

8

AMAZING ARCHITECTURE



ABOUT YOU

▶ 06 Watch the video and then answer the questions.

- What is your favourite building?
- Do you prefer old or modern buildings?
- How important is it to have local facilities near your home?

VOCABULARY

Describing buildings

1 Match the sentences to the houses in photos 1–3 on the opposite page.

EP

- a The solar panels and glass walls on this house make it look **brand new**. Its **original** shape is **spectacular** to look at. It's more contemporary than the other houses.
- b This house is **unusual** because it's very narrow. Inside this home is very stylish thanks to its bright, **fresh** design.
- c This house is a **classic** example of a **historic** tower. Its design is very **traditional** but it could be quite **cosy** inside. It's not as **modern** as the other houses.

2 Complete the chart with the adjectives from Exercise 1.

Age	Opinion
<i>brand new</i>	<i>unusual</i>

3 Look at the photos again. Discuss the advantages and disadvantages of living in each building.



4 Listen to two people talking about the buildings in Exercise 1. Do they mention any of your ideas?

5 Discuss the questions.

- 1 How much space do you need to live in? Why?
- 2 What sort of house would you like to live in?
- 3 Describe the most unusual building you have ever visited or read about.

READING



PREPARE FOR THE EXAM

Reading Part 2

1 The five students below are learning about unusual homes around the world. Each student wants to find out more about one unusual home, which they will write about for an architecture project. Read the information about each student and underline the things they are interested in. The first one has been done for you.

1 Marcelo loves all kinds of sport and wants to find out about a modern home that has been designed for a famous sportsperson. He loves buildings by the ocean, too.

2 Gloria is very interested in old buildings. She would like to write about one which is in the countryside, and has fantastic views of the landscape.

3 Harry wants to find out about a well-known architect who designed a building which the architect then lived in. He also has an interest in furniture.

4 Sofie is keen to learn about a building that is the smallest of its kind. She likes city buildings and wants to find one that is located in an interesting neighbourhood.

5 Kurt wants to learn about a modern home that is better for the environment than other buildings and has won competitions because of its original architecture.

2 Read the descriptions of eight unusual homes (A–H) quickly. Which two are shown in the pictures on the opposite page? Decide which home would be the most suitable for each student (1–5) to write about.

➤➤ PREPARE FOR THE EXAM PAGE 121



TALKING POINTS

In what ways are some modern buildings better for the environment?

What makes a good family home, in your opinion?

Would you prefer to live in a city or the countryside? Why?

Unit Overview

TOPIC	Buildings and homes
VOCABULARY	Describing buildings
READING	Unusual homes around the world
GRAMMAR	Comparative and superlative adjectives
VOCABULARY	Strong adjectives and adverbs
LISTENING	Six short conversations
SPEAKING	Describing a picture (1)
EXAM TASKS	Reading Part 2; Listening Part 2; Speaking Part 2

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 154; TB page 266
 PREPARE FOR THE EXAM: SB pages on TB pages 237, 245 and 248;
 TB pages 251, 255 and 257
 WORKBOOK: pages 32–35
 VIDEO AND VIDEO WORKSHEET: Amazing architecture
 PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 8;
 Vocabulary worksheet Unit 8
 TEST GENERATOR: Unit test 8

WARMER

Set a time limit for students to write size, shape, age, colour and materials adjectives to describe different homes or apartments, e.g. *small*, *modern*. Then ask them to write one sentence to describe a place using two or three adjectives from their list. Students read their sentences aloud to the group, who take a vote on which one sounds the most interesting.

ABOUT YOU

 You can begin the class and introduce the topic of the unit by showing the video and asking students to complete the video worksheet. Then, read the questions in the *About you* box and tell students to make a note of useful words and phrases to answer the questions. Check students understand the word *facilities* and give them the following examples: 'parks, sports clubs, leisure centres, cinema, libraries, shops', if necessary. Put students into pairs to compare notes before asking for volunteers to give answers.

VOCABULARY Describing buildings

- 1 Do the activity together as a class. Ask students to match the descriptions to the photos of the houses before checking vocabulary as necessary.

Answers

1 a 2 c 3 b

- 2 Direct students to the chart and the examples. Ask for one more word for each column. Allow them to compare their answers in pairs before checking as a class and writing the adjectives in the corresponding columns on the board. Help with pronunciation as necessary; for example check students don't insert an unnecessary vowel sound before *spectacular* /spek'tæk.ju.lə/, and that syllable stress is correctly placed on *traditional* /trə'dɪʃ.ən.əl/.

Answers

Age: recent, brand new, historic, modern, traditional, original
 Opinion: unusual, fresh, spectacular, classic, cosy

- 3 Tell students you will say one advantage and disadvantage of living in one of the houses and they should guess which house you are talking about. Direct students to the photo of the other houses and invite two or three students to comment on what it would be like to live there. Help students express their ideas and write any new adjectives on the board. Put students into pairs to do the activity and give positive feedback where possible.

MIXED ABILITY

Monitor and encourage stronger students to complete Exercise 3 without looking at the chart or the board. Direct weaker students to the chart and help as necessary.

-  4 Tell students they will listen to two people talking about the buildings and that they will use some of the vocabulary in the chart. Choose six adjectives to model for the class, and ask them to indicate which syllable is stressed. This will prepare them to recognise some of the vocabulary in the audio. Tell students to write very brief notes or to underline words in the chart as they listen. Play the recording, pausing after each speaker if necessary. Ask for volunteers to give a summary of what each speaker said.

» AUDIOSCRIPT TB PAGES 291–292

- 5 Put students into same ability pairs or small groups to discuss the questions. Invite pairs to discuss the questions in front of the class.

CONTINUED ON PAGE 90



B1 PRELIMINARY FOR SCHOOLS

Reading Part 2

In this part, students' ability to read for specific information and detailed understanding is tested. They match five descriptions of people to eight short, factual texts.

