlfriends, other times it's just a boys' night out. He loves football as much as I do but he supports a different team, so we never go to football matches together. Otherwise we end up arguing. We usually get to see each other about once a week but we message each other all the time too.

4 Amy

We keep in touch by phone or online. That's OK – we're still very close but I'd like us to spend more time together. We can have conversations about anything from politics to music to family problems. We both feel strongly about politics but generally we see eye-to-eye on everything and rarely disagree. I suppose that's why we get on so well. When we first met, we used to go out together all the time but now I travel a lot for my job and she just got promoted so, unless we're very organised, it can be hard to arrange to go out. As long as we plan ahead, it's fine.

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5 Ed

I suppose people sometimes wonder why we're such good friends. For example, he loves being the centre of attention, whereas I'm quite shy. But apart from that, I think we've got a lot in common. I mean, we have a lot of shared experiences. We do the same job. We're both married with a young child, and we've both lived in the same town for a few years. I'd really miss him if he moved away. We don't meet up or even text that often, but I like just being able to call him up at short notice to see if he wants to go out.

33

A: OK, shall we begin?

B: Yes. We could start with childhood. What's really important to young kids is their friends, don't you think?

A: I suppose so, although maybe not so much if they have brothers and siblings to play with.

B: That's true, and they're still quite close to their parents at this age. Maybe friends are more important when you're teenagers, then.

A: Definitely, especially if you're quite shy. That's why they message each other a lot and go on Snapchat and so on. But what you need to have at that age as well is friends to go out with.

B: Yes, and as well as that to give you confidence because at that age it can be difficult. When you're older – between nineteen and twenty maybe – they're not so …

A: Actually, … oh sorry …

B: No, that's OK. Go on.

A: I was just going to say that at college, friends are very important too. Otherwise you'd be very lonely.

B: It must also be lonely for adults if they're living on their own. So it's really important to have friends at work if you don't have a family, don't you think?

A: Yes, like you said, it must be lonely when you leave college and get a job in a new city or maybe in another country. I've got no experience of this yet, but I'd imagine that friends are essential or you'd have no one to talk to! Would you say men and women have a different kind of friendship?

B: I think they're probably very similar. Although I think men like doing sport together or even just watching matches together, whereas women generally just like talking.

A: Yeah, and, as you say, men like doing things together so … er … when you retire from your job, it must be good to have someone to go out with and do things.

Unit 11

34

1

Some people are 'risk-takers' and enjoy taking unnecessary and sometimes stupid risks, while others are 'risk-averse' and avoid taking the smallest risk at all costs. As someone who gets a thrill out of extreme mountain biking, I'm definitely a risk-taker. A lot of people find that quite hard to understand and wonder how I can enjoy something that they think's frightening and dangerous. But so long as people take safety seriously, I think everyone needs to be more adventurous. I feel quite strongly that using all your skill and strength to push yourself to the limit gives you the greatest sense of being alive. There's nothing quite like it.

2

A: Emma, what are you doing outside by yourself? Aren't you enjoying the party?

B: Not really. Parties aren't my thing. And it's so hot and crowded in there.

A: I know what you mean. But it's nice to meet new people.

B: Mmm, I never know what to say, and also it's almost impossible to have a conversation when the music's so loud. And if you're not into dancing, there's not much point. So I think I'll make my excuses and head home soon.

A: I don't think I'll stay much longer either. I've got an early start in the morning.

3

A: Have you enjoyed this Mandarin course so far, Becky?

B: Yes, it's been really good. I was never any good at languages at school so I surprised myself. The biggest challenge has been learning the sounds – and the intonation is so different from English – but I knew that already.

A: Definitely. Other stuff I thought would be really hard has actually been quite straightforward. I mean, the verbs are simpler than English and there aren't any articles to worry about.

B: Right. I think it's good that we focused on speaking and haven't bothered with writing yet.

A: Yeah. That might not be as bad as we think either!

4

Now you said last time you liked the idea of doing a journalism course after you graduate. But you weren't sure whether you should get some experience first. I'd say that even with a degree in zoology it's not that easy to get a job with a conservation magazine.

