

Unit objectives

- **Reading and Use of English Part 1:** introduction to task type; training in skimming and choosing from multiple-choice items to complete the gaps
- **Reading and Use of English Part 4:** introduction to task type; writing key word transformations with comparative and superlative structures
- **Writing Part 2:** introduction to writing an article; paragraphing; writing compound and complex sentences; using adjectives
- **Listening Part 2:** introduction to task type; identifying/predicting the type of information required
- **Speaking Part 2:** introduction to task type; talking about free time and hobbies; giving a structured answer using discourse markers
- **Pronunciation:** sentence stress (1)
- **Vocabulary:** types of leisure-time activity; phrasal verbs and expressions, e.g. *take up, sum up, have a go*, etc.; adjectives describing feelings, e.g. *puzzled, motivating*, etc.
- **Grammar:** making comparisons; adjectives ending in *-ed* and *-ing*

Extension idea 2 If appropriate, ask students to bring photographs from home for the next class showing themselves or their families doing leisure activities, and ask them to talk about why they do the activities and how they feel about them.

Extension idea 3 On the board write:

- *In both photos ...*
- *In the first photo ... but in the second photo ...*

Ask students to work in pairs and look at the photo of the young people playing a computer game and the photo of the football match. Ask them to think of (but not write) several sentences about the photos using the words given. (Suggested answers: In both photos, the young people are with their friends. In the first photo, they're sitting inside at home, but in the second photo, they're playing a sport outside.)

Round up ideas with the whole class and write some sentences as examples on the board.

Write on the board: *Which is the most enjoyable?*

Ask students to work in pairs. They should each choose two other photos and take turns to compare the activities and say which they think is most enjoyable. (This may be treated as a simple introduction to Speaking Part 2, but at this stage, it's a good idea not to insist that they speak for a full minute or without interruption from their partner.)

Starting off

As a warmer With books closed, ask students to work in pairs and talk about what they did last weekend. Round up the activities they mentioned with the whole class.

Ask students to work in pairs to suggest names for each of the activities in the photographs. (Suggested answers: top right – cycling / mountain biking; top left – playing computer/video games; middle – reading/drawing; bottom left – skydiving/parachuting; bottom right – playing football.) Students should then answer question 1 in pairs. Round up with the whole class.

Ask students to work in pairs to answer questions 2 and 3, then have a class discussion. Encourage them to give reasons for their answers.

Extension idea 1 Ask students to work in small groups. Tell them to list their leisure-time activities and compare them with the ones in the photographs.

Listening | Part 2

1 **As a warmer** With books closed, generate a class discussion by asking students:

- *Do you play video or computer games?*
- *Some people think that video games are a waste of time. Do you agree? Why? / Why not?*

Answers

1 encourage 2 distract 3 concentrate 4 develop
5 solve 6 require 7 make 8 contribute 9 waste

Extension idea 1 If your students did the warmer, ask them which of the ideas 1–9 came up in the discussion.

Extension idea 2 Tell students that some of the verbs in the exercise are followed by prepositions. Which ones? (Answers: *distract from, concentrate on, contribute to.*)

Ask students to copy these into their notebooks and keep a section for verbs + dependent prepositions.

- 2 Ask students to work in pairs first. Then have a class discussion.
- 3 Listening Part 2 tests students' understanding of details, specific information and opinions. While the incomplete sentences will be paraphrases of what they hear, they need to complete them by writing the words exactly as they hear them in the recording.

Go through the Exam information box with students first. Tell them that they should make sure the completed sentences make sense. Although small spelling mistakes are permitted, they should try to spell their answers correctly.

Tell them that in the exam, they will have 45 seconds to read the questions and that they should use this time to identify the type of information they need to complete each sentence; this will help them to focus on what they need to listen for.

To get them started, elicit with the whole class that gap 1 may be something that you read or a type of story.

Suggested answers

- 1 something you read or type of story 2 a job
 3 something to do with games that he made with other students 4 a reason for working / something you can get from working
 5 something which will help solve problems
 6 qualities people have which are different from qualities he has 7 something one of his games has become 8 something that describes the information about the game 9 something large games need 10 a country or a city he travelled to

- 4  After listening, ask students to work in pairs and read their completed sentences carefully to make sure they are grammatically accurate and spelled correctly.