Tips Tell students to read the descriptions of the people carefully before reading the eight texts. Advise students that there are three texts that they will not need to use and tell them to re-read the description and chosen text again to make sure that all of the things given in the description are included.

- 1 Read the instructions and the example with the class, encouraging students to guess the meaning of new vocabulary if necessary. Put students into mixed ability pairs to read texts 2–5 and monitor and help as necessary. Compare answers as a class.

Answers

- 2 Gloria is very interested in old buildings. She would like to write about one which is in the countryside, and has fantastic views of the landscape.
- 3 Harry wants to find out about a well-known architect who designed a building which the architect then lived in. He also has an interest in furniture.
- 4 Sofie is keen to learn about a building that is the smallest of its kind. She likes city buildings and wants to find one that is located in an interesting neighbourhood.
- 5 Kurt wants to learn about a modern home that is better for the environment than other buildings and has won competitions because of its original architecture.

- 2 Ask students to read the descriptions on page 47 quickly and to say which are shown in the pictures. Then ask students to read the first house (description A) very carefully and say who they think it would be suitable for (*Sofie*). Advise students to read the remaining descriptions very carefully and to underline any matches they find as they read. Remind them that they should check that *all* the requirements of each person have been met. As you check answers, nominate individuals to give the information in the text which helped them make the match.

Answers

The homes shown on the page are 1 House NA, 2 Freston Tower and 3 Keret House.
1 E 2 D 3 G 4 A 5 B



The Reading text is recorded for students to listen, read and check their answers.

➤➤ **PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 251**



TALKING POINTS

Students discuss the questions in pairs. Monitor and encourage them to justify their opinions, and report examples of interesting comments to the class.

FAST FINISHERS

Ask fast finishers to write a brief description of another person who is interested in one of the homes C, F or H. They exchange descriptions with another fast finisher and say which house they could write about.

COOLER

Ask students to write a list of age and opinion words they could use to describe their house or another house they know.

UNUSUAL

HOMES AROUND THE WORLD

A Keret House

Keret House could be the world's narrowest home and is just 122 cm at its widest point! A Polish architect living in the country's capital walked past the space between a house and an apartment block one day and decided to build something there. The area around it is full of things to do and see.

B Crossway

Located in the most beautiful part of England, this home was designed by architect Richard Hawkes to live in. Less than 20 years old, it is a 'passive' house: it uses little energy, the sun produces all its electricity, and it has a 'living' roof which reduces pollution. These unusual features have earned the house prizes.

C House NA

The architects who built this house wanted to feel like they were living in the trees. This led to a modern house made of glass in a quiet part of Tokyo, Japan. The floors are at different levels, like branches, making it easier for the people who live there to move around – and it's good exercise for them, too!

D Freston Tower

This historic tower in southern England has lasted for several centuries. There are six floors with a single small room on each one. The sitting room is right at the top of the building, and from here, you can see the beautiful river, where people go sailing, and the fields beyond.

E Pas House

This unusual house near the beach in California, USA, is divided into three separate spaces, each ideal for skateboarding: the floor, walls and ceiling join together into one enormous tube. The idea came from a former world champion, who wanted somewhere exciting to live.

F Old Light

Located off the coast of England, the Old Light is situated in one of the least busy areas of the country. The building was once a lighthouse, which warned ships at sea of nearby rocks. The house is now divided into two guest flats. The lighthouse is not as tall as some, but is in a beautiful position near the sea – perfect for swimming!

G Gropius House

Other architects may be more famous, but the buildings Walter Gropius created are among the most important of the last century. He designed Gropius House in the USA as his family home which can now be visited. Inside there is a collection of chairs and other items which belonged to the family.

H The Heliodrome

This recently built original house is situated in peaceful countryside in France. It was built so that its rooms, furniture and paintings are in the shade during summer. Even better than this is that in winter, the sun *does* enter through the windows, making the house warm without heating – and therefore cheaper to live in!



GRAMMAR

Comparative and superlative adjectives

1 Read the examples and write C for comparative or S for superlative.

- This is certainly not the world's **biggest** house! **S**
- The floors are at different levels, like branches, making it **easier** for the people who live there to move around.
- Kurt wants to learn about a modern home that is **better** for the environment than others.
- It's only 122 cm at its **widest** point.
- Located in **the most beautiful** part of England ...
- The Old Light is situated in one of **the least busy** areas of the country.
- Other architects may be **more famous**.
- ... making the house warm without heating – and therefore **cheaper** to live in!
- Most houses without views are **less expensive** than those with views.
- Keret House is **as narrow as** a car.
- We've just read about a house that is **narrower** than any other.

» GRAMMAR REFERENCE AND PRACTICE PAGE 154

2 Read Exercise 1 again and answer these questions.

- Which adjective is irregular?
- What do we add to regular adjectives with one syllable?
- What happens to adjectives like *big*?
- What happens if a one-syllable or two-syllable adjective ends in *-y*?
- How do we form positive and negative comparatives and superlatives for most adjectives with more than one syllable?
- What do we use when we want to say that two things are the same?

3 Complete the sentences with the correct form of the adjective in brackets.

- I picked this house because it's _____ than the houses in the city centre. (quiet)
- My parents would be _____ in the countryside than in the busy town. (happy)
- I think my town will be _____ in 20 years' time. (big)
- In Spain, one of _____ festivals is in January. It's Día de los Reyes Magos. (popular)
- Henry is _____ person in our class. (intelligent)
- My cousins live _____ from my grandparents than me. (far)
- I think this is _____ advice I can give you. (good)
- This mirror is _____ than that one. I think I'll take both! (cheap)

4 Rewrite the sentences so that they have the same meaning. Use the words in brackets.

- My house is bigger than Maggie's. (not as)
- The design wasn't as traditional as I thought. (less)
- Homes with sea views are more expensive than all others. (most)
- Both films were entertaining but I preferred the first. (more)
- Our new house is closer to shops than our old house. (far)
- My old bike wasn't as good as my new one. (better)

5 Answer the questions about your town or city. Talk to your partner. Do you have the same ideas?

- Which is the biggest building?
- Which is the oldest building?
- Which is the most unusual building?
- Which is the most beautiful building? Why?
- Which is the least attractive building? Why?

