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COMPLETE

PRELIMINARY
for Schools

Teacher's Book



B1

Rod Fricker

For the revised exam from 2020

 ENGLISH FOR SPANISH SPEAKERS



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With kind regards,



Pamela Baxter
Director
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Student's Book overview

Eye-catching images in the *Starting off* section at the beginning of each unit get students interested in the unit topic.

All *Preliminary for Schools* full listening, reading, speaking and writing exam tasks have topics specifically chosen for teenagers.

Brightly designed *Exam advice* boxes precede all exam tasks in every unit.

Photos with teen appeal create interest and talking points for students.

3 Having fun

Starting off

1 Complete the list with the verbs from the box. Which activities can you see in the photos?

going along, going, going, going, going, going, going, going

2 Match the verbs to the photos.

3 Listen to the audio and answer the questions.

Exam advice

1 Listen to the audio and answer the questions.

2 Read the text and answer the questions.

3 Match the verbs to the photos.

4 Write a short paragraph about the photos.

5 Write a short paragraph about the photos.

6 Write a short paragraph about the photos.

7 Write a short paragraph about the photos.

8 Write a short paragraph about the photos.

9 Write a short paragraph about the photos.

10 Write a short paragraph about the photos.

3

Starting Part 2

1 Look at the photos. What do you think they are for you to think?

2 Read the text and answer the questions.

3 Match the verbs to the photos.

4 Write a short paragraph about the photos.

5 Write a short paragraph about the photos.

6 Write a short paragraph about the photos.

7 Write a short paragraph about the photos.

8 Write a short paragraph about the photos.

9 Write a short paragraph about the photos.

10 Write a short paragraph about the photos.

Exam advice

1 Listen to the audio and answer the questions.

2 Read the text and answer the questions.

3 Match the verbs to the photos.

4 Write a short paragraph about the photos.

5 Write a short paragraph about the photos.

6 Write a short paragraph about the photos.

7 Write a short paragraph about the photos.

8 Write a short paragraph about the photos.

9 Write a short paragraph about the photos.

10 Write a short paragraph about the photos.

ARTIANA'S HOBBY SAND SCULPTURES

Artiana is a 16-year-old girl from London. She has a very interesting hobby. She likes to make sand sculptures. She has been doing this for many years. She started when she was 10 years old. She likes to make sculptures of animals and people. She has won many prizes for her sculptures. She is very proud of her work. She likes to show her sculptures to her friends and family. She also likes to sell her sculptures at the market. She is very happy with her hobby. She thinks it is a great way to spend her free time. She is very creative and she enjoys making things. She is very good at drawing and painting. She is also very good at working with her hands. She is very patient and she likes to take her time. She is very careful and she likes to make things that last. She is very proud of her work and she is very happy with her hobby. She is very creative and she enjoys making things. She is very good at drawing and painting. She is also very good at working with her hands. She is very patient and she likes to take her time. She is very careful and she likes to make things that last. She is very proud of her work and she is very happy with her hobby.

Common mistakes made by students identified and practised in grammar sections.

Relevant pronunciation points clearly link to input language.

Clearly flagged, brightly designed grammar rules boxes explain the key grammar points.

Component line-up

Workbook without answers with Audio Download

The activities in the Workbook consolidate the language presented in the Student's Book. It also includes extra exam practice with exam advice boxes.

12 pages of Vocabulary Extra consolidate topic vocabulary taught in each unit in the Student's Book.

Students can access and download the audio files using the code in the book.

Online Workbook

The Online Workbook is a digital version of the print Workbook and allows you to track your students' progress, highlighting areas of strength and weakness for ongoing performance improvement.



Teacher's Book with Downloadable Resource Pack

The Teacher's Book includes step-by-step activities for each stage of the lesson, with answer keys, background information, extra activities and photocopiable audioscripts. It also includes unit target vocabulary word lists with two vocabulary practice activities per unit. The Teacher's Book also provides access to:

- The Class Audio
- Extra teacher photocopiable resources
- Speaking videos

Test Generators

The test generator allows you to build your own tests for each unit, term and end-of-year assessment. They are available at two levels: standard and plus.

Presentation Plus

Presentation Plus is easy-to-use, interactive classroom presentation software that helps you deliver effective and engaging lessons. It includes the Student's Book and Workbook content.

B1 Preliminary for Schools content and overview

Part/Timing	Content	Exam focus
1 Reading 45 minutes	<p>Part 1 Five very short texts: signs and messages, postcards, notes, emails, labels, etc. followed by five three-option multiple choice questions.</p> <p>Part 2 Five descriptions of people to match to eight short texts.</p> <p>Part 3 Longer text with five four-option multiple choice questions.</p> <p>Part 4 Gapped text where five sentences have been removed. Candidates must select the five correct sentences from a list of eight.</p> <p>Part 5 Four-option multiple choice cloze text with six gaps. Candidates select the word which best fits each gap.</p> <p>Part 6 An open cloze text consisting of a text with six gaps. Candidates think of a word which best suits each gap.</p>	<p>Parts 1–4 and Part 6: Candidates are expected to read for the main message, global meaning, specific information, detailed comprehension, understanding of attitude, opinion and writer purpose and inference.</p> <p>Part 5: Candidates are expected to show understanding of vocabulary and grammar in a short text, and the lexico-structural patterns in the text.</p>
2 Writing 45 minutes	<p>Part 1 An informal email. Candidates write an email of about 100 words in response to a text.</p> <p>Part 2 An article or story. There is a choice of two questions. Candidates are provided with a clear context and topic. Candidates write about 100 words.</p>	<p>Candidates are mainly assessed on their ability to use and control a range of Preliminary-level language. Coherent organisation, spelling and punctuation are also assessed.</p>
3 Listening approximately 30 minutes	<p>Part 1 Short monologues or dialogues with seven three-option multiple choice questions with pictures.</p> <p>Part 2 Six short unrelated dialogues with six three-option multiple choice questions.</p> <p>Part 3 Longer monologue. Candidates complete six sentences with information from the recording.</p> <p>Part 4 Longer monologue or interview. Six three-option multiple choice questions.</p>	<p>Candidates are expected to identify the attitudes and opinions of speakers, and listen to identify gist, key information, specific information and detailed meaning, and to identify, understand and interpret meaning.</p>
4 Speaking 12 minutes	<p>Part 1 A short conversation with the interlocutor. The interlocutor asks the candidates questions in turn, using standardised questions.</p> <p>Part 2 An individual long turn for each candidate. A colour photograph is given to each candidate in turn and they talk about it for about a minute. Each photo has a different topic.</p> <p>Part 3 A two-way conversation between candidates (visual stimulus with spoken instructions). The interlocutor sets up the activity.</p> <p>Part 4 A discussion on topics related to the collaborative task in Part 3. The interlocutor asks the candidates the questions.</p>	<p>Candidates are expected to be able to ask and understand questions and make appropriate responses, and to talk freely on topics of personal interest.</p>

1 My life and home

Unit objectives

Topic: My life and home

Listening Part 2: listening for specific information and detailed meaning.

Reading Part 5: understanding vocabulary and grammar.

Speaking Part 1: saying your name, how old you are, where you live and study.

Writing Part 1: an email; planning a reply.

Grammar: prepositions of time; frequency adverbs; present simple and present continuous; state verbs; *a few, a bit of, many, much, a lot of* and *lots of*; prepositions of place

Vocabulary: house and home; countable and uncountable nouns

Pronunciation: -s endings /s/, /z/ and /tʒ/

Starting off SB page 8

Lead-in

Before students open their books, ask them: *What's your bedroom like?* Ask students to write three adjectives, e.g. *bright, small, untidy* and three objects, e.g. *bed, desk, plants* about their bedrooms. Students then work in pairs and talk for two minutes about their bedroom.

- 1 Look at the photos with the students. Elicit items the students can see and pre-check any unknown vocabulary in the photos, e.g. *mattress, cushion*. Elicit ideas from different pairs after they have discussed the questions in the book.

Listening Part 2 SB page 8

- 1 Set a time limit of one minute for each topic. Encourage students to ask each other questions if their partner can't think of much to say, e.g. *Is the building new? Are there any shops in the street?* Monitor and help with ideas for prompts.

Listening Part 2, multiple-choice

Read the advice with the students and also remind them that they will always hear the recording twice and should listen carefully the second time to check their answers.

Exam advice

- 2 As this is an exam task, set a time limit of 45 seconds for students to look at the questions and identify the key words, and tell them that this is how long they will have in the exam.

Answers

- 1 two friends, a flat they would like to live in
- 2 a boy talking to his friend, a conversation about changing school
- 3 a girl talking about a day trip to the beach
- 4 two friends, a conversation about the town where they live
- 5 two friends, a conversation about a shop
- 6 two friends, their homes

- 3 When students have listened once, allow them to compare their answers and reasons in pairs. Tell them not to change their answers until they have listened a second time and then decide who was right. After the second listening, ask students if they changed any of their answers when listening for a second time. Elicit the answers and information from the text which helped them to identify the correct answers.

Answers

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

Track 2

1

Narrator: You will hear two friends talking about the kind of flat they would like to live in.

Boy: Wouldn't it be great to live right at the top of that block of flats, with views across the city?

Girl: Nice views are fine but I'm not very keen on lifts. I think I'd rather be on the ground floor. It'd be good to live in a building that's not far from a bus stop, too.

Boy: Or an underground station.

Girl: Right. But the most important thing for me would be to have my own room, so it'd have to be a three-bedroom apartment.

Boy: I don't mind sharing with my brother, so two would be enough for me.

2

Narrator: You will hear a boy telling his friend about changing school.

Girl: I haven't seen you for a long time. How do you feel about your new school?

Boy: Well, before I moved at the beginning of January, I thought it'd be difficult to make friends with people in my new class, but they've given me a really warm welcome. Of course I'm a bit sad that I don't see anyone from my previous school, but there's nothing I can do about that. My studies seem to be going better than I'd expected, too, so making the change hasn't been too hard, really.

3

Narrator: You will hear a girl talking about a trip to the beach.

Boy: How was your day out?

Girl: Great! The bus left early on Saturday so I had to get up at 5 a.m., but that meant we got to the beach really early.

Boy: Did you go for a swim?

Girl: Yes, I thought I would enjoy that but it was a bit cold so we hired a little boat instead and sailed round the bay. That was fun, too, but not as much as having a game of volleyball. We're going there again in July when it'll be too hot for beach sports, but swimming in the sea will be wonderful!

4

Narrator: You will hear two friends talking about the town where they live.

Girl: It's quite a good place to live, isn't it? I mean, for a small town.

Boy: Yes, and it's probably about the right size, too. In bigger places there are problems like street crime, especially at night, but here you feel safe anywhere, really.

Girl: That's true, although everywhere you go round here, the roads are really busy. All that noise and pollution is horrible early in the morning.

Boy: I know. I wish people would walk or go by bike instead.

5

Narrator: You will hear a boy talking to a friend about a shop.

Girl: I don't really know this part of town. Where's the best place to buy a t-shirt?

Boy: The little shop on the corner isn't bad. The range of things there is a bit limited but just about everything is amazingly good value, especially if you compare it to the bigger shops.

Girl: The one opposite the station?

Boy: Yes, you can find almost anything you want there but it always seems to be really crowded, with lots of people waiting to pay because it's short of staff.

Girl: Thanks - I'll definitely avoid that one.

6

Narrator: You will hear two friends talking about their homes.

Boy: I like my room, though I haven't got much space for my things.

Girl: Mine's about the right size really, but I know what you mean. My cupboards and shelves are far too small.

Boy: At least mine's got big windows, so I get plenty of sunshine.

Girl: I do too, though it's a pity I can't turn the central heating up in winter.

Boy: Does it get noisy? It can do at my place, especially in the morning rush hour.

Girl: My flat mate complains about traffic noise waking her up too! But I'm on the inside of the building, so I hardly notice it.

Extension idea

Photocopy audioscript 2 so that students can identify why the other two choices were wrong. This will show them that, although all three topics in the choices are mentioned, there is a clear reason why two of them are not correct.

- 4 Give students a minute to think alone and note down some ideas to share with the group and then about four minutes to discuss them as a group. You could allow less time if necessary and ask half the groups to start from the bottom and work their way up.

Grammar SB page 9

Prepositions of time

- 5 Ask the students to try to do the exercise alone. Check the answers to the exercise and elicit or point out any problematic areas:

We use 'in' with parts of the day (*in the morning, afternoon, evening*) but we say 'at night'. We say 'in the morning' but 'on Saturday morning'. We say 'in July' but 'on 21 July'. In British English we say 'at the weekend' but in American English we say 'on the weekend'.

Answers

2 In 3 at 4 in 5 on

- 6 Allow students to compare their answers in pairs and then work together to add extra expressions. Encourage them not to just write different months or clock times but to think of useful expressions.

Answers

at: half past four, 5 o'clock, bedtime
in: the afternoon, winter, 2020, the holidays, July
on: 25 May, Sundays, my birthday, weekdays

Students could do Grammar reference: Prepositions of time, page 116, at this point or for homework.

Extension idea

Tell students to write three sentences about themselves using prepositions of time. Two should be true and one false. Their partner has to guess the false sentence.

- 7 Put students into pairs. Set a time limit for students to discuss the photos. When students have finished, say to the class: *I do this on Saturday morning*. Ask students to guess which photo you are talking about (going shopping). Ask students to do the same with a new partner. One student tells their partner when they or other people do an activity and their partner guesses the activity.

- Grammar reference page 116: Prepositions of time
► Workbook page 4

Grammar SB page 10

Frequency adverbs

Lead-in

Put students into pairs. Ask the students to think about three activities that they do and one activity they don't do. (Tell the students to write the activities down because they will talk about them in Exercise 3.) Set a time limit of one minute, then ask pairs to discuss.

- 1 When students have finished reading, they work in pairs to discuss their ideas. Ask students what they eat for breakfast, what time they eat breakfast, lunch and dinner and what time they go to bed.
- 2 Point out that all the answers can be found in the text in Exercise 1. Elicit the answers and the information in the text which illustrates them.

Answers

1 before 2 be + frequency adverb 3 at the end of a sentence

- 3 Before students do the exercise, check that they understand *occasionally*, *every two hours*, *almost every day*, *hardly ever*. Elicit sentences from different students.

Answers

2 I check my phone for messages every two hours.
3 I'm never late for school.
4 I sometimes write emails to friends.
5 I don't always have lunch at home.
6 I'm sleepy in the morning almost every day.
7 I hardly ever go out on Monday nights.
8 I stay in bed late most weekends.

Students could do Grammar reference: Frequency adverbs. Exercise 1, page 116, here or for homework.

- 4 When students have finished, elicit some of the similarities and differences that the students found.

Fast finishers

Students work in pairs to try to make three more sentences that are true for both of them, e.g. A: *I always do my homework in my bedroom*. B: *Me too*.

- 5 Elicit what activities the photos show. Refer the students back to the frequency adverbs and time expressions in Exercise 3 and encourage them to use as many different ones as possible. Set a time limit of three or four minutes and ask students who finish more quickly to think of other activities they can talk about. Elicit sentences from different pairs.

Extension idea

Students work in groups of three. Tell them to find something which is true for all three of them, using an adverb of frequency, e.g. *We never go to school on Saturdays*. When they are ready, each group takes turns to read out their sentence without the adverb of frequency, e.g. *We go to school on Saturdays*. The other groups have to guess what the full sentence is. The first group to guess and say the sentence correctly wins a point.

- Grammar reference page 116: Frequency adverbs
► Workbook page 6

Reading Part 5 SB page 10

Lead-in

Write the words *flat* and *house* on the board. Elicit what the difference between them is and that both of them can be referred to as *homes*. Have a class survey of how many students live in a flat or a house.

- 1 Look at the photos with the students and elicit or check the words: (*block of*) *flats*, *tree house*, *motorhome*, *yacht*. When students have discussed the question, write any new vocabulary elicited on the board for students to note down in their books.

Background information

The world's largest house could be the official residence of the Sultan of Brunei. It has 1,788 rooms, 257 bathrooms, five swimming pools and a 110-car garage.

A Berlin architect, Van Bo Le-Mentzel, has designed a 1m² house that you can carry around. It weighs 40 kg and you can stand it upright during the day or lie it flat at night.

About 22,000 people in the UK live on houseboats. In 2009, a man from London built himself a tree house and lived in it for six months.

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

- 4 Look at the first point with the whole class and elicit good and bad things about going to different places. Allow five minutes for the students to discuss all the points. Have a class discussion of the questions when they have finished.
- 5 Students start by discussing the good points about her life, e.g. *she meets different people and learns about the world* and then the bad, e.g. *she doesn't have close friends who she sees all the time*. Monitor and help where necessary. The students then try to agree on whether her life is good or not.

Reading Part 5, multiple-choice cloze

Look at the advice with the students. Elicit why each point is useful, e.g. reading the text quickly helps them to understand what it is about.

Looking at the words before and after a gap can help, e.g. the words 'mother' and 'father' show which word to choose in the gap. For the third piece of advice, tell them that, if they aren't sure of the correct answer, by reading the whole sentence aloud (or in their heads during an exam) they can often hear which one sounds correct.



Extension idea

Students work in pairs and use the information in the text and their own imaginations to write a short interview with Sonia about her life. Encourage them to use questions using *How often do you...?* to practise adverbs of frequency. Set a time limit of five minutes and then allow students to practise their interviews in pairs. Nominate pairs to act out their interviews in front of the class.

▶ **Workbook page 6**

Grammar SB page 12

Present simple and present continuous

Lead-in

Tell students to close their eyes and imagine they are on holiday looking at a view. Give the students 30 seconds to think and then put them in pairs to describe where they are and what they can see.

- 1 Remind the students of the article about Sonia on page 11 and elicit anything they can remember about her life. Look at the example with the class and then ask them to complete the exercise alone or in pairs if you think some need more help. When students have finished the exercise, ask them to make sentences about their own lives for each of the uses (a-e).

Answers
2 d 3 a 4 b 5 c

- 2 Elicit why it's a good idea to do this exercise (to get a general idea of the text). Set a strict time limit of two minutes and then elicit the answers.

Answers
1 article 2 D
3 She goes to lots of places and does exciting things. Her education takes place on the boat. Living on a boat has some disadvantages. She doesn't usually feel afraid when she's on the boat.

- 3 Remind students about the last piece of advice in the Exam advice box and to try each word in the gap to see which sounds correct if they aren't sure of the answers. The reading paper consists of six exercises in 45 minutes, so allow a time limit of seven minutes to reflect the time they will have in the exam. When students have finished, ask them how useful they found the exam tips.

Fast finishers

Tell students who finish early to look at the last paragraph and think about words which could be gapped and what choices examiners might give.

- 2 Look at the photo with the students. Elicit what they can see and ask students to guess what Molly might write about her holiday, e.g. *She goes swimming a lot.*

Look at the first sentence and elicit why Molly has used the present continuous (she is writing at the present moment – now). Check answers and for each answer, ask students to identify which use in Exercise 1 it corresponds to (1 d, 2 d, 3 c, 4 d, 5 c, 6 a, 7 a, 8 b, 9 a, 10d, 11d, 12c). Point out that 10 is a special case – the wind is blowing at the time they leave the house every morning – not at the current time.

Answers

2 am / 'm sitting 3 has 4 am / 'm looking
5 love 6 stay 7 go 8 is getting / 's getting 9 leave
10 is blowing 11 am / 'm having 12 don't want

- 3 Monitor and help the students where necessary. If students have problems with question 3, point out that when *who* is the subject of a present simple question, we don't need to use the auxiliary verb 'do' in the question. Elicit that, in this case, *who* refers to the person watching the most TV in the house. Give them an example to illustrate the difference: *Who do you send texts to? Who sends texts to you?*

Answers

1 What does 'habit' mean?
2 Does the school bus stop in your street?
3 Who watches the most TV in your house?
4 Do you prefer to get up early or late?
5 Is everyone talking to their partners at the moment?
6 What colour clothes are you wearing today?
7 Who is sitting behind us in this lesson?
8 What do you sometimes forget to do in the morning?

- 4 When students have asked and answered in pairs, elicit questions and answers from the class to check that they have formed the questions and answers correctly.
- 5 Encourage students to write alternate questions in the present simple and present continuous so that, even if some students don't finish the activity, they have got at least some questions in both the present simple and present continuous.
- 6 When students have finished the exercise, drill all the words with the class to make sure they say them correctly.

Answers

/s/: forgets, gets, likes, speaks, thinks, walks, wants, works
/z/: belongs, does, goes, lives, loves, plays, prefers, sees, studies, wears
/iz/: catches, changes, chooses, finishes, passes, practises, uses, washes

- 7 Set a time limit of one minute per student, then elicit sentences and check the pronunciation of the third person -s ending. Stronger students can give each other feedback on their pronunciation.
- 8 Look at the two example questions with the class before they work in pairs and then monitor and prompt students with ideas if necessary, e.g. *Who do you want to ask a question about? Do you want to use a question word or make a Yes / No question?* Elicit questions and answers from different pairs.

Students could do Grammar reference: Present simple and present continuous, Exercise 1, page 117, either before or after the extension activity or for homework.

Extension idea

Students form different questions by taking turns to add one word at a time. If one student thinks another has made a mistake, they can challenge them to complete the question, e.g. A: *Who B: does A: you B: Complete the question!* Start with a whole-class example. Say a question word, e.g. *Where* and elicit a word which could follow it. Write the words on the board as you elicit them and, if you think someone has made a mistake, see if they or other students can complete a grammatically correct question. If not, cross out the wrong word and continue. Students then do the same thing in groups.

- ▶ Grammar reference page 117: Present simple and present continuous
- ▶ Page 118 Grammar reference: State verbs
- ▶ Workbook page 6

Vocabulary SB page 13

House and home; countable and uncountable nouns

Lead-in

Put students into groups of four. Tell students you are going to give them a letter of the alphabet and they have to write five things beginning with that letter that may be found in a house. Give an example: B – *book, bed, bedroom, bottle, baby*. As soon as they have five things, they put their hand up and read them out. If all the words are correct, they get a point. Use: C, M, P, S.

- 1 Ask students what they can see in the photos, then put them in pairs to discuss what their homes have and haven't got.
- 2 Ask students to work in pairs. Ask students to match as many of the words as they can but, if they don't know any of the words, to leave them. Point out that more than one answer may be possible as some items can be found in more than one room. Elicit the answers and check the meanings of each word. Drill the words to make sure the students pronounce them correctly.

Fast finishers
 If some pairs finish quickly, ask them to think of more items that you can find in each room. They can then share these with the rest of the class when everyone has finished the exercise.

Suggested answers
 A: Living room: armchair, cushions, rug, sofa
 B: Bedroom: blankets, chest of drawers, cupboards, duvet, mirror, pillow, wardrobe
 C: Bathroom: bath, cupboards, mirror, taps, toilet, towels
 D: Kitchen: cooker, cupboards, dishwasher, fridge, microwave, sink, taps, washing machine

Extension idea
 Draw one of the words from Exercise 2 on the board and elicit what it is. Tell the students to close their books so they can't look at the list of words. Invite students to take turns to draw a different item on the board. The other students have to guess what it is. Either allow the student who guessed to draw the next item or invite different students who volunteer.

- 3 Discuss any words which are uncountable in English, e.g. *information, advice* but countable in the students' L1 (native language).

Point out that the pronunciation of the plural -s of countable nouns follows the same rules as the third person -s that the students looked at earlier in the unit. Drill *taps* /s/, *sofas* /z/ and *fridges* /ɪz/ to illustrate the difference.

Answers
 furniture

- 4 Elicit the answers and point out that some words can be both countable and uncountable, e.g. *glass* (U) the material – *glass* (C) the thing you drink out of; *hair* (U) all the hair on your head – *hair* (C) individual hairs.

Students could do Grammar reference: Countable and uncountable nouns, Exercise 1, page 118, at this point or for homework.

Answers
 [U] tells you the noun is uncountable; [C] tells you the noun is countable.

- 5 Elicit items from Exercise 2 that students said could be found in the kitchen (*cooker, cupboards, dishwasher, fridge, microwave, sink, taps, washing machine*). Elicit that these are all countable items. Allow weaker students to work in pairs. Set a time limit of two minutes and then elicit ideas (e.g. *U: water, heating, food, soap; C: apples, chairs, knives*).

Grammar SB page 13
a few, a bit of, many, much, a lot of and lots of

Lead-in
 Tell the students to write the following headings in their notebooks: *Time, TV, Homework*. Dictate words for each category. Students have to write them under the correct heading. Dictate: *programmes, exercises, hours, essays, minutes, shows*. Elicit the answers (Time – hours, minutes; TV – programmes, shows; homework – exercises, essays). Ask the class what the difference is between the headings and the other words (the headings are all uncountable and the other words are all countable).

- 1 Look at question 1 with the class and ask them to find the phrase 'a few' in the speech bubble (*we play a few video games*). Ask whether *games* is countable or uncountable and elicit that the correct choice is countable.

Answers
 1 countable 2 uncountable 3 uncountable 4 countable

- 2 Look at the first one with students and elicit the correct answer. Ask why 'a bit of' is correct (*make-up* is uncountable) and why *much* is correct (*make-up* is uncountable and this is a negative).

Students could do Grammar reference: a few, a bit of, a little, many, much, a lot of and lots of, Exercise 2, page 119, at this point or for homework.

Answers

1 a bit of, much 2 much, a few 3 a few, a lot of
4 a lot of, lots of 5 much, a few, a lot 6 much, many

- 3 Write *Watch TV* on the board. Elicit possible questions to ask, e.g. *Do you watch much TV? How much TV do you watch? Do you watch many TV programmes?* Monitor and help where necessary. Elicit surprising things students learned about their partners.

Extension idea

Draw one of the words from Exercise 2 on the board and elicit what it is. Tell the students to close their books so they can't look at the list of words. Invite students to take turns to draw a different item on the board. The other students have to guess what it is. Either allow the student who guessed to draw the next item or invite different students who volunteer.

- ▶ Grammar reference pages 118–119: *A few, a bit of, a little, many, much, a lot of and lots of*
- ▶ Workbook page 6

Speaking Part 1 SB page 14

Prepositions of place

Lead-in

Write in the middle of the board: *Personal Information*. Around it, write *family* and *school*. Students work in pairs and copy what you have written and try to think of as many other topics as they can. Set a time limit of one minute and elicit ideas. Now under the word *family* on the board write: *Have you got any brothers or sisters?* Under *school* write: *Which school do you go to?* Give students two more minutes to think of one question for each of their topics. Students now ask and answer the questions in pairs.

- 1 When students have finished the exercise, elicit more sentences about the classroom, e.g. *There is a desk on the left of the board.*

Answers

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

- 2 To make the activity easier, tell the students to draw a plan of the rooms of their own house. They swap plans with their partner and describe the position of a few items using *on, in, at, on the left* and *on the right* for their partner to draw. Allow three minutes for each student to describe different objects.

- 3 Elicit the answers and point out that we don't use an article with *at home / school / work*.

Answers

at (school, etc.), in (a town, etc.), on (the coast, etc.)

- 4 When students have finished, they can work in pairs and take it in turns to ask and answer the questions as if they were Matteo.

Answers

2 How old are you? c 3 Where do you live? a
4 Do you study English at school? e 5 Do you like it? b

Students could do Grammar reference: Prepositions of place, Exercise 1, page 119, at this point or for homework.

- 5 Depending on where the students' town is located, elicit or check how they would give its location, e.g. *in the middle of; in the mountains; on the River (Thames)*.
- 6 When students have finished the dialogue, ask them to act it out in pairs and to correct each other if necessary.

Fast finishers

Students look at the words in Exercise 3 and ask their partner where different things are. For each place or object their partner has to give two answers, e.g. *Where's Barcelona? It's in Spain. It's on the coast.* Put some ideas on the board to help students with ideas if they need them, e.g. *Buckingham Palace, The Trevi Fountain, Tokyo.*

Answers

2 in 3 do you come 4 in 5 do you live 6 at 7 do you go
8 in 9 do you enjoy 10 in 11 at 12 at

- 7 Elicit the answers one line at a time and then play the recording of that line for students to check.

Speaking Part 1 (individual questions)

Go through the exam advice with the students. Ask why these things are important: 1 Make a good impression at the start. 2 If they can't hear you, they can't assess you properly. 3 If you add more information, it shows the examiner that you have more knowledge of English. Point out that students won't gain extra marks for any information that doesn't answer the question.

Exam advice

- 8 Tell the class that only the student asking the questions should have their books open while doing the activity. The other student should answer the questions as fully as possible while also being friendly, polite and speaking clearly. They then swap roles and repeat the activity and give each other feedback on how well they followed the exam advice.

Extension idea

Students work with a different partner and ask each other the questions from the lead-in activity so that the students answering don't know in advance what the questions will be. If students didn't do the lead-in, elicit some ideas for new questions, e.g. *Have you got any brothers or sisters? Which school do you go to?* Students think of questions in pairs, then change pairs and ask and answer their new questions.

- Grammar reference page 119: Prepositions of place
- Workbook page 4

Writing Part 1 SB page 15

Lead-in

Ask students to think about an email they wrote recently. They should think about who it was to and what it was about. If they never write emails, ask about the last text they wrote. Students then work in small groups to tell each other their information.

- 1 When students have found all the information, elicit the style of writing they will use in an email to a friend (informal, friendly).

Answers

- 2 an email plus four notes that you have made
- 3 an email in reply
- 4 Alex's parents will let her/him stay at your house for two weeks; brilliant.
- 5 which would be the best month for her/him to visit; when he/she can come and why that would be the best month
- 6 what your home is like
- 7 which things he/she should bring

Writing Part 1 (an email)

Go through the exam advice with the students and point out why the first piece of advice is important (because in the second task, students will have a choice of two writing tasks).

Exam advice

- 2 Elicit the answers and ask students why paragraphs are useful (to organise information and make it easier to read).

Answers

- 1 five
- 2 Brilliant!: first, say when and why; second, Describe: third, Suggest: fourth
- 3 two
- 4 at my place, on the coast, in a three-bedroom flat, on the fifth floor, in a quiet neighbourhood, at weekends, in July, in the summer, usually, sometimes, hardly ever

- 3 Before students complete the table with their own ideas, elicit phrases that Frankie used: Brilliant – I'm so happy; I'm really looking forward to it; Say when and why – Summer is lovely; July would be the perfect time; Describe – three-bedroom flat; on the fifth floor; in a quiet neighbourhood; with modern furniture; a large balcony; Suggest – I'd recommend bringing
- 4 Set a 15-minute time limit for the email. Explain that they get 45 minutes to write two texts in the exam but that includes planning time so fifteen minutes is only a little less than they will have in reality. Students write on a piece of paper without writing their name at the end so they are anonymous.

Model answer

Hi Alex,
That's brilliant you're allowed to come stay with us. I'm really excited!
You should definitely come in July during the school holidays. Then we can go to the music festival that's during the first week of July.
We live in a house about 5 km from the town centre. It isn't huge but it's comfortable. We have a small garden where we often have barbecues in the summer.
Don't forget to pack shorts and a sun hat. It'll be hot in the day but it gets cool in the evenings, so bring a light jacket too.
See you soon!
Luis

- 5 Tell students to also check that they have followed the instructions in Exercise 4. Encourage them to give positive and negative feedback to their partner if possible, e.g. *You included all the information and organised it well in paragraphs but we say 'in August' not 'on August'.*

Extension idea

Collect in the emails and redistribute so that everyone has an email written by someone else. Tell students that, this time, they should read the email not for mistakes but to find interesting words and phrases the other person used. Elicit some of these and write them on the board.

- ▶ Speaking bank pages 152–153: Speaking Part 1
- ▶ Writing bank pages 145–147: an email
- ▶ Workbook page 7
- ▶ Complete Preliminary for Schools new edition Test Generator Unit 1

Vocabulary

Parts of the house

balcony	garden
bathroom	hall
bedroom	kitchen
dining room	living room
garage	stairs

At home

armchair	microwave
bath	mirror
blankets	pillow
chest of drawers	rug
cooker	sink
cupboards	sofa
cushions	taps
dishwasher	toilet
duvet	towels
fridge	wardrobe
furniture	washing machine

Countable and uncountable quantifiers

a few (C)	much (U)
many (C)	a lot (of) (C/U)
a bit (of) (U)	lots (of) (C/U)

Vocabulary activity 1

Students choose one of the words from the list and write this on a small piece of paper. They then write a definition (weaker students can use a dictionary to help them). The students then mingle and read each other their definitions. If the other student guesses the word, the first student keeps the card. If the other student can't think of the word, they take the card. The aim is not to have any cards when the activity finishes.

Vocabulary activity 2

Divide the class into two teams. Invite one student from each half to come to the front of the class and sit facing the other students. Write a word on the board. The students who can see the word have to take turns to define or describe it to their team member until one of the two students in front says the word. *The students can't say, spell or translate the word on the board. The students at the front cannot look at the word on the board.* The student who guesses the word first wins a point for their team. After each word, repeat the process with a new word and two different students.

Unit objectives

Topic: school

Reading Part 6: open cloze: reading for detailed understanding of words and phrases

Listening Part 1: picture multiple-choice: Listening to find key information

Speaking Part 3: collaborative task: agreeing and disagreeing; making a decision

Writing Part 2: an article: using a mind map to plan an answer

Grammar: past simple; past simple and past continuous; *used to*; *So do I* and *Nor/Neither do I*

Vocabulary: *fail, pass, take, lose, miss, study and teach; do, earn, have, make, spend and take*

Pronunciation: *-ed* endings /d/, /t/ and /Id/

Starting off SB page 16

Tell the students to look at photo A in their book and elicit what rules are (things you can't or must do). Elicit one or two, e.g. *You can't eat in the classroom*. Put students into small groups (of different nationalities). They can discuss rules at their school. Set a time limit of two minutes and elicit ideas from different groups.

- 1 Point out that while some things take place at a fixed time (e.g. lunch), others happen all day or at different times (e.g. pay attention). Elicit extra ideas from the students and write them on the board for students to write down.

Suggested answers

2 pay attention 3 work in groups 4 make notes
5 have a break 6 have lunch at school 7 go home
8 do homework

- 2 Put students into pairs and ask them to discuss the questions, then elicit ideas.

Reading Part 6 SB page 16

- 1 Remind students not to write anything in the gaps. Elicit the information in each sentence which helped them to do the matching.

Answers

1 D 2 C 3 A 4 B

- 2 Look at gap number 1 with the students. Ask them what kind of word is needed (a verb). Do the same with gap 2 (an article). Monitor and help where necessary. Elicit their ideas and give them any answers they don't know.

Possible answers

1 verb 2 article 3 preposition
4 relative pronoun 5 preposition 6 pronoun 7 pronoun
8 preposition

- 3 Students work alone and check their answers in pairs. Discuss why these words are used if students have problems, e.g. 1 There are no = *There aren't any* 2 We are talking about a specific set of rules – the school's rules 3 this is the verb *have to* 4 We use the relative pronoun *which / that* when referring to things.

Answers

1 are 2 the 3 to 4 which / that 5 without
6 them 7 you 8 from

- 4 Ask the students to describe the photo in pairs and tell each other how it makes them feel. Elicit where the students think it is.

Suggested answer

In the mountains near the village of Gulu in China.

Reading Part 6 (open cloze)

Read the advice and ask how it will help students in the exam. (They will understand what the text is about before thinking about the gaps; they have an idea of what kind of word is needed.)

Exam
advice

- 5 Set a time limit of six minutes. Allow students to compare answers in pairs, then elicit the answers and look at any problematic areas, e.g. 1 *an* – it is the first time the journey is mentioned so we use an indefinite article 3 *so* – we use *so* + adjective or *such* + adjective + noun.

Answers

1 *an* 2 *is* (also accept *was*) 3 *so* 4 *for*
5 *them* 6 *to*

- 6 Elicit other topics that students could write about, e.g. *after-school activities*. Allow weaker students to work in pairs. Monitor and help with ideas where necessary.
- 7 When students have discussed their ideas, invite one student from each group to share their most interesting idea with the class.

Extension idea

Students work in groups to design their perfect school based on their ideas from Exercise 6/7. Ask students to vote for the best idea.

Vocabulary SB page 18

fail, pass, take, lose, miss, study and teach

- 1 Allow students to discuss the vocabulary in pairs if they are unsure. Elicit the answers and then elicit more examples of similar collocations, e.g. *pass / fail a driving test, miss a flight, miss lunch, lose money*.

Answers

2 *pass* 3 *fail* 4 *miss* 5 *lose* 6 *learn* 7 *teach* 8 *study*

- 2 Students work alone and refer to Exercise 1 if necessary. Check answers, then ask the questions to the class. Don't ask for more details at this stage as the students will do this in Exercise 4.

Answers

2 *lose* 3 *teach* 4 *learn* 5 *miss* 6 *study*

- 3 If time is limited, put students into pairs and ask each student to think of follow-up questions for either 1 and 2, 3 and 4 or 5 and 6, rather than asking all the students to think of questions for each one.

- 4 Students take turns to ask their questions from Exercises 2 and 3 and remember the answers. The students then decide who is the most organised and why. Elicit the most interesting things the students found out about each other.

Extension idea

Put students into small groups to make a group presentation. Give the students a choice of three topics: how to pass exams; how to learn a new language; how to stop losing things.

► **Workbook** page 8

Grammar SB page 18

Past simple

- 1 Elicit some ideas for headings before students start e.g. *weather, food, language, things to do*.
- 2 Encourage students to write one or two words for each topic only, so that they don't miss the next answer. Allow students to discuss their ideas in pairs and elicit the differences that they remember.

Answers

school uniform: wore a uniform in Mexico but not in Canada
the city: Mexico City – a very large city;
shops and entertainment: shopping centres, museums, large cinemas with a choice of films, restaurants with food from all over the world

Track 4

Interviewer: Emily is a 16-year-old school student. She's here with us today to talk about the six months she spent in Mexico. Hello, Emily.

Emily: Hi!

Interviewer: Where did you go last year?

Emily: I went to Mexico to stay with a Mexican family for six months as an exchange student. I went to school every day and I had to wear a uniform. In Canada I don't know anybody who wears a uniform.

Interviewer: Where did you stay?

Emily: I stayed with Alicia and her family in Mexico City. Alicia's my age and we got on really well.

Interviewer: Why did you choose Mexico City?

Emily: I wanted to improve my Spanish. Mexico City is the capital, of course, and it's also the largest Spanish-speaking city in the world!

Interviewer: Did you speak Spanish before you went?

Emily: Yes, I did. I studied French and Spanish at school in Canada and I thought I was good at languages. But when I got to Mexico I couldn't say anything. It was awful.

Interviewer: How did you feel when you first arrived?
Emily: To tell you the truth, when I arrived, I was scared. Mexico City is so different from my home town. It's enormous!
Interviewer: Did you like the city?
Emily: I liked it a lot. You see, there's so much to see and do unlike Saint Andrews, my home town. There are shopping centres, museums, large cinemas with a choice of films and then there are restaurants with food from all over the world.
Interviewer: What about school? What subjects did you study?
Emily: I did maths, chemistry, biology, Spanish, and lots of other subjects.
Interviewer: Did you enjoy the experience?
Emily: Oh yes, I did. I'm really glad I went there. My Spanish got better and I even began to dream in Spanish. I made so many really good friends and Alicia is coming to stay with my family very soon.
Interviewer: Thank you, Emily ... and if you'd like to know more about being an exchange student, contact ...

- 3 Elicit how we form questions in the past simple and write the structure on the board: (question word) + *did* + noun/pronoun + base form of the verb. Check the students' questions before they listen again.

Answers

- 2 Where did you stay?
 3 Why did you choose Mexico City?
 4 Did you speak Spanish before you went?
 5 How did you feel when you first arrived?
 6 Did you like the city?
 7 What subjects did you study?
 8 Did you enjoy the experience?

- 4 Encourage students to read the answers before they listen again and to discuss in pairs what they think the missing verbs might be. This will help to prepare them for what they are about to hear.

Answers

- 2 stayed 3 wanted 4 studied 5 arrived; was
 6 liked 7 did 8 went

- 5 Check: *regular* and *irregular*. Elicit that, in the past simple, regular verb forms are formed by adding *-ed* to the base form of the verb, e.g. *stayed, finished*. Irregular verbs have different forms. Elicit the verbs Emily used and the base forms of the irregular verbs *went-go, was-be, did-do*.

Answers

- Regular verbs: stayed, wanted, studied, arrived, liked
 Irregular verbs: went, was, did

/P/ /d/, /t/ and /ld/

- 6 Remind students of voiced and voiceless consonants in the pronunciation of the 3rd person *-s* in the present simple. Model and drill the verbs in the examples, emphasising the sound of the *-ed* endings.

Answers

- 1 /d/ 2 /ɪd/ 3 /t/

Track 5

- 1
Emily: I stayed with Alicia and her family.
 2
Emily: I wanted to improve my Spanish.
 3
Emily: I liked the city a lot.

- 7 Ask students to say the verbs aloud in pairs. If they aren't sure which sound to use, they should try saying the verbs with different sounds and try to hear which one sounds correct. Elicit the answers.

Answers

- /d/: stayed, studied, arrived, lived
 /t/: liked, helped, watched, washed
 /ɪd/: wanted, decided, needed, invited

Track 6

- | | | | |
|--------------|---------|--------|---------|
| /d/ arrived | lived | stayed | studied |
| /t/ helped | liked | washed | watched |
| /ɪd/ decided | invited | needed | wanted |

- 8 When students have practised in pairs, ask pairs to act out the dialogues. Check the pronunciation of the verb endings. Elicit any new past verbs needed to answer the questions and write them on the board, e.g. *eat - ate*. Elicit possible answers, e.g. *What did you eat? I ate tortillas every day!*
- 9 When students have finished, point out what problems the errors illustrate.

Answers

- | | |
|-----------------------------------|------------------------------|
| 1 plaied played | 2 teached taught |
| 3 studyed studied | 4 founded found |
| 5 arived arrived | 6 bringed brought |
| 7 recommnd recommended | 8 puted put |

- 10 Students work alone and check their answers in pairs.

Answers

- 2 spent 3 chose 4 wanted 5 left 6 was 7 felt
 8 said 9 looked after 10 ate 11 saw 12 made

- 11 When students have finished, elicit any interesting information that students found out.

- ▶ Grammar reference page 120: Past simple
- ▶ Workbook page 9

Grammar SB page 20

Past simple and past continuous

- 1 Set a time limit for the discussion and help with vocabulary where necessary.
- 2 When students have listened, elicit what happened and how the story ended. Elicit ideas about what might happen next.

Answer

She saw a group of wild dogs.

Track 7

Emily: It was my second week. The sun was shining and I was feeling good. I was walking to school with Alicia when we saw a group of dogs. We were frightened and we didn't know what to do.

- 3 After students have listened, ask them what really happened and which ending they prefer; their own or the one in the listening.

Track 8

Emily: Suddenly a woman appeared from nowhere and she started screaming at the dogs. The dogs ran off. We said 'Gracias!' and went to school.

- 4 Elicit the answers and point out that in 1 the verbs describe short, single actions. In 2, the verbs are setting the scene for the story. This is a useful way of starting their own story writing. In 3 there is a longer activity in progress when a single action happens. This can stop the first activity completely: *I was talking on my phone when I dropped it.* or the longer activity can continue: *I was talking on my phone when the bus arrived and I was still talking when I got off.*

Answers

- 1 No, they were three separate actions which happened one after the other. The dogs ran off last.
- 2 We don't know when the sun started shining or if it stopped shining.
- 3 No, they didn't. They saw the dogs during their walk to school.

- 5 Go through the rules with the students and point out that we can reverse the order of the sentences when we use past continuous and past simple together: *We saw a group of dogs while we were walking to school.*

Answers

- 2 past continuous 3/4 past simple / past continuous
- 5 past continuous 6 past simple

- 6 Look at the example and ask why it is in the past simple (it is a single action, not a longer activity). Students compare answers in pairs and try to justify their answer, using the rules in Exercise 5.

Students could do Grammar reference: Past simple and past continuous, Exercises 1 and 2, page 121, at this point or for homework.

Fast finishers

Students tell the story from Alicia's point of view.

- 7 After the listening, elicit why each verb form has been used.

Answers

- 2 went 3 was talking 4 stopped 5 said
- 6 was feeling 7 didn't know 8 helped 9 were setting off
- 10 shouted 11 took off 12 started

Track 9

Emily: One morning, Alicia woke up early for school and she went downstairs. I was talking loudly to my dad in the kitchen. We stopped talking and I said, 'Look outside! There's twenty centimetres of snow on the ground. We'll have to ski to school!' Alicia was feeling excited and nervous at the same time. Snow in Mexico City is very rare and she didn't know how to ski. I helped her to put on the skis. As we were setting off for school, one of the neighbours shouted, 'Everything is closed. No school today!' We took off our skis and we started playing in the snow.

- 8 Encourage students to start by setting the scene, e.g. *It was raining and we were sitting in the classroom during the break.* Allow five minutes for students to plan their stories. Monitor and help students where necessary.

- 9 Monitor and note down any mistakes with verb forms. When students have swapped stories, write some mistakes on the board and elicit correct sentences.

- ▶ Grammar reference pages 120–121: Past simple and past continuous
- ▶ Workbook page 9

Listening Part 1 SB page 21

Listening part 1 (multiple-choice with pictures)

Go through the box with the students.
Remind students that they should always listen carefully the second time even if they think their answer is correct.

Exam
advice

- 1 Elicit the key words and synonyms, e.g. *bring* – *make sure you've got*, *don't forget*. This will help students to identify the information they need in the recording.

Answers

- 2 What time does the girl's school start?
3 Where does the boy live?
4 Where did the boy find his football boots?
5 What did the girl eat before she came home?
6 What are the two friends going to buy Paul for his birthday?
7 What is the weather forecast for tomorrow?

- 2 Point out that this stage will help them to predict the words they will hear. For question 2 elicit two ways of saying each time, e.g. *8.30*, *half past eight*.
- 3 Tell students that they should write only one or two points for each picture or they may miss the next part of the answer. When students have listened once, they share ideas with a partner before listening again to complete the task.

Answers

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

Track 10

1

Narrator: What do the students need to bring tomorrow?
Teacher: Just before you leave. Listen carefully, everybody. Don't forget we're meeting outside the train station for the cycling trip. Lunch will be provided so you don't have to bring any food but don't forget a water bottle. It may be hot. Please don't bring anything valuable. As there really won't be anything to buy on the way, you definitely won't need any extra money.

2

Narrator: What time does the girl's school start?
Teacher: Hannah Brown, it's ten past nine. You're late again. What happened this time?
Hannah: I'm really sorry, Miss Fulham. I left my homework at home so I went back for it. Then I missed the bus and the next one was at half past eight. There was a terrible traffic jam so I got off the bus and ran the rest of the way.
Teacher: Yes, but you know that you should be here by ten to nine. Make sure it doesn't happen again.

3

Narrator: Where does the boy live?
Jack: Hi, it's Jack here. Do you still fancy going to the swimming pool later? George lives near the pool, so he might want to come too. Shall we meet outside the cinema? You know, on the road where I used to live. And if you like, we can get a take-away afterwards. They've opened a great pizza place next door to my house. Let me know what you think. Bye!

4

Narrator: Where did the boy find his football boots?
John: Have you seen my football boots, anywhere? I brought them home from training yesterday. They were wet, so I left them in the kitchen to dry and now I can't find them.
Katie: Dad was tidying up this morning. Have you looked in the cupboard in the hall?
John: Yes, but they weren't there. Wait a minute. What's in that bag over there? Oh here they are!

5

Narrator: What did the girl eat before she came home?
Dad: Hi, Julia. How was your day? I'm just having a sandwich. Would you like one?
Julia: No thanks, Dad. My friends in Year 10 were selling cakes after school so I had one of those. It was really good.
Dad: I guess they're still collecting money for their trip.
Julia: Yes, they are.
Dad: Anyway, we're having my home-made burgers tonight. They should be ready by about seven.

6

Narrator: What are the two friends going to buy Paul for his birthday?
Boy: It's Paul's birthday next weekend. We should get him something. We got him a book about his favourite band last year.
Girl: Oh yeah, that's right, but his sister had bought him the same one so he took it back to the shop. He got a book about surfing instead, didn't he?
Boy: Yes, that's right. I know! My brother's reading a new spy thriller. It's set in Italy and he says it's really exciting. Let's get him that.
Girl: OK.

7

Narrator: What is the weather forecast for tomorrow?
Joe: Best of luck with the tennis competition, Vicki! It's tomorrow, isn't it?
Vicki: Thanks, Joe! They might have to cancel it. It hasn't stopped raining all day today and we're playing outdoors.
Joe: Have you looked it up on the internet? It says on this page that it's going to be cloudy but dry. It won't be sunny though.
Vicki: That's OK – I don't like playing when it's hot but I'll take my sun cream just in case.

used to

Lead-in

In small groups, students think of three good things about their primary school and three bad things. Elicit ideas and reasons why.

- 1 When students have identified the form, point out that *used to* has a similar meaning to using the past simple with adverbs of frequency.

Answers

used to, didn't use to

- 2 Go through the rules on page 121 and point out the similarities between *used to* in questions and negatives to regular past forms (we use *did/didn't* + the base form of the verb).

Answers

- 1 No
- 2 We write *didn't use to* (NOT *didn't used to*) and *did you use to* (NOT *did you used to ...?*)
- 3 The infinitive

- 3 Remind students not to use *used to* for actions that only happened once. Tell students to use some of the ideas from the lead-in. When they have finished, put students in pairs to read their texts to each other.

Students could do the Grammar reference: *used to*, Exercise 1, page 121, at this point or for homework.

- ▶ Grammar reference page 121: *used to*
- ▶ Workbook page 9

Vocabulary SB page 22

do, earn, have, make, spend and take

Lead-in

With books closed, put students into small groups. Give them a minute to brainstorm school subjects. Stop the activity and elicit how many each group has written. Elicit subjects and correct where necessary.

- 1 Ask the students if the verb collocations are the same in their language. When students have finished, point out or elicit other useful collocations with the same verbs, e.g. *spend money, make an effort, do experiments*.

Answers

- 2 make 3 have 4 spend 5 take 6 make 7 do
8 earn

- 2 Ask: *Can you have fun in [subject]?* and elicit reasons why students can have fun in some subjects, e.g. *We can have fun in chemistry because we do experiments*. Allow three minutes for the activity.

Speaking Part 3 SB page 22

Lead-in

Put students into small groups and ask them to think about their timetable at school. Should some subjects have more or fewer lessons each week? Are there any other subjects they would like to study? Set a time limit of two minutes and elicit ideas.

- 1 Ask students which subjects in the box would be useful and why. Read through the questions and have a class vote on which subject they think Tanya and Gareth will choose. After the listening, ask whether they agree with the speakers and why.

Answers

- 1 creative writing, money matters, home economics;
2 communication skills, bicycle repair, computer programming; 3 communication skills

Track 11

Tanya: Have you got a moment, Gareth?

Gareth: Yeah, go on!

Tanya: Well, you know our teachers want us to vote on a new school subject, can we talk about them first?

Gareth: Sure!

Tanya: Shall we start with creative writing?

Gareth: OK, go on ...

Tanya: Don't you think it would be a great idea? I'd love to learn how to write fiction.

Gareth: Um ... I don't think many of our classmates will agree with you. How about communication skills? Our teachers often ask us to give presentations and I'm sure knowing how to speak to large groups will be useful in the future.

Tanya: Good point. Let's talk about another subject. Then we can decide. Perhaps our teachers could teach us how to manage money. You know, how to save and how not to spend too much.

Gareth: Do you really think so? None of us earn money so we can't save or spend.

Tanya: That's my point. Whenever we get money, we go out and spend it!

Gareth: I think it'd be better to do something like bicycle repair so that I can mend the tyres on my bike.

Tanya: I don't agree. Some of us don't have bikes. What's left on the list? Let's see ... What about learning how to look after a home? That's home economics, you know, how to cook and clean or how to fix the washing machine.

Gareth: I'm not sure about that one.

Tanya: Nor am I.

Gareth: Yeah! I'd prefer to do computer programming and then we could design some cool new games.

Tanya: That's true but I still think communication skills is the best option.

Gareth: So do I. Let's go for that.

- 2 Elicit the answers and how students would agree with the statements: *I'm sure about that. (So am I)* and *I don't think that communication skills is the best option. (Nor do I)*. Make more statements using the present simple or verb *to be* and ask students to agree.

Answers

Students should underline Nor am I and So do I. We use 'Nor' to agree in negative sentences and 'So' to agree in positive sentences. When we disagree, we can use expressions like 'I disagree' or 'I don't agree'.

Students could do the Grammar reference: *So (do) I* and *Nor/Neither do I*, Exercise 1, page 121, at this point or for homework.

- 3 Point out that, when making suggestions or decisions, we use: *shall + we + base form of the verb*, *Let's + base form of the verb*, *How about + -ing form of the verb*.

Answers

1 start 2 about 3 point 4 agree 5 sure 6 Let's

Track 12

1

Tanya: Shall we start with creative writing?

2

Gareth: How about communication skills?

3

Tanya: Good point. Let's talk about another subject.

4

Tanya: I don't agree. Some of us don't have bikes.

5

Gareth: I'm not sure about that one.

6

Gareth: Let's go for that.

- 4 Go through the uses with the class then ask pairs to match them to the phrases in Exercise 3.

Answers

Suggesting Shall we...?
How about

Disagreeing I don't agree.

Agreeing Good point.
I'm not sure.

Deciding Let's go for that.

- 5 When students have read the instructions, ask questions about what they have to do, e.g. *Will students talk alone?* (no, they will talk together); *How long will they talk for?* (two minutes); *What do they have to decide?* (which activity would be the most popular).

Speaking Part 3 (discussion)

Go through the advice with the students. Ask if it is a good idea to make a quick decision straight away (*no, because they wouldn't discuss all the activities and wouldn't speak for long enough*). Ask why it is a good idea to start the conversation by suggesting which activity to talk about (*it shows you have confidence in using English and you can choose an activity you find easy to talk about*).

Exam
advice

- ▶ Speaking bank pages 159–160: Speaking Part 3
- ▶ Grammar reference page 121–122 *So (do) I* and *nor / neither (do) I*
- ▶ Workbook page 9

Writing Part 2 SB page 23

Lead-in

With books closed, ask students where they might read articles, e.g. news sites, social media. Ask them to think about an article they read recently: where was it, what was it about. Put them in small groups to share their information, then elicit ideas from each group.

- 1 Elicit the answers and then ask students what makes them want to read an article, e.g. a topic they are interested in.