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So what about getting a job volunteering for a conservation charity? There are some really interesting and worthwhile things you could do – like working with endangered species in Borneo. I've got a list of organisations I could put you in touch with. You could start writing a blog while you're there. Then you'd have some evidence that you're serious about a career in journalism.

5

A: It annoys me that a lot of people are so negative about rugby. I don't think there are any more injuries than in lots of other sports – skiing, for example.

B: Or horse riding. I think that's probably the most dangerous.

A: I wonder. It might be interesting to find out.

B: But it's a great game. I prefer watching it to any other sport. And I'm so glad I had the opportunity to play at school. Not many girls did at that time.

A: To me, it just seemed an organised form of fighting! It's funny I used to dread playing it at school but I'm completely hooked now. I never miss a game on TV.

6

A: So how are you getting on with your new boss?

B: Fine. She's actually given me a lot of responsibility already, which is good. But the scary thing is she just expects me to get on with things – like I should already know what to do. And I don't like to keep bothering her with questions because she's so busy. Her management style is quite laid back – she doesn't try and motivate you all the time or tell you what to do. So it's challenging but better that than the other way round. In my last job I always felt my boss didn't trust me enough to let me do anything without constant supervision. I felt she was always looking over my shoulder.

7

A: How do you feel about travelling alone? I'm not sure I'd like it.

B: Oh, it's fine most of the time. I like the fact that you don't have to make compromises about where to go or what to eat. You've got a lot more freedom. The only thing is that when you get home, you haven't got anyone to talk to about the trip. And it's nice to have someone to remember things with.

A: What about if you're feeling ill or when things go wrong?

B: Well, you meet people while you're travelling and someone's always there to help you sort things out. People are generally very kind.

8

Listen, I'm really sorry but I won't be able to get home to pick you up. I've been held up in a meeting. But don't worry because everything's been arranged. I've just booked a taxi to take you to the station at two o'clock. Oh, there's some money on the kitchen shelf to pay the fare. So you will be ready in time, won't you? And don't forget to clean your shoes. I'm hoping to get out of here in about half an hour, and then I'll pick you up after the interview. So good luck. Just do your best and try to relax.

35

I was pretty good at skateboarding and I used to love going to the park with my two sons. The problem was that, as my sons got older, they didn't want me hanging out with them. I always wished I'd had a skater friend my own age. I was lonely and self-conscious. I wasn't worried about having an accident because I was always careful and wore protective clothing and a helmet, but everyone kept saying 'It's time you stopped. You're too old for this.' So I gave in and stopped. And then last year they opened a brand new skate park, and I said to myself, 'If only I hadn't given up. If only I could start again!' But I've lost confidence. I wish I was twenty years younger, and I wish my wife wouldn't tell me I need a new hobby all the time.

36

E = Examiner L = Layla

E: Layla, here are your photographs. They show people taking risks in different situations. I'd like you to compare the two photographs and say which person you think is taking the most risks, and why.

L: OK. Well, both photos show sportspeople who have to take risks while doing their chosen sport. The boxer faces risks of injury every time he has a fight. There's also the risk of permanent, long-term brain damage. The yachtswoman is in a similar situation because she has to rely on her skill to avoid getting into danger or being injured. Both the boxer and the yachtswoman have to be extremely fit and well trained. They're probably both aware of the risks they're taking. In a way, it's harder for the yachtswoman because she's completely alone, whereas the boxer has a team of people to help and support him. I think you'd have to be quite fearless and determined but also a little bit crazy to want to do dangerous sports like these.

But although the possible dangers to the yachtswoman are serious, she has all kinds of technology available to her to help her avoid

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dangerous situations, so I'd say that she's taking less of a risk than the boxer. I'd imagine the chances of her getting injured out at sea are quite small compared to the boxer, who probably gets injured every time he has a fight.

37

E = Examiner L = Leo

E: Which of these activities would you prefer to do, Leo?

L: To be honest, I've never thought about doing either of them. But I'd choose sailing because it's out in the open air, you're surrounded by sea and sky and it must be a wonderful feeling.

Unit 12

38

N = Narrator J = Journalist

N: You will hear a journalist talking about a new type of hotel for paying guests.