VOCABULARY

Strong adjectives and adverbs

1 Look at the photos and the captions. Which adjective has a stronger meaning?



2 Put the adjectives in the correct column to make pairs.

EP	ancient	brand new	bad	big
	cold	enormous	exhausted	
	freezing	good	new	old
	spectacular	terrible	tired	

Normal adjectives

old

Strong adjectives

ancient

3 Read the examples and complete the rules.

The house was **absolutely** spectacular.
It had **incredibly** big windows.
The family was **very** happy with their new house.
It was **extremely** difficult to find the house.

With normal adjectives we use the adverbs _____, _____, *incredibly*, *really*.
With strong adjectives we use the adverbs _____, *really*.

4 » Work in pairs. Turn to page 135.

GRAMMAR Comparative and superlative adjectives

WARMER

Write the following adjectives on the board: *tall, cold, nice, entertaining*. Put students into small teams and ask them to write sentences comparing two or three things using the adjectives, for example, *January is the coldest month*. Ask for examples from each of the teams and see if others think the sentences are grammatically correct. Write one example for each adjective on the board.

- 1 Read the instructions and do the first two items as a class. Ask 'Which word is used to compare one thing with all the others?' (*biggest* – a superlative) and 'Which word is used to compare one thing with another?' (*easier* – a comparative). Monitor and help as necessary as students continue the exercise individually. Check answers and see if the class agrees before confirming.

Answers

1 S 2 C 3 C 4 S 5 S 6 S 7 C 8 C 9 C 10 C 11 C

GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 266

- 2 Ask students to read sentences 1–6 and give examples for each one to help understanding if necessary. Monitor and help as students complete the exercise individually. Put students into mixed ability pairs to compare their answers before checking answers with the class.

Answers

1 good 2 -er / -est 3 Double the last letter and add -er / -est.
4 ends in consonant + y so drop the -y and add -ier
5 Use *more/most* or *less/least*. 6 *as ... as*

- 3 Remind students to decide how many things are being talked about so they can use the correct form of the adjective. Tell students to read item 1 and say if a comparative or superlative adjective form is needed and why (*comparative* – *one house compared to some, but not all, other houses*). Ask for a volunteer to say the complete sentence. Put students into pairs to continue and monitor and help with pronunciation as necessary. Nominate individuals to give answers.

Answers

1 quieter 2 happier 3 bigger 4 the most popular
5 the most / least intelligent 6 further 7 the best 8 cheaper

- 4 Tell students to read items 1–6 and check vocabulary as necessary. Go through the first item as a class to demonstrate the activity and write the answer on the board. Point out the change in the position of the noun phrases *my house* and *Maggie's* in the original sentence, and that the elided *house* needs to be added. Put students into pairs to continue and monitor and help as necessary. Nominate stronger students to give answers and check the students agree before feeding back.

MIXED ABILITY

Help weaker students by giving them the first three words for sentences 2–6.

Answers

- 1 Maggie's house isn't as big as / is not as big as my house.
- 2 The design was less traditional than I thought.
- 3 Homes with sea views are the most expensive.
- 4 The first film was more entertaining than the second.
- 5 Our old house was further from shops than our new house.
- 6 My new bike is better than my old one.

FAST FINISHERS

Ask stronger students to underline examples of comparative and superlative adjectives in *Unusual homes around the world* on page 47 to present to the class after you have checked the answers to Exercise 4.

- 5 Give students about three minutes to make a note of their answers to the questions before putting them into pairs to ask and answer. Bring the class together and nominate one student to ask a question, and to nominate another to answer. Continue for each of the questions. Students give their own answers.

GRAMMAR WORKSHEET UNIT 8

VOCABULARY Strong adjectives and adverbs

- 1 Do the activity as a class, reminding students that the position of adjectives is fixed, and always placed before the noun.

Answers

enormous

- 2 Copy the table on the board and add *big* and *enormous* from Exercise 1. Continue the activity as a class, helping with meaning and pronunciation as necessary.

Answers

Normal adjectives: old, bad, big, cold, good, new, tired
Strong adjectives: ancient, brand new, enormous, exhausted, freezing, spectacular, terrible

- 3 Ask students to read the examples and to notice the adverbs of degree (*absolutely, incredibly, very, extremely*). Point out that adverbs of degree are placed before the adjective and ask students to decide if the following adjectives are 'normal' or 'strong' (normal = *big, happy*; strong = *spectacular, difficult*).

Answers

Normal adjectives: very, extremely
Strong adjectives: absolutely

- 4 Put students into same ability pairs and monitor and help as they do the activity. Encourage stronger pairs to complete the sentences without looking back at Exercise 3.

Answers

1 really/very/extremely/incredibly 2 really/absolutely
3 really/absolutely 4 absolutely/really
5 really/very/extremely/incredibly 6 really/absolutely
7 really/absolutely 8 really/very/extremely/incredibly

VOCABULARY WORKSHEET UNIT 8

LISTENING

PREPARE FOR THE EXAM

B1 PRELIMINARY FOR SCHOOLS

Listening Part 2

In this part, students listen to six short conversations and answer multiple-choice questions about gist. There is one question for each conversation and three options to choose from. Students listen to each conversation twice.

Tips Tell students to look carefully at the options as they listen. Advise students to underline key words in the options before listening.

-  **1** Go through the question with the class and play the recording for students to choose the correct option. Play the recording a second time, giving students the option of following the audioscript as they listen.

Answers

C

» AUDIOSCRIPT TB PAGE 292

-  **2** Ask students to read the questions and to underline similar key words in each of the options. Play the conversations and ask students to compare in pairs before playing a second time. Check answers as a class. Point out that students may not have heard the same words in the recording as in the question.