Answers

- 1 an article
2 What makes a great school; The people or the facilities or something else; The kinds of clubs and activities a great school should offer

- 2 Set a time limit of one minute and elicit ideas from different pairs so that students can use each other's ideas in Exercise 3.
- 3 Set a time limit of three minutes. When students have finished, point out that they won't use all of their ideas in their article but should choose the most important or interesting.
- 4 Ask students their opinions about the article. Ask which school theirs is more similar to, the writer's or her perfect school?
- 5 When students have finished, elicit that the answers are all 'Yes' and then discuss what they are: title – *What makes a great school?*; Information – people who work there (teachers), facilities (bright classrooms); something else (start times); clubs and activities (film making, etc.); paragraphs (two); connecting words (*because, and*).

Writing Part 2 (an article)

Tell students to underline the important parts of the advice. Look at the first point and elicit that they could underline: *Read, instructions and text, Decide, information, need to include*. Students do the same for the other two points in pairs. Elicit their ideas. Students have about twenty-two minutes for each task. This gives them about three minutes to read the instructions, note useful vocabulary and plan their ideas, 16 minutes to write and three minutes to check their work.

Exam
advice

- 6 Before students start writing, elicit that *In my opinion* is a good way to start the article. Elicit ways of continuing the sentence to help students think of a way to start their article, e.g. *In my opinion, a great school has rules that everyone follows but gives the students some freedom*. Set a time limit of fifteen minutes for the writing, similar to the time they will have for writing in the exam.

Model answer

What makes a good school?

In my opinion, people make a great school. You need good teachers who can think of different ways to teach so that classes are always interesting. The students should be hard-working, friendly and fun.

Modern facilities and technology can help, too. I love my old school but we didn't have a computer classroom or a science laboratory. My new school has both and I can learn much more here.

After-school clubs are a great idea but I believe that the students should decide what clubs they want. There should be a wide variety like sports, technology and other things.

- 7 Once students have checked their articles they work in pairs to check any errors of spelling, vocabulary or grammar in each other's writing. They can also give each other feedback on what they liked best about them. Elicit some of the ideas and vocabulary that students liked best.

- ▶ Writing bank pages 148-149: Writing Part 2: an article
- ▶ Workbook page 11
- ▶ Complete Preliminary for Schools new edition Test Generator Unit 2

Vocabulary

A typical school day

do homework	make notes
go home	pay attention
have a break	set off for school
have lunch at school	work in groups

Verb and noun combinations

do a degree	miss (a lesson)
earn money	spend time
fail / pass / take (an exam)	study (a subject)
have fun, a good memory	take a long time
learn (how to do something)	teach (someone how to do something)
lose (something)	
make friends, a mistake	

School subjects

art	history
biology	IT
chemistry	maths
French	music
geography	physics

School

classroom	location
exams	rules
facilities	timetable
homework	

Alternative subjects

bicycle repair	creative writing
communication skills	food technology
computer programming	money

Other words from the reading

connect to sth	rule
located in	valley
receive	zone

Vocabulary activity 1

Put students into groups of three. Each group thinks of one or two sentences containing a verb–noun combination from the word list. They then rewrite the sentences, this time with a gap in place of the verb. When they have finished, the groups close their books and swap their sentences with another group. They try to guess the other group's missing word. Groups then tell each other their guesses and see if they were correct.

Vocabulary activity 2

In pairs, students choose one of the words from the list and think of a short dialogue about the word but they cannot say the actual word they have chosen, e.g. if the word is *rules* they can act out a dialogue about rules but they can't say the word *rules*. Set a time limit and then invite pairs to act out their dialogues in front of the class. Other students have to guess what their word is.

Vocabulary and grammar review Unit 1

Answers

- 2 in 3 on 4 in 5 in 6 at 7 in 8 at/on 9 in 10 at
11 in 12 on
- 2 a bit of 3 a lot 4 much 5 time 6 much
7 a bit of 8 a few
- 2 Hello, ~~call~~ I'm calling to ask if you want to go out tonight.
3 Why ~~do you stand~~ are you standing here in the rain at this time of night? 4 I'm ~~tired-usually~~ usually tired in the morning.
5 I'm ~~never-believing~~ I never believe anything my brother tells me.
6 I ~~every day~~ make my own bed make my own bed every day.
7 How ~~do you often~~ often do you have a bath?
8 I ~~get normally~~ normally get home at about half past five.
- 2 sofa 3 fridge 4 cooker 5 dishwasher
6 microwave 7 duvet 8 chest of drawers 9 wardrobe
10 washing machine

Vocabulary and grammar review Unit 2

Answers

- 2 making 3 learned 4 pass 5 had 6 made
7 taking 8 do
- 2 I think I ~~lefted~~ left my school bag at your house last night. 3 The teacher was kind. She ~~teached~~ taught the students well. 4 I woke up very early because I was ~~planing~~ planning to go to the lake. 5 My dad only ~~payed~~ paid €75 for his mobile phone. 6 While my sister was riding her bike, she ~~felt~~ fell and injured her leg. 7 When I was younger, I ~~prefered~~ preferred to take the bus to go to school. 8 I met Holly a very long time ago. We were ~~studing~~ studying at the same school in London.
- 2 were chatting, was writing 3 were having, rang 4 was buying, saw 5 thought, was
6 escaped, was cleaning 7 jumped (or was jumping), broke 8 read, wrote 9 stayed, enjoyed 10 was feeling, went
- 4 1 used 2 use 3 give 4 used 5 didn't (*gave, wasn't* and *weren't* are not needed)

3 Having fun

Unit objectives

Topic: Hobbies and free time activities

Listening Part 4: multiple-choice: listening for detailed meaning

Reading Part 3: multiple-choice: reading to understand gist and detailed comprehension of a text

Speaking Part 2: describing a picture

Writing Part 2: story: planning paragraphs

Grammar: verbs followed by *to* or *-ing*

Vocabulary: leisure activities; prepositions of place; phrasal verbs; people's hobbies

Pronunciation: *-ing* endings /ɪ/

Starting off SB page 26

Lead-in

Put students into pairs. Ask them when they have free time, e.g. breaks between lessons, in the evening after they have finished their homework, at the weekend. Students ask each other questions about what they do or what they did at a specific time using adverbs of frequency for present simple questions and past time expressions with the past simple. Elicit examples of each and questions that could be formed with them, e.g. *usually* - *What do you usually do during breaks?* *last night* - *What did you do last night?* Set a time limit of two minutes and elicit some of the activities mentioned.

- 1 Tell students to open their books and cover everything except the photos. Students work in pairs to discuss what the people are doing. It can be motivating for students to see how much vocabulary they already knew before it is presented. Elicit the answers and point out that when we use the *-ing* form of the verb we follow it with a singular verb form, e.g. *computer games are fun / playing computer games is fun*. Elicit similar sentences about other activities in the list, e.g. *taking photos is interesting*.

Answers

2 taking 3 going 4 riding 5 playing
6 seeing 7 posting 8 diving

- 2 Students put the leisure activities from Exercise 1 in order, then work together to decide the best one.
- 3 Remind students about the Speaking Test Part 3 which they looked at in Unit 2. Elicit what they have to do (discuss in pairs and make a decision), how they can start (by suggesting which idea they should start with) and how long they have (two minutes). Elicit phrases which the students could use for this activity and write them on the board, e.g. *Which activity do you think is the best? What about...? Where shall we put...? Monitor and help students where necessary. Elicit the best and worst activities from different pairs.*

Extension idea

Put students into groups of three. They have two minutes to list as many other free time activities ending in *-ing* as they can, e.g. *reading*. Find out how many ideas each group have got and elicit these, starting with the group who have the least.

Listening Part 4 SB page 26

Background information

Ryan Parrilla uses different techniques to take his photos. Sometimes he has to be quick to capture someone walking past a specific building. Sometimes he has to be patient, waiting for the light to fall on the city in exactly the way he wants. A love of skateboarding helped him to learn to take photos quickly as his subjects jumped or did tricks. Following his friends as they skateboarded took him to different parts of New York and gave him more inspiration. Now, some major companies such as Nike have hired him as a photographer but Ryan still considers himself a normal teenager.

- 1 Tell students to also give their opinions about the photos, saying which they like best and why.
- 2 Tell students they don't need to look at the options yet. Elicit the information and some possible answers, e.g. *Why did he put his photos on Instagram? Because it is easy to use. Because it is free. Because his sister told him how to use it.*

Answers

1 a reason 2 things/people/places 3 a time / a reason
4 a thing 5 an action 6 an action

Listening Part 4 (multiple-choice)

Discuss the advice with the students. Tell them that they should quickly underline key words in the questions and options to help them decide what information they need to listen for. Point out that this form of multiple-choice is very similar to the multiple-choice activity with three pictures. In both cases, there are references to the information in all three options, but only one will be correct, so the students have to listen carefully to what the speaker says about them.

Exam
advice

- 3 When students have chosen the correct answers, allow them to discuss their choices in pairs and try to justify their answers if they disagree with each other. Play the recording again. Elicit the answers and information from the text which helped students to decide which was the correct answer. If necessary, make a photocopy of the audioscript for students to also see why the other two answers are incorrect.

Answers

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

Track 13

- Narrator:** You will hear a radio interview about a young photographer called Ryan Parrilla. For each question, choose the correct answer.
- Presenter:** Today I'm talking to journalist Amy Ortega about the teenage photographer Ryan Parrilla, who turned his hobby into a successful career. Why, Amy, did Ryan post his early pictures on Instagram?
- Amy:** He knew other photographers usually try to have theirs published in magazines, but he hoped that with Instagram he could receive comments from across the world, getting to know people online and perhaps also in real life by travelling overseas. The result is, he has become well-known internationally, attracting the attention of companies such as Nike, who have since given him work. Ryan has around 100,000 people following him on Instagram, with thousands of 'likes' and comments for every photo.
- Presenter:** What does he most like to photograph?
- Amy:** He recently took an amazing photo of birds following a ferry he was on while in Mexico, but Ryan grew up in New York and what he really loves is getting pictures of his city, its sights and those who live there. He considers photography an art form because it lets him catch life and ordinary people through his own eyes.
- Presenter:** Which does he feel are his best photos?
- Amy:** He's taken great photos from the roof of his 54-storey Manhattan building, just as the city's waking up. But the ones he's most proud of are those he hadn't intended to take until he suddenly saw something surprising, like

a skateboarder flying through the air, and he knew it was the right moment for a picture.

Presenter: What kind of camera did he begin with?

Amy: He's been taking photos since he was nine, and nowadays he chooses from the latest models, but most of his early photos were taken with the camera on his sister's phone. Before that, though, he began with an old one belonging to his dad which he'd found lying around in the house. By the age of twelve, photography was changing his life.

Presenter: What happened when he was twelve?

Amy: He started taking photos around New York. At home, his dad noticed Ryan seemed to be on his computer and he thought Ryan was playing video games, but actually he was busy teaching himself about photography and looking up information about it.

Presenter: What advice does Ryan have for other young photographers?

Amy: He warns against choosing a particular type of photography just because it's cool and instead advises them to do whatever brings them pleasure. He also believes that thinking you can't achieve what you want while you're young is a mistake. And Ryan's amazing career shows just how true that is.

- 4 Set a time limit of two minutes and then elicit ideas. Continue the discussion by asking students about photos they have seen on the Internet or social media which they have found interesting.

Extension idea

Students work in groups of four and choose one hobby which they could turn into a job. When they have agreed, they discuss how they could do this and think of advice they could give to someone who was interested in such a career, e.g. *riding a bike - bike courier. You have to keep your bike in good condition. You have to get fit so that you can ride fast. You need to be very careful on the roads. You need to have safety equipment.*

► Workbook page 14

Vocabulary SB page 27

Prepositions of place

Lead-in

Write 'What is it?' on the board. Look around the room and make a sentence using a preposition of place, e.g. *It is on my desk next to my books.* or: *It is on the floor between the door and the board.* The students have to identify the object. You could make this a competitive activity by putting the students into groups and giving a point for the first group to give a correct answer. Try to say about five different sentences.

- 1 Before students start the activity, elicit: *racket, wardrobe, floor, shelf* so that they can concentrate on the prepositions of place without being worried about unknown vocabulary. Ask students to compare their pictures before they check on page 163. If they have placed things differently in their pictures, they should try to decide who is correct by remembering what the people on the recording said.

Answers

1 on the floor in front of the wardrobe 2 on the shelf opposite the window, behind the clock 3 under the small table next to the bed 4 inside the wardrobe on the right, on the shelf above the shelf where her jeans are

Track 14

- Kirsty:** Hi Jack, I forgot I'm playing tennis later and I've left all my things at home! Can you find them for me? And could you bring them with you later?
- Jack:** Sure, I'll go and look for them in your room now. Where's your racket?
- Kirsty:** You'll see that as soon as you walk in. It's lying on the floor just in front of the wardrobe.
- Jack:** Right, I'm just opening the door ... yes, there it is.
- Kirsty:** Great. Now there should also be some tennis balls, four I think, on the shelf that's opposite the window. Can you see it?
- Jack:** Yes, I can.
- Kirsty:** They're actually behind the clock there.
- Jack:** Yes, all four are there. I'll bring those too. What else?
- Kirsty:** My trainers. Do you see the small table next to my bed? Well they're under that.
- Jack:** I've got them. Is that everything?
- Kirsty:** Just one more thing. Could you get my T-shirt?
- Jack:** Sure. Where is it?
- Kirsty:** If you look inside the wardrobe, on the right, you'll see it on the shelf above the one where my jeans are. And that's all.
- Jack:** OK, if I can find a big enough bag, I think I can carry everything!
- Kirsty:** Thanks, Jack.
- Jack:** No problem, see you later.

- 2 Tell students that more than one answer may be possible. Look at the example sentence and compare it to what was said in the recording (*It's lying on the floor just in front of the wardrobe*). If you think the students need more help, play the recording again and tell them to number the prepositions depending on which object they describe, i.e. *near, on, in front of* should all be marked. Students can then make their sentences knowing which prepositions of place to use for each object. Elicit sentences to make sure they are correct.

Extension idea

Ask students to quickly draw the room in the picture twice without the added objects. Set a time limit of two minutes so they don't try to draw it too carefully. Then ask them to add five objects of their own wherever they like in the picture. Students now join together in pairs and, without showing their pictures to each other, describe where their five objects are. Their partner draws these in their second picture. When they have both described and drawn, they compare pictures with each other to see if the objects are in the same places.

Reading Part 3 SB page 28

Starting off

Background information

There are several sand sculpture world championships. The world's tallest sand castle was built on Myrtle Beach in South Carolina in 2007. It was 15.1 m high and took 10 days to build and used 300 truckloads of sand.

- 1 Set a time limit of one minute and then ask students if they have ever seen anything like this before and, if so, where.

Reading Part 3 (multiple-choice)

Discuss the exam advice with the students.

Point out that as well as deciding which answer is correct, they can also check that they are right by understanding why the other options are wrong.

Exam
advice

- 2 Ask the students what the writer's main purpose means (it is the overall reason for writing, what the writer wants to do). Set a two-minute time limit. Check the answer and students' reasons for choosing the answer: the first paragraph talks about how enjoyable they are to make and the last one encourages readers to make one themselves.

Answer

4

- 3 Set a time limit of two minutes for the students to find the answers and discuss them in pairs. Pair stronger students with weaker to find the information. Don't provide answers at this point, as they are linked to Exercise 4.
- 4 Point out that the students have now done the first two tasks in the exam advice, i.e. they have read the text to get a general idea and they have written their own answers to the questions (the answers in Exercise 3). The students now look at the options and choose the ones most like their answers to Exercise 3. If none of them are similar, they have to read that section of the text again to find the correct answer. Tell them they should also read the parts of the text where the answers are written and check that the other two choices are definitely wrong.

Answers

1 D 2 B 3 C 4 A

Fast finishers

Students look at the wrong choices and find evidence for why they are wrong. When you elicit the correct answers, if anyone has chosen wrongly, the fast finishers can then explain why it is the incorrect answer.

- 5 Elicit what the activities are in the box. Set a time limit of three minutes for the discussion and then elicit ideas from the class.

► Workbook page 12

Grammar: verbs followed by *to* or *-ing*

SB page 29

Lead-in

Elicit a verb from the class for something that they do every day, e.g. *eat, sleep*. Elicit a sentence containing the *-ing* form and *to* + verb for both verbs, e.g. *I enjoy sleeping. I want to eat now*. Accept other examples such as *I am sleeping. I used to eat a lot of ice cream*. Put students into groups of four and ask them to think of four more verbs and do the same, trying to make the sentences as different as possible. While the students are doing this, write two columns on the board headed: *enjoy* and *want*. Elicit sentences from the students and, if they have used a verb + *-ing* or a verb + *to* combination, write the verbs on the board below either *enjoy* or *want*. If the verbs can be used with *to* or *-ing*, e.g. *like*, write these between the two columns. When students have finished, elicit what the difference between the two groups of verbs is (one is followed by *-ing* and one followed by *to*) and why some are in the middle.

- 1 Elicit the answers and then ask students to think of different sentences using the same underlined verbs, e.g. *Dan seems to be worried about something*.
- 2 Allow students to work in pairs to discuss the verbs. Elicit the answers and any other verbs the students can think of. Write these on the board for students to add to their tables.

Answers**verb + *ing***

enjoy, fancy, keep,
feel like, finish, mind, miss,
practise, recommend, suggest

verb + *to* + infinitive

afford, agree, decide, hope,
learn, manage, promise
seem, want, would like

Extension idea

Put students into groups of three or four. Tell them to write four sentences, two using verbs which take *-ing* and two with verbs which take *to*. When they have finished, elicit sentences from different groups and encourage students to make a note of four more example sentences from those that the other groups say.

- 3 Look at the instructions with the students. Elicit some verbs which can be used with *-ing* or *to* without any change in meaning, e.g. *start, like*, then ask them to look at the sentences in the exercise. Elicit the answers and ask students about something they remember doing when they were younger and something they will never forget doing.

Answers

something you have to do: **2, 3**
a memory of something in the past: **1, 4**

- 4 Ask students to read the instructions and then ask: *Do all the sentences contain a mistake?* (No, some of them do). Monitor and help the students. When students have finished, ask how many sentences were wrong (five), then elicit the correct sentences.

Answers

2 I hope ~~see~~ to see you soon!
3 I really enjoyed ~~to help~~ helping at a pop concert.
4 correct
5 Do you fancy ~~to come~~ coming out with us?
6 correct
7 When we finished ~~to eat~~ eating I went my home.

- 5 Elicit that the correct verb forms can be found by looking at Exercise 2. Encourage stronger students to cover the table in Exercise 2 and to check their answers when they have finished.

Answers

2 listening 3 to do 4 going 5 to bring 6 to do

Students could do Grammar Reference: Verbs followed by *to* or *-ing*, Exercises 1 and 2, pages 122–123, at this point or for homework. /P/ *-ing* endings /ŋ/

- 6 When students have listened to the sentences, drill the /ŋ/ sound on its own and then the words in which it appears alone (*going, listening, planning, going, bring*). Model the different sounds by saying the words with no /ŋ/ (*doin*!) and with a pronounced /g/.

Answers

1 /ŋ/ no /g/ sound 2 No

Track 15

- 1 Where do you fancy going this evening?
- 2 What kind of music do you enjoy listening to at home?
- 3 What are you planning to do at the weekend?
- 4 Do you remember going away on holiday when you were younger?
- 5 Do you ever forget to bring anything to your lessons?
- 6 What would you like to do tomorrow?

- 7 To ensure students get the most practice possible of the verb forms, make sure they use them in both questions and answers, e.g. *I fancy going to the cinema* – not just *'the cinema'*. Monitor and check pronunciation and then elicit questions and answers from different students.

Fast finishers

Students think of questions they could ask other people in the class using different verbs in Exercise 2, e.g. *When did you last promise to help someone?* When everyone has finished Exercise 7, these students can ask other students in the class their questions.

- 8 Encourage students to make the task more communicative by asking follow-up questions. These don't necessarily need to use the verb forms being practised, e.g. *I'm learning to play the drums. When did you start? How often do you have lessons?* Elicit interesting information that the students found out from each other during the activity.

Suggested answers

2 I can't afford to buy a new computer.
3 I decided to stop spending too much last week.
4 I must remember to phone my best friend tomorrow.
5 I'll finish doing this exercise soon.
6 I shouldn't forget to watch that film on TV next weekend.
7 I'm planning to see my grandparents on Sunday.
8 I really love studying English.

- ▶ Grammar reference pages 122–123: Verbs followed by *to* or *-ing*
- ▶ Workbook pages 14–15

Vocabulary SB page 30

Phrasal verbs

Lead-in

Write the verbs: *take, get, put* in one column on the board and prepositions: *on, off, up, down, away, out, in, back* in another. Give some examples of phrasal verbs which can be made from the words on the board, e.g. *take off (clothes), get up (in the morning)*. Put the students into small groups and ask them to write as many phrasal verbs as they can using the words on the board, that they know the meaning of. Elicit ideas and definitions.

Grammar box

Look at the definition of phrasal verbs with the students. Point out that it can sometimes be difficult to decide whether the second part of a phrasal verb is an adverb or a preposition but that they don't need to know when they are adverbs and when they are prepositions at this stage.

- 1 Elicit the answers and then point out that there are three different types of phrasal verb here: *hang on* doesn't have an object. You don't hang on something; *look after* has an object, e.g. my phone/your brother, etc. It is inseparable, i.e. the object always comes after the complete phrasal verb; *run out of* is a three-part phrasal verb. Again the object comes after the complete phrasal verb, e.g. run out of money/time/petrol.

Answers

1 hang on 2 run out of 3 look after

- 2 Tell students to identify the nine phrasal verbs first. With a weaker group, this can be done as a class. With stronger students, as soon as most of the class have found them, elicit what they are and where in the text they can be found. This will enable all students to spend more time on deducing the meaning of the verbs

Answers

2 take up 3 put...down 4 sign up for
5 set off 6 give up 7 go on
8 look forward to 9 go off 10 find out

- 3 Remind students that, with the phrasal verb *look after* we say *look after someone*, not *look someone after*. In this exercise, there is a phrasal verb where the person or thing is written in the middle of the phrasal verb. Elicit the answers and encourage the students to note down what kind of phrasal verb it is by writing *sth/sb* with the verb when noting new vocabulary. If there is no object, the students just write the phrasal verb, e.g. *put sth down*, *give up sth*, *set off*.

NB With separable phrasal verbs the noun can go between the verb and adverb/preposition or afterwards: *put your name down / put down your name*. However, pronouns always go between the noun and the particle: *put it down*, NOT *put down it*.

Answers

Three words: sign up for, look forward to
Separated: put (your name) down

- 4 Elicit the answers and allow students to discuss any different answers they have written. Don't give them the correct answers yet.

Answers

2 went off 3 take up 4 put ... down
5 gave up 6 go on 7 looking forward to

Fast finishers

Students look at the phrasal verbs used in the text and dialogue and think of different situations in which they could be used, e.g. *set off for school*.

Students could do Grammar reference: Phrasal verbs, Exercises 1 and 2, page 123, at this point or for homework.

- 5 When students have listened, elicit the correct answers and then ask students to explain what the speakers are saying without using the phrasal verbs, e.g. *They want to start their journey very early in the morning*.

Track 16

Chris: Hi, Ava. Are you and Megan going away on holiday soon?

Ava: Yes, on Saturday. We want to set off very early in the morning.

Chris: Are you going to the coast?

Ava: No, we went off beach holidays a long time ago. There are always too many people. We've decided to take up skiing instead. We're off to the Alps.

Chris: Do you know how to ski?

Ava: Er, not really. That's why I'm going to put my name down for lessons.

Chris: I tried skiing once but I found it really difficult. After three days I gave up and went home!

Ava: Well, the lessons go on until the afternoon, every day, so I hope I can improve quickly. I'm really looking forward to trying, anyway!

Chris: Yes, I'm sure you'll have a great time.

- 6 Remind students of the advice to give longer answers by adding details such as places and times. Tell students that when they answer the questions they should practise this part of the exam and extend their answers. Elicit some of the interesting information students found out about their partner.

▶ Grammar reference page 123: Phrasal verbs

▶ Workbook page 13

People's hobbies

- 1 Look at the example with the students and ask what a 'board' is and what the 'pieces' are. Check other vocabulary when they have finished the activity, especially *cook/cooker* as *cooker* is often mistaken for a job.

Answers		
hobby	person	equipment
1 cycling	cyclist	bike, helmet
2 painting	painter	brush, paint
3 cooking	cook	cooker, oven
4 camping	camper	tent, backpack
5 photography	photographer	camera
6 music	musician	instrument

- 2 Look at the example. Elicit the meaning of the words, e.g. *indoor game* – refers to where you play it, usually in a building; *black and white squares* – this refers to the design of the board; *queen* – this is one of the pieces; *move* – an action you do when you play. Set a time limit of two minutes for students to brainstorm their vocabulary. Elicit ideas unless you are using the extension activity below.

Suggested answers

cycling: wheels, seat, chain, lock, ride
 painting: landscape, frame, picture, oils
 cooking: recipe, saucepans, frying pan, boil, roast, bake
 camping: sleeping bag, fire, campsite
 photography: digital, zoom, close-up
 music: practise, performance, notes, keys

Extension idea

Divide the class into six groups, splitting up pairs from Exercise 2. Allocate one of the activities 1–6 to each group. The students share all the vocabulary they wrote down for that one activity and explain any words that other group members don't know. Each group then presents its vocabulary to the rest of the class. Encourage everyone to make a written record of any new vocabulary they hear.

- 3 Allow students a few moments to think of ideas alone before they work with a partner. Monitor and note interesting descriptions and ask those students to describe their hobby to the class for other students to guess the hobbies.

► Workbook page 13

Lead-in

Tell students they are going to describe a photo for their partner and see if their partner can recognise it from the description. Students work alone to find a photo in the Student's Book from Units 1 or 2 and think of how to describe it. Set a time limit of one minute. They then close their books and work in pairs, describing their photo to their partner. When they have both finished, they race to find their partner's photo first.

- 1 When students have discussed the questions, find out who does or has done any of the activities. Elicit details of where, when, with whom, etc. and whether or not the students would recommend them to other people.

Suggested answers

- A ice-skating: you can ice skate round the rink, race or learn to dance on ice
- B skateboarding: you can do this in a skatepark and it involves jumping and doing tricks; you can also do it in the street, for example, skate to school
- C backpacking: this is going on holiday from place to place, carrying your belongings in a backpack; you can also do hiking and backpacking together

- 2 Allow students to compare which things they heard in pairs. Elicit their answers and any details they can remember, e.g. place – city, buildings, trees.

Answers

She is talking about photo B. She describes all of them.

Track 17

Rosa: In this photo I can see some boys, teenage boys, and they're skateboarding. The boy at the front is wearing a red cap, a purple T-shirt and light-grey trousers, and I think his skateboard is blue with white wheels. They're on a road, but it looks like a very quiet road because there are no cars moving on it. In the background there are some buildings so it seems they're in a city, but there are a lot of trees too so maybe it's not the centre of the city. There also appear to be some traffic lights behind them and possibly that's why there aren't any cars coming. The weather looks cloudy, it's not a sunny day, but I don't think it's cold so it's probably in the middle of the day.

- 3 Ask students to read through the questions in pairs and ask them to discuss what the missing words could be. Stronger students or classes could write the words and check if they are correct. Weaker classes or students shouldn't write anything yet or, if they do, they should use a pencil. After listening, elicit the answers.

Answers

2 is wearing 3 looks like 4 In the background
5 It seems 6 appears to be 7 looks

- 4 It may be worth pointing out that there is a third phrase 'looks as if'. This is commonly used with verb phrases and could replace *looks like* in the phrase *looks like they are in a skateboarding park*. Where there is only a noun and no verb, students can only use *look like*, e.g. *She looks like my mum. He looks like a teacher*. When looking at the prepositions, emphasise that we always say 'in the photo', not 'on the photo'

Answers

1 We use *looks like* with a noun (*it looks like they're going down a road*) and *looks* (without *like*) with an adjective (the weather *looks cloudy*). 2 She uses *at, in, in, behind*.

Speaking Part 2 (describing a picture)

Discuss the advice with the students. Ask why it is important to listen carefully to the instructions (the examiner generally asks students to describe the photo without any other task but students should listen just to be sure that this is what they are asked).

Exam advice

- 5 Tell students that while one is talking, the other should act as an examiner. Read the information in Exercise 6 with the class so that students know what the 'examiner' is listening out for. Time the activity and tell students when one minute has passed.
- 6 Encourage students to say what their partner did well and what they can improve on.

Extension idea

Once students have given each other their feedback, they could repeat Exercises 5 and 6, this time describing the other photo and trying to improve their performance.

- 7 Look at the instructions with the class. Give an example using something you can see in the classroom. Use the phrases: *It looks / It looks like* in your description and elicit what the thing is. Monitor and help students where necessary. Elicit descriptions from different students for the rest of the class to guess.
- 8 Again model the activity, showing the students a pretend photo (you can hold up a piece of blank paper) and describing it. Students then do the same in pairs.

► Speaking Bank pages 154–158: Speaking Part 2

Writing Part 2 SB page 33**Lead-in**

Ask students to close their eyes and think about a great day out that they will never forget. Give them 30 seconds to think about the day and then put them in pairs to talk about their day. Elicit some of the places and activities mentioned during the activity.

- 1 Discuss the instructions with the students and ask them what kind of day it could and couldn't be, e.g. It could be a day trip to a city or the countryside. It couldn't be a day spent at home. It must be a positive experience.

Answers

1 Yes 2 first person

- 2 Before students read the story, ask them to describe the photo in pairs. Elicit what they can see and check their use of prepositions of place and *look / look like*. Students then read the story quickly to understand what it is about before doing the matching.

Answers

b1 c3 d2 e1

- 3 Point out that the first three ideas give students a choice either to use their imaginations or write about a real event, such as those they discussed in the lead-in, or about something based on a film or TV programme. Allow students two minutes to work alone, one minute to share ideas and two minutes to plan their story.

Writing Part 2 (a story)

Discuss the advice with the students. Ask students whether they think it is easier to write a story or an article and what each one requires, e.g. a story needs past forms and adjectives. Also the writer needs to use their imagination. An article is often written using present forms and requires some topic vocabulary. In the story, the student will use linking words such as *at first, later, suddenly, finally* to show the order of activities. In both stories and articles they can use linking words to connect ideas, e.g. *because, but, and*.

Exam advice

- 4 Set a time limit of fifteen minutes. In the exam they have 22.5 minutes but need some time for planning and checking their work. When students have finished, ask them to swap stories with a partner and give feedback on the ideas and the language used.

Model answer

I had a really great day out. It started badly. My parents decided to go walking in the mountains and I'm not keen on walking.

It was warm and sunny as we got out of the car and there was a ski lift to get to the top of the mountain. That was fun and very easy! We then walked for about four hours. The views were incredible.

We didn't go down the same way. There were special bikes which don't have pedals. You can only use them to go downhill. You just sit on them and go down the mountain path as fast as you want. It was brilliant.

Extension idea

Students work in groups of three or four. Look at the story in the book and ask comprehension questions, e.g. *What was the weather like? Who was the writer with? What were they doing?* Elicit the answers (lovely; his/her brother; snow biking). Tell the groups to write the first line of a story and five comprehension questions. You can write question words on the board: *Who, What, Where, When, Why, How, How long*. Monitor and help groups with ideas.

Groups now swap papers with a different group. They look at the first line and the questions and use their imaginations to answer the questions logically. Groups can use the first line and their answers to the questions as the basis for a homework story-writing activity.

- ▶ Speaking Bank pages 154–158: Speaking Part 2
- ▶ Writing bank pages 150–151: a story
- ▶ Workbook page 15, Writing Part 2
- ▶ Complete Preliminary for Schools new edition Test Generator Unit 3

Vocabulary

Leisure activities

diving in the sea
doing sports
going dancing
playing computer games
posting messages on social media sites
riding a bike or horse
seeing friends
taking photos

Prepositions of place

above	in
behind	in front of
below	inside
between	near

next to
on
on the right

opposite
under

Phrasal verbs

give up
go off
go on
find out
hang on
join in
look after

look forward to
put (your name) down
run out of
set off
sign up for
take up

People's hobbies

backpack
bike
board
brush
camera
camping
chess, chess player
cook, cooker, cooking
cycling, cyclist

helmet
instrument
music, musician
oven
paint, painter, painting
photographer, photography
pieces
tent

Vocabulary activity 1

Gapped word points. Divide the class into two teams. Tell the class they are going to guess the missing letters to find the word. Their team gets a point for every time a letter they guess appears in a word. They can't say the word, only individual letters. However, the team which recognises the word first can gain more points by knowing which letters to say. Start by writing: _____ (*photography*) on the board. For example, if a team guesses 'e', write the letter on the board and give them 0 points. If a team guesses 'o', write the two 'o's in the gaps and award two points. The team with the most points at the end of the activity is the winner.

Vocabulary activity 2

Students work in groups of four. They write down two words each from the leisure activities and people's hobbies sections of the list which can be shown in a mime, e.g. cooking. One student starts by miming one of their words. The other students have their books closed so they can't look at the word lists and try to guess the word. The first to guess the word wins a point. Students continue until everyone has mimed two words.

4

On holiday

Unit objectives

Topic: Holidays and places

Listening Part 3: information completion: listening for specific information

Reading Part 1: short texts, multiple-choice: reading notices and other short texts to identify text purpose

Speaking Part 3: collaborative task: making suggestions and giving reasons

Writing Part 1: email: writing an email

Grammar: comparative and superlative adjectives: *a bit, a little, slightly, much, far, a lot; not as ... as, big and enormous* (gradable and non-gradable adjectives)

Vocabulary: *travel, journey and trip*; buildings and places; holiday activities

Pronunciation: weak forms in comparative structures

Starting off SB page 34

Holiday activities

Look at the photos with the students. Ask them where they think each place is and to describe what is happening. Put the students into pairs and allow two minutes. Elicit ideas from different pairs and tell them where they are (Marrakesh, Amsterdam, Australia, Bali, New York, the mountains).

- 1 Remind students of the phrases *looks/looks like* which they learned in Unit 3 and encourage them to use these in their answers, e.g. It looks like a good place to go snorkelling. It looks exciting. Encourage students to talk about activities that could be done and also give their opinions about the places.
- 2 Tell students to listen out for four activities that she mentions. Elicit the answers and ask what Joe's idea of a good holiday is (hanging out on a beach and relaxing).

Answers

Marrakesh: go sightseeing, take photos, look around markets, buy gifts

Track 18

- Joe:** Where did you go on holiday, Sonia?
Sonia: Well, I went to Marrakesh with my family.
Joe: Marrakesh? Where's that?
Sonia: It's a city in Morocco, North Africa.
Joe: What did you do there?
Sonia: Well, you know my dad. He loves to see everything so we went sightseeing almost every day.
Joe: Did you see a lot of things?
Sonia: Yeah! We looked around so many palaces, mosques and museums and of course I took lots of photos. You've seen them, haven't you?
Joe: I think so. Do you like visiting museums?
Sonia: It's OK but I prefer going shopping and wow, in Marrakesh the *Souks* are amazing.
Joe: What's a *Souk*?
Sonia: It's an open-air marketplace where you can buy almost everything.
Joe: So, did you buy anything?
Sonia: Oh yes! I bought some little gifts for my friends and I got a couple of scarves.
Joe: I'm not sure I'd enjoy that kind of holiday.
Sonia: What do you mean?
Joe: When I go on holiday, I prefer hanging out on the beach. It's much more relaxing.

- 3 Set a time limit of two minutes for each question. Give each student in the group a number (1–4). Students have to start the discussion of the question with the same number as theirs. This will ensure that even quieter students have to contribute to the discussion. Encourage students to give reasons and talk about their own experiences to explain them.

Reading Part 1 SB page 35

- 1 Look at the first question with the students and elicit which part is the text (the part with the heading *Boat trip*) and what the instructions say (choose the correct letter).

Suggested answer

Read the text, decide what it says and then choose the correct option.

- 2 Students now cover the options so they can concentrate on the text. Give a twenty-second time limit and elicit the answers.

Suggested answer

It's a notice which gives information about a boat trip. It gives some news about bad weather.

- 3 Elicit the key words and then tell the students to uncover the options. Tell the students that some of their key words may not have a matching word in the options. That doesn't mean they were wrong to choose those words, just that the question isn't about them, e.g. *bad weather*.

Suggested answer

lunch – refreshments (A)
same time tomorrow – time (B), tomorrow morning – day (C)

- 4 When you have elicited the correct answer, elicit why the other two choices are wrong (A – *lunch still provided B – same time*).

Answer

C

Reading Part 1 (multiple-choice)

Go through the advice with students and ask them why the stages are important. First they need to know what they have to do, then they have to understand the text, what kind of text it is and what its purpose is. They then need to look at specific key words and matching words in the options. They will then be able to find the answer to the question and understand why the other two choices are wrong.

Exam
advice

- 5 Give students no more than eight minutes to do the same for the remaining four questions. It may take less time, in which case you can stop the activity and elicit the answers.

Answers

2 C 3 A 4 A 5 B

- 6 Ask the students to discuss which option to choose and why. Set a strict time limit so that they don't spend too much time trying to agree on one place. Allow another five minutes for them to discuss the questions in the book. Elicit useful expressions to use in the discussion, e.g. *What about ... Let's ... Shall we ...* Monitor and see how well they are working together. Encourage quieter students to contribute ideas.
- 7 Encourage students to start by explaining their choice of place and making it sound as attractive as possible. They then present the other information with reasons for their choices.

► Workbook page 17

Vocabulary SB page 36

travel, journey and trip

Lead-in

Students work in pairs and think about a holiday they would like to go on: the activities, the weather, the nightlife etc. Set a time limit of two minutes. Students join up with a second pair and act out roleplays as travel agents and customers.

- 1 Tell students to cover Exercise 2. Allow students to discuss their ideas in pairs. Don't elicit the correct answers yet.
- 2 When students have finished, elicit the correct answers and why they are correct: 1 a journey is just the travelling from one place to another; 2 A journey wouldn't include the hotel; 3 the verb *trip* has a different meaning. It means 'to almost fall'; 4 *Travel* isn't a countable noun so can't come after 'a' and an adjective; 5 This is just talking about the time on the plane which is the journey.

Answers

1 trips 2 trip 3 travelled 4 trip 5 journey

- 3 To ensure that students get practice speaking even if their answer is 'No', encourage follow-up questions as in the example, e.g. for the first bullet: *Why not?* Elicit interesting ideas from each group.

Grammar SB page 36

Comparative and superlative adjectives

Lead-in

Write the places: *Rome, Canada, Tokyo, Brazil* on the board. Put the students into pairs and give them one minute to think of any adjectives that they can use to describe the places, e.g. Rome – historic, Canada – cold. Elicit adjectives and write them next to the places on the board for use later in the lesson.

Background information

- Canada population 36.6 million (2017); Tokyo city centre 9.2 million but Greater Tokyo Area 38.2 million.
- Brazil is 4395 km from north to south. Canada and Chile are both officially longer but including islands.
- Rome has fewer rainy days but more rain altogether (800 mm compared to Paris 637 mm).

- 1 Allow students to discuss the facts for one minute before eliciting ideas. Share the background information with them during feedback.

Answers

a true b false c false (see information above)

- 2 Elicit the answers and ask which two things are being compared in a and c (*Canada and Tokyo, Rome and Paris*) and which group is being looked at in b (*all the countries in the world*).

Answers

1 a,c 2 b

- 3 Allow students to work in pairs. Elicit the answers and make sure students have corrected any spelling mistakes but don't elicit or give the rules yet.

Answers

1 deeper 2 safer 3 noisier 4 bigger 5 worse
6 noisiest 7 biggest 8 most beautiful 9 best
10 worst 11 most 12 least

- 4 Allow students to work in pairs and encourage them to refer to the table to find the same or similar types of adjectives. Elicit the answers but do not explain the rules at this stage.

Answers

1 more safe = safer 2 worse = worst
3 biggest = biggest 4 hottest = hottest
5 more quiet = quieter 6 taller = taller

- 5 Allow two minutes for students to try to identify the rules and elicit their ideas, correcting or adding to the rules where necessary. Write the rules on the board for students to copy into their notebooks.

Students could do Grammar reference: Comparative and superlative adjectives, Exercises 1 and 2, page 124, at this point or for homework.

Suggested answers

For short adjectives, add *-er* or *-est*
For short adjectives ending in a vowel + a consonant, double the last letter and add *-er* or *-est*
For short adjectives ending in *-e*, add *-r* or *-st*
For two-syllable adjectives ending in *-y*, change the *y* to *i* and add *-er* or *-est*
For longer adjectives, or two-syllable adjectives not ending in *-y*, put *more (less), most (least)* in front of the adjective.

Extension idea

Look at the places and adjectives on the board from the lead-in and elicit a comparative sentence. Students then make more sentences using the adjectives on the board to help them.

- 6 Point out that the important task for students is to write the correct form of the adjectives so they should do this first and then guess the answers to the questions. Monitor and help where necessary. Elicit the answers to the comparative and superlative forms and check that they are spelt correctly. Don't elicit answers to the quiz yet.

Answers

1 bigger, C 2 the largest, A 3 the most dangerous, B
4 lighter, A 5 noisier, C 6 the slowest, A
7 faster, C 8 the busiest, C 9 the deepest, A
10 drier, C

- 7 To make the activity more competitive, you could elicit the answer to the first question and then play that section of the recording until: *it's bigger than South America*. Repeat for the other questions, eliciting answers then playing the part of the text they appear in.

Track 19

Lucas: And here are the answers to the quiz. We all know that Asia is the biggest continent in the world, followed by Africa but did you know that North America is the third largest continent in the world? This means that it's bigger than South America.

Abby: And of course, at seventeen million square kilometres, Russia is the largest country in the world. That's twice the size of Canada which is the second largest country.

Lucas: And now for the animal facts. The most dangerous animal on the planet is not the snake or the shark but the tiny mosquito because it carries diseases. The African elephant can weigh up to eight thousand kilos so it is the largest and heaviest land animal, but the blue whale is the heaviest living animal. It can weigh around 150 tonnes - that's 150,000 kilos. I wouldn't like to share my home with a howler monkey. They're much louder than parrots or lions. In fact they are the noisiest animals on Earth - you can hear them from up to 5 kilometres away. The slowest-moving fish is the sea horse. It would take this fish about an hour to move 15 metres. As for the fastest fish, tuna are one of the fastest fish. Some tuna can swim at eighty kilometres per hour while Killer Whales can swim at fifty-five kilometres per hour. Great White Sharks can swim at forty kilometres per hour so they're faster than dolphins, which can swim at thirty kilometres per hour. You've got some answers about places, haven't you, Abby?

Abby: Yes, I have. Did you know that the busiest train station in the world is in Tokyo, Japan? Around one million people travel through Shinjuku station every day. And, if you like diving then you should go to Y40 Deep Joy in Italy. Its deepest point is nearly 40 metres which makes it the deepest diving pool in the world.

Lucas: And finally, Antarctica is the coldest, driest and windiest continent. On the 21st of July 1983, the temperature was minus eighty-nine degrees centigrade. That's the lowest temperature ever! And it only rains or snows two hundred millimetres a year there. The second driest continent is Australia where it rains six hundred millimetres a year. That's all for now.

/P/ Weak forms in comparative structures

- 8 When students have listened to the recording, model and drill the words with the class, first chorally then individually.

Answers

They aren't stressed in conversation and they are pronounced /ə/ ('schwa').

CD 1 Track 20

1

Lucas: I wouldn't like to share my home with a howler monkey. They're much louder than parrots or lions.

2

Lucas: Great White Sharks can swim at forty kilometres per hour so they're faster than dolphins, which can swim at thirty kilometres per hour.

Extension idea

Superlatives map: this can be done in class or for homework. In pairs, students draw an outline of their country, adding information to it using superlatives. These can be factual, e.g. *the tallest mountain, the biggest city* or opinions e.g. *the best football team, the nicest beach*. The maps can be displayed in the classroom when finished so that students can look at each other's ideas.

- ▶ Grammar reference page 124: Comparative and superlative adjectives
- ▶ Workbook page 16

Grammar SB page 38

a bit, a little, slightly, much, far, a lot

- 9 Point out that these words always come directly before the comparative adjective or the word *more*. Students then do the exercise in pairs or alone. Monitor and help where necessary.

Answers

- 2 An African elephant's brain is much / far / a lot heavier than a human's brain.
- 3 Arica is much / far / a lot drier (or dryer) than Death Valley.
- 4 Atlanta International Airport is much / far / a lot busier than Heathrow Airport.
- 5 Cherrapunji is a bit / a little / slightly wetter than Tutendo.
- 6 Cheetahs can run much / far / a lot faster than elephants.

(not) *as ... as*

- 10 Before students look at the text, elicit anything they know about China. Check the meaning of *polluted* and *international*. When students have answered the questions, ask for another phrase which means the same as: *not as ... as* (less + adjective + *than*: *Shanghai is less polluted than Beijing*).

Answers

- 1 as ... as 2 not 3 no

Students could do Grammar Reference: *a bit, a little, slightly, much, far, a lot; (not) as ... as*, Exercise 3, page 125, at this point or for homework.

- 11 Set a strict time limit so students don't worry too much about their choices.
- 12 Look at the example with the students and ask how B might respond using comparatives or *as ... as*, e.g. *Cats are more intelligent than dogs and they aren't as difficult to look after*. Set a time limit for the activity and discuss some of the students' ideas with the class.

- Grammar reference page 125: *a bit, a little, slightly, much, far, a lot*
- Grammar reference page 125: *(not) as ... as ...*
- Workbook page 16

Vocabulary SB page 39

Buildings and places

Lead-in

Tell students to cover everything except the four photos. Students work in groups of four and have one minute to write as many adjectives as possible to describe one of the photos. Elicit adjectives from each group and ask the other students to guess which photo is being described.

- 1 Elicit the answers and the names of the places if the students know them (Camp Nou Stadium Barcelona, The Mall of the Emirates, Dubai, The Trevi Fountain, Rome, The Statue of Liberty, New York).

Suggested answers

A: stadium, in Barcelona B: shopping centre in Dubai
C: fountain in Rome D: monument in New York

- 2 When students have discussed the question, ask: *What you can do or see in each place?* and ask them about the ones in their town or famous examples in their country.
- 3 When students have matched all the vocabulary, elicit the meaning of the adjectives and examples of places the words could describe, e.g. *crowded* means full of people: *a football stadium during an important match*.

Answers

1 empty 2 wide 3 low 4 old
5 clean 6 ugly 7 dull (accept quiet)
8 interesting 9 dangerous 10 cheap 11 quiet 12 near

Extension idea

Students work in small groups. Each group makes sentences about their town using comparative or superlative forms of some of the words from the Exercise.

- Workbook page 17

Grammar SB page 39

big and enormous (gradable and non-gradable adjectives)

- 1 Students compare their ideas with those in the book and then discuss the questions in pairs. Elicit the answers and point out that *very, extremely, totally* and *absolutely* make the adjective stronger whereas *quite* makes it less strong, e.g. *He's quite tall*. Also point out that there is another useful word *really* which can go with both types of adjective.

Answers

1 D 2 B 3 A
very, extremely and quite: tall and large;
absolutely and totally: enormous

- 2 Look at the example with the students and elicit another gradable adjective with the same meaning in the text (*large*).

Suggested answers

2 small 3 hot 4 cold 5 bad
6 tiring 7 interesting 8 good

- 3 When students have finished, elicit alternative sentences using the wrong option, e.g. *1 It's a very nice place*.

Answers

1 absolutely 2 extremely 3 absolutely 4 quite 5 very

Students could do Grammar reference: Gradable and non-gradable adjectives, Exercises 1 and 2, page 125, at this point or for homework.

- 4 After the students have found the answers, play the recording again and ask them to list the gradable and non-gradable adjectives they hear. Elicit these (*G – nice, crowded, small, boring NG – tiny, amazing*) and point out that a useful non-gradable equivalent of crowded is packed.

Answers

- 1 Katikati, New Zealand
 2 it's an open-air gallery, it never gets crowded, it's safe, easy to get into the countryside
 3 Quite boring, I'd like to live somewhere bigger with nightlife, cinemas, shopping centres and sports centres.

Track 21

Ani: Er, I come from New Zealand, I live in Katikati which is a town about six hours away from the capital, Wellington. There are only about 4,000 people there – it's tiny. My town is amazing because it's also an open-air gallery. There are paintings on the walls, sculptures everywhere and other artwork. Katikati is a very nice place to live because it never gets too crowded and because it's a small town, it's extremely safe. It's also very easy to get into the countryside to go walking, fishing or even hunting. Sometimes, I find living here quite boring. I'd like to live somewhere bigger with a more lively nightlife and with more cinemas, shopping centres and sports centres.

- 5 Tell students to try to talk for one minute each. Monitor and help students where necessary. Elicit ideas from different pairs and ask other student if they agree or disagree and why.

- ▶ Grammar reference page 125: Gradable and non-gradable adjectives
- ▶ Workbook page 16

Listening Part 3 SB page 40

Lead-in

Write the word *bushcraft* on the board. Students work in small groups to try to guess what it means. Set a time limit and then elicit ideas.

- 1 Students stay in the same groups as they were in for the lead-in. Tell the students to spend one minute describing each photo using phrases such as *on the left / right, in the foreground / background, look(s) / look(s) like* and then two minutes giving their opinions about doing a course.

- 2 Discuss the first gap with the students and elicit that it could be a place (*meet at school*). Elicit ideas and point out that with a gap such as gap 5 where there is a name or real noun, this will be spelt out by the speaker.

Answers

- 1 place 2 noun 3 noun (type of food)
 4 countable noun (something you can use)
 5 email address 6 number

Listening Part 3 (information completion)

Discuss the exam advice with the students. Point out that the words before and after the missing word won't necessarily be the same as what they hear. For example, it may say: *Age: _____* and students may hear: *He is 15 years old.*

Exam advice

- 3 Point out that, in the exam, students will transfer their answers to a separate answer sheet at the end of the listening exam. The important thing is that they can read what they've written.
- 4 When students have listened a second time, elicit the answers including the spelling of Justyna. Also elicit how the speaker said the telephone number using *zero* for 0 and *double-7, double-4* and *double-2*. Point out that English speakers sometimes say 'oh' like the letter 'O' for the number '0' in phone numbers.

Answers

- 1 station 2 hut 3 rabbit 4 clouds 5 justyna
 6 01773442256

Track 22

Narrator: You will hear a woman talking to a group of young people about the bushcraft courses she organises. For each question, write the correct answer in the gap. Write one or two words or a number.

Justyna: I'm here to tell you about our bushcraft courses. Since 2007, we've been teaching people the necessary skills to stay alive in the wild by using the things around them.

So what are weekend courses like? On Saturday morning, your guide will pick you up for your adventure in front of the station and drive you to our main office. First you'll need to repack your backpack with just the essential equipment and then it's time to walk to the forest camp.

The first lesson is how to use the equipment, for example you will learn how to hold a knife properly so that you don't hurt yourself or others. The next job is building your own hut. It doesn't need to be beautiful but it will be your place to spend the night, as it will

get cold. But don't worry, your guide will have an emergency tent for the group to sleep in if necessary. You'll learn how to catch a rabbit, although I can't promise you'll be lucky enough to get one. If you do, I'll show you how to prepare it and we'll have it for lunch. We'll also go fishing in the river but whatever we catch there, we will have to put back into the water. Those are the rules in this area.

Over the rest of the weekend you'll learn how to find drinking water, use the stars and moon to navigate and check the clouds for rain or a change in temperature.

Please visit our website for more details but if you have any specific questions, please email me on Justyna at bushcraftskills dot com, that's J-U-S-T-Y-N-A. Or if you prefer, you can telephone us. Our number is zero one, double seven, three, double four, double two, five, six. There's someone in our office from Monday to Friday from ten to five.

- 5 Re-elicite what the skills are (using a knife, building a hut, building a fire, preparing and cooking food, collecting wood, using the stars to find your way, making drinking water). Elicit some ideas for how using a knife might be useful in everyday life, e.g. for chopping vegetables and then set a time limit of five minutes for students to discuss the other skills and the second question.

► Workbook page 18

Writing Part 1 SB page 40

- 1 Elicit the answers and point out to the students that the writing task always gives the student information to respond to, either as notes like here or questions within an email that students have to reply to.

Answers

1 an email 2 suggest the city, say the most popular time of year, describe the city and recommend things for tourists to do

- 2 Ask students to read Bandile's reply on page 40 quickly to find the answer.

Answer

Johannesburg, South Africa

- 3 Point out that all the questions are closed, *yes/no* questions but the students should also find the information which helped them to answer the questions. Elicit that they are all 'Yes' and why.

Answer

Yes to all questions

- 4 Set a time limit of twenty minutes. Elicit that they don't have to write about their hometown; it says 'city in your country'.

Fast finishers

Tell students to think of questions they would like to ask Bandile about Johannesburg, e.g. *What kind of food can you buy in the food market?* If appropriate, they could find out more about the city using their phones and report their findings to the class when everyone has finished.

- 5 As well as checking that students have included all the information, encourage them to check for grammar and spelling errors and to give feedback about these if they notice them.

Writing Part 1 (an email)

Discuss the exam advice and elicit why it is useful, e.g. if students make notes for all the information they need to find, they are less likely to forget to answer or respond to each of the four prompts related to the email. It will also help them organise their text and to think of useful vocabulary and structures to use.

Exam advice

- 6 This task could be done in class or for homework. You may want to look at the exam advice before they write. They should use their original text and the feedback they received in Exercise 5 to help them. Set a shorter time limit as they are correcting and improving an already written email.

Extension idea

Put the students into pairs. The students find out what city their partner wrote about. They think of five questions a visitor might want to know about the city, then ask and answer about each other's cities.

- Writing bank pages 145–147: Writing Part 1: an email
► Workbook page 19

Speaking Part 3 SB page 41

Lead-in

Ask students to think for one minute about a type of holiday they would love to go on and one they would hate to go on. Students then work in small groups to discuss their ideas and give reasons for them. Elicit some ideas of popular and unpopular holidays.

- 1 Ask students to note all the ideas the speakers mention and then decide which one they chose. (*Paris, go camping, try a new sport (at the sea/beach holiday), cruise*)

Answer
A cruise

Track 23

Dad: Someone from work has just got back from an absolutely fantastic holiday in Paris. They stayed in an apartment in the city centre and they did loads of sightseeing. He said the art museums were amazing, better than the museums here. Why don't we all go to Paris for our next holiday?