J: You'd think a prison would be the last place anyone would willingly spend money to stay in, but you'd be wrong. Former prisons all over the world've been opening their gates to paying guests. Some have been converted into luxury hotels, but others, like the Karosta Prison in Latvia, are left almost unchanged, with none of the usual comforts, thanks to the rise in popularity of what's become known as 'reality tourism'. Unlike luxury tourism, people are given the chance to have an authentic and challenging experience.

Constructed in 1905 as a jail for sailors who didn't obey orders, Karosta Prison was taken over in the 1970s by the USSR's secret service, the KGB. Today, it's a hotel with a difference.

The extreme package offers the opportunity to experience life as a prisoner for a few hours and hundreds of people actually choose to stay here every year. Admittedly, most are on trips organised by their school, but there are growing numbers of businesspeople who come here on team-building exercises. Not too many on their honeymoon, I suspect.

I recently spent one night as a guest in Karosta prison. The extreme package started at 9p.m. when the prison guards lined everyone up in the courtyard and shouted out orders. Before we were taken to our cells, we had to put on a prison uniform and then one of the guards took a photo of each of us to include with the papers they kept on each 'prisoner'. I half-expected them to take our fingerprints too, but that didn't happen. After that it was 'dinner' – which consisted of a hunk of dry bread and black tea. If you wanted coffee or a cold drink, too bad. We were then shut in our cells for the night. There were four people in every cell, so we weren't alone, but we were given strict instructions to keep silent, until we were told we were allowed to speak.

After a very uncomfortable few hours, we were finally allowed to leave, which all of my cellmates did, along with almost everyone else, without waiting for breakfast. As it says in its publicity, the service is 'unfriendly and unwelcoming', which sums it up nicely. For me it was memorable, but not something I'd wish to repeat in a hurry, even though they only charge around ten euros. If this appeals to you, Tarceny Travel offer a three-day journey around Latvia during the summer, which includes staying at Karosta Prison for one night.

The Alcatraz prison hotel, near Frankfurt in Germany, is also located in a former prison and is named after the famous Alcatraz prison near San Francisco. Guests have the option of choosing one of the basic cell rooms, which are very small, or one of the rather better 'comfort' rooms, which have private showers. Although the cells are clean and cheerful, there's still some discomfort; the beds, which are original and made by prisoners, are very narrow and there are still bars on the windows.

But if it's an authentic prison experience you're looking for, then the Alcatraz probably isn't for you. For a start, the staff couldn't be more friendly and welcoming, a huge contrast with what a convict would've experienced in the past.

The cost of staying at the Alcatraz is comparable to other budget hotels in the area, although I would've expected to pay a bit more. Prices range from forty-nine euros for a single to sixty-nine euros for a double in the less spacious cell rooms, while the larger rooms cost about twenty euros per night more.

If you've experienced a night in a prison hotel, we'd love to hear from you. Contact us at www dot …

Practice Test

Part 1

39

N = Narrator

N: You will hear people talking in eight different situations. For questions, 1-8, choose the best answer (A, B or C).

Question 1. You hear a man talking to a friend about a DIY job he has recently done.

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A: So, was tiling the kitchen floor straightforward?

B: Yeah, not too bad. This wasn't the first floor I'd tiled, though. I did our bathroom floor last year and that turned out all right. The secret's in the planning and preparation, and if you get that right, it should be easy enough.

A: Hmm … and your kitchen's quite big too.

B: It is, so I thought it'd have taken me days to tile the floor, but I actually surprised myself! I tell you what though … my knees were aching by the time I'd done. My mate offered to give me a hand, but I told him I could manage by myself. I really should have accepted his offer!

N: Question 2. You hear a woman leaving a voicemail message.

A: Good morning. It's Zara from Atlantic Fish Supplies here. Sorry to take so long to get back to you. I've received your order, but, unfortunately, I can't get hold of that particular fish at the moment. But there's no need to be disappointed because I've found a very close substitute for it at a similar price. I'm sure it'll be great at the event you're catering for. It'll really impress your client as it's not the sort of thing their guests would typically have at home. So, if you want to go with this, let me know and I'll make sure I get it delivered to you in good time.

N: Question 3. You hear a mother talking to her son about doing some shopping.

A: Leo, I had a good look around for that computer game you wanted, but it seems to be out of stock everywhere at the moment.

B: Thanks, Mom. I'll check again when I'm in the shopping mall next week.