Answers

2 A 3 B 4 C 5 B 6 A

» AUDIOSCRIPT TB PAGES 292–293

» PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 255

SPEAKING Describing a picture (1)

- 1** Direct students to the photo on page 136 and elicit useful words and phrases. Write them on the board, e.g. *fun*, *unusual*, *strange*.

Answers

Students' own answers

-  **2** Tell students they will listen to somebody describing the house and play the recording. Ask 'Did you hear any of the words or phrases on the board?'

Answers

Students' own answers

-  **3** Ask students to look at the adjectives in the box and model pronunciation to help students recognise them when they listen. Check answers.

Answers

unusual, strange, normal, soft, comfortable, perfect

- 4** Direct students to the example adjectives in the table. Tell them that the table shows the order of adjectives, and that it is very rare to read or hear a noun phrase containing more than two or three adjectives. Monitor and help as necessary as students complete the activity. Nominate individuals to give answers and see if the class agrees before confirming.

Answers

- gorgeous brand new leather
- beautiful little glass
- big square
- comfortable large red

-  **5** Tell students that sometimes it's difficult to find the words to describe something and speakers use phrases to indicate that they are giving approximate descriptions. Ask students to look at the *Prepare to speak* box and say the phrases. Ask for students to describe items in the classroom using the phrases. Play the recording for students to complete the sentences. Ask for volunteers to say the whole sentence as you check answers.

Answers

- looks like
- things like that
- some kind of
- a bit like
- seems
- more like

» AUDIOSCRIPT TB PAGE 293

PREPARE FOR THE EXAM

B1 PRELIMINARY FOR SCHOOLS

Speaking Part 2

In this part, students are given a photo to describe to their partner. They talk for about one minute.

Tips Remind students to say as much as they can to answer general questions about what they can see, for example, *Who ...? What ...? Where ...?* Advise students not to talk about things which they cannot see in the picture.

- 6** Direct students to page 136. Put them into pairs to describe the picture. Suggest they answer imaginary *Wh-* questions and to look at the *Prepare to speak* box for help if necessary. Monitor and give positive feedback where possible. Bring the class together and ask for volunteers to describe a picture for the class.

Answers

Students' own answers

» PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 257

COOLER

Ask students to write some adjective phrases to describe items in their bags, pockets or in their rooms at home. Tell them to use the table in Exercise 4 to help.

LISTENING

PREPARE FOR THE EXAM

Listening Part 2

1 Read question 1 and look at the underlined words. Can you think of words with a similar meaning? Listen to the first part of the recording, which is about people who are moving to a new place. Choose A, B or C.

- 1 You will hear a boy talking to his friend about her move. How does the girl feel about moving to a city?
- A sad that she won't see her friends any more
 B excited about living in a more interesting place
 C glad it isn't too far from where she's living now

2 Now listen to the rest of the conversations about people who are moving to a new place. For each question, choose the correct answer.

- 2 You will hear a boy talking to his friend about his new school. What does he like about it?
- A how good the facilities are
 B how much space there is
 C how modern it is
- 3 You will hear a boy and a girl talking about making friends. What does the girl say about making friends in her new village?
- A She doesn't think she will be very good at it.
 B She expects people will be friendly towards her.
 C She has met some interesting people her age.
- 4 You will hear two friends talking about the boy's new family home. What does he like most about it?
- A It is in a peaceful location.
 B It looks similar to his old home.
 C He will have his own bedroom.
- 5 You will hear a girl telling her friend about the town she is going to live in. How does she feel about the move?
- A excited to have the chance to attend a sports event
 B keen to do a new activity in the town
 C pleased to continue with an old hobby
- 6 You will hear two friends talking about moving to the countryside. They agree that
- A it will be a good place to practise their hobby.
 B it will be hard to find interesting things to do.
 C it will be nice to live a less busy life.

➤➤ **PREPARE FOR THE EXAM PAGE 129**

SPEAKING

Describing a picture (1)

1 Look at the photo of skateboarders inside Pas House on page 136. How would you describe it?

2 Listen to Julia. Does she mention any of your ideas from Exercise 1?

3 Which adjectives in the box does Julia use? Listen again and check.

awesome big comfortable
 large lovely normal perfect
 soft strange unusual

4 Read the 'order of adjectives' table below. Then put the adjectives in the correct order in the phrases below.

- 1 a _____ sofa (leather / brand new / gorgeous)
 2 some _____ bowls (little / beautiful / glass)
 3 a _____ table (square / big)
 4 some _____ chairs (red / comfortable / large)

5 Read the *Prepare to speak* box. Which phrases does Julia use? Listen again and complete the sentences below.

- 1 I can see a room in what _____ a house.
 2 It's got designer lights and _____.
 3 A guy is sitting on _____ seat.
 4 Not pillows exactly, but _____ pillows?
 5 It _____ to be made out of skateboards.
 6 This place looks _____ a skate park than a house.



PREPARE TO SPEAK

When you don't know the right word

It looks (a bit) like ...
 It looks more like ...
 It seems to be ...
 that kind of thing
 something like that
 some kind of



PREPARE FOR THE EXAM

Speaking Part 2

6 ➤➤ Work in pairs. Turn to page 136.

Order of adjectives

QUALITY	SIZE	SHAPE	AGE	COLOUR	NATIONALITY	MATERIAL
<i>awesome</i>	<i>large</i>	<i>square</i>	<i>old</i>	<i>black</i>	<i>Polish</i>	<i>leather</i>

LIFE SKILLS CREATIVITY AND INNOVATION

CREATIVE WRITING



LIFE SKILLS

Creative writing

Many young people enjoy writing in their free time. It can be fun and it also helps people develop their creativity and imagination. For these reasons, students should also do creative writing tasks at school. With practice, they become easier, even for people who don't write as a hobby.

1 Ask and answer the questions with a partner.

- 1 What do you enjoy reading in your free time?
- 2 What was the last book or story that you read?
- 3 Do you ever write or imagine your own stories?

2 Read the article on the opposite page about how to plan a story. Do you use a similar process for writing stories? Complete the sentences in the article with the words in the box.

main middle person time true

3 Complete the sentences about the article with two or three words.

- 1 There are ways the creative writing process.
- 2 The villain is someone who for other characters.
- 3 Sometimes the narrator knows what a character
- 4 The setting includes facts about the of the story.
- 5 Most writers revise and many times before they are happy.

4 Match the **highlighted** words in the text to the meanings.

- 1 unusual or unknown
- 2 well-known and easy to recognise
- 3 work to find an answer
- 4 the feeling of a situation
- 5 working in the best way
- 6 think or believe that something will happen



5 Listen to Sam and Kate. How does Sam describe the genre of his story for English class?



6 Listen again and answer the questions.

- 1 Why hasn't Sam finished writing his story yet?
- 2 What location is Sam thinking about for his story?
- 3 Who are Sam's four main characters going to be?
- 4 What happens when they go down to the basement?
- 5 Why can't the characters call the police for help?
- 6 What type of ending is Sam planning for his story?

7 Complete the list of narrative connectors in the *Useful language* with connectors from the box which have a similar meaning.

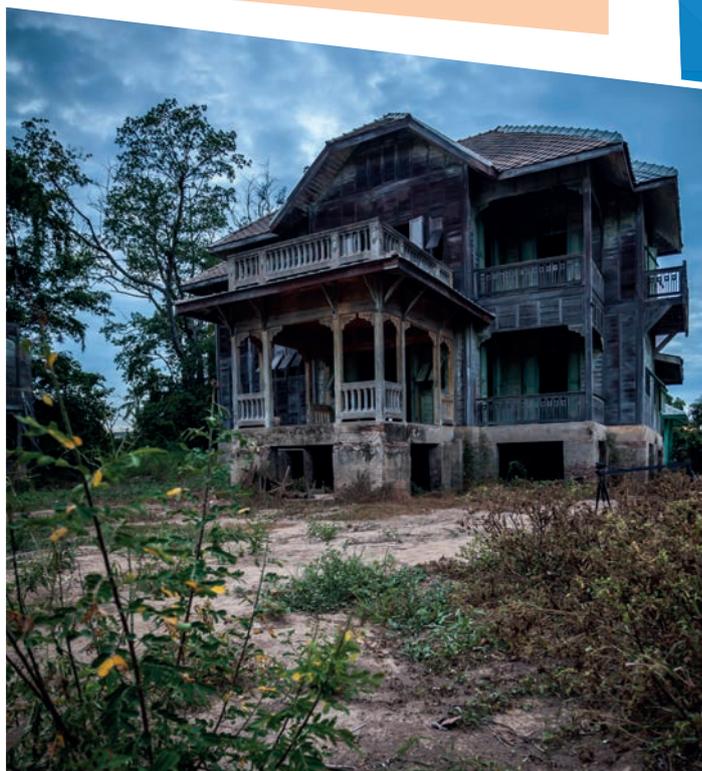
All of a sudden A while later First of all
In the end Luckily Next



USEFUL LANGUAGE

Narrative connectors

- 1 At first / ...
- 2 Then / ...
- 3 After a while / ...
- 4 Suddenly / ...
- 5 Fortunately / ...
- 6 Finally / ...



LIFE SKILLS

Learning Objectives

- The students learn about creative writing.
- In the project stage, they plan a short story and present it to the class.

Vocabulary

efficient expect familiar mood solve strange

BACKGROUND INFORMATION

Creativity is a skill that everyone can develop, by being open-minded, thinking differently and considering new perspectives. One approach that can be taken is to challenge our own assumptions by thinking about a different way of approaching a situation. Doing this can throw up a new set of possibilities. Another approach is to make connections between ideas. This can be generated by using a mind map, putting a key word or phrase in the middle of a page and writing ideas around the key idea or topic.

WARMER

Write *creativity and innovation* on the board and put students into pairs or small groups to discuss what the phrase might mean in the context of films and novels. Ask for suggestions and write key words and phrases on the board.



LIFE SKILLS

Creative writing

Tell students to read the information and check vocabulary as necessary. Invite students to say if they agree or disagree with any of the points in the text and to give their reasons. Encourage open-class discussion and help students make connections between their contributions.

- 1 Put students into pairs to discuss the questions. Monitor and help individuals get their ideas across and give positive feedback where possible. Bring the class together and ask for volunteers to share ideas on each of the questions and to give examples and details.

Answers

Students' own answers

- 2 Go through the instructions and direct students to *Writing a story* on page 51. Do the first item together as a class and monitor, encouraging students to ignore any new vocabulary as they complete the activity individually. Ask for volunteers to give answers and see if the class agrees before feeding back.

Answers

1 true 2 main 3 person 4 time 5 middle

- 3 Ask students to read items 1–5, ignoring the gaps, and check they understand key vocabulary (for example, *villain, narrator* and *setting*). Ask for examples of each one to check comprehension. Remind students to make sure their suggested answers are grammatically correct by thinking carefully about the words on either side of the gap.

Answers

1 to plan 2 causes / makes problems 3 is thinking
4 place and time 5 change their work

MIXED ABILITY

For Exercise 3, write the answers on the board in a random order. Stronger students complete the activity without looking at the board.



The Reading text is recorded for students to listen, read and check their answers.

- 4 Tell students to complete the exercise individually, and to compare their answers with a partner. Advise students to read each sentence and substitute the highlighted word with the correct meaning 1–6, and check it makes sense. Nominate individuals to give answers, and others to say if they agree or not.

Answers

1 strange 2 familiar 3 solve 4 mood 5 efficient 6 expect

FAST FINISHERS

Ask fast finishers to make a note of any other vocabulary they are unsure of and to use the information in the text to guess meanings. Ask students to report to the class after checking answers to Exercise 4.