Son: Dad! Not more museums! And don't you think Paris will be really crowded? I'd like to go somewhere quieter. We could hire a campervan and go camping. My friend Dan went to a park in the USA and he says it's one of the most beautiful places in the world.

Daughter: Not camping again, please! We got really wet last time. That was the worst holiday of my life! What about trying a new sport like surfing or snorkelling? It would be so much fun. Yeah! Let's do that! Please!

Mum: Um ... But snorkelling is as dangerous as surfing. I'm not sure I fancy doing either of those two sports.

Dad: OK. What do you suggest?

Mum: Well, how about a cruise?

Dad: Why do you think we should choose that?

Mum: Because there's so much to do and we don't need to plan where we're going to stay or what we're going to do. It's all done for you.

Dad: What can you do on a cruise? Surely a city break is more interesting than a cruise?

Mum: No, no at all! There are loads of different things to do - there are swimming pools and gyms, cinemas and organised entertainment. And then when you wake up in the morning, you're in a new place! I think that's a lot more exciting than other types of holiday.

Daughter: That sounds perfect!

Son: I agree!

Dad: OK.

- 2 Look at the questions with the students and ask them to think together what kinds of holiday the family members suggested and why and also the other people's reasons for disagreeing.

Answers
1 yes 2 yes

- 3 Tell the students that they only need one word in each gap. Tell students to ignore the spaces after the sentences for now.

Answers
1 don't 2 like 3 most 4 really 5 about
6 do 7 much

- 4 Elicit the answers and check the different ways of making suggestions:
- *Why don't* + subject + base form of the verb without *to*
- *Let's* + base form of the verb without *to*
- *What/How about* + *-ing* form of the verb

Answers
1 S 2 R 3 R 4 R 5 S 6 S 7 R

Speaking Part 3 (collaborative task)

Go through the exam advice with the students and ask why these are important to remember. Elicit that Part 3 also tests the students' ability to make suggestions, ask for opinions, agree and disagree. If they don't let their partner speak, they can't do these things. Giving reasons allows them to show more of a range of vocabulary and grammar and also shows that they understand the task.



- 5 Tell students that, when they are given photos or pictures to talk about, the examiners will expect them to look at them quickly before starting to talk. However, they shouldn't pause too long. One idea is for students to start by asking their partner a question which gets the conversation underway.

Extension idea

This could be done instead of Exercise 5 if required. When students have carried out the task in pairs, put them together in groups of four so that one pair can act as examiners and give them feedback on how well they did the task.

- ▶ Speaking Bank pages 159-160: Speaking Part 3
- ▶ Writing bank page 145-147: an email
- ▶ Workbook page 19
- ▶ Complete Preliminary for Schools new edition Test Generator Unit 4
- ▶ Complete Preliminary for Schools new edition Term test Units 1-4

Vocabulary

Holiday activities

buy gifts/souvenirs	hang out with friends
go sightseeing	hire a bike
go snorkelling	look around a market
go snowboarding	take photos

Travel, journey and trip

journey	trip
travel	

Buildings and places

art gallery	market
bookshop	monument
bridge	shopping centre
cinema	sports centre
department store	stadium
factory	town hall
fountain	youth club
library	

Adjectives to describe places

beautiful	lively
boring	low
clean	modern
crowded	narrow
dangerous	near
dirty	noisy
dull	old
empty	quiet
expensive	safe
far	ugly
high	wide
interesting	

Non-gradable adjectives

boiling	freezing
enormous	terrible
exhausting	tiny
fantastic	
fascinating	

Vocabulary activity 1

Tell the students to choose a word from one of the word lists and to write it backwards. It should be something easy to pronounce even when written this way round, e.g. fountain – *niatnuof*. Students work in pairs and tell each other the section their word is in, e.g. buildings and places and say the word backwards. The other student has to find the word and say what it means. Or, to make the activity easier, the student could show the words written backwards. Elicit words from different students for others to guess.

Vocabulary activity 2

Students work in pairs and choose three words to make into anagrams. The anagrams can use all the letters in one block or split them up into smaller chunks, e.g. *forbidden* could be *difnebrdo* or *ford in bed*. When students have written their anagrams, they swap them with a second pair and try to work out what the words are and what they mean.

Vocabulary and grammar review Unit 3

Answers

- 2 near 3 above 4 in front of 5 under 6 inside
- 2 e 3 a 4 h 5 b 6 g 7 d 8 f
- 2 A 3 A 4 C 5 B 6 B
- 2 to do 3 to take 4 to buy 5 spending 6 to borrow 7 to see 8 spending 9 to send 10 to do

Vocabulary and grammar review Unit 4

Answers

- 2 great 3 wettest 4 coldest 5 freezing 6 lively 7 huge 8 boring
- 2 than 3 very 4 far 5 travel 6 library
- 2 It is ~~more easy~~ easier for you to walk to my house.
3 That's the ~~worse~~ worst restaurant we've ever been to.
4 I like living in the city much more ~~that~~ than the countryside.
5 Those days on holiday were the ~~happier~~ happiest days of my life.
6 Hotels are ~~more cheaper~~ much cheaper here than the hotels in the city.
- 4 2 than 3 most 4 best/most 5 as 6 in

Unit objectives

Topic: feelings

Listening Part 2: multiple-choice short dialogues: listening for facts, opinions or feelings

Reading Part 4: text insertion: identifying the topic of a paragraph; identifying linking words (*this, then, do, also, however, etc.*)

Speaking Part 4: general discussion; describing personal experiences; asking people what they think

Writing Part 2: A story: using adjectives to describe a feeling

Grammar: *can, could, might* and *may* (ability and possibility); *should, shouldn't, ought to, must, mustn't, have to* and *don't have to* (advice, obligation and prohibition)

Vocabulary: feelings; adjectives and prepositions; adjectives with *-ed* and *-ing*; adjectives of emotion and their opposites

Pronunciation: modal verbs: weak and strong forms

Starting off SB page 44

Feelings

Lead-in

Write *feelings* on the board and elicit words to describe someone's feelings, e.g. *happy, sad, tired*. Students work in groups of four. Elicit adjectives from the groups but don't ask who they referred to.

1 Elicit a definition of *jealous* (unhappy and angry because you want something that someone else has). Point out that different pictures will elicit different feelings from different people. Ask students to explain why they feel the emotions they do, e.g. *Picture 1 makes me happy because it brings back good memories.*

2 To help students, you could say that the nouns for the other four words end in *-er, -ess* and *-y*. Elicit the answers and check how students could use both adjectives and nouns in sentences, e.g. *I am afraid of spiders. / I have a fear of spiders.*

Answers

angry-anger; happy-happiness; jealous-jealousy; sad-sadness

3 Elicit from students that they are only completing the missing noun at this stage, not what they would do in this situation. Students should work alone as there is no correct answer.

Suggested answers

2 Anger 3 Fear 4 Happiness 5 Jealousy

4 Look at the example and elicit what other people may do, e.g. *someone might forget about it very quickly*. Set a time limit of two minutes for students to complete their responses alone.

Suggested answers

2 say nothing to them / tell them it's OK / shout at them
3 a bit nervous / absolutely terrified / completely relaxed
4 you laugh and jump around / you smile a little / you continue working
5 you say they're very lucky / you say they don't deserve it / you take no notice and say nothing

5 Before students work in groups, check *emotional-unemotional*. Elicit how an emotional person differs from an unemotional one.

Listening Part 2 SB page 45

1 Allow students to work in pairs to do the matching. Elicit the answers and ask students for examples of feeling these emotions.

Answers

2 disappointed 3 nervous 4 confident
5 embarrassed 6 bored

2 Look at question 1 and elicit the key words and why they are important, e.g. *young woman* – shows you who is speaking, *singing contest* – shows what is happening, *after* – shows when we are interested in, *she felt* – this shows us what we are listening for. Students do the same with 2–6 in pairs. Elicit the key words in each of the other questions and how they help us.

Answers

1 how a woman felt after a singing contest
2 the advice that the girl gives the boy
3 how the boy feels
4 who a girl had most fun with
5 the reason a boy decided to go to school by bike
6 who annoyed the girl yesterday

Listening Part 2 (multiple-choice)

Discuss the advice with the students and ask them why they think it is useful (*they now have a clear idea of what they are listening out for*). Re-elicite the advice from previous units that students hand in a separate answer sheet so their corrections won't be seen by the examiners.

Exam
advice

- 3 Tell students to work alone and not to compare answers between listening. This is not the first time they have looked at this type of listening and they should get used to working under exam conditions.
- 4 When students have listened a second time, allow them to compare their answers in pairs and try to remember what was said on the recording to help them choose the answers. If there is time, photocopy the audioscript so that students can find the part of the text with the correct answer and why the other two options are wrong.

Answers

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

Track 24

1

Narrator: You will hear a young woman talking about taking part in a singing contest.

Man: What did you think of the judges' scores?

Woman: Well, I thought I'd sung pretty well, certainly nothing to be ashamed of, but I must admit they were lower than I'd expected. I knew then that I had little chance of beating the others, but at least I'd done my best. For me that's the most important thing.

Man: Yes, definitely. So do you think you'll try again in next year's contest?

Woman: Yes, if I can. I might not win but I think I could do better than this year.

2

Narrator: You will hear two friends talking about camping.

Boy: I'm going camping in the mountains on Friday.

Girl: That'll be great fun, especially with the hot weather we're having right now, but the temperatures there can really drop at night, even in summer. You'd better put a jacket and a thick sweater in your backpack instead of lots of things to eat. You can always get a tasty meal in one of the local villages. Where exactly will you be going?

Boy: Up by the lake.

Girl: It's beautiful there, isn't it? But perhaps it'd be best to put your tent up somewhere else. At this time of year the mosquitoes there are awful. They never stop biting!

3

Narrator: You will hear a boy talking to his friend about a literature exam.

Girl: You've got that literature exam next week, haven't you? How's the revision going?

Boy: I thought I'd be getting tired of it by now, but your suggestion that I should watch films of the books we have to study has made it more interesting and I understand the stories better. Usually just before an important exam like this one I feel really worried about what could go wrong on the day: this time's quite different, though.

Girl: That's great to hear. I'm sure you'll do really well on Monday morning. Good luck!

4

Narrator: You will hear a girl telling a friend about studying abroad.

Boy: Did you enjoy your month abroad?

Girl: Yes, I was in a small town in the countryside. The lessons were good even though the rest of the class were younger than me and we didn't have much in common. I had a lovely room in the house where I was staying. The couple I was staying with were kind to me but they had a busy social life and I hardly saw them. So I went to the main square where all the shops and cafés are and made friends there. We had a great time hanging out and chatting.

5

Narrator: You will hear a boy telling his friend about how he travels to school.

Girl: I see you're using your bike every day now, instead of coming to school in your mum's car.

Boy: Yes, I've been doing that since the beginning of term. Actually, she still goes right past school on her way to work, so it's not about protecting the environment, spending less on petrol or anything like that. It's just that I realised I was spending nearly all my time sitting down, in class and at home, and I thought I'd better do something about it.

Girl: That's a good idea. Maybe I should do the same.

6

Narrator: You will hear a girl talking to a friend about going shopping.

Boy: So how was your shopping trip yesterday? I imagine the city centre's pretty crowded on a Saturday morning at this time of the year.

Girl: Yes, there were lots of people walking in the streets and the department store was full of customers, too. I don't mind that, but I wasn't happy about having shop assistants trying to sell me stuff when all I wanted to do was look at things on the shelves. I noticed they were bothering other customers, too. If they carry on like that their shop won't be full much longer.

- 5 It might be a good idea to elicit some ideas from the class to give everyone some ideas. Note key words on the board depending on what the students say, e.g. *borrowing, arguing, rules, brother*. When students have finished, put them into groups of four to discuss their ideas. Elicit ideas from each group.

► Workbook page 22

Grammar SB page 45 *can, could, might and may*

Lead-in

Put students into groups of four and ask them to write two questions: one about ability starting: *Can you ...?* and one about a possibility starting: *Could there / it be ...?* They ask each other the questions. Elicit ideas from each group.

- 1 Allow students to work in pairs. When they have finished, give them more rules about modal verbs: modals always have the same form; there is no third person -s; we form questions by reversing the order of the modal and the subject: *I can - Can I?* Abbreviated forms: *will not - won't, shall not - shan't*.

Answers

- 1 might not 2 'not' goes after the modal verb
3 can't and couldn't 4 the infinitive without to

- 2 Allow students to work in pairs. When they have completed the sentences, elicit which rules they illustrate: 1, 2, 5, 7 - they are followed by the base form without *to*; 3 - *not* comes after the modal verb in negatives, we don't use the verb *to be* before a modal; 4 we reverse the word order in questions; 6 we don't use the verb *to be* before a modal.

Answers

- 1 We can **to go** to the cinema next weekend.
2 I know it may **seems seem** strange.
3 Sorry but tomorrow I'm ~~not can~~ **can't** go.
4 What we ~~could~~ **could we** do?
5 We can ~~doing~~ **do** a lot of sports here.
6 It's **It** could be quite boring for you.
7 We could ~~met~~ **meet** at 8 o'clock near the cinema.

- 3 Allow students to work in pairs. Elicit the answers and point out that we can't use *couldn't* for a present or future possibility, e.g. *We might not meet later.* ✓ *We could not meet later.* x

Answers

- 1 can, could 2 may, might, could

- 4 Look at the example with students and ask why *couldn't* is the correct choice (It is about a negative past ability). Students work alone and then compare their answers in pairs. If there are any differences of opinion, they should try to decide which answer is correct and why.

Answers

- 2 can 3 might 4 can't 5 can 6 could

Students could do Grammar reference: Modal verbs: *can, could, might* and *may* (ability and possibility), Exercises 1 and 2, page 126, for homework.

- 5 Look at the example and point out that eating ice cream is popular in British cinemas and theatres. Set a time limit of two minutes for each activity and then elicit ideas from the class.

Extension idea

Point out that we often use the modal of ability from this lesson when chatting with friends, e.g. *Do you want to meet later?*

Students work in pairs to think of two similar dialogues with one question and one response in each.

► Grammar reference page 126 Modal verbs: *can, could, might* and *may* (ability and possibility)

► Workbook page 22

Speaking Part 4 SB page 47

- 1 Students stay in the same groups to discuss the answer. Set a two-minute time limit and elicit ideas from each group. Ask students if they can remember the topic of the last thing they talked to a friend about.
- 2 Look at the questions with the students before they listen and ask what the missing words could be.

Answers

- 1 Who, to 2 How, usually 3 When, to 4 What, about

Track 25

- Rafael:** Who do you most enjoy chatting to?
- Lian:** To my friends. Especially my best friend Jia, who goes to a different school from me. We always have so much to say to each other! How about you?
- Rafael:** Yes, to friends too. And also to my cousin Antonio. He's about the same age as me and we get on really well so we spend a lot of time talking to each other. How do you usually chat? By phone?
- Lian:** Quite often, but sometimes we text. Especially when it's difficult to talk aloud, for instance if I'm in the library. And you?
- Rafael:** Mostly on Instagram, if I've got an internet connection of course. And it doesn't cost anything to post messages, which is great. I can't do that at school, though. When can you chat to people?
- Lian:** In the evenings, mainly. After I finish my homework and I can relax. I think that's the best time. What about you?
- Rafael:** Oh, I can't wait that long. I check my messages and reply as soon as I get out of school! It's usually to make plans for the evening or just to catch up with what's going on. What do you most like chatting about?
- Lian:** Sorry, could you say that again?
- Rafael:** Sure. What do you most like chatting about?
- Lian:** Well, Jia and I often give each other advice. For example if I'm worried about something, I ask her what I should or shouldn't do and she might tell me what I could do. I think that's very important. Do you agree?
- Rafael:** Yes, I do. That's what friends are for. But other times they tell me about something funny that's happened and we laugh and I think that's good too. What do you think?
- Lian:** Oh yes, definitely. It's not good to be serious all the time!

- 3 Again, encourage the students to read the expressions before they listen. Remind them that they should always read through questions before they start listening to the recording so that they know what they are listening for.

Answers

1 about 2 And 3 about 4 agree 5 think

Speaking Part 4 (general discussion)

Discuss the advice with the students and ask why it's important: 1 Speaking for the right length of time is fair and shows that you are interested in what the other person has to say. 2 This helps both students. The one asking the questions shows that they have good English skills and the one being asked has the chance to reply and show off their own ability.

Exam
advice

- 4 Once students have practised in pairs, put them in groups of three and ask one student to act as the examiner.

► Speaking bank pages 162: Part 4

Grammar SB page 47

Modals for advice, obligation and prohibition

Lead-in

Tell students you are going to ask three questions and that, for each one, they should write the first person they think of. Ask: *Who do you ask if you need help deciding what to wear, do or buy? Who often tells you what you must do? Who often tells you what you mustn't do?*

When students have written their three answers, put them in groups of four to tell each other what they wrote and give examples.

- 1 Elicit the modal verbs they learned before (*can, could, may, might*) and some of the rules for using them, e.g. *they are followed by the infinitive without to*. When students have finished, point out that *ought to* is also followed by the bare infinitive. Elicit the negative form of *ought to* (*ought not to*).

Answers

ought to, shouldn't

- 2 When students have finished the activity, give an example of the difference between *must* and *have to*, e.g. *I must get my hair cut* (it looks a mess). *I have to get my hair cut* (my parents told me to). Elicit that the negative form of *have to* is *don't have to / doesn't have to*.

Answers

2 E 3 C 4 D

- 3 Students work alone and compare their answers in pairs. Point out that in sentences such as 2, we could use *must* or *should* with little difference in meaning. Sometimes, this is called strong advice. Elicit some examples: *You must go to see the new superheroes film at the cinema. It's amazing.*

Answers

2 must 3 mustn't 4 don't have to 5 have to

Students could do the Grammar reference: Modal verbs: *should, shouldn't, must, mustn't, have to, don't have to* (obligation and prohibition); Exercises 1 and 2, pages 126–127, at this point or for homework.

- 4 Students work alone and compare their answers in pairs. Elicit why each answer is correct (1, 2, 4 are rules 3 it isn't necessary 5 is a rule but the use of *shouldn't* rather than *mustn't* shows that the speaker thinks it is a rule which is sometimes broken).

Answers

2 have to 3 don't have to 4 must 5 shouldn't

- 5 Set a time limit of two minutes for students to discuss the sentences. Elicit their ideas and, if any are different from their school, ask which they think is better, the school in the exercise or their own. Why? You could also ask the students which of these rules they think are fair and unfair and why.

Extension idea

Put students into groups of four. Set a time limit of three minutes and ask each group to write more rules that they have to follow at school. Elicit sentences from different groups.

/P/ Modal verbs: weak and strong forms

- 6 When students have repeated the full sentences, model and drill the individual modals as well. Model and drill the schwa sound. Ask students why negative modals are said more clearly than positive ones (in a positive sentence, the important information is in the main verb but in a negative one, the important information is that you can't/mustn't/shouldn't do the action of the main verb).

Track 26

- a I can buy another one.
- b I can't afford that one.
- c I could meet you at 5.30.
- d I couldn't live without my phone!
- e I should get up earlier on Sundays.
- f I shouldn't go to bed so late.

- 7 Play the recording again, then go through the questions with the class.

Answers

1 b, d, f; yes 2 verb + n't; no 3 a, c, e; no

- 8 Before the students start, ask them to look at sentences 1 and 4 and elicit what the difference between them is (*1 is a rule from someone else; 4 is something the student themselves think is a necessity*). When students have finished, ask them what the most interesting fact they found out from their partner was. When they talk about their partner, elicit they need to say *has to / doesn't have to*.

- ▶ Grammar reference pages 126–127: Modal verbs: *should, shouldn't, must, mustn't, have to and don't have to* (obligation and prohibition)
- ▶ Workbook page 22

Vocabulary SB page 48

Adjectives and prepositions

Lead-in

Elicit one or two adjectives of feeling from the class, e.g. *happy, tired*. Put students into groups of four and set a time limit of one minute for each group to think of as many adjectives of feeling as they can. Tell the groups they are going to take turns to say one of their adjectives and the group that can continue for the longest wins. Start by saying: *I'm happy*.

- 1 Tell students to think of their reactions to different people, e.g. a parent, a teacher, a friend, a brother or sister as they might feel differently for each. Set a time limit of two minutes and then elicit ideas.

- 2 When the students have finished, elicit how these prepositions can be tested in the exam, e.g. *students' writing, multiple-choice gap fill, open cloze gap fill*.

Answers 1 with 2 of 3 about

- 3 Set a time limit of two minutes, then elicit ideas and write them on the board for all students to make a written record of, e.g. *tired of, proud of, worried about, happy about/with, annoyed about/with*.

Answers 1 of 2 with 3 about

- 4 Before students look at the questions, look at the photos with the class and elicit what they can see and which adjective they think best matches each, e.g. spider – afraid. Monitor and check that the students have written the correct prepositions. Set a time limit of three minutes for students to ask and answer the questions. Encourage students to make notes of their partner's answers. When students have finished, elicit the most interesting things they found out from their partners.

Answers
1 about 2 with 3 of 4 of / with 5 of / about

Extension idea

For homework, students write a short description of their partner using the information they found out in Exercise 4.

► Workbook pages 20–21

Adjectives with *-ed* and *-ing* SB page 49

Lead-in

Ask the students to think about the adjectives of feelings they looked at during the last section and give them one minute in pairs to write down as many adjectives as they can remember ending in *-ed*.

- 1 Put students into pairs and give them one minute to use their imaginations to think of what the story could be about. Elicit ideas from the class and then give them one minute to quickly read the text to find out the answers to both questions.

Answers

- 1 He wanted to contact the woman he met (and needed her details/phone number).
- 2 They met again and got married.

- 2 Discuss the question with the whole class and elicit some more verbs ending in *-e* that can be changed to *-ing* adjectives with the same spelling rule, e.g. *tire*.

Answer boring: it drops the final *-e* to add *-ing*

- 3 Either discuss the question with the whole class or allow students to work in pairs to explain the rule. Point out that, if an adjective ends in a consonant + *y*, we change the *-y* to an *-i* for *-ed* adjectives but not *-ing* adjectives (*satisfy-satisfied-satisfying*).

Answer bored: we use *-ing* to describe something; *-ed* to describe how someone feels

- 4 Students work alone. Monitor and help where necessary. Elicit the answers and spelling.

Answers

- | | | |
|--------------|--------------|----------------|
| 2 relaxed | 3 surprising | 4 embarrassing |
| 5 amused | 6 annoyed | 7 disappointed |
| 8 interested | 9 amazed | 10 excited |

Fast finishers

Ask students to think about a journey they have been on and to describe it and their feelings with *-ed* and *-ing* adjectives.

- 5 Set a time limit of three minutes for students to discuss the situations. When they have finished, ask students to describe a situation without mentioning the adjective. The other students have to guess the correct adjective.

- 6 Look at the example sentences and elicit that the *-ing* form describes the activity of listening to music and the *-ed* form describes the person's feeling. Look at the other two adjectives, *interested* and *excited*, and elicit situations that these could be used in. Students then write their sentences alone or in pairs. Monitor and help where necessary. Elicit ideas from different students.

Students could do Grammar reference: Adjectives with *-ed* and *-ing* endings, Exercise 1, page 127, at this point or for homework.

Extension idea

Students work in pairs and think of three *-ed* or *-ing* adjectives. They then join up with a second pair and swap their adjectives. Each pair now has to think of a situation in which they can use all three of the other pair's adjectives. Set a time limit of three minutes for this and then the pairs tell each other how they used the adjectives, e.g. *tired*, *excited*.

- ▶ Grammar reference page 127: Adjectives with *-ed* and *-ing*
- ▶ Workbook page 21

Reading Part 4 SB page 50

Lead-in

Talk to students about advice you can find on the internet, e.g. *How to pack a suitcase*. This can be articles or videos. Put students into groups of four and set a time limit of three minutes for them to discuss advice they have found.

Background notes

Mindfulness is about concentrating on what is happening at the present moment. This can be done by meditation or other training. Mindfulness aims to reduce our worries and make us more positive.

- 1 Check: *stress* (n), *stressful* (adj), *stressed* (adj), e.g. *stress* – a feeling of worry, about school or work, for example, which means you can't relax. Set a time limit of three minutes and elicit ideas and reasons from different pairs.

- 2 Set a time limit of two minutes for students to think of the topic for the other four paragraphs and elicit ideas. They can discuss their ideas in pairs first.

Possible answers

paragraph 2: lifestyle changes
paragraph 3: changing study habits
paragraph 4: using technology to reduce stress
paragraph 5: amusing things

Reading Part 4 (sentence insertion)

Discuss the advice with the students and ask why it is useful: 1 So that the students have an overall understanding of the text. 2 and 3: Students should check that the ideas in the sentences and in the text go together and that they also make sense grammatically. Encourage students to read the section of the text to themselves after they have chosen the missing sentence to make sure it sounds logical.

Exam
advice

- 3 Before students start, look at the example with the whole class. Look at the words *That made me realise ...* in sentence C. Ask *What made the writer realise that he/she couldn't go on feeling so stressed?* Elicit the answer (the fact that everyone thought he/she was always in a bad mood). Remind students that, in the exam, they have 7.5 minutes for each task in the reading paper but allow ten minutes for this, if necessary, as it is the first time the students have looked at this type of activity.

Fast finishers

Before students start reading, tell them that if they finish early, they should think of a question to check that the inserted sentence is correct as with the example above.

Answers

2 F 3 H 4 A 5 E

- 4 Set a time limit of three minutes and encourage students to try to discuss all three questions in that time. Elicit ideas from different pairs.

Extension idea

Students work in small groups to discuss something they have read about or seen in a video which made them change their life in some way. Give students a few seconds to think alone and then one minute each to tell the group what it was and answer any questions the group may have. Elicit one or two ideas from each group.

► Workbook page 21

Vocabulary SB page 51

Adjectives and their opposites

Lead-in

Choose two students – the tallest and the shortest – and ask them to come to the front of the class. Ask the class to make a sentence about each student using superlatives. Elicit: *[Name] is the tallest student in the class* and *[Name] is the shortest student in the class*. Write *tall-short* on the board and elicit that they are opposites.

Students now work in small groups. Set a time limit of one minute for the groups to write as many pairs of opposites as they can. Elicit their ideas.

- 1 Students work in pairs to match the adjectives. Elicit the answers and definitions for the adjectives. Ask students what the pairs could describe, e.g. *awful-fantastic* – a holiday and elaborate on their answers.

Answers

ashamed-proud; funny-serious; generous-mean; miserable-cheerful; nervous-relaxed; strange-ordinary; dull-spectacular

- 2 Set a time limit of four minutes, one minute for each anecdote.

► Workbook page 20

Writing Part 2 SB page 51

Lead-in

Write the words *thick fog* on the board. Elicit the meaning and then put students into groups to use their imaginations to think how thick fog could affect someone.

- 1 When students have discussed the questions, elicit the answers and ask who their story will be about (Olivia and her friend) and how the key words will affect their story (we know that Olivia's friend has written her a message and we know it must be good news because of Olivia's reaction). The students' stories will explain the message and then tell us what happened next.

Answers

1 Yes 2 third person – it is about Olivia and her friend, not the students 3 read, message, friend, smiled

- 2 Set a time limit of three minutes for students to read the example and another minute to answer the questions together.

Answers

1 in an airport/in two airports, a Friday evening
2 Olivia and Ellie; best friends
3 They live in different countries and Ellie intends to visit Olivia.
4 Fog is preventing Ellie's flight from taking off.
5 The sky eventually clears.
6 At last they meet, and are very happy to see each other.

Fast finishers

Ask students to find useful expressions in the text. When everyone has finished, elicit these and ask students to note them down, e.g. *live abroad*.

- 3 When students have found the words, ask them to cover the story. Ask: Why was she surprised? (her friend was coming to visit her from abroad) Why was she excited?, etc. Then ask: What can't happen? (the plane can't take off).

Answers

excited, disappointed, miserable, delighted

- 4 Elicit the answers and ask for ideas about why Matthew is excited, e.g. *Someone is arriving on the train; He is going somewhere exciting*.

Answers

1 Yes 2 third person 3 excited, waited, train

- 5 Allow the students to discuss their ideas in pairs or small groups. Set a time limit of three minutes and elicit some ideas so that all the students have got more ideas they can use when they write their own stories.

Writing Part 2 (a story)

Discuss the exam advice with the students. Tell students they have 22.5 minutes for each writing task in the exam so they can spend five minutes planning their writing before they start. This will ensure that they don't run out of ideas in the middle of the story and that they have noted down some useful vocabulary to use before they start.

Exam
advice

- 6 This can be done in the class or for homework. If it is done in the classroom, set a time limit of fifteen minutes as they have already spent time planning the story and make sure the students write under exam conditions. Allow the students to share their stories, either by reading them aloud in groups or by displaying them around the class so that students can see each other's work.

Model answer

Matthew felt excited as he waited for the train. He was there to welcome his friend, Simon, who was coming to stay with him.

Matthew looked at his watch while he waited on the platform. Then he noticed an old school friend who he hadn't seen in a long time. Matthew went over to him and they chatted about school.

Suddenly Matthew noticed a crowd of people walking towards the exit. The train was there! He ran towards the crowd, then he saw a teenage boy carrying a large rucksack. 'Simon!' he called.

Vocabulary

Feelings

afraid-fear	happy-happiness
angry-anger	jealous-jealousy
confident	(bad) mood
grateful	sad-sadness

Adjectives and prepositions

afraid of	fond of
angry with/about	jealous of
ashamed of	nervous about
bored of/with	pleased with/about
crazy about	sad about
depressed about	satisfied with/about
disappointed with/about	sure of/about

Adjectives with -ed and -ing

amazed-amazing	excited-exciting
amused-amusing	interested-interesting
annoyed-annoying	relaxed-relaxing
disappointed-disappointing	surprised-surprising
embarrassed-embarrassing	tired-tiring

Adjectives of emotion and their opposites

awful-fantastic	nervous-relaxed
funny-serious	simple-complicated
generous-mean	strange-ordinary
miserable-cheerful	

Vocabulary activity 1

Students describe an adjective from the vocabulary list using one word or sound. Give an example by saying *Aaaah* in a long, relaxed sigh as if you had just sat down on the sofa after a hard day at work. Elicit *relaxed*. Put students into small groups to think of ideas for three words, then elicit words from each group for other groups to guess.

Vocabulary activity 2

Put students into small groups. Each student thinks of an adjective from the vocabulary list of opposite adjectives, e.g. *awful* and a situation which the adjective could describe (*failing an exam*). The students take turns to say the situation (*I failed my exam*) and the others have to respond using the adjective, e.g. *Oh, that's awful*.

- Speaking bank pages 161-162: Speaking Part 4
 ► Writing bank pages 150-151: Writing Part 2: a story
 ► Workbook page 23

6 That's entertainment!

Unit objectives

Topic: entertainment

Listening Part 1: multiple-choice (pictures): listening to find key information

Reading Part 2: matching people to activities/things; finding specific information and detailed comprehension

Speaking Part 3: discussion: making and responding to suggestions; discussing alternatives; making recommendations; negotiating agreement

Writing Part 2: an article: using the correct style for an article

Grammar: present perfect; *just, already* and *yet*; *since* and *for*; present perfect or past simple

Vocabulary: television programmes; going out; *been/gone, meet, get to know, know* and *find out*

Pronunciation: contrastive stress

Starting off SB page 52

- 1 When the students have matched the words, elicit what each word in the box means and ask for examples from the students' own country.

Answers

A sports B wildlife documentary C quiz show D cartoon

- 2 Ask students to read the instructions and elicit possible answers to the two questions, e.g. *an hour a day / four hours a week; chat shows*.

Answers

Nick watches quite a lot of TV. His favourite types of programmes are comedy series, wildlife documentaries and cooking shows.

Track 27

Clare: Nick, I'm doing a school project about television and I'd like to ask you some questions.

Nick: Sure.

Clare: How much TV do you watch?

Nick: Quite a lot actually. When I get up, I often watch a bit of a series on my mobile while I'm having breakfast or finishing my homework.

Clare: Oh? Do you watch TV when you are studying? I can't concentrate when the TV's on.

Nick: When I'm studying hard for an exam, no, I can't watch TV at the same time but when I'm doing something easy or finishing an exercise, I leave the TV on. I like the noise in the background.

Clare: Have you got a TV in your bedroom?

Nick: No, I don't but I don't need one. I mainly watch TV on my mobile or on the tablet.

Clare: Ah! That was my next question. How do you watch TV?

Nick: As I said, mainly on my mobile or tablet. I watch sports programmes on the TV in our living room but for everything else, I watch it online. I think I mostly use websites like YouTube.

Clare: And do you think that TV is too violent?

Nick: I'm not sure to be honest because I don't really like those sorts of programmes. I prefer comedy series, wildlife documentaries and even cooking shows and none of those are violent!

Clare: Do you ever go to the theatre or to the cinema?

Nick: My parents love going to see plays but I find them a bit dull.

Clare: Well, that's all my questions. Thanks, Nick.

- 3 Encourage them to make notes of key words, e.g. *How much/watch?* and complete the questions after listening. Elicit the correct questions before the students ask and answer them to check that students wrote them correctly.

Answers

How much TV do you watch?
Do you watch TV when you are studying?
Have you got a TV in your bedroom?
How do you watch TV?
Do you think that TV is too violent?
Do you ever go to the theatre or to the cinema?

Reading Part 2 SB page 52

- 1 Point out that, as well as likes and dislikes, the students should also identify things that the people can't do or don't have.

Suggested answers

Tom and Ian have a free afternoon but neither of them like crowds. They're interested in theatre and exhibitions for young people, but don't have much money.

- 2 Tell the students to first identify all the paragraphs which involve theatre or exhibitions for young people (B, D, E, possibly G, H). Students then answer questions 1 and 2 in pairs and decide which of the other options is best (*B is free, a museum is unlikely to be crowded, E requires tickets and might be crowded, H might be crowded and the price might be too much for them*).

Answers

B

1 D is a musical about young people but the tickets are too expensive.

2 G has long queues for everything and neither of them like crowds.

Reading Part 2 (matching people to things)

Go through the exam advice with the students and ask why it is important to underline all the key words in the descriptions of people (there are three requirements for each person and all three must match the correct answer).

Exam
advice

- 3 Students have 7.5 minutes for each reading task in the exam. Allow five minutes as they have already spent time identifying key words. When students have finished, they compare answers in pairs. If they have different answers from their partner, they look at the texts again to find the correct answer.

Answers

2 E (First performances this week, family discounts at our restaurant, two-minute walk from the underground)

3 G (comic market celebrates Japanese animation, fans can meet other fans, buy rare comics)

4 H (he uses traditional words from his own country, snacks will be available)

5 F (Marco Morelli has fallen in love with a rich young woman. However, one of the family's servants is also in love with her, Italian opera with amazing singing and real classical music)

- 4 Ask students to discuss the question in pairs, then elicit their answers.

Extension idea

Students brainstorm entertainment in their own town. Students work alone for one minute to think of the type of entertainment they like best and reasons why, then in small groups to discuss their ideas.

► Workbook page 25

Vocabulary SB page 54

Going out

- 1 Look at the example words and elicit what they mean and why they are in those places (screens are usually associated with films; intervals are associated with plays and concerts but not films). Tell students to draw the diagram in their notebooks. When students have finished, elicit the meaning of each word and where they should go in the diagram on the board.

Suggested answers

Films: screen, subtitles; Play: None; Concerts: live music

Films and plays: acting; Play and concert: interval, stage

All three: admission, audience, perform, reviews, refreshments, ticket, book early

Fast finishers

Students add their own words to the diagram.

- 2 Students work alone and then compare their answers in pairs. Check that all the students have got the correct answers before they go on to Exercise 3.

Answers

2 subtitles 3 book early 4 refreshments 5 live music

6 admission or ticket 7 stage 8 acting

- 3 Look at the example question in Exercise 2 with the class. Ask how students could expand this answer, e.g. *Yes, I always read reviews on the website*. Encourage students to keep talking for as long as possible when answering questions. Elicit ideas from different groups when they have finished.

Extension idea

Put the students into pairs to think of a film that they have both seen and both like or dislike. They write a short review together, giving their opinions and reasons for them. When the students have finished, ask pairs to read out their reviews and see if other students agree with them.

► Workbook page 24

Grammar SB page 54

Present perfect

Lead-in

Tell the students that you are going to ask three questions and they should write the answers. Ask: *When did you first meet your best friend? When did you start at this school? What time did you get to school this morning?* Students compare their answers in pairs.

- 1 When students have listened to the recording, elicit the different things they talked about (*Lion King musical, Robin Hood film, Carmen opera, film and pizza at home*). Ask students which they would choose.

Answers

Go to Eliza's house, watch a film and have pizza.

Track 28

- Bella:** Have you seen the *Lion King* yet?
Eliza: Do you mean the musical?
Bella: Yeah! We've got a spare ticket for the Friday show. Fancy coming?
Eliza: Um ...
Bella: Please! We've been good friends for three years but we haven't been to a show together since last summer.
Eliza: Yes I know but I've already seen it. I saw it with my cousins last month but I'd love to do something else with you. How about Saturday? I haven't seen the new *Robin Hood* film yet. Everyone's talking about it and it's on at the cinema near us. Have you seen it?
Bella: 'Fraid so. I saw it last night with my mum. Let's have a look at the guide to see what else is on. What about *Carmen*? It says here that it's an incredible show with dancing and live music. Sounds good.
Eliza: *Carmen*? Fantastic idea. I've just learned how to play one of the songs on the violin and my sister is learning to sing one of them too.
Bella: Oh no! It's not an opera, is it? I don't fancy that!
Eliza: Why don't you come round to my house on Saturday and we can watch a film.
Bella: And why don't I get a pizza on my way to your house?

- 2 When the students have completed the sentences, elicit the spelling of *seen* as this may be a new form for the students and ask them which verb it comes from (*see*). Elicit that we call this the past participle.

Answers

1 seen 2 seen 3 seen 4 learned

- 3 Stronger classes could look at the example sentences and try to decide the rules in small groups.

Answers

The present perfect is formed with *has/have* + past participle. We can use it to connect the past with the present. It often describes something with a connection in the present or something that continues in the present.

- 4 Tell the students to look at the sentences in Exercise 2. Ask: *Do you think the speaker in sentence 3 will go to the Robin Hood film at some time in the future?* (Yes); *Did the speaker learn how to play one of the songs a long time ago or a short time ago?* (a short time ago); *Why does the speaker in sentence 2 use already?* (to emphasise that this has happened and they don't want to go again).

When the students have completed the rules, give other examples of how to use the words in sentences, e.g. *We've just finished Exercise 3.*

Answers

1 just 2 already 3 yet

- 5 Allow the students to work in pairs but make sure that they both write the sentences from the email in full in their notebooks. Monitor and help where necessary.

Answers

2 My dad hasn't (has not) found a new job yet.
 3 But he's (has) started a course in computing.
 4 My mum has just won a prize in a photography competition.
 5 Have you seen the new *Star Wars* film yet?
 6 I've already seen it three times.
 7 Have you finished your exams yet?

Fast finishers

Students write three sentences about themselves using *already, just, yet*. When all the students have finished Exercise 5, elicit these extra sentences.

Students could do the Grammar reference: Present perfect, Exercise 1, page 128, at this point or for homework.

- 6 Look at the instructions and example sentences and elicit that *for* and *since* show us how long this activity or state has been true for. When students have finished, elicit some time expressions you could use with both words.

Answers

1 since 2 for

- 7 Tell the students to underline the time expressions in each sentence before they start. Elicit these (*I was born, three years, five months, a very long time, last year*). When they have finished, ask them how they could say the same thing using the other word.

Answers

1 since 2 for 3 for 4 for 5 since

Students could do Grammar reference: Present perfect, Exercise 2, page 128, at this point or for homework.

- 8 Elicit that the question: *How long have you* + past participle is used to talk about things that started in the past and are still true. Monitor and help where necessary and elicit the questions before students do Exercise 9.

Suggested answers

- 2 How long have you been at your school?
3 How long have you had your shoes?
4 How long have your grandparents been married?
5 How long have you known your classmates?

- 9 Re-elicite the two ways that the students could answer the questions (using *for* and *since*). When students have finished, elicit any interesting information they found out about their partners.

- ▶ Grammar reference page 128: Present perfect
- ▶ Grammar reference page 128: *since* and *for*
- ▶ Workbook page 26

Present perfect or past simple?

SB page 55

Lead-in

Put students into groups. Set a time limit of two minutes for them to discuss musicians that they like and their favourite tracks by those musicians.

Background information

Martin Garrix became interested in being a DJ when he saw DJ Tiësto, performing at the 2004 Olympic Games in Athens. In 2018, Martin headlined the closing ceremony of the Winter Olympics in South Korea.

- 1 Ask the class if they have heard of Martin Garrix. When students have read the text, ask what they learned about him. Help students with any words they might need and check the meaning of *a single* (a track released and sold on its own).

Answers

He's a DJ and his single *Animals* is famous.

- 2 When students have found the answers, elicit the three forms of each verb – base form, past simple and past participle: *be – was/were – has/have been; become – became – has/have become; tour – toured – has/have toured*. The verb '*be born*' is a passive construction. It may be better to focus just on the verb to be here.

Answers

Present perfect: 's been, 's toured; past simple: was (born), was, became

- 3 Elicit the answers and reasons for them (*in 1996, when he was 17* are both completed actions at a known past time; *for over ten years* is still true).

Answers

in – with the past simple
when – with the past simple
for over – with the present perfect

- 4 When students have completed the table, point out that some expressions can be used with both tenses, e.g. *for – I have been at secondary school for three years* (and I am still there). *I was at primary school for four years* (but I am not there now).

Answers

present perfect – since 2010, yet, already, this week, today
past simple – last year, two months ago, yesterday, at 8 o'clock in the morning

- 5 Look at the example with the students and elicit why the past simple is correct (three months ago is a finished time period). Allow students to work in pairs and explain their choice of verbs for each question (3, 6, 7 – present perfect with an unfinished time expression 2 – present perfect with *yet*; 1, 4, 5 – past simple with a finished time expression).

Answers

- 2 Have you read this month's *Surf* magazine yet?
3 I haven't done my homework today.
4 Our football team are playing better now. We only won twice last year.
5 You look tired. What time did you go to bed last night?
6 How many exams have you taken since the beginning of this year?
7 Let's go to the beach! I haven't been for ages!

Fast finishers

Students write sentences about themselves using some of the time expressions in Exercise 4. When all the students have finished Exercise 5, ask the students who wrote extra sentences to read them out without a time expression. The other students have to guess what the correct time expression is.

6 Look at the example with the students. Point out that we use the past simple for the third question because we are talking about one, completed action in the past. Elicit more questions that could be asked about the phone using the past simple, e.g. When did you buy it?

7 As there are six topics, tell the students to ask about three each. Set a time limit of four minutes. Elicit some of the interesting information that they found out from their partner.

Students could do Grammar reference: The present perfect or past simple, Exercises 3 and 4, page 129, at this point or for homework.

- ▶ Grammar reference page 129: The present perfect or the past simple?
- ▶ Workbook page 26

Vocabulary SB page 56

been/gone, meet, get to know, know and find out

Lead-in

Dictate the following words to the students: *cook, exercise, break, fail, lose, journey, trip*. In small groups the students discuss any problems students might have learning these words. Set a time limit of two minutes and elicit ideas.

1 Set a time limit of two minutes. Elicit these and allow another two minutes for students to explain the differences between the different words.

Answers

- 1 Paul is at his friend's house.
- 2 Sophia is at home (she's returned from the cinema).
- 3 been = 'go and come back'; gone = 'hasn't come back yet'.
- 4 Lucas and Nick became friends years ago, when they were at primary school.
- 5 They see each other, often on Saturday afternoons.
- 6 Lucas sometimes sleeps at Nick's house when his parents are away.
- 7 No, Scarlett didn't tell her parents.
- 8 The neighbours.

2 Point out that *Have you ever* is a common way of asking questions in the present perfect. Ask what time period it refers to (at any time in your life). When the students have finished, elicit the answers and the reasons why the other choice is wrong.

Answers

- | | | | |
|-----------|------------|---------------|--------|
| 1 been | 2 gone | 3 known, meet | 4 meet |
| 5 getting | 6 find out | | |

3 Set a time limit of five minutes and encourage students to give details or reasons for their answers.

▶ Workbook page 24

Listening Part 1 SB page 56

Lead-in

Tell the students to describe what their partner is wearing.

1 When the students have found the items in the pictures, elicit the meanings of the adjectives. Check by asking students to stand up if they are wearing a plain / striped top, something smart, something with a V- or round neck.

Answers

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

2 Look at the first question with the students. Elicit the words they think are important and why.

Suggested answers

- 1 What, the girl, try on
- 2 Where, the boy, left, keys
- 3 What, Karen, buy, last weekend
- 4 Which, Sarah's cousin
- 5 Where, Dave, get, trainers
- 6 What, latest time, buy, a ticket, today
- 7 What sorts, TV programmes, girl, like

Listening Part 1 (multiple-choice with pictures)

Discuss the advice with the students. Give an example of the second point, e.g. in the first listening, Jane might say that she doesn't like one of the jumpers.

Exam advice

3 Tell the students to do this exam-style task alone as if they were in an exam. When they have listened for a second time, allow them to compare answers in pairs and discuss the reasons for their choices.

Answers

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

Track 29

1

- Narrator:** What would the girl like to try on?
Jane: Excuse me. Could I try on one of the jumpers in the window please?
Shop assistant: Sure. Do you mean one of the striped ones? They'd look good on you.
Jane: I was actually thinking of a plain one. Have you got it in a small?
Shop assistant: I think so. I'll check. Did you want it with a V-neck?
Jane: I'd rather have a round one.
Shop assistant: OK. I'll just get it for you to try on.

2

- Narrator:** Where has the boy left his keys?
Matt: Mum, I think I've lost my keys, have you seen them? I thought I put them in my jeans' pocket but they're not there now.
Mum: Not again! You were wearing your coat just now. Have you checked all the pockets? You usually leave your keys there.
Matt: I've looked in all the pockets. Was I carrying my backpack when I came in?
Mum: I think so. I bet they're in there.
Matt: You're right again, Mum!

3

- Narrator:** What did Karen buy last weekend?
Boy: Did you have a good weekend, Karen?
Karen: Yes, I did thanks. On Saturday I went to the new shopping centre with my mum. She wanted to get a dress for the summer.
Boy: Did she buy one?
Karen: They were all the wrong size. Then she tried on loads of tops.
Boy: What about the red one you're wearing? Is it new?
Karen: Yes, isn't it lovely! She didn't like the colour so I got it instead.
Boy: So, she didn't buy anything but you did!
Karen: That's right! It'll go with that skirt I got for my birthday.

4

- Narrator:** Which one is Sarah's cousin?
Boy: Did you manage to get your cousin something for her birthday?
Sarah: Don't ask! We got her some earrings in the end but then we found out that she never wears jewellery.
Boy: Oh no! I thought that girl over there with long hair and huge earrings was your cousin.
Sarah: That's my sister but they look alike, don't they? They even used to have the same length hair.
Boy: Has your cousin had it cut?
Sarah: Yeah but she says she's going to grow it long again.

5

- Narrator:** Where did Dave get his trainers?
Girl: Nice trainers, Dave! Have you just been to the new sports shop?
Dave: Yeah! It's a great store with some amazing bargains. I bought some trainers there last week but they weren't the right size so I had to take them back. Then, one of my friends suggested looking in the market, so I did and found these. They fit perfectly.
Girl: My mum keeps telling me to look on the web. She buys everything there.
Dave: She's right! You know the boots I wore to the party. I got them online.
Girl: They're really cool! Were they expensive?

6

- Narrator:** What's the latest time visitors can buy a ticket today?
Man: You have reached Lansdown Art Museum. We're sorry that there's no one to take your call right now. If you are interested in seeing the Photographer of the Year exhibition, the ticket office is open from nine am to half past five. You need to leave the museum at quarter to seven but remember that last admission to the gallery is at quarter to six. Thank you for calling.

7

- Narrator:** What sorts of TV programmes does the girl like watching?
Connor: You look tired. Did you go to bed late last night after the football?
Laura: I think my brother was watching the match in his bedroom. I don't even care who won it, to be honest! I watched this comedy instead about two men who get lost in a department store.
Connor: I saw that! I haven't laughed so much for ages. Wasn't the ending good?
Laura: Well I'd kind of lost interest by then. I'd much rather watch a wildlife documentary.
Connor: Oh? I didn't think you liked those sorts of programmes

Extension idea

Make photocopies of the audioscript. After Exercise 3, give each pair a copy so that they can identify exactly why the two wrong choices are incorrect.

/P/ Contrastive stress

- 4 Before the students start, ask which kind of words they think will be stressed (words which contain important information). Elicit ideas and then play the recording. Students practise saying the dialogue in pairs, taking turns to play both parts.

Suggested answer

didn't, think, you, those sorts programmes

- 5 When the students have listened and answered the question, drill the three sentences.

Answer

- 1 Oh? I didn't think you liked those sorts of programmes. = The boy didn't know this about Laura.
 2 Oh? I didn't think **you** liked those sorts of programmes. = I knew that other people liked serious stuff but I didn't know that Laura liked serious stuff.
 3 Oh? I didn't think you liked **those** sorts of programmes. = I knew that Laura liked a certain sort of TV programme but I didn't know she liked that sort.

Track 30

1

Connor: Oh? I didn't think you liked those sorts of programmes.

2

Connor: Oh? I didn't think you liked those sorts of programmes.

3

Connor: Oh? I didn't think you liked those sorts of programmes.

- 6 Put the students into groups and tell the students to choose one occasion each so that they are each asking about different things. The students take turns to ask each other about their topic.

► Workbook pages 26–27

Speaking Part 3 SB page 58

Lead-in

Put the students into small groups. Ask them to think about a special celebration that they have been to at their school or in their town.

- 1 Ask the students to underline the key words and then decide which will make a difference to their answer.

Answer

The different events the school could organise and which would be most popular with students.

- 2 Set a time limit of two minutes and tell the students to think of reasons for their answers. Elicit ideas from the class and have a vote on the best idea.

- 3 When the students have finished, elicit why the other choices are not good ideas

Answers

- 2 X Students should discuss their ideas with their partner in this part.
 3 ✓
 4 ✓
 5 X Ideally the students should talk about as many of the pictures as they can BUT they won't lose marks if they don't talk about all of them. If they only talk about one picture, then they may not complete the task successfully.
 6 X They should aim to reach an agreement towards the end of the two minutes
 7 ✓ Ideally they should carry on speaking until the examiner asks them to stop – this is what happens to Noa and Greta.

- 4 Elicit the answers and the fact that they did all the things that the students said they should do in Exercise 3 and didn't do the things the students said they shouldn't do, so they did the task well. Ask the students what Noa and Greta's final choice was (*the exhibition*).

Answer

1 ✓ 2 X 3 ✓ 4 ✓ 5 X 6 X 7 ✓

Track 31

Examiner: Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

Noa: Thank you!

Greta: Thanks!

Examiner: A school would like to celebrate its 50th anniversary with a special event. Here are some events the school could organise. Talk together about the different events the school could organise, and say which would be most popular with students. All right? Now, talk together.

Noa: Let's start with the photography exhibition. I think it would be a great idea. The school could collect pictures and photos from now and the past. It would be really interesting.

Greta: I agree. Students could see how things have changed.

Noa: Yeah! For example, my mum used to wear a school uniform and she says it was awful. They wore striped blue and white shirts with skirts for girls and trousers for boys.

Greta: That's right! I wouldn't like to wear a uniform now. Let's talk about another one. What about a concert? Everyone loves music and everyone could take part. What do you think?

Noa: I'm not sure about that one. Some people like rock music and other people hate it. And have you thought about the noise?

Greta: Perhaps you're right. Shall we talk about the student fashion show?

Noa: OK. I think the fashion show is a great idea. Students could put on their favourite clothes and there could be prizes.

Greta: Um ... I'm not very interested in fashion, I'm afraid. We haven't talked about the picnic yet. Do you think it's a good idea?

Noa: Perhaps but if it rains, they won't be able to eat outside. Don't you think?

Greta: Yes, I agree. That leaves the talent show and the disco. Well, you know lots of people love dancing but do you think everyone would enjoy it?

Noa: I don't think so. I can't stand discos. How about the talent show then?

Greta: I'm not sure I understand. How would it work?

Noa: You know, each class can perform something different. One class could sing and do a dance, for example.

Greta: Oh I see! But remember some people don't like dancing.

Noa: You're right. Well, what do you think? Shall we choose the photography exhibition?

Greta: Yes, I think that's the best idea. Do you...

Examiner: Thank you.

Extension idea

Play the recording again and ask the students to note down the reasons why Noa and Greta rejected the other choices.

- 5 Elicit the expressions and ask the students about other expressions they could have used in place of *Shall we ...*, e.g. *Let's talk ...*, *How about talking ...*

Speaking Part 3

Go through the advice with the students. Elicit that, if there are six pictures or ideas to discuss in two minutes, this means that they have about 20 seconds for each one.



Answer

Shall we talk about the fashion show? We haven't talked about the picnic yet.

- 6 Read the instructions to the class so that students all start at the same time. When they have finished, put them in groups of three to practise the task with an examiner. The student playing the examiner uses the check list in Exercise 3 and gives them feedback on their performance at the end of two minutes. Repeat the activity three times so they all have a chance to play the role of the examiner.

► Speaking bank pages 159–160: Speaking Part 3

Background

The Venice Carnival lasts for just over two weeks. The carnival attracts about three million visitors each year. People wear masks and costumes and there are concerts in the city.

Chinese New Year lasts for 16 days and everyone has a week off work. It is a time to visit family but there are firework displays, street processions and a lantern festival on the last day.

- 1 Elicit *costume* and *mask*, then put students into pairs to discuss the photo.
- 2 Put students into small groups to discuss the questions. Set a time limit and then ask the students for ideas for Exercises 1 and 2 together.
- 3 Ask students to say why the words they chose are important, e.g. *your country* – you can't write about something in a different country.

Suggested answer

a celebration in your country, What/people/wear, What/people/do, Why/special, article, answering questions

- 4 Set a time limit of one minute. Elicit ideas and the differences between an article and a story and the sort of language used in each.

Answer

The second answer is better. It has a good title and is an article and not a story. (The first answer is a story and not an article.)

- 5 When the students have read the article, ask them what facts they found out about the carnival, what opinions and what people do.