A: And as for the laptop battery you need … well, the guy in the store says it'll apparently only be half the price if you order it online. So why don't you try that then? I know that I certainly wouldn't waste perfectly good money in a store downtown when I can go elsewhere. There's no point.

B: OK. Actually, that's a really good idea so that's what I'll do!

N: Question 4. You hear a man leaving a message for a colleague.

A: Helen, it's Jack here in Human Resources getting back to you regarding your proposal to hire software developers for the new project. The thing is that due to all the company-wide cuts, it was agreed at last month's senior management meeting that there'll be a freeze on hiring until the new financial year, so we'll have to make do with current resources. Bad news for some team members I'm sure, but those in certain key roles will have the opportunity to boost their income by doing extra hours. And who knows … that may even lead to some people working their way up the career ladder, which would be a good thing, obviously.

N: Question 5. You hear a man talking to his manager about a training session.

A: Well, it looks unlikely that training'll go ahead tonight.

B: Oh! Why?

A: Well, several team members, especially those living in remote areas, won't be able to get into town as visibility's practically zero now. And after what we've had all morning, the pitch is in no state to have us running over it.

B: We'll just have to make up for this before the big day by putting in some extra practice. We can review the situation again tomorrow I guess, but yeah … for now there's not much we can do.

A: Exactly! It's just a case of waiting. I just hope that some of our men don't come down with that nasty virus that's going around.

N: Question 6. You hear a woman making an announcement at a train station.

A: We are sorry to have to announce that the 16.20 express service to Windsor Central from Platform 10 has been delayed due to a mechanical fault further down the line at Oxford. Could all passengers who have been waiting to board this service please make their way to the waiting room at the end of the platform? We hope to be able to provide further travel updates in due course and, in the event that a replacement bus service will operate, all previously purchased train tickets will be valid for travel. A selection of hot drinks and snacks is available from the coffee shop on Platform 11.

N: Question 7. You hear two people talking about a coffee shop.

A: I must say they've done a good job with that new coffee shop in the high street. It's got a bit of a buzz to it and it's always packed, so obviously plenty of people think the same as me.

B: Yeah, and you get a really decent cup of coffee for your money too, unlike some of those other coffee chains where they hand you half a cupful! And the lemon cake's incredible too ...

A: … which is great if you like lemon cake, of course. To be honest though they could do with adding a few more cakes to the menu!

B: I think you're right. I'd thought that too, actually.

N: Question 8. You hear a woman leaving a message for her friend.

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A: Hi Lisa, sorry to take so long to get back to you. You were asking about courses. Well, I definitely recommend the digital photography one at Oakwood College. There's one for all levels really, so don't worry if you think you don't know enough to join a class. I wouldn't leave it too long to sign up though, as classes usually fill up almost as soon as the new brochure's published. If you do decide to go ahead, I've got some material you can use as well … I signed up for a monthly publication to help me with what I'd learnt. And there's loads of stuff online too. Let me know, OK?

N: That is the end of Part One. Now turn to Part Two.

Part 2

40

N = Narrator H = Harry

N: You will hear a talk by a man called Harry Carter, who is a pilot. For questions 9–18, complete the sentences with a word or short phrase. You now have 45 seconds to look at Part 2.

H: Hello everyone. I'm Harry Carter and I'm here to talk to you about my work as a commercial pilot for Emperor Airlines, which, as you may know, has offices in many cities in the United States. Its headquarters are in Texas, though, and I moved there from California to take up the role.

My love of flying started in childhood. My dad was a pilot and, from an early age, I travelled on planes where I was often lucky enough to sit in the flight deck. Later, I studied Aeronautical Engineering and regularly visited a flying club not far from where I lived to get a feel of what it would be like flying a plane. It was learning the ropes like that, more so than my university degree, that confirmed this was the career for me.

After qualifying, I came across a sponsorship opportunity with Emperor Airlines in a magazine, and, funnily enough, it was my instructor, rather than my father, who pushed me to apply. It was a lengthy process with many tests and interviews. All things considered, I was fortunate to be offered a place. I didn't have much in the way of savings, but, fortunately, the airline provided funding, and though it wasn't enough to cover the whole period, it at least meant that I could get on with my training.