CONTINUED ON PAGE 98

-  **5** Read the instructions, check students understand the meaning of *genre* (a style or type of text) and ask for examples (*fiction, science fiction, romance, crime, fantasy, mystery, suspense, non-fiction*). Play the audio and check answers. Ask students to say what else they remember from the conversation.

Answers

It's a mystery and also a suspense story.

-  **6** Ask students to read questions 1–6 and check they understand *basement*. Ask students to underline key words and phrases to focus their listening. Play the audio and then ask students to compare their answers in pairs. Give them the option of another listening before checking answers.

Answers

- 1 The homework was only to plan the story.
- 2 an old house in the country, maybe in Scotland
- 3 two boys and two girls, friends or cousins
- 4 The door closes and they can't get out again.
- 5 The story takes place in the past, when people didn't carry phones.
- 6 He hasn't written the ending yet.

» AUDIOSCRIPT TB PAGE 293

- 7** Tell students that using narrative connectors is important as they help the reader follow the sequence of events in a story. Direct students to the *Useful language* box and monitor and help as students do the matching activity individually. Nominate individuals to give answers.

Answers

- 1 First of all 2 Next 3 A while later 4 All of a sudden
5 Luckily 6 In the end

PROJECT *A story*

Read the instructions and check students understand the terms for the different genres. Draw two columns on the board entitled *mystery* and *romantic*. Go through questions 1–6 and ask students for suggestions for the two genres and write key words in the appropriate columns on the board.

Put students into pairs and monitor and help as they write a first draft. Help with suggestions for revisions if necessary before students read their stories to the class. Tell the class to make notes on answers to questions 1–6 as they listen to the other projects. They could use these to help improve their stories in the project extension task.

PROJECT EXTENSION

In pairs, students write answers for questions 1–6 for a different genre on a slip of paper. Collect the slips of paper and redistribute them. Pairs write a first draft and present their story to the class. The class shares their ideas about changes that could be made.

COOLER

Ask students to answer questions 1–6 for their favourite film on a slip of paper. They could swap pieces of paper for another student to guess the name of the film.

WRITING A STORY

How to plan a story

Have you ever written a story for school or for fun? Did you find it hard to get started? Creative writing can be hard, but there are ways to plan the process so it's more **efficient**.

1 Choose a genre. The genre is the type of story you want to write. There are fictional stories that writers imagine and ¹ stories about events that really happened. Fiction includes specific genres, such as mystery, fantasy, science fiction, romance and suspense. Try a genre that you enjoy reading so it will be **familiar** to you.

2 Think about characters. Most stories have one or two ² characters. They are the most important people, but they aren't always good characters, or heroes. They can also be villains who make problems for other people. Some genres also have typical characters that readers **expect** to find in the story. For instance, in mysteries there are generally criminals and detectives, while science fiction has robots, spaceships or aliens from other worlds.

3 Who's the narrator? The narrator is the ³ who tells the story. It might be a character who describes his or her experiences by saying something like, 'I was walking in the woods when I heard a **strange** noise.' The narrator can also be an observer who reports events but doesn't play a role. In that case, the narrator could say, 'Laura was walking in the woods when she heard a strange noise.' In some stories the narrator also knows what characters are thinking.

4 Choose a setting. Most stories take place in a particular place and ⁴, or setting. It can be very simple, such as 'a rainy day in the countryside' if the events are more important than the setting. In other cases, the setting can be very specific, with facts about the location, historical period and weather. The narrator can also describe how the setting feels, with words like *cold*, *dark* and *sad*. This helps to create a **mood** for the story.

5 What's the plot? The plot is the sequence of events in a story, from beginning to end. In the ⁵, there is often a problem that the characters have to **solve**. This problem grows and develops until the most important moment of the story, called the climax. In a mystery, this is when the detective solves the crime. After the climax, the story comes to an end, which can be happy ... or maybe not. That depends on the writer, of course!

Once you've finished planning, you're ready to start writing your story. But remember, most writers revise and change their work many times before they are happy with the result. Good luck, and happy writing!

PROJECT

A story

Plan a short story. Then work with a partner to compare ideas. Use the story ideas and the questions below to help you. Share your plan with a partner. Give each other ideas to make the stories better.

- A mystery story in a strange town
- A romantic story in an exciting city
- A science fiction story in outer space
- A fantasy story in a magical forest
- A suspense story in an old castle

- 1 Who are the main characters of the story?
- 2 What is the general setting of the story?
- 3 What happens at the beginning?
- 4 What problems do the characters have?
- 5 What is the most important moment?
- 6 What type of ending will the story have?

Write a first draft of your story. Then revise the draft, making corrections and any changes that are necessary. Read your story to the class.

CREATIVE WRITING 51

REVIEW 2 UNITS 5–8

VOCABULARY

1 Complete the sentences with the words in the box.

create customise design
rebuild recycle repair sew

- Jake offered to _____ my bike because it wasn't working properly.
- The button on my coat fell off. I'll have to _____ it back on again.
- I think it's really important to _____ rubbish, to help the environment.
- For a school project, I have to _____ an original cover for a mobile phone.
- I love to _____ new things from stuff I don't use any more.
- When their house burned down, they had to _____ their whole life.
- Lots of people like to _____ their things so that they are a little bit different.

2 Match the sentence halves.

- I usually cough a lot
 - When you look at the computer all day,
 - My legs ached so much
 - When we feel very tired,
 - It took me a long time to recover
 - Be careful! That pan is hot
- a after all the running we did yesterday.
b we yawn.
c when I have a cold.
d it's important to blink.
e and you could burn yourself.
f from the illness.

3 Match the words in the box to the meanings.

celebrity clip festival live
lyrics musician soundtrack studio

- someone who is famous, especially in the entertainment business
- a series of special events and performances that takes place over several days
- someone who plays a musical instrument, often as their job
- a room where TV or radio programmes are made
- the words of a song
- this describes a TV or radio programme that is seen or heard as it happens
- a short video or audio recording
- the music that accompanies a film

4 Complete the adjectives in the conversation.

- Anna:** Do you know the ¹ h _____ c town of Sampport?
Fred: I think so. It's a ² t _____ l English town, isn't it?
Anna: Yes. Most of the buildings are in an old, ³ c _____ c design but there are some quite ⁴ m _____ n buildings too.
Fred: There's a ⁵ b _____ d n _____ w art gallery there, isn't there? I think it opened last month.
Anna: That's right. There's a ⁶ s _____ r exhibition on at the moment that includes lots of different art forms. Everyone says it's amazing!
Fred: Oh, yes, I read about it. It includes things like ballet and paintings. It sounds really ⁷ o _____ l and different. I'd like to see it!

GRAMMAR

1 Complete the sentences with the correct form of the verbs. Use the past simple or past continuous.

- The weather was awful at the festival – it _____ (rain), and I _____ (not have) my umbrella.
- Justine _____ (watch) TV when she _____ (receive) a text message.
- At the park last week, Magdalena _____ (text) while I _____ (read) my book.
- Yesterday Alex _____ (miss) the bus and _____ (forget) his homework.
- Hannah's mum _____ (decorate) her birthday cake in secret, but Hannah _____ (see) it in the cupboard.
- Jack _____ (listen) to music when his mum _____ (call) him for dinner.

2 Complete the sentences with the modal verbs in the box.

don't have to have to
mustn't ought should

- I think you _____ study tonight – you have a test tomorrow.
- When you are in class, you _____ use your mobile phone – it's against the rules.
- You _____ do the shopping – I'll do it later.
- That doesn't look good – you _____ to go to the hospital and see a doctor.
- I _____ be at home for dinner tonight – my aunt is coming.

Overview

VOCABULARY	Verbs for making things; Time adverbs; Health verbs; Words with <i>some, any, every</i> and <i>no</i> ; Music; Word families; Describing buildings; Strong adjectives and adverbs
GRAMMAR	Past simple and continuous; Modals: Obligation, necessity and advice (1); Present perfect and past simple; Comparative and superlative adjectives
EXAM TASKS	Reading Part 5; Reading Part 6

Resources

PHOTOCOPIABLE WORKSHEETS: Grammar worksheets Units 5–8; Vocabulary worksheets Units 5–8; Review Game Units 5–8; Literature worksheet; Speaking worksheet; Writing worksheet

WARMER

Write the following words on the board: *burn, stylish, festival, design, original, recycle, studio, bleed, rebuild, cut, clip* and *classic*. Ask students to classify the words according to the following topics: *verbs for making things, health, music* and *architecture*.

VOCABULARY

- Ask students to look at the words in the box and the sentences 1–7 and to decide which one of the following topics connects them: *architecture, health, making things, music (making things)*. Do the first item together, advising students to read the entire sentence before choosing the correct word.

Answers

1 repair 2 sew 3 recycle 4 design 5 create 6 rebuild
7 customise

- Direct students to item 1. Ask them to find the appropriate sentence half and nominate a strong student to say which words are topically connected (*cough, cold*). Follow up by asking students to say why the correct half is most appropriate (*use of adverb in the first half, matched by when + present simple in the second*).

FAST FINISHERS

Tell fast finishers to think about why the correct half is most appropriate and ask for explanations as you check answers (see Answers).

Answers

1 c (*cough* and *cold* are topically connected words)
2 d (*look* and *blink* are topically connected words)
3 a (*legs* and *running* are topically connected words)
4 b (*tired* and *yawn* are topically connected words)
5 f (*recover* and *illness* are topically connected words)
6 e (*Be careful!* is a warning, *pan is hot* and *burn* are topically connected)

- Ask students to underline key words and phrases in definition 1 which will help them identify the appropriate word in the box (*famous, entertainment business*). Tell students to continue with the exercise in the same way.

Answers

1 celebrity 2 festival 3 musician 4 studio 5 lyrics 6 live
7 clip 8 soundtrack

- Brainstorm adjectives connected to architecture, and ask students to spell the words as you write them on the board. Check meaning. Point out that students are provided with the first and last letter of the word.

Answers

1 historic 2 traditional 3 classic 4 modern 5 brand new
6 spectacular 7 original

GRAMMAR

- Write these two sentences on the board: *I walked to work yesterday / I was walking to work yesterday when ...*. Ask students to say what the difference between the verb forms is and when they are used. Direct students back to Unit 5 page 34 to review the rules if necessary.

Answers

1 rained, didn't have 2 was watching, received
3 was texting, was reading 4 missed, forgot
5 decorated, saw 6 was listening, called

- Write or say the following phrases: *a good idea, a bad idea, necessary, not necessary, important not to do something*. Ask students to give you a modal verb from the box which matches each one (*a good idea = should/ought; necessary = have to; not necessary = don't have to; important not to do something = mustn't*). Ask students to say what is different about *ought* (it is followed by *to*).

Answers

1 should 2 mustn't 3 don't have to 4 ought 5 have to

- 3 Ask students to look at items 1–5 and identify the language area of focus (*past simple and present perfect*). Do the first item together as a class and direct students to Unit 7 page 44 to revise if necessary.

Answers

1 visited 2 has eaten 3 've just bought 4 hasn't given
5 added

- 4 Tell students to think about the noun they are describing and to make sure they choose an appropriate adjective. Also, remind them that some forms will also need words like *more, less, than, as* and *the*. Review comparative and superlative forms by asking students to give examples using the words from the box (for example, enjoyable = *more enjoyable than / the most enjoyable*; fresh = *fresher / the freshest*, good = *better / the best*). Do the first item together.

MIXED ABILITY

Ask stronger students to use the words in another sentence.

Answers

1 the narrowest 2 more reliable 3 fresher 4 better
5 the thickest 6 as tired as / more tired than 7 less stylish
8 the least enjoyable

- 5 Advise students to look at the two options in each sentence and to think about the grammar rules associated with the use of each one (1 *past simple and continuous*, 2 *modals verbs*, 3 *superlatives*, 4 *present perfect*). Remind students to read the entire sentence before deciding which option is correct. Do the first item together and ask students to say why the other option is wrong (*the present perfect continuous is used for an action in progress which is interrupted by a short action*).

Answers

1 was walking 2 mustn't 3 loveliest 4 yet

- 6 Ask students to identify the grammar focus of each sentence (1 *present perfect*, 2 *articles*, 3 *past simple*, 4 *superlatives*). Tell students to read the sentences very carefully to find the mistake, and ask them to explain why the sentence is wrong when checking answers (see Answers).

Answers

- 1 I have just **bought** a new phone. (the past participle of the verb *to buy* is required here).
- 2 The fresh air of the countryside is **the** most important thing for me. (the definite article is used to make the superlative form)
- 3 I **went** to Spain on holiday last year. (the simple past is used with a definite past time)
- 4 I love my town and the **best** thing is the new shopping centre. (*best* is the superlative form of *good*)



PREPARE FOR THE EXAM

1 B1 PRELIMINARY FOR SCHOOLS Reading Part 5

Briefly review what students need to do in this part of the exam and if necessary read out the information about the task and the tips on page 46.

Ask students to read the text, ignoring the gaps, and to say what the writer thinks of the importance of diaries and blogs (*they are important records and will be interesting for people to read in the future*). Remind students to think about the difference in meaning and use of each of the options for each gap and to think about the type of words which normally come before or after each one.

Answers

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

2 B1 PRELIMINARY FOR SCHOOLS Reading Part 6

Briefly review what students need to do in this part of the exam and, if necessary, read out the information about the task and the tips on page 58.

Tell students that the missing words belong to different parts of speech and that they should think about what type of word is needed for each gap; for example, if a verb, whether it expresses a negative idea, or whether the word is part of a specific structure, such as a comparative. When checking answers, point out that, in the real exam, no two questions will have the same answer.

Answers

1 have 2 not 3 have/need 4 nothing 5 than 6 as

COOLER

Ask students to review their answers to the Grammar section. Tell them to give themselves a mark out of 5 for how well they think know the grammar from Units 5–8. Ask them to decide on one area they will review again.

3 Choose the correct form of the verbs.

- 1 Sophia *visited* / *has visited* England last year.
- 2 Mark *ate* / *has eaten* sushi before. It isn't his first time!
- 3 I *just bought* / *'ve just bought* a ticket for a concert next month. I'm so excited!
- 4 Mr Johnson *didn't give* / *hasn't given* us our biology homework back yet.
- 5 My cousin *has added* / *added* me to his Instagram account yesterday.

4 Complete the sentences with the correct comparative or superlative form of the adjectives in the box.

enjoyable	fresh	good	narrow
reliable	stylish	thick	tired

- 1 It's a really small shop, and it's in _____ street I've ever seen!
- 2 Jessica is _____ than Emma. You can always trust her to arrive on time.
- 3 The water at the top of the stream is _____ than the water at the bottom. It's safer to drink.
- 4 I'm _____ at sports than Jo.
- 5 It's so cold that I am wearing _____ jumper I have!
- 6 You can't be _____ I am: I had to get up at 3 am!
- 7 The inside of the house is _____ than the outside. It's disappointing. We would have to decorate it before we moved in.
- 8 That was _____ gig I've ever been to. Never again!

5 Choose the correct option.

- 1 When I *walked* / *was walking* by the river, I saw a little dog jump into it.
- 2 I *musn't* / *ought to* forget to bring my school bag.
- 3 She was the *most lovely* / *loveliest* person I've ever known.
- 4 We have not received the materials for this project *yet* / *already*.

6 Correct the mistake in each sentence.

- 1 I have just buy a new phone.
- 2 The fresh air of the countryside is most important thing for me.
- 3 I have gone to Spain on holiday last year.
- 4 I love my town and the better thing is the new shopping centre.



PREPARE FOR THE EXAM

Reading Part 5

1 For each question, choose the correct answer.

Blogs: today's diaries

Throughout history, people have written about (1) _____ events in their lives. In the past, people kept diaries, and these documents are (2) _____ helpful to experts, who are able to understand important events in history.

These days, people keep a record of their lives by (3) _____ a blog instead. There are differences between blogs and (4) _____ diaries, however. Diaries require only a pen and paper while blogs require a computer, access to the internet and something entertaining to write about. This could be something you've (5) _____ done or something you did a while ago. Diaries of the past were often (6) _____ with drawings, while blogs often include photos, videos and links. Whatever their differences, though, both diaries and blogs are important records of life which will be interesting for the people to read in the future.

- 1 A brand new B recent C modern D fresh
- 2 A absolutely B exactly C totally D extremely
- 3 A creating B customising C mending D inventing
- 4 A classical B original C traditional D historical
- 5 A yet B still C just D only
- 6 A fixed B decorated C painted D made

Reading Part 6

2 For each question, write the correct answer. Write one word for each gap.

Why you should eat more chocolate

You're enjoying a nice bar of chocolate and you hear a voice in your head: 'Chocolate's bad for you!' Too late, you think. You (1) _____ almost finished it – all that fat and sugar! It's true that some chocolate contains a lot of the bad stuff. However, research shows that although you ought (2) _____ to eat too much chocolate, you don't (3) _____ to stop eating it altogether.

Chocolate makes us feel good and there's (4) _____ wrong with that. But some kinds are definitely better for us (5) _____ others. A small amount of dark chocolate is good for your heart and brain – it's even good for your skin! Unfortunately, milk chocolate isn't as good for you (6) _____ dark chocolate because it contains less cocoa: the ingredient which provides all the benefits.