Answer

Yes

- 6 Tell the students to read the text again and tick the questions which have the answer *Yes*. Elicit the answers and what information the first paragraph gives (a summary of what the celebration is and a personal opinion).

Answer

The answer is 'yes' to all the questions.

Writing Part 2 (an article)

Discuss the exam advice with the students and elicit why it is important. (If you write the wrong kind of text, you will lose points. Tell students that, as well as an interesting first paragraph it is important to answer the questions in the instructions and use a variety of grammatical structures and vocabulary.)

Exam advice

- 7 Tell the students that the total time they have for each writing task in the exam is 22.5 minutes but, because of planning time, you are going to allow them fifteen minutes for the actual writing.

Fast finishers

Tell students to note down the nouns, verbs and adjectives they used in their text.

- 8 When students have checked their own text, allow them to swap articles in pairs to see what they think about their partner's writing.

- ▶ Speaking bank pages 159–160: Speaking Part 3
- ▶ Writing bank pages 148–149: Writing Part 2: an article
- ▶ Workbook page 27
- ▶ Complete Preliminary for Schools new edition Test Generator Unit 6

Vocabulary**Television programmes**

advert	quiz show
cartoon	reality show
chat show	sports
comedy series	the news
cooking show	wildlife documentary

Going out

accompanied by	live music
acting	perform – performance
admission	refreshments
admission fee	review
audience	screen
book early	stage
display	subtitles
explore	ticket
interval	

been/gone, meet, get to know, know and find out

been	gone
find out	know (about)
get to know	meet

Vocabulary activity 1

Put the students into pairs. The students choose a word from the word list and use a dictionary to write a definition of the word. They read the definition and the first pair to guess the word wins a point.

Vocabulary activity 2

Put the students into small groups. They write the ten types of TV programmes from the word list on ten separate pieces of paper which they place in the middle of the group. All the words should be visible. Students close their eyes and one student removes one word. Students open their eyes and try to say the missing word first. The first one who does so wins a point. The word is then placed back on the desk and the process is repeated.

Vocabulary and grammar review Unit 5**Answers**

- 1 2 of 3 with 4 on 5 of 6 about 7 about
8 about 9 of 10 of
- 2 When I was tidying my room last Sunday, I found some surprising things. Among all the **bored boring** exercise books from my primary school days, there was something **amazed amazing** – my diary, from when I was eight years old. It was really **interested interesting** to read my thoughts from back then, though at times I felt a bit **embarrassing embarrassed**, too. For example, I was still very **frightening frightened** of the dark in those days. It was also funny to read how **exciting excited** I was about being nine soon – I thought I would be really grown up then.
- 3 **Across:** 2 fear 4 mean 7 ordinary 9 nervous 10 sad
Down: 1 jealous 3 anger 5 bored 6 proud 8 awful
- 4 2 can't 3 should 4 Could 5 don't have to
6 might 7 have to

Vocabulary and grammar review Unit 6**Answers**

- 1 2 Audiences 3 live 4 reviews 5 performances
6 admission 7 interval
- 2 2 B 3 A 4 B 5 C
- 3 2 since = for 3 he's gone = he went 4 gone = been
5 Already I've been = I've already been 6 I looked = I've looked 7 I've never been = I've ever been 8 has given = gave 9 didn't decide = haven't decided 10 It has opened = opened
- 4 2 for 3 have 4 since 5 got 6 already

That's entertainment!

7 Getting around

Unit objectives

Topic: weather

Listening Part 4: multiple-choice, long dialogue: identifying distracting information

Reading Part 1: multiple-choice: identifying text purpose

Speaking Part 2: individual picture description: adding new points and correcting yourself; describing things you don't know the name of

Writing Part 1: an email: useful email expressions

Grammar: *extremely, fairly, quite, rather, really* and *very; too and enough*; the future: *will, going to*, present continuous and present simple; prepositions of movement

Vocabulary: weather; compound words

Pronunciation: word stress in compound nouns

Look at the first sentence in question 4 with the class. Ask what is happening now in the sentence (there is no sun; it is behind a cloud). Elicit what the person wants – for it to be sunny. Students discuss the other sentences in the same groups as before. Set a time limit of two minutes and elicit ideas.

Answers

- 1 A hot, sunny, sunshine
B cold, foggy
C icy, freezing, snowy
D thunderstorm, lightning
- 2 Students' own answers.
- 3 Students' own answers.
- 4 b chilly = cold
c pouring = raining
d boiling = very hot
e nippy = cold
f cleared up = the sky became clear
g soaring = rising

Starting off SB page 62

Weather

Lead-in

Before students open their books, put them into small groups. Ask them where in the world they would like to spend the winter and the summer and why. Set a time limit of two minutes and then elicit ideas and reasons.

Look at the photos with the students. Remind them of the phrases *look(s)/look(s) like* and encourage them to imagine the people's feelings.

- 1 When the students have finished question 1, elicit the answers and ask the students to try to explain the difference in meaning of words with similar meanings, e.g. *rain/showers; storm/thunderstorm/lightning/(thunder); frost/ice*.

Set a time limit of three minutes for students to discuss questions 2 and 3. Monitor and help where necessary. Elicit ideas from different groups and then ask about the advantages and disadvantages of living somewhere which is always hot in the summer and one where the weather is more unpredictable.

Listening Part 4 SB page 62

- 1 Set a time limit of one minute for the students to do this alone. Tell them not to look at the choices yet, just the questions.

Background information

The snowfall described in the recording took place on March 5, 2015, when 2.56 metres (101 inches) of snow fell in 24 hours in the town of Capracotta in the Province of Isernia, in the Italian region of Molise.

Answers

- 1 Olivia
- 2 Travelling in Italy during a very heavy snowfall
- 3 What Olivia and her family were doing when the heavy snow began, how she felt when it started to snow heavily, why the car stopped moving, how they tried to keep warm in the car, why they stayed in the car all night, how they travelled to a village the next day

Listening Part 4 (multiple-choice)

Students have about 45 seconds to read through the questions before the recording starts, which will help them to understand what the recording is about and what information they have to listen out for. Remind them that the words in the text might be different from the words with the same meaning in the choices. When reading the instructions and questions, it is a good idea to underline key words to remind them of what they need to listen out for.

Exam
advice

Extension idea

To help prepare the students, make a copy of the photocopiable audioscript and ask them to look at the start: *Then, while we were trying to decide how to get back to the main road, some really heavy snow started coming down.*

Ask them to read it and decide which answer is correct (1A: we were trying to decide matches we were talking about what to do next). Ask students why the other two answers are incorrect (1B: she says they were trying to decide how to get back to the main road, not that they were driving along the main road; 1C: she says we stopped for a quick meal before carrying on, not that they were already having a snack).

- 2 Tell the students to do the listening under exam conditions, i.e. without talking or comparing answers.
- 3 When the students have listened for a second time, allow them to compare their answers and, if they have different answers, try to justify their answers by referring to information in the text that they remember.

Answers

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

Track 32

Narrator: You will hear an interview with a girl called Olivia talking about her experience of travelling through a snow storm with her parents. For each question, choose the correct answer.

Interviewer: Today I'm talking to Olivia Richardson, who was in central Italy when over two metres of snow fell in 24 hours. Where exactly were you, Olivia, when that happened?

Olivia: Near Capracotta, in the mountains. There'd already been some light snow and we stopped for a quick meal before carrying on to a crossroads, but there we took a wrong turning and got completely lost. Then, while we were trying to decide how to get back to the main road, some really heavy snow started coming down.

Interviewer: Was that frightening?

Olivia: At first, I was quite certain it wouldn't last long. It was March in Italy so I wasn't worried. Of course, it was rather annoying we'd gone the wrong way, but I couldn't blame Mum and Dad because it'd been my idea. And we were still moving, but not very fast.

Interviewer: When did you have to stop?

Olivia: Well, it was getting quite difficult to see and we nearly crashed into a parked car. There was more and more snow on the road, so when we tried to go up a steep hill the wheels started going round really fast but it was so deep, the car just wouldn't move forwards. It looked as if we'd be stuck there, but we didn't have much petrol left so we switched off the engine. Dad tried to phone for help but couldn't get through.

Interviewer: How did you stay warm? With the car heater?

Olivia: That meant having the engine on so we only used it a bit. Instead we got all our jumpers, trousers and socks from our suitcases and wore them all night. We were still frozen, though, and wished we had some coffee or tea with us.

Interviewer: So you spent the whole night inside the car?

Olivia: Yes. My mum had managed to contact the emergency services. They knew our location from our phone signal and they advised us to 'stay in our vehicle until help could be sent the next day'. That's what we did, but by then the snow was starting to cover the car completely. So we cleared a space next to the doors in case we needed to get out.

Interviewer: How did you get moving again?

Olivia: The rescue vehicles didn't get there until the afternoon. They'd called to ask if we needed an ambulance and luckily we didn't, so they just cleared the snow and led us along the road back to the main road. We then drove to the nearest village. There we stopped for an enormous hot meal of roast fish and pasta with cheese, the most delicious I've ever tasted!

- 4 Elicit examples of students' experiences, good or bad, from the class.

► Workbook page 30

extremely, fairly, quite, rather, really and very

Lead-in

Give students an example of normal and strong adjectives, e.g. *good-amazing*. Put the students into small groups and set a time limit of one minute to think of more pairs of adjectives. Elicit these and then elicit words we can use to make them stronger, e.g. *very* for normal adjectives, *absolutely* for strong adjectives and *really* for either.

- 1 Students stay in their groups to answer the questions. Elicit the answers and remind the students that we can't use *very* with strong adjectives but we can use *really* with all adjectives. We don't generally use *fairly* or *rather* with strong adjectives because the point of using them is to make the adjective stronger. Point out that, when we use *quite* to make adjectives stronger, it is stressed more than when used to make adjectives less strong. *I was **quite** certain.*

Answers

1 really 2 rather 3 quite

- 2 Look at the example with the students and elicit a strong adjective that could be used instead, e.g. *an absolutely boiling summer*. Encourage the students to use a variety of adverbs in their sentences as in the example or even more if they can.

Students could do Grammar reference: Adverbs of degree: extremely, fairly, quite, rather, really and very, Exercise 1, page 130 for homework.

- ▶ Grammar reference page 130: Adverbs of degree: *extremely, fairly, quite, rather, really and very*
- ▶ Workbook page 30

too and enough

Lead-in

Write the word *hot* on the board. Put the students into pairs and set a time limit for them to think of any disadvantages with hot weather. Elicit ideas and note them down on the board, e.g. *can't sleep, difficult to work*. Keep these on the board to look at after Exercise 1.

- 1 Read the instructions with the students and direct their attention to the grammar box. Tell the students to work in pairs. When they have finished, elicit the answers and look at the rules in more detail. Write the forms below on the board and, for each one, elicit some example sentences:

too + adjective (+ *to* + base form of the verb)

too + *much* + uncountable noun

too + *many* + countable noun

not enough + countable or uncountable noun

not + adjective + *enough* (+ *to* + base form of the verb)

enough + noun / adjective + *enough*

Ask how the last is different from the others (it is the only one which doesn't describe a problem). This is less common than the negative use to denote a problem. Elicit which exam task types could test these, e.g. multiple-choice or open cloze and, especially, in transformations.

If you used the lead-in activity, ask the students to make sentences using their ideas on the board, e.g. *It is too hot to sleep.*

Answers

1 more than 2 before, *to* + infinitive
3 uncountable, countable 4 as much as
5 before, after, *to* + infinitive

- 2 Students can do this alone or in pairs. Encourage them to write the correct sentences in full in their notebooks so that they have a permanent record. Monitor and help students where necessary.

Fast finishers

Ask students to make sentences that are true for themselves using *too* / *enough*, e.g. *I haven't got enough money to buy a new phone*. When all the students have finished, elicit some of the extra sentences that students wrote.

Students could do Grammar reference: Adverbs of degree: too and enough, Exercise 2, page 130 at this point or for homework.

Answers

1 correct 2 too-much, too many 3 very-young, too young
4 correct 5 plenty-of-time, enough time
6 enough-old, old enough

- 3 Give the groups one minute to think of their six places. Encourage them to choose a variety of places near their home town, in other parts of their country and in different countries. When they have chosen, look at the example with the class. Set a time limit of two or three minutes to discuss the other questions. Elicit the best place to go from each group and reasons why.

Extension idea

Write on the board: *too* + adjective, *too much*, *too many*, *not enough* + noun, *not* + adjective + *enough*, adjective + *enough*, *enough* + noun. Elicit ideas about the students' town and write these under the appropriate headings, e.g. *It's too small*, *There's too much crime*. Students work in groups of four to think of more ideas for each column. Set a time limit of five minutes and then elicit ideas.

- ▶ Grammar reference page 130: Adverbs of degree: *too* and *enough*
- ▶ Workbook page 30

Reading Part 1 SB page 64

Lead-in

Discuss signs that the students can see in their town, especially those with pictures on them, e.g. *children walking to warn drivers that they are close to a school*. Put the students into small groups. On a piece of blank paper they draw a made-up sign with no writing on it at the top of the page. They should have an idea of what the sign represents. The groups then pass their signs to a new group. The students discuss the sign and, at the bottom of the piece of paper, they write what they think it means. They then fold the paper so that their idea is hidden and pass the papers to a new group for them to write their own idea about what the sign means. Demonstrate this with a piece of paper so they can see exactly what to do. Repeat as many times as required and then pass the papers back to the group who originally drew the sign. They unfold the paper to see what other people thought their sign meant. Elicit what each group drew, what it represented and how accurate the other groups' guesses were.

- 1 Discuss the signs with the class and ask them if there are any similar signs in their town or if they have seen similar signs elsewhere.

- 2 Look at the example with the students. Ask what information about prices the sign gives, e.g. children's prices on trams. Also elicit that *free* means without paying. Students now do the same for the other four signs alone or in pairs.

Answers

- 1 C under 14, free
- 2 B Leave, Go, Return – use of imperatives
- 3 A DANGER
- 4 E No (+ing) – for prohibition
- 5 D Sign up, extra credit

Reading Part 1 (multiple-choice, texts, signs, messages and notices)

Discuss the advice with the students and ask why they think it is useful. Try to elicit that all the information helps the students to understand the signs better. However, they will still have to look at the choices and read the information carefully to decide the correct answer.

Exam
advice

- 3 Set a time limit of five minutes for the task. This task has less information to read and the students should be able to complete it more quickly than some of the other reading tasks. Elicit the correct answers and the information in the texts which shows that they are correct and the other two are wrong, e.g. 1 A – *the bell rings automatically* 1 B – *use this exit* 1 C – *in case of fire, i.e. only when there is a fire (emergency)*.

Answers

- 1 C 2 A 3 B 4 A 5 B

Extension idea

Look at Reading Part 1, Exercise 1, A with the students and give them these choices about what it means:

A You shouldn't swim here because the water is deep. B There is a possibility that the ice will break if you walk on it. C The lake often freezes in winter. Elicit the correct answer (B). Put the students into small groups and ask them to write similar sentence for one of the other four signs. When they have finished, elicit their ideas and ask the other students to choose the correct answers.

- ▶ Workbook page 28

The future

Lead-in

Write the words: *plan, arrangement, timetable, prediction* on the board. Elicit or tell the students what these mean and give examples of them all for you:

e.g. *plan* – mark homework this evening, *arrangement* – teachers' meeting on Thursday evening, *timetable* – 9.00 Mondays English with class 7B, *prediction* – everyone in the class will pass their English exam this year.

Students now write their own examples. Set a time limit of one minute.

When they have finished, allow them to share ideas in pairs. Tell them they will look at these again after Exercise 2.

- As an alternative it may be a good idea to play the recording while the students have their books closed. Ask them to listen to find where the people are going and what the problem is. (*They are going to the train station and the problem is the weather*). They then open their books and discuss in pairs what the missing verb forms could be. Play the recording again for them to complete the exercise.

Answers

2 's going to rain 3 'm meeting 4 leaves 5 'll ask

Track 33

Mia: Look at the rain, Owen.
Owen: Yes, I know. I'm hoping it'll stop soon, but I don't think there's much chance of that.
Mia: No, the weather forecast said it's a big storm, so it's going to rain for hours. What time do you have to be at the station?
Owen: I'm meeting Jason and Mark there at 8.30, in the café near the main entrance. The train leaves at 8.45.
Mia: It's quite a long walk to the station, isn't it? And it's 8.15 already. Look, I'll ask my mum to take you in the car.
Owen: Thanks!

- Elicit the answers and the structures used (a present simple; b, c *will* + base form of the verb; d present continuous; e verb *to be* + *going to* + base form of the verb). Point out that we usually use the short form of *will* and the verb *to be*. The full form sounds strange in normal conversation.

Answers

b 5 c 1 d 3 e 2

Extension idea

If you used the lead-in activity, put the students into pairs. They use their ideas from the lead-in to make full sentences with the correct future form, e.g. *I'm going to mark homework this evening. We're having a teachers' meeting on Thursday. Class 7B start their English class at 9.00 on Mondays. (I think) everyone in this class will pass their English exam this year.* Elicit ideas from the students to check they are using the structures correctly.

- Tell the students to write the full questions in their notebooks. Elicit these to check they are correct. Look at the example with the class and point out that, although we often use the same structure in the response as in the question, we don't have to, e.g. if you haven't thought about the evening yet, the answer for question 2 could be: *I'm not sure. I think I'll stay at home and watch TV.* Monitor the students and help them where necessary.

Answers

- Where are you going to go this evening?
- When will you get a new pair of shoes?
- Is the Earth going to get hotter?
- Do you think it will be cloudy tomorrow?
- Will you help me carry this suitcase?

Fast finishers

Ask students to think of similar questions about the future that they could ask other students in the class, e.g. *What do you think you will study at university?* They can then work in pairs with other fast finishers to ask and answer their questions for extended practice.

Students could do Grammar reference: Future forms Exercise 1, page 131 for homework.

- Look at the example with the class and ask if this is an example of *going to*. (No. There is no second verb. It's a present continuous form with the verb *go*.) If you think the class need more help with future forms, elicit which structure they will use for each response and why before they start working in pairs. (1 present continuous if you have an arrangement, *going to* if you have a plan; 2 'll for a decision made at the time of speaking; 3 Present simple for a timetabled future; 4 *going to* for a prediction made based on evidence; 5 *going to* for a plan).

Suggested answers

- 2 I'll help you/fix it (if you like).
 3 It ends/finishes on 15 April, etc.
 4 I think there's going to be a storm soon.
 5 I'm going to study Spanish./I don't know which I'm going to study.

- Grammar reference page 131: Future
 ► Workbook page 31

Vocabulary SB page 66

Compound words

Lead-in

Write the word *classroom* on the board. Elicit that this is a combination of two words: *class* and *room*. Tell students this is called a compound word. Put the students into small groups and set a time limit of two minutes to think of other compound words. Elicit ideas from each group.

- 1 Allow the students to work in the same groups as for the lead-in so that stronger students can help the weaker ones. Elicit the answers and, if no one said the word during the lead-in activity, ask which weather word is a compound of two nouns (*thunderstorm* – a storm in which there is thunder).

Answers

- | | | |
|---------------|-------------|--------------|
| 2 guidebook | 3 suitcase | 4 crossroads |
| 5 signpost | 6 overnight | 7 campsite |
| 8 sightseeing | | |

- 2 Tell the students to work alone. Don't elicit the answers until the students have listened and checked their answers. When eliciting the answers, also elicit the meaning of the compound words, e.g. 2 *a book with information about Australia*.

Answers

- | | | |
|-------------|---------------|--------------|
| 2 guidebook | 3 sightseeing | 4 campsite |
| 5 backpack | 6 suitcase | 7 crossroads |
| 8 signpost | | |

Fast finishers

Ask the students to think of more compound words which could be made using a word from A or B and another word, e.g. *bookcase* (both words are in B), *crossword* (*cross* is in A). Students can share any ideas they have with the other students at the end of the activity.

Track 34

Lewis: Next week I'm going to Australia! I'm arriving in the north, so first I'm going to stay overnight in Darwin. My guidebook says it's an interesting city, so I think I'll do a bit of sightseeing there. Then I'm getting the train to Alice Springs, right in the middle of the country, where I'll spend the night at a campsite. The next day I'm hoping to get a lift down the main road. I'm taking all my things in a backpack so that I don't have to carry a heavy suitcase around. About 200 kilometres south of Alice, I'll reach a crossroads where there's a signpost that says 'Uluru 247 km'. Uluru is also known as Ayers Rock – one of the most amazing sights in the world.

/P/ Word stress in compound words

- 3 Make sure students are clear that the audio starts from question two by pointing to the section of the text in the book. Pause the recording after he says: *My guidebook says it's an interesting city* and model and drill the word *guidebook*, showing the students that the first syllable is stressed. When they have listened to the whole text, elicit the answers and drill each individual word with the class. Ask why they think that *overnight* doesn't have the same stress pattern (it's a compound word but not a compound noun).

Answers

First part of all words 2–8. Point out that *overnight* is not a compound noun.

- 4 For weaker classes, before the students discuss their ideas, allow them to work in pairs to think of where they would go and individual sentences they could use containing compound words. They then change pairs so they discuss their journey with a different student.

Extension idea

Tell the students that they have been asked to write a guidebook about their town. Put them in pairs to decide what sections the book should be split into (e.g. *historic buildings, places to eat*) and what illustrations they would use on the cover to show the biggest attractions of the town. When students have finished, elicit ideas from different groups.

- Workbook page 29

Prepositions of movement

Lead-in

Have a class survey on how the students usually get to school. Tell them to put their hands up for the one which form of transport they use the most and write the results on the board. Ask about: *car, bike, bus, train, walking*, other and tell the students you will come back to this after Exercise 2.

- 1 Allow the students to read through the text and discuss their ideas in pairs. If they aren't sure of the missing words, they should have a guess then listen to see if they were right.

Answers

2 on 3 on 4 off 5 in 6 out

Track 35

Toby: Hi Leon, Toby here. I'm really pleased you're coming to our new house next week. The quickest way here is by train to the city centre, which takes an hour and is usually on time. Then you can get on the number 64 bus to Edgely, getting off by the stadium. From there it's a 15-minute walk. Or, if you don't feel like walking, you could jump in a taxi and ask the driver to take you to the end of Valley Road. When you get out of the taxi, you'll see our place right in front of you. See you soon!

- 2 Allow the students to discuss the rules in pairs. All the answers can be found in the text in Exercise 1. Elicit the answers and elicit or tell the students that the rule for point 1 also includes taxis and if we walk we don't go *by foot* but *on foot*.

Answers

1 in, out of 2 on, off 3 by, by 4 on

Extension idea

Put the students into small groups and ask them to talk about how they get to school using full sentences. Encourage them to add more details, e.g. *I usually go by car. My mum takes me. I get out in Market Street.*

- 3 Encourage the students to write full sentences in their notebooks. When the students have finished, ask them if they recognise any of the mistakes as ones that they have made in the past.

Answers

1 in → by 2 correct 3 correct 4 at → on 5 with → by

Students could do Grammar reference: Prepositions of movement, Exercise 1, page 132 for homework.

- 4 Elicit the instructions for a journey from the students' school to a place in their town from the whole class. Ask for details to ensure that they use as many prepositions of movement as possible. Now put the students into small groups and set a time limit of three minutes for them to do the same thing for a different journey. Elicit their ideas and check their use of prepositions. You could extend this by asking students to write how to get to the place for homework. They could then add details, e.g. by drawing a map to show where bus stops are.

▶ Grammar reference Page 132: Prepositions of movement

▶ Workbook page 31

Speaking Part 2 SB page 68

Lead-in

Tell the students that you are going to read out four words and for each one they should write down the first thing that comes into their head. Read out: *plane, airport, tourists, luggage* pausing between each word for students to write their word(s). Elicit some of the ideas the students had.

- 1 Before the students start, elicit any useful topic vocabulary that the students can see in the photo and write this on the board. Put them in groups and set a time limit of one minute to describe what they can see in sentence form. Elicit ideas from different groups.
- 2 When the students have listened, allow them to discuss in pairs or small groups any details they remember from the recording, e.g. *a white and blue plane.*

Track 36

Ava: Well, it shows a white and blue plane at an airport and there are also a lot of people. I can see the windows and open doors of the plane, one of its wings and an engine. There are people getting off the plane and they're on the thing that goes down to the ground. There's one of these at the back of the plane and I think there's another one at the front. There are some people walking past the plane and talking to each other. At the front there are two girls, teenage girls. The taller one's wearing blue clothes and she's carrying a kind of little case and maybe a backpack, too. I don't think the one dressed in grey is carrying anything. Behind the plane I can see a person who works at the airport, in a yellow jacket, next to the passengers' suitcases. They're on a thing with wheels that carries cases from the plane into the airport.

building. The weather looks too nice, I mean, quite nice, because most of the people are wearing summer clothes, and although it's a British Airways plane I can see the word 'Iberia' so I think the picture was probably taken in Spain!

- 3 Tell the students to read through the sentences before they listen again to prepare themselves for what they need to listen for and see if they can guess or remember any of the missing words.

Answers

2 getting off, thing that goes down 3 There are, walking, talking 4 too 5 person who works 6 thing with wheels 7 I mean

- 4 Look at a) with the whole class and elicit the words also, too. Monitor and help where necessary. When the students have finished, elicit that also comes between two ideas whereas too usually comes at the end of the sentence, e.g. *There are also a lot of people. There are a lot of people, too.*

Answers

a too (4)
b I mean (7)
c getting off (2), there are/walking/talking (3)
d thing that goes down (2), person who works (5), a thing with wheels (6)

Extension idea

The students work in small groups and think of five people or objects that you could see at an airport, e.g. *pilot*. They then think how they could describe their words if they weren't sure of the word in English, e.g. *It's the person who flies the plane*. Elicit descriptions from different groups and ask the other students to guess what the words are.

Speaking Part 2 (describing a photo)

Discuss the advice with the students. Point out that it is important to get as much practice in speaking tasks as possible which is why you sometimes ask them to do this even in sections of the book which aren't primarily focused on speaking.

Exam
advice

- 5 Tell the students not to start speaking until you tell them and that you will also let them know when one minute has passed. When both students have described their photos, ask if anyone's partner had to correct themselves or describe something they didn't know the word for. If so, elicit details.

► Speaking bank Pages 154–157: Speaking Part 2

Writing Part 1 SB page 68

Lead-in

Write the word 'fair' on the board and tell the students you mean the place that people go to have fun. Put the students into small groups and set a time limit of two minutes for them to think of vocabulary for things or activities associated with fairs, e.g. *rides, candyfloss*. Elicit the words and remind students of how to describe them if other people don't understand: *It's a place where ...; It's a thing which ...*

- 1 Allow the students to work in pairs and try to elicit that although the expressions have the same function, i.e. they are to start or finish an email, we use different ones when writing to different people. More than one answer is often possible but some choices would definitely sound wrong, e.g. writing *Looking forward to seeing you soon* to a school friend you were going to see the next day or *Lots of love* to someone you don't know well.

Answers

Looking forward to hearing from you/seeing you. (E), Take care (E), All the best (E), Don't forget to write soon (E), Dear (B), Well, that's all for now (E), Thanks for your letter (B), This is just a quick message to say (B), It was great to hear from you (B), Hi (B), Give my love to everyone (E), Sorry I've taken so long to write back (B), See you soon (E), Bye for now (E)

- 2 When students have completed the exercise, elicit the functions of the different future forms Tony uses, e.g. *I'm going to the fair* – an arrangement; *we'll probably get* – a prediction.

Answers

1 Your English-speaking friend Tony; arranging a trip to the fair next Saturday
2 Hi, All the best
3 I'm going, will be, we'll ... get, will you meet; very, really, quite
4 e, c; you should also agree to go and say whether you prefer to take your own food or pay for something to eat at the fair; you should also say that the afternoon would be easier.

- 3 Elicit the answers and ask the students why they think he has used one paragraph for each note, e.g. it makes the email very easy to read and understand. This also helps students to make sure they have covered all of the notes.

Answers

- 1 Yes
2 Yes - say what time and why: 1st paragraph, Tell Tony: 2nd paragraph, Suggest: 3rd paragraph Afternoon is easier: 4th paragraph
3 He covers all the points in his email.
a Hi, See you soon b very, really c it'll be, will be, will ...
be, that will be, I'll text be enough e go on

Writing Part 1 (an email)

Discuss the advice with the students and elicit which endings Jamie could have finished his email with, e.g. All the best, *Take care* or *Bye for now* would all sound fine..

Exam
advice

- 4 Encourage the students to cover Jamie's email so that they use their own ideas as much as possible. Tell them to plan their ideas for five minutes and not start writing until you tell them. You can allow students to plan together if you think it will help them. Then allow a maximum of fifteen minutes for the students to write the email. This should be done alone and without help.

Fast finishers

Students check their email is the correct length and addresses all of the notes and to make sure they have used a variety of tenses and adverbs of degree.

- 5 When the students have finished the task, ask them if they think this is a good way to correct written work and why/why not. If you don't use this method of marking written homework, you could ask if the students would like you to do it.

Extension idea

Tell the students to imagine they are doing something interesting at the weekend and they can invite their partner. They should write an email similar to Tony's but using their own ideas. The email should contain at least three questions. The students then swap these with their partner who writes a reply, answering all the questions, for homework.

- ▶ Speaking bank pages 154–157: Speaking Part 2
- ▶ Writing bank pages 145–147: Writing Part 1: an email
- ▶ Workbook page 31
- ▶ Complete Preliminary for Schools new edition Test Generator Unit 7

Vocabulary

Weather

cold	icy	sunny
foggy	lightning	sunshine
freezing	rainy	temperature
frost	showers	thunderstorm
hot	snowy	windy
ice	storm	

Compound words

backpack	guidebook	signpost
campsite	overnight	suitcase
crossroads	sightseeing	

Vocabulary activity 1

Put the students into groups. Tell them to write all the compound nouns from the word list but each word should go on two pieces of paper, e.g. *back* on one piece and *pack* on another. All the pieces of paper should be about the same size. They then lay the cards on the desk face down. The students then take it in turns to turn over two bits of paper to see if they form a compound. If they do, they keep the cards. If not, they turn them back over and try to remember where each word is for the next go. Stop the activity after a few minutes. The person who makes the most compounds is the winner.

Vocabulary activity 2

Students work in pairs and think of five towns or cities in their country. Alone they each draw a very simple outline map of their country and each add five of the cities to their map. They then write the weather in each place, e.g. *Madrid: sunny; Barcelona: raining*. They then tell each other, in sentences, what the weather is like in their five cities. Their partner should draw the map and add their partner's cities to their map and draw a weather symbol for each to match what their partner told them. When they have both finished, they can compare maps.

8 Influencers

Unit objectives

Topic: social media influencers

Listening Part 3: information completion

Reading Part 6: open cloze: understanding grammar in a short text

Speaking Part 1: general questions; talking about your daily routine and what you like

Writing Part 2: an article: using correct spelling and punctuation

Grammar: zero, first and second conditionals; *when, if* and *unless* + present, future

Vocabulary: phrasal verbs; describing people; adjective prefixes and suffixes; adjective order

Pronunciation: conditional sentences: contracted words

Starting off SB page 70

- 1 Students discuss any information they know about each person. Don't elicit any information at this stage and don't give the students the answers.

Answers

A Marie and Pierre Curie B Zinedine Zidane and his family C Indira Gandhi with her father D Miley Cyrus and Billy Ray

- 2 If students recognised the people in the photos, this will be very easy so ask them to find one interesting piece of information about each person.

Answers

1 B 2 D 3 A 4 B

- 3 Elicit a few advantages and disadvantages from the class before they work in groups.

Reading Part 6 SB page 71

Background notes

Amanda Steele is also a model and an actress.

Jacob Sartorius released his first single *Sweatshirt* in 2016. He posted his first video about bullying when he was 11 and it went viral.

Hannah Alper has written a book. She works with the World Wildlife Fund and other organisations.

- 1 Elicit the meaning of *influence*: to change the way someone thinks. Students then read the text and answer the questions.

Suggested answer

Someone who affects or changes the way that people behave.

- 2 Ask the class if anyone has ever heard of Hannah Alper and, if so, elicit any information they know. Set a time limit of one minute for the students to read the text and discuss the question in pairs before you elicit the answers.

Suggested answer

She wants others to think more about the environment and to go out and do something to make a difference.

Reading Part 6 (open cloze)

Discuss the advice with the class. Elicit the kinds of words which are tested (*pronouns, relative pronouns, auxiliary verbs, e.g. do, be*) and that there can only be one correct answer.

Exam advice

- 3 Look at the example with the students and ask what kind of word this is (a preposition and the gap is testing verb + prepositions). Set a time limit of six minutes for students and check their answers.

Answers

1 was 2 to 3 on 4 has 5 from 6 It

- 4 Do the first sentence with the class. When the students have completed the rest of the exercise, ask them if they recognise any of these mistakes from their own work and what other spelling mistakes they make.

Answers

- 1 to | too 2 where | were 3 an | and
 4 quite | quiet 5 whit | with
 6 because | because

- 5 Set a time limit of five minutes for the discussion and then elicit the most interesting thing students found out from their group.

► Workbook page 33

Vocabulary SB page 72
Phrasal verbs

- 1 Allow students to compare their ideas in pairs. Look at the differences between the two pairs of similar words: *grow up / bring up*. *Growing up* involves moving from childhood to adulthood naturally. *Bringing someone up* includes teaching them how to behave and telling them what's right and wrong; *set up / take up*: you *set up something* such as a company or website; you *take up* an activity, e.g. a sport.

Suggested answers

- 1 became older 2 started / created
 3 took care of a child until it was an adult 4 started doing

- 2 Look at the example with the whole class. Ask why it says *grew up* (because it is replacing *became*, another past simple form). When the students have matched all the phrasal verbs, go through the meaning of each with the class and other situations in which the new verbs can be used.

Answers

- 2 found out 3 runs out of 4 set up
 5 take up 6 get on with 7 make up
 8 brought up

- 3 Look at the example sentence and elicit that we use the preposition *in* with countries or cities (*in Spain, in Madrid*). Set a time limit for students to write the sentences alone and tell quicker students to continue making sentences using as many of the phrasal verbs as they can.

- 4 Elicit the phrases: *two of us, none of us, all of us, some of us* so that the students can report their findings to the class when they have finished comparing their sentences.

► Workbook page 32

Grammar SB page 72

Zero, first and second conditionals

- 1 Elicit phrases we can use for giving advice, e.g. *Why don't you; You should; How about ... -ing*. Ask the students to read the problem and elicit what it is before they discuss their ideas. Elicit advice from different pairs.
- 2 Ask students to guess what advice a teacher would give to the boy. Elicit the answers and ask the students what they think of the advice. Ask the students if they know what a *film extra* is (someone who appears in a film but doesn't speak, e.g. people in a crowd scene).

Answers

- 1 because Kristian isn't sure about his future
 2 He should go to acting classes after school and he should get some more acting experience.

Track 37

Mr Edwards: Hi Kristian. How are you?

Kristian: Er ... OK.

Mr Edwards: Your dad's got in contact with me because he says you're not very sure about your future. Shall we have a chat about it? What are your favourite subjects?

Kristian: Well, that's not the problem ... I am sure about my future. I'd really like to go to drama school. Everyone says I'm good at acting.

Mr Edwards: How old are you, Kristian?

Kristian: That's the problem. I'm only fifteen so I'll need my parents' permission if I want to go to drama school. They say I have to stay at school until I'm eighteen. But ... if I stay at school until I'm eighteen, it will be too late.

Mr Edwards: Too late for what?

Kristian: If I want to be an actor, I have to start training at an early age. So, if I don't start now, I'll be too old.

Mr Edwards: Maybe we should look at other ways of getting training. Have you thought about acting classes?

Kristian: Yes, but I would have to give up football if I went to classes after school. That's why I think drama school would be a good solution. If I studied at drama school, I'd have enough time for everything.

Mr Edwards: Have your parents seen you performing on stage?

Kristian: No, not for a long time. I wasn't in this year's English play because none of my friends were in it.

Mr Edwards: I see. Let's think about ways you can get some more acting experience. Have you thought about being a film extra?

Kristian: What's that?

- 3 Elicit the verb forms used but don't talk about them yet as there will be a more complete look at how we form conditionals in Exercise 5. Explain that these are all conditional sentences. These are split into two halves: an *if* clause which gives the situation and a result clause which tells you what the result of that situation is or will be.

Answers

2 want, have 3 would have, went

Track 38

- 1 If I stay at school until I'm eighteen, it will be too late.
 2 If I want to be an actor, I have to start training at an early age.
 3 I would have to give up football if I went to classes after school.

- 4 It may be easier to do the matching with the class in order to look at each kind of conditional in more detail.

Look at the zero conditional: *You* in this kind of sentence is used to talk about people in general, e.g. *If you (anyone) want to be an actor, you have to start training at an early age.* It can also be used for scientific truths, e.g. *If you heat ice, it melts.* *if* can often be replaced by *when*.

First conditional sentences refer to a specific likely situation, e.g. *If you (now talking about a specific person) heat that ice there, it will melt.*

The second conditional can refer to something unlikely or completely imaginary. The situation could be about now or the future.

Answers

1 b 2 c 3 a

- 5 Elicit that the past form used in the second conditional doesn't mean that the sentence is talking about the past. Elicit that, in sentences 1 and 2, the sentences start with the *if* clause and sentence 3 starts with the result clause. Point out that we can always reverse the order of the sentence but elicit that sentence 3 doesn't require a comma.

Elicit the reversed forms of each sentence from Exercise 3. Elicit that, apart from the comma, there is no other change in structure.

Answers

Type 0 – present, present
 Type 1 – present, future
 Type 2 – past, *would* + infinitive
 We use a comma when the conditional sentence begins with the *if* clause (the situation). We don't use commas when the sentence begins with the result.

- 6 Allow the students to work in pairs. When they have finished, elicit what kind of conditionals are used (a First conditional b Second conditional). Elicit that in b) Kristian has used *could* instead of *would*. This is because the result is a possibility. Give other examples.

Answers

1 No 2 Yes 3 No

/P/ Conditional sentences: contracted words

- 7 Ask the students to read through the sentences to see if they can remember what was said in the recording. Elicit the sentences and the conditionals used in each.

Answers

2 7 3 7

Track 39

- 1 I'll need my parents' permission if I want to go to drama school.
 2 If I don't start now, I'll be too old.
 3 If I studied at drama school, I'd have enough time for everything.

- 8 Ask students to close their books when they have finished Exercise 7. Play the recording and ask them to note the number of words by writing 1 each time they hear one, or 2 if they hear a contraction. Play the recording twice so that they can check their answers.

Ask the students to open their books again and listen a third time while reading the sentences. They then practise saying the sentences, using unstressed contracted forms.

Answers

b don't start now, I'll be
 c studied at drama school, I'd have

- 9 If you think the students need more help, elicit the type of conditional needed for each sentence with reasons for their answers.

Answers

2 watch 3 get 4 won't go out
 5 'll buy 6 don't study

- 10 Tell the students to keep the first half of each of the sentences in Exercise 9 unchanged and write different endings. Monitor and help students with the form and with ideas. When students have compared ideas, elicit ideas from each pair.

- 11 Look at the sentence stems with the class and elicit what conditional each one is (*second*), how they know (*they use past forms in the if clause*) and how they will continue them (*I would ...*). Students then work alone to write their ideas and then compare them in small groups.

Suggested answers

- 2 I'd tell the teacher 3 I'd like to live in the USA
4 I'd take it to the police

Students could do Grammar reference: Conditional sentences, Exercises 1 and 2, page 133 at this point or for homework.

- 12 Tell the students that the sentences in Exercise 11 already contain the answers to the questions but, if they want to think of different answers, they can. Monitor and help where necessary.

- Grammar reference page 133: Conditional sentences
► Workbook page 34

when, if and unless

- 1 Elicit the answer and ask students why sentence 2 uses *when* but the other two don't (they will definitely get to the camp but Jack might not run out of money and they might not get to the camp really late).

Answer

Hayley

- 2 Students complete the rules. Elicit that, to decide whether a sentence needs *if* or *unless*, they should try both and see which makes sense: *if* or *except, if*.

Write an example on the board: *I'll go swimming if/except if the sea is really cold.* Ask the students which makes sense and elicit that *unless* would be the correct word.

Answers

- 1 when 2 if or unless 3 unless or if 4 unless

- 3 Elicit the answers and reasons for their choices.

Answers

- 1 when 2 if 3 unless 4 if 5 unless 6 when

Students could do Grammar reference: Conjunctions: *when, if, unless + present, future*, Exercise 3, page 133 for homework.

- Workbook page 34

Listening Part 3 SB page 74

- 1 Each student tells their partner what kind of celebrity they want to be, e.g. a singer, a writer, a politician. Students work alone for one minute to try to think of useful advice for their partner, then get together and practise their dialogues.

Background information

The YouTube channel with the most subscribers in 2018 was PewDiePie with 61 million. Taylor Swift was the most popular female with 28 million subscribers.

- 2 Elicit the answers and ask the students to guess the number in 1 and time in 6 as well as what the missing information could be in the other sentences.

Suggested answers

- 1 a number 2 a noun 3 a pronoun 4 a noun
5 a noun 6 a time (e.g. days, weeks, months)

Listening Part 3 (information completion)

Discuss the exam advice with the students. Also elicit that they won't be asked to write much; one or two words, such as compound nouns, only. Also remind the students that if a real name is used, it will be spelled for them on the recording.

Exam advice

- 3 Tell the students to treat this as if it was an exam. When they have listened once, tell them to listen carefully on the second listening to check or complete their answers and check their spelling. Play the recording again and elicit answers.

Answers

- 1 300 2 music 3 yourself
4 channel 5 description 6 years

Track 40

Narrator: You will hear a man called Bob Richards talking about how to get famous on YouTube.

Presenter: Hi! Bob Richards here. About a billion people around the world use YouTube. While some people just watch videos, others upload around 300 hours of them a minute. That means that by the time I finish this introduction there'll be 500 hours of new videos on YouTube. Have you ever dreamt of becoming a famous YouTuber? Here's my advice to get you started.

Do your research! Find out what kind of videos people are into right now by searching for 'Popular on YouTube' and then choose your style. Everyone loves watching animals doing funny things, in fact the first ever video on YouTube was a visit to a zoo, but the ones with the most likes are often music videos.

Next, think about how you can make something bigger, better and different, something that you and the people you know would like to watch. Your audience will also want to get to know you avoid being a clown or a film star, just act like yourself.

Practise making very short high-quality videos first. Tell your friends about your videos and ask them for their opinion. However, aim to upload at least 10 good ones before letting them know about your channel. You'll need to create a video for this which attracts attention.

Make sure you upload new videos with new information at least once a week. Choose a day and let the people who follow you know. To increase the number of people watching your videos, your title can be as unusual as you like - as always, try to be a bit different but make sure you have a description, and it's clear.

Many people give up after two or three months because nobody's watching but attracting a large audience takes time, often two or three years. It's hard work, but definitely worth it!

- 4 Look at the three topics and elicit ideas of what the video could show about them and their friends. Once the students have got an outline, tell them to think about their ideas in more detail. Set a time limit of three minutes for this.
- 5 Set a time limit of two minutes per pair. Either elicit a few ideas from each pair or use the Extension idea below.

Extension idea

Allow the class to vote on the best idea. Discuss why it was the best idea.

► Workbook page 35

Vocabulary SB page 74**Describing people**

- 1 Put the students into small groups and give them two minutes to look at the four people and discuss the differences between them. Elicit the answer and the key words which helped them decide. Elicit the meaning of *scar*.

Answer

B

Track 41

Carter: Hey Will! Is that you?

Will: Carter! How's things?

Carter: Great! You know I've been working on a new YouTube channel? Well, I'm looking for someone to present it. Would you do it?

Will: Me? Sorry. I'm too shy. I'd be terrible. What would your perfect presenter look like?

Carter: You know, someone with an interesting face. He should be medium height, look around sixteen years old with long, straight hair. He should probably be good-looking, too.

Will: Um ... there's John. He's got a great voice.

Carter: Yeah but I think I'm looking for someone without a beard or moustache.

Will: So no beard or moustache, right?

Carter: Right!

Will: What about Robert? He's got that cool scar on his chin.

Carter: He's got blue eyes, hasn't he?

Will: That's right and everyone says he's honest and reliable. Do you want his phone number?

- 2 Ask students to draw the mind map in their notebooks. Elicit the meanings of all the words.

Suggested answers

skin: dark, fair, pale

hair: bald, beard, blond(e), curly, dark, fair, grey, long, moustache, red, short, straight, wavy

build: broad shoulders, medium height, short, slim

other: attractive, beautiful, good-looking, plain, scar

- 3 If you think the students need more help, elicit the meanings of either the adjectives in the box or the adjectives in the list. Allow them to work in pairs and ask the students to say which adjective in each pair is the most positive and why.

Answers

2 lazy

3 stupid

4 quiet

5 generous

6 polite

7 anxious

8 shy

Speaking Part 1 SB page 76

- 4 Elicit the meaning of *honest* and *reliable* and then allow the students to work in pairs to complete the task. Elicit the answers and tell students they should try to learn negatives when they learn new adjectives. Try to elicit the two adjectives from Exercise 3 that can take a negative prefix (*impolite*, *unconfident*).

Answers

impatient, unpleasant, dishonest, unreliable

- 5 Tell students that prefixes can make words negative and suffixes change them from one kind of word to another, e.g. a verb to an adjective. Elicit examples from the adjectives they have already looked at in the lesson, e.g. *attract*–*attractive*. Students then look at the exercise in pairs. Elicit the words and the fact that the suffix *-ful* only has one *-l*. Note that *helpful* and *helpless* aren't opposites and have different meanings (the opposite of *helpful* is *unhelpful*).

Answers

2 cheerful 3 beautiful 4 helpful 5 helpless

- 6 Ask the students to read the six sentences (a–f) before they look at the rules to see if they can identify what is wrong and why.

Answers

- a In my youth club, there are four ~~girls~~ ~~very nice~~ very nice girls.
b My best friend has ~~hair and eyes~~ ~~brown~~ brown hair and brown eyes.
c At the beginning of the film, a ~~young~~ ~~handsome~~ handsome young man is sitting in a café.
d She is wearing a ~~white~~ ~~beautiful~~ beautiful white dress.
e I've made a new friend with ~~black~~ ~~short~~ short black hair.
f He lives in a house with a ~~green~~ ~~big~~ big green garden.

- 7 Look at the example with the class and then elicit a famous celebrity and ask students to describe his or her looks and character. When the students have discussed some ideas in pairs, put the pairs together to compare ideas with a different pair.

► Workbook page 32

- 1 Tell the students to read through all the questions. Tell them that they don't have to worry about writing full answers, e.g. for question 5 and 6 they can write the family members without *my* or *and*. Warn the students that they are going to listen to each person in turn so the first answer they will write is question 1.

Answers

1 my maths teacher 2 15 3 Switzerland 4 I live with my grandmother, my mum and my two brothers.
5 too often 6 13 7 Tokyo in Japan 8 I live with my mum and my dad, my grandparents and my sister. 9 playing sports

- 2 Before the students listen again, ask them to read the questions and discuss what they remember in pairs.

Answers

1 Yes they do because they answer the examiner's questions and they give more than one-word answers.
2 Sorry, can you say that again, please?
3 No, he repeats it in a slightly different way: *Do you often use a mobile phone?*

Track 42

Examiner: What's your name?

Chiara: My name's Chiara.

Examiner: Thank you. How old are you, Chiara?

Chiara: I'm fourteen.

Examiner: Where do you live?

Chiara: I live in Italy.

Examiner: Who do you live with?

Chiara: I live with my parents and my sister.

Examiner: Tell us about a teacher you like.

Chiara: My favourite teacher is my maths teacher. He's tall with curly hair. I like him because he's very patient and calm and he explains things really well.

Examiner: Now, what's your name?

Celine: My name's Celine.

Examiner: Thank you. How old are you?

Celine: I'm fifteen years old.

Examiner: Thank you. Where do you live?

Celine: I live in Switzerland.

Examiner: Who do you live with?

Celine: I live with my grandmother, my mum and my two brothers.

Examiner: How often do you use a mobile phone?

Celine: Sorry, can you say that again, please?

Examiner: Do you often use a mobile phone?

Celine: Oh yes! My mum says I use it too often. I use it for everything. It's my alarm clock, I check it for messages and I also use my phone for the internet and to watch videos.

Examiner: What's your name?
Akihiko: Akihiko.
Examiner: Thank you. How old are you?
Akihiko: Thirteen.
Examiner: Where do you live, Akihiko?
Akihiko: I live in Tokyo in Japan.
Examiner: Who do you live with?
Akihiko: I live with my mum and my dad, my grandparents and my sister.
Examiner: What do you enjoy doing in your free time?
Akihiko: Um ... I really enjoy playing sports. After school, I play table tennis with a team and I also like baseball. I like reading books and watching TV too.

- 3 Ask a confident pair to role-play the Speaking test, then elicit ideas.

Suggested answers

He could say full sentences. He could give full answers, for example, say who his family are.

Speaking Part 1 (general questions)

Discuss the advice with the students and ask why the last sentence is important. Elicit that the question probably won't be exactly the same as what they practised. It's better to practise answering unknown questions and becoming more confident in all situations.

Exam
advice

- 4 Tell the students playing the examiner to see if the students are answering the questions correctly and giving extra information. They should also listen out for common mistakes and use of linking words.

► Speaking bank pages 152–153: Speaking Part 1

Writing Part 2 SB page 77

- 1 Set a time limit of two minutes for students to discuss the similarities and differences and elicit ideas.
- 2 Look at the first sentence with the whole class. Write the sentence as it is in the book on the board, then elicit the punctuation needed and add it so that everyone can see. For the other sentences, when students have finished, elicit the punctuation items needed for each one (e.g 2- 2 capitals, 2 question marks; 3 - 3 capitals, 1 apostrophe, 1 full stop; 4 - 1 capital, 2 commas and a full stop; 5 - 3 capitals, 2 full stops, 1 apostrophe; 6 - 1 capital, 1 apostrophe, 1 full stop).

Answers

- 1 Dear Sam, I had a great time with my friends last weekend too.
 2 What about you? Who is your best friend?
 3 On Saturday I took my cousin's (or cousins' if more than one cousin owns the dog) dog to the beach.
 4 After that, we ate pizza, chicken and ice cream.
 5 He loves English. He thinks that it's easy.
 6 I'm looking forward to seeing you soon.

- 3 Elicit that the important words are those which tell them what they need to write. Elicit the words they chose and reasons for them.

Suggested answers

Who? - member family, friend, someone famous; What / look like? What / like? Why / admire? Article; answering questions.

- 4 Tell the students to work alone and decide whether or not the student answered the question correctly and also whether they made any grammar, spelling or punctuation errors. Set a strict time limit as this should be an initial general impression of the text.
- 5 This time the students look at the text in more detail. Elicit the answers and examples of adjectives used. Don't elicit examples of errors yet.

4 & 5 Suggested answer

Although Zahra answers the questions well, she doesn't get full marks because she makes several mistakes with punctuation and spelling.

- 1 Yes 2 Yes 3 Yes 4 No 5 Yes

- 6 Look at the instructions with the class and ask them how many errors they have to look for in total (ten). Elicit what the errors are and what they should be.

Answers

Spelling

- 1 with curly dark hair **and** brown eyes
 2 gets on well **with** him 3 **because** he's
 4 Hasan is hardworking and generous **too**
 5 he set up his own online company **which** sells

Punctuation

- 1 If I had to choose 2 He's medium height
 3 he's easygoing, honest and reliable 4 He gives
 5 to help an international children's charity

Writing Part 2 (an article)

Discuss the advice with the students and ask why the first point is useful (the examples and reasons show that you understand what the adjectives mean and aren't just listing all the words you can remember). The second point is important for all exam tasks where students need to write anything, e.g. open cloze tasks, Listening Part 3 and Writing.

Exam advice

- 7 Elicit how long they should spend planning their answer and vocabulary (about five minutes). Tell the students not to start writing the actual text until you tell them to. First they should decide who to write about and some adjectives and reasons for them. After five minutes, tell the students to start writing.

Model answer

If I had to choose one person who I admire, it would be my grandmother. She was born in 1930 in the south of England. She's quite short with grey hair but when she was younger, she had short, brown hair. She's also got one green and one brown eye. She's very independent and active. She plays bridge, paints and loves going to the theatre.

As well as enjoying herself, she also helps others. She visits other elderly people who can't get out on their own and volunteers at the local hospital. She's amazing. I think she's got more energy than most people half her age.

- 8 This could be done in pairs. Once the students have checked their own writing and made any corrections necessary, they swap with a partner and use the checklist to rate their partner's work.

- ▶ Speaking bank pages 152–153: Speaking Part 1
- ▶ Writing bank pages 148–149: Writing Part 2: an article
- ▶ Complete Preliminary for Schools new edition Test Generator Unit 8
- ▶ Complete Preliminary for Schools new edition Term test Units 5–8
- ▶ Workbook page 35

Vocabulary

Phrasal verbs

- | | |
|-------------|--------------|
| bring up | make up |
| find out | run out (of) |
| get on with | set up |
| grow up | take up |

Describing people

- | | |
|-----------------|---------------|
| attractive | long |
| bald | medium height |
| beard | moustache |
| beautiful | pale |
| blond(e) | plain |
| broad shoulders | red |
| curly | scar |
| dark | short |
| fair | slim |
| good-looking | straight |
| grey | wavy |

Adjectives and opposites

- | | |
|------------------|-------------------|
| calm–anxious | hard-working–lazy |
| confident–shy | polite–rude |
| easygoing–strict | quiet–noisy |
| generous–mean | stupid–smart |

Negative adjectives

- | | |
|---------------------|---------------------|
| friendly–unfriendly | pleasant–unpleasant |
| honest–dishonest | reliable–unreliable |
| patient–impatient | |

Adjectives from nouns

- | | |
|------------------|--------------------|
| cheer–cheerful | help–helpless |
| beauty–beautiful | success–successful |
| help–helpful | |

Vocabulary activity 1

Tell the class they are going to have a race to find a word in the vocabulary list. As soon as they know the word, they should say it. Say: *Name a hair colour (red); Name the opposite of polite (rude)*, etc. Put students into small groups. Each student takes turns to give a similar order starting: *Name ...*. The other students get one guess each.

Vocabulary activity 2

Tell the students to work together in pairs to make a short story using one vocabulary item from each list. Read them an example and ask them to identify the five words you use: *My uncle is a successful business man. He set up his company five years ago and is now very rich. He is very confident but he is quite impatient with the people who work for him.*

Set a time limit for the students to do the same. When they have finished, invite the students to read out their stories. The other students listen for the words from the vocabulary lists.

Vocabulary and grammar review Unit 7

1		
2 big enough	3 too dark	4 thick enough
5 too sleepy	6 old enough	7 too cold
8 too expensive		
2		
2 'm meeting	3 'll go	4 leaves
5 'll	6 are going	
3		
2 f 3 a 4 b 5 c 6 e		
4		
Across: 1 freezing	4 cold	6 crossroads
7 backpack	8 extremely	9 lightning
Down: 2 guidebook	3 sightseeing	5 foggy

Vocabulary and grammar review Unit 8

1	
2 B 3 A 4 C 5 D 6 B 7 A 8 C 9 D 10 C	
2	
1 I only go shopping if I have to becouse because most of the shops are expensive.	
2 I've just received your email. You ask me wich which film stars I like.	
3 Since than then we have been very good friends.	
4 You asked me if I had fun last weekend.	
5 After the class on friday , Friday my family and I got on a boat to the island.	
6 I think you now know him. He is called Patrick.	
3	
2 I feel tired / I'll be tired tomorrow	
3 I'd take it to the police station	
4 you don't come too 5 I want to study economics	
6 I lost my mobile phone	
7 I'll go to the beach 8 I would live in Australia.	
4	
2 with 3 a 4 up 5 for 6 to	

Unit objectives

Topic: health and sports

Listening Part 2: identifying the situation and what you need to listen for

Reading Part 3: multiple-choice: identifying opinion and attitude

Speaking Part 4: discussing sport, fitness and health; showing agreement and polite disagreement

Writing Part 2: a story: using a range of past tenses to explain what happened

Grammar: *which, that, who, who is, when and where* clauses (defining and non-defining); past perfect

Vocabulary: illnesses and accidents; sports; *go, play and do*

Pronunciation: word stress: agreeing and disagreeing

Starting off

Lead-in

Elicit the name of the lesson in which students do sports (*P.E./Physical Education*). Elicit some of the activities they do during P.E., e.g. *football, basketball, running*. Put the students into small groups. Set a time limit for them to decide if they should change the number of hours of P.E. they do and if they should change the activities they do, then elicit ideas from each group and discuss their ideas as a class.

- 1 Tell students that 'these kinds of activity' means it doesn't have to be exactly what is shown. Put students into pairs and set a time limit of two minutes for them to discuss the questions.

Answers

running, playing hockey, rollerblading

- 2 Tell students to complete the quiz alone and then compare their answers in pairs. Find out who is the most active person in each pair and elicit things they do.

- 3 Before they look at what it means, ask the students to think together what it might say about them. When they have looked, ask if they agree with the results. Elicit ways that students could change their lifestyles.

Listening Part 2 SB page 81

- 1 When the students have found the answers to the questions, elicit why this information is useful.

Answers

- 1 a conversation about running 20 kilometres, a girl and her friend, the reason she decided to run in the race
- 2 a conversation about a film after two people watched it, two friends, what they agree about
- 3 a conversation about a bicycle, two friends, the reason he wants to sell it
- 4 a conversation about a concert one of the speakers went to, two friends, his opinion of it
- 5 a conversation about an illness, a boy and his friend, how he feels now
- 6 a conversation about a sports centre, two friends, what they agree about

Listening Part 2 (multiple-choice, short dialogues)

Discuss the advice with the students. The first point is what they discussed in the previous exercise. For the second point, elicit that each conversation has one question, which is why they can forget each conversation when they have the answer to the question.

Exam advice

- 2 Tell the students to work alone and do the listening as if they were in an exam. After the first listening, they should remain silent and not share their answers. When the students have listened for a second time, either elicit the answers or use the Extension idea below.

Answers

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

Track 43

1

Narrator: You will hear a girl telling her friend about running in a 20-kilometre race.

Man: Why did you run in that 20-kilometre race over the weekend? To get fit?

Girl: Well, as you know I do a lot of athletics training most weeks so a single race wouldn't really make any difference. But my friend Julia, who keeps fit by running in other races like this, told me the winner gets £500. I thought if I could somehow manage to come first, I'd be able to give that to a good charity, so I went online, found the website and registered for it straight away.

Man: Did you win?

Girl: I came second. But I still made £200 for charity.

2

Narrator: You will hear two friends talking about a film they have just watched.

Girl: So what did you think of the film?

Boy: It was pretty good, I thought. It was quite long but it was certainly more interesting than the last one we watched.

Girl: I don't know. I found it rather slow and a bit hard to follow in places. And I noticed a lot of people in the seats around us left before it ended.

Boy: Yes they did, and it was a shame because they missed the best bit in the last few minutes. I really didn't expect it to finish like that.

Girl: That was quite a shock, wasn't it?

3

Narrator: You will hear a boy telling his friend about his bicycle.

Girl: I think I've just seen an ad on the notice board for your bike. Are you really selling it?

Boy: Yes, it's in great condition and I should get a good price for it. Then I can get a brand-new phone.

Girl: I'm really surprised. I often see you riding it when I'm going to school, even on cold winter mornings.

Boy: Yes, I know I'll miss it but I can't afford to replace it with a new one and buy a phone. The screen on the one I've got is just too small and it's damaged, too.

4

Narrator: You will hear a young man telling his friend about a concert he went to.

Woman: I heard you went to the concert in the park on Saturday night. How was it?

Man: Well, it was a bit of a disappointment. The band didn't play any of their big hits, just a load of new songs from their latest album and they seemed to go on for hours. Like a lot of other people there, I went home quite a while before the end, because it just wasn't interesting. The only good thing really was that the concert was free.

5

Narrator: You will hear a boy telling his friend about his illness.

Girl: I saw you were off school at the end of last week and someone said you were ill. What was the matter?

Boy: Yes, I had a nasty cough, a sore throat and a stomach ache, but fortunately that's gone now.

Girl: So do you feel better today?

Boy: I've still got a headache and I can't do much before I need a rest, maybe it's because I wasn't eating properly until today. But at least I've got rid of the fever I had.

Girl: Good. Remember to keep warm and have plenty of drinks, especially hot ones.

6

Narrator: You will hear two friends talking about their local sports centre.

Boy: There are definitely lots of things to do at that new sports centre next to the park.

Girl: If you like team sports or racket sports, yes, but there should be things like athletics and gymnastics, too.

Boy: Their swimming pool's a really good size, though, and entrance is free for school students.

Girl: I should go more often because it's only about ten minutes by bus from my place.

Boy: And even less from mine. Actually, I could walk there instead and save a bit of money.

Girl: If we have enough time, let's go next weekend!

Extension idea

Put the students into groups of three. Tell the students that you are going to play the recording again and will stop it after each dialogue. One student is A, one B and one C (if the number of students isn't divisible by 3, either have a group of four where two students work together or a group of two where one student has to be B and C). The students have to listen for information why their letter is correct or incorrect. After each dialogue elicit the correct answer and the reasons why.

► Workbook page 36

Vocabulary SB page 81

Illnesses and accidents

Lead-in

Put the students into small groups. Ask them to think about a time they were off school ill. They should tell each other when it was, what was wrong (they should explain how they felt or symptoms if they don't know the name of the illness) and how long they were off. Elicit one idea from each group.

- 1 Put the students into pairs to see if they know what the words mean and how they think the words are pronounced. When they have listened, drill the sentence and elicit the meaning of each word.

Answers

1 **cough:** /kɒf/; **sore:** /sɔː/; **throat:** /θrəʊt/; **stomach:** /stʌmək/
ache: /eɪk/

2 Meanings: **cough:** make air come out of your throat with a short sound; **sore throat:** pain inside the throat; **stomach ache:** pain in your stomach

Track 44

I had a nasty cough, a sore throat and a stomach ache.

- 2 Students work in pairs. Set a time limit of two minutes and tell the students to leave any words they don't know. Elicit answers and model and drill each word.

Answers

accidents: bruise, wound, sprain, fracture
illnesses: cough, sore throat, stomach ache, flu, fever, high temperature, earache
treatments: medicine, plaster, pill, bandage, aspirin, X-ray, operation, plaster cast, test

Fast finishers

Tell fast finishers to think about how they could show each of the problems without saying anything. When the class has finished the activity and looked at the vocabulary in class, ask fast finishers to mime problems to the class for the other students to guess what they are.

- 3 Put the students into pairs and ask them to discuss which word they think changes and how. Elicit ideas or give them the correct answer if they *can't* guess.

Answers

2 cut 3 bruise 4 cough 5 sprain

- 4 When the students have looked at the example sentences and completed the rules, look at the vocabulary that has been introduced and how it is used in sentences, pointing out any irregularities and possible problems.

Answers

1 parts of the body 2 illnesses 3 treatments

Extension idea

Each person works alone and writes an illness or injury on a piece of paper. They don't show this to anyone else. Put the students into small groups. The students take turns to mime their problem for the other students to guess. When they have guessed correctly, they give the student advice.

- 5 Look at the example conversation with the students and elicit the tenses that are used and why (present perfect to talk about general experience that has happened at some point in their lives; past simple to ask about and give details about a specific time in the past). Either ask students to mingle and ask each other or, if this isn't possible, ask the class about each problem and ask them to put their hands up if the answer is yes. Ask one or two students who have suffered each problem to answer questions from the class about what happened.

Suggested answers

I had the flu last winter. I had a high temperature. I took an aspirin.

I fractured my leg. It was extremely painful. The doctor put a plaster cast on it.

I had a sore throat last month. I couldn't speak. I took some medicine.

I bruised my finger. I had an X-ray. I had a bandage put on it. I cut my hand in the countryside and the wound was a bit dirty. It was painful. I had an injection.

I got a bad stomach ache when I was on holiday. I felt very uncomfortable. I took some medicine for the pain.

► Workbook page 37

Grammar SB page 82

Relative clauses

Lead-in

Write on the board: *do exercise, training, warm up*. Put the students into small groups and ask them to discuss what the similarities and differences are between the three words. Set a time limit of two minutes and elicit ideas from the students.

- 1 Before the students look at the words in italics, ask them to read the text quickly and, in small groups, discuss a good idea for a title, e.g. *Stay safe while exercising*. Set a time limit of one minute for the reading and one minute for the discussion. Elicit ideas and reasons for them. Students then work together or alone to look at the relative pronouns.

Answers

1 that 2 who 3 which 4 whose
5 that 6 when 7 where 8 that

- 2 When the students have looked at the text and rules, elicit that we can use *that* for both people and things.

Answers

2 who 3 that/which 4 which/that 5 when
6 where 7 whose

- 3 Look at the example with the students and ask what the relative pronoun refers to (the TV series). Ask if this is a person, thing, place, time or possession (*thing*) and why two answers are possible (rules 3 and 4 from Exercise 2).

Fast finishers

Ask fast finishers to identify what each relative pronoun refers to. When you elicit the answers, also elicit this information to check that the correct choices have been made.

Answers

2 who 3 where 4 which/that 5 whose
6 when

- 4 Look at the example with the students and elicit other possible endings, e.g. *everyone loves*. Tell the pairs to write one ending for each sentence first.

Suggested answers

2 I do my homework / I listen to music
3 I hate / I really like 4 I stay in bed late / I go swimming
5 always helps you / listens to you
6 name is the same as mine / best friend goes to my school

- 5 Before the students look at the rules, write an example on the board: *My brother lives in the USA*. Ask if this, on its own, makes much sense (yes). Now complete the sentence: *My brother, who is two years older than me, lives in the USA*. Tell the students that the phrase, *who is two years older than me*, is a non-defining relative clause and the word *who* is a non-defining relative pronoun. Elicit what the relative pronoun refers to (*who – my brother*). The students now answer the questions alone or in pairs. Re-elicite the main differences between defining and non-defining relative clauses.

Answers

1 which 2 which is very healthy 3 yes 4 no

- 6 Look at the example sentence with the students. Ask them which word in the second sentence refers to the person's arm (*it*). *What kind of word is it?* (a pronoun). Ask them if they can see 'it' in the answer (*no*). Point out that *which* (a relative pronoun) refers to the arm and we only need one pronoun. If you feel the students need more help, elicit which word they can omit in the other sentences (*she, there, his, then, it*). Allow the students to work in pairs and monitor and help where necessary.

Suggested answers

2 My aunt, who you met, works at the hospital.
3 We went to the lake in the next valley, where we hired a boat.
4 Ricky, whose sister is a nurse, is my best friend.
5 The sports centre opened in 2018, when I was 12.
6 Surfing, which is a new Olympic sport, is popular in my country.

Fast finishers

Write an alternative version of 2 on the board: *My aunt, who works in the hospital, is a doctor*. Ask students to look at sentence 4 and ask them to try to write a second answer starting: *Ricky, who*.

Students could do Grammar reference: Defining and non-defining relative clauses with, *which, that, who, whose, when, where*, Exercises 1–3, pages 134–135, at this point or for homework.

- 7 Ask the class to look at the first sentence and elicit what the mistake is (the relative pronoun) and why (we use *who* to refer to people but this is referring to sport).

Answers

1 who which 2 that which 3 which who 4 who that
5 whowhich 6 that which

Extension idea

Write a simple sentence on the board, e.g. *Tapas is Spanish*. Elicit how this could be made longer, e.g. *Tapas, which is a small dish of food, is Spanish*. Students work in small groups and write three similar sentences about a thing, a person and a time, place or possession. They then swap these with a different group who try to make them longer using non-defining relative clauses. Monitor and help where necessary. When they have finished, they hand them back to the original group who check they are grammatically correct and decide which one they like the best.

► Grammar reference pages 134–135: Defining and non-defining relative clauses with, *which, that, who, whose, when, where*

► Workbook page 39

Vocabulary SB page 83

Sports

Lead-in

Put the students into pairs. Give each pair 30 seconds to write as many sports as they can in English. When they have finished, put the pairs together in groups of four. The pairs take it in turns to mime one of their sports for the other pairs to guess.

- 1 When the students have matched the photos, ask the class if they can explain the difference between Taekwondo and more popular martial arts such as judo.

Answers

1 B 2 C 3 A

- 2 When the students have matched the verbs to the activities, ask them if they know what the rule is for which word to use.

Answers

(do) Taekwondo; (go) surfing; (play) volleyball

- 3 Tell the students to only write the words they are sure of. Monitor and help where necessary. Elicit the answers but don't tell the students the rules at this stage.

Answers

do gymnastics, athletics;
go: cycling, surfing, running, swimming, climbing, skiing, jogging, rollerblading, skateboarding, mountain biking;
play: basketball, ice hockey, volleyball, football, tennis, golf, baseball

- 4 Ask the students to work in pairs to try to decide the rules. They may say that activities ending in *-ing* are used with *go*. Although it is almost correct, *boxing* and *wrestling*, for example, are used with *do*.

Answers

1 play 2 go 3 do

- 5 Look at the first sentence with the students. Ask them how they could guess the verb to use is *go* (it's an outdoor activity which we do alone and there isn't a ball). Allow students to look at the other sentences in pairs and elicit reasons for their answers.

Answers

1 practise – go 2 make – do 3 make – go
4 done – played 5 made – did 6 played – went

- 6 Look at the words and elicit that the two words following *in* are buildings. The words following *on* are the playing area inside the building so, for example, football is played *on* a pitch *in* a stadium. Other sports could also be matched to more than one place.

Suggested answers

court: tennis, squash, basketball, volleyball, etc.
gym: gymnastics, aerobics, martial arts, etc.
pitch: football, rugby, hockey, baseball, etc.
ring: boxing, wrestling, kickboxing, etc.
stadium: football, rugby, baseball, etc.
track: athletics, running, cycling, etc.

- 7 Elicit which words have similar meanings and how they are different, e.g. we use a bat and a racket to hit a ball but a racket has strings. Allow students to work in small groups and discuss their ideas. Elicit ideas and the meanings of each word.

Suggested answers

Clothes: boots: football, rugby, skiing, etc.; gloves: boxing, football goalkeeper, ice hockey, skiing, etc.; helmet: horse riding, motorcycling, baseball, etc.; trainers: running, jogging, tennis, etc.
Equipment: bat: baseball, cricket, table tennis, etc.; racket: table tennis, squash, badminton, etc.; net: tennis, table tennis, volleyball, etc.

- 8 Students can work in pairs. Elicit the answers to the exercise.

Answers

2 score 3 draw/lose/win

Extension idea

Students work in small groups and think of a sport. They list the equipment and clothes required and where it is played. Each group takes turns to read out their words and the other students guess what the sport is. The first group to guess wins a point. When all the groups have finished, the group with the most points are the winners.

- 9 Before the students get into groups, ask them to work alone and write down the sport they like most and the sport they like least. When they get into groups, they can discuss these sports and see which ones they agree with. Elicit ideas and reasons for their answers.

► Workbook page XXX

Reading Part 3 SB page 84**Lead-in**

Put the students into pairs. Tell them to imagine they are doing a speaking test and have to describe one photo from the top of page 84 and say where they think it is and how the people are feeling. Set a time limit of 30 seconds for each photo and elicit ideas.

- 1 Tell the students to try to talk about each question for 30 seconds, so two and a half minutes in total. When they have finished, elicit interesting information that the students heard.
- 2 Look at the first question with the class. Ask them to quickly read the exam questions and find which one ask about the text as a whole (1 and 5). Ask the students to work in pairs to do the other three questions in Exercise 2. For question 4, they should try to decide on an answer without looking at the options or underlining the text which answers the question. Don't elicit the answers to question 4 yet.

Answers

1 the whole text: questions 1 and 5; part of the text: 2, 3 and 4;
2 question 2: second paragraph; question 3: third paragraph;
question 4: last paragraph
3 and 4 Students' own answers

- 3 Tell the students to do this as under exam conditions. As they have already found where the answers are, set a shorter time limit than usual. Allow five minutes and tell the fast finishers to find information in the text which shows that the other choices are incorrect.

Reading Part 3 (multiple-choice)

Discuss the advice with the students and ask how they can get the general meaning of the text (by reading the whole text quickly first). Elicit that if questions focus on opinion and attitude, there will often be clues in the text, e.g. *I believe, I feel*.

Exam advice

When everyone has finished, the fast finishers can explain which answer is correct, e.g. *1 A isn't mentioned, 1 C is mentioned in paragraph 2 but isn't the overall purpose of the text, 1 D isn't mentioned. Julia says that most young people need more sleep.*

Answers

1 B 2 A 3 C 4 D 5 C

- 4 Tell students to do this as if it was a Speaking exam Part 2 task. Tell them they have three minutes to discuss all six points and how important they are, and to agree on the best three pieces of advice to give to a friend.

Extension idea

Put the students into small groups. Elicit some questions they could ask each other about sleep using different structures, e.g. *Have you ever stayed up all night? How much sleep do you usually get on a school night? What time did you go to bed last night?* Set a time limit for the students to discuss and write down five questions. They should all write the questions. When they have finished, put students into pairs, making sure that the two students weren't in the same group as each other. They ask and answer each other's questions.

► Workbook page 38

Grammar SB page 86**Past perfect****Lead-in**

Ask students how they felt when they arrived at school that morning, e.g. *cheerful, hungry, tired*. Put the students into small groups to discuss their feelings at the start of the day and their feelings now. Ask how many students have different feelings now to when they arrived at school and why.

- 1 Discuss the sentences with the students and elicit why the past perfect is important (without it, we might not know what order the events happened in). Elicit that, as well as in their own writing, this might be tested in multiple-choice gap-fills or open cloze tasks.

Answers

- 1 *had* + past participle, *had not* + past participle
2 the first action

- 2 Look at the example sentence with the class and elicit which event happened first. Allow the students to work in pairs and elicit the answers.

Answers

- 2 I had/d walked all the way home
3 arrived at the stadium, the match had started
4 had/d left my trainers at home, I couldn't run in the race

Students could do Grammar reference: Past perfect, Exercise 1, page 135, at this point or for homework.

- 3 Elicit that the first two sentences are written in the order that the events happened.

Suggested answers

- 2 I had hurt myself. 3 had left their trainers there.
4 the lesson had (already) started.

- ▶ Grammar reference page 135: Past perfect
▶ Workbook page 39

Extension idea

If you used the lead-in activity, ask the students to try to explain their feelings when they arrived at school by referring to something that had happened earlier, e.g. *I was cheerful when I arrived at school because I had read some nice messages on social media while I was eating breakfast.* Students work in small groups. Monitor and help where necessary.

Writing Part 2 A story SB page 86

Lead-in

Put students into small groups and tell them that they are going to talk about a time when they were frightened. Allow them thirty seconds to think alone and then thirty seconds each to tell their group about the experience.

- 1 Students look at the instructions and answer the questions in pairs. Elicit the answers and ask how the key words will affect their story (*it has to have the topic of the first line, it will use past tenses to talk about something that happened to the writer in the past. It may also use present and past perfect where necessary.*)

Answers

- 1 yes 2 first person 3 story, begin, last month, frightening

- 2 Tell the students to read the story quickly. Set a time limit of one minute and elicit what the frightening experience was (snowboarding). Students then do the task in Exercise 2. Elicit the answers and what the text says for each.

Answers

- B 1 C 3 D 3 E 3 F 1

- 3 When they have found the examples, ask questions to check their understanding: *Why is the verb 'go' used with snowboarding? (It's an outdoor activity, done alone and without a ball.); Why is the relative pronoun who used in the first sentence? (It refers to a person: Lucy); Why does the writer use 'had started' in sentence 1? (The snow started before they got to the top of the mountain.)*

Answers

- 1 went (go) snowboarding 2 who is a champion snowboarder 3 it had started; she had disappeared; had she gone; I'd gone; she'd heard; she'd found

- 4 Tell the students to work in pairs and, when they have answered the questions, to discuss a few ideas that they could write about in the story. Elicit the answers and then discuss the students' ideas.

Answers

- 1 Yes
2 first person
3 I (the answer to 3), nervous, game, began

Writing Part 2 (a story)

Look at the exam advice with the class before the students write their stories. Discuss why this idea is important; using a range of tenses can help the students to get a better mark for their writing.

Exam advice

- 5 Tell the students that they will have five minutes to think of their own story and note down some useful vocabulary and grammar points to include and fifteen minutes to write the story. When everyone has finished, put the students into small groups. The students take turns to read out their stories, making them sound as interesting as possible. The rest of the group should try to think of positive ways to make them better.

Model answer:

I felt nervous when the game began. Fifty thousand people were watching me in the stadium, as well as a television audience of millions. I had always dreamed of playing football for my favourite team, and at last I had my chance. For the first hour, everything went fine. We were playing well and I had started to feel less nervous. Then, suddenly, it all went horribly wrong: I made a terrible mistake and the other team scored. I felt awful.

Then I thought back to what the coach had said to me, about never giving up, and I knew that I had to win the match for my team. So, in the last few minutes, I scored the two most important goals of my life.

Extension idea

Students stay in their groups and choose one of their stories. They imagine that a Hollywood studio has decided to turn their story into a film. They discuss who could play the roles in the film and how the story might have to change to be made into a film. Set a time limit of three or four minutes and invite each group to present their ideas to the class.

- ▶ Writing bank pages 151–152: Writing Part 2: A story
- ▶ Workbook page 39

Speaking Part 4 SB page 87

Lead-in

With books closed, ask students if they have any opinions which they believe strongly, e.g. *I believe that there shouldn't be any zoos.* Allow them one minute to think alone and then put them into groups to share their ideas and explain them.

- 1 Allow the students to stay in the same groups as in the lead-in or put them in pairs to discuss the sentences and try to guess the missing words before they listen. Play the recording before eliciting the correct words.

Answers

2 sure 3 totally 4 so 5 way 6 all 7 true 8 too

Track 45

- 1 You may be right, but...
- 2 I'm not really sure about that.
- 3 Yes, I totally agree with you.
- 4 I don't think so because...
- 5 That's not the way I see it.
- 6 I don't agree at all.
- 7 That's true.
- 8 I think so too.

- 2 When the students have finished, elicit or point out that, especially in British English, when people disagree they do so as politely as possible, e.g. *I'm sorry, but I think you're wrong ...*

Answers

a agree: 3, 7, 8 b disagree strongly: 5, 6
c disagree politely: 1, 2, 4

/P/ Word stress: agreeing and disagreeing

- 3 Ask students to guess the stressed words before they listen again. Play the recording and allow the students to check their ideas in pairs.

Answers

2 I'm not **really sure** about that.
3 Yes, I **totally agree** with you.
4 I don't **think so** because 5 That's not the **way I** see it.
6 I don't agree **at all**. 7 **That's true**. 8 I think so **too**.

- 4 Pause the recording after each sentence for the students to repeat. Use different techniques to try and make the activity more fun, e.g. have the whole class repeat a sentence, then ask one side of the class to repeat it followed by the other side.

Speaking Part 4 (general discussion)

Look at the advice with the class and elicit why it is useful, e.g. it is easier to think of ideas if you have personal experience of something. If you change the subject, the examiner may think you don't know what to say about the topic. For the second point it is important because you can add comments, agree and disagree with reasons. For the last point, elicit that the examiner isn't judging you on your opinions, just your use of English.

Exam advice

- 5 You could encourage the students to make some obviously wrong sentences so that their partner has a chance to disagree strongly, e.g. *I think cricket is the most popular sport in our country. I don't agree at all. No one plays cricket here.* Elicit opinions from different pairs and ask other students if they agree or disagree.

Extension idea

If you did the lead-in activity, put the students back into their original groups. They again tell each other their opinions but this time the other students have to respond appropriately. Tell the students that, whether they agree or disagree, they should give reasons why, e.g. *I believe that there shouldn't be any zoos. I'm not really sure about that. Zoos can help some species survive if they are endangered in the natural home.* Elicit one opinion and other students' responses from each group.

- ▶ Speaking bank pages 161–162: Speaking Part 4
- ▶ Complete Preliminary for Schools new edition Test Generator Unit 9

Vocabulary

Illnesses and accidents

aspirin	injury
bandage	medicine
bruise (n, v)	operation
cough (n, v)	pill
cut (n, v)	plaster
earache	plaster cast
fever	sprain (n, v)
flu	test
fracture	wound
high temperature	X-ray

Verb phrases

break a bone	put a plaster / bandage on
have the flu / a sore throat / a stomach ache	sprain an ankle
	take an aspirin / medicine

Sports

athletics	mountain biking
baseball	rollerblading
basketball	running
climbing	skateboarding
cycling	skiing
football	surfing
golf	swimming
gymnastics	Taekwondo
ice hockey	tennis
jogging	volleyball

Places

in a gym / stadium	on a court / pitch / track
--------------------	----------------------------

Sports equipment and clothes

bat	net
boots	racket
gloves	trainers
helmet	

Sports verbs

beat	score
draw	win
lose	

Vocabulary activity 1

Tell the class to choose an activity or sport from the vocabulary list for you to guess. If possible, leave the room for ten seconds for them to confer. When you come back, ask questions about the activity: *Do you do this in P.E.? Do you do it in teams? Is it popular in this country? Do people do it in a stadium?* etc. When you have guessed, students do the same thing in small groups, taking turns to choose an activity for the others to guess. Monitor and check students are using grammatically correct question forms.

Vocabulary activity 2

This is best done in groups of three. Write the words: *Different? The same?* on the board. Choose two words from the list, e.g. *football, tennis*. Ask the class: *How are they the same?*, e.g. *they are both sports, they both use a ball.* Ask: *How are they different?*, e.g. *one we play on a court, the other on a pitch, one is a team sport, the other is an individual sport (or for two players on each side).* Students do the same in small groups. They must have an idea of how the words they choose could be the same or different.

10 Looks amazing!

Unit objectives

Topic: food, shops and services

Listening Part 1: multiple-choice real-world notices and other short texts: listening carefully for information

Reading Part 2: matching people to places to eat; reading to find specific information and detailed comprehension

Speaking Part 2: individual picture description: explaining what things are made of or used for

Writing Part 2: an article: writing an article

Grammar: commands and instructions; *have something done*

Vocabulary: *course, dish, food, meal and plate*; shops and services

Pronunciation: connected speech: linking sounds

Background notes

Carbohydrates provide the body with energy. They can be healthy (e.g. whole grains) or unhealthy (e.g. white bread). Proteins build and repair things in our bodies, e.g. muscles, bones. Dairy products are foods which are made from milk. Fats give and store energy. The healthiest fats are found in nuts, olive oil, seafood and other items. The fats found in meat and dairy products are unhealthy. The most unhealthy fats are found in fast food and many baked products such as cakes and biscuits.

Starting off SB page 88

Lead-in

Put the students into small groups and tell them to draw a Venn diagram with three connected circles on a blank piece of paper. The three circles will be: *healthy food, tasty food* and *food one of us can cook/prepare*. Elicit a food item and where it should go on the diagram, e.g. *salad* is healthy, tasty and easy to prepare so goes where all three circles intersect. Set a time limit for students to put a variety of food items in their diagram.

- 1 Elicit that most food products could appear under more than one heading, e.g. cheese is a dairy product but also contains protein and fat. Elicit ideas for extra foods for each heading from the groups.

Answers

A carbohydrates **B** fruit and vegetables **C** dairy products
D protein **E** fats, e.g. chocolate, crisps and cake

- 2 Allow the students to stay in the same groups as before to discuss the questions. Elicit that *eat out* means to eat in a restaurant or café. If you get a takeaway and eat at home or cook at home, we say you are *eating in*. Elicit ideas from each group when they have finished their discussion.

Extension idea

Ask students if they have ever eaten something abroad (or on holiday in their own country) that they found either very good or very bad. Students then work in small groups to think of one food from their country that they would definitely advise visitors to try and something they would advise visitors to be careful of. Set a time limit of two minutes and elicit ideas.

Reading Part 2 SB page 88

Lead-in

Students imagine they are a visitor to their town and want something to eat. They write down what sort of food they want.

- 1 Tell the students not to read the information in Exercise 2 but just look at the pictures and the headings in the guide. Elicit their ideas.

Answer

Choose the most suitable Street Food stall for each group of people.

- 2 Elicit what the important information might include, e.g. likes, dislikes, things they can't eat, lack of money, lack of time. Set a time limit of one minute. Elicit the information in description 1 and why it is important. Do the same for the other people.

Suggested answers

- 1 something new on Tuesday, They would much rather have fish, a hot drink
- 2 stalls have won prizes, vegetarian main meal, short of money
- 3 light lunch on Saturday, sit down to eat, doesn't want to walk too far
- 4 meal on Sunday, before the cinema, proper meal, wants a dessert
- 5 trying a spicy dish, won't have much time, take away dessert

- 3 Look at the first question with the class and elicit ideas and what kind of drink they usually choose with their meal. Students look at the other questions in pairs. Elicit ideas from the class.

Suggested answers

- 1 tea, coffee or hot chocolate
- 2 they don't eat meat
- 3 not expensive, reasonable, cheap
- 4 not walk far - close to entrance
- 5 a complete meal, three-course meal, main dish, snack

Reading Part 2 (matching people to things they want)

Discuss the advice with the students and elicit that, even if they match two of three requirements for one person, it isn't enough. They have to match all three points identified in Exercise 2.

Exam advice

- 4 Set a time limit of five minutes for students to do the reading task. Elicit the answers and ask students to justify them using the key words they underlined in Exercise 2.

Fast finishers

Tell the students to list useful vocabulary items that can refer to food: adjectives, nouns or verbs. When everyone has finished, elicit these useful words and encourage all students to make a note of them in their notebooks, e.g. *delicious, spicy, light, top-quality, reasonably priced, grilled, homemade, vegan; served with, barbecue, filled with; potato salad, soft drink, main meal, chef, hot pepper (sauce), flatbread.*

Answers

1 B 2 G 3 F 4 E 5 H

- 5 Set a time limit of three minutes and ask the students to discuss each place and try to come to an agreement about where to eat. Elicit final decisions made by different pairs.

Extension idea

If the students did the lead-in activity, put them into small groups. They take it in turns to tell their group what they wrote and the other students try to decide on the best place in their town for them to go to. Elicit ideas from each group.

► Workbook pages 40-41

Vocabulary SB page 90

course, dish, food, meal and plate

Lead-in

Write the following on the board in four columns:

1 2 3 4

lunch meat starter fish and chips with peas

Dictate more words and ask students to say which number they match: banana (2), dessert (3), supper (1), cheese (2), breakfast (1), fried chicken with salad (4).

Leave the writing on the board until the students have finished Exercise 1.

- 1 Allow the students to discuss their ideas in pairs. Elicit the answers and ask questions to check their meaning. If you did the lead-in, ask what the headings for the four columns are (1 = meals 2 = food 3 = courses 4 = dishes).

Answers

1 d 2 a 3 e 4 c 5 b

- 2 Ask the question to the whole class. When they have found the answer, elicit how this affects the words (they have plural forms and can be counted).

Point out that the word *food* is usually uncountable but if we are referring to things like national dishes we can use a countable form, e.g. *They sell different foods from all over the world.*

Suggested answer

They are all countable but *food* can be both countable and uncountable. We know by the C and U.

- 3 Look at the example with the students and elicit why *food* is the correct answer (the examples given after the gap are not dishes, courses or meals, they are general words for types of food). Ask the students to do the exercise alone and then compare answers in pairs.

Answers

2 meals 3 plate 4 courses 5 dish

Extension idea in class or for homework

Ask the students to imagine they received the email from Elsa. Tell them to write back with a similar email about food in their own country.

► Workbook page 41

Grammar SB page 90**Commands and instructions****Lead-in**

Students work in small groups. Ask them to think of five things that a teacher or parent tells them to do and five things that they tell them not to do. When they have completed the list, they discuss which of the things they don't like doing the most and why.

- 1 Check: *ingredients* (all the food items you need to make a dish). When the students have answered the questions together, ask them which they would choose if they were the only things on the menu. Don't elicit ingredients yet as this is done in Exercise 2.
- 2 Tell the students to tick any of their ideas from Exercise 1 that are mentioned and to write down any ingredients they didn't discuss earlier. Elicit these and then the ingredients they thought of before which weren't mentioned in the recording. Tell the students that a *dosa* is a pancake made from rice.

Suggested answers

- 1 Mexico (burrito): tortilla, rice, beans, lettuce, tomato, meat, avocado
- 2 Japan (sushi): rice, seaweed, fish, carrots, avocado, cucumber
- 3 India (dosa): pancake, potatoes, curry, spice

Track 46

- 1 On today's programme, we're going to learn how to make chicken burritos from Mexico. First of all, mix the chicken together with salt, pepper and chilli and then fry it. Don't cook it on a high heat or the burrito will be rather dry. Next, boil some rice until it is just soft. Then prepare the other ingredients.
- 2 Everyone loves Japanese sushi and this is actually something you can make at home quite easily. Wash one and a half cups of sushi rice and then boil it for twelve minutes. Next, decide on your ingredients. Use cucumber, carrot and tuna for your first sushi rolls and then try other things.
- 3 Masala Dosa is a vegetarian breakfast dish from South India. To make it at home, buy the dosa from an Indian supermarket and fill it with spicy boiled potato. Don't forget to serve your dosa with lassi, an Indian yoghurt drink.

- 3 Tell the students to look at the sentences before they listen again and to try to guess the missing words. Check the meaning of: *mix*. Elicit that these verbs often come at the start of a sentence but can also follow sequencing words such as *then, next*.

Answers

2 Don't cook 3 Wash 4 Use, try 5 Buy 6 Don't forget

- 4 Elicit the form of the verbs and that we don't say: *You* before the verb. If you used the lead-in activity, elicit that instructions for things like cooking use the same form as instructions given by parents or teachers.

Answers

to tell people what to do: *Wash, Use, try, etc.* – infinitive without *to*
to tell people what not to do: *Don't cook* and *Don't forget* – *don't* + infinitive without *to*.

Students could do Grammar reference: Commands and instructions, Exercise 1, page 136, at this point or for homework.

- 5 Students may need some extra support with this. Allow the students to work in pairs or small groups. They may also need extra verbs: *add* (salt), *chop* (the onions, carrots), *peel* (the carrots), *fry*, etc. Write these on the board before they start.
- 6 Before the students read out their instructions, tell them to write a list of ingredients for the dish. They read these out first and then the instructions. When all the students have read out their recipes, have a short class discussion about cooking and what dishes students can prepare/cook.

Extension idea

Put students into small groups and ask them to look back at the different food stalls in the guide in the Reading section on page 89 and think of a similar idea that they think would be successful.

► Grammar reference page 136: Commands and instructions

► Workbook page 42

Listening Part 1 SB page 91

Lead-in

Split the class into an even number of small groups. Tell half of the groups to imagine they are going on a picnic and the other half to imagine they are going to a party. Each person in the group chooses one thing to take to their event. Now put the students into pairs so there is one student from a picnic group and a party group together. They tell each other their group's ideas and reasons for them.

- 1 Ask the students not to look at question 1 yet but just at the three pictures. Elicit what the similarities and differences between them are (they all show bread and water, one has chocolate, one crisps and one cups). Students now do Exercise 1 alone.

Answers

2 a bottle of water 3 a bar of chocolate 4 cups
5 some crisps

- 2 Play the first sentence of the recording only and ask the students what they have to listen for (what she will buy). When the students have listened, elicit what she says she is going to buy (bread and water). Ask if this helps them (no, all three photos show these two items).

Track 47

1

Narrator: What will Natalie buy for the picnic?
Natalie: Have we got everything we need for the picnic?
Sam: Hang on! Let me check. Do you know what? We haven't got any bread.
Natalie: You're joking! I'll get some from the bakery on our way there. No, I've got a better idea. I'll cycle down to the supermarket now and I'll buy another bottle of water. I'll also get some crisps while I'm there.

- 3 Play the recording and elicit the answer from the students.

Answer

B

Track 48

Natalie: Shall I get some chocolate and crisps too?
Sam: Please don't get any more snacks or chocolate. We've got plenty. We need some cups though. Could you buy some?
Natalie: Sure.

Elicit that in the exam the students have about 45 seconds to look through the pictures and key words. Encourage them to think of just one or two key words for each one. Allow them one minute and then ask them to compare ideas in pairs.

Suggested answers

2 What did the girl take to the party?
Did she take A two pizzas, B some homemade biscuits or C a cake?
3 What food will the boy try?
Does the boy try A a plate of steak and chips, B a plate of mixed fried fish or C a bowl of soup?
4 Where did the girl go yesterday?
Did she go to A cinema, B the theatre or C a concert?
5 What do the students need to bring for their sports lesson?
Do they need to bring A a tracksuit, B a helmet, or C a pair of gloves?
6 What activity did the boy do for the first time on holiday?
Did the boy try A waterskiing, B diving or C windsurfing?
7 Where has the girl been?
Has she been to A a jewellery shop, B a gallery or C a bookshop?

Listening, Part 1 (multiple-choice, pictures)

Discuss the advice with the students. Ask if there is any part of the recording the students don't have to listen carefully to (no). Ask how many questions there are for each recording (1). They can then look quickly at the next question and choices to prepare themselves for what they are going to hear.

Exam
advice

- 5 Tell the students to work alone. When students listen for a second time, ask them to check their answers and try to listen to why their key word was important. Elicit the answers and why the other options are wrong.

Answers

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

Track 49

2

Narrator: What did the girl take to the party?
Mum: Hi Katy! How was the party? Did everyone like the biscuits you made?
Katy: I didn't make them in the end. I baked a cake instead. But then, I phoned Melanie to see what time her party was and she mentioned that her mum had already made a huge chocolate one. So I bought a couple of pizzas on the way and we ate those at the party.
Mum: What a shame! You spent ages in the kitchen. Perhaps we can have it for dessert today.

3

Narrator: What food will the boy try?

Presenter: And I've just got a few minutes left to tell you about a new programme where we send young people around the world to try local dishes. Today, Paul's in Milan, Italy where a delicious dish is on the menu. It's a plate of mixed fried fish, and will make a change from his usual favourite of steak and chips! Then next week his sister's going to Granada, Spain to try a famous Spanish dish, a cold soup made with tomatoes, peppers, and cucumber.

4

Narrator: Where did the girl go yesterday?

Narrator: Hi. Are you doing anything later? We're going to the early afternoon performance of that new spy film. The reviews are incredible. Do you want to come?

Girl: Oh! I saw it yesterday with my family. My mum wanted to see a play but we didn't fancy it. It was too long and there wasn't an interval.

Boy: Would you recommend the film then?

Girl: Oh yes! It's brilliant but I don't think I want to see it again. Are you going to the concert tomorrow? It's going to be amazing.

5

Narrator: What do the students need to bring for their sports lesson?

Teacher: Great work today guys! Now listen carefully because as you know, tomorrow we're going to the indoor climbing wall at the sports centre. Remember to wear comfortable clothes and a tracksuit is much better than shorts. The sports centre will provide you with a helmet and a pair of climbing shoes. Your hands may get a bit sore, I'm afraid, but it really isn't a good idea to wear gloves because you won't be able to hold onto the wall properly. I'll bring plenty of plasters just in case.

6

Narrator: What activity did the boy do for the first time on holiday?

Girl: How was your trip to Egypt?

Adam: Great, we've just got back. We had an amazing time. We went diving on the first day and we took some beautiful underwater photos.

Girl: But you've done that before, haven't you?

Adam: Yeah, that's right! And my dad also persuaded me to try waterskiing. I'd never done that before and by the end I was quite good at it. It was fun but my favourite watersport is still windsurfing. Do you remember when we both tried that for the first time at summer camp?

7

Narrator: Where has the girl been?

Nicola: Sorry I'm late. I've been trying to find a present for mum. I was on my way to the bookshop but then I remembered it's closed today.

Boy: What did you get her in the end?

Nicola: Well, I went to the art gallery to see if they had a nice picture in a frame for her but I didn't really like any of them and they were quite expensive. I'm going to get her some earrings or a necklace from that new jewellery shop on the corner.

/P/ Connected speech: linking sounds

- 6 When students have listened to the recording, drill the whole sentence and the individual connected words. Point out that there is almost no difference in the sound between, for example, *a nap* (a short sleep) and *an app* (that you use on a smartphone). Drill more simple connected words, e.g. *an apple, put on, find out*.

Suggested answer

The consonant sound at the end of a word connects with the vowel sound at the beginning of the next word.

Track 50

I'm going to get her some_earrings_or_a necklace from that new jewellery shop_on the corner.

- 7 Put the students into pairs to practise saying the sentences to each other and then mark the sentences. Play the recording and drill the sentences and then elicit where the lines are.

Suggested answers

- 1 I baked_a cake_instead.
- 2 This_is_a plate_of mixed fried fish.

Track 51

1

Girl: I baked_a cake_instead.

1

Presenter: It's_is_a plate_of mixed fried fish.

- 8 Put the students into small groups and tell them to discuss each question for two minutes. When they have finished, elicit ideas and reasons for them.

Extension idea

Dictate the following to the students: *find out, making, life in, it's no, wait in*. Say: *find out*. several times and write *fine doubt* on the board. Students work in small groups and do the same for the other words and try to write two different words with the same sound, (*may king, lie fin, it snow, way tin*).

► Workbook page 42–43

Shops and services

Lead-in

Put students into small groups and ask them to discuss the kind of shops you can find in their town and some adjectives to describe them (e.g. *bright, crowded, boring*). Elicit ideas and discuss the students' favourite place to shop.

- Put the students into pairs or keep them in the same groups as for the lead-in. When they have described them, ask the class which place looks most attractive and why.
- Elicit what you can buy at a bakery (bread), butcher's (meat) and chemist (medicine, sometimes make-up) and what you take to a dry cleaner's (clothes that you can't wash in a washing machine). Put students into pairs or small groups to share their ideas.

Suggested answers

- dentist, garage and hairdresser's
- bookshop, baker's, butcher's, chemist, dry cleaner's, garage, supermarket, hairdresser's, travel agent's
- library
- travel agent's
- dentist, garage, dry cleaner's
- probably in all the places except the library or the dentist

- Tell the students to note down any key words which can help them to identify the correct places. Elicit these as well as the answers, e.g. 1 hair, hair cut 2 accident, scooter, repaired 3 spilt, dress, cleaned.

Answers

- 1 hairdresser's 2 garage 3 dry cleaner's

Track 52

- Madison:** What have you done to your hair, Layla?

Layla: Oh don't. I normally have my hair cut at Gabrielle's but I wanted something different, so I went to that new place on the High Street.

Madison: Oh no! Was it very expensive?
- Andrew:** Are you coming to the party tonight, Lewis?

Lewis: I can't. I'm not allowed to go out.

Andrew: Why's that?

Lewis: I had a little accident on my scooter. My dad says it was my fault.

Andrew: What about your scooter? You only got it last week for your birthday.

Lewis: That's why my dad is so angry. We're having the scooter repaired and I'm going to have to look for a job to pay for it.

3

- Vicki:** Oh no, Charlie! That's cola you've spilt down my dress.
- Charlie:** Sorry, Vicki. It was an accident.
- Vicki:** My mum's going to go mad. I had this dress cleaned last week for a party, and it wasn't cheap!

4

Before the students listen again, ask them to discuss what the problem was in each case. Play the recording and then elicit the three problems (a bad haircut, a damaged scooter, a dress with cola spilt on it). Set a time limit for the students to discuss the question in pairs or small groups and elicit ideas from the class

Suggested answers

- Go to a different hairdresser to make the hair look better.
- Work hard, earn money and drive more carefully in the future.
- Charlie should offer to take the dress to a dry cleaner's and pay for it to be cleaned.

Extension idea

Students work in pairs and write a similar dialogue about going to one of the other places. Write prompts on the board for students who need them, e.g. *dentist / broke a tooth, butcher's / invited people to lunch - no food, travel agent's - want to go abroad, the library / need book for homework*. The dialogue should have them explaining the problem and the other person giving some advice.

► Workbook page 41

Grammar SB page 92

Have something done

Lead-in

Read out the names of some places from the vocabulary section and tell students to write something that people there do to help you, e.g. *hairdresser's - cut your hair*. Say: *hairdresser's, garage, dentist, dry cleaner's, travel agent's, butcher's*. Students compare their ideas in groups.

1

Put the students into pairs to discuss the rules. Elicit the answers and ask them what form of the main verb they use (the past participle; the same form as they use in the present perfect). Elicit the past participle of some irregular verbs, e.g. *do - done, go - gone, take - taken*.

Answers

- 1 somebody does for us 2 informal

Extension idea

The students work in pairs or small groups and look at their ideas from the lead-in. They then make sentences about what people have done in each place (e.g. *they have their hair dyed, they have their car fixed*). Monitor and help where necessary.

- 2 Put the students into pairs and ask them to describe one picture, each saying what they can see. Ask the class how they would describe the two girls (Polly is messy/dirty; Ginny is tidy/clean). Students now read the sentences and match them to the right person.

Answers

1 Polly	2 Ginny	3 Polly	4 Ginny
5 Ginny	6 Polly	7 Polly	8 Ginny

- 3 Elicit that sentences 1–5 in Exercise 2 are in the present simple and 6–8 are in the past simple. Ask what part of the sentence changes (the verb to *have*) and what part doesn't change (the main verb). Students now look at the sentences in the table. Point out that you can use the structure with any tenses.

Answers

2 having my room cleaned.
3 had my hair cut.

- 4 Look at the instructions with the class and ask why both *have / get* might not be possible (if the situation is formal). Elicit the answers and the structure used in both (infinitive with *to*, *will* future).

Answers

1 have (get is not possible here because the situation is formal)
2 both

- 5 If you think the students need more help, elicit the tense they need to use for each sentence before they start. Monitor and help the students where necessary.

Fast finishers

Students write questions about what people do or have done, e.g. *Do you repair your own bike or do you have it repaired? When everyone has finished the exercise, fast finishers can ask their questions to the other students.*

Students could do Grammar reference: *Have something done*, Exercises 1 and 2, page 136 at this point or for homework.

Answers

2 I can't do my homework because I'm having my laptop mended at the moment.
3 My bike is broken again and I had it repaired a week ago.
4 Jack isn't at school today. He's having his teeth checked today by the dentist.
5 Keith and Pete are going to a party. They had their suits cleaned last week.
6 In the summer, my brother often has his head shaved.
7 A nurse came to our school last week. We had our eyes and ears tested.
8 My cousins are staying with us right now because they are having their house decorated.

- 6 Look at the example with the students and elicit how they would answer a question starting *When did you last ...* (*I last had my haircut one month ago*). Set a time limit and elicit questions and answers from groups.

► Grammar reference page 136: *Have something done*

► Workbook page 42

Speaking Part 2 SB page 94**Lead-in**

Put students into pairs. Ask them to think of the strangest or most unusual thing they have ever seen for sale. Set a time limit of two or three minutes and then elicit one thing from each group.

- 1 Put the students into groups of three and ask each person to describe one of the photos. When they have finished, ask what happened when there was something they didn't know the words for. Play the recording and ask the students to note down key words which help them to identify the correct photo.

Answers

Photo A

Track 53

Examiner: Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it. Luna, here is your photograph. It shows people shopping on a rainy day. Lidia, you just listen. Luna, please tell us what you can see in your photograph.

Luna: Uh-huh. In this picture, I can see a lot of people outside. It's a rainy day and the people are shopping. The street is quite crowded. I can see many shops, for example: a mobile phone shop and a shoe shop. In the middle of the picture, there are two women. One of them is carrying something. I can't remember the word for this object. It's used for the rain ... we open it when it rains. She's wearing a long black coat, and black shoes. The other woman is wearing a coat and a red scarf, grey jeans and boots. On her back, she's got ... a ... it's something like a bag. In front of them, there's another woman. She's

wearing a blue coat. She's got a ... a ... two bags. One is on her back. It's made of leather. The other bag is black and it's enormous. It looks heavy. In the background, I think I can see some flags, I'm not sure ...

Examiner: Thank you.

- 2 Put the students into pairs to discuss their ideas. Elicit the answers and re-elicite the key words for each heading: place: *a lot of people, outside, quite crowded, many shops, mobile phone shop, shoe shop*, weather: *rainy*; what the people are doing: *shopping*; what the people are wearing: *long black coat, black shoes, coat, red scarf, grey jeans, boots, blue coat*: everyday objects: *bag, leather, heavy, enormous, flags*.

Answers

She describes all five things.

- | | |
|-------------------------------|---|
| 1 the place | ✓ |
| 2 the weather | ✓ |
| 3 what the people are doing | ✓ |
| 4 what the people are wearing | ✓ |
| 5 everyday objects | ✓ |

- 3 Tell the students to read the sentences before they listen again. Elicit the answers. The first phrase is an example of the passive but, at this stage it can be introduced as a phrase (similar to *it is made of*).

Answers

- 1 It's used for 2 it's something like

- 4 Look at the exam advice box, then tell students that this exercise practises both skills; describing a photograph clearly and using phrases to describe objects you don't know the word for. Look at the table with the class and elicit ideas for each phrase using vocabulary from the unit, e.g. *It's a kind of shop where you can buy meat (butcher's)*. Set a time limit of two or three minutes for the task and then elicit one description from each pair for the other students to guess.

Speaking Part 2 (individual picture description)

Look at the exam advice before the students do the task. Elicit how long students have to do this task in the exam (about one minute) and that they speak alone. Elicit some of the objects described and how the students described them.

Exam
advice

- 5 Encourage students to use at least two of the phrases from Exercise 2 in their description. When they have both finished, the students give each other feedback about how many things they mentioned and what they didn't mention

Extension idea

Tell the students to look back to the Vocabulary section and the two photos of shopping streets. They take turns to play the part of the examiner and ask each other to describe one of the photos. The students swap roles and give each other feedback on their performance.

► Speaking bank page 154–158: Speaking Part 2

Writing Part 2 SB page 95

Lead-in

Put the students into pairs and ask them to describe one of the photos each for one minute. They note down useful phrases that their partner used. Elicit phrases their partner used in their descriptions.

- 1 Allow the students to do the task in pairs. Elicit ideas for the key words and how these will affect the writing, e.g. *young people* – don't talk about where your parents go shopping; *prefer* – indoor / town centres – mention why young people prefer one to the other.

Suggested answers

Where do young people go shopping nowadays?

Do they prefer going to indoor shopping centres or to town centres?

Or perhaps they'd rather do all their shopping online?

Answer these questions and we will publish the best articles in our next magazine.

- 2 Set a time limit of two minutes for students to discuss their ideas. Don't elicit any ideas yet. Encourage all the students to make notes of the ideas in order to use them later.
- 3 Set a time limit of three minutes. First the students find and underline the key words, then they discuss the questions and make notes of the ideas their group comes up with. When they have finished, ask each group which task they would write about and why.
- 4 It may be better to look at the exam advice before the students start writing. Tell the students to work alone and set a time limit of fifteen minutes for the writing.
- 5 Give the students a minute to check their own work and *ask* them to check their partner's article too and to think about things they like better about theirs and things that they like better about their partner's. They don't have to share this information with their partner but can think about it when they next have to write something.

Writing Part 2 (an article)

If you didn't look at this before the students started writing, discuss the advice now and elicit which exercise allowed students to check that they have followed the advice (Exercise 5).

Exam advice

Model answer

A good meal doesn't have to be expensive or complicated to prepare. The simplest ingredients can be delicious. For example, a piece of fish with a few herbs cooked on a barbecue can taste amazing.

In my opinion, what makes a good meal is eating delicious food with good friends, whether that's at home or in a restaurant.

I think it is important to try food from different countries but I can't afford to go to restaurants a lot. That's why I use recipes on the internet to make different dishes from all over the world in my own kitchen.

Extension idea

In pairs, students think of a shop or restaurant that they like and try to create a short (30 seconds) radio advert for it. They can present these to the class.

▶ Writing bank pages 148–149: Writing Part 2: An article

▶ Complete Preliminary for Schools new edition Test Generator Unit 10

▶ Workbook page 43

Vocabulary**Food**

carbohydrates	fruit	(a) range of
course	grilled	reasonably priced
dairy products	heavy (meal)	served with
delicious	homemade	soft drink
dish	juicy	spicy
fats	light (lunch)	vegan
filled with	meal	vegetables
flatbread	plate	
food	protein	

Shops and services

bakery	dry cleaner's	travel agent's
bookshop	garage	
butcher's	hairdresser's	
chemist	library	
dentist	supermarket	

Vocabulary activity 1

Tell the students you are going to write a word on the board and they have to think of any related words on the same topic, e.g. SCHOOL: – *students* – *teachers* – *staff room* – *coffee* – (the next word must return to the topic of school, not move away to food and drink).

Put students into small groups with a different topic, e.g. FOOD. Students see how long they can think of new words without changing topic.

Vocabulary activity 2

Tell the students that they have five clues to find a word. The quicker they guess, the more points they can win, but they only have one chance and, if they are wrong, they can't guess again. Give an example:

5 points: It's a fruit. 4 points: It comes from warm countries. 3 points: We don't eat the skin. 2 points: It's yellow. 1 point: Monkeys like eating it. (banana)

Put the students into groups. They think of a word and clues and present it to the class for other groups to guess.

Vocabulary and grammar review Unit 9**Answers**

- 1 2 d which 3 f when 4 a who 5 b where 6 e whose
 2 2 In summer, when the weather is good, we play tennis.
 3 Stevie, whose team won, was the best player of all.
 4 In the city centre, where we live, there is a lot of pollution.
 5 My brother, who had an accident, is feeling better now.
 6 Volleyball, which is a team sport, is played on a court. / Volleyball, which is played on a court, is a team sport.
 3 2 had practised 3 felt 4 had/'d brought 5 had/'d put
 6 was 7 had/'d rained 8 didn't seem 9 was 10 had left
 11 started 12 realised 13 had/'d played
 14 was 15 slipped 16 fell 17 knew 18 had/'d injured
 19 went 20 had not/hadn't broken 21 wore
 4 2 sore 3 beat 4 bat 5 athletics 6 pill 7 bruise

Vocabulary and grammar review Unit 10**Answers**

- 1 2 complain 3 book 4 borrow 5 repair / mend
 2 2 D 3 B 4 D 5 A 6 B
 3 2 have it cut 3 had it taken 4 have them cleaned
 5 had it repaired
 4 2 ago 3 had 4 have 5 had 6 were

1 The natural world

Unit objectives

Topic: nature and the environment

Listening Part 4: multiple-choice long interview: identifying expressions with similar or different meanings

Reading Part 5: multiple-choice cloze: understanding vocabulary

Speaking Part 4: discussion: giving examples

Writing Part 1: an email: checking your work for mistakes

Grammar: the passive: present and past passive; comparative and superlative adjectives

Vocabulary: the natural world; noun suffixes

Pronunciation: word stress in longer nouns

Starting off SB page 98

Lead-in

Before the students open their books, put them into pairs. Tell them they are going to play a memory game. Start by saying: *I went to the zoo and I saw an antelope.* Elicit that this animal begins with 'A' and they have to continue with a second animal beginning with 'B'. Elicit an idea, e.g. *bear* and say: *I went to the zoo and I saw an antelope and a bear.* Ask a pair to continue with an animal beginning with 'C'. Each time, the pair have to repeat all the animals that have already been mentioned. Some letters are more difficult than others so tell students to ignore 'N', 'Q', 'U', 'V' and 'X'.

Background information

4 This idea dates from Roman times. Pliny the Elder (AD 23–79) observed and recorded the behaviour of wild animals. He may have seen an ostrich with its head near ground level and, because of its lack of movement and the small size of the head, thought it was buried.

6 Pliny may also be responsible for this. Experts now believe that, because elephants have poor eyesight, they can be scared by anything that appears suddenly and moves quickly.

7 In 2008, the BBC showed a programme called *The Miracles of Evolution*. One of these miracles was that some penguins were now able to fly. The programme was shown on 1st April – April Fool's Day (a day when people play jokes on each other).

8 Camels can survive for seven days without water but they don't store it. Their humps are made of fat which can provide as much energy as three weeks of food.

- 1 Before the students look at Exercise 1, put them in pairs to look at the photos and say what animals they show. Set a time limit of two minutes for students to discuss the facts and elicit what they think before checking answers with the class.

Answers

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

1 True, 2 True, 3 True, 4 False, 5 True, 6 False, 7 False, 8 False

- 2 Elicit the meaning of the different geographical words. Allow the students to discuss their ideas in the same groups as in Exercise 1.

Suggested answers

bear: cool forests, grassland, mountains; camel: desert; elephant: grassland, jungles, deserts; flamingo: lakes, coasts; ostrich: grassland, deserts; penguin: coasts; kangaroo: grassland; tiger: jungles, grassland, cool forests

Listening Part 4 SB page 98

Lead-in

Ask the students to look at the photos and elicit what the animal is (*lynx*), what animal family it is a member of (*cats*) and any other wild cats they can name (e.g. *lion, tiger, panther, jaguar, puma, leopard, cheetah*).

Background information

The Iberian lynx is a medium-sized animal of the cat family, with pointed ears and a short tail. Its fur is grey or brown, with black markings. It eats smaller animals such as rabbits. It almost completely disappeared early this century, but conservation work has now helped increase its numbers.

- 1 Look at the questions with the students. Give an example of a wild animal you have seen, an animal in your country which is important and an animal which is becoming less common. Set a time limit of two minutes for the students to discuss the questions.

Listening Part 4 (multiple-choice, long interview)

Elicit what the listening Part 4 consists of (a *long interview with multiple-choice questions to answer*). Discuss the advice with the students and ask them why it is important (looking at the key words prepares them for what they are about to hear, often the speakers use alternative words to those in the questions so students have to be aware of words giving the same or opposite information).

Exam
advice

- 2 Look at the key words underlined in question 1 and what students would have to listen out for to find out which choices are wrong, e.g. A Maybe only one of them had been there before. Maybe they had both heard about the stream but not visited it. B Maybe a different animal had been seen there. Maybe a lynx was seen there but a long time ago. C Maybe there were a lot of rabbits in the area. Maybe there weren't any rabbits or maybe there were very few of a different animal.

Give the students 45 seconds to look at the other questions and underline key words in the questions and options to prepare themselves for what they are about to hear. Play the recording twice and then allow the students to compare their ideas and reasons for them.

Answers

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

Track 54

Narrator: You will hear a young woman called Ellie talking about a trip to southern Spain to see the Iberian lynx. For each question, choose the correct answer.

Interviewer: With me today is Ellie Johnson, who went to Spain with her friend Marta to see the beautiful Iberian lynx, one of the world's rarest wildcats. So, Ellie, which location did you choose, and why?

Ellie: A place with a stream next to the forest, with plenty of rabbits. The huge fall in the number of rabbits is the main reason why the lynx is so rare, because an adult lynx needs to eat three rabbits a day. Marta knew the area but I hadn't heard of it until TV showed photos of a lynx taken a few days before.

Interviewer: How easy was it to get there?

Ellie: Well, it was summer and temperatures were really high during the daytime, so it made sense to set off really early – at five a.m. in fact, when it was still cool. The moon was bright, and we were pleased about that because it's easy to go in the wrong direction in the darkness. The track was really challenging in places – it went up and down a lot. We didn't actually find it too exhausting, but it did mean we got to the stream later than we'd expected. Once we were there, we looked for somewhere to hide.

Interviewer: Where did you hide?

Ellie: There was an empty hut nearby but it was locked, so it looked like the best place was behind some large rocks. There was no shade there, though, so instead we lay down just inside the forest and waited. In fact, we waited there for ages. I was going to suggest leaving, when suddenly we heard something running through the bushes.

Interviewer: What kind of animal was it?

Ellie: Well of course we hoped it'd be a lynx and we both grabbed our cameras, but it was just a frightened-looking little rabbit. Just then, though, another creature appeared, running after it. It was grey and brown, about the size of a small cat: it was a young lynx!

Interviewer: I can imagine your excitement! What did it do?

Ellie: Well, by then the rabbit was far away and the lynx's chance of catching it had gone so it stopped and looked around, though it didn't notice us. We were so busy taking photos of that cute little animal that we didn't see a much larger one approaching. It was an adult female, and clearly the little one was hers. That was why it had stopped.

Interviewer: How long did you stay there?

Ellie: The sun had almost set but we stayed another hour, photographing them until we couldn't see anything. Marta wanted to stay overnight to see them again at sunrise, but we didn't have a tent so we set off, reaching the hostel just before midnight.

Extension idea

Divide the class into pairs. Make enough copies of the audioscript for each pair to have one section each. Give each pair their section and ask them to decide which question their section answers and then underline the information which shows both the correct and incorrect choices.

- 3 Tell the students to give as much information as possible about what, why and also where. Elicit ideas from different students.

▶ Workbook page 44

Vocabulary SB page 99

Noun suffixes

Lead-in

With books closed, elicit the meaning of *prefix* and *suffix* (a prefix is something attached to the start of a word e.g. to make it negative, a suffix is something added to the end of the word, e.g. to change its form). Students work in small groups. Set a time limit of one minute for them to write as many adjectives as they can ending in *-ful*, e.g. *beautiful*. Elicit their ideas and the words the suffix is attached to, e.g. *beauty-beautiful*.

- 1 Students can do this in pairs or the same groups as they did the lead-in activity in. Discuss the answers and elicit that we don't drop the *-e* before the suffix *-ment*.

Answers

1 locate, excite, direct 2 (suffixes are underlined) location, direction, excitement; 3 location drops the final 'e' from the verb form locate; (because) the suffix begins with a vowel

- 2 Tell the students that, if they aren't sure, they should write the words in pencil so they can change them later. Elicit the answers and the spelling of nouns formed from verbs ending in *-e*.

Answers

-ment: announcement, development, disappointment, enjoyment, entertainment, improvement, movement, replacement
-ation: confirmation, examination, exploration, information, invitation, relaxation, reservation
-ion: attraction, celebration, collection, completion, connection, creation, discussion, education, invention, pollution, prevention, protection, translation

Background information

The robot was invented by a team of scientists, who found that when they were trying to get close to the penguins, the penguins moved away into other penguins' areas, which caused fighting. At first, some penguins tried to attack the robot penguin but their stress levels reduced more quickly than when humans approached. The scientists tried five different looks for the penguin and finally gave it black arms, a black and white face, and a black beak. Finally, the penguins accepted it.

- 3 Re-elicite the noun forms of the verbs in the box and the meanings of the words if necessary. Tell the students to read through the text quickly before they start doing the gap-fill. Set a time limit of one minute and elicit what the text is about. Students then do the gap-fill alone or in pairs. Don't elicit the answers yet.
- 4 Play the recording and elicit the answers. If students say the words with the wrong stress, don't say anything at this point. When you have elicited the words, then tell the class that you are now going to look at how they are pronounced. Write the words from the text on the board.

Answers

2 exploration 3 information 4 movement
5 disappointment 6 improvement

Track 55

Presenter: Scientists in Antarctica have used a new invention to help them study penguins close up: a tiny robot on wheels that looks like a baby penguin. The robot, similar to those used in the exploration of the moon and Mars, provided lots of exciting new information about the birds. Scientists, working some distance away, controlled every movement the robot made and it was immediately accepted by penguin families as one of them. The adults even sang to it, though to their great disappointment the 'baby' didn't reply. The scientists are now working on a new model with one important improvement – it will be able to play penguin songs.

/P/ Word stress in longer nouns

- 5 Write three stress patterns on the board: *Oo*, *oOo*, *ooOo*. Look at the first one, *Oo*. Model the stress pattern it represents by humming. Elicit that it gives the stress pattern of a two-syllable word with the stress on the first syllable. Do the same with the other two patterns and elicit the words which match each pattern: *Oo* – *movement*, *oOo* – *invention*, *improvement*, *ooOo* – *exploration*, *information*, *disappointment*. Students now work in pairs to find the word in Exercise 2 which doesn't follow the same pattern. Elicit ideas until someone guesses correctly.

Answers

2 exploration 3 information 4 movement
 5 disappointment 6 improvement

Patterns: the stressed syllable is normally before the suffix, or the *a* in the case of *-ation* suffixes. Although there are exceptions, e.g. *adversitement*, *argument*. Exception in Exercise 2 table: *development*

- 6 Students practise in pairs. Then drill the words with the class and encourage students to make a note of the stress patterns of any new vocabulary when they write it in their notebooks.

Answers

(word stress underlined): admiration, announcement, attraction, celebration, collection, completion, confirmation, connection, creation, development, disappointment, discussion, education, enjoyment, entertainment, examination, exploration, improvement, information, invention, invitation, movement, pollution, prevention, protection, relaxation, replacement, reservation, translation

► Workbook page 46

Grammar SB page 100**The passive****Lead-in**

Discuss the structure *to have something done* which students looked at in the previous unit. Ask the students to write two sentences with *have something done*; one using the present simple and the other using the past simple. Students then work in small groups to compare their sentences.

- 1 Allow the students to work in the same groups as in the lead-in activity. When the students have discussed the questions, look at the sentences with them in more detail. Elicit that when we change the tense of a passive sentence, we change the tense of the verb *to be*, not the main verb. Elicit why we sometimes use *by* and sometimes not (sometimes it is important; sometimes it isn't or it's so obvious that we don't need to say it).

Answers

1 A and C are active; B and D are passive.
 2 C and D describe an event in the past.
 3 B and D
 4 A: subject – tigers; object – people. B: subject – people; agent – tigers (using *by*)
 5 C: subject – guides; object – tourists. D: subject – tourists; no object
 6 information not in sentence D: who allowed the tourists to take photos (the guides)

- 2 You could do this exercise with the whole class, eliciting the answers one at a time, or allow the students to discuss the sentences in pairs. When looking at questions 4 and 5, point out that we can use the passive to avoid blaming someone, e.g. *The food wasn't cooked properly = My dad didn't cook the food properly.*

Answers

2 passive 3 active 4 active 5 passive 6 by

- 3 Look at the two examples with the students and elicit why the tenses are used (1 present simple – a fact; 2 past simple – the discovery happened in the past). Elicit how we form questions in the passive (question word + verb *to be* + noun + past participle). You could also add that, for *Who* questions, we write *by* at the end, e.g. *Who was the island discovered by?* Allow the students to work in pairs and monitor and help where necessary.

Answers

3 was closed 4 was chased
 5 are the crocodiles fed 6 were not noticed

- 4 Look at the instructions with the students and elicit that the underlined words will come at the start of their sentences. You could ask the students to do this alone or allow them to work together in pairs. Monitor and help where necessary.

Answers

2 Two giraffes were seen near the trees.
 3 The moon was hidden by one small cloud.
 4 Cars aren't/are not allowed in the National Park.
 5 Rice is grown in the east of the country.
 6 A poem was written about this waterfall.
 7 The forest was partly destroyed by fire.

Fast finishers

Ask fast finishers to make passive sentences about what happens to them at school e.g. *We are given homework. We are told to be quiet.*

Students could do Grammar reference: The passive: present simple and past simple, Exercises 1 and 2, page 137, at this point or for homework.

- 5 Look at the example with students. Ask how they know it is a passive form (verb *to be* + past participle) and what the infinitive form is (*consider*). Set a time limit of three minutes for students to find the other verbs. Monitor and help where necessary.

Fast finishers

Ask students to make some of the passive forms active, e.g. *people considered bears and wolves to be a danger*. Elicit these when everyone has finished.

Answers

reduce, understand, make, spend, create, protect, find, allow, see

In the past, bears and wolves were considered a danger to both people and farm animals, so in many countries their numbers were reduced, often to zero. Nowadays, however, a lot more is understood about how they form part of nature, and some years ago, international agreements were made to bring back these magnificent creatures. A lot of money was spent, large areas where they could move freely across borders were created, and they are now protected by law. In Europe, bears and wolves are once again found in many countries, from Spain to Scandinavia, where they are allowed to live in places where there are few people. They are sometimes seen in mountain areas or forests, but usually they prefer to keep away from humans. So if we keep away from them, we are not in any danger!

Extension idea

Write the following prompts on the board and elicit possible sentences for *Students eat lunch*, e.g. *Students eat lunch at 1 pm. Students don't eat lunch at school.*

Students ...

eat lunch

play football

do experiments in/on/at

watch films

use computers

Put students into small groups to make more sentences using the prompts. Set a time limit of two minutes. When finished, elicit passive forms for the example sentences, e.g. *Lunch is eaten at 1 pm. Lunch isn't eaten at school*. Students swap sentences with a second group and try to make the sentences passive.

► Grammar reference page 137: The passive: present simple and past simple

► Workbook pages 44–45

/P/ Word stress in passive forms

- 6 Elicit the answer and why they think the main verb is stressed (it gives us the important information).

Answers

The main verb is stressed. The weak form of the auxiliary verb is used: /wə/.

Track 56

... bears and wolves were considered a danger both to people and farm animals.

- 7 Allow the students to discuss the question in pairs. Play the recording all the way through and then one sentence at a time to drill each sentence. Allow students to practise sentences again in pairs.

Track 57

- 1 A lot of fish are caught here.
- 2 Two giraffes were seen near the trees.
- 3 The moon was hidden by one small cloud.
- 4 Cars aren't allowed in the national park.
- 5 Rice is grown in the east of the country.
- 6 A poem was written about this waterfall.
- 7 The forest was partly destroyed by fire.

Reading Part 5 SB page 102

Lead-in

Pre-teach *expedition* (a journey made for a specific reason, e.g. to learn, discover, help or fight). With books closed, tell them to imagine that their school wants to organise an expedition which will teach the students something about nature and the environment. Put the students into small groups and set a time limit of two or three minutes to think of where to go, what to do and how it would help. Elicit ideas from each group.

- 1 Tell students to choose one photo each. They have one minute to describe what they can see and answer the first two questions in Exercise 1. When the students have finished, they then discuss the third picture together and answer the third question. Elicit ideas from different pairs.
- 2 Tell the students not to worry about the gaps yet. Set a time limit of about 30 seconds to give them practice of scanning a text to find only the information necessary to answer the questions. Elicit the answers.

Answers

- 1 A news report in a local paper
- 2 To a nature park in East Africa
- 3 They worked on environmental projects.
- 4 The pupils
- 5 Ty growing and selling vegetables; by organising other projects and advertising them.

- 3 Tell the students to cover the choices. Allow them to work in pairs to try to think of the missing words. Elicit ideas but don't tell students if they are correct or not. They should see if their ideas are one of the options in Exercise 4.

Reading Part 5 (multiple-choice cloze)

Discuss the exam advice with the students. Elicit or tell the students that the four choices will always be the same type of word, e.g. they will all be plural nouns or past simple verb forms. They have to understand the meaning of the sentence or recognise set phrases. That's why the second piece of advice is also necessary. If they are unsure of the correct answer, by saying the sentence to themselves with each choice in the gap, they will often instinctively know which sounds correct.

Exam advice

- 4 Tell the students to work alone. Set a time limit of five minutes. When they have finished, ask how many of the missing words they guessed correctly before they saw the choices. Elicit the answers and encourage the students to make a note of any phrases they weren't sure of, e.g. *in order to*, *take part in*, *a range of*, *provide for*, *take care of*.

Answers

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

Fast finishers

Tell fast finishers to look at the text about bears and wolves on page 101 and think of a sentence which they could test with a multiple-choice question. They should also think about the four options that they could give. Elicit ideas when everyone has finished the reading task, e.g. *In Europe, bears and wolves are once again found in many countries, from Spain to Scandinavia, where they are _____ to live in places with few people.* A allowed B let C made D prohibited

- 5 Tell students to discuss the advantages and disadvantages of each idea and try to come to an agreement. Allow about five minutes to give each student a chance to give their opinions. Elicit ideas and reasons from different groups.

► Workbook page 46

Grammar SB page 103**Comparative and superlative adverbs****Lead-in**

Elicit the difference between an adjective and an adverb (an adjective describes a noun, an adverb describes a verb).

Ask them to write down one thing they can do well, one thing they do badly, one thing they do quickly and one thing they do slowly.

When they have finished, allow them to compare ideas in small groups. Students will look at these again after Exercise 4 (in the extension activity).

- 1 Allow students to work in pairs to do the exercise. When they have answered the questions, go through the differences between comparative and superlative adjectives and comparative and superlative adverbs (only longer adjectives form comparatives and superlatives with *more/most*. All adverbs, except for *well*, *badly* and those which have the same form as an adjective, form comparatives and superlatives with *more/most*. With superlative adverbs we can use the word *the*, or leave it out, so sentence d could also be ... *we see the most frequently* ...).

Answers

- Students should underline – comparative adverbs: more quickly, more quietly, worse; superlative adverb: most frequently
 2 by adding *more* in front of the adverb
 3 worse
 4 than
 5 by adding *most* in front of the adverb

- 2 Tell the students to follow the rules from Exercise 1. If it is a form with *more/most* + adverb, (e.g. *most carefully*), then they know it is a regular adverb formed with *-ly*. If it is a form without *more/most* (e.g. *faster*), they know that the adverb and adjective have the same form (or are the adverb forms of *good* and *bad*). Elicit the adverbs which have the same form as adjectives: *fast*, *hard*, *early* (and *late* although it isn't in the table).

Answers

adverb: carefully, slowly, easily, fast, badly, hard, well, early
 comparative: more quietly, more carefully, more slowly,
 more easily, faster, worse, harder, better, earlier
 superlative: (the) most quietly, (the) most carefully, (the)
 most slowly, (the) most easily, (the) fastest, (the) worst, (the)
 hardest, (the) best, (the) earliest

Students could do Grammar reference: Comparative and superlative adverbs, Exercises 1 and 2, page 137, at this point or for homework.

- 3 Look at the example question with the class and elicit what else could be compared, e.g. two people. *Do you ride your bike more quickly than your friends?* Monitor and correct where necessary, then elicit questions and answers from different pairs.

Suggested answers

2 Do you work harder? 3 Do you talk more loudly?
 4 Do you speak more clearly? 5 Do you sing better?
 6 Do you finish your homework earlier?

- 4 In the example sentence *the* is used so encourage students to do the same. Set a time limit of two minutes and elicit ideas from each group. If they disagree with each other, encourage them to use comparative adverbs to give their opinions, e.g. *Emilio runs the fastest. No, he doesn't. Jorge runs faster than him.*

Answers

2 Who sings the most beautifully? 3 Who gets to school the earliest? 4 Who plays football the best? 5 Who speaks the most quickly? 6 Who passes their school exams the most easily?

Extension activity

If you did the lead-in activity, elicit a sentence that one of the students used, e.g. *I can speak English well.* Ask the student to now make a comparative sentence using the same information, e.g. *I can speak English better than my parents.* Students go back to the groups they were in for the lead-in activity and change their sentences to comparative ones. Elicit ideas and check that the students have used comparative adverb forms correctly.

► Grammar reference page 137: Comparative and superlative adverbs

► Workbook page 45

Lead-in

Before the students open their books, put them into small groups and ask them to think about all the times they use water at home, e.g. *when they wash their hands before a meal, when they flush the toilet.* Set a time limit of one minute and elicit ideas from the groups. Check the words: *tap, flush.*

Background information

A survey shows that 26.7% of water is used to flush toilets, 21.7% for washing clothes and 17% for baths and showers.

An average bath uses 164 litres of water compared to 11 litres per minute for a shower. So, a 15-minute shower uses as much water as a bath.

- 1 Tell the students to describe what they can see in each picture. Elicit how they can describe unknown words, e.g. *It's something like ...; It's used for ...; It's made of ...*. Set a time limit of two minutes for this part and then another minute to answer the questions about wasting water. Elicit ideas and any useful vocabulary students used or needed, e.g. *hose(pipe), bucket, sink, leave the tap running, turn on/off the tap, dishwasher, half-full/half-empty.* Encourage the students to make a note of these words.

Suggested answers

A: They have left the tap running – they should turn it off when they are not using the water.

B: Using a lot of water to wash the car – they could wash it by hand using a bucket and sponge.

C: They are using a dishwasher for just a few plates when they could easily wash them by hand.

- 2 Elicit the answers and ask the students which of these they do or don't do at home. Ask them who they think the worst person in their family is for wasting water.

Answers

Have a quick shower instead of a bath.

When you're brushing your teeth, turn off the tap when you're not actually using any water (and when washing your hair).

Check taps are completely turned off (especially in places like schools).

Track 58

Ethan: Well, there's lots you can do to save water. At home, for instance, you can have a quick shower instead of a bath. I read in an article that having a bath uses 80 to 100 litres of water.

Lily: Right. And when you're brushing your teeth, let's say, you should turn off the tap when you're not actually using any water. And do the same when you're doing other things, such as washing your hair.

Ethan: Good idea. And it's important to check the taps are completely turned off, especially in places like schools. The article said that a tap which loses just one drop a second, for example, wastes 20 litres a day!

- 3 Look at the example with the students and tell them to read through the other sentences and try to remember the missing words. Play the recording and elicit the answers. Elicit or tell students that: *For example, for instance* and *let's say* all come after the example they are referring to. *Such as* and *like* both come before the example. There are other ways of using these expressions but this is a simple rule for the students to remember.

Answers

2 let's say 3 such as 4 like 5 for example.

Extension idea

Write the expressions from Exercise 3 on the board: *like, for example, for instance, such as*. Dictate sentence stems and ask the students to complete them so they are true for them using a different expression each time. When they have finished, students discuss their sentences in small groups. Elicit ideas from different groups.

- 4 If you used the lead-in activity, they should have some examples of water use which may give them ideas of how to save water. If not, elicit other examples of when they use water before they discuss how they can reduce waste.

Speaking Part 4 (general discussion)

Discuss the exam advice with the students and why it is useful: giving reasons allows them to extend their speaking, show they understand the topic and gives them a chance to use more vocabulary. Asking each other questions keeps the conversation going for longer and helps both students to demonstrate their ability in English.

Exam
advice

- 5 Look at the first question with the class and demonstrate how it could develop, e.g. start by saying: *Let's start by looking at how we use electricity at home.* Ask a stronger student: *What do you use electricity for at home?* When they respond, suggest how we could save electricity, e.g. we should switch off computers when we aren't using them. When students are talking in pairs, tell them after each minute has passed so they have an idea of which question they should be answering. If they are still talking after four minutes give them one more minute to finish off. Elicit ideas from different groups.

► Speaking bank pages 161–162: Speaking Part 4

Writing Part 1: email SB page 105**Lead-in**

Tell the students to imagine that someone is coming to stay with them during the holidays and wants to spend some time in the town, any nearby cities that are worth visiting and in the countryside. Put the students into small groups and give them two minutes to discuss where they would take their friend and what they would do there. Elicit ideas from different groups.

- 1 Tell the students that they don't have to read the whole email yet, just find the information to answer the questions. Set a strict time limit of.

Answers

1 He writes: It was great to hear from you 2 That you are going to visit: I'm really glad you're coming to visit
3 Say you think the idea of going to the countryside is a good one, suggest things to see, say how you would like to travel and why, tell Chloe if you want to go on a one day or whole weekend trip.

- 2 For weaker classes, it may be a good idea to look at the first question with the whole class and elicit the answer. Elicit that this was also done in a previous email where each point was answered with one, very short paragraph. Then put students into groups to answer the other two questions. Elicit the answers and what the grammatical error is an example of (it needs a passive structure).

Answers

1 *Good idea!*: 1st paragraph; *Tell Chloe*: 3rd paragraph; *Suggest*: 4th paragraph; *Say which and why*: 2nd paragraph.
2 polluteion – pollution (V), the weekend whole – the whole weekend (WO), drive – ride (V), find – are found (G).
3 walk – (get around) on foot, Saturday and Sunday – weekend, wildlife – animals, birds, rather – prefer to

Writing Part 1 (an email)

Discuss the advice with the students. Ask why it is useful and elicit that the first piece of advice will help them to get more marks for a wide range of vocabulary while the other two pieces of advice will help them to avoid losing marks for errors or not answering the question fully.

Exam advice

- 3 Look at the instructions with the students and elicit what comparative adverb was used in the example (*We can get around much more quickly than on foot*) and another idea that they could use in this email, e.g. *You probably cycle more quickly than I do!* Set a time limit of five minutes for students to think of ideas in pairs before they start writing alone for fifteen minutes or do the writing for homework.
- 4 Alternatively, two students swap with another pair to discuss the two emails they have to check and decide together what mistakes there are, if any. They should also check that all the information has been included. They then get together with the other pair and give each other feedback.

Extension idea

Put the students into small groups. Each group looks at a different unit from the book. Tell them to write one sentence using the grammar of the unit which contains a deliberate mistake and one sentence using a vocabulary item from the unit which contains a deliberate spelling mistake. Each group takes turns to write their sentences on the board and the other students try to spot the mistakes.

Model answer

Hi Chloe
Thanks for your email. I like the idea of going to the countryside. I love nature.

It's very kind of your grandparents to invite us over for a meal. Why don't we stay for dinner, then we'll have plenty of time to explore the countryside during the day? Thanks for offering to lend me your bike. I think that would be a great way to get some exercise and see some lovely scenery.

I'm keen on birdwatching so I'd love to see some species that I've never seen before.

See you soon,
Rita

Vocabulary

The natural world

bear	jungles
camel	kangaroo
coasts	lakes
cool forests	mountains
deserts	ostrich
elephant	penguin
environmental	plant (trees)
flamingo	tiger
grassland	

Noun suffixes

admiration	examination
announcement	excitement
attraction	exploration
celebration	improvement
collection	information
completion	invention
confirmation	invitation
connection	movement
creation	pollution
development	prevention
disappointment	protection
discussion	relaxation
education	replacement
enjoyment	reservation
entertainment	translation

Vocabulary activity 1

Put students into small groups. Each group needs three pieces of paper on which they write *-ment*, *-ion*, *-ation* in letters large enough for you to see. Tell the class you are going to read out a verb and the students have to lift the correct suffix to change the verb to a noun. If they hold up the wrong one, they are out. After one or two rounds the last group to hold up a suffix can also be out to make them decide more quickly. The winning group is the last group left.

Say: *develop (-ment)*, *inform (-ation)*, *protect (-ion)*, *discuss (-ion)*, *replace (-ment)*, etc.

Vocabulary activity 2

Play Pictionary. Draw an animal from the vocabulary list (or a new animal such as a snake). Whoever guesses it first decides on a different animal and comes to the board to draw it. You can insist that they only use words on the word list or allow other animals if the class is strong.

- ▶ Writing bank pages 145–147 An email
- ▶ Speaking bank pages 161–162: Speaking Part 4
- ▶ Workbook page 47
- ▶ Complete Preliminary for Schools new edition Test Generator Unit 11

2 Express yourself!

Unit objectives

Topic: technology and communication

Listening Part 3: information completion: listening for specific information

Reading Part 4: text insertion: matching sentences to paragraphs

Speaking Part 1: general questions: talking about habits and routines

Writing Part 2: a story: using a range of tenses and reported speech

Grammar: reported speech and reported commands; reported questions; indirect questions

Vocabulary: collocations: using your phone; *ask, ask for, speak, talk, say* and *tell*; negative prefixes

Pronunciation: intonation in direct and indirect questions

Starting off SB page 106

Collocations: using your phone

- 1 Students order the things in the box depending on how often they do each one. Elicit the thing they do the most and least.
- 2 Set a time limit of one minute for each question. Elicit ideas from each group and ask the students what they think the best and worst thing about smartphones is.

Reading Part 4 SB page 106

- 1 Tell students to work in pairs. Give them one minute to describe the photo and answer the questions together. Elicit ideas from different pairs.

Answers

Becky has to live without technology for a week.

- 2 Ask students to find information in the text to justify their answer, e.g. *My mood changed (when I saw other people using their phones)*. Elicit the positive things that she noticed too.

Answers

Becky didn't find the challenge easy.

- 3 Elicit the pronouns in the two sentences (*him, them*) and what these pronouns replace (a male person, more than one person) and point out that, if their answer is correct, they will know who or what the pronoun refers to.

Answer

B – because the pronoun 'them' refers to 'people'. In A, the pronoun 'him' is singular.

- 4 Set a time limit of five minutes and then another

Reading Part 4 (text insertion)

Elicit that, as well as verb forms and noun forms, they should check pronouns and other words which link parts of the text together, e.g. *because*. Point out that if they are unsure of one gap, they should complete other gaps first.

Exam advice

minute for the students to check their answers. Elicit the answers and the words in the sentences and text which helped them decide.

Answers

1 B 2 G 3 E 4 F 5 C

- 5 Elicit one idea for and against from the class before they start. Set a time limit of two minutes and then elicit ideas from different pairs.
- 6 Ask the students to discuss each reason from Exercise 5 in turn. Set a time limit and then elicit ideas.

► Workbook page 49

Vocabulary SB page 108

ask, ask for, speak, talk, say and tell

- 1 Ask the students to read through the rules, then elicit more examples for each verb, e.g. *My mum asked me to help her cook dinner*. Elicit that we can say: talk about something or talk to someone, e.g. *I talked to my friends about the exam*.

Answers

1 ask	2 ask for	3 speak
4 talk	5 tell	6 Say
7 tell	8 say	9 tell

- 2 Ask the students to do the exercise alone, using the rules to help them. They compare answers in pairs before you elicit the answers.

Answers

- 1 speak 2 told 3 ask for
4 tell 5 talk 6 asked

- 3 Elicit that all the answers can be found in the rules box. Elicit the extra ideas.

Answers

- 1 talk (e.g. about schoolwork, together)
2 speak (up, fluently)
3 say ('Yes', 'when' - this is an idiomatic phrase when you are putting food on someone's plate or sugar in their drink, etc. It means *tell me when it's enough*)
4 tell (the truth, somebody what happened)
5 ask (somebody to do something, what the time is)
6 ask for (help, an explanation)

- 4 Look at the first question with the class and elicit that the most appropriate missing word is *help*. Monitor and help where necessary.

Possible answers

- 1 help 2 'Hello' 3 joke / lie 4 languages
5 schoolwork / problems 6 lie / story

- 5 If students worked in pairs in Exercise 4, put them in new pairs to ask and answer their questions.
- 6 Look at the example with the students. Students work alone, then compare ideas, before eliciting answers.

▶ Workbook pages 48-49

Grammar SB page 109
Reported speech

- 1 Elicit what a *sponsored walk* is (a walk that is organised to raise money for a charity). Set a time limit of one minute and elicit ideas for other sponsored events.
- 2 When the students have listened to the recording and found the answers, they work in groups to discuss which of the three events they like best and why.

Answers

- Adam: an event like a disco
John: a football match against the teachers
Nina: a technology-free day

Track 59

- Helen:** Sonia, can you take notes today?
Sonia: Oh, is it my turn to be secretary? OK.
Helen: Right. As you know, we have to decide what event we're going to organise to raise money for UNICEF. Any ideas? Yes, Adam?
Adam: OK. Last year we organised a disco to collect money. We can organise a similar event again.
Helen: Mm. I think Year 10 are going to organise a party this year. Has anyone else got any other ideas? John?
John: Yeah, we've thought about organising a football match.
Helen: Another football match? There are matches here every Saturday.
John: In my sister's school, the students are going to play against the teachers.
Helen: But the teachers here wouldn't want to play football.
John: It doesn't have to be just teachers. Ellie's dad could play. He used to play football for United.
Helen: But how are we going to raise money?
John: The adults will have to pay to play.
Helen: Sounds good. Mm. Anyone else? Nina?
Nina: Yes. Look at everyone! We're all using our phones right now. How about something like a technology-free day?
Helen: A technology-free day? How does that work?
Nina: The idea is to have a day where we can't use any technology. We won't use any screens, internet or phones.
Helen: And the money?
Nina: People will sponsor us not to use technology. We'll turn off the electricity and hold some special technology-free events instead, like story-telling or a picnic.
Helen: Thanks. Right. Think about the suggestions. And don't forget the meeting tomorrow. We'll take a vote then.

- 3 Tell students that direct speech is what someone actually says, e.g. *My name's Tom*. Write this on the board. Ask: *How could I tell other people what Tom said?* Write: *He said that his name was Tom*. Write this next to the direct form. Tell students to look at the underlined words and say what has changed (pronouns and tense).
- 4 Play the recording and tell the students to check answers around the class.

Answers

- 1 had organised a disco
2 could organise a similar event again
3 had thought about organising a football match
4 were going to play against the teachers
5 it didn't have to be just teachers
6 were all using their mobiles
7 would turn off

Track 60

Lisa: Hi Sonia. Sorry I didn't get to the meeting yesterday. What did you decide?

Sonia: Oh, hi Lisa. There's going to be another meeting today at 1 pm to take a vote. We have to think about the three suggestions.

Lisa: What three suggestions? Did anyone take notes?

Sonia: Yeah! I was the secretary. I've got them written here. Let me see. Oh yes, Adam said that they had organised a disco to collect money the year before and they could organise a similar event again.

Lisa: But isn't Year 10 going to organise a party?

Sonia: Yes, that's what Helen said. Then John said they had thought about organising a football match.

Lisa: Not another football match.

Sonia: Well, not exactly ... he said in his sister's school, the students were going to play against the teachers. He also said that it didn't have to be just teachers. It could be any adult - like Ellie's dad who used to play football. John said the adults would have to pay to play.

Lisa: You said there were three suggestions, didn't you?

Sonia: Yes, the third came from Nina. She pointed out that they were all using their mobiles then. She suggested a day when they wouldn't be able to use technology at all. She said people would sponsor them and they would turn off the electricity and hold some special technology-free events instead.

Lisa: Good idea.

- 5 Students do this in pairs. When they have finished, elicit the answers and the fact that both the past simple and present perfect are reported using the past perfect. Point out that, if the original sentence uses the past perfect, *could* or *would*, it doesn't change in the reported form.

Answers

2 past continuous 3 past perfect 4 past perfect
5 *would* + infinitive 6 *was/were going to* + infinitive
7 *could*

- 6 Elicit the answers and elicit that in question 6 *right now* changed to *then*.

Answers

2 the year before 3 his 4 they 5 then

- 7 Look at the first example with the class. Elicit that the reporter added *because* to make it sound more natural. Ask what word we could add after the verb *said* in reported speech (*that*). Students do the rest of the exercise in pairs.

Answers

2 (that) someone had left their mobile phone in the kitchen after the party.
3 (that) he was having a great time there.
4 (that) he wanted to sell his bike so he could buy a new one.

- 8 Look at the example and elicit what Mark might say next, e.g. *He said that he wanted to play basketball but didn't want to upset me so he told a lie*. Tell students to choose one of the other situations for their stories. Allow students to work in pairs and monitor and help where necessary. Set a time limit of five minutes.

Reported commands

- 9 Review the form we use for commands and instructions, i.e. (*Don't*) + base form of the verb and some examples, e.g. *Sit down. Be quiet*. Look at the example with the students and elicit that to report these we use (*not*) + *to* + base form of the verb. Elicit the answers.

Answers

2 to close the door. 3 to think about the suggestions.
4 to forget about the meeting.

- 10 If necessary, elicit the answer to 1 to make sure the students choose the correct verb form (to keep in touch). Elicit the answers and ask the students to report things they have been told to do or not to do recently, e.g. *My mum told me to get up this morning because I didn't hear the alarm*.

Answers

1 to keep in touch 2 not to be late. 3 not to bring more pizza.
4 not to forget to download Season 3

Students could do Grammar reference: Reported speech and commands, Exercises 1 and 2, page 138 for homework.

- ▶ Workbook page 50
- ▶ Grammar reference page 138: Reported speech and commands

Listening Part 3 SB page 110

- 1 Elicit what the students have to do in this part of the Listening test and how many words they have to write (one or two, or a number, date or time). Set a time limit of one minute for the students to read through the notes and allow them to discuss their ideas in pairs. Elicit what they know about the competition from the notes.

Suggested answer

You need to apply online, there are challenges with a subject, there is a judge called Fran Madison, there are prizes, food and drink will be provided and the next competition will be held in Prague.

2 Allow the students to work in pairs and elicit the answers and their reasons, e.g. June is a month, therefore we need to know which date in June.

Suggested answers
 1 date 2 noun – the subject of the challenges
 3 noun – a name 4 noun – prize
 5 noun – what you should bring 6 noun – name of place

3 Elicit the answer and reason for it and then elicit ideas for the other gaps.

Answers
 a singular noun because of the 'a' before the gap

Listening Part 3 (information completion)
 Discuss the advice with the class. Elicit that students have to transfer their answers to a special answer sheet so they need to be able to read them. Elicit that, if their answer is grammatically incorrect, it can't be the correct answer.

Exam advice

4 When you have played the recording once, tell them that they should listen carefully on the second listening to make sure their answers are correct.

5 After they have listened a second time, ask if they are confident about the spelling of 2 and 6. Tell them to think carefully about the punctuation of 6 as well. As it is a name, what do they have to remember? (capital letters). Elicit the answers and spellings.

Answers
 1 first, 1 or 1st 2 communication 3 Maddison
 4 trip (to California) 5 laptop 6 Grand Hotel

Track 61
Narrator: For each question, write the correct answer in the gap. Write one or two word or a number or a date or a time.
Catherine: Let me tell you about an app design competition which will take place in Lisbon, Portugal from the sixth to the seventh of June. All you need to do is fill in an online form by the first of June. If your application is accepted, you should hear from us before the fourth of June. On the day, you can take part alone or join one of the teams. You'll need to choose one of the challenges from a list of four and create an app which solves a problem. Last year's challenges were connected to the environment. For example, one of the challenge winners created an app which finds the nearest recycling bin for the rubbish you want to throw away. All I can say about this year is that the challenges have something to do with communication. The rest is a secret!

The competition judge is blogger Fran Maddison, that's M-A-D-D-I-S-O-N. She presents the 'Apps Programme' on Channel Seven. Her latest book 'Apps are me' will be on sale soon.
 There are some amazing prizes. There's €1,000 and a tablet for the best app for each challenge. The four winners will then compete in the final for the first prize which is an unbelievable trip to California. You won't be able to bring your own food into the event, but reasonably priced refreshments will be available. You'll be able to hire headphones and chargers. You mustn't forget your laptop, but you'll be able to hire headphones and chargers there.
 And finally, if you can't make the Conference Centre in Lisbon in June, consider the Grand Hotel in Prague in October. There'll be more information about this event on our website at the end of August.
 Now, any questions...?

6 Elicit one or two examples of useful apps before the students work in groups. Set a time limit of three minutes for the discussion.

▶ **Workbook page 48**

Grammar SB page 111
Reported questions

1 Elicit who Catherine was (the organiser of the competition in the Listening section). Ask students to think of what they might ask her if they wanted to take part in the competition. Elicit some ideas before the students listen to the recording.

Answers
 2 Do we need to pay anything to take part?
 3 How do we register for the competition?
 4 What do we do if we have technical problems?
 5 What are the prizes?

2 Ask the students if they remember the names of any of the speakers before playing the recording again. Elicit the answers.

Answers
 2 Peter 3 Connor 4 Samir 5 Charlotte

Track 62
Catherine: I'm sure some of you have got questions about this unusual event. Yes, you in the front. Can you say your name first, please?
Emily: Hi, I'm Emily. Can I choose the members of my team?
Catherine: Good question. And yes, you can choose up to 3 other people to join your team. However, each person will need to make a separate application. Who's next? Yes?
Peter: Hi Catherine. My name's Peter and I've got a question. Do we need to pay anything to take part?

Catherine: Another great question. Yes, there's a fee of €5 per person. This is to show us that you're really interested in the event. Anyone else? Yes, you over there in the red and white T-shirt.

Connor: I'm Connor. This all sounds brilliant. How do we register for the competition?

Catherine: It's easy. As I said before, you can do it all online. Log in to our website and fill in the application form. I think you're next.

Samir: Hi Catherine. I'm Samir. What do we do if we have technical problems?

Catherine: Interesting point. If you have problems with applying for the event, please get in touch with us. If you have problems on the day, our team will be available. However, it is up to you to make sure that your laptop is working well before the day of the event. Any more questions? Yes, you over there in the blue hat.

Charlotte: Hi, I'm Charlotte. What are the prizes?

Catherine: Full details of the prizes are on our website ...

- 3 Elicit the rules for reported speech that students can remember, i.e. change the pronoun where necessary, change the time or place, change the tense. Put the students into pairs to discuss the rules for reported questions and then discuss them with the class.

Answers

a changes b changes c never d isn't e don't use

- 4 When the students have listened to the recording, allow them to discuss the answers in pairs or small groups. Elicit the answer and reasons.

Suggested answers

It's an exam organiser app which creates a study plan, reminds you when to take breaks, what to eat and get enough sleep. You can also share information with friends, for example notes and ideas, or ask for help.

Track 63

Cindy: What does the app do, Emily?

Emily: It's an exam organiser app, Cindy. You put in when your exams are, how much you need to study for each subject, the topics you need to study and the app creates a study plan for you.

Harry: That could save some time. Does it do anything else?

Emily: Yes, Harry, it tells you when to take a break and have something to eat too. It also recommends different types of physical exercise and the alarm reminds you to get enough sleep. It's a bit like one of those fitness watches but for school work.

Phil: Can I use it to share stuff with my friends?

Emily: Yeah and that's the most useful thing, I think, Phil. You can make study groups so that you can ask questions, share notes, tips and ideas and generally help each other.

Diana: Fantastic! Where did you get the idea from?

Emily: Well, Diana, one of the competition challenges was called 'efficient study through communication' and I thought of this idea. I never thought we would win though!

Lily: That's amazing, Emily! But will the app do my exams for me?

Emily: That would be unfair, Lily!

- 5 Look at the first question with the class and elicit the reported form: *Cindy asked Emily what the app did*. Students then work in pairs to do the rest of the exercise. Monitor and help where necessary. Elicit answers from different groups and correct or elicit corrections if necessary. Point out that we still use *any* rather than *some* for reported questions.

Answers

1 what the app did 2 if it did anything else 3 if he could use it to share stuff with his friends 4 where she got the idea from 5 if the app would do her exams for her

Students could do Grammar reference: Reported questions, Exercises 1 and 2, page 139, for homework.

▶ Workbook page 50

Vocabulary SB page 111

Negative prefixes

- 1 Elicit some of the negative adjectives that students looked at in Unit 8, e.g. *unpleasant, impatient, dishonest, unreliable*. Students do the exercise in pairs. Elicit the answers and that, if an adjective begins with the letter *p*, it might take the prefix *im-* but it could also take the prefix *un-* (*unpleasant*).

Answers

1 un- 2 in- 3 im-

- 2 Some of the adjectives here were introduced in Exercise 1. For the words that weren't, students should guess. Elicit the answers.

Answers

2 unhealthy 3 impatient 4 unsociable
5 inexpensive 6 impossible

- 3 Ask the first question to the class. Elicit reasons why it would be a good idea (less stressful) and why it would be a bad idea (there would have to be some other way of grading students). Set a time limit of five minutes for students to discuss the questions. At the end of the activity, elicit ideas from different students.

▶ Workbook page 49

Lead-in

Put students into pairs and ask them to think of three questions that they might be asked in the Speaking Part 1 on the topic of communication. Elicit some of the questions the students thought of.

- 1 When they have listened and completed the table, allow them to compare their answers in pairs. Don't elicit the answers yet.

Answers	Anton	Eleni	Victoria
1	X	✓	✓
2	X	✓	✓
3	X	*	✓

*Although Eleni uses a range of vocabulary, her grammar is limited – she only uses 'is' and 'like'.

Track 64

- 1
Examiner: Anton, how do you get to school every day?
Anton: 8 o'clock.
Examiner: Do you walk to school every day?
Anton: Bus.
Examiner: Thank you.
- 2
Examiner: Eleni, tell us about your best friend.
Eleni: My best friend is Maria. She's tall. Her hair is long and straight. She is very nice. I like her.
Examiner: Thank you.
- 3
Examiner: Victoria, how often do you use the internet?
Victoria: I'm sorry, could you say that again please?
Examiner: Do you often use the internet?
Victoria: The internet? I use it every day. When I wake up, I check Facebook on my phone. At school, we go on the internet to look for information and then when I do my homework, I often use the internet to check my answers. I also use it to listen to music and watch films. I couldn't live without it.
Examiner: Thank you.

- 2 Elicit students' opinions and ask students to justify it by referring to the table in Exercise 1 (Anton's answers are one word and don't match the questions; Eleni is accurate but doesn't use much variety of language and her sentences are very short).

Answers

Victoria, because she answers the question, she uses full sentences and she uses a range of grammar and vocabulary.

- 3 Tell the students to work in pairs. Set a time limit of one minute and then elicit advice they would give to Anton and Eleni.

Suggested answers

Anton: I go to school by bus every day.
 Eleni: My best friend is Maria and she's tall with long straight hair. I get on with her because she's very nice and easygoing. Everyone likes her.

- 4 Tell the students to look at the question words before you play the recording. Elicit the correct question forms. With stronger classes, you could ask the students to report these, e.g. *The examiner asked Victoria what her name was.*

Answers

1 What's your name? 2 How old are you? 3 Where do you live? 4 Who do you live with? 5 How often do you use the internet? 6 Tell us about your best friend.

Track 65

- Examiner:** Good morning. Can I have your mark sheets, please.
Eleni and Victoria: Of course. Here you are.
Examiner: I'm Janine Rodgers and this is Michelle Johns. What's your name?
Victoria: My name's Victoria.
Examiner: How old are you?
Victoria: I'm fourteen.
Examiner: Thank you. What's your name?
Eleni: Eleni.
Examiner: How old are you?
Eleni: I'm also fourteen.
Examiner: Thank you. Eleni, where do you live?
Eleni: I live in Athens, which is the capital of Greece.
Examiner: Who do you live with?
Eleni: I live with my family.
Examiner: Thank you. And Victoria, where do you live?
Victoria: I live in Montpellier, which is a small city in France.
Examiner: Who do you live with?
Victoria: I live with my mother and my brother.
Examiner: Thank you. Victoria, how often do you use the internet?
Victoria: I'm sorry, I didn't catch that. Could you say that again please?
Examiner: Do you often use the internet?
Victoria: The internet? I use it every day. When I wake up, I check my Facebook page on my mobile. At school, we go to the internet to look for information and then when I do my homework, I often use the internet to check my answers. I also use it to listen to music and to watch films. I couldn't live without it.
Examiner: Thank you. Eleni, tell us about your best friend.
Eleni: My best friend is Maria. She's tall. Her hair is long and straight. She is very nice. I like her.
Examiner: Thank you. Now I'd like each of you ...

Speaking Part 1 (general questions)

Elicit that the first two points ensure that you answer correctly and show your knowledge of English. The third point ensures that the interviewer can hear you. If you look down, it can be difficult to understand what you are saying.

Exam
advice

- 5 Look at the instructions with the class so that they know what they have to do. Tell students that they should each ask different questions.

► Speaking bank page 153: Speaking Part 1

Grammar SB page 112

Indirect questions

Lead-in

Put the students into small groups. They look back at the rules for forming reported questions and think of some examples to illustrate them. Ask one or two groups to present their explanation to the class.

- 1 Keep the students in the same groups as for the lead-in. Set a time limit of three minutes. When they have finished, elicit ideas from each group.
- 2 Elicit the answers from the students and ask how similar or different his answers were to their own.

Suggested answers

- 1 He uses Instagram and Snapchat.
2 He uses Instagram to see what people are doing and for following famous people. He uses Snapchat to send photos to friends.
3 He talks about strangers. You should be careful not to give information to strangers or share photos with strangers.

Track 66

- Journalist:** Good afternoon. I'm a journalist for Channel Thirteen and we're doing some research into communication amongst young people for a TV programme. I was wondering if I could ask you some questions about how you use social media.
- Bradley:** Sure. What would you like to know?
- Journalist:** Firstly, could you tell me what your name is, please?
- Bradley:** Yes, it's Bradley Jones.
- Journalist:** Thanks, Bradley. I'd like to know how many different kinds of social media you use.
- Bradley:** I don't use as many as most of my friends or my sister even. I suppose I mainly use Instagram and Snapchat.
- Journalist:** Really? Could I ask you what you use each one for?

Bradley: Yes, I use Instagram to see what people are up to. It's also great for following famous people. Snapchat is good when you're out somewhere and you want to send a photo to your friends.

Journalist: And now for the last question. We're also interested in whether young people know about some of the dangers of using social media. Do you have any idea what some of the dangers are?

Bradley: I think so. Do you mean things like not giving too much information to strangers and being careful about who can see your photos?

Journalist: Yeah, that's right. Thanks for your answers, Bradley. They're all very useful for our research.

- 3 Before the students listen again, look at the example with them and ask if they can define what an indirect question is, e.g. *It is where the question becomes part of a longer sentence.*

Answers

- 2 your name is 3 you use 4 what you use
5 dangers are

- 4 Allow the students to work in pairs or small groups. Elicit the rules for indirect questions and that if the additional words used to form the indirect question are themselves a question, we need to use a question mark, e.g. *Could you tell me ...?, Do you know ...?*

Answers

- 1 yes 2 no 3 yes 4 more polite 5 I was wondering if, Could you tell me, I'd like to know, Could I ask you, Do you have any idea 6 no

Students could do Grammar reference: Indirect questions, Exercise 1, page 140, at this point or for homework.

Extension idea

Tell the students to look at Exercise 4 of the Speaking Part 1 lesson on page 112. In pairs they write indirect forms for the six questions. Tell them to use *Could you tell me ...?* or *I'd like to know ...*. They then ask and answer the questions.

/P/ Intonation in direct and indirect questions

- 5 Play the recording. Elicit the answers and then drill each question with the class.

Answer

As a general rule, in questions with question words, the voice goes down and with *yes/no* questions, the voice goes up.

Track 67

1
Journalist: Could I ask you some questions?

2
Journalist: What's your name, please?

3
Journalist: How many different kinds of social media do you use?

4
Journalist: What do you use each one for?

5
Journalist: What are some of the dangers?

6 Again, play the recording and elicit the answers, then use the recording to drill each question.

Answers

As a general rule, where the indirect question is a statement (*I was wondering ...*), the voice stays fairly flat and goes down slightly at the end. With *yes/no* questions, the voice goes slightly up.

Track 68

1
Journalist: I was wondering if I could ask you some questions.

2
Journalist: Could you tell me what your name is, please?

3
Journalist: I'd like to know how many different kinds of social media you use.

4
Journalist: Could I ask you what you use each one for?

5
Journalist: Do you have any idea what some of the dangers are?

7 Set a time limit of four minutes for students to write their questions. Monitor and help where necessary.

Fast finishers

Students should continue to write questions until you stop the activity. Therefore no one will finish early, they will just have more questions to ask.

8 Join the pairs together in groups of four. Encourage students answering the questions to give extended answers and to look at the students asking the questions.

- ▶ Grammar reference page 140: Indirect questions
- ▶ Workbook page 50

Writing Part 2 SB page 113

1 Set a time limit of one minute for each picture. Elicit ways of agreeing and disagreeing with each other and for making suggestions (e.g. *Yes, great idea. No, I don't think that's very likely. What about ...?*).

2 Elicit the answers and ask how the second question might affect their writing, e.g. *a teacher may be more interested in vocabulary and grammar than in a funny or interesting story.*

Answers

1 A story 2 Your English teacher

3 Elicit the answers to the questions and ask the students what they liked or disliked about the story.

Suggested answer

1 Task 2 2 Because the phone belonged to the teacher and she took her bag with her when she left the classroom.

4 Set a time limit of two minutes for the students to discuss the questions and find examples of 5 and 6 in the story. Elicit the answers and look at them in detail.

Answer

They are all true.

Writing Part 2 (a story)

It may be useful to look at the exam advice before the students do the task. Ask why the advice is useful. The first point is useful because it makes the story more interesting. The final point is just to show that the lesson isn't the same as the exam exactly.

Exam advice

5 Set a time limit of 15 minutes for the writing and two or three minutes for students to check their work. When they have finished, put them into groups to read out their stories.

Model answer

The message began, 'Congratulations! You've won first prize!' 'Look, this is the sort of email I was telling you about,' I said to my parents. They looked at my computer screen nervously, as if it might bite them! 'Don't worry,' I said. 'I can delete it and it won't do the computer any harm.' With one click it was in the bin, another and it was gone forever. Just then my sister came in. 'Alex,' she said, 'I forgot to tell you that I entered a photography competition but used your email address. Have you had any messages about the competition? My photo was amazing. I think I might win!'

- ▶ Writing bank pages 150–151: Writing Part 2: A story
- ▶ Workbook page 51
- ▶ Complete Preliminary for Schools new edition Test Generator Unit 12
- ▶ Complete Preliminary for Schools new edition Term test Units 9–12
- ▶ Complete Preliminary for Schools new edition Final test

Vocabulary

Collocations: using your phone

call friends	play games
check the time	share videos
go online	take selfies
listen to music	text friends

ask, ask for, say, speak, talk, tell

ask	talk
ask for	tell
say	tell a joke/a lie/the truth
speak (a language)	

Negative prefixes

impatient	unbelievable
impolite	uncomfortable
impossible	unfair
incomplete	unfriendly
incorrect	unhealthy
inexpensive	unsociable

Vocabulary activity 1

Put students into small teams. Write the three negative prefixes on the board: *im-* on the left, *un-* in the middle and *in-* on the right. Choose one student from each group to come to the board and stand in a line facing the middle of the board. Tell them you are going to read out a word and they have to jump left or right or stay where they are depending on which negative prefix they think it goes with. They can only jump once. Anyone in front of the wrong suffix is out. The rest win a point for their team. Students then sit down and you repeat the process with a different student from each group.

Vocabulary activity 2

Put students into pairs. Each pair chooses a three-word collocation from the Vocabulary list and writes each word on a separate piece of paper, e.g. *listen / to / music*. They then close their books and put the bits face down on the table. Pairs join with a second pair and choose one of the bits of paper from the other pair. Pairs take turns to guess each other's collocation from the word. This may be easy, e.g. if they picked the word *listen* or it may be difficult, e.g. if they picked the word *to*. The first pair to guess wins a point. If they can't guess, they pick a second word. They can then repeat the activity with a different pair.

Vocabulary and grammar review Unit 11

1	2 was built	3 seems	4 is rising
	5 is washed	6 reaches	7 was completely flooded
	8 disappeared	9 is done	10 know
	12 was put up	11 were saved	
2	2 more quickly	3(the) best	4 more frequently
	5 harder	6 (the) worst	7 more heavily
	8 more carefully		
3	2 invitation	3 improvement	4 examination
	5 excitement	6 celebrations	7 discussion
	8 entertainment		
4	Across: 3 bear	5 mountain	7 exploration
	8 jungle	9 penguin	
	Down: 1 kangaroo	2 discussion	4 movement
	6 desert		

Vocabulary and grammar review Unit 12

1	2 said	3 asked	4 telling	5 ask
	6 ask for	7 tell	8 talking	9 speak
	10 talked			
2	2 inexpensive	3 unfair	4 unhealthy	
	5 impatient	6 impolite		
3	2 what was my dog called = what my dog was called			
	3 She asked me why didn't I go = why I hadn't gone (or didn't go)			
	4 My sister asked me why was I crying = why I was crying.			
	5 Nicky asked me what was I going to do = what I was going to do.			
	6 Danny asked me what new sport should he take up = what new sport he should take up.			
	7 when am I going to visit = when I am			
4	2 they were looking forward			
	3 she had just bought			
	4 she was going to invite			
	5 they had finished			
	6 she was sure they would have			
5	2 if/whether	3 told	4 the	
	5 was	6 to		

Grammar reference answer key

Unit 1

Prepositions of time

- 1
1 on 2 in 3 at 4 on 5 in 6 on

Frequency adverbs

- 1
1 I go to the gym twice a week.
2 I hardly ever spend more than an hour there.
3 I sometimes run for half an hour.
4 I usually listen to music while I'm running.
5 When I get home, I'm always exhausted.
6 I go out with my friends every Friday.

Present simple and present continuous

- 1
1 are taking up 2 helps 3 use up 4 walk 5 go
6 I'm training 7 I'm spending

State verbs

- 1
1 do (you) weigh; prefer
2 helps
3 smell
4 is having
5 costs; think
6 owns; wants

Countable and uncountable nouns

- 1 As well as giving us energy, sugar in our diet makes our food taste better. Sometimes we add sugar to our breakfast cereals. Sugar is also used in biscuits, ice cream, chocolate and many other things we eat. It is also in fruit and vegetables and even in a glass of milk.

- 2
1 We haven't got **much** time.
2 I drink a little **water** when I wake up.
3 There are **a lot of / lots** of things we need to talk about.
4 Can you help? I need some **information** about train times.
5 How **many** friends do you have online?
6 We have a lot of **furniture** in our house.

Prepositions of place

- 1
1 on, in 2 at 3 in, on 4 at

Unit 2

Past simple and past continuous

- 1
1 was watching
2 often phoned
3 realised
4 was shining; were singing
5 won
2
1 was tidying; found
2 was leaving; realised
3 was watching; was cooking
4 heard; stopped; were doing; walked
5 crashed; was updating

Used to

- 1
1 I didn't use to like hot weather (but I do now).
2 My brother used to play football (until he broke his leg).
3 I used to have blond hair / My hair used to be blond (but now it's brown).
4 Did you use to go on holiday with your friends (when you were a child)?
5 When I was younger, I didn't use to get up late.

So (do) I and Nor/Neither (do) I

- 1
1 So did I.
2 Nor/Neither did I.
3 So do I.
4 Nor/Neither do I.
5 So have I. / So do I.

Unit 3

Verbs followed by to or -ing

- 1
1 going 2 to have 3 going 4 to go
5 doing 6 living 7 to have 8 spending

2

- 1 ✓
2 ✓
3 X (In A, Ben stopped what he was doing in order to phone. In B, Ben no longer phones his parents.)
4 ✓
5 ✓
6 X (In A, the next thing they told us about was their holiday. In B, they didn't stop telling us about their holiday.)

Phrasal verbs

- 1
1 What should you do if your TV breaks down? c
2 Which of your parents do you take after? d
3 Do you like to dress up when you go to a party? a
4 Who do you really look up to? e
5 Do you ever have to look after anyone? f
6 What do you think about people who show off? b
2
1 I get on (well) with everyone in my family.
2 I've signed up for an English course.
3 I'm looking forward to seeing my friend again.
4 My father has given up eating sugar.
5 My brother's just taken up basketball.

Unit 4

Comparative and superlative adjectives

- 1
1 the thinnest 2 nicer 3 lazy
4 more comfortable 5 the best 6 worse 7 far
2
1 the wettest 2 heavier 3 better
4 worse 5 further/farther 6 the most beautiful
3
1 Josh isn't as tall as Roman.
2 My new phone is / was much more expensive than my old phone.
3 Fruit is a lot healthier than burgers.
4 Spain is a bit smaller than France.
5 The new shopping centre is far nicer than the old one.

Gradable and non-gradable adjectives

- 1
1f 2g 3e 4c 5b 6a 7d
2
1 delighted; surprised 2 cold 3 exhausted 4 bad; tired
5 excellent 6 huge

Unit 5

Modal verbs: *can, could, might and may* (ability and possibility)

- 1
1 can't 2 could 3 may/might/could
4 might/may/could 5 can 6 couldn't

- 2
1 d may 2 c can 3 a may
4 e could 5 b can

Modal verbs: *should, shouldn't, must, mustn't, have to, don't have to* (obligation and prohibition)

- 1
1 mustn't/can't 2 can/must; can't 3 can
4 can't 5 mustn't/can't

- 2
1 didn't have to 2 could 3 had to
4 had to 5 could 6 couldn't

Adjectives with *-ed* and *-ing* endings

- 1
1 interesting; interested
2 relaxed; relaxing
3 annoying; annoyed
4 excited; exciting

Unit 6

Present perfect

- 1
1 just 2 already 3 already 4 yet 5 yet
2
1 for 2 since 3 since 4 for 5 since

- 3
A: Have you heard? My oldest sister's getting married.
B: Who to?
A: A guy called Elliot.
B: Really! How long ~~did she know~~ has she known him?
A: Only six months. Apparently ~~they've met~~ they met at work.
B: Have you met Elliot ~~already~~ yet?
A: No, not yet, but my sister's told me a lot about him.
B: When ~~have you seen~~ did you see her?
A: ~~I've seen~~ I saw her last week. She drove me to school one day.

- 4
1 went; have just woken up
2 arrived; haven't seen her yet
3 have already seen; saw
4 have ever bought; cost; have never spent
5 Have you ever done; have never done
6 did you go; went; have never visited

Unit 7

Adverbs of degree

- 1
1 I was really cold because I had forgotten my coat.
2 Mia is fairly sure she will pass her exam.
3 The traffic is moving very slowly.
4 Be extremely careful when you cross busy roads.
5 That was a rather difficult question.

- 2
1 too ill 2 too good 3 big enough 4 enough hours
5 enough money; rich enough 6 too much sugar

Future forms

- 1
1 We're going to see 2 I'll be 3 I'm going to go
4 leaves 5 I'll go

Prepositions of movement

- 1
1 on 2 by; by 3 on/onto 4 out
5 by 6 into

Unit 8

Conditional sentences

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

- 2
2 If she spoke English, she could study in Canada.
3 If I had enough free time, I'd learn to play a musical instrument.
4 If I had enough money, I'd buy a laptop.

Conjunctions: *when, if, unless* + present, future

- 3
1 Unless 2 unless 3 If 4 if
5 unless 6 If/When 7 If 8 when

Unit 9

Defining and non-defining relative clauses with *which, that, who, whose, when, where*

- 1
1 whose 2 that/which 3 who 4 that/which
5 that/which 6 where 7 that/which 8 when

- 2
4, 7

- 3
1 The music which Gisela was playing last night was by Mozart.
2 The violin that Gisela was playing in the concert was not hers.
3 James, whose violin Gisela borrowed, is her music teacher.
4 We've just listened to Gisela's latest recording, which is number 1 in the classical charts.
5 Gisela's mother, who was in the audience tonight, is very proud of her.
6 Tomorrow, Gisela is going back to Vienna, where she goes to music school.

Past perfect

- 1
1 had rained; had stopped; was
2 had planned; had to
3 had been; started
4 could not / couldn't; had made
5 went; had seen

Unit 10

Commands and instructions

- 1
1 Do not eat; drink 2 Turn 3 Do not use 4 Be

Have something done

- 1
1 Have you had your hair cut?
2 I might have my bedroom painted blue.
3 Has Michael had his bike fixed yet?
4 I get my teeth polished every six months.
5 You should have your computer checked for viruses.

- 2
1 He has had his hair cut and his beard shaved off.
2 She had her car washed yesterday.
3 He's had his shoes cleaned.
4 They're having their house painted.
5 He had his tooth taken out this morning.
6 She'll have her eyes tested tomorrow.

Unit 11

The passive: present simple and past simple

- 1**
1 was played; was watched
2 are taken; are driven
3 was written; were predicted

- 2**
1 Our cat is seen twice a year by a vet.
2 Last night, the roads were closed (by the police) because of the storm.
3 The book was written by a famous author.
4 Cricket's played in Australia.
5 I was taught how to sing by my father.

Comparative and superlative adverbs

- 1**
1 more clearly 2 the best 3 faster 4 harder
5 more seriously; better 6 the quickest

- 2**
1 dances more beautifully
2 writes the best of all
3 the most patiently
4 work harder
5 earlier than you did last night
6 runs faster than me

Unit 12

Reported speech and commands

- 1**
2 'I'm sorry but I can't lend her any more money.'
3 'I still feel ill.'
4 'I'm older than you.'
5 'We'll come and see you later.'
6 'I left yesterday.'
7 'Stop worrying!'

- 2**
1 He said (that) he was leaving school at the end of the following year.
2 She said (that) she'd got a surprise for me.
3 She told him to shut the door.
4 They said (that) they'd all passed their English exam.
5 He said (that) it was his birthday the next day.
6 She said (that) I was the only person she knew who liked / likes classical music.
7 He told Max not to drink any more coffee.
8 They said (that) they'd gone to / been to Morocco for their holiday the previous year / the year before.

Reported questions

- 1**
2 'Are you enjoying your new course?'
3 'Has anyone / Have you found my keys?'
4 'What did you do yesterday?'
5 'Can you come to my party this evening / tonight?'
6 'Can you tell us where the station is?' / 'Where's the station?'
7 'Who's your favourite actor?'
8 'Did you try to phone me?' / 'Have you tried to phone me?'

- 2**
1 My mum asked (me) why I was wearing my best clothes.
2 My dad asked (me) where I was going.
3 My brother asked (me) what I was going to do there.
4 My sister asked (me) if/whether I was going with anyone/someone.
5 My dad asked (me) if/whether he knew who I was going with.
6 My mum asked (me) what time I'd be back.
7 My brother asked (me) how I would get home.
8 My sister asked (me) what I would do if I missed the last bus.

Indirect questions

- 1**
1 where you live?
2 if you are doing anything at the weekend.
3 what they did last weekend?
4 what you thought of the film.
5 if/whether my seat number is on this ticket?

Phrasal verb builder answer key

Relationships

- 1**
1 bring up 2 get on with 3 get together 4 go out with
5 look after 6 split up with

- 2**
1 get together 2 get on 3 brought up 4 look after
5 split up

- 3**
Students' own answers.

Travel

- 1**
1 break down 2 check in 3 get back 4 set off 5 take off
6 turn up

- 2**
1 set off 2 broke down; turned up 3 checked in
4 took off 5 got back

- 3**
Students' own answers.

Communication

- 1**
1 call someone back 2 fill in something 3 hang up
4 ring up someone 5 switch something off

- 2**
1 switched it off 2 rang up 3 hung up
4 called back 5 fill in

- 3**
Students' own answers.

Daily routines

- 1**
1 get up 2 pick someone up 3 put something on
4 tidy up 5 wake someone up

- 2**
1 tidy up 2 get up 3 wakes up 4 puts on
5 picks him up

- 3**
Students' own answers.

Writing bank answer key

Making your writing more interesting

1
b7 c1 d5 e2 f4 g6 h8

2

adjectives	adverbs	linking words	time expressions
beautiful delicious modern wonderful	completely easily loudly quickly	and because but so	later that day the next day this morning yesterday

3 (other possible answers in brackets)

- 1 suddenly (finally)
2 but
3 early the next morning (the next day; later that day)
4 large (delicious; small)
5 really (very; extremely)

- 4
1 I was very tired, so I went straight to bed.
2 We all went to the party, and everyone had a great time.
3 Paul wanted to come with us, but he couldn't.
4 We all laughed because it was so funny.

Writing Part 1: an email

1
You have to respond to the news, say which month you can go, say which sport you would like to see, and suggest something you should buy as a souvenir.

2
1 d R 2 a S 3 b O 4 c P

- 3
1 I'm afraid I won't be able to come to your party.
2 Guess **where** I'm going next week?
3 I'm sorry, **but** Dan won't be here when you visit.
4 You'll be pleased **to** hear that I've now finished all my exams!

4
1 so 2 also 3 but 4 because 5 and

5
You should respond to the idea of a barbecue, say which day you'd like to come, suggest some ideas for food and explain what game would be best.

6
Students' own answers.

7 (Sample answer)

Hi Logan,
I think a barbecue sounds like a great idea, and I'd love to come! It will be lovely, especially if the weather's going to be warm and sunny. Why don't we have some salads and potatoes to go with the meat? Also, make sure you remember that some people in our class are vegetarians, so you'll need some special dishes for them. I agree that games are fun after a barbecue. We could play badminton. It's a very easy game, so everyone can play. See you on Saturday!

Eva
8
Students' own answers.

Writing Part 2: An article

1
The article is about your favourite city. You should say what the city is, why you like it and what makes it so special. You should then explain which city you would love to travel to in the future.

- 2
1 There are many benefits to keeping fit.
2 The internet has changed people's lives in many ways.
3 Teaching is a very difficult job.

3

clothes	films	food	countryside	weather
old-fashioned tight fashionable expensive	amusing frightening exciting boring horror	delicious tasty spicy salty sweet	peaceful quiet beautiful wild empty	freezing stormy hot wet cool

4
The article is about your perfect job. You should say what makes a job perfect for you. Then give your opinion about how important it is to earn a lot of money in your job.

6 Sample answer

For me, an architect is the perfect job because it is interesting, creative and very challenging.

For an architect, every day is different. You might design a modern house, then a new classroom for a school, then change an old factory into flats. So this job is never boring, because every building you work on is different. I think it would also be very satisfying to create beautiful buildings for people to live or work in.

I would say it is important to earn enough money so you don't have to worry about it. But if you enjoy your job, you don't have to be rich to be happy.
(109 words)

Writing Part 2: A story

1
2 is the best because it talks about what was in the letter, and suggests that something is going to happen in the story.

2
1 called 2 was waiting 3 had passed/'d passed
4 was walking 5 had forgotten/'d forgotten 6 closed

3
1 First 2 Then 3 Next
4 An hour later 5 Finally

4
1 messy 2 smart 3 spicy 4 entertaining
5 curly 6 disappointed

6 Sample answer

A day at the zoo.

The day at the zoo began quite well. I was there with some friends, and the sun was shining.

First, we saw some baby elephants. Then we watched some very funny penguins. By midday, we were getting hungry, so we decided to go for lunch. As we were walking towards the café, we suddenly heard people shouting. A tiger had escaped! We immediately ran to the cafe and shut the door behind us. It was quite scary, but fortunately the tiger was caught quickly and no one was hurt.

Finally, the café offered a free meal to everyone, so the day ended very well.
(105 words)

Track 74

Maria: The photo shows two people sitting in a living room in a house, a teenager and an older man. I think they're probably father and son. The teenager, who's on the right, is wearing a pullover and jeans, and the older man is wearing a blue shirt and jeans. He's got grey hair. The sitting room looks quite modern, and the sofa looks very comfortable. In the background, on the left, you can see some photos on a table. On the right, you can see some books. They might be watching TV because you can see that they're looking at something, and there is a remote control, or something like that on the sofa on the right. They're eating something from a box, some kind of a takeaway. It looks like pizza. They seem to be quite relaxed. I guess they're probably having a relaxing evening at home.

Speaking Part 3

- 1**
Yes, they do. They agree on two cinema tickets.
- 2**
- | | | | |
|---------|--------|---------|-----------|
| 1 think | 2 sure | 3 agree | 4 opinion |
| 5 idea | 6 so | 7 OK | 8 go |

Track 75

Maria: So, shall we start with the book? What do you think about that idea?

Pablo: I'm not sure. Some people enjoy reading, but a lot of people don't like it. And it's difficult to choose a book for someone else.

Maria: I agree with you. And I don't think flowers are a good idea because they're a bit boring, in my opinion.

Pablo: That's true. In my opinion, people buy flowers if they can't think of any other ideas. Would a T shirt be a good idea? Most people wear T shirts.

Maria: Well, I don't really like it when people buy me clothes, because I prefer to choose them myself.

Pablo: OK, so not a T-shirt. Would a concert ticket be a good idea?

Maria: Yes, I think that's a great idea. Everyone loves listening to live music.

Pablo: No, I disagree. There's only one ticket, and I don't think it would be fun to go to a concert on your own.

Maria: Yes, you're right. But there are two cinema tickets, so maybe they might be a better choice.

Pablo: Yes, I agree they would be a good choice. So, what else is there? I think a mug is boring, and chocolates seem quite a cheap present. What do you think?

Maria: Yes, I agree. And I'm sure she'd love to get a necklace, so that's a possibility.

Pablo: OK. So, it's time to decide. What do you think?

Maria: Well, I would say either the cinema tickets or the necklace. Do you agree?

Pablo: Yes, but the necklace might be too expensive, so maybe we should choose the cinema tickets. Are you OK with that?

Maria: Yes, good idea. We'll go for that one, then.

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

4

Track 76

Pablo: So, shall we talk about the barbecue first? I think it's a good idea. A barbecue is relaxing, and everyone can enjoy it. What do you think?

Maria: Yes, I agree with you. The only problem is that someone has to organise everything, like buying the food and cooking it, so it's quite a lot of work. In my opinion, eating in a restaurant would be better, because no one would have to cook.

Pablo: Yes, that's a good point. But a meal in a restaurant might be too expensive for some people. What do you think about going to watch a football match?

Maria: Well, it would be perfect for me, because I'm a football fan, but I don't think it's a good idea for a class celebration, because not everyone likes football.

Pablo: That's true. So, would the beach be a good idea? Everyone likes going to the beach. Do you agree?

Maria: I'm not sure. What if the weather's bad?

Pablo: Yes, you're right. The beach is great if the weather's good, but it's really boring if it's raining. So, what else is there? I don't think hiking is a good idea, because some people might not be fit enough to enjoy it.

Maria: Yes, I agree. What about going to a theme park? I'm sure people would enjoy that.

Pablo: Yes, that's a good idea. There are different rides, too, so not everyone has to go on the really scary ones. It's definitely more fun than a boat trip. That would be really boring, in my opinion.

Maria: I agree, because on a boat you're just sitting there for a few hours, but I prefer to be active.

Pablo: What about the zoo? That could be fun. And there are things to do indoors if it's wet.

Maria: Yes, that's true. And everyone loves animals.

Pablo: So, it's time to decide. I would choose the theme park or the zoo because I think everyone would enjoy them.

Maria: Yes, I think the theme park would be more fun, so I would choose that.

Pablo: OK. We'll go for that one, then.

Speaking Part 4

- 1**
They give reasons, ask for each other's opinions, and use an expression to allow time to think about the answer.

Track 77

Examiner: Who do you most enjoy buying presents for?

Maria: Let me see. I would say my cousins. One is 14 years old, and the other is 12. I love buying presents for them because there are so many fun things that you can choose for children, like toys or games. What do you think?

Pablo: Yes, I agree with you, and it's also fun buying presents for children because they're always so excited when they open them. I've got a cousin who's ten, and I really enjoy buying things for him. He's really into football so it's easy to find things he likes. It's great.

Examiner: Which people in your family are the most difficult to choose presents for?

Pablo: That's an interesting question. My dad is definitely the most difficult to choose presents for. He never seems to want anything, and he doesn't have any hobbies, so I usually end up buying him something really boring, like socks. Do you agree that it's difficult to buy things for your parents?

Maria: Yes, I completely agree. It's much easier to buy things for people your own age, because you know what they like and what they're interested in.

Examiner: Do you like receiving money instead of presents?

Maria: Hmm, that's a difficult question. It's sometimes nice to receive money, because then you can buy something you really want, or you can save up to buy something bigger, like a new tablet. What do you think?

Pablo: Hmm, I'm not sure about that. When it's my birthday, I usually get money from three or four relatives, and it's good because I can use the money to buy something more expensive for myself. But in my opinion it's a bit boring if you don't get any presents on your birthday, just money. Do you agree?

Maria: Yes, I do. I love getting presents, but I think when it's relatives who don't know you very well it's better to get money, because sometimes they can give you things you don't really want.

Pablo: That's true. I prefer to get money from people who don't know me very well, but it's nice to get presents from people who know what I like.

2

1 buying 2 is sometimes 3 usually get 4 to get
5 getting

3

1 Do you agree? 2 That's true. 3 What do you think?
4 That's an interesting question.

4

Students' own answers

5

Track 78

Examiner: Would you like to have more social events with your class?

Pablo: Yes, I think that more social events would be great, because it would be an opportunity to get to know other students in the class better. I would like some trips to the cinema, or maybe visits to other towns and cities. What do you think?

Maria: Yes, I agree. I think it would be fun to have more social events, and in my opinion it would also help us to study, because it's easier to study when you're with people that you know, because you're more relaxed. I agree with you that trips to the cinema would be fun, because then we could talk about the films together.

Examiner: Do you think watching sports events can be more fun than taking part?

Maria: I'm not sure about that. I love sport, and in my opinion it's always more fun to take part than to watch. When you play a game like tennis or football, for example, you really want to win, so it's very exciting and it encourages you to make an effort and do your best. Do you agree?

Pablo: Yes, I do. I'm really into sport, too, and I agree that it's exciting when you play a match and you really want to win. But when I watch my favourite football team I also want them to win, so that's exciting too. I also love watching really good players, who are much better than me!

Maria: Yes, that's true. It's exciting to watch good players, but I would still prefer to take part.

Examiner: Do you prefer cooking a meal for friends or eating out in a restaurant?

Pablo: I think it depends. I enjoy cooking, and I often cook meals for a few friends. But if I want to have a big meal with a lot of friends, I prefer to go to a restaurant. What do you think?

Maria: Yes, I think you're right. It would be very stressful to cook a meal for 15 or 20 people. But cooking for a few friends is fun, and it's nice because you're at home and you're relaxed.

Pablo: Yes, I agree with you. The only problem is that you have to do the washing up.

Maria: That's true. I think it's only fun if you have a dishwasher!

Photocopiable audioscripts

Unit 1, Student's Book p 9, Listening Part 2, Exercise 3

Track 2

1

Narrator: You will hear two friends talking about the kind of flat they would like to live in.

Boy: Wouldn't it be great to live right at the top of that block of flats, with views across the city?

Girl: Nice views are fine but I'm not very keen on lifts. I think I'd rather be on the ground floor. It'd be good to live in a building that's not far from a bus stop, too.

Boy: Or an underground station.

Girl: Right. But the most important thing for me would be to have my own room, so it'd have to be a three-bedroom apartment.

Boy: I don't mind sharing with my brother, so two would be enough for me.

2

Narrator: You will hear a boy telling his friend about changing school.

Girl: I haven't seen you for a long time. How do you feel about your new school?

Boy: Well, before I moved at the beginning of January, I thought it'd be difficult to make friends with people in my new class, but they've given me a really warm welcome. Of course I'm a bit sad that I don't see anyone from my previous school, but there's nothing I can do about that. My studies seem to be going better than I'd expected, too, so making the change hasn't been too hard, really.

3

Narrator: You will hear a girl talking about a trip to the beach.

Boy: How was your day out?

Girl: Great! The bus left early on Saturday, so I had to get up at 5 a.m., but that meant we got to the beach really early.

Boy: Did you go for a swim?

Girl: Yes, I thought I would enjoy that but it was a bit cold so we hired a little boat instead and sailed round the bay. That was fun, too, but not as much as having a game of volleyball. We're going there again in July when it'll be too hot for beach sports, but swimming in the sea will be wonderful!

4

Narrator: You will hear two friends talking about the town where they live.

Girl: It's quite a good place to live, isn't it? I mean, for a small town.

Boy: Yes, and it's probably about the right size, too. In bigger places there are problems like street crime, especially at night, but here you feel safe anywhere, really.

Girl: That's true, although everywhere you go round here, the roads are really busy. All that noise and pollution is horrible early in the morning.

Boy: I know. I wish people would walk or go by bike instead.

5

Narrator: You will hear a boy talking to a friend about a shop.

Girl: I don't really know this part of town. Where's the best place to buy a t-shirt?

Boy: The little shop on the corner isn't bad. The range of things there is a bit limited but just about everything is amazingly good value, especially if you compare it to the bigger shops.

Girl: The one opposite the station?

Boy: Yes, you can find almost anything you want there but it always seems to be really crowded, with lots of people waiting to pay because it's short of staff.

Girl: Thanks - I'll definitely avoid that one.

6

Narrator: You will hear two friends talking about their homes.

Boy: I like my room, though I haven't got much space for my things.

Girl: Mine's about the right size really, but I know what you mean. My cupboards and shelves are far too small.

Boy: At least mine's got big windows, so I get plenty of sunshine.

Girl: I do too, though it's a pity I can't turn the central heating up in winter.

Boy: Does it get noisy? It can do at my place, especially in the morning rush hour.

Girl: My flat mate complains about traffic noise waking her up, too! But I'm on the inside of the building, so I hardly notice it.

Unit 2, Student's Book p 21, Listening Part 1, Exercise 3

Track 10

1

Narrator: What do the students need to bring tomorrow?

Teacher: Just before you leave. Listen carefully everybody. Don't forget we're meeting outside the train station for the cycling trip. Lunch will be provided, so you don't have to bring any food but don't forget a water bottle. It may be hot. Please don't bring anything valuable. As there really won't be anything to buy on the way, you definitely won't need any extra money.

2

Narrator: What time does the girl's school start?

Teacher: Hannah Brown, it's ten past nine. You're late again. What happened this time?

Hannah: I'm really sorry Miss Fulham. I left my homework at home, so I went back for it. Then I missed the bus and the next one was at half past eight. There was a terrible traffic jam, so I got off the bus and ran the rest of the way.

Teacher: Yes, but you know that you should be here by ten to nine. Make sure it doesn't happen again.

3

Narrator: Where does the boy live?

Jack: Hi, it's Jack here. Do you still fancy going to the swimming pool later? George lives near the pool, so he might want to come too. Shall we meet outside the cinema? You know, on the road where I used to live. And if you like, we can get a take away afterwards. They've opened a great pizza place next door to my house. Let me know what you think. Bye!

4

Narrator: Where did the boy find his football boots?

John: Have you seen my football boots, anywhere? I brought them home from training yesterday. They were wet, so I left them in the kitchen to dry and now I can't find them.

Katie: Dad was tidying up this morning. Have you looked in the cupboard in the hall?

John: Yes, but they weren't there. Wait a minute. What's in that bag over there? Oh, here they are!

5

Narrator: What did the girl eat before she came home?

Dad: Hi Julia. How was your day? I'm just having a sandwich. Would you like one?

Julia: No thanks, Dad. My friends in Year 10 were selling cakes after school so I had one of those. It was really good.

Dad: I guess they're still collecting money for their trip.

Julia: Yes, they are.

Dad: Anyway, we're having my homemade burgers tonight. They should be ready by about seven.

6

Narrator: What are the two friends going to buy Paul for his birthday?

Boy: It's Paul's birthday next weekend. We should get him something. We got him a book about his favourite band last year.

Girl: Oh yeah, that's right but his sister had bought him the same one so he took it back to the shop. He got a book about surfing instead, didn't he?

Boy: Yes, that's right. I know! My brother's reading a new spy thriller. It's set in Italy and he says it's really exciting. Let's get him that.

Girl: OK.

7

Narrator: What is the weather forecast for tomorrow?

Joe: Best of luck with the tennis competition Vicki! It's tomorrow, isn't it?

Vicki: Thanks Joe! They might have to cancel it. It hasn't stopped raining all day today and we're playing outdoors.

Joe: Have you looked it up on the internet? It says on this page that it's going to be cloudy but dry. It won't be sunny though.

Vicki: That's OK - I don't like playing when it's hot but I'll take my sun cream just in case.

Unit 3, Student's Book p 27, Listening Part 4, Exercise 3

Track 13

Presenter: Today I'm talking to journalist Amy Ortega about the teenage photographer Ryan Parrilla, who turned his hobby into a successful career. Why, Amy, did Ryan post his early pictures on Instagram?

Amy: He knew other photographers usually try to have theirs published in magazines, but he hoped that with Instagram he could receive comments from across the world, getting to know people online and perhaps also in real life by travelling overseas. The result is, he has become well-known internationally, attracting the attention of companies such as Nike, who have since given him work. Ryan has around 100,000 people following him on Instagram, with thousands of 'likes' and comments for every photo.

Presenter: What does he most like to photograph?

Amy: He recently took an amazing photo of birds following a ferry he was on while in Mexico, but Ryan grew up in New York and what he really loves is getting pictures of his city, its sights and those who live there. He considers photography an art form because it lets him catch life and ordinary people through his own eyes.

Presenter: Which does he feel are his best photos?

Amy: He's taken great photos from the roof of his 54-storey Manhattan building, just as the city's waking up. But the ones he's most proud of are those he hadn't intended to take until he suddenly saw something surprising, like a skateboarder flying through the air, and he knew it was the right moment for a picture.

Presenter: What kind of camera did he begin with?

Amy: He's been taking photos since he was nine, and nowadays he chooses from the latest models, but most of his early photos were taken with the camera on his sister's phone. Before that, though, he began with an old one belonging to his dad which he'd found lying around in the house. By the age of twelve, photography was changing his life.

Presenter: What happened when he was twelve?

Amy: He started taking photos around New York. At home, his dad noticed Ryan seemed to be on his computer and he thought Ryan was playing video games, but actually he was busy teaching himself about photography and looking up information about it.

Presenter: What advice does Ryan have for other young photographers?

Amy: He warns against choosing a particular type of photography just because it's cool and instead advises them to do whatever brings them pleasure. He also believes that thinking you can't achieve what you want while you're young is a mistake. And Ryan's amazing career shows just how true that is.

Unit 4, Student's Book p 40, Listening Part 3, Exercise 3

Track 22

Justyna: I'm here to tell you about our bushcraft courses. Since 2007, we've been teaching people the necessary skills to stay alive in the wild by using the things around them.

So what are weekend courses like? On Saturday morning, your guide will pick you up for your adventure in front of the station and drive you to our main office. First you'll need to repack your backpack with just the essential equipment and then it's time to walk to the forest camp.

The first lesson is how to use the equipment, for example you will learn how to hold a knife properly so that you don't hurt yourself or others. The next job is building your own hut. It doesn't need to be beautiful but it will be your place to spend the night, as it will get cold. But don't worry, your guide will have an emergency tent for the group to sleep in if necessary.

You'll learn how to catch a rabbit, although I can't promise you'll be lucky enough to get one. If you do, I'll show you how to prepare it and we'll have it for lunch. We'll also go fishing in the river but whatever we catch there, we will have to put back into the water. Those are the rules in this area.

Over the rest of the weekend you'll learn how to find drinking water, use the stars and moon to navigate and check the clouds for rain or a change in temperature.

Please visit our website for more details but if you have any specific questions, please email me on Justyna at bushcraftskills dot com, that's J-U-S-T-Y-N-A. Or if you prefer, you can telephone us. Our number is zero one, double seven, three, double four, double two, five, six. There's someone in our office from Monday to Friday from ten to five.

Unit 5, Student's Book p 45, Listening Part 2, Exercise 3

Track 24

1

Narrator: You will hear a young woman talking about taking part in a singing contest.

Man: What did you think of the judges' scores?

Woman: Well, I thought I'd sung pretty well, certainly nothing to be ashamed of, but I must admit they were lower than I'd expected. I knew then that I had little chance of beating the others, but at least I'd done my best. For me that's the most important thing.

Man: Yes, definitely. So do you think you'll try again in next year's contest?

Woman: Yes, if I can. I might not win but I think I could do better than this year.

2

Narrator: You will hear two friends talking about camping.

Boy: I'm going camping in the mountains on Friday.

Girl: That'll be great fun, especially with the hot weather we're having right now, but the temperatures there can really drop at night, even in summer. You'd better put a jacket and a thick sweater in your backpack instead of lots of things to eat. You can always get a tasty meal in one of the local villages. Where exactly will you be going?

Boy: Up by the lake.

Girl: It's beautiful there, isn't it? But perhaps it'd be best to put your tent up somewhere else. At this time of year the mosquitoes there are awful. They never stop biting!

3

Narrator: You will hear a boy talking to his friend about a literature exam.

Girl: You've got that literature exam next week, haven't you? How's the revision going?

Boy: I thought I'd be getting tired of it by now, but your suggestion that I should watch films of the books we have to study has made it more interesting and I understand the stories better. Usually just before an important exam like this one I feel really worried about what could go wrong on the day, this time's quite different, though.

Girl: That's great to hear. I'm sure you'll do really well on Monday morning. Good luck!

4

Narrator: You will hear a girl telling a friend about studying abroad.

Boy: Did you enjoy your month abroad?

Girl: Yes, I was in a small town in the countryside. The lessons were good even though the rest of the class were younger than me and we didn't have much in common. I had a lovely room in the house where I was staying. The couple I was staying with were kind to me but they had a busy social life and I hardly saw them. So I went to the main square where all the shops and cafés are, and made friends there. We had a great time hanging out and chatting.

5

Narrator: You will hear a boy telling his friend about how he travels to school.

Girl: I see you're using your bike every day now, instead of coming to school in your mum's car.

Boy: Yes, I've been doing that since the beginning of term. Actually she still goes right past school on her way to work, so it's not about protecting the environment, spending less on petrol or anything like that. It's just that I realised I was spending nearly all my time sitting down, in class and at home, and I thought I'd better do something about it.

Girl: That's a good idea. Maybe I should do the same.

Narrator: 6. You will hear a girl talking to a friend about going shopping.

Boy: So how was your shopping trip yesterday? I imagine the city centre's pretty crowded on a Saturday morning at this time of the year.

Girl: Yes, there were lots of people walking in the streets and the department store was full of customers, too. I don't mind that, but I wasn't happy about having shop assistants trying to sell me stuff when all I wanted to do was look at things on the shelves. I noticed they were bothering other customers, too. If they carry on like that their shop won't be full much longer.

Unit 6, Student's Book p 57, Listening Part 1, Exercise 3

Track 29

1

Narrator: What would the girl like to try on?

Jane: Excuse me. Could I try on one of the jumpers in the window please?

Shop assistant: Sure. Do you mean one of the striped ones? They'd look good on you.

Jane: I was actually thinking of a plain one. Have you got it in a small?

Shop assistant: I think so. I'll check. Did you want it with a V neck?

Jane: I'd rather have a round one.

Shop Assistant: OK. I'll just get it for you to try on.

2

Narrator: Where has the boy left his keys?

Matt: Mum, I think I've lost my keys, have you seen them? I thought I put them in my jeans' pocket but they're not there now.

Mum: Not again! You were wearing your coat just now. Have you checked all the pockets? You usually leave your keys there.

Matt: I've looked in all the pockets. Was I carrying my backpack when I came in?

Mum: I think so. I bet they're in there.

Matt: You're right again Mum!

3

Narrator: What did Karen buy last weekend?

Boy: Did you have a good weekend Karen?

Karen: Yes, I did thanks. On Saturday I went to the new shopping centre with my mum. She wanted to get a dress for the summer.

Boy: Did she buy one?

Karen: They were all the wrong size. Then she tried on loads of tops.

Boy: What about the red one you're wearing? Is it new?

Karen: Yes, isn't it lovely! She didn't like the colour so I got it instead.

Boy: So, she didn't buy anything but you did!

Karen: That's right! It'll go with that skirt I got for my birthday.

4

Narrator: Which one is Sarah's cousin?

Boy: Did you manage to get your cousin something for her birthday?

Sarah: Don't ask! We got her some earrings in the end but then we found out that she never wears jewellery.

Boy: Oh no! I thought that girl over there with long hair and huge earrings was your cousin.

Sarah: That's my sister but they look alike, don't they? They even used to have the same length hair.

Boy: Has your cousin had it cut?

Sarah: Yeah but she says she's going to grow it long again.

5

Narrator: Where did Dave get his trainers?

Girl: Nice trainers Dave! Have you just been to the new sports shop?

Dave: Yeah! It's a great store with some amazing bargains. I bought some trainers there last week but they weren't the right size so I had to take them back. Then, one of my friends suggested looking in the market, so I did and found these. They fit perfectly.

Girl: My mum keeps telling me to look on the web. She buys everything there.

Dave: She's right! You know the boots I wore to the party. I got them online.

Girl: They're really cool! Were they expensive?

Narrator: Six. What's the latest time visitors can buy a ticket today?

Man: [Voice message] You have reached Lansdown Art Museum. We're sorry that there's no one to take your call right now. If you are interested in seeing the Photographer of the Year exhibition, the ticket office is open from nine am to half past five. You need to leave the museum at quarter to seven but remember that last admission to the gallery is at quarter to six. Thank you for calling.

Narrator: Seven. What sorts of TV programmes does the girl like watching?

Connor: You look tired. Did you go to bed late last night after the football?

Laura: I think my brother was watching the match in his bedroom. I don't even care who won it to be honest! I watched this comedy instead about two men who get lost in a department store.

Connor: I saw that! I haven't laughed so much for ages. Wasn't the ending good?

Laura: Well I'd kind of lost interest by then. I'd much rather watch a wildlife documentary.

Connor: Oh? I didn't think you liked those sorts of programmes

Unit 7, Student's Book p 62, Listening Part 4, Exercise 2

Track 32

Interviewer: Today I'm talking to Olivia Richardson, who was in central Italy when over two metres of snow fell in 24 hours. Where exactly were you, Olivia, when that happened?

Olivia: Near Capracotta, in the mountains. There'd already been some light snow and we stopped for a quick meal before carrying on to a crossroads, but there we took a wrong turning and got completely lost. Then, while we were trying to decide how to get back to the main road, some really heavy snow started coming down.

Interviewer: Was that frightening?

Olivia: At first I was quite certain it wouldn't last long. It was March in Italy so I wasn't worried. Of course, it was rather annoying we'd gone the wrong way, but I couldn't blame Mum and Dad because it'd been my idea. And we were still moving, but not very fast.

Interviewer: When did you have to stop?

Olivia: Well, it was getting quite difficult to see and we nearly crashed into a parked car. There was more and more snow on the road, so when we tried to go up a steep hill the wheels started going round really fast but it was so deep, the car just wouldn't move forwards. It looked as if we'd be stuck there, but we didn't have much petrol left so we switched off the engine. Dad tried to phone for help but couldn't get through.

Interviewer: How did you stay warm? With the car heater?

Olivia: That meant having the engine on so we only used it a bit. Instead we got all our jumpers, trousers and socks from our suitcases and wore them all night. We were still frozen, though, and wished we had some coffee or tea with us.

Interviewer: So you spent the whole night inside the car?

Olivia: Yes. My mum had managed to contact the emergency services. They knew our location from our phone signal and they advised us to 'stay in our vehicle until help could be sent the next day'. That's what we did, but by then the snow was starting to cover the car completely. So we cleared a space next to the doors in case we needed to get out.

Interviewer: How did you get moving again?

Olivia: The rescue vehicles didn't get there until the afternoon. They'd called to ask if we needed an ambulance and luckily we didn't, so they just cleared the snow and led us along the road back to the main road. We then drove to the nearest village. There we stopped for an enormous hot meal of roast fish and pasta with cheese, the most delicious I've ever tasted!

Unit 8, Student's Book p 74, Listening Part 3, Exercise 3

Track 40

Presenter: Hi! Bob Richards here. About a billion people around the world use YouTube. While some people just watch videos, others upload around 300 hours of them a minute. That means that by the time I finish this introduction there'll be 500 hours of new videos on YouTube. Have you ever dreamt of becoming a famous YouTuber? Here's my advice to get you started.

Do your research! Find out what kind of videos people are into right now by searching for 'Popular on YouTube' and then choose your style. Everyone loves watching animals doing funny things, and in fact the first ever video on YouTube was a visit to a zoo. But, the ones with the most likes are often music videos.

Next think about how you can make something bigger, better and different, something that you and the people you know would like to watch. Your audience will also want to get to know you. Avoid being a clown or a film star, just act like yourself.

Practise making very short high-quality videos first. Tell your friends about your videos and ask them for their opinion. However, aim to upload at least 10 good ones before letting them know about your channel. People won't be impressed if you've only got a few videos there.

Make sure you upload new videos at least once a week. Choose a day and let the people who follow you know. To increase the number of people watching your videos, your title can be as unusual as you like – as always, try to be a bit different – but make sure you have a description, and it's clear.

Many people give up after 2 or 3 months because nobody's watching but attracting a large audience takes time, often 2 or 3 years. It's hard work, but definitely worth it!

Unit 9, Student's Book p 81, Listening Part 2, Exercise 2

Track 43

1

Narrator: You will hear a girl telling her friend about running in a 20-kilometre race.

Man: Why did you run in that 20 kilometre-race over the weekend? To get fit?

Girl: Well, as you know I do a lot of athletics training most weeks so a single race wouldn't really make any difference. But my friend Julia, who keeps fit by running in other races like this, told me the winner gets £500. I thought if I could somehow manage to come first I'd be able to give that to a good charity, so I went online, found the website and registered for it straight away.

Man: Did you win?

Girl: I came second. But I still made £200 for charity.

2

Narrator: You will hear two friends talking about a film they have just watched.

Girl: So what did you think of the film?

Boy: It was pretty good, I thought. It was quite long but it was certainly more interesting than the last one we watched.

Girl: I don't know ... I found it rather slow and a bit hard to follow in places. And I noticed a lot of people in the seats around us left before it ended.

Boy: Yes they did, and it was a shame because they missed the best bit in the last few minutes. I really didn't expect it to finish like that.

Girl: That was quite a shock, wasn't it?

3

Narrator: You will hear a boy telling his friend about his bicycle.

Girl: I think I've just seen an ad on the notice board for your bike. Are you really selling it?

Boy: Yes, it's in great condition and I should get a good price for it. Then I can get a brand new phone.

Girl: I'm really surprised. I often see you riding it when I'm going to school, even on cold winter mornings.

Boy: Yes, I know, I'll miss it but I won't get enough money to replace it with another one and buy a new phone. The screen on the one I've got is just too small and it's damaged, too.

4

Narrator: You will hear a young man telling his friend about a concert he went to.

Woman: I heard you went to the concert in the park on Saturday night with your family. How was it?

Man: Well, it was a bit of a disappointment. The band didn't play any of their big hits, just a load of new songs from their latest album and they seemed to go on for hours. Like a lot of other people there, we went home quite a while before the end, because it just wasn't interesting. The only good thing really was that the concert was free.

5

Narrator: You will hear a boy telling his friend about his illness.

Girl: I saw you were off school at the end of last week and someone said you were ill. What was the matter?

Boy: Yes I had a nasty cough, a sore throat and a stomach ache, but fortunately that's gone now.

Girl: So do you feel better today?

Boy: I've still got a headache and I can't do much before I need a rest, maybe it's because I wasn't eating properly until today. But at least I've got rid of the fever I had.

Girl: Good. Remember to keep warm and have plenty of drinks, especially hot ones.

Narrator: Six. You will hear two friends talking about their local sports centre.

Boy: There are definitely lots of things to do at that new sports centre next to the park.

Girl: If you like team sports or racket sports, yes, but there should be things like athletics and gymnastics, too.

Boy: Their swimming pool's a really good size, though, and entrance is free for school students.

Girl: I should go more often because it's only about ten minutes by bus from my place.

Boy: And even less from mine. Actually, I could walk there instead and save a bit of money.

Girl: If we have enough time, let's go next weekend!

Unit 10, Student's Book p 91, Listening Part 1, Exercise 5

Track 49

2

Narrator: What did the girl take to the party?

Mum: Hi Katy! How was the party? Did everyone like the biscuits you made?

Girl: I didn't make them in the end. I baked a cake instead. But then, I phoned Melanie to see what time her party was and she mentioned that her mum had already made a huge chocolate one. So, I bought a couple of pizzas on the way and we ate those at the party.

Mum: What a shame! You spent ages in the kitchen. Perhaps we can have it for dessert today.

3

Narrator: What food will the boy try?

Presenter: And I've just got a few minutes left to tell you about a new programme where we send young people around the world to try local dishes. Today, Paul's in Milan, Italy where a delicious dish is on the menu. It's a plate of mixed fried fish, and will make a change from his usual favourite of steak and chips! Then next week his sister's going to Granada, Spain to try a famous Spanish dish, a cold soup made with tomatoes, peppers, and cucumber.

4

Narrator: Where did the girl go yesterday?

Narrator: Hi. Are you doing anything later? We're going to the early afternoon performance of that new spy film. The reviews are incredible. Do you want to come?

Girl: Oh! I saw it yesterday with my family. My mum wanted to see a play but we didn't fancy it. It was too long and there wasn't an interval.

Boy: Would you recommend the film then?

Girl: Oh yes! It's brilliant but I don't think I want to see it again. Are you going to the concert tomorrow? It's going to be amazing.

5

Narrator: What do the students need to bring for their sports lesson?

Teacher: Great work today guys! Now listen carefully because as you know, tomorrow we're going to the indoor climbing wall at the sports centre. Remember to wear comfortable clothes and a tracksuit is much better than shorts. The sports centre will provide you with a helmet and a pair of climbing shoes. Your hands may get a bit sore, I'm afraid but it really isn't a good idea to wear gloves because you won't be able to hold onto the wall properly. I'll bring plenty of plasters just in case.

6

Narrator: What activity did the boy do for the first time on holiday?

Girl: How was your trip to Egypt?

Adam: Great, we've just got back. We had an amazing time. We went diving on the first day and we took some beautiful underwater photos.

Girl: But you've done that before, haven't you?

Adam: Yeah, that's right! And my dad also persuaded me to try waterskiing. I'd never done that before and by the end I was quite good at it. It was fun but my favourite watersport is still windsurfing. Do you remember when we both tried that for the first time at summer camp?

Narrator: Seven. Where has the girl been?

Nicola: Sorry I'm late. I've been trying to find a present for mum. I was on my way to the bookshop but then I remembered it's closed today.

Boy: What did you get her in the end?

Nicola: Well, I went to the art gallery to see if they had a nice picture in a frame for her but I didn't really like any of them and they were quite expensive. I'm going to get her some earrings or a necklace from that new jewellery shop on the corner.

Unit 11, Student's Book p 99, Listening Part 4, Exercise 2

Track 54

Interviewer: With me today is Ellie Johnson, who went to Spain with her friend Marta to see the beautiful Iberian lynx, one of the world's rarest wildcats. So, Ellie, which location did you choose, and why?

Ellie: A place with a stream next to the forest, with plenty of rabbits. The huge fall in the number of rabbits is the main reason why the lynx is so rare, because an adult lynx needs to eat three rabbits a day. Marta knew the area but I hadn't heard of it until TV showed photos of a lynx taken a few days before.

Interviewer: How easy was it to get there?

Ellie: Well, it was summer and temperatures were really high during the daytime, so it made sense to set off really early – at five a.m. in fact, when it was still cool. The moon was bright, and we were pleased about that because it's easy to go in the wrong direction in the darkness. The track was really challenging in places – it went up and down a lot. We didn't actually find it too exhausting, but it did mean we got to the stream later than we'd expected. Once we were there, we looked for somewhere to hide.

Interviewer: Where did you hide?

Ellie: There was an empty hut nearby but it was locked, so it looked like the best place was behind some large rocks. There was no shade there, though, so instead we lay down just inside the forest and waited. In fact, we waited there for ages. I was going to suggest leaving, when suddenly we heard something running through the bushes.

Interviewer: What kind of animal was it?

Ellie: Well of course we hoped it'd be a lynx and we both grabbed our cameras, but it was just a frightened-looking little rabbit. Just then, though, another creature appeared, running after it. It was grey and brown, about the size of a small cat: it was a young lynx!

Interviewer: I can imagine your excitement! What did it do?

Ellie: Well, by then the rabbit was far away and the lynx's chance of catching it had gone so it stopped and looked around, though it didn't notice us. We were so busy taking photos of that cute little animal that we didn't see a much larger one approaching. It was an adult female, and clearly the little one was hers. That was why it had stopped.

Interviewer: How long did you stay there?

Ellie: The sun had almost set but we stayed another hour, photographing them until we couldn't see anything. Marta wanted to stay overnight to see them again at sunrise, but we didn't have a tent so we set off, reaching the hostel just before midnight.

Unit 12, Student's Book p 110, Listening Part 3, Exercise 4

Track 61

Catherine: Let me tell you about an app design competition which will take place in Lisbon, Portugal from the sixth to the seventh of June. All you need to do is fill in an online form by the first of June. If your application is accepted, you should hear from us before the fourth of June.

On the day, you can take part alone or join one of the teams. You'll need to choose one of the challenges from a list of four and create an app which solves a problem. Last year's challenges were connected to the environment. For example, one of the challenge winners created an app which finds the nearest recycling bin for the rubbish you want to throw away. All I can say about this year is that the challenges have something to do with communication. The rest is a secret!

The competition judge is blogger Fran Maddison, that's M-A-Double-D-I-S-O-N. She presents the 'Apps Programme' on Channel Seven. Her latest book 'Apps are me' will be on sale soon.

There are some amazing prizes. There's €1,000 and a tablet for the best app for each challenge. The four winners will then compete in the final for the first prize which is an unbelievable trip to California.

You won't be able to bring your own food into the event, but reasonably priced refreshments will be available. You'll be able to hire headphones and chargers. You mustn't forget your laptop, but you'll be able to hire headphones and chargers there.

And finally, if you can't make the Conference Centre in Lisbon in June, consider the Grand Hotel in Prague in October. There'll be more information about this event on our website at the end of August.

Now, any questions...?

Workbook answer key and audioscripts

Unit 1

Vocabulary

- 1
1 duvet 2 pillow 3 sink 4 fridge
5 microwave 6 towel 7 mirror 8 tap

- 2
1 at 2 in 3 on 4 in 5 in 6 at 7 on 8 on

3
Countable: beach, bus, cooker, day, floor, friend, game, hall, house, space, tap, time

Uncountable: electricity, food, furniture, homework, make-up, money, rain, shampoo, space, time

Reading Part 5

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

Listening Part 2

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

Track 02

- 1
Narrator: You will hear a boy and his mother talking about his school books.
Boy: Mum, where shall I put my old school books from last year? I've hardly got any space for them all, so I need to get rid of some.
Mum: Well, they *are* sometimes useful when you want to check something, but Harry's mum asked me if we could let him have them this year. You know he's in the class below you.
Boy: That's not a bad idea. I can always borrow one back if I need it.
Mum: All right, just put them in the cupboard in the hall for the moment and I'll call Harry's mum to pick them up.
Boy: OK, Mum.

- 2
Narrator: You will hear a boy telling his friend about helping at home.
Girl: Hi Luke. Shall we go into town this morning?
Boy: I'd love to, but my mum wants me to help her move stuff. She's clearing out the garage and she can't do it by herself. We're going to look through all the old boxes of photos and toys. I'm actually looking forward to seeing what's there. It would be quicker if Jack helped, but he says he has to study for an exam at a friend's house.
Girl: Yeah, my brother's always got an excuse too!
Boy: I think it *is* true this time! We can meet tomorrow, OK?

- 3
Narrator: You will hear two friends talking about a trip.
Girl: Hey Pete, are you coming on the trip to the mountains tomorrow?
Boy: Well, I told Mr Brown I could go and I even bought some new walking boots, although I think they're a bit small, so I'll have to change them, but my parents won't let me go.
Girl: Why not?
Boy: They're away for the weekend, so they want me to stay with my aunt. I got the wrong day when I told them about the trip and now I can't change anything.
Girl: That's a pity. Get those boots for the next time!
Boy: I will.

- 4
Narrator: You will hear two friends talking about a TV series.
Boy: I saw that new series last night. It was amazing!
Girl: I know! It's really interesting, isn't it? The family situation is quite true to life - in fact, they're a bit like my family sometimes!
Boy: You're not serious! They have too many problems to be true, but I agree the brother and sister play their parts really well.
Girl: Yeah, I think they're convincing. I'm looking forward to the next episode. I want to know what happens in the end to their friend who disappeared.
Boy: I reckon the sister knows where he is.
Girl: We'll see if you're right next week!

- 5
Narrator: You will hear two friends talking about a house.
Boy: So, how's your new house?
Girl: Well, it's OK. My sister and I have got our own rooms and my dad has put a gym in the garage. You know, with an exercise bike and other machines.
Boy: Wow! That's great!
Girl: Yeah, but I prefer going out on a bike, and now we live on a busy main road I can't just ride down the street with friends like I did when we lived in our old house. But at least I can walk home for lunch.
Boy: That's good. I have to eat that horrible school food!

- 6
Narrator: You will hear two friends talking about a new video game.
Girl: What do you think of the new game?
Boy: It's great. I got to the fourth level and I managed to build a castle to protect my soldiers.
Girl: Did you? I can't get past the third level. What do you have to do to move up?
Boy: The trick is to collect the bricks at the beginning. Then you'll have enough to make a bridge in the third level so that you can cross the river.
Girl: Ah! I thought collecting gold coins was better.
Boy: I think that's important for the next level.

Grammar

- 1
1 I eat a good breakfast every day.
2 I take my dog to the park most days.
3 They occasionally eat in a restaurant.
4 I go skiing once a year.
5 She doesn't often ask questions in class.
6 They are never at home in the mornings.
7 He hardly ever takes photos on holiday.
8 Some people read the newspaper almost every day.
- 2
1 B 2 C 3 C 4 C 5 B 6 A 7 A 8 A
- 3
1 is snowing 2 know 3 opens 4 hates
5 misses 6 wear 7 is growing 8 is learning
9 is getting 10 watch
- 4
1 live 2 have 3 go 4 is ('s) raining
5 is ('s) sitting 6 loves 7 doesn't enjoy 8 go
9 catch 10 need 11 am ('m) studying 12 see
13 like 14 meet 15 do you do

Writing Part 1

1
1d 2c 3a 4b

2
Inviting: Would you like to come to my house? Do you want to meet my friends?
Suggesting: Shall we go to the park? Why don't we have a picnic?
Asking: Which is the best place to visit? What kind of films do you like?

3 *Sample answer*

Dear Robin,
Thanks for your email and your invitation. Your uncle is very kind! I'd love to go on holiday with you to the seaside. I think the train is faster than the bus, but it's more expensive. I'd rather take a bus, if you don't mind. I don't often go to the beach so I'd like to sunbathe and swim in the sea. We could also do some sports like volleyball. I've got a fantastic game called 'Cluedo' that we can play but the box is a bit big to carry so maybe it's better to take playing cards. I'm looking forward to seeing you.
Love,

Unit 2

Vocabulary

1 set off; miss	2 take/do; pass; study	3 teach; learn
4 have; go	5 have	6 lose
7 pay; make/take; fail	8 work/study; do	

Reading Part 6

1 as 2 are 3 after 4 every/each 5 with 6 to

Grammar

1
1 A: spent B: took; Did (you) do A: didn't have
2 A: did B: Did (she) earn/make A: had
3 A: went B: Did (you) make A: met
4 A: didn't do; made B: didn't spend A: had

2
1 used to enjoy 2 was giving, stopped 3 Did you spend
4 was raining; came 5 was playing; received 6 didn't use to let
7 were making; didn't hear 8 decided; were shopping

3
1 woke up 2 was leaving 3 didn't have
4 ran 5 set off 6 was walking
7 started 8 came 9 stopped
10 was 11 arrived 12 got on
13 were talking 14 didn't notice 15 looked
16 were 17 saw 18 was

Listening Part 1

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

Track 03

1
Narrator: What subject does the boy want to study at university?
Boy: It's really hard to decide what to study at university because I like science a lot, especially doing experiments, but my history teacher is brilliant this year and I've really enjoyed everything we've done with him. Anyway, in the end I think IT is the future. I mean, there are more jobs working with technology than jobs which involve knowing things about the past. So, that's what I've chosen.

2
Narrator: Where is the girl's physics book?

Girl: Dad, have you seen my physics book? I think I left it on the kitchen table last night, but it's not there now.

Dad: You know you should get your school bag ready in the evening. Where were you studying yesterday?

Girl: In my room, but then I decided to read on the sofa downstairs for a while.

Dad: Look, here it is, under the cushion!

3
Narrator: When is the chemistry exam?

Girl: Hi Danny. I'm just phoning you because I was ill yesterday and I missed the chemistry class. Did the teacher say when the next exam is?

Boy: Yes, he wanted us to do it next Tuesday but there's a school trip that day, so he changed the exam to the end of the week.

Girl: Oh, that's great. If it's on a Friday, we'll have more time to study.

Boy: Right, it's in the second class. Don't forget we've got to do our biology presentations on Thursday morning as well.

Girl: Oh no!

4
Narrator: Which afterschool activity is most popular?

Man: There's a wide range of activities to choose from in our afterschool clubs. You can join the art and design group. There are plenty of spaces in that one and it's a friendly group. Or there's computer programming, but that might be difficult to get in because more students have already joined this year. If you like sport, we've also got a multi-sport group. They do a different sport each term, but the more unusual ones, you know, like badminton or squash.

5
Narrator: What did they do when it started to rain?

Boy: How was your trip to the mountains, Jenny?

Girl: It was great at first. It was really hot and we found a fantastic place to have lunch under some trees. But in the afternoon the weather changed and it began to rain really hard. It was a long way to the car but we found a cave where we waited for it to stop. The sun came out again on our way back so we didn't get wet at all.

6
Narrator: What was the first prize in the competition?

Woman: Now, we have good news for the students from Oak End School. The winner of our nature photography competition this year is Mark Young from Year 10. His school will be presented with a video camera for his photo of sunlight on the trees in the playground. The second prize, which is cinema tickets, goes to Freddy Lawson's class in Green Hill School for his photo of a snail. Thanks to all the schools that took part. They will all receive a certificate.

7
Narrator: Why did the boy go to bed late?

Girl: You look tired, Sam. Did you go to bed late last night?

Boy: Yeah, I was watching that TV series about detectives in New York when my brother phoned.

Girl: The one who lives in Australia?

Boy: That's right. He didn't remember that it was late for us but anyway we were talking until after midnight.

Girl: Is he OK?

Boy: He's having a great time, although he's working hard in a restaurant every evening.

Writing Part 2 (An article)

1
What's fun to do with your friends after school, and how important it is to do something different from studying after school.

2
1, 3, 6 and 7

3
Students' own answers

4
1 opinion 2 sure 3 think/agree 4 think/agree

5 *Sample answer*

Fun activities after school

It's important to have a change of activity after sitting in a classroom all day. Doing an activity with friends is the perfect way to have some fun and perhaps learn something too. If you choose a sport, it's also good for your health!

There are lots of great afterschool activities to choose from. You could learn to cook, and take home delicious cakes! And you might discover a talent you didn't know you had. A friend produced an amazing painting in his art club last week. But in my opinion, music is the best. You can join a music club and practise together and maybe put on a concert too.

Unit 3

Reading Part 3

1 C 2 D 3 B 4 A 5 B

Vocabulary

1
1 in front of 2 on 3 above 4 on/to
5 between 6 next to / near 7 under 8 in

2
1 ran out of 2 sign up 3 hang on 4 join in
5 give up 6 set off 7 go on 8 look after

3
1 rides; cyclist 2 plays; chess player 3 takes; photographer
4 goes; diver 5 plays; musician

Listening Part 4

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

Track 04

Narrator: You will hear a radio interview with a young magician called Megan.

Presenter: Today we're going to talk to a young woman with a very exciting hobby. During the day she works in an office but in her spare time she's a very talented magician. Tell me Megan, how did you become interested in magic?

Megan: Well, my interest in magic began when I was only five years old, when I got a magic game as a present. After seeing a magician at a birthday party when I was eight, I knew that this was what I wanted to do. My friends used to call me Magic Megs and I became a member of a magician's club to learn more.

Presenter: What did you learn in the club?

Megan: Of course I learnt lots of new tricks but also I realised that girls didn't do magic because everyone in the class was a boy! I was amazed! I used to practise for hours every day and I was really proud when I came second in the Young Magician of the Year competition when I was sixteen. No girl had ever won this competition at the time.

Presenter: So, do you work as a magician now?

Megan: Not often, it's not easy to earn enough money working as a magician and I do have other interests apart from my work and performing. I studied animal conservation at university and I work during the day in an office helping with environmental projects. I can't do many shows because it takes me ages to prepare and practise for each one.

Presenter: What kind of magic do you do?

Megan: Well, I like to combine magic with another of my hobbies, dancing. I've loved this since I was a child as well. Some magicians talk a lot when they are doing magic but I prefer to do my act with music and I like wearing fantastic costumes and make-up.

Presenter: And what does your family think about your magic?

Megan: My parents have always supported me, although my mother often used to get bored of seeing the same tricks again and again. That's probably the reason why she decided to put my name down for a magic club to learn something new. But neither of them have ever said I was doing the wrong thing.

Presenter: So, are you happy with your life now?

Megan: Well ... I'll worry about the future when it comes. I won't ever give up magic, but I love my job too. There's something magical about nature, perhaps more than any trick I could do. In both cases I feel I am doing something good, making people happy when they see me perform and helping protect the world we live in when I am at work.

Grammar

1
1 being 2 to meet 3 to go 4 to ride 5 doing
6 reading 7 seeing 8 speaking

2
1 a 2 b 3 b 4 a

3
1 meeting 2 eating 3 to buy 4 to ask 5 to bring
6 to put 7 going 8 getting

Writing Part 2 (A story)

1
Students' own answers

2
Example A is better. It answers the questions in Exercise 1. In example B, the second sentence does not follow on logically from the given sentence because it doesn't talk about anything amazing but rather a normal situation.

3-5 *Sample answer*

I walked into the room and everyone stopped talking. All my family were there and they looked at me in surprise. I didn't know why. I sat down and said, 'What's the matter?' My mother said, 'James, what happened to your hair?' I went out to the hall and looked in the mirror. My hair was green! Then, I remembered that I used a new shampoo to wash my hair the night before.

I went back into the room and saw my sister laughing. She showed me a little green bottle and ran out of the living room. I ran after her, really angry.

Unit 4

- 1**
1 freezing 2 totally 3 absolutely 4 extremely
5 bad 6 absolutely
- 2**
1 best 2 quick 3 easiest 4 earlier 5 more important
6 faster 7 worst 8 heavier
- 3**
1 a lot smaller than
2 much / far / a lot more expensive than
3 as big as
4 a bit / a little / slightly longer ... than
5 much / far / a lot later than
6 much / far / a lot nearer ... than
7 a bit / a little / slightly cheaper than
8 as small as

Reading Part 1

1C 2A 3B 4B 5C

Vocabulary

- 1**
1b 2c 3a 4d 5h 6e 7g 8f
- 2 Suggested answers**
wildlife holiday: enjoy nature, see animals
camping trip: make a fire, sleep in a tent, enjoy nature
beach holiday: go snorkelling, sunbathe
city break: buy souvenirs, go sightseeing
- 3**
1 journey 2 trip 3 travel 4 travel
5 journey 6 trips

Listening Part 3

- 1**
1 1/one/an hour 2 (magic) bed 3 tents
4 (fantastic) robots 5 Monday(s) 6 T-shirts

Track 05

Narrator: You will hear a guide talking about tours of a film studio.
Guide: This week we have three different tours for you to try. They are all based on films made in these studios.

First there is *Maxie's Time Machine* tour, especially popular with our younger visitors. It takes an hour, and later in the day there is an optional 15-minute documentary about the different locations in the film, with fantastic scenes of mountains in Scotland and the old city of York. On this tour you will see the inside of the house where Maxie lived and the magic bed she used to travel in time. You can also go on a train ride with 3D glasses to travel in time yourself. Another exciting tour is to the Native American camp that was built for the film *The Totem Men*. This tour takes 30 minutes and you go into tents where you watch actors cooking, making clothes and preparing to hunt, showing you how families lived at that time.

Finally, our most popular tour is the 45-minute visit to the science-fiction world of *Ricky Ranger*. You will love this tour because you can see inside Ricky's spaceship and meet some of the team that made the film. They will explain how the fantastic robots in the film were created using the latest Japanese technology.

If you want to complete your day with a meal, visit our Oakwood cafeteria. We serve healthy salads and burgers every day except Mondays. On Wednesdays there's a special offer of two pizzas for one. Don't forget to visit

our gift shop to pick up a free poster, and we also sell a wide range of T-shirts for children and adults. Finally, you can collect the photos of your visit from the office by the entrance.

We look forward to welcoming you to the studio soon.

Writing Part 1

- 1**
1, 2, 4, 6 and 7
- 2 Suggested answers**
1 pretty 2 amazing 3 excellent/amazing 4 delicious
5 clean 6 long 7 fascinating/ historic/pretty/amazing
- 3**
1 tired exhausted 2 fascinating fascinating 3 amazed amazing
4 historical historic 5 beautiful beautiful 6 tiny small
- 4 Sample answer**
Dear Toni,
It's fantastic you are going to visit my country as it's an amazing place and there are a lot of exciting things to do. The only problem is that it's enormous, so you can't see it all!
I think the best place to go is the south coast. It has a lot of historic villages, with lovely white houses, and there are monuments from ancient times, which you can visit.
It also has some wonderful beaches where you can go swimming and diving, and you can all go on a boat trip to the beautiful islands together.
I hope you enjoy it!
Love,

Unit 5

Vocabulary

- 1**
1 disappointed 2 jealous 3 mean 4 afraid
5 embarrassed 6 fond 7 nervous 8 ashamed
- 2**
1 angry with 2 afraid of 3 bored with/of
4 ashamed of 5 pleased with 6 depressed about
7 sure of/about 8 crazy about
- 3**
1 generous 2 miserable 3 funny 4 complicated
5 fantastic 6 positive 7 relaxed 8 ordinary
- 4**
1 a boring b bored 2 a embarrassing b embarrassed
3 a relaxing b relaxed 4 a excited b exciting
5 a amusing b amused

Reading Part 4

- 1**
Yes, the writer enjoyed the experience.
- 2**
1G 2D 3H 4A 5B

Listening Part 2

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

Track 06

1

- Narrator:** You will hear two friends talking about a sports centre.
- Boy:** I went to the new sports centre last week. Have you been?
- Girl:** Yes, I think it's amazing. There's lots to do and it's not too expensive.
- Boy:** The classes aren't that cheap. I wanted to do karate but I don't think I can afford it.
- Girl:** Still, there's lots on offer and the booking system is so efficient it's easy to sign up for whatever you want.
- Boy:** That's true. I also met some of the trainers, who were very friendly.
- Girl:** But the receptionist is a bit rude, don't you think? She didn't smile once and ignored me when I asked for information.
- Boy:** Have you seen your friends much, now you're in a different area?
- Girl:** You know, before we moved I thought that might be a problem, but it's very easy to get around. We're right next to the station and there's a direct train back to my old town, so I needn't have worried. We all met up last weekend, which was fun.

2

- Narrator:** You will hear a girl talking to a friend about moving home.
- Boy:** Hi Amelia. I haven't seen you for ages! Are you enjoying living in Oxford?
- Girl:** Well, it's not bad. The house is nice and I'm lucky because my sister got the small bedroom, so mine's fine. The garden's quite big too.
- Boy:** Have you seen your friends much, now you're in a different area?
- Girl:** You know, before we moved I thought that might be a problem, but it's very easy to get around. We're right next to the station and there's a direct train back to my old town, so I needn't have worried. We all met up last weekend, which was fun.

3

- Narrator:** You will hear a boy talking to a friend about a website.
- Boy:** Hey Jasmin, you know that biology project we have to do next week?
- Girl:** Yeah. I'm worried about where to get information. It's not easy to find what we need.
- Boy:** Well, I think I've found the perfect place. It's a site for students with pictures we're allowed to download for school.
- Girl:** Great! So we can use those for the presentation. What about the text we have to write?
- Boy:** The website can help with that too because there are sections about nearly all the animals in our project.
- Girl:** So we only have to find a bit of information somewhere else.
- Boy:** That's right.

4

- Narrator:** You will hear a boy talking to his mother about a basketball match.
- Mother:** Hi Jake, how did the match go?
- Boy:** Oh Mum, it was disappointing really.
- Mother:** Why, what happened?
- Boy:** Well, we started OK and I did some good passes, but then the coach changed me for another player and I spent nearly the whole match sitting on the bench. He said I couldn't play any more. I thought he was angry with me!
- Mother:** Oh dear, I'm sure he wasn't, but did your team win?
- Boy:** Only by two points. We usually do much better than that. We need more points to be at the top and play in the final.

5

- Narrator:** You will hear a girl telling a friend about a board game.
- Girl:** My cousins came over yesterday and brought that new board game. You know, the one everyone is crazy about.
- Boy:** Oh yeah, it's great. I played it at Ryan's house all afternoon last Sunday.
- Girl:** That's the problem. It takes *hours* to play it, so you can't do anything else and people take ages to decide their next move while everyone else just waits. Still, they're all trying to distract each other by chatting about different things, which is quite funny. My cousins have been playing it for the last month, so they're real experts, but I had to really concentrate.

6

- Narrator:** You will hear two friends talking about a party.
- Boy:** The party at Leo's house was fun, wasn't it?
- Girl:** Yeah, I had a great time – good food, good music, and you know I love dancing.
- Boy:** I know! You didn't stop most of the evening. It was tiring just watching you!
- Girl:** Well, I did talk to people too. Did you chat to Lucy? She told me all about her family trip to India last year. It was fascinating.
- Boy:** No, but I met a boy from Germany who's here for a month staying with Kevin.
- Girl:** Oh, I could have practised speaking German with him.
- Boy:** You were too busy dancing!

Grammar

1

- | | | |
|----------------|--------------|----------------|
| 1 could; can't | 2 can; might | 3 can't; might |
| 4 may; might | 5 Can; can | |

2

- | | | |
|-------------|-----------------|-----------|
| 1 shouldn't | 2 mustn't | 3 have to |
| 4 ought to | 5 don't have to | 6 must |

Writing Part 2 (A story)

1

- Place(s):** at school, on holiday, at home, at a sports match
- People:** my brother, a teacher, a shop assistant, my family, a police officer, a friend
- Problem(s):** I lost something, I forgot something, I missed the bus/train, I broke something
- Feelings:** angry, miserable, sad, nervous, depressed, embarrassed, disappointed

2

- 1 B 2 D 3 A 4 E 5 C

3 *Suggested answers*

- 1 nervous 2 angry 3 embarrassed

4 *Sample answer*

It was the day I met my hero. It was a beautiful day. My best friend and I wanted to climb the mountain behind my house, so we left early in the morning with sandwiches and water in our rucksacks. At about 12 o'clock we were feeling hungry and tired, so we stopped to have a rest. Suddenly, we heard a voice singing. The sound was coming from the trees behind us. It was a beautiful sound. We stood up and went to see who it was. What a surprise! It was my favourite singer. He was walking in the mountains, too. I was so excited because he's always been my hero.

Unit 6

Vocabulary

- 1**
 1 quiz show 2 the news 3 comedy series
 4 cooking show 5 reality show 6 wildlife documentary
 7 sports programme
- 2**
 1 perform 2 book 3 screen 4 subtitles
 5 admission 6 stage 7 Refreshments 8 interval
 9 live 10 tickets
- 3**
 1 known; met 2 got to know him 3 gone 4 been
 5 been 6 found out

Reading Part 2

1 D 2 H 3 E 4 C 5 B

Grammar

- 1**
 1 for 2 already 3 just 4 since 5 yet
 6 already 7 just 8 yet
- 2**
 1 have you known 2 took 3 haven't been
 4 learnt/learned 5 have ('ve) told 6 went
- 3**
 1 I haven't see seen him since I was at school.
 2 I lost my phone yesterday and still haven't still found it!
 3 Yesterday she's gone she went to Japan for two weeks.
 4 I have wanted to learn to play the guitar since for a long time.
 5 I have bought bought my tablet 5 years ago but it still works really well.
 6 We haven't seen that new film already yet.

Listening Part 1

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

Track 07

- 1**
Narrator: Which programme did the boy enjoy?
Boy: I saw a great programme on TV yesterday.
Girl: It wasn't that new cartoon, was it?
Boy: The Japanese one? I *would* like to see that, I'm really into cartoons, but actually I meant something else. It was a competition to see who could make the best cake, but the people in it had to explain what they were doing at the same time. Sometimes they made terrible mistakes.
Girl: So you learnt something as well?
Boy: Yes, the winner could answer all the questions about how to do it.
- 2**
Narrator: How much did the tickets cost?
Girl: Did you get the tickets for the concert?
Boy: Yes, I got them online. They were quite expensive and I didn't want to get the £30 seats but there were none of the cheaper ones left.
Girl: I thought they cost £20. That's what the advert said.
Boy: I know and that was all the money I had. My dad lent me some money, so now I have to give him £10 back when I get my pocket money.
Girl: Never mind. It'll be worth it!

- 3**
Narrator: Where does the girl prefer to watch the football match?
Boy: Are you going to watch the match on Saturday? I've got tickets for the game.
Girl: I'm not keen on watching it live because you can't see so well and it's cold at the moment. Anyway, I've already told Ollie that I'm going to watch it at his house. He's got a big-screen TV so we can see it really well there. Last time I tried watching the final on my computer, but my internet connection isn't good so I missed the second half.
Boy: How annoying!
- 4**
Narrator: Which shirt does the boy buy?
Assistant: Can I help you?
Boy: Yes, I'm looking for a present for my brother. I think he'd like a shirt.
Assistant: What about this one? We've got it in all sizes.
Boy: Well ... he doesn't like stripes and I think it's too formal. Have you got anything with short sleeves?
Assistant: Er...there's this one that has two colours or this other plain one.
Boy: Have you got the plain one in a small size?
Assistant: Oh, I'm sorry, we haven't. We may get some more soon.
Boy: It's for tomorrow, so I'll take the other short-sleeved one then.
- 5**
Narrator: Who is the boy's history teacher?
Boy: Look over there, Mum. There's my new history teacher.
Mum: Where? Is he the one with glasses and a black jacket standing by the school gate?
Boy: No, he's much older than that. Remember I told you he's been teaching for years. He's the one with the beard and glasses.
Mum: Oh yes, he's talking on his phone.
Boy: Yeah. So we shouldn't interrupt him. You can meet him another day.
Mum: Oh, that's a pity. I wanted to ask him about your exam.
Boy: Mum!
- 6**
Narrator: What has the girl forgotten?
Girl: Hi Mum, it's Laura. I'm on the coach with the rest of the team, but I've got bit of a problem. The thing is, I think I've left my swimming costume at home. I remember seeing it on the bed with my towel, but I don't remember putting it in my sports bag. I looked in my bag to check I'd got my ticket, and that was when I realised. Is there any chance you could bring it to the pool for me? *Please*. Can you call me as soon as possible?
- 7**
Narrator: When did the concert finish?
Dad: Isabel! Why are you so late home? It's nearly eleven o'clock! I thought we agreed no later than half past ten.
Girl: I'm sorry, Dad. They had a problem with the sound system at the concert so it didn't end until 10 and then I had to wait half an hour for the bus. Luckily I was with Hannah so I didn't have to wait on my own.
Dad: OK. Well, go to bed right now. You have to get up early tomorrow.

Writing Part 2 (An article)

- 1**
 1 Have you ever seen a live basketball match? / Have you ever seen a basketball match live?
 2 Why do people like going to the cinema at the weekend?
 3 Do you prefer going out or staying at home on a Saturday night? / Do you prefer staying at home or going out on a Saturday night?

2
 A3 B2 C1

- 3**
 1 TV and film (cinema)
 2 He/She talks about watching a comedy show with his/her family, and about why he/she enjoys going to the cinema.
 3 He/She uses a question at the beginning of the article.

4 Sample answer

Do you like Saturday nights? I do, because there is always something fun to do.

A great way to spend the evening is going to watch sport. In my town there is always a football or basketball match at the sports centre. The atmosphere is exciting and I can meet my friends there.

If you want to watch a film, I think it is better to go to the cinema. With family or friends, it doesn't matter. Don't you like eating popcorn and watching a romantic film? The big screen is amazing and much better than sitting at home alone.

Going out on Saturday night is fantastic!

Unit 7

Reading Part 1

1C 2B 3B 4B 5A

Vocabulary

- 1**
 1 frost 2 showers 3 foggy 4 ice
 5 freezing 6 thunderstorms 7 rainy 8 sunshine
 9 windy 10 snowy

- 2**
 1 sunny sunny 2 temperature temperature
 3 thunderstorm thunderstorm
 4 freezing freezing 5 weather weather
 6 raining raining 7 foggy foggy 8 tightening lightning

- 3**
 1 signpost; crossroads 2 sightseeing; guidebook; suitcases
 3 overnight; campsite; backpack

Listening Part 4

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

Track 08

Narrator: You will hear an interview with a boy called Luke, who is going to spend time in the desert.

Interviewer: Good morning. Today we're going to talk to Luke Price, who has come to tell us about his plans for this summer. Luke, I've heard that you're going to the desert.

Luke: Yes, I'm going to spend two weeks in Morocco with my dad, to help in a camp in the Sahara Desert. He's a nurse and he's going to give classes to the nurses there about ways to keep things clean without using too much water. They're building a new medical centre and want to train doctors and nurses to work there.

Interviewer: And what's your job going to be?

Luke: Well, I'm the official photographer! My plan is to take photos and make a video about the building work and the classes. We want to show people back home what is happening there and try to raise money. I'll start from when we get off the plane, although the longest part of the journey will be overnight in a lorry, so I don't suppose I'll be able to do much then.

Interviewer: And will you need a lot of equipment?

Luke: Not really. My uncle has lent me a video camera – it works better than my phone – and I've got a great digital camera that Mum gave me. I'll have to be careful though, because it might be hard to charge the batteries. I think the power is only on for a few hours in the evening.

Interviewer: Will you need anything else? If it's hot, you won't need heavy clothes.

Luke: Well, it does get quite cold at night, so I'll have to take a warm jacket, but I won't have many clothes. It's more the heat of the day that worries me because we have to wear long-sleeved shirts to protect ourselves from the sun.

Interviewer: What about food?

Luke: I've heard that Moroccan food is delicious, but the desert area is very dry and not much grows there. Most of our food will come with us in the lorry so we don't use what little food the local people have there.

Interviewer: So, are you excited about the trip?

Luke: Of course! But I'm a bit nervous as well. I'm really not sure what it'll be like. It'll be my first time abroad, in fact, but my dad's friend has told me the people are really friendly, even if they don't all speak English, and if you don't mind not having a comfortable bed, then it's an amazing experience.

Grammar

- 1**
 1 too hot 2 old enough 3 too far
 4 clever enough 5 too dark 6 warm enough
 7 big enough 8 too many people

- 2**
 1 fairly 2 really 3 quite 4 really

- 3**
 1 into 2 out of 3 by 4 on 5 off 6 off

- 4**
 1 I'll bring 2 starts 3 I'm playing 4 is going to get
 5 does the train arrive 6 I'll see

- 5**
 1 'm (am) going to see 2 'll (will) get 3 'm (am) going to visit
 4 'll (will) help 5 'll (will) call 6 'll (will) have

Writing Part 1

- 1**
 1 to 2 sunny 3 for 4 sunglasses
 5 will ('ll) be / would be / could be 6 saw 7 in
 8 will ('ll) buy

2 Sample answer

Hi Alex,

It was great to hear from you. Thanks for reminding me about Lucy's birthday! I like your ideas but it's better to go to your house because I think it'll be cold and rainy next weekend. I'm going to the cinema on Sunday afternoon but I'm free on Saturday. Is that a good day for you? I'm not sure what we can give Lucy. I know she likes music. Maybe we can buy her an Ed Sheeran CD because he's her favourite singer. I can go to the music shop tomorrow. Do you want to come with me? Lots of love,

Unit 8 Vocabulary

1	1 make up 5 got on	2 brought up 6 found out	3 grew up 7 took up	4 ran out of 8 set up
2	1 strict 5 generous	2 lazy 6 rude	3 clever 7 anxious	4 quiet 8 confident
3	1 cheerful 5 unpleasant 9 impatient	2 unreliable 6 dishonest 10 unfriendly	3 helpless 7 successful	4 beautiful 8 helpful
4	1 long, dark, straight 4 wavy, grey, beard	2 short, curly, broad 5 bald, moustache	3 blonde, pale	

Reading Part 6

1	1 how	2 if	3 has	4 them	5 than	6 at
----------	-------	------	-------	--------	--------	------

Grammar

1	1 gets (1) travel (2) 7 wouldn't do (2)	2 would tell (2) 5 will give (1) 8 find (0)	3 go (1) 6 wakes up (0)	4 Would you
2	1 if 6 when	2 unless 7 when	3 if 8 unless	4 when 5 unless
3	1 g; if 5 b; when	2 f; unless 6 h; unless	3 d; unless 7 a; unless	4 c; if/when 8 e; if/when

Listening Part 3

1	1 mum/mother/mom 4 young people	2 lemons 5 (her) studies	3 a shop/store 6 (some) plants
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Track 09

Narrator: You will hear a boy giving a class presentation about a teenage girl called Mikaila, who helps to protect bees.

Boy: Mikaila Ulmer was born in 2004 in the United States, where she lives with her parents and her brother, Jacob. When she was four she had a bad experience with bees. She was frightened every time she saw a bee but her mum helped her to understand that bees aren't bad. She and her brother soon learnt that bees are actually amazing creatures. Mikaila found out that bees might disappear in the future. She decided to raise money to give to people who help save bees. So she made lemonade with natural ingredients, mainly lemons, of course, to sell. She got the recipe from her great-grandmother and used honey to make it sweet, which is much healthier than other sweeteners. Her customers were friends and neighbours, and she first sold the lemonade at children's business fairs, but her parents were surprised when one day a shop asked if they could buy her lemonade to sell at their stores. After this success, she was determined to set up a business and her family decided to help. Mikaila is the boss of the company although her parents help with managing the business and her brother is the photographer. Apart from running the company, she also helps other young people who have great ideas, and gives them classes about how to start a business. Like any teenager, she likes spending time with friends, but she makes sure that school comes first, as well as spending

time with her family. She only works in the lemonade business in the evenings, at weekends and in the holidays, as she has to travel a lot for it.

She also started the *Healthy Hive Foundation*, which is focused on education, preservation and bee research. It supports courses which teach people how to look after bees and works to reduce the use of products that are dangerous for bees. Without bees, some plants can't grow, so it's extremely important that we take steps to save them.

Writing Part 2 (An article)

1
Punctuation: 1 insert a comma after generous
2 its - it's 3 insert a full stop after sport 4 english - English
5 insert a comma after school

Spelling: 1 litsen - listen 2 generos - generous
3 Freinds - Friends 4 footbal - football 5 funn - fun

2 Sample answer

I am lucky because I have lots of friends. A good friend is kind and helpful when you have problems. A good friend can be smarter than you or not as clever as you, but he or she always has time to listen. Sometimes I just need someone to talk to.

I think you can relax with a good friend. You can just be together and have fun. It doesn't matter where or when. My friends don't all have the same hobbies. I like people that are different from me, who can give me new ideas or show me a new activity.

Unit 9

Listening Part 2

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

Track 10

1
Narrator: You will hear a boy telling his friend about basketball training.
Girl: Hi Josh. What happened to you last Monday? You didn't come to training.
Boy: Yeah, I'd had flu all week but I was feeling better and I thought I'd go. Then I got a message from Joe about the maths test the next day and I realised I needed to study because I'd missed the last two classes. It didn't help though. I still had a pretty bad headache so I couldn't concentrate and I failed.
Girl: Oh no! Are you coming tomorrow? My mum can give us a lift if you want.
Boy: That would be great, thanks.

2
Narrator: You will hear two friends talking about a table tennis competition.
Boy: You know there's a table tennis competition at the youth club. Do you want to be my partner?
Girl: I'm not sure. You're much better than me.
Boy: Oh, come on. We might have a chance to do well. Anyway, it's not about winning. We'll all play a few games and there's food and drink. Everyone from the club will be there.
Girl: I haven't seen some of them for ages so that'll be fun.
Boy: Yeah and I'm bored with just hanging out in the park so it'll be good to do something different.

3
Narrator: You will hear a girl telling her friend about a football match she went to.
Boy: Hi Lizzie, how was the match on Saturday?
Girl: Well, it was OK but I was a bit disappointed.

Boy: Why? What happened? Did your team lose?
Girl: Yes, but that wasn't the problem. It was raining the whole match too, but luckily we had seats under cover so we kept dry. The thing is, my brother had invited one of his friends to come with us and he spent the whole match shouting in my ear. I couldn't concentrate on the game and nearly missed the goal our team scored.

Boy: What do you expect at a football match? Maybe you should watch it on television next time!

4
Narrator: You will hear two friends talking about a trip to a science museum.

Boy: So what did you think of the trip?

Girl: Well, I had a good time in the end. But I thought the section on robots would be better. I have to do a presentation on them but I'll have to get more information on the internet to do that.

Boy: I've got loads of ideas for my presentation on space travel, luckily. That guide made it more exciting than just looking at the displays all the time because I didn't think they were organised very well.

Girl: True. It wasn't always easy to see with those lights. But she did make it fun, anyway.

5
Narrator: You will hear a boy talking to his mother.

Boy: Hi Mum. I'm home!

Mum: Where have you been? I was getting worried.

Boy: I'm really sorry. I had a problem with my phone. I put it in my coat pocket and left it in the locker in the changing room when we went to play badminton. Then Harry's mum gave me a lift to the station and we were halfway there when I remembered my coat. By then it was too late to go back because the sports centre had closed. Plus the train was late and no one would let me use their phone to call you.

6
Narrator: You will hear two friends talking about going skiing.

Boy: Hi Alicia, guess what! I'm going skiing this weekend! What do I need to take?

Girl: Well, warm clothes, especially gloves and a hat. I don't think you need to get any expensive equipment until you know if you like it or not. You can rent skis quite cheaply.

Boy: I'm scared I might break a leg, or crash into someone and hurt them.

Girl: Don't worry. If you don't mind falling sometimes – beginners always do – and just relax, you won't hurt yourself. As for other people, if they can ski better than you then they have to move out of your way.

Vocabulary

1
 1 beat; football 2 drew; athletics 3 bat; baseball
 4 gloves; skiing 5 racket; tennis 6 score; volleyball

2
 1 bike 2 rollerblading 3 skateboard
 4 surfers 5 exercise 6 Mountain biking
 7 breath 8 exhausted

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

Reading Part 3

1
 1A 2D 3C 4B 5D

Grammar

1
 1 who/that 2 whose 3 who 4 when
 5 where 6 which 7 whose 8 which/that

2
 1 who/that lives in the flat next door.
 2 whose mother was my nurse in hospital.
 3 when our team won the cup.
 4 where my parents got married.
 5 who is a pilot
 6 which had been closed for years

3
 1 had/'d had 2 had/'d played 3 did you go
 4 had/'d hurt 5 Had Ryan given up 6 hadn't picked up
 7 hadn't finished

Writing Part 2 (A story)

1
 1 when 2 then 3 Luckily 4 Suddenly
 5 After 6 Finally

2 Sample answer

Sam was both anxious and excited when leaving the house. He and his father got into the car and drove to the mountains because today was the first time he was going to compete in a snowboarding competition. When they arrived, he put on his helmet and gloves and went to the start of the race. He heard the bell and went down the mountain. He was snowboarding very well and he was feeling confident, when suddenly he fell. His leg really hurt and he couldn't move. A doctor came and said, 'I think you've fractured a bone.' She called a helicopter, which took him to hospital. Poor Sam! He couldn't walk for six weeks.

Unit 10

Reading Part 2

1
 1E 2H 3D 4A 5F

Vocabulary

1
 1 meal 2 main 3 courses 4 dish 5 food
 6 dessert 7 products 8 light

2
 1 library 2 garage 3 bakery/baker's
 4 chemist's/pharmacy 5 bookstore/book shop 6 hairdresser's
 7 dentist 8 dry cleaner's

3
 1 borrow 2 book 3 make 4 buy
 5 complain

Grammar

1
 1 have my car cleaned 2 have their kitchen painted 3 has her shopping brought
 4 are having their wedding cake made
 5 have a photo of their family taken 6 have her meals prepared

2
 1 think 2 Don't invite 3 accept 4 Send
 5 Buy 6 Make 7 Use 8 don't forget

Listening Part 1

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

Track 11

1
Narrator: What was the man unhappy with at the restaurant?
Man: You know, I don't think I'll go back to that new restaurant again.
Woman: Why's that? I heard it was quite good.
Man: Well, actually the food wasn't bad. We had some delicious chicken and chips, but the service wasn't great. They took ages to bring our meal and when we complained the waiter said he was very busy. When we finally got the bill, it wasn't too expensive but we'd been there for *two hours*.

2
Narrator: Where is the girl going?
Girl: Hi Dad. I'm just calling you to let you know my plans. You know I wanted to go to the concert this evening? Well, it's been cancelled so Lily and I thought we'd go shopping. There's a new music shop in the shopping centre not far from the hairdresser's where Mum goes. I want to get something for Richard's birthday. The thing is, it's raining a lot now. Can you pick me up outside the shopping centre at 8.30? Please!

3
Narrator: What did the boy forget?
Boy: I didn't think it would be so hot today. I'm boiling.
Girl: You really should wear something on your head. The sun is very strong.
Boy: I know, I put my cap out next to my rucksack this morning but now I can't find it.
Girl: Have you looked in the side pocket where you've got your water bottle?
Boy: Ah yes, it's here. But my sunglasses aren't.
Girl: Well, the cap will protect your eyes a bit anyway.
Boy: I suppose so but it's annoying I left them at home.

4
Narrator: What does the boy want to borrow?
Boy: Hi Zoe. How's things?
Girl: Fine. What a surprise!
Boy: Well, er, I'm calling to ask you a favour.
Girl: Yeah sure, what is it?
Boy: Have you got a sleeping bag I could use? I'm going on a camping trip. My sister's lent me her cooking equipment so I've got everything else.
Girl: I suppose so, but you will give it back, won't you? I think you've still got the torch I lent you two months ago.
Boy: Oh dear, I'm sorry. I'll give both things back after the trip, I promise.

5
Narrator: How much will the woman pay for the meal?
Woman: That was an amazing meal! Let's get the bill, shall we?
Man: OK. ... Excuse me, could we have the bill, please?
Waiter: Here you are, sir. That'll be £45.40.
Woman: Right, so we'll pay half each. Let me do the maths. That's, umm, £22.70, then.
Man: I had a dessert so I'll put in £5 more. Your share is £17.70.
Woman: That seems fair. It isn't expensive at all here, is it?

6
Narrator: Where will the boy go first after school?
Girl: Do you want to come round to my house this afternoon? We can play my new computer game.
Boy: I'd love to but I've got lots to do. Mum's picking me up straight after school because I have to go and have my hair cut and she wanted to take me to the shopping centre before I do that to get me some new trainers.
Girl: What about later on then?
Boy: I'll ask Mum first. She might let me go out for a while.

7

Narrator: Which film does the reviewer recommend?
Man: There are three new films on at the Central Cinema this week. *West Texas* is a classic cowboy movie but I was disappointed by the story, which had no new ideas. If you're a fan of science-fiction, as I am, then you'll love *The Time Traveller*, with its adventures of a boy who finds himself living on the moon. The film *Happy Day* follows the life of a footballer, which some people might enjoy – I found it rather long.

Writing Part 2 (An article)

1
1 c 2 a, f, i 3 e 4 d, g 5 b, h

2
No, he didn't include an answer about the amount of sleep.

3 Sample answer

Everyone knows it is important to have a healthy lifestyle because then you have a better life and enjoy yourself.

If you sleep well for enough time, you wake up feeling good. Exercise is essential as well. You should walk everywhere if you can and doing a sport is good for your mind and body.

I think the most important way to be healthy is to eat the right food. You should have a diet that includes different types of food and drink lots of water.

If you can eat well, sleep enough and have fun doing exercise, you will be healthy and happy.

Unit 11

Listening Part 4

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

Track 12

Narrator: You will hear an interview with a teenager from Bermuda called Magnus, who helps to protect the oceans and the wildlife in them.

Interviewer: Today we're talking to Magnus Henneberger, a teenager who lives in Bermuda, an island in the Mid Atlantic. So Magnus, when did you first become interested in the sea and marine wildlife?

Magnus: Well, we'd been reading about it in class. Then someone from an environmental organisation came and gave a presentation about the amount of plastic in the ocean and what they're trying to do about it. I was really impressed and registered to become a member.

Interviewer: What was the first thing you did after becoming a member?

Magnus: We had to go out on a paddle board – that's like a surfboard – on a lake. We attached a kind of net to the board and collected plants and pieces of plastic. These went to a laboratory to be tested in order to find out, which things were contaminating the water.

Interviewer: What did you learn from this?

Magnus: We found very small pieces of plastic called microbeads that are used in everyday things like toothpaste and skin-care products. We *think* these won't hurt anything because we use them ourselves, but the plastic gets into rivers and is washed out to sea. This is very dangerous because marine animals, especially fish, eat them and sometimes die, and if humans eat contaminated animals, they can become ill as well.

Interviewer: What advice would you give people about helping to protect marine life?

Magnus: I've actually started a campaign to tell people not to buy some beauty products. When you buy creams

and liquids, check on the label that they are not made with microbeads. It's better to have skin that isn't as smooth than end up with no fish in the sea.

Interviewer: So, what has been your greatest achievement so far?

Magnus: We have regular beach-cleaning days and I think we're beginning to make a difference, but I felt most proud when our local aquarium decided to display a sculpture I'd made from objects that I'd collected on the beach. Now all the tourists that visit can see how we're polluting our planet.

Interviewer: And what do you want to do next?

Magnus: Well, there are some charities which have some great environmental projects that I would love to take part in. But before that, of course, I need to get a degree in environmental science. Afterwards, I would love to come back to the island and carry on my work here.

Interviewer: Thank you, Magnus, and good luck!

Grammar

- 1**
 1 was stolen 2 aren't used 3 were woken up
 4 are often hunted 5 was watched 6 was created
 7 wasn't blown down 8 are protected

- 2**
 1 When was the environmental organisation set up?
 2 Where is the rubbish taken for recycling? / Where is the rubbish for recycling taken?
 3 When were the results given to the students?
 4 How are the animals captured?
 5 Were you brought up in the countryside?
 6 Are the animals well looked after (looked after well) in the zoo? / Are the animals in the zoo well looked after (looked after well)?

- 3**
 1 is used 2 is not protected 3 were cut down
 4 was built 5 was set up 6 were picked up
 7 are not prevented 8 is read

- 4**
 1 the fastest 2 better 3 more quietly
 4 more carefully 5 more slowly 6 more easily
 7 the hardest 8 the worst

Vocabulary

1

									K
	P	E	N	G	U	I	N	A	
T		C			O				N
I		A			S				G
G		M	B		T				A
E		E	E		R				R
R	F	L	A	M	I	N	G	O	
			R		C				O
	E	L	E	P	H	A	N	T	

- 1**
 1 elephant 2 camel 3 flamingo 4 tiger
 5 ostrich 6 penguin 7 bear 8 kangaroo

- 2**
 1 confirmation 2 discussion 3 invitation
 4 Pollution 5 replacement 6 translation
 7 excitement 8 development

- 3**
 2 education 3 completion 4 inventions
 5 disappointment 6 entertainment

Reading Part 5

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

Writing Part 1

- 1**
 1 that I had finished my exams
 2 accept the invitation, give a preference for an activity, say why I don't need boots, make a suggestion about something else to do

- 2**
 1 I'd love 2 have 3 did 4 have already grown
 5 love 6 is 7 I'll be

3
 No, he forgot to mention the boots.

4 Sample answer

Hi Freddie,

Thanks for your invitation for this weekend. It's a brilliant idea! It will be great to be outside after so many weeks studying at home.

I'd like to do both activities with the environmental club, but it might be more fun to work in the river because we can see more wildlife there. Are there any fish? I don't need to borrow boots since I've got special ones that my dad uses for fishing.

On Saturday night there's a really good film about African animals on TV. Maybe we could watch it with your family.

See you soon,

Cheers,

Unit 12

Listening Part 3

- 1**
 1 (TV) studio 2 May 3 beauty 4 (special) clothes
 5 show 6 use lights

Track 13

Narrator: You will hear a teenager called Jemma talking about a video-making course she went on last year.

Girl: It all began when I met a friend at the cinema and she invited me to go to see her father at work in a TV studio. While I was there, the camera operator let me try filming and it was amazing, so the next day I went to a camera shop as soon as I got up, to buy a cheap video camera. I wanted to learn more, so I persuaded my parents to let me sign up for a film course for teenagers. The course was every Saturday morning from 10 till 2. It lasted from September to May with a break in December, and then we had some extra sessions in the afternoon when we reached the final month of the course.

We worked in groups. I was with some really nice people and we created videos about various things, like beauty tips and dance routines. We even filmed our own plays.

We didn't need any experience or equipment – they had enough computers for us to share and cameras for each group. The only thing we had to bring was any special clothes we needed. I remember I borrowed several things from my aunt!

At the end of the course I got a certificate to show I had learnt basic video production skills, and we did a show for our families and friends so they could see the work we'd been doing. That was probably the best moment, when I could see how people enjoyed what we had created.

I'd really recommend this course to anyone who wants to find out about making great video clips. I wasn't very good at dancing or speaking in front of the camera, but I'd like to improve my skills at using lights, so I'm sure I'll do another course soon.

Vocabulary

- 1**
1 check / see / look at 2 call/phone 3 play 4 take 5 go
6 share 7 text 8 play / listen to
- 2**
1 tell 2 speak 3 said 4 talk 5 ask for
6 say 7 tell 8 talk
- 3**
1 impolite 2 incomplete 3 impatient
4 unbelievable 5 incorrect 6 impossible
7 uncomfortable 8 inexpensive 9 unfriendly

Reading Part 4

1 C 2 A 3 H 4 F 5 E

Grammar

- 1**
1 (that) he didn't want 2 (that) they were leaving
3 (that) Zoe would come over 4 (that) Harry had lived
5 (that) she had ('d) enjoyed 6 (that) we couldn't leave
- 2**
2 When will you give us the results?
3 How many people has Mia invited to the party?
4 Do you want to go to the beach?
5 Why can't you stay longer?
6 Where did you buy that dress?
- 3**
1 to write clearly 2 not to use a pen 3 to be careful with spelling
4 not to worry about understanding every word 5 to guess the meaning
6 not to forget to bring an identification document
- 4**
1 My teacher said told me that my work was very good.
2 I asked the shop assistant if she can could help me.
3 He told to me he would like to come and visit my country.
4 They told asked me if I wanted to come to their house for dinner.
5 She promised don't not to tell anybody.
6 I called my friend and told him I had found his camera.
- 5**
1 what time it is 2 I could take a photo
3 where the IT department is 4 how often you look at your phone
5 where Thomas lives

Writing Part 2 (A story)

- 1**
1 C 2 A 3 B
- 2**
1 Lucas said, 'I've hurt my leg.'
2 The police officer asked, 'When did you arrive home?'
3 Marina announced, 'I'm going to America.'
4 Charlie replied, 'I don't know.'
- 3**
1 Lucas said (that) he had hurt his leg.
2 The police officer asked when I/we had arrived home.
3 Marina announced (that) she was going to America.
4 Charlie replied (that) he didn't know.
- 4 Sample answer**
I slowly opened the box and looked inside. There was nothing there! I felt disappointed because I had expected a present for my birthday. My sister was watching me. She smiled and told me to look more carefully. Then I saw a tiny envelope. I quickly opened it and read the note inside. It said, 'Look outside.' I immediately ran to the window and looked out.
In the garden I saw a small puppy sitting on the grass. I was amazed. I hugged my sister and said, 'Thank you. This is the best present ever! I'm going to call it Lucky.'

Vocabulary extra Unit 1

- 1**
Across: 1 armchair 5 hall 9 cupboard 11 kitchen 14 sofa
15 garage 16 toilet
Down: 2 cushion 3 blanket 4 balcony 6 wardrobe 7 cooker
8 bath 10 stairs 12 chest 13 bedroom
- 2**
1 cupboard cupboard 2 furniture furniture 3 mirror mirror
4 dining dining 5 draws drawers 6 kitchen kitchen
- 3**
1 on 2 at 3 at 4 on 5 at 6 in

Unit 2

- 1**
Across: 1 course 2 degree 4 mark 5 geography 7 art
8 subject 10 project
Down: 1 chemistry 3 language 6 pupil 9 term
- 2**
1 did 2 failed 3 went 4 learnt / learned
5 passed 6 took 7 made 8 missed
9 paid 10 set off 11 studied 12 taught
- 3**
1 go; do 2 took / did; passed 3 set off; missed
4 studied; failed 5 learnt / learned; taught 6 make / take; pay
- 4**
1 do make 2 make have 3 pass spend
4 learned taught 5 made took 6 lose miss

Unit 3

- 1**
1 chain; helmet 2 bake; recipe 3 brush; watercolours
4 fire; sleeping bag 5 digital; cameras 6 practise; performance
7 queen; board 8 water; wetsuit
- 2**
A4 B8 C6 D5 E7 F2 G1 H3
- 3**
1 feel like / fancy; look forward to 2 suggest
3 take; afford 4 remember; promise 5 run out of; finish
6 fancy / feel like; go off 7 put down; enjoy

Unit 4

- 1**
1 good time 2 dry 3 hire 4 snorkelling
5 peace and quiet 6 trip 7 sightseeing 8 market
9 souvenirs 10 original 11 journey 12 hang
- 2**
Across: 3 palace 5 hall 8 monument 9 cruise 10 youth
11 camping
Down: 1 sports 2 department 4 gallery 6 factory 7 fountain

Unit 5

- 1**
1 miserable 2 cheerful 3 annoyed 4 confused
5 surprised 6 embarrassed 7 frightened 8 jealous
- 2**
Positive adjectives: brave, cute, funny, generous, grateful, pleased, satisfied
Negative adjectives: afraid, angry, ashamed, bored, depressed, disappointed, guilty
- 3 Suggested answers**
1 boring 2 cute 3 angry 4 guilty
5 generous 6 grateful 7 brave 8 satisfying
- 4**
1 tiring 2 surprised 3 frightening 4 relaxing
5 amazed 6 confusing
- 5**
1 about 2 of 3 about 4 with 5 by 6 of

Unit 6

1

Across: 1 fair 7 interval 9 screen 11 director 12 animation
Down: 2 audience 3 admission 4 stage 5 review 6 series
8 book 10 row

2

1 live 2 chat 3 opera 4 crowd 5 scenery 6 ballet

3

1 found out 2 gone 3 met 4 known
5 got to know 6 been

Unit 7

1

1 roundabout 2 railway 3 underground
4 car park 5 thunderstorm 6 traffic jam

2

1 roundabout 2 underground 3 railway
4 thunderstorms 5 car park 6 traffic jam

3

1 B 2 D 3 E 4 A 5 C

Unit 8

1

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

2

1 noisy 2 cheerful 3 modern 4 lazy 5 old-fashioned
6 polite 7 miserable 8 rude

3

1 confident 2 generous 3 selfish 4 quiet
5 anxious 6 kind 7 shy *word in grey: friends*

4

1 Danny 2 short, dark, curly 3 Jamie
4 Jamie 5 long, dark 6 straight/short, blonde
7 Sara 8 Jamie

5

1 made up 2 grew up 3 get on 4 ran out of

Unit 9

1

1 cut his 2 (high) temperature 3 operation
4 medicine 5 plaster cast 6 bandage

2

1 go 2 track 3 scored 4 court 5 went 6 hit
7 do 8 gym 9 pitch 10 beat

3 *Suggested answers*

2 bat – table tennis, cricket, baseball

3 kit – Most sports have their own 'kit'.

4 net – tennis, badminton, volleyball

5 trainers – athletics, running

6 swimsuit – swimming, beach volleyball

7 racket – tennis, badminton, squash

8 gloves – skiing, snowboarding, football (goalkeeper)

Unit 10

1

Across: 2 customer 4 teeth 5 library 7 bakery/baker's
10 hairdresser 11 bill

Down: 1 bargain 3 vegetarian 6 butcher 8 chemist 9 garage

2

1 mended 2 borrow 3 complained 4 made 5 book

3 *Suggested answers*

Proteins: beef, cheese, chicken, eggs, steak, tuna

Carbohydrates: bread, cake, chips, pasta, rice

Fruit & vegetables: cucumber, grapes, lettuce, pear

Dairy products: butter, cheese, yoghurt

Fats & sugars: butter, cake, chocolate, sweets

4

1 jug 2 fork 3 spoon 4 frying pan
5 knife 6 glass 7 chopsticks 8 plate

Unit 11

1

1 cliff 2 hill 3 beach 4 island 5 rock
6 wood 7 lake 8 valley 9 stream 10 waterfall

2

1 pollution 2 solar 3 wild 4 waste 5 protect
6 danger 7 save 8 aims

3

1 announcement 2 discussion 3 creation
4 excitement 5 enjoyment 6 invitation
7 education 8 reduction

Unit 12

1

1 lies 2 an email 3 your parents 4 speak
5 meaning 6 slang 7 say 8 ask

2

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

3

1 unhealthy 2 patient 3 unfair
4 polite 5 expensive 6 unsuccessful
7 perfect 8 incomplete

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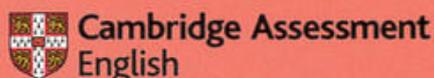
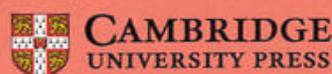
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