At Emperor Airlines, I was immediately allocated to a Senior First Officer and we had weekly email catch-ups. In addition, he visited me and other trainees. It's a hugely successful support system that they run for trainee pilots, where they can discuss the whole process, ask questions and so on – and get lots of encouragement! And without all that, I think the whole thing would have been far harder.

So, how do you move up the ranks? Well, initially you start at the bottom as a First Officer on a particular type of aircraft. You then need to do a certain number of flying hours on that aircraft, as well as have the relevant training and industry experience. Clearly, the airline also needs to have vacancies.

Now, what's my typical day like? Well, before departure, as First Officer I'm obliged to run through the day's paperwork, which covers flight paths and weather. Then, to work out how much fuel is required and the approximate flight times, the other pilot who'll be flying the plane with me and I go through the details together. We brief the crew so everyone knows what to expect for the flight.

Then, it's down to one pilot to set up the flight deck – the routes, charts and so on – while the other carries out an external check to ensure all's in order in terms of safety. And obviously this is pretty crucial. Once everyone's on board and we're happy that eveything's in order, the doors are closed and we take off.

My favourite part of the job's the view – my office window changes every day! And with the sheer variety of passengers and crew I get to meet, there's never a dull moment. Hearing my friends moan about their nine-to-five jobs makes me laugh – I mean, I could very well feel sorry for myself because the shifts I work are often long and can be a bit antisocial. But I really don't mind getting up at the crack of dawn or getting home at four in the morning when I have to.

Although I don't come into as much contact with passengers as the cabin crew, obviously, I do enjoy getting out of the cockpit when I can to go and say a quick hello to people. Most passengers are actually pleasantly surprised to see the pilot. And knowing that my colleagues would do anything to help me out gives me a real boost! Pilots have a lot of responsibility and there's nothing like being part of a strong team – and that's what we really are.

N: Now you will hear Part Two again.

That is the end of Part Two. Now turn to Part Three.

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Part 3

41

N = Narrator

N: You will five short extracts in which professional sportspeople are talking about what motivates them most. For questions 19–23, choose from the list (A–H) what each speaker says. There are three extra letters which you do not need to use.

You now have thirty seconds to look at Part 3.

Speaker 1

For me, sport's not so much about pushing myself so that I get to be one of the top athletes in the world … winning gold medals all over the place, and so on. Or even beating my own personal best by getting faster each time I go out there on the track, though that's great when it happens. Sport's actually more about keeping my body in tip-top condition and making it better if I can. Health is wealth, as they say, and, unfortunately, people often only realise that when it's way too late, so I want to stay ahead of the game.

Speaker 2

I care about lots of aspects of being involved in sport actually, and in the case of my sport … boxing … I really want to show people what's achievable. And especially females who might not be traditionally drawn to this sport. I guess when I'm old and grey I'd like to be seen as a person who pushed the boundaries a little. I know that my dad, who was a boxer himself, is already so proud of what I've done and though that's not what pushes me forward, it's a lovely bonus, as is knowing that other boxers respect me because they see me as being at the top of my game.

Speaker 3

Well, there's no doubt about it that it's nice being looked up to by lots of other athletes, but that admiration can only take you so far. I train hard and I know that lots of young people out there feel inspired by my success to date, but what drives me forward now is that really strong desire I've got to become world class … you know, being right up there with the best there are. I suppose the ultimate aim's getting through to the European championships. I know what I have to do and I'm up for the challenge! I just hope that all my hard work will be worth it.

Speaker 4

I enjoy the competitive element of being a professional sportsperson, I really do. It's always great to win and to know that you're the best there is in your sport. That's short-lived though … you come down from that high that you get after a win fairly soon. What has a much longer-lasting effect is knowing how I can influence people everywhere … you know … instil in the next generation the will to go out and have a go at playing football. That's very rewarding indeed. It's always great to hear reports of the admiration people have for me and my team and what that's led to. That's what really keeps me going!

Speaker 5

I took part in the long jump in the last Olympics, and that's definitely going to go down as one of the most unforgettable experiences of my entire life. What made it all the more special was having my kids there with me. They're still very young, but actually old enough now to understand what it is I do and how strict my training schedule needs to be. They encourage me to do better in each jump I do, and it's knowing that they feel so much pride regarding my achievements that really makes me want to do better and better each time. It's a hard feeling to describe really.

N: Now you will hear Part Three again.

That is the end of Part Three.

Now turn to Part Four.

Part 4

42

N = Narrator I = Interviewer S = Sam

N: You will hear an interview with a health and lifestyle expert called Sam, who is talking about ways people can make themselves happy. For questions 24–30, choose the best answer (A, B or C).

You now have one minute to look at Part 4.

I: Today, our health and lifestyle expert, Sam, is going to tell us some simple tricks for making ourselves feel better when we're a bit down. So, Sam, my first question is, what's the link between our mood and making decisions?

S: Mood's really important when it comes to making decisions. Many people have problems with internal dialogue ... you know, that little voice inside your head that says, 'Oh, you'll never be able to do that' or 'You'll fail'. That's very damaging ... we mustn't allow it to affect our judgement. It's all about being more positive. And luckily this is something that everyone can do, regardless of age or gender.

I: Yes, that makes sense. And I imagine sleep's important too, isn't it?

S: Definitely. It's actually more about how well we sleep rather than how much. We should make sure that we're ready for sleep when we settle down for the night. That means spending time winding down beforehand … you know, just relaxing, and giving our brain a chance to slow

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down. People who have trouble getting to sleep should try sleeping in different rooms in the house.

I: Right. Now we all get bad days. What advice would you give for when that happens?

S: Hmm … er, I'd say laughter's important. You've heard the old saying 'laughter's the best medicine' … well, there's a lot of truth in it! Laughing improves your mood so if you're having a bad day, just try being silly now and again. If you haven't got time to go and see a friend, look up some jokes online or watch something that'll make you laugh. Basically it's about learning to lighten your mood and seeing the funny side of life. Be a child again!

I: Uh-uh … good tips. So, is there anything else?

S: Yes, there's what I call getting back to basics … we're all so busy these days and we don't have time, or rather we don't make time for doing the simple stuff … you know, like meeting up with friends you haven't seen for ages, walking your dog or going to a gallery and seeing some interesting art work. It's actually these little things that often make us happiest.

I: I'm with you on that. And how would you say love features in our personal happiness?

S: Well, it may seem obvious, but don't be afraid to let love into your life. After all, the ability to give and receive love is quite a desirable human quality. It seems to me that, as a society, we're either not as close to each other as we might be, or we often forget to show how much we value our loved ones. And that can cause negative feelings like anger or loneliness, for example. So, if you really want to work on making your attitude more positive, find a way to reconnect with people, especially those close to you.

I: That seems reasonable. Would you say that self-confidence plays a part in being happy?

S: Certainly. Participating in new mental activities improves confidence levels and the way we cope with problems in life. Building confidence could be as easy as discovering the meaning of new words or learning about new topics. Or, if you're right-handed, try using your left hand more frequently. This is because the left hand connects with the right side of the brain, which is more creative.

I: I see. We're nearly out of time unfortunately. Any final points to add, about, say, the language we use when we're communicating?

S: Yes, I'd say that people use too much negative language. Focus on positive things instead, and learn to communicate your needs more effectively. For example, instead of telling people 'you shouldn't have done that', express your requirements by using phrases like 'I need you to'. The difference is that this peaceful language expresses *needs* and doesn't judge, so that can change the way the speaker's viewed and make them seem so much more positive.

I: Well Sam, it's been very interesting talking to you, but unfortunately we'll have to end it there. Thanks for joining us today.

S: And thank you!

N: Now you will hear Part Four again.

That is the end of Part Four.

Speaking Part 1

▶ 43

Where are you from?

Tell me about a dish that's popular in your country.

Do you cook every day?

What kinds of things do you like doing with your family at weekends?

Do you prefer hobbies that you do alone or hobbies that you do with other people?

Is there a new hobby that you would like to start?

Speaking Part 1

▶ 44

What are the advantages of learning another language? Why do you think this is?

Is it easier to learn a language when you're young?

What do you think is difficult about learning English?

Some people say the best way to learn a language is to go and live in the country where the language is spoken. Do you agree?

Do you think that speaking another language helps people to understand the culture of that country?

Some people say it would be better if there was just one language that was spoken in all countries. What do you think?

Thank you.

That is the end of the Speaking test.

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