Answers

- 1 science fiction 2 computer programmer
 3 the (Games) Creation Club 4 experience
 5 experiments 6 skills and interests 7 film
 8 detailed 9 several years 10 Japan

age, I used to play computer games. I was also a huge fan of ¹science fiction and used to read anything I could get my hands on. I spent hours reading and playing and I know my mum and dad hoped I'd grow out of it and become a bit more interested in school work at some stage.

Anyway, I never really expected to become a games developer, in fact my dream actually was to become a ²computer programmer. I mean, I thought I'd be good at developing software and things like that. And my parents would have approved, as in their view, it was a much safer choice. But games were my passion and while I was at school, I got together with a few of my friends and we set up something we called the ³'Games Creation Club' – you know, we'd go through the process of having an idea, planning, sitting down and developing software and so on. At the time, it was the most exciting thing in my life, and I spent all my free time doing it. And then I had this opportunity which was even better. Word had got around that I was good at writing software, and a local company belonging to someone's dad offered me a summer job. Of course, I'd planned to spend the summer hanging out with my friends, but the chance to gain ⁴experience doing what I enjoyed was too good to miss. I worked much harder than I ever did at school and I loved every minute of it.

Games development is the most creative thing you can imagine. I love working on problems and I love carrying out ⁵experiments to work out how to deal with those problems. Also, it's a very rich environment and one thing which makes it so good is that I find myself working with colleagues whose ⁶skills and interests are completely different from mine. I think that it actually helps to have a good diverse range of people in the team and we all learn from each other. You probably have an image in your minds of a games developer sitting alone in front of a screen all day. In fact, it's an extremely social activity – we're always swapping ideas, playing games together, even going out to the cinema as a group and picking up ideas there. In fact, cinema is another of my passions and one of the biggest thrills for me was when one of my games, Dark Snake, was made into a ⁷film. Have any of you seen it? You have? Great, I hope you liked it! In the original game of Dark Snake, the players had to defend a medieval city that was being attacked by vicious reptiles. There were a lot of different characters, and there was a lot of ⁸detailed information about their adventures and life in the middle ages. Nowadays, I prefer to work on smaller games than that one, the reason being that those

CD 1 Track 05

Mike: Hi! It's great to be visiting this school and talking to you. As you know, my name's Mike Selby and I'm a games developer. I'm here to tell you a bit about my work and how I got started. First of all, I think I can honestly say I have the coolest job in the world. I think I'm incredibly lucky to do what I love and get paid for it. Well, it'll be no surprise to you that when I was your

huge complex games take ⁹several years to make, and I don't want to spend so much time on things. I prefer a bit more variety.

I get to travel a lot as well, going to games conventions all over the world and meeting the people who play our games. Talking to them gives me an idea of what sort of things they're into, and what sort of things they'd like us to be doing. Last week, I was in ¹⁰Japan, and I learned an awful lot there.

Well, I hope I've managed to inspire a few of you here. I should say that in the next few months, I'm planning to set up my own business developing games. One day, that's exactly what some of you may end up doing!

Extension idea Print out and photocopy the recording script from the Teacher's Resources CD-ROM. Ask students to check their answers with the recording script. You can play the recording again while they are doing this.

- 5 While students are discussing, monitor and note down any mistakes they make with comparisons of adjectives and adverbs which you can use as a warmer in the Grammar section which follows.

Extension idea Ask students to take turns to recommend a game to the whole class (or if the class is large, to their groups). To help them, write on the board:

- What does the game involve?
- How long does it take?
- How difficult is it to play?
- Why will you enjoy playing it?

Tell students to think about what they will say and make a few notes (they can do this in pairs if they wish). Meanwhile, help them with vocabulary where necessary.

When they have finished giving their talks, you can discuss with the whole class which games are most popular and most interesting to play.

Grammar

Making comparisons

- 1 **As a warmer** If you monitored and noted mistakes with comparisons of adjectives and adverbs while your students were doing Listening Exercise 5, either photocopy your notes or write salient mistakes on the board. Ask students to work in pairs or small groups and correct the mistakes.

After doing the exercise, go through the Language reference section on page 183 (Making comparisons) with students. As you go through it, ask them to suggest other examples for each 'rule'.

Answers

1 a bit more 2 much safer 3 most
4 better 5 much harder 6 most 7 biggest
8 so much

- 2  Tell students it is important to think carefully before they use the comparative or superlative form of an adjective when they are speaking and writing. If they notice that they have made a mistake, or they hear a classmate make a mistake, they should correct it. Ask them to complete the sentences, if necessary looking at the Language reference section.

Answers

1 the healthiest 2 cheaper 3 more sociable
4 harder 5 the most thrilling 6 the least
interesting 7 better

Extension idea Students work in pairs. Ask them to say which sentences they agree with and which they disagree with, and why.

- 3 To get students started, elicit a sentence for the first question from the class and write it on the board.

When students have completed all the sentences, ask them to compare their ideas in pairs or small groups.

Suggested answers

1 difficult as it looks. 2 important thing is to participate, not to win. 3 skiing than skating.
4 nicer than I am. 5 as bad for you as some people say.

Extension idea Ask students to discuss which of their partner's sentences they agree with and which they disagree with, and why.

Note: This may be a suitable moment to do the photocopiable activity from the Teacher's Resources CD-ROM.

Reading and Use of English | Part 1

Reading and Use of English Part 1 tests students' knowledge of lexis, particularly choosing the correct option for a context from a group of words with similar meanings. Students choose on the basis of a dependent preposition, gerund, infinitive or other grammatical feature, knowledge of collocations and set phrases or expressions. Undoubtedly the best preparation for this task is extended experience of the language, especially extended reading and listening, which builds up students' internalised language knowledge.

- 1 **As a warmer** Ask students to look at the photo of the motorbikes and in pairs or small groups talk about why people enjoy riding motorbikes. Elicit ideas from the whole class. Then ask how many of your class ride (or have ever ridden) motorbikes and how their families feel about them riding motorbikes.
- 2 Give students one minute to skim the text and answer the question.

Suggested answers

His dad gave him a motorbike and they rode it together. He instantly liked riding the motorbike and thought it was exciting.

- 3 Tell students that the best way to deal with the gaps is:
 - to read carefully the text before and after the gap
 - not to 'word spot', i.e. not to choose an option because it appears again in the text
 - to read the text once more when they have completed it to ensure that it is coherent.

Ask them to work alone and then to compare their answers in pairs. Then round up with the whole class. Encourage students to explain why each answer is correct and why the other options are not suitable.

Answers

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

- 4 **As a warmer** Ask students to brainstorm reasons why teenagers often want a motorbike; ask them to brainstorm reasons why parents often don't want their children to have motorbikes.

Before they do the role play, ask them to work in pairs and give them two or three minutes to prepare a role (Student A or Student B) together. Then ask them to work in new pairs with someone who prepared the other role and practise the role play.

Vocabulary

Phrasal verbs and expressions

- 1 **EP** Tell students that in Reading and Use of English Part 1, they must be able to guess the meanings of words and phrases from the context. Ask students to:
 - find the phrasal verbs and expressions in the reading text before choosing the answers
 - copy the verbs and expressions into their notebooks.

Alternative treatment Ask students not to look at the definitions in the right-hand column. They should work in pairs and discuss what each phrasal verb or expression might mean by looking at the context.

To get them started you can elicit clues which will help them to guess the meaning of *take up*: *first* and *biking beginnings* should bring them close to the meaning.

Answers

2 a 3 g 4 f 5 h 6 b 7 c 8 e

2 **Answers**

1 taking risks 2 sum up 3 have a go 4 make up
5 didn't have / hadn't got a clue 6 keep a promise / keep promises 7 taking up 8 get hold of
9 summing up 10 get hold of

Grammar

Adjectives with *-ed* and *-ing*

- 1 After doing this introductory exercise, go through the Language reference section on page 177 (Adjectives with *-ed* and *-ing*) with the class.

Answers

1 thrilled 2 exciting

Extension idea Ask students to brainstorm other adjectives they know with *-ed* and *-ing*.

- 2 **👁** Tell students that they should look out for and avoid these mistakes when they are speaking or writing. Tell them they can also correct their classmates if they hear them making a mistake.

Answers

1 amusing 2 irritating 3 bored 4 irritating
5 embarrassing 6 excited

- 3 **EP** This exercise practises similar skills to those needed for Reading and Use of English Part 3 (word formation), where forming adjectives with *-ed* or *-ing* may be tested. However, in the exam, a continuous text is used rather than separate sentences.

Make sure that students spell their answers correctly. They may have difficulty with the 'y' in *worry*. Check also that they drop the final 'e' of *amuse* when writing *amusing*. If you wish, go through the relevant parts of the section on spelling in the Language reference section on page 190.

Answers

1 astonishing 2 puzzled 3 motivating 4 worried
5 amusing 6 exhausted

- 4  Ask students to listen for the general gist of the story, as the recording contains a number of distractors.

Answer

g

CD 1 Track 06

Young woman: The whole experience was ¹amazing actually. I mean, I'd been working really hard, studying, and so I was feeling pretty ²tired and nervous already, so when my best friend suggested I went along with her, I was like, ³shocked, like 'No way!' – I mean the thought of breaking a bone or something even worse just before an exam was ⁴terrifying. But you know, she just kept on at me, so for the sake of a bit of peace, in the end I said yes. When we were up there in the sky, I was just so ⁵scared I can't tell you. I just wanted to get out of the plane. I felt ⁵trapped, but the only way to do that was to jump, and in fact, the jump itself was really ⁶thrilling. I'd love to do it again. And I didn't break a thing!

- 5 **Alternative treatment** Before playing the recording again, ask students to work in pairs or small groups and try to remember what adjectives the girl used for each of these things. Students then listen again to check their answers.

Answers

2 tired and nervous 3 shocked 4 terrifying
5 scared and trapped 6 thrilling

- 6 Encourage students to use adjectives with *-ed* and *-ing*. If any students have problems, tell them they can talk about someone they know or give a fictional answer.

Reading and Use of English | Part 4

Reading and Use of English Part 4 tests students' knowledge of grammar, lexis and structure and their ability to express meaning using different structures.

Since this is students' first encounter with a complex exam task, go through the Exam information box with them and tell them:

- to concentrate on achieving the same meaning
- that although the sentences here practise comparison of adjectives and adverbs, the questions in the exam may test a wide range of grammar, vocabulary and structures.

Go through the example (0). Point out that the answer:

- has between two and five words
- uses the key word in capitals without changing it in any way
- means the same as the original sentence.

Elicit answers to the first question from the whole class and write them on the board. Ask students to check the same criteria (between two and five words, key word unchanged, same meaning) and, if students suggest more than one answer, ask them to decide which answer is correct.

Ask them to do the rest of the exercise in pairs. Tell them to use the Language reference section on page 183 to help them.

Alternative treatment Write these 'answers' to question 1 on the board and ask students why they are wrong:

- *one instrument which is easier than all other* (Answer: Too many words; does not mean the same)
- *easier than most other* (Answer: Does not use the key word)
- *one of the most difficult* (Answer: Does not mean the same).

Answers

1 one of the easiest 2 not as/so interesting as
3 play tennis so/as well as 4 is the noisiest person in
5 not as/so cheap as 6 more quickly than

Speaking | Part 2

- 1 Speaking Part 2 tests students' ability to organise their ideas and express themselves coherently and at length using suitable language.

As a warmer With books closed, ask students: *Do you think young people in your/this country spend too much time studying? What, for you, are the best ways of relaxing in your free time?*

With books open, go through the Exam information box with them.

Tell students that the photos are a starting point for them to speak.

In the exam, candidates will take it in turns to speak for one minute about a different pair of photographs. The candidate who is not speaking will be asked a question at the end about their partner's photographs.

Tell students they should compare the photos fairly generally, focusing on the main idea or subject of the photo, not the small details; they should move on to use the photos to answer the printed question.

At this stage, tell students they are not actually doing the task, but thinking of ideas.

- 2  Students can answer the question in pairs.

Suggested answers

Football: getting exercise, good for you, good for health, helps you relax, having fun, laughing, builds up social relationships and friendships, breaks down social boundaries between boys and girls

Chatting in a café: communicating, sharing ideas and experiences, talk about problems, relax, enjoy friendship

Extension idea Ask students: *Which of the ideas that Martyna expresses did you also think of?*

- 3 **Alternative treatment** Before students listen again, ask them in pairs to discuss which of the points on the checklist are good things to do in the exam, which are not so good, and which are neither good nor bad.

Suggested answers

1 neither good nor bad **2** not so good – candidates are expected to make a broad general comparison **3** neither good nor bad – candidates can deal with each in turn or both at the same time **4** good – the photos are intended to lead to the question **5** good – this is clearly comparing **6** not so good – answers should be relevant **7** good

Answers

3, 4, 5, 7

- 4 Tell students not to write their answers and that they needn't remember Martyna's exact words.

Ask:

- Which words/phrases introduce an answer to the question? (Answers: *I think they benefit; I think they also benefit because*)
- Which words/phrases introduce extra ideas and help Martyna to structure her answer? (Answers: *Firstly, At the same time, Also*)
- Which phrase introduces a short conclusion? (Answer: *all in all*).

Answers

See recording script for Track 07.

- 5 **Answers**

a 1 **b** 2 **c** 3, 4, 5

- 6 **Answers**

b First of all, To start with
c Besides, In addition, What is more

CD 1 Track 07

Examiner: In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a short question about your partner's photographs. Martyna, it's your turn first. Here are your photographs. They show people doing different activities in their free time. I'd like you to compare the photographs, and say how you think the people can benefit from spending their free time doing these different activities. All right?

Martyna: Well, in the first photo, there's a group of children, both boys and girls, playing football together in the park. They don't seem to be taking the game too seriously and they seem to be enjoying themselves. I think they benefit from this in several ways. Firstly, they're getting some exercise, which is always good for you because it's great for your health and helps you to relax. At the same time, they're having fun together, which is important because it builds up their social relationships and their friendships. Also, it's good to see boys and girls doing a bit of sport together instead of separately, because I think it helps break down social boundaries between boys and girls.

In the second photo, there are four girls chatting together in a café and laughing. They aren't so active as the children in the first photo because they're not doing a sport, but they are probably communicating more and sharing their ideas and experiences. I think they also benefit because they can talk about their problems, relax and also enjoy their friendship. Mm, all in all, I think they get a lot from both activities.

Examiner: Thank you.

7 **Pronunciation:** sentence stress (1)

Remind students that stressing particular words in a sentence involves taking longer to say them and saying them more clearly. Good sentence stress is essential to clear communication.

- 1  Point out that it is the speaker who chooses which words to stress, i.e. there aren't words which must be stressed, but that it depends on what the speaker wants to communicate. Therefore, if students choose different words from the ones Martyna in fact stresses, this does not indicate wrong pronunciation.

CD 1 Track 08

- 1 Firstly, they're getting some exercise, which is always good for you.
- 2 It's great for your health and helps you to relax.
- 3 At the same time, they're having fun together ...
- 4 ... which is important because it builds up their social relationships and their friendships.
- 5 Also, it's good to see boys and girls doing a bit of sport together instead of separately.
- 6 I think it helps break down social boundaries between boys and girls.

- 2 **Alternative treatment** Ask students to take turns to read the sentences, but the student who is listening should chime in and say the stressed word at the same time as the student who is reading, e.g.:

Student 1: Firstly, they're getting some exercise, which is always good for you.

Student 2: Firstly exercise good

- 3 **Alternative treatment** Ask students to follow the same alternative treatment as for Pronunciation Exercise 2.

- 8 While students are doing the exercise, be strict with timing: look at your watch when you tell them to start and say 'Thank you' at the end of the minute. You can tell students that in the exam, the examiner will be strict with the timing to give all candidates exactly the same opportunity to speak and that an interruption from the examiner is not an indication of their performance.

Give students time to give their partners feedback. When they have finished, round up with the whole class and discuss any issues arising.

Extension idea Tell the student who is not speaking not to interrupt and to listen carefully. At the end, ask them one of these two questions:

- Which activity would you prefer to do?
- Which of the activities do you think would be easiest to do?

- 9 Tell students that this is an opportunity to put the feedback they have given into practice themselves.

Tell them to follow the same procedure as for Exercise 8.

Extension idea You can use the extension idea here that was given for Exercise 8.

Writing | Part 2 An article

- 1 **As a warmer** Ask students: *Have you ever written an article? What was it about? Where was it published? Do you enjoy reading articles written by other students, for example in college magazines? Why? / Why not? What sort of articles are most enjoyable?*

Point out that it is important to identify who is going to read the article – this will determine what they put in the article and the style they will use.

Suggested underlining

magazine for teenagers, leisure-time activity, How did you get started?, Why do you enjoy it so much?

- 2 Encourage students to speak for at least a minute.
- 3 **Alternative treatment** Ask students to read the article quite quickly without looking at the instructions for this exercise. Ask them: *What is wrong with the article?* (Answer: It's not divided into paragraphs.) *What effect does this have on the reader?* (Answer: It becomes difficult to follow the argument because it is not clearly structured.)

Point out that some paragraphs, especially introductory or concluding paragraphs, can be quite short and may sometimes have just one sentence. However, it is equally confusing when every paragraph is just one sentence long.

Answers and suggested answers

- 1 Para. 1: I've always loved ... simple tunes; Para. 2: I found I really enjoyed ... any more; Para. 3: When I got back home ... play something really well; Para. 4: I'd recommend ... that anyone can have.
- 2 Para. 1: how I started; Para. 2: how I continued; Para. 3: why I enjoy it; Para. 4: why I'd recommend it

4 **Suggested answers**

- 1 I've always loved music; I first got interested in playing the electric guitar last summer.
- 2 I really enjoyed playing the guitar; I was soon trying things that were a little more complicated.
- 3 It wasn't always easy; my cousin was great and helped me so much.
- 4 When they come round to my house, we play music together; we find it satisfying and relaxing.
- 5 I'd recommend it as a hobby; for me, it's one of the most sociable, creative and entertaining hobbies that anyone can do.

5 **Suggested answers**

- 2 I got interested in flying when I was about 14 because my father took me to an airshow.
- 3 My parents don't want me to fly because they think it is dangerous.
- 4 One of my friends is learning to fly and he's asked me to come with him because he thinks I'd like it.

6 **Suggested answers**

- 2 I was soon trying things. They / The things were more complicated.
- 3 She even gave me one of her old guitars. She didn't need it any more.
- 4 I got back home. My parents let me do guitar lessons.
- 5 They come round to my house. We play music together.

7 **Suggested answers**

- 1 I was 13 when I started running seriously / I started running seriously when I was 13.
- 2 My aunt, who's a keen athlete, encouraged me.
- 3 I go running most days when/after I've finished school and done my homework.
- 4 Running is a sport which/that gets you really fit.

8 **Suggested answers**

- 1 I started windsurfing when I was 13 and I was staying with friends by the sea.
- 2 One of my friends, who is a keen windsurfer, encouraged me to start because she thought I would enjoy it.
- 3 I kept falling into the sea to start with because it was a fairly windy day and there were a lot of waves.
- 4 I didn't enjoy it at first because I had to concentrate quite hard, but I carried on trying.
- 5 I started to windsurf quite fast, which was exciting, and I started to find it quite enjoyable.

- 9 Remind students that they will get marks for the range and appropriateness of their vocabulary.

Answers

- 1 satisfying, relaxing 2 sociable, creative, entertaining 3 competent

- 10 **EP Alternative treatment** Print out and photocopy the word list for this unit from the Teacher's Resources CD-ROM. Ask students to refer to it while doing this exercise.

Answers

feelings about an activity:	the type of activity:
astounding, delightful, depressing, dreadful, entertaining, exhausting, incredible, irritating, superb, tremendous, unbelievable	competitive, demanding, economical, popular, time-consuming

Extension idea Ask students to choose three words which are new to them. Ask them to write a sentence using each of them.

They should then compare their ideas with examples from a learner's dictionary.

Divide students into three teams and ask them to take turns to read sentences they have written to the whole class, who then discuss if the word has been used correctly or not. You should act as referee. If the word has been used correctly, the team scores a point.

The winning team is the one which scores the most points.

Get it right Point out that Spanish-speaking exam candidates often confuse the false friends *economical* and *economic*. Ask students to translate the example sentences and check their answers.

11 Extension idea Ask students:

- *What are the characteristics of a good article?*
(Possible answers: It must be interesting, tell the reader something they didn't know, be enjoyable to read.)
- *What would be a suitable style for this article? Why?*
(Answer: As it's for a magazine for teenagers, a neutral or informal style would be suitable.)

Remind students to use some compound sentences.

12 If you wish, this task can be done for homework.

- For more on writing articles, you can refer students to page 207 (Writing reference – Articles).

Sample answer

See the model in Exercise 3 in the Student's Book.

Extension idea Collect students' articles, photocopy them and staple them to form a class magazine.

Objectives

- **Speaking Part 1:** giving personal information; further work on giving extended answers
- **Vocabulary:** *expect* and *hope*
- **Spelling and sounds:** words ending in *-ture*

Speaking | Part 1

- 1 **As a warmer** Ask students in pairs to look at the photos at the top of the page and say which of the activities in the photos they do at the weekend, which ones they enjoy, and why.

Ask students: *How important is it to relax and have fun in your free time? Why?*

Refer students to the two Speaking Part 1 questions in the box. Ask them to note down useful vocabulary to answer the questions, but not to write complete sentences. Tell them they should prepare for Speaking Part 1 by learning vocabulary relevant to their own personal information.

Students then answer the questions in pairs.

- 2 **▶** Remind students to look at parts of the sentences that come before and after each gap such as prepositions (*up, with, to, in*) and other verbs (*will, plan to, think of, going to*) to help them.

Play each sentence one-by-one for students to check their answers.

Answers

1 meet 2 have 3 spending 4 looking forward
5 take part; holding

Speaker 3: I'm thinking of spending the weekend at the beach. My parents have got an apartment on the coast so I can stay there. I'm really looking forward to lazing in the sun and I hope I'll get a suntan, but that depends on the weather, of course.

Speaker 4: I'm going to take part in the festival they're holding in my neighbourhood. It's a kind of local event which we celebrate every year. It's great fun! On the first evening people go to the main square, there's a procession and dancing, and later on a firework display. There will also be lots of stalls selling food and drink.

Extension idea Tell students that the sentences are all answers to the questions in Exercise 1. Ask students to say which of the two questions they think each sentence answers. (**Suggested answers:** All the sentences could answer the first question. Sentences 4 and 5 could answer the second question.)

- 3 Remind students that they will get higher marks if they use more complex structures, so they should aim to use longer sentences, and often more than one sentence, to answer questions. They can do this by extending their answers with reasons, examples and additional information.

Play each candidate's answer one at a time to do the task. Point out that some candidates don't give all three things and some give more than one of each item.

Answers

Speaker 1

a reason: There's much more to do there than in my neighbourhood,

an example: things such as going to the cinema or going bowling.

additional information: Sometimes we go to a disco and then go home on the night bus.

Speaker 2

a reason: It's my younger brother's birthday on Saturday, so we'll all have a meal together.

an example: *none given*

additional information: My mum's going to cook paella, because that's his favourite dish. I've got a big family – we're expecting about twenty people to come to the party!

CD 1 Track 09

Speaker 1: I think I'll meet up with my friends and go to the city centre. There's much more to do there than in my neighbourhood – things such as going to the cinema or going bowling. Sometimes we go to a disco and then go home on the night bus.

Speaker 2: We're planning to have a special family lunch. It's my younger brother's birthday on Saturday, so we'll all have a meal together. My mum's going to cook paella, because that's his favourite dish. I've got a big family – we're expecting about twenty people to come to the party!

Speaker 3

a reason: My parents have got an apartment on the coast so I can stay there.

an example: none given

additional information: I'm really looking forward to lazing in the sun and I hope I'll get a suntan, but that depends on the weather, of course.

Speaker 4

a reason: It's great fun!

an example: none given

additional information: On the first evening people go to the main square, there's a procession and dancing, and later on a firework display. There will also be lots of stalls selling food and drink.

Get it right Elicit the difference between *expect* and *hope* in the two examples. (**Answer:** In the first sentence, *expect* is used to show the speaker thinks something will happen. It's a prediction about the future. In the second sentence, *hope* is used to show the speaker wants something to happen in the future.)

- 4  Ask students in pairs to read the sentences carefully and discuss the meaning of *expect* and *hope* in each one. *Expect* has more possible meanings than *hope*, which simply expresses a positive wish for the future.

Answers

1 b 2 c 3 d 4 a 5 e

- 5 Tell students to look for indications in each sentence of whether the speaker **thinks** something is true or will happen, or **wants** something to happen.

Answers

1 expect 2 hope 3 expect 4 hope 5 expect
6 expect

- 6 With weaker or less confident students, ask students to prepare their ideas before speaking. Remind students of the meaning of *career* (a job or series of jobs that you do in your working life) so they don't confuse it with Spanish *carrera*.

Alternative treatment Ask students to note down two things they want to say about each topic. They should then walk around the class and exchange information to find out which other student has the most in common with them. Round up by asking students to report back to the class the things they have in common.

- 7 Ask students to read the questions and think about how to give extended answers.

Speaking tip Go through the Speaking tip with students. Remind students that they should speak spontaneously.

- 8 Ask students to change partners for this exercise. Remind them to take turns to answer each question before going on to the next one.

Spelling and sounds

- 9 Tell students that pronunciation will be assessed according to the following criteria:

- intelligible speech
- appropriate intonation
- correct sentence and word stress
- clearly articulated individual sounds.

Alternative treatment Students use a dictionary, such as the Cambridge online dictionary, to check the word stress. Point out to students how word stress is indicated in a dictionary. If possible, use the dictionary recording to show how a word is pronounced. Ask students to repeat the word.

Answers

See recording script for track 10.

- 10  Students practise saying the words together in pairs, or alone.

Alternative treatment Play the CD again, pausing for students to repeat each word.

Answers

-ture is usually unstressed and is pronounced /tʃə/. Note that in many accents, *-ture* is pronounced as /tʃər/.

CD 1 Track 10

1 culture /'kʌltʃə/ 2 future /'fju:tʃə/ 3 architecture /'ɑ:kɪtektʃə/ 4 literature /'lɪtrɪtʃə/ 5 nature /'neɪtʃə/
6 adventure /əd'ventʃə/ 7 mixture /'mɪkstʃə/ 8 lecture /'lektʃə/ 9 picture /'pɪktʃə/ 10 furniture /'fɜ:nɪtʃə/

Extension idea Ask students to think of other words ending in *-ture* and say how they are pronounced.

- 11  This time, students hear sentences with words ending in *-ture*. Play all four sentences before checking answers.

Alternative treatment With weaker students, play the sentences one at a time, checking answers before going on to the next sentence.

CD 1 Track 11

- 1 I don't take many notes during lectures.
- 2 Paula hopes to get higher marks in future.
- 3 Skiing in the Sierra Nevada was a great adventure.
- 4 We got some great pictures of our classmates on the trip.

Extension idea Ask students in pairs to try to remember each of the sentences they heard. They should then repeat them with the same pronunciation.

- 12 Ask students to look again at Exercise 9 and find the six words that weren't used in the sentences they heard in Exercise 11. (**Answer:** *culture, architecture, literature, nature, mixture* and *furniture*.) Give the students some time to write a sentence for each word. Elicit answers from the class.
- 13 Students work in pairs to think of words ending in *-ture* that match the definitions. Ask them to use a dictionary to check their answers before rounding up with the whole class.

Alternative treatment If students are finding the exercise challenging, write the answers, in random order, on the board for them to match with the definitions.

Answers

- 1 Agriculture 2 capture 3 creature 4 Departures
5 fracture 6 manufacture 7 structure
8 signature

Extension idea Ask students to write two sentences, each with a word ending in *-ture* blanked out. Students then work in small groups and say what the missing word is.

- 4 1 won 2 have arrived; have been expecting 3 have spent; has turned up 4 have been having / have had; has been telling / has told; has not told; has seen 5 has lost / has been losing; has been getting 6 has finished; have been waiting 7 has eaten; has not left 8 has been looking; has been studying

Vocabulary and grammar review Unit 2

- 1 1 keep a promise / promises 2 to take / taking risks 3 taking up 4 make up 5 sum up 6 haven't / haven't got / don't have a clue; have a go

2 Suggested answers

- 1 Katya took up karate when she was seven years old because she was interested in it.
 - 2 Her father, who is a professional karate instructor, taught her, so she progressed quickly and soon became junior regional champion.
 - 3 She did karate with other children who were the same age as her, but none of them was as good as her, so she felt dissatisfied.
 - 4 Last year, she participated in the national championship, but she did not win because she was injured during one of the matches.
 - 5 She hopes to become a professional karate instructor and work in the same sports centre as her father because he has too many students.
 - 6 Some of her father's students have been studying karate for several years, and her father thinks they would benefit from a different teacher because they are too familiar with his style of karate.
- 3 1 motorbike made more noise than 2 are not as/so dangerous 3 is the best player 4 as/so stressed as 5 much more clearly than 6 more comfortable than any of
- 4 1 amazing 2 exhausting 3 puzzling 4 disappointed 5 motivated 6 astonished

Vocabulary and grammar review Unit 1

- 1 2 bad-tempered 3 hardworking/hard-working 4 unreliable 5 anxious 6 sensitive 7 mature 8 concerned/anxious
- 2 1 clear; up 2 pick; up 3 get on with 4 worn; out 5 do up 6 went on
- 3 1 do 2 make 3 do 4 doing 5 do 6 made 7 made 8 making