

• Patricia Chappell a CAMBRIDGE

Teacher's Book

with Class Audio CD

Cambridge Books for Cambridge Exams



Teacher's Book

Patricia Chappell and Mark Lloyd

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Vocabulary	Language focus	Language booster
• hobbies and interests	• verbs of like and dislike	• be keen on, be good at and
		be interested in
communication and technology	• present tenses	a toyol afailway afail on at 3 's
family, ages, describing people	comparative and superlative adjectives	• extreme adjectives
furniture and furnishings	• so / such that and too / enough to	
daily life	• past simple and used to	
• in the city	passive and active	• owing to / due to
food and special occasions	agreeing, disagreeing and suggesting	• may / might / could
• food and restaurant adjectives	• quantifiers	
• going to the doctor	adverbs and adverbial phrases	• should / ought to
• compound adjectives	• -ing and -ed adjectives	
• travel and transport	• past continuous and past simple	
• the natural world	• conjunctions	• despite / in spite of
• sport	• comparative and superlative adverbs	
feelings and opinions	present perfect and past simple	• for and since
• school and study	obligation, prohibition and permission	• past obligation and permissio
• jobs	• relative pronouns	
• computers and technology	• predicting the future	
• weather	• first conditional and <i>unless</i>	• going to
holidays	• second conditional	• If I were you
• music and festivals	• modal passives	
• clothes	adjective order	• like and just like
• money	• have / get something done	
• cinema	• past perfect	
• reporting verbs	• reported speech	reported questions



About the PET examination

PET is an intermediate level examination set by the University of Cambridge ESOL examinations. It is at B1 level of the *Common European Framework of Reference for Languages*, and covers all four language skills - reading, writing, listening and speaking.

See page 5 of the *Student's Book* for a brief summary of the task types used in the examination. The *Exam guide* on page 68 of the *Student's Book* explains the testing focus of each exam task, and gives strategies and advice for tackling each part.

About PET Direct

PET Direct provides all the things you need to help your students prepare for the PET examination:

· Essential exam practice, tips and strategies

Students get plenty of practice of each part of the exam with at least one exam task in every lesson and additional *Exam practice* sections in the *Workbook*. There are also *Exam tips* next to each exam task, and a complete part-by-part explanation in the *Exam guide*. *PET Direct* also contains four practice tests for you to use with your class: one in the *Exam guide*, one in the *Workbook*, and two on the CD-ROM.

Engaging topics, texts and artwork

PET Direct focuses on young people's interests and experiences. The topics are all things that teenagers and young adults can talk about, and the texts and artwork are specially designed to appeal to students and get them using English.

Key language practice

A good basic vocabulary is essential for passing the *PET* exam. *PET Direct* contains topic-specific sections to practise using and understanding the words from the official vocabulary list for *PET*. Each lesson also contains a *Language focus* section, which looks at key grammar or functional language that may appear in the exam. Students are encouraged to extract the language from examples in the dialogues and texts, and work out the rules for themselves. There is also a complete *Language summary* at the back of the *Student's Book* which provides detailed explanations and clear examples of language use.

Fun communicative tasks

Students also get lots of practice at using the language, with fun games and speaking tasks to engage them and cement their learning. These tasks ensure plenty of variety in the classroom and show students how they can use the language they are learning in the real world.

Innovative CD-ROM

The CD-ROM allows students to practise the exam at home in a way which teenagers find motivating - whether they are taking the computer-based version of *PET* or not. The CD-ROM also includes an innovative *Exam trainer* section which shows students how to do each question through animations and explanations of where the correct answers came from.

· Exam-focused self assessment

Review sections include *On target?* self-assessment panels, which give students a chance to reflect on the skills they have learnt and see the progress they have been making

How the Teacher's Book works

The Teacher's Book provides lesson plans, activity ideas and exam-taking advice to accompany each spread of the *Student's Book* – with answers and transcripts right next to each activity. The lesson notes contain:

- Objectives: a summary of the main aims of each lesson
- · Warmer: a warm-up activity idea to introduce the topic and elicit vocabulary that students might already know
- Extra panels: optional extra activities which provide extension or additional practice
- · Background extra: cultural information which relates to the topic or photos
- Exam guide panels: a brief summary of each task type, explaining what is required of students
- Photocopiable activities: twelve worksheets (one per unit) to give extra communicative practice
- Common errors worksheets: four worksheets to provide extra practice of tricky grammar points
- More practice: quick links to the Workbook, Common errors worksheets and Photocopiable activities

The three icons in the Student's Book will also help you find the support you need:



This shows the track number for the CD.



This is a reference to the relevant page in the Language summary.



This is a reference to the relevant page in the Exam guide.

Ten tips for teaching PET classes

- 1. Tell students to always read the instructions for test questions very carefully. They will get useful information which will help them understand what the text is about or understand who the speakers are and what they are talking about.
- 2. Have students look at the listening transcripts to see how the questions work all the possible answers are mentioned, but only one is the right answer.
- **3.** Encourage students to keep a vocabulary notebook organised by topic. They can draw pictures, or write translations, definitions and example sentences to help them remember the words.
- **4.** Get students to practise reading texts quickly all the way through at first to get a general idea of their meaning, without worrying about unknown words.
- 5. Encourage students to practise guessing the meaning of words from context. Tell them to work out what kind of word it is from the grammar (e.g. verb, noun) and use the whole sentence to guess the meaning.
- **6.** Students need to be able to spell basic words correctly in the exam, so spend some time working on spelling practice. You can give regular spelling tests and ask students to make posters to remind them of the spellings of tricky words.
- **7.** Give students plenty of practice at writing postcards and emails so they get used to the phrases used to start and end letters.
- **8.** Show students how the questions use paraphrasing they say the same things as the texts but use different words. Highlight parts of the texts or dialogues where this happens so students know they need to listen or read for the meaning rather than exact words.
- 9. Remind students that they will hear each dialogue twice, so they will have a chance to check their answers or listen again if they missed something.
- 10. Reduce students' stress about the exam by giving them as much information about it as you can:
 - show them the sample answer sheets (page 92)
 - look at the photographs of the speaking test together (Student's Book page 94)
 - · conduct mock speaking tests with other teachers taking the role of the examiner
 - do practice tests under exam conditions to recreate the time pressure
 - use the results of the practice tests to show students how well they are doing.

I love meeting new people

Exam practice

- · Reading Part 1
- · Speaking Part 1

Vocabulary

· hobbies and interests

Language focus

· verbs of like and dislike

Warmer

• Tell students to look at the pictures. Ask: What are the people doing? Where are they? What nationality do you think they are?

Reading

- Ask students to read the profile.
 - · Ask them to match it with the correct picture.

Answer key

Picture 1

Listening

 Play the CD and ask students to match Corey and Miki with their pictures.

Answer key

Corey - Picture 3 Miki - Picture 2

- Ask students to listen and complete the profile.
 - Ask them to compare answers in pairs.
 - Play the CD again for students to check their answers.

Answer key

1 Canada 2 hockey 3 biking 4 tennis5 computer 6 shopping 7 COLDFIELD



02 Transcript

(C=COREY, M=MIKI)

C: Hi, I'm Corey.

M: Hi, I'm Miki, nice to meet you. Where are you from, Corey?

- C: I'm from Canada. I've just moved here.
- M: Canada! Are you good at winter sports then?
- **C:** Well I love playing ice hockey. And in summer I enjoy tennis and mountain biking.
- M: Wow! That's quite dangerous isn't it.
- **C:** Not really. Not if you're careful. What do you do in your free time?
- M:I quite like playing tennis too, and I love playing football. But I'm also very interested in acting and I really love the theatre - I want to be an actress one day. Have you got any other hobbies?
- **C:** Um, I guess I enjoy playing online computer games and meeting new people there. How about you? Do you spend much time online?

- M: Well I'm not keen on computer games. But I've got a MySpace page and I like chatting online there or on other social websites. But I really prefer chatting face to face with my friends. Especially at weekends.
- C: What kind of things do you do with them?
- M: We love going shopping, even if we don't buy anything.
- C: Really? I hate it! Although I suppose I don't mind music stores. I really like dance music. What kind of music do you like?
- M: Pop mostly but you should have a look at my MySpace page sometime just search for Mikaela.

C: Is that MICHAELA?

M: No, MIKAELA.

C: OK, I will. Mine's Coldfield.

M: How do you spell that?

C: COLDFIELD

M: Great, I'll check it out. Anyway it's time for registration - and after that I'll introduce you to some of my friends.

Vocabulary: hobbies and interests

- Ask students to complete the table with the hobbies from Zita and Corey's profiles.
 - Elicit other hobbies mentioned in the conversation between Corey and Miki. You could play the CD again, or refer students to the transcript on page 113. Ask students to add these hobbies to the table.

Answer key

interests: acting, books, listening to dance music, playing the guitar, pop music, fashion, shopping **sport:** athletics, football, the gym, ice hockey, mountain biking, tennis

computers: chatting online, chat rooms, online computer games

social activities: chatting with friends, making new friends

Language focus:

verbs of like and dislike

- Ask students to read the sentences and write the correct symbol next to each.
- Check understanding of the verbs, and check that students understand that quite like is not as strong as like.

Answer key

1 88 2 9 3 9 4 9 5 9

6 • Elicit the correct words to complete the rule.

After verbs of like and dislike we usually use **the -ing form** or **a noun**.

 To elicit the third person singular, ask students questions about what Zita, Corey and Miki like and dislike, for example: What does Zita like doing? What does Corey hate doing?

Language booster

be keen on, be good at

and be interested in

- Read the Language booster with the class.
- Check understanding of the expressions by asking: Which two are about likes and dislikes (be keen on, interested in) and which one is about ability (be good at)?
- Ask individual students questions using the expressions, for example: Are you interested in history? Are you good at tennis?
- Ask students to write their sentences down. Tell them they can use the verbs from Activity 5, or the expressions from the Language booster.
 - In pairs, ask students to tell their partner about their likes and dislikes. Encourage them to agree / disagree with each other.

Exam practice: Reading Part 1

1

68 Exam guide

- Students are tested on their understanding of five short texts. The texts can be public signs, notices or labels on packaging, or personal messages such as notes, postcards, emails or text messages. Students choose the correct answer A, B or C. The texts are all separate and each one is on a different topic.
- Ask students to look at the texts quickly and identify what type of text each one is (a text message, a note and an email).
 - Read the Exam tip with the class. Ask students to read the first text and decide what its purpose is (a suggestion), and who is writing to whom (one friend to another).
 - Ask students to read the other texts and do the same thing, then choose the best explanation (A, B or C) for each text.

Answer key
1 C 2 B 3 C

Exam practice: Speaking Part 1



95 Exam guide

 Students answer the examiner's questions about their daily life, family, hobbies, likes and dislikes.

- Students will be asked to spell their name or part of their address for one of the questions.
- Read the instructions and the **Exam tip** with the class. Elicit words or phrases students can use to give them time to think, for example: Well ..., I suppose ..., That's an interesting question ...
 - Explain to students that they are going to roleplay the exam.
 - Ask students to work individually and prepare their questions.
 - If necessary, elicit the questions before students begin, and write them on the board.
 - Students work in pairs to ask and answer the questions.

Writing

- Ask students to write their partner's profile for a webpage. Tell them to write this in the first person, imagining they are writing as their partner. They can use the profiles in Activities 1 and 3 as models.
 - Ask students to swap profiles and check the information about themselves.

Speaking extra

- Tell students to imagine they are meeting each other for the first time.
- Tell them to move around the classroom and talk to different people, asking and answering questions about names, hobbies, etc.

More practice

Workbook page 4

Common errors worksheet 1, page 19 (Stative verbs)

Photocopiable activity

What's my hobby? (page 80)

Topic: hobbies

Language: verbs of like and dislike

1 Students match the pictures to the hobbies.

Answer key

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

2 Students read the texts and discuss in pairs which hobbies the people would enjoy.

Answer key

(sample answers)

- 1 blogging, keeping fish 2 horseriding, painting
- 3 snowboarding, mountain-biking
- 3 Students write down hobbies they would enjoy.
- 4 Students complete their sentences.
- **5** Students move around the classroom, guessing each other's hobby choices.
- **6** Ask individual students what new hobbies they would like to try and why.

Keeping in touch

Exam practice

- · Reading Part 5
- Writing Part 2

Vocabulary

· communication and technology

Language focus

present tenses

Warmer

- Ask students how they keep in touch with their
- Elicit some forms of communication, for example telephone and email, and ask students which form of communication they prefer.

Vocabulary:

communication and technology

- 1 Focus on the pictures.
 - · Ask students to work in pairs and match the communication methods with the pictures. Point out that we often shorten mobile phone and text message to mobile and text
 - · Check answers with the class.

Answer key

- 1 email 2 postcard 3 mobile phone
- 4 text message 5 landline
- Ask students to discuss the questions in pairs.
 - Encourage them to agree or disagree with their partner, and to give reasons.
 - Tell some pairs to report back to the rest of the class. For example: We both think sending a text is the best way to find your friends at a concert because ...

Answer key

(sample answers)

- 1 I think text is best because it would be very noisy and difficult to hear a telephone conversation.
- 2 I think email is best because you can send a link to the website.
- 3 I think mobile phone is best because you can explain why you are going to be late and how long you will be.
- 4 I think a postcard is best because you can send a picture of the place where you are staying
- 5 I think landline is best because you might want to talk for a long time.
- Focus on the words in the box and elicit that they are all to do with computers.
 - Ask students to work in pairs and replace the underlined words with the verbs in the box. Remind them to put the verbs into the correct tense.
 - · Check answers with the class.

Answer key

1 crashed 2 delete 3 save 4 click 5 surfing

Vocabulary extra

• Brainstorm other computer vocabulary. Draw a picture of a laptop computer on the board, and elicit these words: laptop, desktop, keyboard, mouse, screen, printer, document, file.

Exam practice: Reading Part 5

76 Exam guide

- Students read a short factual text with ten spaces, and complete the spaces by choosing one of four possible options. This task tests mainly vocabulary, but also grammatical points such as pronouns, modal verbs, linkers and prepositions.
- Tell students that they should always read the whole text before they begin the exam task, to get a general idea of what the text is about.
 - · Ask students: Who is Kimberley Brown? What is friendsforever.com? Ask students to read the text quickly and find the answers.

Answer key

Kimberley Brown is a designer of background designs for web pages, and a businesswoman. Friendsforever.com is her website, where people can find her designs and download them.

- Focus on the example answer and make sure that students understand the task.
- Read the Exam tip with the class. Ask students to try the other options in the example answer. Discuss as a class why they are wrong.
- · Ask students to work through the rest of the task individually. Remind students to look carefully at the words before and after the gaps.
- · Check answers with the class.

Answer key

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

Reading extra

· Write the following questions on the board, and ask students to discuss them in pairs:

- 1 Who helps Kimberley with her business?
- 2 How did her parents feel when she left school early?
- 3 Why doesn't she want to appear on TV or radio?
- · Check answers with the class.

- 1 She employs her mother to help with her business.
- 2 Her parents were shocked.
- **3** She wants to enjoy her free time like other teenagers.

Speaking extra

 Write the following questions on the board and ask students to discuss them in pairs.
 Do you have your own web page?
 Do you use websites such as MySpace and Bebo?
 Do you think they are a good idea? Why?

Language focus: present tenses

- Ask students to read the examples and identify the tenses.
 - · Check answers with the class.

Answer key

- 1 present simple 2 present continuous
- 3 present simple 4 present simple
- Ask students to match the uses A-D with the sentences 1-4 in Activity 6.

Answer key 1 B 2 A 3 C 4 D

- Ask students to look back at the text in Activity 5
 and find other examples of the present tense. Ask
 them which of the uses A-D is relevant in each
 case.
- Tell students to complete the text with the correct form of the verbs, either present simple or present continuous.
 - · Check answers with the class.

Answer key

- 1 spend 2 don't understand 3 have
- 4 use 5 am ('m) playing 6 am ('m) trying
- Ask students if they agree with Ben's views about chat rooms.

Writing extra

Ask students to discuss these questions in pairs:
 How much time do you spend on the computer?
 Do you use chat rooms? Why / why not?
 What games do you play on the computer?
 What is your favourite website?
 Do you think the internet is safe?

- Ask students to make notes with their own opinions.
- Ask students to use their notes and write a reply to Ben's comments, to post on the internet. Tell them to begin with: I agree / I disagree with your comments about chat rooms. I think ...

Exam practice: Writing Part 2

1

so Exam guide

- Students write a short message of between 35 and 45 words, for example a note, a postcard or an email to a friend. They are given three prompts, and to achieve full marks they have to communicate all three points mentioned. Students should not include any unnecessary information or write more than they are asked to. This part only carries a maximum of five marks, so students should not spend too long on it
- Ask students to work in pairs. Tell them to read the sentences carefully and match them with the verbs.
 Do the first one with the whole class if necessary.

Answer key

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

- Read the Exam tip with the class. Tell students to read the exam task and underline the verbs (explain, invite, suggest).
 - Elicit some possible answers to the three points.
 If necessary, refer students back to Activity 9 for useful language they can use.
 - Remind students that to get full marks, they must mention all three points in their email, but they do not have to mention them in the order they are written in the exam task.
 - Remind them not to include unnecessary information.
 - · Students write their emails individually.
 - Ask students to compare their emails with a partner. Tell them to suggest how their partner could improve their email, and make any corrections to their own email.
 - Tell them to check how many words they have written.

Answer kev

(sample answer)

Hi Alex

Would you like to come over to my house tomorrow? I've just got a new computer. It's great, so much quicker than my old one. We can play this new computer game that I've discovered. Hope you can come.

From ...

More practice

Workbook page 5

He's the youngest brother

Exam practice

· Reading Part 4

Vocabulary

· family, ages, describing people

Language focus

· comparative and superlative adjectives

Warmer

- Focus on the pictures. Ask: What are the people doing in the main photo? Elicit that they are at the seaside, walking by the sea.
- Ask: What do you think is the relationship between them? Elicit that there are several families, and elicit some vocabulary for family members.

Vocabulary: family, ages, describing people

- Ask students to do this activity in pairs. Tell them they can use a dictionary to check the meaning of any words they don't know.
 - · Point out that twin is used for both identical and non-identical twins. Model and drill pronunciation of any words that are new to students.

Answer key

- 1 A: cheerful, confident, kind, lazy, shy
 - B: elderly, in his / her thirties
 - C: bald, a beard, curly hair, fair hair, glasses, handsome, a moustache, pretty, slim, tall
 - D: a grandparent, a twin
- 2 to be: bald, cheerful, confident, elderly, a grandparent, handsome, in his / her thirties, kind, lazy, pretty, shy, slim, tall, a twin
 - to have: a beard, curly hair, fair hair, glasses, a moustache
- · Elicit other words for family members and adjectives for describing people and write them on the board. For example: brother, middle-aged, teenager, red / blonde / dark / fair hair, friendly, attractive, good-looking, hard-working, polite.

Speaking extra

- Ask students to tell their partner about two members of their own family. They should describe what relation they are to them, what they look like, and their character.
- · Ask individual students to tell the class about one of their partner's relatives.

Listening

 Play the CD, and ask students to listen and find out what the brothers' jobs are (Steve is a producer, Chris is a musician, and Tim is an art student and a waiter).



- Ask students to read the sentences carefully.
 - · Ask them to listen to the CD again and say whether the sentences are true or false.
 - · Check answers with the class.

Answer key 1 B 2 A 3 A 4 B



os Transcript

I've got two brothers, and we're all pretty creative. My older brother Steve is the most hard-working of us three brothers. He's a producer and makes documentary films for television. It sounds exciting, but he works until very late at night, and is always tired. I'm a musician and I sometimes write background music for Steve's films. I love it, I've got the best job in the world. Steve and I both went to university but I didn't spend as much time studying as he did. I was always too busy playing in my band. Tim's the youngest in the family, though he's actually taller than either Steve or me. And we're certainly not as good-looking as he is. He was the most popular boy in the school. He never seemed to work very hard but he's not as lazy as I was. He's at art college now, and works as a waiter in his spare time. He's an absolutely brilliant artist and his drawings are really amazing. I think he'll be more successful than either of us in the future.

Language focus: comparative and superlative adjectives



- 4 Ask students to write C or S next to the sentences.
 - Check answers with the class and elicit or teach that C stands for 'comparative' and S stands for 'superlative'.

Answer kev

OC 15 2 C 3 C 4 S



- Ask students to complete the table, then compare their completed table with their partner.
 - Check answers with the class.

Answer key

- 1 + the -iest
- 2 + more, + the most
- 3 the same.
- 4 different.



Language extra

- Refer students to the transcript of the listening text about Chris and his brothers, on page 113.
 Ask students to read the text and write down any examples of comparatives and superlatives.
- Ask students to match the comparatives and superlatives from the text with the sentences in Activity 3, and point out the use of different comparative forms to express the same idea. For example: he's taller than ... / ... isn't as tall as ...

Language booster

extreme adjectives

- Read the Language booster with the class.
- Elicit examples of other extreme adjectives that students know, for example: fantastic, incredible, magnificent, wonderful. Explain that we don't use very with these adjectives, and we don't usually use them in comparisons.
- Read the example sentence with the class. Elicit alternative examples with the same words, for example: I think teenagers are not as friendly as elderly people because...
 - Ask students to complete the activity individually then compare their sentences in pairs.
 - Ask individual students to read their sentences out to the rest of the class. Ask other members of the class what they find interesting / surprising about their partner's opinions.

Answer key

(sample answers)

- **2** Men are more hard-working than women because women waste hours every day chatting.
- **3** Shy people are not as attractive as confident people because a big smile makes everyone look better.

Exam practice: Reading Part 4

1

74 Exam guide

- Students read a text containing attitude or opinion, and answer five multiple-choice questions on it. The questions will focus on writer purpose, writer attitude or opinion, the detailed meaning of the text, and its overall meaning. It is important that students read the whole text carefully before they start to answer the questions.
- Focus on the picture and the title of the text. Ask: Do you know any twins? In what ways are they the same / different?
 - Ask students to read the text very quickly to find out the general meaning.
 - Read the Exam tip with the class. Tell students
 to read the questions carefully, and elicit which
 questions refer to the writer's purpose (1), to facts
 (2, 3), and to opinions or attitudes (4, 5).

- Ask them to read the text again more carefully and choose the correct answers.
- · Check answers with the class.

Answer key

1 B 2 C 3 A 4 A 5 D

Writing

- Elicit some examples of sentences and write them on the board. Point out that we can't use both with a negative verb, but we use Neither of us instead:
 Neither of us works hard. NOT We both don't work hard.
 - Encourage students to use the vocabulary from Activity 1 in their descriptions, and tell them not to include the person's name.
 - Students write their sentences individually.
- Ask individual students to read out their sentences, and ask other members of the class to guess who the person is.

More practice

Workbook page 6

Photocopiable activity

Photofit (page 81)

Topic: descriptions of people **Language:** describing people

1 Ask students to read the descriptions, ignoring the gaps, and match them to the pictures. Check answers.

Answer key

1 D 2 A 3 B 4 C

2 Students complete the descriptions. Check answers, and check that students understand all the vocabulary. Model and drill the pronunciation of any words that students might find difficult, for example bald, moustache, spiky, curly, beard, shy.

Answer key

- 1 beard 2 slim; fair 3 teenager; shy
- 4 elderly; earrings
- **3** Students draw their own suspects, taking care not to let their partner see their drawing.
- **4** Students work in pairs and describe their suspects to each other. Monitor and help with pronunciation as necessary.
- **5** Students compare their pictures. Ask some students to report back to the class on how similar or different their pictures are.



Such a messy room

Exam practice

- · Writing Part 1
- · Listening Part 1

Vocabulary

· furniture and furnishings

Language focus

- · so / such ... that
- · too / enough ... to

Warmer

- Focus on the pictures and elicit adjectives which describe the rooms, e.g. tidy, messy, modern, colourful, bare, interesting, boring.
- Elicit sentences about the rooms using the comparative and superlative forms of these adjectives, for example: Room 1 is the tidiest room. Room 3 is more interesting than room 1.
- In pairs, ask students to discuss the person they think owns each of the rooms.

Vocabulary: furniture and furnishings

- Ask students to work in pairs and find the things in the pictures.
 - Check answers, and that students understand all the vocabulary. Model and drill the pronunciation of any words that are new to students.

Answer key

armchair 3 blinds 1 carpet 1, 3 ceiling 1, 2, 3, 4 cupboard 4 curtains 2 cushion 1, 2, 4 desk 3 drawers 1 duvet 1, 2, 3 fan 1 mirror 3, 4 pillow 1, 2, 4 photos 2 posters 2 rubbish bin 3 shelf 2, 3

- Ask students what other things they can see in the pictures.
- Ask students to discuss the questions in pairs.
 - Ask students to tell the class about their partner's room: My partner's room is like Room 3. It's very messy with lots of clutter.
- Ask students to match the sentences with the pictures.
 - · Check answers with the class.

Answer key

13 21 32 42 54 6 3

Background extra

 According to recent surveys, over 90% of teenagers in the UK have at least one of a phone, music player, TV and games console in their bedroom. Teachers are increasingly concerned that teenagers are staying up late playing on computers or watching TV, and are arriving at school tired and unable to concentrate.

Vocabulary extra

- · Ask students to cover up Activity 1.
- In pairs, students can test each other on the new vocabulary by pointing to things in the pictures and asking their partner to say the correct word.

Language focus:

so / such ... that and too / enough ... to

- Read the example with the class. Elicit that we use so much with uncountable nouns and so many with countable nouns.
 - Ask students to match the remaining sentences.

Answer key

A3 B1 C6 D5 E4 F2

- Ask students to look at rule C again. Refer them back to sentence 6 in Activity 3 and ask how the sentence would change if the noun was plural (... in such messy rooms).
- Ask students to look at rule F again and point out that we use enough before both singular and plural nouns.
- Elicit more sentences about the rooms in Activity 1
 using these structures, for example: In picture 1
 there isn't enough furniture. In picture 2 there are
 too many posters on the wall.

Exam practice: Writing Part 1

√ 78 Exam guide

- This part of the exam tests students' grammatical knowledge. Students complete five sentences on a single topic, writing between one and three words in each. They read a complete sentence, then fill in the space in a second sentence so that it means the same as the first one. All words must be spelled correctly and students will get no marks for a sentence if more than three words are used.
- Read the Exam tip with the class. Refer students to the example and point out the spelling of enough.
 - Look at the next sentence with the class and elicit the answer. Ask students to complete the remaining sentences individually.
 - · Check answers with the class.



1 as small as 2 so 3 enough to

4 such ugly 5 enough

Language extra

- · Refer students back to the sentences in Activity 3.
- Ask students to work in pairs and rewrite the sentences so they have the same meaning, using the structures they have studied in this lesson.
- Ask some students to read out their answers, and discuss with the class whether they are correct or not and whether they have the same meaning or

Speaking

- Give students a few minutes to make notes before they begin the speaking activity.
 - Encourage them to use the expressions in the Language focus when giving their reasons, for example: The room is so relaxing that ... The sofa is big enough to lie down on. It's such a big room that you can ...
 - In pairs, ask students to tell their partners about their favourite and least favourite rooms.
 - Ask individual students to tell the rest of the class about their partner's favourite and least favourite room.

Exam practice: Listening Part 1



85 Exam guide

- Students hear seven short texts, which are all separate and on different topics. They could be conversations, for example between friends or customers and shop assistants, or single speakers, for example extracts from recorded messages or talks. For each text there is a question and three pictures, and students choose the picture which gives the correct answer to the question. Each recording is repeated immediately.
- Ask students to read the questions and look at the pictures before they listen to the CD. Elicit vocabulary relating to each picture (apartment, country house, town house; club, DVD, pizza; drawers, glass top, wooden; rock band, whales, racing driver).
 - Read the Exam tip with the class. Play the first extract and elicit what the boy says about each picture. Elicit the correct answer (C).
 - Play the rest of the recording and ask students to choose the correct answers.
 - Play the CD again for students to check their answers.

04 Transcript

- I really liked our apartment in the city centre, but Dad found living there too noisy so we moved here. He loves the beautiful views and the peace and quiet, but I have a long bus journey to school every day and I miss my friends. Mum's seen a nice house in town that would be much more convenient and I could still have my own room. I know the garden's not as big as this one but it's much bigger than the balcony we had in the apartment.
- 2 A: Shall we go clubbing on Saturday night?
- **B:** I can't. I have to write an essay on Sunday and anyway, I haven't got much money. Why don't you come round and watch a DVD with a pizza or something?
 - **A:** Oh, come on! Your sister will be back from university for the weekend. She'll want to go clubbing.
 - **B:** Yeah, OK. I'm sure she'll lend me some money. I'll try and finish my essay tonight.
- 3 A: I like that computer desk Tom. Is it new?
 - B: Yeah. I wanted something a bit more modern. You know, metal legs, a glass top and shelves on top, but Mum thought it might get broken. She wanted me to get a plain wooden one. I saw a really nice one, but it only had one drawer and I need at least three for all my stuff. Anyway, we were just leaving when I saw this one I know it's painted but it's got the right number of drawers and I like the light colour.
- **4 A:** Hey, what about this poster. That's your favourite band, right?
 - **B:** They were, but I'm not so keen on them any more. This one's better Lewis Hamilton winning the Formula One championship.
 - **A:** Really? Cars are so boring! Wow! Look at these whales! They're great, and at least this poster would be relaxing.
 - **B:** Hm. I'd rather have a picture of someone I really admire. It makes me want to succeed too.

Speaking

- Brainstorm vocabulary which students can use to describe their rooms (desk, poster, bed, door, window, chair, computer, books). Elicit prepositions (next to, under, above, on, near).
 - Ask students to draw a plan of their room including door and window, but no furniture.
 - Students then swap plans with a partner and take turns to describe their rooms, while their partner draws them. Encourage students to ask questions.
 - A: There's a desk under the window.
 - B: Is there anything on the desk?
 - A: There's a computer on the desk?
 - Students check their partner's drawing.

More practice

Workbook page 7

Common errors worksheet 1, page 19 (Forming adjectives from nouns)

It used to be different

Exam practice

- · Listening Part 4
- · Speaking Parts 3 and 4

Vocabulary

· daily life

Language focus

past simple and used to

Warmer

• Focus on the pictures and ask: What can you see in the pictures? Elicit that the pictures show aspects of life in the past.

Speaking

- Ask students to look at the pictures and describe what the people are doing.
 - In pairs, ask students to discuss how we do these things today, and whether they are easier.

Answer key

- 1 1 The people are singing around the piano.
 - 2 The boy is writing a letter.
 - 3 The man is making a phone call.
 - 4 The women are getting dressed.
 - **5** The woman is washing clothes.
- 21 Today people watch TV for entertainment.
 - 2 Today people phone or use email.
 - 3 Today people have mobile phones.
 - 4 Today people wear jeans and T-shirts.
 - 5 Today people have washing machines.

Vocabulary: daily life

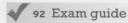
· Ask students to match the verbs and nouns.

Answer key

do the: dishes, housework, shopping, washing, washing up lay the: table make the: bed, dinner wash the: dishes, floor

- Elicit the past forms of the verbs in the table and write them on the board.
 - Ask students to discuss the questions in pairs.
 - Ask individual students to tell the rest of the class about their partner's family.

Exam practice: Listening Part 4



- Students hear a conversation between two people who are talking about a subject and giving their opinions. The speakers may agree and disagree with each other. Students read six sentences focusing on the attitudes and opinions of the speakers, and must decide if they are true or false. They will hear the conversation twice.
- · Read the Exam tip with the class.

- · Ask students to read the instructions and the statements carefully.
- Play the CD and ask students to choose the correct answers. Play the CD again for students to check their answers.

Answer key

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



05 Transcript

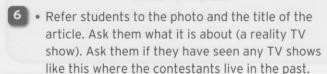
(C=CARL, J=JENNIE)

- C: Hi Jennie. Have you written your essay yet?
- J: The one about life being better 100 years ago? Not yet. I can't decide what to write.
- C: Really? I finished my essay last night. No cars, no electricity, no central heating, no television. It's obvious life was much worse.
- J: Yes, but I think there were still some good points. Food for example. There were no ready meals or fast food, so people grew their own fruit and vegetables. Surely that was better for them than a lot of what we eat today?
- C: Well, maybe, but did everybody use to eat like that? I don't think so. And what about clothes? Did you know that boys used to wear dresses and have long hair until they were about five years old? How embarrassing!
- J: I know, but I find that funny. And there were some beautiful clothes for women. Anyway, you said there was no television. That meant people made music or performed plays in the evenings. That has to be better than sitting in front of the box.
- C: Well I'd rather watch TV than play the piano.
- J: I think it's a great skill to have. And I definitely think children had more respect for adults a hundred years ago.
- C: True. But that was because the kids were afraid of being punished - and we'd find some of those punishments quite cruel nowadays. Not to mention all the terrible diseases and the fog because of the coal fires and the hard work - I could go on and on ...
- J: Oh yes, I know. Can you imagine the poor housewife used to clean the house and wash the clothes by hand every week. People didn't have washing machines or vacuum cleaners. That's why they needed servants.
- C: Aren't you glad you live in the 21st century?
- J: Yes, I suppose I am. OK, well, thanks Carl you've given me some useful ideas. Now all I need to do is write them up as an essay!

Language focus: past simple and used to

• Read the examples and complete the rules together.

- 1 finished 2 habit 3 the infinitive
- 4-(e)d 5 did not 6 did



· Ask students to complete the article with the verbs.

Answer key

1 got up 2 used to wash 3 took 4 had to

5 used to wear 6 looked 7 used to watch

8 used to play

Exam Practice: Speaking Parts 3 and 4

98-100 Exam guide

- In Part 3 of the exam students talk to the examiner, not each other. Each student is given a colour photograph showing an everyday situation, and asked to describe it. Students should describe the people and the activities in the photograph as fully as possible. They should listen carefully while their partner describes their photograph.
- In Part 4 of the exam, students speak to each other. The conversation is based on the topic introduced in Part 3. Students are expected to talk about their interests and opinions, and to ask each other questions.
- - Read the instructions and Exam tip with the class.
 - Tell students to imagine they are describing the photo to someone who can't see it.
 - Students take turns to describe their photograph to their partner.

Answer key

(sample answers)

Photo 1: This family is watching television together. They are eating something in a bowl. They are all laughing, three of them are sitting on the sofa. The girl is sitting on the floor. There are pictures on the wall above the sofa. Three of the people are wearing jeans. There is a lamp behind the sofa. The man is saying something to the woman. The children have blonde hair. They look about 10 and 12. The boy is wearing stripy socks.

Photo 2: This family is playing football on the beach. It's a sunny day, and the sky is blue. The man is standing in goal. The woman is holding the boy in her arms. They are all wearing shorts and have bare feet. The woman is wearing a sun hat. The girl is dribbling the ball. The man is wearing sunglasses.

- Read the example task with the class.
 - Play the CD. Ask students to listen and decide which things Dimitri and Elena do with their families now, and which they used to do.

Answer key

Dimitri eats meals, plays sport and watches sport. He used to do homework, do housework and go on holiday. Elena eats meals. She used to do housework and go on holiday.

o Transcript

(D=DIMITRI, E=ELENA)

- D: What sort of things do you do with your family Elena?
- E: Well, I'm a college student now so I live with friends and don't spend so much time at home. But I always have dinner with my family on a Sunday, sometimes at home or sometimes in a restaurant. What about you Dimitri?
- D: I live at home so my family eat together every day. And I play football with my brothers, and I go to football matches with my dad at weekends. Erm ... Do you go on holiday with your family?
- E: I used to. It was fun when I was little and we all did things together but now everyone wants different things. Now I prefer to go with my friends.
- D: That's interesting. It's the same for me. We don't go on holiday as a family now. I think it's much more fun with friends!
- E: Me too, definitely!
- D: What else ...? My parents used to help me with my homework when I was younger - with things like Maths and Science.
- E: You were lucky. I had to do my homework on my own. And I couldn't watch television until I'd finished.
- D: Wow! I would hate that! Did you also have to help your parents in the house?
- E: Just little things like laying the table and doing the washing up. What about you?
- **D:** Sometimes my parents gave me extra pocket money if I helped them with the housework - did the shopping or washed the dishes maybe. But now I just do my own things. I make my bed and sometimes clean my room.
- E: Really? I have to do all my own housework there are lots of advantages to living at home!
 - Read the Exam tip with the class. Ask students if they can remember any words or expressions that Dimitri and Elena use to react to what their partner says (That's interesting. Me too, definitely! You were lucky. Wow! Really?).
 - Play the CD again and ask students to make notes on the three guestions in the Student's Book.

Answer key

Dimitri asks Elena a question to start the conversation. They both talk for around the same length of time. They involve each other by asking questions and using phrases such as What about you?).

- Ask students to do the task themselves.
- Monitor round the class and check that students are using used to appropriately.

More practice



The street is lined with trees

Exam practice

Vocabulary

Language focus

· Reading Part 3

· in the city

· passive and active

Warmer

- Focus on the pictures and ask: What can you see in the pictures?
- Elicit that the pictures show different cities. Ask: What can you do in cities? Elicit some ideas (visit museums, go shopping etc). Ask: What's your favourite city? Why?

Vocabulary: in the city



- Ask students to do the matching activity.
 - Check answers with the class.

Answer key

- 1 New York 2 Moscow 3 London 4 Paris
- In pairs, ask students to discuss which of these places they would like to visit and why.

Background extra

- Photo 1 shows New Jersey port in New York.
 This is the largest port on the east coast of North America, and is at the centre of the busiest consumer market in the world. You can see the Statue of Liberty in the background.
- Photo 2 is Red Square in central Moscow. The
 photo shows Basil's Cathedral, at the south east
 end of Red Square. The square is one of the most
 famous squares in the world. Many major roads
 lead out from the square into the rest of the
 country, so the square is often considered to be the
 central square not only of Moscow but of all Russia.
- Photo 3 shows Carnaby Street in Central London.
 This is a famous pedestrianised shopping area near Oxford Street.
- Photo 4 shows a metro station outside one of the most famous department stores in Paris, Galeries Lafayette. The store was founded in 1893 and is considered to be the trendsetter in the Paris fashion world.



- Ask students to do this activity in pairs.
- Check answers with the class and write the correct spellings on the board.
- · Model and drill the pronunciation of the words.

Answer key

1 port 2 tower 3 square 4 pedestrian 5 underground 6 statue

Speaking extra

- Ask students to write two of their own clues for things they can see in the pictures.
- Students can work in pairs, reading their clues to their partner and trying to guess their partner's clues.

Exam practice: Reading Part 3



72 Exam guide

- Students are given a long (usually factual) text and ten true / false sentences about the text. Students should read the sentences first to get an idea of the information they have to look for in the text. The sentences may contain the same information as in the text but will use different words. They follow the order of information in the text. The texts are typically taken from magazines, brochures and website information.
- Ask students to read the text quickly and say where they think it is from (a travel guide). Ask them how they know this (because of the title, the layout, and the fact that it includes information about things that are of interest to tourists).
- Read the Exam tip with the class. Focus on the the first statement and ask students to read the first part of the text and find the answer (it is true, because there are 'lively squares with street artists, musicians and other performers').
 - Tell students to complete the task individually.
 - · Check answers with the class.

Answer key

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

Speaking extra

- In groups, ask students to plan a day out in Montreal. They must agree on three main attractions they want to see.
- Encourage students to use language for making suggestions: Why don't we ...? Let's ..., We could ..., and time sequencers: First ..., after that ..., next ..., finally. Write these on the board.
- Tell students they can use the guide in the Student's Book or they can do their own research on the city.



• Ask one member of each group to describe their day to the rest of the class, and explain why they chose the attractions they did.

Language focus: passive and active



- Ask students to read the examples and translate them into their language. Elicit that the subject of the active sentence is People ... and the subject of the passive sentence is This stadium
 - Elicit the correct words to complete the rules.

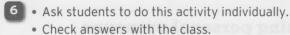
Answer kev

1 passive 2 be; past participle 3 by

- Write the following sentence on the board: People built these houses for the 1976 Olympic Games. Ask students to make this sentence passive and point out the plural form were: These houses were built for the 1976 Olympic Games.
- Ask students to find other examples of the passive in the text about Montreal, for example: ... its architecture was considered extraordinary. the stadium is mainly used for ... Four different environments ... are re-created here Citizens are protected from ...

The ... glass tower is best known for ... A life-size group of adults and children are shown This ... artwork is photographed by...

- Elicit which of the verbs are in the present passive and which are in the past. Elicit that in the present passive we use am, is, are + past participle, and in the past simple passive we use was, were + past participle.
- Write on the board: Citizens are protected from the cold weather. Ask students how they would make this sentence into a question, and elicit that we use be + subject + past participle to form passive questions (Are citizens protected from the cold weather?). Ask students to transform one or two more of the passive sentences into questions.



Answer key

- 1 In 1852 much of the city was destroyed by a large fire.
- 2 In the 1960s and 70s many old buildings were repaired.
- 3 Old Montreal was declared a historic district in 1964.
- 4 In 1998 an ice-storm caused \$1 billion worth of damage to the city.
- 5 Many famous films were made in Montreal.
- 6 66% of Montrealers speak French as their first language.

Language booster) owing to / due to

· Read through the Language booster and examples with the class.

- Ask students to find another example of owing to in the text about Montreal: Many of the trees had to be replaced owing to storm damage.
- Make sure students understand that owing to and due to must be followed by a noun, and cannot be followed by a clause: The match was cancelled due to bad weather. NOT The match was cancelled due to the weather was bad.

Speaking



- Divide students into As and Bs and ask them to look at the relevant pairwork pages.
- Ask students to work in AA and BB pairs to prepare the questions they are going to ask. Monitor round the class and help students as necessary.
- Put students into AB pairs to exchange the information.
- Monitor again and go through any question forms that students found difficult in a feedback session at the end.
- · Ask students if any of them have visited London or would like to visit it.

More practice

Workbook page 9

Photocopiable activity

Changing places (page 82) Topic: daily life in cities and the country Language: used to

1 Ask students to read the letter and choose the correct sentence. Check answers.

Answer key

2 Ask students to read the letter again and decide whether the phrases refer to the past or present. Check answers.

Answer key

1 past 2 present 3 past 4 present 5 present 6 past

3 Ask students to work in pairs to match the sentences halves. Check answers and make sure students understand the difference between used to (something you did in the past) and be / get used to (something you are familiar with).

Answer key 1 C 2 A 3 B

4 Ask students to find the questions in Andy's letter. Read the questions with the class and make sure students understand them. Elicit some possible answers for each question. Students write their letters individually. Ask students to exchange letters with a partner and suggest corrections or improvements for their partner's letter.

Review 1 Answer key

- 1 1 father
 - 2 nephew
 - 3 children
 - 4 grandchildren
 - 5 son
 - 6 wife
- 2 1 saw
 - 2 wrote
 - 3 asked
 - 4 is found
 - 5 is believed
 - 6 was made
- **do:** the cooking, your homework, the housework, the shopping, the washing-up

make: the bed, the dinner, a mess, a mistake

have: breakfast, a chat, fun

- 4 Students' own answers.
- 5 O live
 - 1 is changing
 - 2 travelled
 - 3 less
 - 4 heavy
 - 5 live
 - 6 were
 - 7 absolutely
 - 8 is growing
 - 9 man
 - 10 very
- 6 1 enough
 - 2 such; enough
 - 3 so; too
 - 4 so; too; enough

Common errors worksheet 1: Answer key

Stative verbs

- 1 1 B 2 B
- 2 1 smell
 - 2 don't agree
 - 3 Do ... understand
 - 4 belongs
 - 5 don't remember
 - 6 are ... thinking

Past simple – negative and question forms

- 1 1 B 2 B
- 2 1 infinitive
- 2 infinitive
- 3 1 We didn't go out last night.
 - 2 Did they get married last year?
 - 3 My team didn't play very well last week.
 - 4 Did you tell your parents about it?
 - 5 It didn't rain yesterday.
 - 6 Did you find your keys?

Forming adjectives from nouns

- 1 1 B 2 A
- 2 1 nouns; adjectives
 - 2 -ed; -ing
- 3 1 sunny
- 4 wonderful
- 2 colourful
- 5 careful
- 3 dangerous
- 6 salty
- 4 1 interesting
- 2 excited
- 3 disgusting
- 4 shocked

Using personal pronouns

- 1 1 A 2 A 3 B
- 2 1 object
 - 2 with a noun
 - 3 without a noun
- 3 1 Sam left his keys in the car.
 - 2 Where is your camera?
 - 3 No, you can't eat that chocolate it's mine!
 - 4 You must tell me the truth.
 - 5 correct
 - 6 I couldn't find a pen, so Sara gave me hers.

Common errors worksheet 1

Stative verbs

- Choose the correct sentences.
 - 1 A I'm liking this restaurant.
 - B I like this restaurant.
 - 2 A I'm not knowing his name.
 - B I don't know his name.
- These verbs are not usually used in the continuous form:

agree, believe, belong, hate, hear, know, like, love, mean, prefer, remember, see, smell, taste, think, understand, want

NOTE: Some stative verbs are used in continuous forms when they have a different meaning: I think you're right (= I believe). I'm thinking about joining the army (= I'm considering it).

Complete the sentences with a present form.

1	Your socks	(smell)	horrible!	
2	I (not a	agree) with	you.	
3	you	(und	erstand) w	hat I'm saying
4	That book	(belong) to me.	
5	I(not r	emember) t	he name o	of the book.
6	You're very quie about?	et - what	you	(think)

3 Write six sentences using stative verbs.

Past simple – negative and question forms

- Choose the correct sentences.
 - 1 A I didn't saw John yesterday.
 - B I didn't see John yesterday.
 - 2 A Did you enjoyed the film?
 - B Did you enjoy the film?
- Choose the correct words to complete the rules.
 - 1 We form past simple negatives with didn't + infinitive / past simple form.
 - 2 We form past simple questions with did + infinitive / past simple form.
- Write negative sentences and questions in past simple.
 - 1 we / not go / out last night
 - 2 they / get married / last year /?
 - 3 my team / not play / very well last week
 - 4 you / tell your parents about it /?
 - 5 it / not rain / yesterday
 - 6 you / find / your keys / ?
- Write six negative sentences and questions in past simple using these verbs: buy, drink, fall, pay, put, read.

Forming adjectives from nouns

- 1 Choose the correct sentences.
 - 1 A Skiing is a danger sport.
 - B Skiing is a dangerous sport.
 - 3 A I was surprised to see him.
 - B I was surprising to see him
- Choose the correct words to complete the rules.
 - 1 We can make nouns / adjectives into nouns / adjectives by adding adjective endings such as _ous, -y, -ful, -ness.
 - 2 Adjectives ending in -ed / -ing describe how we feel, and adjectives ending in -ed / -ing describe what something is like.
- Write adjectives from the nouns.

1	sun	4 wonder	
2	colour	5 care	
3	danger	6 salt	

4 Complete the sentences with the -ed or -ing adjective.

1	It's a very	(interest) book
	10 0 0 101 1	(IIIICI COL) DOON

- 2 She was very _____ (excite) about the party.
- 3 What's that (disgust) smell?
- 4 I was (shock) when he told me the news.

Using personal pronouns

- Choose the correct sentences.
 - 1 A Jack told me about the accident.
 - B Jack told my about the accident.
 - 2 A Where is my coat?
 - B Where is me coat?
 - 3 A Those books are my.
 - B Those books are mine.
- 2 Choose the correct words to complete the rules.
 - 1 We use me, you, him, etc. as the subject / object of a verb or preposition.
 - 2 We use my, your, his, etc. with a noun / without a noun.
 - 3 We use mine, yours, theirs, etc. with a noun / without a noun.
- 3 Correct the mistakes in the sentences. One sentence is correct.
 - 1 Sam left he keys in the car.
 - 2 Where is yours camera?
 - 3 No, you can't eat that chocolate it's my!
 - 4 You must tell my the truth.
 - 5 We gave him a CD for his birthday.
 - 6 I couldn't find a pen, so Sara gave me her.

Shall we have a party?

Exam practice

- Writing Part 3 (letter)
- Speaking Part 2

Vocabulary

food and special occasions

Language focus

 agreeing, disagreeing and suggesting

Warmer

 Ask students to look at the pictures and, in pairs, discuss which of the foods they like and dislike.

Vocabulary: food and special occasions

- Ask students to work in pairs and match the words to the pictures.
 - · Check answers with the class.

Answer key

- 1 bread roll
- 5 fried fish
- 2 lemon tart
- 6 strawberries and cream
- 3 roast chicken
- 7 spinach omelette
- 4 green salad
- 8 chocolate cake

- 2
 - Tell students what your favourite food is, and how often you eat it.
 - Ask students to discuss their favourite foods in pairs.
 - Ask students to read through the events in the box and check they understand them.
 - In pairs, ask them to make lists of the foods people usually eat at each event.
 - Ask some students to read their lists to the class.

Speaking extra

- Write the following dishes on the board: spinach omelette, lemon tart, chocolate cake. Elicit the ingredients for a spinach omelette and write them on the board (eggs, milk, spinach, salt and pepper, oil for frying).
- In pairs, ask students to try and guess the ingredients for the other two dishes.

Language focus:

agreeing, disagreeing and suggesting

- 3
 - · Ask students to read the three descriptions.
 - Play the CD. Tell students they should listen for the gist of the conversation and not worry if they do not understand every word.
 - Ask students to match the descriptions with the conversations.

Answer key

Choosing a present **3** Deciding how to celebrate **2** Planning a menu **1**

07

or Transcript

- 1 A: What kind of food shall I have at my party, Mum?
 - B: Well, I'm not sure. What about pizza?
 - **A:** Again? I had that last year! Can't you make your special fried chicken?
 - **B:** What a good idea! And why don't we make a big green salad to go with it?
- **2 A:** It's Mum and Dad's wedding anniversary next month, isn't it? Shall we organise a party for them?
 - **B:** Oh, I don't think that's a good idea. Dad hates parties. And anyway, I haven't got time. I need to study for my
 - **A:** Hm. You're right. It's too much work. **Let's** just take them out to a restaurant.
 - B: Yes, that's the best idea. We should book it soon!
- 3 A: Have you bought anything for Pablo's birthday yet?
 - **B:** No, not yet. I might get him a computer game.
 - A: That's not a bad idea. But they're pretty expensive.
 - B: I know, why don't we buy him one together?
 - A: Great idea! Do you think he would like Empire Battles?
 - **B:** Probably, but he could already have that one. I think we should ask his brother which one he wants.

A: OK.

- Read through the list of phrases with the class.
 - If possible, photocopy the transcript of the recording and give students a copy. Ask them to find the phrases in the transcript and underline them (see bold text in the transcript).
 - Elicit other phrases possible (Should we ... ? I / We could ... Great idea! Good point.)

Answer key

Let's ... S That's a good / the best / idea A
Well, I'm not sure ... D I don't think that's a good idea. D
I think we should ... S Yes, you're right. A
How / What about ... S What a good idea! A
Why don't we ... S

- **5** Ask students to complete the conversation.
 - Ask them to check their answers in pairs.
- Play conversation 2 (track 08) for students to check their answers.

Answer key

- 1 Shall we 2 I don't think 3 You're right
- 4 Let's 5 We should

Language booster

may / might / could

- Read the Language booster with the class and make sure students understand the example sentences.
- Remind students that we use infinitive without to after modal verbs.

Exam practice: Writing Part 3 (letter)

82 Exam guide

• In writing Part 3, students can choose to write either a story or a letter. They have to write about 100 words. For the letter, students are given part of a friend's letter which they must reply to. This provides the topic and contains one or two questions that students must answer.



- Read the Exam tip with the class.
- · Ask students to read the exam question and underline the questions in Philip's letter.
- Ask students to read the answer to the exam question. Elicit the answers to questions 1-4.

Answer key

- 1 The beginning is suitable, but there is no ending.
- 2 He doesn't say whether a surprise party would be a good or bad idea.
- 3 It doesn't have enough words.
- 4 The information about Sam's 18th birthday party is not necessary.



- Ask students to write their own answers. Tell them to be careful to answer all the questions, write the correct number of words and include a suitable beginning and ending.
- Ask students to swap their answers with a partner. Tell them to evaluate their partner's answers using questions 1-4 in Activity 7.

Answer key

(sample answer)

Dear Philip

I think it's a great idea to organise a party for your parents! A restaurant would be nice but it's quite expensive. Why don't you have the party at home and ask all your parents' friends to help you with the food? Everyone could bring a different dish and that way the food will be delicious but cheap. I'll help you decorate the house and clean up afterwards. I don't think it's a good idea to make it a surprise party. It will be difficult to keep it a secret and you will give yourself a lot more stress! Good luck, and let me know how it goes.

Take care,

Florence

Exam practice: Speaking Part 2

96 Exam guide

 In this part of the exam, students speak to each other. The examiner takes no part in the conversation. Students are given a situation in which they have to discuss different possibilities. They are given pictures as prompts and they need to make suggestions, agree and disagree with each other, and reach a decision.



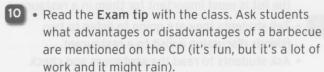
- Read the exam task with the class and explain to students that they are going to hear two students doing the exam task.
 - · Ask students to read through the questions.
 - Play the CD. Ask students to listen and think about the questions as they listen.
 - · Discuss the questions with the class.

Answer key

- 1 They talk about all the pictures.
- 2 They talk for around the same amount of time.
- 3 They give their reasons as well.

Transcript

- A: What do you think about this idea going for a picnic?
- B: Well, I'm not sure. I think it's a bit boring. I think a barbecue on the beach would be more fun.
- A: Yes, I agree, but it's guite a lot of work. Someone has to stand there and cook all night. And it might rain! I think they should go to a restaurant instead. They could have a really nice meal, roast chicken, steak ...
- **B:** That's true, but it's quite expensive to go to a restaurant. Some people may not have enough money.
- A: Well, what about having a DVD party at someone's house? They could order a pizza or just have some snacks. That wouldn't be expensive and it would be easy for everyone. They could throw all the rubbish away afterwards so there's no washing up!
- B: I suppose so. But it's not very exciting, is it? I think a fancy dress party is a good idea. They could have a competition and decide who is wearing the best costume. And for food, everyone could bring a different dish. That way they can share the work.
- A: Yes, you're right. I think that's the best idea too.



- · Elicit some advantages and disadvantages of a restaurant.
- · Ask students to do the exam task in pairs.
- · Monitor round the class checking that all students are giving their opinions.

More practice

Workbook page 10

You'll be given a lot to eat!

Exam practice

· Reading Part 2

Vocabulary

· food and restaurant adjectives

Language focus

· quantifiers

Warmer

- Focus on the pictures and captions and ask: What can you see in the pictures? What kind of food do you think they serve in these restaurants?
- Ask: Which of these restaurants would you prefer to eat in? Why?

Vocabulary:

food and restaurant adjectives

- Ask students to work in pairs to complete the task. Tell them to use a dictionary to check the meaning of any adjectives they don't know.
 - Write the four nouns on the board: food, service, atmosphere, restaurant.
 - Elicit adjectives you can use with each of the nouns, and write them under the nouns on the board. Tell students some adjectives can be used to describe more than one of the nouns.
 - Check understanding of the adjectives, and model and drill the pronunciation of words that are new to students.

Answer key

food: bitter, creamy, delicious, disgusting, excellent, salty, simple, traditional **service:** excellent, slow

atmosphere: lively, relaxed, unfriendly

restaurant: excellent, fashionable, modern, smart,

stylish, traditional

Listening

- Ask students if they go out to restaurants with their family or friends. Ask which of the things in the list is most important for them in a restaurant.
- Tell students they are going to listen to two friends discussing a visit to a restaurant.
 - Ask students to read the sentences and check they understand them.
 - Play the CD and ask students to decide if the sentences are true or false.
 - · Check answers with the class.

Answer key

1 B 2 A 3 B 4 B 5 A

-

10 Transcript

(K=KATH, V=VANESSA)

- **K:** Hi Vanessa. Did you have a good time at *Charlie's* last night?
- V: Oh hi, Kath. No, it was terrible! I'm never going to that restaurant again!
- **K:** Really? I'm surprised! I went there several times last year, and I always had a lot of fun. I saw a couple of famous people there last time!
- V: Yeah, I know. I thought it was going to be really stylish and fashionable, but I was so disappointed! We were the only people there. Can you believe it? There was no atmosphere at all.
- K: And what about the food?
- **V:** Well, the soup was too salty and the chocolate dessert was bitter. And the fish was covered in a really horrible sauce.
- K: Oh dear!
- V: Yeah, it was disgusting! And the service was terrible too.

 There were plenty of waiters but none of them wanted to serve us. They were really unfriendly and the food took hours to arrive.
- K: Oh dear. Plenty of things to complain about then?
- V: Yeah, I talked to the manager before we left, but he didn't seem to care at all.

Language focus: quantifiers

- Focus on the words in the box and elicit that they are quantifiers (they describe quantity).
 - Tell students to read sentences 1-6 and try to remember which quantifiers were used.
 - · Play the CD for students to check.

Answer key

1 several 2 a lot of 3 a couple of 4 no 5 plenty of 6 none of

- Check students understand the difference between few and a few, and little and a little.
- Make sure that students understand the difference between countable and uncountable nouns. Elicit some examples of each.
 - Focus on the first quantifier in the box (a couple of) and elicit that it is used with countable nouns.
 - Ask students to complete the activity individually, then check answers with the class.

Answer key

countable: a couple of, a few, few, many, several uncountable: a great deal of, a little, much both: all of, lots of, most, no, none of, plenty of, some



- Elicit which quanitifers would go at each end of the line (no / none of = 0%, all of = 100%)
 - In pairs, ask students to put the other expressions in order between them.

0% - no / none of, few / little, a few / a little, a couple of, several, some, much / many, plenty of, a great deal of, most all of - 100%

- Put students into groups of four or five. Try to put students who live in different neighbourhoods together.
 - Ask students to discuss the restaurants in their neighbourhoods. Write the following questions on the board to help:

How many restaurants are there in your neighbourhood?

How far is the nearest restaurant from your house?

What type of food do the restaurants serve?

- Encourage students to use the adjectives from Activity 1.
- Ask one of the students in each group to report back to the rest of the class. For example: Andreas has the best restaurants in his neighbourhood. There are six restaurants. The best restaurant in his neighbourhood is the restaurant which is a traditional restaurant, and serves delicious food.

Exam practice: Reading Part 2

√ 70 Exam guide

- Students are tested on their ability to skim read for specific information. They read five short descriptions of people and are asked to match them to eight short factual texts on a common topic. The topics include books, courses, holidays, websites etc. There may be some unfamiliar vocabulary in the texts, but students will not be tested on this vocabulary.
- Read the Exam tip with the class. Ask students
 to read the text about Claudia, then focus on the
 underlined words. Tell students that when they
 are reading the restaurant reviews they need to
 find information relating to all these points.
 - Focus on text F and elicit that this does not match with Claudia because it mentions dancing, but does not say that the restaurant is fashionable or has excellent food. Elicit the correct answer for Claudia (D).
 - Ask students to read the remaining descriptions
 of the people and find the important words. They
 should then read all eight texts carefully, and
 match them with the people.

Answer key 1 D 2 E 3 H 4 B 5 C

 Ask students which of the restaurants they would choose to go to with their friends, and why.

Writing extra

- Ask students to read through the restaurant reviews again and underline the adjectives.
- Ask students to write a review of one of their favourite restaurants or cafés for a local newspaper.

Speaking

- Tell students to choose their restaurants, then make notes under the following headings: food, service, atmosphere. Encourage them to use the adjectives from Activity 1.
 - In pairs, ask students to tell each other about their restaurants.

More practice

Workbook page 11 Common errors worksheet 2, page 33 (*much*, *many* or *a lot of?*)

Photocopiable activity

Waiter! (page 83)

Topic: restaurants

Language: food and restaurant adjectives, agreeing, disagreeing and suggesting

1 Ask students to complete the conversation.

Answer kev

1 good 2 what 3 don't 4 right 5 let's

- **2** Students work in groups of three and complete the menu with their own ideas.
- 3 Students swap menus with another group.
 Focus on the expressions in Activity 1 and revise expressions for agreeing, disagreeing and suggesting. Students work in their groups and discuss what they would like to order.
- **4** Focus on the examples in the speech bubbles and elicit which is said by the waiter and which by the customers. Students take turns to be the waiter and role-play the conversation.
- 5 Focus on the examples in the speech bubbles and elicit which is said by the waiter and which by the customers. Allow students a little time to prepare their ideas on whether they enjoyed their meal. Students take turns to be the waiter and role-play the conversation. Encourage the waiters to make suggestions to keep the customers happy

It's terribly painful

Exam practice

Listening Part 1

Vocabulary

· going to the doctor

Language focus

· adverbs and adverbial phrases

Warmer

- · Ask students to look at the pictures. Ask: Where are the people? (in a health centre) Why are they there? (because they are ill or have an injury).
- Brainstorm vocabulary relating to doctors and hospitals (doctor, patient, receptionist, consulting room, crutches, bandage, stethoscope).

Vocabulary: going to the doctor



- Ask students to complete the activity in pairs.
 - · Check answers with the class.

Answer key

2 P 3 D 4 D 5 D 6 P 7 P 8 P 9 D 10 D

- · Drill the pronunciation of difficult words, then ask students to work in pairs and take turns to read out one of the statements. Their partner must answer by saying who would say this statement.
- Ask students to do the matching activity in pairs. Point out that there is one statement students don't need.

Answer key

Language booster

should / ought to

- · Read the Language booster with the class. Ask students to find other examples of should and ought to in the statements. Elicit which form of the verb follows these modals (infinitive).
- Put students into pairs and ask them to look at the relevant pairwork pages.
 - · Tell students to use should / ought to to give advice.
 - If students enjoy the activity, they can invent some more problems, and repeat it.
 - · Monitor round the class while students are doing the activity, and correct any common errors in a feedback session at the end.

Language extra

· Write a selection of students' advice on the board, for example: You should go to bed and rest. You ought to drink plenty of water.

 Read the pieces of advice out and ask the rest of the class to guess what problem the student had.

Exam practice: Listening Part 1



85 Exam guide

- · Students hear seven short texts, which are all separate and on different topics. They could be conversations, for example between friends or customers and shop assistants, or single speakers, for example extracts from recorded messages or talks. For each text there is a question and three pictures, and students choose the picture which gives the correct answer to the question. Each recording is repeated immediately.
- Read the Exam tip with the class. Ask students to read the guestions and look carefully at the pictures, then elicit vocabulary relating to each picture.
 - Remind students that they will probably hear all three pictures mentioned each time, so they need to listen carefully for the one which is the correct answer.
 - Play the CD and tell students to choose the correct answers.
 - Play the CD again for students to check their answers.

Answer key

1 B 2 A 3 C 4 C

Transcript

More problems for star tennis player Justin Brown, who only returned to first class tennis a few weeks ago. He was absent from the game for several months last year because of an operation on his arm. In today's match against Fernando Garcia of Spain he slipped and fell heavily on the grass court, hurting his ankle. He was taken straight to hospital for X-rays. Doctors say the injury is not serious and fortunately there is no damage to his knee.

2 (P=PATIENT, D=DOCTOR)

- P: So, what can I do so that my shoulder gets better
- D: Well, some exercise will definitely help. Swimming is very good because the water supports your arms. But playing the violin has caused your problem so you should avoid that for at least a fortnight. You really ought to stop practising for a while.

- P: Right, I'll do that. What about using the computer?
- **D:** That's OK, but you should make sure you take a break every half hour.
- **3 A:** What's the matter, Rosie? I thought you were going to the hairdresser's today.
 - **B:** I've put it off until next week. I've had earache and toothache all day so I saw the college doctor at lunchtime. He said my ear was OK but he gave me some painkillers and said I ought to see my dentist as soon as possible. His earliest appointment is tomorrow morning.
 - A: Poor you. How are you feeling now?
 - **B:** Not great. Earache's bad enough but toothache's even worse!
- 4 A: How was your holiday no accidents this year I hope?
 - **B:** Well, actually Molly hurt her finger playing tennis and had to have it X-rayed, Fortunately it wasn't broken but she had a big bandage on it for the rest of the holiday. At least it wasn't as bad as last year when Tom fell off his bike and broke his arm.
 - **A:** You are unlucky! The worst problem we've ever had on holiday is insect bites.
 - B: Ah well, we still had a great time. That's the main thing.

Reading

- Ask students to cover the text, and look only at the photo and the title. Ask them to guess what the story is about.
 - Ask students to read the article and find out if their guesses about the story were correct.
- Ask students to read the text again and answer the questions.

Answer key 1 B 2 B 3 A

Writing extra

- Ask students to write an account of the story in the words of either a) Mrs Hawthorne, or b) Sam Hawthorne. Ask them to think particularly about how the people felt.
- Elicit some example beginnings: One night last week, I had a terrible shock. I went to bed early about 10 o'clock. At about midnight I was woken by loud screaming ...
- Ask some students to read out their stories to the class.

Language focus:

adverbs and adverbial phrases

- Focus on the highlighted words and phrases in the text in Activity 5. Discuss any unknown vocabulary.
- Tell students to copy the words and phrases into the three groups, 1, 2 or 3.
- · Check answers with the class.

Answer key

- 1 Adverbs of manner: suddenly, nervously, firmly, accidentally, officially
- 2 Adverbs of time: in the middle of the night, afterwards
- 3 Adverbs of place: from Sam's room, in Sam's cheek, near his eye
- 8 Ask students to complete the rules.

Answer key

- 1 after
- 2 adverb of manner, adverb of place, adverb of time
- Remind students of the rules for forming adverbs.
 Elicit or explain that we usually add -ly to an adjective to form an adverb (badly, quickly, slowly, carefully).
- Write easy and horrible on the board and elicit the spelling rules:
 - If an adjective ends in -y, we delete the y and add -ily (easily, happily).
 - If an adjective ends in e, we change the e to -ly (horribly).
- Elicit examples of irregular adverbs (fast, well, hard, late).
- Ask students to copy out the letter inserting the words and phrases.
 - · Ask students to compare their answers in pairs.
 - · Check answers with the class.

Answer key

Dear Mr Kemp,

I am very sorry Sam wasn't at school yesterday. He was bitten by a shark in his room during the night. The doctor said he ought to rest quietly at home for 24 hours. Yours sincerely,

S Hawthorne

- Discuss the meaning of any unknown adjectives.
 - Elicit the adverbs and write them on the board.

Answer key

angrily happily noisily politely quickly quietly rudely slowly

- Demonstrate the activity by talking about one of the topics yourself in the manner of one of the adverbs. Ask the class to guess what the adverb is.
 - In pairs, ask students to do the activity themselves.

More practice

Workbook page 12

Common errors worksheet 2, page 33 (How do I form adverbs?)

Exercise needn't be boring

Exam practice

· Reading Part 5

Vocabulary

compound adjectives

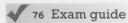
Language focus

· -ing and -ed adjectives

Warmer

- Focus on the pictures and ask what theme links them all (healthy living).
- Ask students to work in pairs and write down as many words as they can related to healthy or unhealthy living.
- Elicit words from the class and write them on the board.

Exam practice: Reading Part 5



- Students read a short factual text with ten spaces, and complete the spaces by choosing one of four possible options. This task tests mainly vocabulary, but also grammatical points such as pronouns, modal verbs, linkers and prepositions.
- Focus on the title of the text and the pictures. Ask students: What advice do you think the article will give about each of the things in the pictures?
 - Tell students to read whole text quickly and match the pictures to the correct steps.

Answer key

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

- Read the Exam tip with the class. Look at the example with the class, focusing on the words before and after the gap. Ask students to try all the other options in the space and decide why they are wrong.
 - Look at the next example together, focusing on the words before and after the space. Elicit the correct answer (C)
 - Ask students to work through the rest of the task individually.
 - · Check answers with the class.

Answer key

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

- Explain the meaning of any unfamiliar vocabulary in the text. Ask students for examples of high-fat foods (pizza, chips, sausages, fried foods).
- In pairs, ask students to discuss which of the advice in the healthy living plan they need to follow themselves.

- Ask students: What is a healthy lifestyle? (a balanced diet, not too much fat or sugar, plenty of exercise and around eight hours sleep per night).
 - Point out that here the word diet refers to everything you eat. Elicit that if you go on a diet you eat less because you want to lose weight.
 - Ask students to work in small groups of three or four, and design a questionnaire for their classmates. Elicit some possible questions and write them on the board. For example: How many hours do you sleep at night? How many glasses of water do you drink a day? Do you often eat fast food? Do you do any regular exercise?
 - Ask students to use their questionnaires to interview one person from each of the other groups. They then report back to their group.
 - Ask each group to report to the rest of the class on the student they think has the healthiest lifestyle.

Vocabulary: compound adjectives

- 4 Ask students to read the definition.
 - Elicit that four-step is a compound adjective.
 Discuss the meaning (with four different stages).
 Draw students' attention to the fact that the noun (in this case step) is usually singular when combined with a number in a compound adjective in this way.
 - Ask students to find the other compound adjectives in the text, then check with a partner.

Answer key

freshly-squeezed high-fat long-lasting five-kilometre low-cost stress-free

- Discuss the meaning of the six adjectives.
- Elicit or teach other examples of compound adjectives, including the following from the PET vocabulary list: good-looking, well-behaved, lowpaid, air-conditioned, full-time, hand-held, oldfashioned, well-known, well-made.
- Ask students to look at the pictures and match them to the descriptions.
 - · Check answers with the class.

Answer key

1 D 2 C 3 A 4 B



- 6 Ask students to work in pairs and make compound adjectives. Tell them some of the words in list A can be joined to more than one of the words in B.
 - Check answers with the class.

Answer kev

(sample answers)

badly-broken, badly-qualified, badly-run, highlyqualified, long-lasting, low-cost, low-fat, recentlyopened, recently-qualified, two-kilometre, wellqualified, well-run

 Ask students to complete the phrases with the compound adjectives.

Answer key

(sample answers)

- 1 a badly-broken ankle
- 2 long-lasting changes
- 3 a low-fat diet
- 4 a well-run / badly-run sports centre
- 5 well-qualified / highly-qualified staff
- 6 a well-run / badly-run race

Language focus:

-ing and -ed adjectives



- · Read the examples with the class.
- · Ask students to complete the rules.

Answer key

1 -ed 2 -ing

- As a lead-in, ask students to look at the picture and the heading of the article, and ask: Is the text an article, an advertisement or a questionnaire? Elicit that it is an advertisement.
 - Ask students to complete the text with the correct form of the adjectives.
 - Ask them to compare their texts with a partner, then check answers with the class.

Answer key

1 bored 2 interested 3 exciting

4 satisfied 5 relaxed 6 disappointing

Language extra

 Elicit other pairs of -ed / -ing adjectives (amazed) / amazing, annoyed / annoying, depressed / depressing, disgusted / disgusting, embarrassed / embarrassing, frightened / frightening, worried / worrying).

- · Ask students to write five questions using the adjectives, for example: What is the most embarrassing thing that has happened to you? What things make you feel annoyed?
- Students can ask and answer the questions in pairs.

Speaking

- Divide students into As and Bs and ask them to look at the relevant pairwork pages. Ask them to read the role cards and forms carefully. Check any unknown vocabulary.
 - Put students into AA and BB pairs. Ask the AA pairs to prepare the questions they will ask. Ask the BB pairs to guess what questions they might be asked.
 - Put students into AB pairs to do the role play.
 - Monitor round the class and make a note of any common errors.
 - When students have finished, they can swap roles and repeat the role play.
 - · At the end of the activity, go through the common errors on the board.

More practice

Workbook page 13

Photocopiable activity

Fit for life (page 84)

Topic: health and fitness

Language: compound adjectives

1 Students read the advertisement and complete it with the correct words. Check answers.

Answer key

1 lasting 2 equipped 3 reality 4 qualified

5 screen 6 fat 7 squeezed

2 Students write the words under the pictures, then discuss in pairs which things they would like to try.

Answer key

1 running machine 2 rowing machine 3 karate 4 sauna 5 weights 6 dance platform

- 3 Put students into small groups. Students discuss their fitness centre and make notes.
- 4 In their groups, students design a leaflet for their fitness centre.
- **5** Pin the leaflets around the class or put them on desks around the class. Allow students to move around and look at them. Ask which fitness centre they would like to visit and why.



The wind was blowing hard

Exam practice

· Reading Part 3

Vocabulary

travel and transport

Language focus

· past continuous and past simple

Warmer

- Ask students to look at the pictures. Ask: Do you like travelling? Why? Which ways of travelling do you enjoy? Which do you dislike and why?
- Ask students which forms of transport are best for the environment and why.

Vocabulary: travel and transport



- Ask students to do the matching task in pairs.
 - Ask students to cover the words, and test each other on the spelling.

Answer key

aeroplane C bicycle B boat A bus D car E dog sled G train F

Background extra

- · Dog sleds are used to travel over snow or ice, and are still used today in Canada, Greenland and Scandanavia for hunting, moving goods and delivering mail. The sleds are pulled by one or more sled dogs. The dog teams are very carefully put together, and the lead dog has to be very experienced. The most common breeds of dog chosen for pulling the sleds are Alaskan Malamutes and Siberian Huskies.
- Ask students to do this activity in pairs.
 - · Check answers with the class.

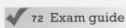
Answer key

- 1 aeroplane 2 bicycle 3 train
- 4 dog sled 5 bus 6 car
- Ask individual students to explain how the words in each group are related (a voyage is the journey you make when you sail on a boat; the cabin is where you sleep on a boat; the deck is the open part of the boat where you can walk around).
- Explain that check in is a verb, but check-in (with a hyphen) is a noun: the check-in (desk).
- Ask students to identify the words which can go in more than one group (cabin, seat, baggage, luggage, route, fuel, windscreen, brakes, to board, announcement, to catch, passenger, overtake, seat belt).

Vocabulary extra

- Ask students to work in pairs and add three more words to each group. They can use a dictionary if they need to.
- Brainstorm other words for means of transport (coach, ferry, helicopter, hovercraft, motorbike, scooter, underground train, taxi, tram).
- Write the following headings on the board: by air, by land, by rail, by road, by sea. Ask students to copy the headings then write all the transport words under the correct headings. Remind students that it is a good idea to record new vocabulary in groups.

Exam Practice: Reading Part 3



- Students are given a long factual text to read. There are ten true / false statements about the text, based on specific factual information in the text. The statements may contain the same information but in different words. The texts are typically taken from brochures, books and website information.
- Ask students to look quickly at the heading and the map. Discuss the meaning of the heading. Ask: What sort of text is this? (a magazine article).
 - Elicit that the two men travelled using no motors or engines. Get suggestions from students, e.g.
- Read the Exam tip with the class. Ask students to read the sentences very carefully and underline key information.
 - · Focus on the bold sentence at the beginning of the text. Ask students to read it carefully and find the part that relates to sentence 1 of Activity 4 (the first people to travel ... without engines or motors). Elicit the answer to sentence 1 (B).
 - · Tell students to read the rest of the text and decide if the sentences are true or false. Remind them that the information in the text will be in the same order as the statements.
 - · Check answers with the class.

Answer key

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



 Ask students: Would you like to go on an expedition like this? Why / why not?

Speaking extra

 Ask students to imagine they are journalists and they are going to interview Rob or James. As a class, brainstorm questions they can ask, and write them on the board. Students can copy them down. For example:

Why did you want to do this expedition?
What was the hardest part of the journey?
Did the expedition change you in any way?
Was it difficult riding a sled?
How did you feel when the wave hit the boat?
Where would you like to travel to next?

- Ask students to now imagine they are Rob or James and prepare their answers to the questions.
- Students can role-play an interview between a journalist and Rob or James, then swap roles and practise again.

Language focus: past continuous and past simple

- Ask students to look at the diagram and the example sentence. Ask: Which event started first? (they were racing over the ice). Elicit that the second event (Rob dropped his glove) happened in the middle of the first event.
 - · Ask students to identify the tenses of the verbs.

Answer key

were racing = past continuous dropped = past simple

- If necessary, remind students how to form the past continuous (using the past simple of the verb be + -ing form of the main verb).
- Ask students to complete the rules.

Answer key

A past simple B past continuous

c past continuous; past simple

 Ask students to find more examples of verbs in the text and match them to the rules.

Answer key

- **C** As he was running back to get it, he fell straight through the ice.
- **B** I was working on the deck while Rob was trying to sleep below.
- B The wind was blowing ... and the waves were rising ...
- C When it came back up again I was still holding on.
- Ask students to do this individually. Remind them that some verbs have irregular past simple forms.
 - Check answers with the class.

Answer key

1 was riding 2 hit 3 fell off

4 was wearing 5 tried 6 was hurting / hurt

7 was cleaning 8 saw 9 went

10 were waiting 11 made 12 started

13 found out 14 were still talking 15 arrived

 Highlight the spelling of riding, and remind students that verbs ending in -e lose the -e before adding -ing. Elicit other examples, e.g. hopehoping, change-changing.

Speaking

- As an example, tell the class a story and ask students to guess whether it is true or not.
 - Read or tell the story again, and ask students to make a note of all the past continuous and past simple verbs.
 - In pairs, ask students to try and reconstruct the story. Ask one or two to re-tell it to the class.
 - Read through the notes and questions with the class. Allow students time to make notes and prepare their stories.
 - Students tell their stories in pairs, and decide whether their partner's story is true or false.

Writing extra

- Ask students to write up their stories, and pin them on the wall.
- Ask students to read their classmates' stories and write True or False next to them.
- You can find out which story fooled the most people.

More practice

Workbook page 14

Common errors worksheet 2, page 33 (Past simple or past continuous?)

Photocopiable activity

A lucky escape (page 85)

Topic: a lucky escape story

Language: past continuous and past simple, conjunctions

- 1 Students read the story and match it to the correct picture (C).
- 2 Students complete the story with the linking words.

Answer key

1 when 2 unless 3 so

4 but 5 Although 6 as soon as

- 3 Students prepare their ideas in pairs.
- 4 Students write their stories in pairs. Students could then swap stories with another pair, or you could pin the stories around the class so that students can read them all and choose which they like best, and why.

Exam practice

- Listening Part 2
- Writing Part 3 (story)

Vocabulary

· the natural world

Language focus

· conjunctions

Warmer

- Focus on the picture and ask: What do you know about rainforests? Try and elicit ideas about climate, vegetation and animals.
- · Ask: Why are rainforests important?

Background extra

Rainforests are typified by high levels of rainfall, approximately 1,750-2,000mm of rain per year. There are two types of rainforest: tropical rainforests (found near the equator), and temperate rainforests (found in temperate regions, such as North America, northern Europe and parts of South East Asia). Rainforests are home to two-thirds of all the living animal and plant species on Earth. Many natural medicines have been discovered there. The forests also supply 28% of the world's oxygen, processing it from carbon dioxide through photosynthesis.

Vocabulary: the natural world

- Ask students to work in pairs to match the pictures with the wildlife words.
 - Check answers, and check that students understand all the words. Model and drill the pronunciation of unfamiliar words.

Answer key

branch 2 crocodile 10 leaf 4 snake 16 bush 5 flower 8 monkey 1 tree 9 butterfly 11 giraffe 6 parrot 15 whale 12 cat 7 insect 3 polar bear 14 zebra 13

2 • Ask students to discuss the questions in pairs.

Answer key

The animals which don't belong in the rainforest are: cat, giraffe, polar bear, zebra, whale.

Giraffes and zebras live in Africa, and polar bears live in areas surrounding the Arctic Ocean. Cats are domestic animals and live in most developed countries.

- Ask students to make a list of other animals they know which live in the rainforests. They can use a dictionary to do this (sloth, chimpanzee, toucan, jaguar, bengal tiger, gorilla, orang-utan).
- Elicit questions which students can use for this activity and write them on the board:

Have you ever been to ... / seen a ...? etc.

 Ask individual students to tell the class about the most interesting experience their partner has had.

Exam practice: Listening Part 2

✓ 88 Exam guide

- Students must listen for specific information.

 They hear either one speaker giving information or an interview with two speakers. There are six multiple choice questions. Students must listen and choose the correct answer to each question. They are given time to read the questions before they listen, and will hear the recording twice.
- Read the Exam tip with the class.
 - Ask students to read the questions carefully.
 Ask: What do you learn about Sally Brendle from reading the questions? (She has been to Africa.
 She went on an Amazon expedition. She's been to the rainforest. She's made a new TV programme.)
 - Pre-teach the following vocabulary: atmosphere, unspoilt, protect, rare.
 - Play the CD and ask students to tick the correct options.
 - · Check answers with the class.

Answer key

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

 Ask students: Would like to be an explorer? Which place would you most like to explore and why?

Language extra

 Ask students to read through the transcript on page 116, and underline the examples of the past simple and past continuous. Remind students that we use the past simple for completed actions in the past, and the past continuous for actions in progress in the past.

100 Transcript

(I=INTERVIEWER, S=SALLY):

- **I:** Good evening and welcome to *Our World*. Tonight's guest is the explorer Sally Brendle. Sally, you've been on expeditions to some of the most unspoilt forests on the planet. What is it like?
- **S:** Fantastic. There's nothing better than being the first scientist to see a particular river, for example, or to find a new plant or animal. On my most recent trip, we were

- looking for a rare crocodile in a rainforest in Asia **but** we discovered a previously unknown snake. **Although** it was tiny and completely harmless, it was still very exciting.
- **I:** It sounds it! So, tell us about your early life. How did you become an explorer?
- **S:** Well, I've been interested in nature ever **since** I was a young child. **While** my friends were playing games, I used to go fishing or looking for animals in the fields near my home. I wasn't interested in *protecting* creatures in those days. In fact, I used to catch them **to** put them in my own little zoo!
- 1: And what was your first expedition?
- S: As soon as I was eighteen, I went to Africa, with an organisation called Africa Exchange. They run different projects. Things like helping to build schools or studying how monkeys behave. My job was to count how many lions and elephants there were in a certain area every day. That was a fantastic introduction, and really important for the protection programme.
- I: And what did you do after that?
- **S:** While I was at university I met a famous Brazilian explorer. He was planning an expedition to the Amazon rainforest **in order to** study the plants that people use for medicine. A team member broke her leg **so** he asked me to go in her place.
- 1: Can you describe what it's like to be in a rainforest?
- S: Well, the thing I always notice is the atmosphere.

 Although it's not silent, the noises are all natural, which I find very relaxing. Despite the heat and the wildlife, it's quite safe if you're careful. Modern technology means you can't really get lost nowadays.
- I: Mm. And finally, Sally, would you like to tell us a bit about your new TV series?
- **S:** Yes, of course. It's called *Secrets of the Rainforest*. Of course, it's no secret that many animals will disappear unless they are protected. The idea is to show people that it's not just popular animals like tigers that are in danger. There are lots of animals in the world's rainforests that no one has heard of and many of them need our help too. **So** in this programme we introduce people to some of those.
- I: Well, it sounds really interesting, I can't wait to see it!

Speaking extra

- Ask students to imagine they went on a trip to the rainforest. Ask them to make notes individually on what they did, what they saw and what the rainforest was like.
- In pairs, students can interview each other about their experiences.

Language focus: conjunctions

- Ask students to work in pairs to complete the table.
 - · Check answers with the class.

Answer key

Time: when Condition: unless Reason: because / since / as Contrast: even though / although

- Ask students to find the conjunctions in the transcript. Go through the sentences with conjunctions (see bold words in the transcript), and check students understand the meaning.
 - Ask students to put the conjunctions into the table.
 - · Check answers with the class.

Answer key

Time: while, as soon as, since **Condition:** if **Reason:** (in order) to, so **Contrast:** but, although

Language booster

despite / in spite of

- Read the Language booster with the class. Point out that despite and in spite of are followed by a noun.
- Ask students to find the example of *despite* in the transcript (*Despite the heat and the wildlife it's quite safe*).
- Read the text title and first sentence with the class. Ask: What do you think happened? Elicit ideas.
 - Ask students to read the text quickly and check if their ideas were correct.
 - Ask students to read it again and complete the gaps. Check answers with the class.

Answer key

1 until 4 because 7 While 10 but 2 so that 5 As soon as 8 Before 3 Although 6 although 9 when

Exam practice: Writing Part 3 (story)

√ 82 E:

82 Exam guide

- In Writing Part 3, students can choose to write either a story or a letter. They have to write about 100 words. For the story, students are given a title or the first sentence of a story. Students should make sure their story comes to a definite end, and they should check tenses and past forms of irregular verbs carefully for accuracy.
- Read the Exam tip with the class.
 - Read the first prompt with the class and elicit ideas for the setting. Tell students that the setting should include information about time and place.
 - Tell students to read the remaining prompts.
 - Elicit what tenses students might use in their story (past simple and past continuous).
- Ask students to write their stories.
 - Encourage them to use conjunctions, and include a range of vocabulary and structures.
- In groups, ask students to read out their stories.
 Ask which stories students found the most exciting and original.

More practice

Workbook page 15



- 1 1 taste
 - 2 main course
 - 3 wound
 - 4 unwell
 - 5 diet
 - 6 flight
 - 7 car
 - 8 rainforest
- 2 1 amazing
 - 2 frightening
 - 3 amused
 - 4 disappointed
 - 5 relaxed
- 3 1 Some
 - 2 a few
 - 3 a couple of
 - 4 not much
 - 5 aren't many

- 4 1 They were repairing
 - 2 I was eating; I found; What did you do?; I screamed and called for the waiter.
 - 3 I tried / was trying; you didn't answer / weren't answering; What were you doing? I was jogging
 - 4 How did you hurt your leg?; I wasn't looking where I was going; I fell
- 5 1 Although
 - 2 As soon as
 - **3** so
 - 4 because
 - 5 If
- 6 1 A
 - 2 0
 - 3 E
 - 4 B

Common errors worksheet 2: Answer key

much, many or a lot of?

- 1 1 B 2 B
- 2 1 many 2 much 3 a lot of
- 3 1 a lot o 2 many 3 much 4 a lot of
- 4 1 correct
 - 2 We took a lot of photos.
 - 3 correct
 - 4 They prepared a lot of food for the party.

Past simple or past continuous?

- 1 1 E
- 2 A
- 2 1 simple
- 2 simple
- 3 continuous
- 4 interrupts
- 3 1 bought
- 4 played
- 2 was waiting
- 5 were driving
- 3 lived

How do I form adverbs?

- 1 1 B 2 E
- 2 1 B 2 D 3 A 4 C
- 3 1 completely

3 quickly

- 4 horribly5 clearly
- 2 easily
- 6 well
- 4 1 happily
- 2 immediately
- 3 finally
- 4 luckily

something, anything, nothing or everything?

- 1 1 A 2 B
- 2 1 affirmative 2 negative 3 all things
- 1 nothing 4 anything 2 something 5 nothing

4 Students' own answers.

3 everything **6** anything

4 Write six sentences using past simple and past

continuous.



Common errors worksheet 2

much, many or a lot of?	How do I form adverbs?
1 Choose the correct sentences. 1 A He's got many problems. B He's got a lot of problems. 2 A They were making much noise. B They were making a lot of noise. 2 Complete the rules with much, many or a lot of. 1 We use with countable nouns in negative sentences and questions. 2 We use with uncountable nouns in negative sentences and questions. 3 We use with countable and uncountable nouns in all sentences.	1 Choose the correct sentences. 1 A She carried the glasses carefuly. B She carried the glasses carefully. 2 A Luckly no one was hurt. B Luckily no one was hurt. 2 Complete the rules about forming adverbs. 1 Most adjectives: A take away e and add y, e.g. simply. 2 Adjectives ending in -y: 3 Adjectives ending in -le: 4 Some adverbs are irregular: D take away y and add -ily, e.g. happily.
 Choose the correct answers. We had much / a lot of fun at the party. He hasn't got much / many friends. Have you got much / many work to do? They asked many / a lot of questions. 	Write the correct adverbs next to the adjectives. 1 complete 3 easy 5 quick 2 horrible 4 clear 6 good 4 Complete the sentences with adverbs formed from these adjectives: final happy lucky immediate
 Correct the two sentences with a mistake in them. Do you drink a lot of coffee? We took many photos. Do you download much music from the internet? They prepared much food for the party. 	 She waved, and smiled Go and phone the doctor! After travelling for six hours, we got home. She fell off her bike, but she wasn't hurt. Write six sentences using the adverbs from Activity 3
Past simple or past continuous?	something, anything, nothing or everything?
 Choose the correct sentences. 1 A I watched TV when the phone rang. B I was watching TV when the phone rang. 2 A When I was young, I went to primary school. B When I was young, I was going to primary school. 	1 Choose the correct sentences. 1 A There's something in your drink! B There's anything in your drink! 2 A I didn't eat nothing for breakfast.
 Choose the correct words to complete the rules. We use past simple / continuous for a completed action in the past. We use past simple / continuous for a state or regular habit in the past. We use past simple / continuous for an action in progress in the past. We use past continuous and past simple together when one action interrupts / happens after another. 	B I didn't eat anything for breakfast. Choose the correct words to complete the rules. We use something and nothing in affirmative / negative statements We use anything in affirmative / negative statements and questions. Everything means 'all things' / 'no things'. Complete the sentences with something, anything, nothing or everything.
Complete the sentences with the past simple or past continuous of the verbs in brackets. 1 She (buy) a car last year. 2 When I got to the cinema, Tom (wait) outside. 3 I (live) in Madrid until I was ten. 4 He often (play) football when he was young. 5 The car broke down while we (drive) home.	nothing or everything. 1 I looked inside the box, but there was there. 2 Peter looks ill - I think there is wrong with him 3 He explained it carefully so that I understood 4 Is there good on TV tonight? 5 I'm bored! There's to do! 6 I went shopping, but I didn't buy

nothing or everything.

I could easily swim further

Exam practice · Reading Part 2

Vocabulary

· sport

Language focus

· comparative and superlative adverbs

Warmer

- Ask students: What sports do people do in your country? What sports do people enjoy watching?
- In pairs, ask students to discuss which of the sports in the pictures they enjoy doing or watching, and which ones they would like to try.

Listening: sport



- Ask students to do the matching activity in pairs. They can use a dictionary if necessary.
 - · Ask students if they can think of any other sports words, for example: baseball, basketball, boxing, diving, fishing, ice hockey, motor-racing, rugby, skiing, squash, badminton, table tennis, volleyball.

Answer key

- 1 swimming 2 cycling 3 horse-riding
- 4 golf 5 shooting 6 running
- 7 fencing 8 football 9 tennis
- 10 rock-climbing 11 atheletics 12 hockey
- 13 karate 14 snowboarding 15 windsurfing

Vocabulary extra

- · Ask students individually to think of five sports, but not tell anyone what they have chosen.
- Put students into groups of four. Tell students they should take turns to mime the sports they have chosen. The other members of the group try to guess the sport. The student who guesses a sport first gets one point.
- When all the students have mimed their sports, they can add up their points to find the winner.



- Tell students that Kirsty Muir is a 22-year-old student training to take part in the next Olympic Games.
 - Ask students what they know about the 'modern pentathlon'. Elicit that it includes fencing, swimming, horse-riding, running and shooting.
 - · Play the CD and ask students to make a note of the sports Kirsty mentions.

Answer key

shooting swimming horse-riding fencing running football exercises in the gym

Background extra

 The modern pentathlon is a sports event that includes pistol shooting, fencing, 200 m freestyle swimming, showjumping and cross-country running. This event was introduced to the Olympics in 1912. Originally the event took place over four or five days, but now it is a one-day event, which makes it especially tough.



Transcript

(I=INTERVIEWER, K=KIRSTY)

- 1: Thanks for making time to talk to us, Kirsty. Perhaps you could start by telling us about a typical day's training.
- K: Sure. Well, Tuesday's my busiest day. I get up at around eight and pack my bag. There's a lot of equipment when you do five different sports! Then I drive to the training centre for 9.30. I spend an hour at the shooting range doing target practice. I must admit, shooting's the sport I enjoy the least. Then I go swimming. It's only a short walk to the pool. I swim 3,500 metres, though I could easily swim further in an hour and a half. At midday I have lunch and discuss my progress with my coaches.
- 1: I guess there's lots to talk about.
- K: Yeah, but I can't spend too long with them because I go riding at half past one. I put on my riding clothes, apart from my boots and helmet, before I leave for the riding school - it's about half an hour away. There are several horses that I ride. Some of them go better than others, but they're all pretty good.
- 1: Do you ride all afternoon?
- K: I'd like to but I go fencing at three. I'm afraid I often drive faster than I should to get back in time for my lesson. I change into my fencing uniform and put on the special glove and helmet. The lesson is only 20 minutes but fencing's the sport where I have to work **the hardest**.
- I: Can you relax a bit after that?
- K: Not exactly I put on my shorts and running shoes for a gentle run around the track with some of the other athletes. It's not a race so it doesn't matter if I run more slowly than they do. Afterwards I go home for a meal and a short rest.
- 1: You must be ready for that. How do you spend your evenings?
- **K:** At 6.30 I come back to the sports centre and play football for an hour. This is the activity I enjoy **the most**. My day finishes after I've done some exercises in the gym. At 9 p.m. I can go home and have a rest or, more likely, get ready for the next day.
- 1: Well just listening to you makes me feel tired. Now, how about your plans for ...



- Play the CD again, and ask students to complete the timetable.
 - · Check answers with the class.

9.30 shooting 10.30 swimming 1.30 riding 3.00 fencing 3.30 running 6.30 football

Vocabulary: sport

- Ask students to complete the table with the sports from Activity 1, and any other words of their own.
 - Explain that some sports can go in more than one column.
 - Ask students to compare their answers with a partner.

Answer key

go: cycling, horse-riding, rock-climbing, running, snowboarding, swimming, shooting, wind-surfing play: golf, football, hockey, tennis

do: athletics, fencing, karate, rock-climbing, shooting

Vocabulary extra

 In pairs, ask students to discuss what equipment Kirsty needs for each sport, and where she does it. They can use the transcript or a dictionary if they need to.

swimming: swimming pool, swimming costume / swimsuit, goggles

horse-riding: riding school, horse, helmet, boots fencing: fencing jacket, mask, gloves, a weapon (sword).

running: running shoes

 Brainstorm other vocabulary for sports equipment (ball, bat, racket, golf club, hockey stick, table tennis bat). Elicit that we use a racket in tennis. badminton and squash, but a bat in cricket, table tennis and baseball.

Language focus: comparative and superlative adverbs

- · Ask students to read the sentences and identify the comparative and superlative adverbs (further, the least).
 - · Ask students to complete the rule.

Answer key

We use comparative and superlative adverbs to compare the way people do things.

 Ask students to read the transcript from Activity 2 and find other examples of comparative and superlative adverbs (see bold examples in the transcript). Ask students to add some of their own adverbs to the list.

· Ask students to do this individually, then compare their answers in pairs.

Answer key

1 better / the fastest

2 worse / best

3 more slowly / the hardest

Exam practice: Reading Part 2

70 Exam guide

- Students are tested on their ability to skim read for specific information. They read five short descriptions of people and are asked to match them to eight short factual texts on a common topic. The topics include books, courses, holidays, websites etc. There may be some unfamiliar vocabulary in the texts, but students will not be tested on this vocabulary.
- Read the Exam tip with the class. Ask students to read the text about Juan, then find how many of the sports courses mention water sports. Tell students to read each one carefully to find which corresponds exactly to what Juan wants (H).
 - Ask students to read the remaining texts and match the courses with the people.

Answer key

1 H 2 E 3 B 4 G 5 C

Writing extra

- · Ask students to write a paragraph about a member of their family like the texts in Activity 8.
- In pairs, ask students to swap texts and try and match their partner's family member with the most appropriate sports course. They should give reasons for their choice.

Speaking

- Elicit the questions and write them on the board: Have you ever tried any of these activities? Which do you like the most? Why? Which would you like to try the most? Why? Which do you like the least? Why? Which would you like to try the least? Why?
 - · Ask students to ask each other the questions and discuss the activities in pairs.
 - When they have finished, ask them to swap partners and repeat the questions.
 - · Ask individual students to report back to the rest of the class something interesting or surprising they found out about their classmates.

More practice

Workbook page 16

Common errors worksheet 3, page 47 (Irregular comparative and superlative adverbs)



He has just won first prize

Exam practice

- · Listening Part 3
- Writing Part 2

Vocabulary

· feelings and opinions

Language focus

· present perfect and past simple

Warmer

- Write the word competition on the board.
- In groups, ask students to discuss the following: Do you enter competitions? Have you ever won a competition? How did you feel?

Reading

- Ask students to look at the picture and answer the questions. Elicit that the boy has won a competition, and that he is feeling very happy.
 - · Ask students to read the article and check their answers.
- Ask students to read the text again and say whether the sentences are true or false.
 - · Check answers with the class.

Answer key

1 B 2 B 3 A 4 B

Background extra

• The National Spelling Bee in the United States started in 1925. Competitors enter from all parts of the United States, and also from Canada, New Zealand and Europe. Competitors start by taking part in spelling bees in their school. If they win, they go on to compete at higher levels (district, region, state) before they reach the national final.

Vocabulary: feelings and opinions

3 • Students find the words in the text. Check answers, and that students understand the meaning of all the words. Model and drill the pronunciation of words that are new to students.

Answer key

upset - disappointed surprised - amazed certain - confident nervous - anxious pleased - proud

· Ask students to write sentences, then ask individual students to read out their sentences to the class. Write them on the board, and ask other members of the class to correct them if necessary.

Vocabulary extra

· Write these sentence stems on the board. Ask students to complete them with their own ideas: I'm confident that ...

I was disappointed when ...

My parents are proud of me because ... I often feel anxious before ...

I was amazed when ...

· Ask one or two students to read out their sentences.

Language focus:

present perfect and past simple

- 4 Ask students to read sentences 1-4 and underline the verbs.
 - Elicit which verbs are in past simple and which are in present perfect.
 - · Ask students to match the sentences to the rules.

Answer key

1 D 2 B 3 A 4 C



- 5 Ask students to complete the sentences.
 - · Check answers with the class.

Answer key

- 1 went 2 arrived / switched / started
- 3 has displayed 4 hasn't decided

Language booster) for and since

- Read the Language booster with the class.
- Ask students to write the headings for and since, then ask them to put these phrases under the correct heading: three months, ten days, last week, a month ago, twenty minutes, five o'clock.
- Ask them to add three of their own phrases under each heading.

Exam practice: Listening Part 3



90 Exam guide

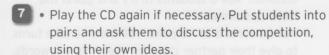
 Students listen to one speaker giving information about something such as a course or a visitor attraction. Students have to complete some notes summarising the recording, by completing six spaces with a word or a number. Spelling doesn't always need to be correct to get the mark. Students should write numbers in figures to save time.

- Ask students to look at the notes. Ask: What are they about? (a competition)
 - Ask students to guess what the missing words might be.
 - Read the Exam tip with the class, and remind students that they will hear the recording twice.
 - Play the CD and ask students to complete the gaps.
 - Play the CD again. Students check their answers.
 - · Check answers with the class.

Answer key

1 Midnight 2 daughter 3 paint

4 dog 5 lunch 6 30 April



 Ask some students to report back to the class on their discussions.

14 Transcript

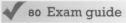
Are you a fan of the crime writer, Jacquie Cooper? Have you ever dreamed of seeing your artwork on the front of a book? To celebrate Jacquie Cooper's 50th birthday this year, we have organised a competition. Listeners are invited to design a cover for a special edition of Jacquie's best-selling novel, *Midnight*. It's a thriller about a young man who accidentally joins a group of criminals after an evening out with his friends. The competition will be judged by Jacquie herself and Suzie Wilson. Suzie, who is probably best known for presenting the popular music show, Concert Club, is also Jacquie's daughter and a keen collector of art.

You can design your book cover on the computer, or by hand, with pen and ink or pencil. However you should not use paint in this competition. Your work should be 20 cm by 13 cm in size and the design should include the title, the author's name and somewhere on the cover, a small dog, which Jacquie's publishers will use in their advertisements. The rest is up to you, so be imaginative!

The prize-winning design will appear on the book cover and in addition the winner will meet Jacquie and go to lunch with her at a top London restaurant. The five second prize winners will each receive a signed copy of one of Jacquie's books. We must receive your entry by post or email no later than the 30th April - that's a Wednesday. We will contact the winners on May the 28th and their names will be announced on this programme on May the 30th. Make a note of those dates so you don't miss them.

You'll find further details of this competition and some useful tips on our website at www ...

Exam practice: Writing Part 2



 Students write a short message of between 35 and 45 words, for example a note, a postcard or an email to a friend. They are given three prompts, and to achieve full marks they have to communicate all three points mentioned. Students should not include any unnecessary information

- or write more than they are asked to. This part only carries a maximum of five marks, so students should not spend too long on it.
- 8 Read the Exam tip with the class.
 - Ask students to read the instructions and the sample answer very carefully.
 - · Discuss the answer, and elicit the errors.

Answer key

Sam does not explain how he got the tickets.
The last sentence is not necessary.
The six spelling errors are: writing, tickets, Wednesday, with, enjoy, interesting

- 9
 - When students have written their answers, ask them to compare them with a partner.
 - Ask them if they can suggest ways their partner can improve their message.

Speaking

- 10 Put students into groups of five.
 - Ask each group to think of ten words which are difficult to spell in English.
 - Ask one person from each group in turn to call out their words to the other groups, who must write the words down. They can confer in their groups.
 - When all the groups have finished, ask one person from each to come to the front of the class in turn and write the correct spellings on the board.
 - Each team adds up the number of words they spelt correctly. The group with the most correct spellings wins the competition.

More practice

Workbook page 17

Photocopiable activity

Lie detectors (page 86)

Topic: A guessing game

Language: past simple and present perfect

1 Students complete the sentences. Check answers, and point out that we use the past simple if we use a time expression, but the present perfect for an indefinite time in the past.

Answer key

1 saw 2 have failed, failed

- 2 As a model, have students ask you a few of the questions. Answer some truthfully, and some untruthfully. After each one, students guess if your answer is true or false. Students write their own true and false sentences.
- 3 Students move around the class and ask and answer three questions with different students. They guess whether other students are telling the truth or lying.
- 4 Students add up their points and see who is the best lie detector.

Students don't have to study!

Exam practice

· Reading Part 1

Vocabulary

school and study

Language focus

obligation, prohibition and permission

Warmer

- Ask students to look at the first two pictures.
 Ask: Which school is most like your school? Which school would you prefer to go to? Why?
- Ask students what is happening in the third picture (a mother is taking her child to school on their first day). Ask: Do you remember your first day at school? How did you feel?

Vocabulary: school and study

- Ask students to do the matching task in pairs.
 Encourage them to use dictionaries to look up any words they do not know.
 - · Check answers with the class.

Answer key

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

Vocabulary extra

• Ask students to write a sentence with one word from each of the eight groups. For example: He gave us permission to play football. We have lessons in a classroom. Elicit sentences for all the words from the class. Encourage students to record example sentences as well as translations when they record new vocabulary.

Background extra

- In the United Kingdom, children start school at the age of 4 or 5 and must stay at school until they are 16. They go to Primary School until the age of 11, then at age 11 they move to Secondary School.
- In England and Wales, students take GCSE exams at the age of 16. They usually take between eight and ten subjects. If they continue at school, they study three or four subjects and take A Level exams at the age of 18. In Scotland, students take Standard Grade exams at the age of 16, usually in seven or eight subjects. If they continue at school, they study for up to six Higher Grade exams over a further one or two years.
- Tell students they are going to read an article about a school. There are gaps in the text which their partner will help them to complete by giving them clues about the missing words.
 - Divide the class into A and B students and ask students to turn to their texts, and read them

- through. Put students into AA and BB pairs. Ask them to try and guess what their missing words are, then discuss the clues for the words in green.
- As an example, elicit a clue for missing word (1) from the Student A text (a room where you have lessons). Ask B students to try and guess the word (classroom).
- Put students into AB pairs. Tell them to take turns to give their partner clues for their missing words.
- Students can check their answers by looking at each other's texts.
- Ask students to read the sentences and tick boxes A or B from memory.
 - Tell them to look back at the article and check their answers.
 - · Check answers with the class.

Answer key

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

- Ask students if they would like to go to this school.
 Ask why / why not?
- Elicit one or two advantages and disadvantages from the class.
 - Students work in pairs and write down as many advantages and disadvantages as they can.
 - Ask a few pairs of students to tell the class some of the ideas they have thought of.

Writing extra

- Ask students to imagine that they go to Harrisburg Circle School. Ask them to imagine a typical day and make notes on it. Elicit some answers from the class and write good ideas or useful vocabulary on the board.
- Ask students to write a short letter or email to a friend, telling them what a typical day is like at Harrisburg Circle School.

Language focus:

obligation, prohibition and permission

- Ask students to complete the rules individually.
 - · Check answers with the class.
 - Focus on sentences 1 and 6 from Activity 3 and highlight the difference between don't have to (it's not necesary) and musn't (it's forbidden).

Answer key

- 1 don't have to, needn't 2 have to, must
- 3 mustn't, can't 4 can

Language booster

past obligation and permission

- Read the Language booster notes and examples with the class.
- Explain that *must* does not have a past form, so we use *had to* to talk about past obligation.
- Explain that we use *could* to talk about permission in the past. Elicit the negative form (*couldn't*): When I was at school, we couldn't go shopping during the day.
- Read the sentences with the class and make sure students understand them.
 - Focus on the example and make sure students understand that they should rewrite the sentences using the verbs from Activity 3.
 - Ask students to write the sentences individually then compare their answers in pairs.
 - Check answers with the class.

Answer key

- 1 We mustn't / can't drop litter in the playground.
- 2 We must / have to switch off our mobile phones.
- **3** We don't have to / needn't call school when we are ill. We can / have to send a letter the next day.
- 4 We mustn't / can't bring our MP3 players into school.



- Elicit one or two ideas for rules, and write them on the board. For example: *In our ideal school you must wear jeans*.
- Students write their rules in pairs.
- Ask one or two pairs of students to read out their rules to the class.

Writing extra

 Ask students to write a list of the rules in their current school. For example:
 We have to stay in school at lunchtime.
 We must wear a uniform.

Exam practice: Reading Part 1



68 Exam guide

- Students are tested on their understanding of five short texts. The texts can be public signs, notices or labels on packaging, or personal messages such as notes, postcards, emails or text messages. Students choose the correct answer A, B or C. The texts are all separate and each one is on a different topic.
- Ask students to look at the texts quickly and say where they would find them (in a school).
 - Read the Exam tip with the class. Read the first text with the class and point out that all the

possible answers contain the words *lost property*, but only one is the correct answer. Elicit the main meaning of the text (to warn students about what will happen to lost property if they don't collect it). Elicit the correct answer (C).

- Ask students to do the rest of the task individually.
- · Check answers with the class.

Answer key

1 C 2 A 3 A 4 B

Language extra

- Dictate these sentences to the class. Pause or cough to indicate a gap. Ask students to read the texts in Activity 8 again and complete the sentences using the verbs from Activity 3.
 - 1 You ____ collect your lost property soon.
 - 2 You bring your raincoat on the trip.
 - 3 You _____ bring more than £5 spending money.
- 4 You ____ buy your tickets for the show soon.
- 5 Year 12 students _____ use the library computers at any time.

Answer key

- 1 must / have to 2 must / have to
- 3 mustn't / can't 4 must / have to 5 can

Speaking



- Read through the sentences with the class and make sure students understand them.
- Revise language for giving opinions. For example: What do you think? I agree / don't agree with that. I'm not sure. In my opinion ...
- Students discuss the sentences in pairs.
 Encourage students to give reasons for their opinions.

Speaking extra

- Choose one of the sentences which most students have strong feelings about.
- Elicit arguments for and against the idea, and write these on the board. Tell students they are going to have a debate.
- Put students into small groups, with some students who are for the idea and some who are against. Each group should also have a chairperson whose job is to keep control of the debate and make sure that everyone has the chance to speak.
- Set a time limit for the debate, then ask students to report back on whether they have changed their opinion.

More practice

Workbook page 18

A job that you enjoy

Exam practice

Vocabulary

Language focus

- · Listening Part 2
- · jobs

· relative pronouns

Warmer

- Ask students what jobs people in their family have? Elicit the questions: What does your mother / father do?
- Ask: What job would you like to do?
- · Write the jobs students mention on the board.

Vocabulary: jobs



- Ask students to look at the pictures and match them with the jobs.
 - · Check answers with the class, and model and drill pronunciation of any words that are new to students.

Answer key

- 1 musician
- 5 scientist
- 2 basketball player
- 6 actor
- 3 flight attendant
- 7 football coach
- 4 chef
- 8 journalist

- Ask students to discuss these questions in pairs.
- Ask some pairs to report back to the class on their discussion. For example: We agree that the most stressful job is ...
- · Elicit other jobs and write them on the board, for example: teacher, hairdresser, designer, banker, dentist, lawyer, librarian, sales assistant, taxi driver, waiter, doctor, computer programmer.

Exam practice: Listening Part 2



88 Exam guide

- Students must listen for specific information. They hear either one speaker giving information or an interview with two speakers. There are six multiple choice questions. Students must listen and choose the correct answer to each question. They are given time to read the guestions before they listen, and will hear the recording twice.
- Read the Exam tip with the class.
 - Tell students to read all the questions and possible answers. Check that they understand everything.
 - · Elicit that Sandy is a video game writer.
- Refer students to question 1, and elicit possible words that students might hear for each of the answers (work for a newspaper, be in a band, play basketball).

- Play the CD as far as ...that's what I planned to do as my job. Elicit the correct answer (B).
- Play the rest of the CD and ask students to complete the task.
- · Check answers with the class.

Answer key

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

 Ask students whether they would like to do this job and why / why not?



Transcript

Hello everyone. My name's Sandy Duffy and I'm here to tell you about my career as a video game writer. I work with game developers and designers to think of good stories, and I write all the dialogue in the game. When I was in secondary school, I never imagined that I would do this job! I played the guitar and that's what I planned to do as my job. But I had an accident when I was playing basketball and hurt my hand, so I had to think of another career. My mother wanted me to be a journalist, but I didn't think it was for me.

I didn't know what to study at university. I was good at lots of science subjects, including Physics and Maths, but I also loved entertaining people and I was good at Art. In the end I went to film school where I studied lighting, special-effects, how to use a camera ... all that! It was there that I started to think about working in the video game industry.

Now, a question that everyone always asks me is, 'How did you get your first job?' Well, I had a friend whose job was organising conferences. At one of the conferences, she met a man who owned a company that made video games. I wrote to him and sent my CV. He obviously liked what he read because he gave me an interview and offered me a job as a junior.

People also ask me what I like best about being a video game writer. Well, the money is good and it's quite exciting. Just last night, for example, I was at a big dinner where they were giving prizes for new games. But what I love is the fact that I get on so well with everyone in the business. That's what makes my job so much fun.

Obviously, no job is perfect though, and there are things I don't like. I've just started a new job, and I have to spend a lot of time on the road, or at the airport, which I find very hard. I'd really like to be able to spend more time at home.

So, what should you do if you want to be a video game writer? Well, there are people who say you can do it



without going to university, but I don't think that's true anymore. In my opinion you should work hard at school and get a good degree. And read lots of books - that will help you later when you need to think up stories for new games!

Language focus: relative pronouns

- Ask students to read the examples. Elicit that the underlined words are relative pronouns, and are used to join sentences together.
- 6 Students match the relative pronouns with A-E.
 - · Check answers with the class.

Answer key

B1 when C 3 whose D 2 where E 4 who

- Ask students to look at the job advert and the picture quickly and guess the job. Don't confirm or reject their guesses at this stage.
 - Ask students to read the text quickly and check their guess. Elicit that the advert is for an instructor for a science company.
 - Ask students to complete the gaps individually, then check their answers with a partner.
 - · Check answers with the class.

Answer key

1 whose 2 who 3 when 4 where 5 whose

 Ask students: Would you like this job? Why / Why not?

Writing

- In pairs, ask students to discuss the jobs in the box. They should discuss the duties involved in each job, the personal qualities required for the jobs, the hours of work and the pay.
 - · Ask students to write their adverts individually.
 - Encourage students to use relative pronouns where appropriate.
- Stick the adverts on the classroom wall, so that students can circulate and read them all.
 - Ask individual students to tell the class which job they would apply for and why.

Speaking

- Brainstorm questions that the interviewer can ask, and write them on the board. For example:

 Why do you want the job?

 What work experience do you have?

 When can you start?

 Have you ever worked with ...?

 Why do you think you are suitable for this job?
 - Give students ten minutes to choose a job and prepare their interview. Student A (the employer) should prepare the questions, and Student B

- (the interviewee) should make notes about their experience, qualifications, etc.
- Monitor round the class while students carry out their interviews, giving help and making a note of common errors.
- Students can then swap roles and prepare and practise another interview.

More practice

Workbook page 19

Common errors worksheet 3, page 47 (which, who or that?)

Photocopiable activity

The right person for the job (page 87)

Topic: jobs

Language: jobs, skills / qualifications and personal qualities

1 Students complete the table individually.

Answer key

Skills / Qualifications: IT skills, full driving licence, University degree, First Aid Certificate, fluent Spanish

Personal Qualities: patient, dynamic, hard-working, smart, motivated

- **2** Ask students to discuss in pairs which skills / qualifications and personal qualities they have.
- **3** Students read the job advertisement and choose the correct words. Check answers.

Answer key

1 - 2 a 3 The 4 the 5 - 6 - 7 The 8 -

4 Students add the words in italics to the table in Activity 1. Check answers.

Answer key

Skills / Qualifications: a good swimmer, Lifesaving Certificate

Personal Qualities: mature, confident, friendly

- **5** Students discuss in pairs whether they are a good candidate for the job. Ask some students to report back on whether their partner is a good candidate.
- 6 Students work in pairs and make notes.
- **7** Students design their job advertisements in pairs. Tell them they can use the advertisement in Activity 3 as a model.
- **8** Pin the advertisements around the classroom and ask students to read them. Ask individual students to say which job they think is best for them.



We will have robots

Exam practice

· Reading Part 3

Vocabulary

computers and technology

Language focus

· predicting the future

Warmer

- Ask students to look at the pictures and elicit that they show examples of technology of the future.
- In groups, ask students to discuss the following: What technology do we have today which didn't exist 50 years ago? Ask students to write a list, for example: mobile phones, computers, the internet, etc.
- · Ask a student from each group to tell the rest of the class what ideas they had. Write them on the
- Ask students: Which of these things is most important to you? Elicit ideas from the class.

Vocabulary: computers and technology

- Ask students to complete the questions in pairs.
 - · Check answers with the class.

Answer key

- 1 digital 2 program 3 software 4 network **5** chips **6** remote control **7** interactive
- In pairs, students ask and answer the questions.
 - Monitor round the class and check that students use short answers correctly.
 - · Encourage students to give extended answers, rather than just yes / no.

Exam practice: Reading Part 3

72 Exam guide

- Students are given a long (usually factual) text and ten true / false sentences about the text. Students should read the sentences first to get an idea of the information they have to look for in the text. The sentences may contain the same information, but will use different words. They follow the order of information in the text. The texts are typically taken from magazines, brochures and website information.
- Focus on the pictures at the top of the page and ask students to discuss which things they think will be in our homes in 20 years' time.
 - Ask students to read the article quickly to check
- Ask students to read sentences 1-10 very carefully and underline key information.

- Read the Exam tip with the class. Ask students to find the sentence in the text which gives the answer to the first sentence (Everyday items will look pretty much like those we see around us today). Tell students they must find evidence in the text for all their answers.
- · Students read the text again and answer the
- · Check answers with the class.

Answer key

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

Reading extra

Ask students to find words or phrases in the text which mean the following (the answers are in brackets):

- 1 although not obvious (but under the surface)
- 2 matches (suits)
- 3 film (movie)
- 4 top (surface)
- 5 cheap (inexpensive)
- 6 expected to be ready (due back)
- 7 family (household)

Background extra

- · A robotic lawn mower was first put on sale in 1998, for about £600. It cuts grass all by itself. All you have to do is take it to the lawn and press 'Go'.
- · A robotic vacuum cleaner is also available for about £700. It works independently without you even having to watch. It also recharges automatically when necessary and will turn itself off when it has finished.
- Ask students to discuss these questions in groups.
 - Ask one student from each group to report back
 - to the rest of the class.

Speaking extra

- · Hold a class debate on the advantages and disadvantages of modern technology.
- Divide the class into two groups 'for' and 'against' modern technology. Ask students to write one sentence supporting the point of view they have been allocated, either for or against technology.

- Ask students to read out their sentences individually and write them on the board under two headings 'for' and 'against'. Do not write the same argument twice.
- Count how many different sentences are under each heading. The group with the most sentences is the winner.

Possible arguments include:

For:

It saves time.

The internet helps us keep in touch with friends. Mobile phones are good for emergencies. We do fewer boring jobs like washing dishes. Against:

It is expensive.

Technology changes too quickly.

It makes people lazy.

We don't talk to people any more, we just send emails.

If you have a mobile phone, people can contact you all the time.

Language focus: predicting the future

- Discuss the meaning of the words and phrases in the box.
 - Ask students to do the activity individually. Tell them they will have to refer back to the text for the meaning. Ask students to check answers with a partner.

Answer key

1 will definitely 2 likely 3 could

4 might 5 may 6 unlikely

Language extra

- Ask students to read through the text again and underline more examples of the words and phrases in the box. (It may even be possible to program the system... You might be able to place a mobile phone on a table... The refrigerator could be connected to the internet... one thing we are unlikely to see...)
- Ask students to put the words and phrases in the box in order according to the degree of certainty. Check answers.
- Answer: won't unlikely may / might / could likely - probably - will definitely
- Make sure that students understand all the words and phrases, for example by asking them to translate the sentences in Activity 6 into their own language.
- Ask students to look at the sentences in Activity 6 again, and complete the rules.
 - · Check answers with the class.

Answer key

1 without 2 present 3 afte; before

- Write There will be ... on the board and elicit that it is the future form of There is / are Give one or two examples, and elicit more from the class, for example: There will be robots. There will be electric cars. Point out that we can also say There might be ... , There will probably be ... , There probably won't be ... , etc.
 - Elicit a few predictions from the class about clothes in the future, then ask students to work in small groups to make predictions about all six topics.
 - Encourage students to use the words and phrases in Activity 6.
 - Ask one student to record the group's predictions.
- Ask one student from each group to read out their group's predictions to the rest of the class.
 - Ask the rest of the class to comment on which prediction they think is the most likely / unlikely, and which they would most like to come true.

More practice

Workbook page 20 Common errors worksheet 3, page 47 (Use of will)

Photocopiable activity

What on Earth ...? (page 88)

Topic: gadgets of the future

Language: might, must, can't, probably, unlikely

1 Students look at the pictures and match the expressions to the meanings.

Answer key

1 E 2 A 3 B 4 D 5 C

- **2** Students work in pairs and discuss what the objects might be.
- **3** Students match the pictures with the names of the inventions.

Answer key

1 D 2 E 3 C 4 A 5 B

- **4** Elicit some advantages and disadvantages of the first object from the class. Students work in pairs to discuss the other objects.
- **5** Ask some pairs to report back to the class on their discussions

If your students are keen on this topic, you could ask them to design their own gadget of the future. In small groups, students produce a drawing. Pass the drawings to another group, who have to guess what the gadget does. At the end, groups could present their gadgets to the class, and the class could vote for the best.

Unless we act now ...

Exam practice

- · Listening Part 3
- Speaking Part 2

Vocabulary

· weather

Language focus

· first conditional and unless

Warmer

- · Ask students: What's the weather like today? What was the weather like yesterday?
- · Elicit answers, then brainstorm more weather words with the class and write them on the board.

Vocabulary: weather

- Ask students to work in pairs and match the words with the pictures.
 - · Check answers with the class and check that students understand all the words.

Answer key

- 1 floods, ice, low temperatures, mild winters, snow
- 2 a storm, floods, heavy rain, lightning, thunder
- 3 a storm, floods, heavy rain
- 4 a lack of rain, drought, high temperatures, hot summers
- 5 a lack of rain, high temperatures, wildfires,



- In pairs, ask students to discuss the weather in the places in the box. If they have access to the internet or the library, they can do some research.
 - · Ask some pairs to report back to the class on their discussion. For example: We think that in summer in Australia it is ...

Speaking extra

- In groups, ask students to discuss the following: Which is the hottest / coldest place you have ever visited?
 - What is your favourite type of weather? Which countries have the best climate?



- · Ask students to discuss this in pairs, and make some notes.
- · Hold a class discussion. Ask students to tell the class their views. Ask other members of the class to say whether they agree or disagree.
- · Elicit examples of natural disasters there have been over the last ten years.

Answer key

(sample answers)

Summers are hotter. Winters are milder. There is more rainfall. There are more natural disasters. There is more flooding. It doesn't snow as much.

Exam practice: Listening Part 3



90 Exam guide

- Students listen to one speaker giving information about something such as a course or a visitor attraction. Students have to complete some notes summarising the recording, by completing six spaces with a word or a number. Spelling doesn't always need to be correct to get the mark. Students should write numbers in figures to save
- Read the instructions with the class and ask students: What do you know about global warming?
 - Read the Exam tip with the class. Ask students to read the notes carefully and guess what types of words are missing. Elicit that number 1 is a date and number 5 is a country.
 - Play the CD and ask students to complete the
 - Play the CD again for students to check their answers. Check answers with the class.

Answer key

- 1 the 23rd August 2 water 3 photographs
- 4 scientists 5 Canada 6 friend



16 Transcript

Now, I want to tell you about a fantastic new exhibition at the science museum. It's called 'A Changing World' and is all about global warming. It opens to the public on the 23rd August and runs until December the 16th. The first thing you'll notice when you walk in is hundreds of pairs of Wellington boots. Everyone needs to put on a pair of these because the whole exhibition area is flooded with water. The idea is to show what will happen if sea levels continue to rise. It really makes you think!

One of the best displays is the one about the Arctic. In this room there is a huge block of ice, which is slowly melting. There are also a number of photographs, which show really clearly how the sea ice is disappearing year after year.

As you walk around the exhibition, you'll see that all over the walls there are posters which explain the causes and effects of global warming. The content was written especially for this exhibition by a number of well-known scientists, so you can be sure you are getting the most up-to-date information possible.

In the film room you can see several short films which tell some personal stories about the effects of global warming. There are people from Greenland, Australia, Canada and Brazil. Some of the stories are quite shocking.

At the end of the exhibition there are some computers. You can use these to send emails, either to politicians, telling them what you want them to do, or to a friend. You can let them know what you have learned or give them some advice on what they can do to stop global

It's one of the best exhibitions about global warming that I've ever seen and I recommend it to everyone!

- Ask students to discuss the question in pairs. Encourage them to give reasons for their opinions.
 - Elicit ideas from individual students.
 - Ask other members of the class to comment and say whether they agree or disagree.

Reading

- 6 Ask students to look at the article and read the title. Ask: What do you think the title means? Don't confirm or reject their guesses at this stage.
 - Ask students to read the article very quickly and find out if their guesses were correct.
 - · Ask students to work in pairs and complete the text with the numbers.
 - Read the complete text out to the class so they can check their answers.

Answer key

130 2650,000 32 430% 510 61990 75

Language focus:

first conditional and unless



- Explain that conditional sentences begin with if or unless. Ask students to give you an example of a conditional sentence.
- Ask them to find conditional sentences in the text.

Answer kev

Unless we take action, some countries will ... disappear. If temperatures continue to increase, we will see hotter

If global temperatures rise by just ... living creatures may become extinct.

Unless we reduce the amount of pollution ... temperatures could be higher ...

If we take action now, we can make a big difference.

Ask students to complete the rules.

Answer key

1 present simple 2 can 3 if ... not

Language booster) going to

- · Read the Language booster with the class. Ask students to find the examples of going to in the text. Make sure that students understand the difference between:
- · Some countries will lose part of their coastline (a general prediction)
- Some countries are going to lose part of their coastline (a prediction based on evidence).
- 8 Ask students to read the leaflet through guickly.
 - · Ask students to complete the gaps individually, then check their answers with a partner.

Answer key

1 unless 2 If 3 unless 4 If 5 if 6 Unless



- Ask students: Which of these things do you do? Which are you going to do in the future?
- · Elicit some ideas from the class.

Language extra

- In pairs, ask students to write four more sentences with if / unless suggesting ways we can help prevent global warming.
- · Monitor and check students' sentences.
- Ask students to copy their sentences out again leaving out if / unless.
- Ask students to swap their sentences with another pair, and try and complete the gaps in their sentences.

Exam practice: Speaking Part 2

96 Exam guide

- In this part of the exam, students speak to each other. The examiner takes no part in the conversation. Students are given a situation in which they have to discuss different possibilities. They are given pictures as prompts and they need to make suggestions, agree and disagree with each other, and reach a decision.
- Read the Exam tip with the class. Explain that students should use expressions for agreeing and disagreeing politely, for example: Yes, I agree with you. No, I don't agree. I'm not sure about that.
 - · Ask students to read the exam task and look at the picture on page 63.
 - Ask students what the boy is doing in the pictures and elicit what he can do to help the environment.
 - Remind students to respond to what their partner says, and encourage them to ask each other for their views (What do you think? Do you agree?).
 - Students discuss the questions in pairs.

More practice

Workbook page 21



Answer key

- 1 1 'proud' because all the others are negative feelings
 - 2 'goal' because the others are all things you can wear
 - 3 'ice' because the others can all also be verbs
 - 4 'university' because the others are all subjects
 - 5 'racket' because the others are all sports areas
 - **6** 'certificate' because the others are all types of work
 - 7 'digital' because the others are all nouns
 - 8 'timetable' because the others are all places
 - 9 'storm' because the others are all adjectives
 - 10'student' because the others are all jobs
- 2 1 Robots will be able to do housework better than today.
 - **2** Cars will go further on one litre of petrol than today.
 - **3** We will be able to heat houses more cheaply than today.
 - 4 We are likely to use cash less than today.
 - **5** We probably won't live more healthily than today.

- 3 Students' own answers.
- 4 1 If
- 4 unless
- 2 can
- 5 doesn't have to / needn't
- 3 must / have to
- 5 1 when
- 4 where
- 2 who
- 5 that
- 3 whose
- 6 where
- 6 1 Have you ever met
 - 2 Have you ever travelled
 - 3 Have you ever lost
 - 4 Have you ever argued
 - 5 Have you ever failed
 - 6 Have you ever had
- 7 Students' own answers.
- 8 1 don't
- 4 will be
- 2 If
- **5** if
- 3 Unless
- 6 will have to

Common errors worksheet 3: Answer key

Irregular comparative and superlative adverbs

- 1 1 A 2 B
- 2 1 better 2 the worst 3 further 4 the least 5 more
- 3 1 the furthest 2 worse 3 the most 4 less 5 the best

1 1 A 2 B

Use of will

- 2 1 adjective 2 adverb 3 adjectives
- 3 1 It is unlikely that he'll pass his driving test.
 - 2 The world will **definitely** be warmer in the future.
 - 3 It's possible that I'll go to university.
 - 4 We'll probably go to the beach tomorrow.
 - 5 correct
 - **6** We may go swimming tomorrow, but it's not **definite**.

which, who or that?

- 1 1 B 2 A
- 2 1 who 2 which 3 that
- 3 1 that 4 that 2 which 5 who / that 3 which / that 6 who

a / an or one?

- 1 1 B 2 B 3 A
- 2 1 an; a 2 one
- 3 1 an 2 one 3 a 4 a 5 one 6 an



Common errors worksheet 3

Irregular comparative and superlative adverbs

- Choose the correct sentences.
 - 1 A Tom did worse than me in the exam.
 - B Tom did more badly than me in the exam.
 - 2 A He earns least than all the others.
 - B He earns less than all the others.
- Complete the table with the irregular comparative and superlative forms of the adverbs.

adverb	comparative	superlative
well		the best
badly	worse	
far		the furthest
not much	less	
a lot		the most

- 3 Complete the sentences with the correct comparative or superlative forms.
 - 1 In the long jump, the winner is the one who jumps (far).
 - 2 I did badly last year, and this year I did even _____ (badly).
 - 3 Karate is the sport that I enjoy ____ (a lot).
 - 4 I bought these shoes because they cost ____ (not much) than the other ones.
 - 5 He was 'man of the match' because he played ____ (well).

which, who or that?

- Choose the correct sentences.
 - 1 A I have a cousin which lives in New York.
 - B I have a cousin who lives in New York.
 - 2 A The film which we saw was very good.
 - B The film who we saw was very good.
- Complete the rules with which, who or that.
 - 1 We use _____ to talk about people
 - 2 We use to talk about things.
 - 3 We can use _____ to talk about people or things.
- 3 Choose the correct answers. Sometimes both answers are possible.
 - 1 The Simpsons is a programme that / who makes me laugh.
 - 2 There's the bag who / which I was looking for.
 - 3 I can't afford to buy the bike which / that I really like.
 - 4 That's the boy that / which I met last week.
 - 5 He's the man who / that lives next door to me.
 - 6 Carla is someone who / which loves music.
- Write six more sentences using which, who or that.

Use of will

- 1 Choose the correct sentences.
 - 1 A It is possible that we'll be late.
 - B It is possibly that we'll be late.
 - 2 A It will probable rain.
 - B It will probably rain.
- 2 Choose the correct words to complete the rules.

When talking about the future...

- 1 we can use be + adjective / adverb.
- 2 we can use will + adjective / adverb.
- 3 likely and unlikely are adjectives / adverbs.
- Correct the mistakes in the sentences. One sentence is correct.
 - 1 It will unlikely that he'll pass his driving test.
 - 2 The world will definite be warmer in the future.
 - 3 It's possibly that I'll go to university.
 - 4 We probably go to the beach tomorrow.
 - 5 I think she is likely to do well in her exams.
 - 6 We may go swimming tomorrow, but it's not definitely.
- Write six more sentences talking about the future.

a / an or one?

- Choose the correct sentences.
 - 1 A Would you like a apple.
 - B Would you like an apple?
 - 2 A I bought one new shirt yesterday.
 - B I bought a new shirt yesterday.
 - 3 A There was only one person there.
 - B There was only a person there.
- Complete the rules with a, an and one.
 - 1 We use ______ before words beginning with a vowel sound, and we use _____ before words beginning with other sounds
 - 2 We use _____ when we want to emphasise the number
- Complete the sentences with a, an and one.
 - I think you should take _____ umbrella with you.
 We can only afford _____ holiday each year.
 - 3 Sam has just bought ____ car.
 - 4 We need to buy _____ new television.
 - 5 Their flat has only got _____ bedroom.
 - 6 We'll be there in half _____ hour.

If I visited your country ...

Exam practice

- · Listening Part 4
- · Reading Part 4

Vocabulary

· holidays

Language focus

second conditional

Warmer

- Ask students to look at the pictures.
- Ask: What are the people doing in the pictures? (sunbathing, swimming, scuba-diving, mountain climbing, sightseeing, exploring)
- · Ask them if they can guess where they were taken. (Hawaii, USA; Teotihuacán, Mexico; Banff National Park, Canada; Red Sea, Egypt; Taj Mahal, India; Antarctic)
- In pairs, ask students to discuss: Which of these holidays would you like to go on? Why?

Vocabulary: holidays

- Check students understand the meaning of the phrases, and model pronunciation of scenery and challenging.
 - Students can do the matching exercise in pairs. Check answers with the class.

Answer key

- 1 to relax
- 2 to learn about new places
- 3 to do something challenging
- 4 to learn a new skill
- 5 to look at famous buildings
- 6 to enjoy beautiful scenery

Speaking extra

- In groups, ask students to discuss the following questions: Where do you usually go on holiday? What do you like / dislike doing on holiday?
- · Ask students to tell the rest of the class one interesting or surprising thing they found out about their partner.

Exam practice: Listening Part 4



92 Exam guide

- Students hear a conversation between two people who are talking about a subject and giving their opinions. The speakers may agree and disagree with each other. Students read six sentences focusing on the attitudes and opinions of the speakers, and must decide if they are true or false. They will hear the conversation twice.
- · Ask students to read the sentences. Discuss the meaning of previous and cruise.

- · Play the CD, and ask students to listen and choose the correct answers.
- Play the CD again, and ask students to check their answers.
- Read the Exam tip with the class and tell students to guess any answers that they do not know.
- · Check answers with the class.

Answer key

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



Transcript

(S=SHONA, J=JIM)

- S: Jim, we've really got to sort out our holiday before everything gets booked up. Why don't we go to that hotel in the mountains we went to last year? That was great, wasn't it?
- J: Yeah, but would we enjoy it as much if we went there again? I think we should do something else this year.
- S: OK, I suppose you're right. Have you got any ideas
- J: Yes, I have actually. Remember that TV programme we saw about the Arctic Circle? I'd love to go there. We could do a cruise and see all that amazing scenery on the coast.
- S: Yes, but I remember they said the weather could be terrible. If it rained all the time we wouldn't see the scenery. And you know I always get seasick on boats.
- J: Oh yeah, I forgot. That wouldn't be much fun. Well, what about a beach holiday for a change?
- S: Come on! You know we'd be bored if we spent a week lying on the beach.
- J: Well, yes of course we would. But we're both good swimmers. Why don't we use the opportunity to try something new like windsurfing or sailing?
- S: Yes, or diving! If we learned to dive we could explore underwater and see some fantastic fish.
- J: The problem is, we'd have to do a course and a written test. I don't want to spend my holiday studying.
- S: OK, well why don't you do windsurfing or sailing and I'll learn to dive. That way we'll both be happy.
- J: Brilliant. Now we just need to decide where to go. Let's get some brochures. If we go now, the travel agent's will still be open.
- **S:** No need. We can just look on the internet. There's more choice, and we can book it straight away.
- J: OK, let's have a look.

Language focus: second conditional

- Ask students to match the sentence halves.
 - Play the CD again if necessary for students to check, or refer them to the transcript on page 118.
 - Ask students to compare answers with a partner.

Answer key

1 D 2 C 3 A 4 B

- Ask students to complete the rules.
- Check answers with the class.

Answer key

- 1 imagined 2 can come first or second
- 3 main 4 main
- Ask students what tense we use in the if clause (past simple).

Language booster

If I were you ...

- · Read the Language booster with the class. Ask when we use If I were you (to give advice).
- Read the example with the class. Elicit that could is the past simple of can, and we use the past simple in the if clause.
 - