

## Topic Technology and inventions

## 12.1

|             |                                                                         |
|-------------|-------------------------------------------------------------------------|
| Exam skills | Speaking Paper 4 Part 2<br>Reading and Use of English Paper 1<br>Part 7 |
| Vocabulary  | Word formation                                                          |

## 12.2

|               |                                                             |
|---------------|-------------------------------------------------------------|
| Grammar focus | The passive                                                 |
| Exam skills   | Reading and Use of English Paper 1<br>Part 4                |
| Vocabulary    | Collocations with <i>come</i> , <i>tell</i> and <i>fall</i> |

## Workbook contents

Reading and Use of English Paper 1 Part 5 – multiple choice  
Grammar – the passive  
Vocabulary – phrasal verbs with *come* and *take*  
Listening Paper 3 Part 2 – sentence completion

## 12.1 SB pages 82–83

## Lesson plan

|            |               |
|------------|---------------|
| Speaking   | 20–30 minutes |
| Reading    | 50–60 minutes |
| Vocabulary | 0–10 minutes  |

SV Omit 3.

LV See Extension activity before and after 2.

## Speaking

- 1 In pairs, the students should look at the photos and then answer the questions. The photos are of:
- a modern kitchen with many electrical appliances
  - a woman in the early part of the last century washing clothes by hand
  - someone travelling by sports car – quick, comfortable, exciting
  - someone travelling by bike with a young child – ‘green’, healthy, economical, but possibly not as safe as a car for a child in heavy traffic

## Reading

## Extension activity

No dictionaries are allowed in the examination and students need to feel confident they can cope with a text without immediately

reaching for their dictionary. Dictate the following sentences and ask them to work out the meaning of the words in italics (which are taken from the reading text) by thinking about the words around them. It doesn't matter if they can't come up with an exact synonym – it's the fact that they've understood what it means that counts.

- The fashion for environmentally friendly cars only *took off* at the beginning of the twenty-first century.
- When I got home, my shoes were really *soggy* from having to walk through the rain.
- My sister always refuses to eat *stale* cake. She likes it straight out of the oven.
- A neighbour *devised* a great way of cutting the grass. He got a couple of sheep to do it for him.
- Many people are *reluctant* to put their money in that bank, after the crash.
- The scientist was amazed by her *findings*. They didn't at all give the results that she had expected.

## Answers

- became successful/fashionable
- wet
- old / not fresh
- thought of / invented / came up with
- unwilling
- results (of an experiment or investigation)

- 2 Refer the students to the Exam spot. Ask them to skim the text quickly to get an idea of what it is about and then to look at the example question. They should then move on to the complete exercise.

## Answers

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

## Extension activity

Ask students to decide which of the inventions/discoveries in the text they think has been the most significant and why.

Ask them to decide which five modern conveniences they would take to a desert island.

## Vocabulary

3

## Answers

- |                          |                   |
|--------------------------|-------------------|
| a celebrating – verb     | noun: celebration |
| b failed – verb          | noun: failure     |
| c hot – adjective        | noun: heat        |
| d fresh – adjective      | noun: freshness   |
| e various – adjective    | noun: variety     |
| f strong – adjective     | noun: strength    |
| g destroying – verb      | noun: destruction |
| h industrial – adjective | noun: industry    |

## 12.2 SB pages 84–85

### Lesson plan

|             |               |
|-------------|---------------|
| Grammar     | 20–25 minutes |
| Exam skills | 10–15 minutes |
| Vocabulary  | 20–25 minutes |

**SV** Omit 7; set 8 for homework.

**LV** See Extension activity after 4, 7 and 9.

## The passive

- 1 In this exercise students have to recognise the form of the passive. They often confuse the tenses of the verb to *be* with the passive.

### Answers

- a active – present perfect
- b past simple **passive**
- c active – past simple
- d present simple **passive**
- e present perfect **passive**
- f modal **passive**
- g past perfect **passive**
- h active – past simple
- i present continuous **passive**
- j **passive** infinitive

- 2 Try to elicit the answers to these questions from the students. For the formation of the passive, ask students to look in their Grammar folder, page 193. If they are still unclear, then give them a table of the tense changes.

### Teaching extra

Students often worry about the formation of the passive. If they are unclear about this, put the following table on the board for them to copy down. It is important in Paper 1 Part 4 that they use the same tense as the prompt sentence, so they need to be able to manipulate active to passive and passive to active easily. Note that *get* can sometimes be used informally instead of *be*.

|                    |                                                 |
|--------------------|-------------------------------------------------|
| Present simple     | <i>am/are/is</i> + past participle              |
| Present continuous | <i>am/are/is being</i> + pp                     |
| Past simple        | <i>was/were</i> + pp                            |
| Past continuous    | <i>was/were being</i> + pp                      |
| Present perfect    | <i>has/have been</i> + pp                       |
| Past perfect       | <i>had been</i> + pp                            |
| <i>Will</i>        | <i>will be</i> + pp                             |
| Future perfect     | <i>will have been</i> + pp                      |
| <i>Going to</i>    | <i>am/are/is going to be</i> + pp               |
| Passive infinitive | <i>(to) be</i> + pp; <i>(to) have been</i> + pp |

- 3 The passive is often used in newspaper reports and also to talk about processes. It is used when the action is more important than the person who is doing the action.

### Answers

- 1 could/would be persuaded/encouraged
- 2 were encouraged/persuaded; have been encouraged/persuaded
- 3 were used
- 4 are (often) filled
- 5 can be talked into
- 6 are (being) supplied
- 7 are dissolved
- 8 (can be) / (are) dispersed
- 9 (can be) / (are) stored
- 10 will be issued / are going to be issued
- 11 is hoped
- 12 can be made up
- 13 are (constantly) being asked

- 4 Students often feel they need to use *by* every time they use the passive. However, it is often not needed – it can be understood.

### Suggested answers

- a by Spielberg.
- b *correct* – (obviously by builders)
- c *correct*
- d *correct*
- e *correct*
- f deliberately / by children.

### Extension activity

Students are sometimes confused about when to use *by* and when to use *with* with passive constructions. Give them the following pairs of sentences and ask them if they can work out the rule.

*Shakespeare wrote Romeo and Juliet.*

*Romeo and Juliet was written by Shakespeare.*

*Money can't buy happiness.*

*Happiness can't be bought with money.*

Elicit that in a passive clause, we usually use *by* if we want to mention the agent – the person or thing that does the action or that causes what happens. *With* is used when we talk about an instrument which is used by an agent to do an action.

Ask students to put the following sentences in the passive, using *by* and *with* as appropriate.

- a Mud covered the kitchen floor.
- b A cat scratched him.
- c A car ran him over.
- d Bulldozers smashed down the old house.
- e A millionaire is giving the money to build new university accommodation.

**Answers**

- a The kitchen floor was covered with mud.
- b He was scratched by a cat.
- c He was run over by a car. (we use *by* because someone was driving the car)
- d The old house was smashed down *by* bulldozers. (someone was driving the bulldozers)
- e New university accommodation is being built with money given by a millionaire.

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**Suggested answers**

- A In a canteen.
- B In any public building or on public transport.
- C On parking spaces or seats at a club. Somewhere where membership is important.
- D On a parcel or packet of biscuits, etc.
- E As a headline for a newspaper article.

**Teaching extra**

The passive is used in newspaper headlines, but as words are missed out, this can be very confusing to non-native speakers. Encourage students to put together articles for a class newspaper or radio programme so that they can practise using the passive in a realistic way.

- 6 Students should try to use the passive in their answers. In e, students can answer in two ways: *I was given ...* or *... was given to me*. The first way is neater.
- 7 The two pieces of information are linked in some way. Refer the students to the example.

**Suggested answers**

- a Many watches are made in Switzerland.
- b Gunpowder was invented in China.
- c Tutankhamen's tomb was discovered/opened by Lord Carnarvon.
- d Satellites were first sent into space in 1957.
- e The 2020 Olympic Games will not be held in London.
- f Togas were worn by the Romans.

**Extension activity**

This exercise can be extended into a game. Each team thinks of two ideas and the other team has to guess what the link is.

- 8 Refer students to the Exam spot. This exercise is exam practice using the passive in key word transformations. This exercise can be set for homework if time is short.

**Answers**

- 1 object to their ideas
- 2 were those chemicals being mixed
- 3 was made to hand over
- 4 is supposed to be
- 5 was informed of my boss's / his
- 6 would always be hidden

**Corpus spot**



**Answers**

- a I was **given** a leaflet ...
- b ... which **was built** many years ago.
- c My laptop **was** bought for me two months ago.
- d This brand **was** established in 1980.
- e The meeting **has been** cancelled / **is** cancelled.
- f It **is** located in a beautiful area.
- g My friend **is** called Cecile ...
- h In your advertisement **it said** (that) there would be more than this.

**Vocabulary**

- 9 Students match the beginning of the sentences (a–g) with the endings (1–7).

**Answers**

- a 5   b 4   c 1   d 6   e 7   f 3   g 2

**Extension activity**

**Word formation**

Ask students to fill in the gaps in the columns, where possible.

| Noun       | Person | Adjective | Verb |
|------------|--------|-----------|------|
| science    |        |           |      |
| invention  |        |           |      |
| technology |        |           |      |
| discovery  |        |           |      |

**Answers**

| Person                  | Adjective     | Verb     |
|-------------------------|---------------|----------|
| scientist               | scientific    | –        |
| inventor                | inventive     | invent   |
| technologist/technician | technological | –        |
| discoverer              | –             | discover |

# Writing folder 6

SB pages 86–87

## Paper 2 Part 2 Reviews

- 1 Ask students to spend a couple of minutes listing good and bad points before discussing their ideas in pairs.
- 2 Suggest students focus on the adjectives in order to decide.

### Answer

The writer preferred film A.

- 3 Ask students to skim the review to get a general idea of its meaning and then to complete gaps 1–7 on their own. They can compare their answers.

### Answers

- 1 frighteningly realistic
- 2 excellent acting skills
- 3 interesting locations
- 4 fascinating storyline
- 5 historical events
- 6 shocking violence
- 7 tremendous soundtrack

4

### Answers

- a I suggest (that) you see this film without delay.
- b correct
- c correct
- d I would advise you not to miss this film.
- e correct
- f I can/would recommend this film (to you).

5

### Suggested answers

- a The film is directed by (Pedro Almodovar).
- b This wonderful story is set (at the end of the eighteenth century).
- c All of the costumes were designed by (students at art college).
- d The main character is played by (the French actor Daniel Auteuil).
- e The supporting cast have been chosen for (their dancing ability).
- f Most of the music was composed by (Ennio Morricone).
- g A subtitled version will be shown (in a few weeks' time).
- h The screenplay has just been nominated for (an award).

- 6 Give students a minute to read the exam question.
- 7 Suggest students brainstorm the nouns in groups.

### Possible answers

*comedy*: jokes, comedian, laughter, humour

*documentary*: photography, wildlife, facts, interviews

*game show*: quiz, questions, points, prize

*reality show*: celebrities, relationships, lifestyle, conflict

*soap opera*: drama, script, character, plot, story

- 8 Ask students to develop a paragraph plan. The review can be written for homework, using the one in 3 as a model.

### Sample answer

One of my favourite shows on TV is the comedy series *Frasier*, starring Kelsey Grammer. Although new programmes are no longer being made of this long-running series, it is possible to watch regular repeats.

The key to the programme's success is the sensitive and humorous way in which it shows everyday life. *Frasier* hosts a radio phone-in show, assisted by his efficient producer Roz Doyle. The supporting cast includes his father Martin, a retired policeman, who lives with *Frasier*; Martin's amusing (and exceptionally well-trained) dog Eddie; *Frasier*'s younger brother Niles, who has gone through many disappointments in love and yet who finally ends up with the woman of his dreams, Daphne Moon; and *Frasier*'s icy ex-wife Lilith and their son Freddy, who appear on the programme from time to time.

The series is set in Seattle and rarely strays far from this city. In fact, the two commonest locations are *Frasier*'s apartment and his broadcasting room at the radio station. But the programmes are never dull! What makes this series so remarkable is its scripts, which are tightly written and contain some memorable jokes. I highly recommend this show.

(190 words)

# Speaking folder 2

SB pages 88–89

## Paper 4 Part 2

- 1 Students look at the photographs in pairs. They discuss what they show and list similarities and differences, e.g. family/friends, indoors/outdoors, play sport/watch sport, etc. Ask pairs to note down vocabulary they can use when comparing the pictures. Share ideas as a whole class.
- 2 **02** Tell students to read through the questions. Play the recording and ask students to take notes as they listen. In pairs, students answer the questions. Play the recording again if necessary and discuss the answers as a class.

### Answers

- a They both show sports.
- b In the first photo, the people are actually doing the sport, while, in the second, the people are watching. The people in the first photo are different ages, whereas the football fans are all men and quite young.
- c In the first photo, the people are enjoying playing together and having fun. In the second photo, the people are enjoying the game and the feeling of being a part of a group.
- d She prefers to be a spectator. She's not a sporty person.
- e She enjoys watching sports on TV, but doesn't watch live sporting events.

### Recording script

**Examiner:** Pedro, it's your turn first. Here are your photographs. They show people enjoying sports in different situations. I'd like you to compare the photographs and say what it is that the people are enjoying about each of the sports.

**Pedro:** Yes. OK, in the first photo, there are some people playing golf. They are carrying bags with golf, uh, golf ... I don't know the exact name of this equipment, maybe they are golf sticks, or something like that. And the second photo shows some spectators at home – watching a football match. Both photographs show sports, but they are very different. One big difference is that, in the first photograph, the people are actually doing the sport, while, in the second, the people are watching, not taking part. And another difference is that the people in the first photo are different ages, whereas the football fans are all men and quite young.

To answer the question, I think the people playing golf are enjoying playing together, but it's not too serious ... you know, they are just having fun together. On the other hand, the people watching the football match are enjoying – uh – the exciting ... I mean, the excitement of the game and the feeling of being a part of a group. It's a good feeling. But only if their team wins, of course! In my opinion, they take the sport seriously. Well, they're definitely more passionate than the people playing golf.

**Examiner:** Thank you, Pedro. Natalia, do you prefer to watch or take part in sport?

**Natalia:** Oh, I am not a sporty person at all. I wouldn't mind playing golf, like the people in the photo, but apart from that, I generally prefer to be a spectator. I really enjoy watching tennis, for example. But usually on TV. I don't often go to live sporting events.

**Examiner:** Thank you.

- 3 **2 02** Read through the items and check students understand what each one means. Students then tick the things Pedro did and listen to the recording again to check their answers.

### Answers

- paraphrases an unknown word
- answers the printed question
- expresses his own opinions
- hesitates and talks slowly
- uses linking words and phrases
- corrects a word form
- describes each photo in detail

- 4 Tell students to read the Useful language box on page 89. Check that they know the meaning of the phrases. Check also that they know what type of structure or word form follows each item by eliciting example sentences orally and writing them on the board.

Students match the beginnings and endings to make sentences, and complete them with linking or contrasting words.

### Answers

- 1 c: but
- 2 b: while / whereas
- 3 d: while / whereas
- 4 a: On the other hand

## USEFUL LANGUAGE

### Linking

- *both* uses a plural verb as it refers to two things;  
*neither* uses a singular verb

### Contrasting

- *but* goes between two clauses, not at the start of a sentence
- *while* and *whereas* can start a sentence or go in between two clauses. In each case, the two clauses will be separated by a comma.
- *On the other hand*, and *However*, go at the start of a sentence and are followed by a comma. *However* can also be used between two clauses and is generally preceded by a semicolon.

### Expressing opinions and preferences

Remind students that a gerund is used after these phrases, not an infinitive.

### Paraphrasing unknown words

Encourage students to practise paraphrasing, as it's a very useful skill.

## Assessment focus

Refer students to the information in the Assessment focus box and encourage them to use linking words and contrasting phrases in Part 2 of the Speaking test. Point out the importance of speaking with confidence and without hesitation or repetition in the Speaking test.

Pronunciation → TB pages 136–143

- 5 Students read the printed question above the photos and the examiner's follow-up question. Then they read the tips in the Exam advice box and think about their answers to the examiner's questions.
- 6 In pairs, students take turns being the examiner and the candidate. Remind them to refer to the Useful language box when they are answering the questions.

## Teaching extra

Tell 'examiner' students to tick the phrases in the Useful language box that the 'candidate' students use in their answers. Elicit which phrases were helpful.

## Extension activity

Ask students to repeat the activity using different photographs. These could be two photographs in the Students' Book, on smartphones, if they have them, or using an online photo resource. Encourage students to prepare at least two well-structured sentences of comparison / contrast using the Useful language before speaking.

# Units 7–12 Get it Right!

## SB pages 90–91

### Lesson plan

|                                 |               |
|---------------------------------|---------------|
| Focus on verbs                  | 30–45 minutes |
| Focus on prepositions           | 10–15 minutes |
| Focus on word order             | 10–15 minutes |
| Focus on vocabulary             | 10–15 minutes |
| Focus on spelling: vowel sounds | 10–15 minutes |

**SV** Set 4 (Focus on prepositions) and 6 (Focus on vocabulary) for homework.

**LV** Include the Extension activity after 1.

The aim of this section is to focus on the problems Spanish-speaking candidates have with verb forms, infinitive of purpose, the verb *like*, prepositions, word order, words with *sport* and vowel sounds in spelling.

## Focus on verbs

- 1 Give students a time limit of one minute to read the text quickly. Then, ask students to cover the text. Elicit what it is about.

Ask students if they noticed any mistakes in the text, and elicit one or two if they have.

Point out that there are twelve mistakes related to verb forms in the text.

In pairs, students find and correct the mistakes.

### Answers

- 1 a great place ~~for~~ growing to grow up
- 2 would ~~drive~~ drive
- 3 I needed ~~train~~ to train
- 4 I thought about ~~go~~ going
- 5 I didn't want ~~leave~~ to leave
- 6 after ~~discussed~~ discussing
- 7 my parents agreed ~~moving~~ to move
- 8 it meant ~~to change~~ changing
- 9 I didn't really expect ~~won~~ to win
- 10 I've got used to ~~compete~~ competing
- 11 it's important ~~finishing~~ to finish
- 12 opportunities ~~of travelling~~ to travel

## Extension activity

Tell students to close their books and, in pairs, to write their own version of the text from memory. Ask them to focus more on the content than on remembering the exact words. After a few minutes, allow them to look at the text again for 20 seconds before continuing. Students then compare their texts with another pair.

- 2 Students often use the form *for doing* instead of an infinitive of purpose *to do*. Read the focus box together and point out that the infinitive of purpose is used to talk about someone's intention or aim, e.g. *She joined a tennis class to improve her game.*

Tell students to complete the sentences using the infinitive of purpose and the verbs in the box.

### Answers

- a** to encourage    **b** to go    **c** to prevent; to warm up  
**d** to join    **e** to buy    **f** to exercise

- 3 The word *like* can be used in different ways and with different meanings in English which often causes confusion for students. This exercise focuses on *like* as a verb.

In pairs, students find and correct the mistakes. Tell them they might need to change a verb form, the word order or add a word.

### Answers

- a I saw a guy at the airport who looked like Lionel Messi.
- b I don't like it when there are adverts on TV in the middle of a match.
- c We would like you to come with us at the weekend.
- d The kids can try out different sports to get an idea of what they are like.
- e We'd like to buy tickets for the finals.
- f I met two of my sporting heroes in one day – I felt like the luckiest person in the world.

## Focus on prepositions

- 4 This exercise focuses on typical problems Spanish-speaking students have with prepositions in English, particularly in cases where they might omit a preposition.

Students read the sentences and complete them with the correct prepositions.

**Answers**

a in   b for   c about   d to   e to   f to   g on  
h for

## Focus on word order

- 5 The position of adverbs such as *even*, *yet*, *already* and *also* in a sentence is a frequent problem for Spanish-speaking students. This exercise highlights that area.

Tell students to read the sentences and rewrite them with the words in the correct order.

**Answers**

- a There are lots of different activities available, you can even try kitesurfing.  
b I'll probably get tickets for the basketball match if I can.  
c I've recently been to Switzerland to go snowboarding.  
d If the weather's good, we could always go surfing.  
e During the course, you'll also participate in a number of outdoor activities.  
f Make sure you have a strong lock because bikes can easily be stolen.

## Focus on vocabulary

Read the focus box as a class and check understanding. Tell students to complete the text with the correct word form.

**Answers**

1 sports   2 sporting   3 sports   4 sporting  
5 sporting   6 sport   7 sports   8 sport

## Focus on spelling: vowel sounds

This exercise focuses on some spellings which students find difficult, but also on words where the students' L1 influences the choice of vowel.

In pairs, students find and correct the mistakes.

**Answers**

a beatiful beautiful   b recive receive   c tipical typical  
d bycicles bicycles   e exemple example  
f responsability responsibility   g phisical physical  
h desease disease



# Units 7–12 Revision

Topic Technology and inventions

## SB pages 92–93

### Lesson plan

|               |               |
|---------------|---------------|
| Grammar       | 15–15 minutes |
| Topic review  | 15–35 minutes |
| Vocabulary    | 15–15 minutes |
| Phrasal verbs | 0–10 minutes  |
| Writing       | 15 minutes    |

**SV** Set Phrasal verbs as homework.

**LV** Extend Topic review (see 2).

## Grammar

- 1 This picture shows Kim Basinger in the film *LA Confidential*.

### Answers

- 1 in 2 although/though/while/whilst  
3 must/would/might/could 4 be  
5 All/Most 6 a 7 because 8 This/It

## Topic review

- 2 Follow the procedure given for Units 1–6 (see page 42).

### Extension activity

Ask students to write one or two sentences each, based on some of the six topics in Units 7–12. They should then discuss them in groups.

## Vocabulary

- 3 The verbs are *get* and *take*.

### Answers

- a getting b takes c get d getting e take  
f got g take h take

- 4 Stress that students must explain why each word they choose is the odd one out. Give them an example if necessary:

- a I think *cunning* is the odd one out because it means 'clever'. The other three words all refer to something bad, like a frightening experience.

### Suggested answers

- a cunning (clever; the other three refer to something bad)  
b campaign (an advertising campaign involves many activities; the other three are features of advertisements)  
c snowboarding (this is a sport which is usually done outside; the others normally take place inside)  
d fancy (means that you like someone or something; the other three verbs mean the opposite)  
e shallow ('shallow' describes a small depth, whereas the other adjectives refer to large dimensions)  
f sports centre (you can find the other three at a sports centre)  
g pretend (deceive; the other three refer to the future in some way)  
h extravagant (spending more than is necessary; the other three refer to spending less)

## Phrasal verbs

- 5 If this is done in class, suggest that students complete the sentences on their own and then compare their answers in pairs.

### Answers

- a looked b get c kept d switching  
e take f work g put h broke

## Writing

- 6 Give students time to read through the paragraphs and then suggest that they work in groups, discussing the different styles for 1–4.

### Answers

- A 4 (conclusion) B 2 C 3 (opening)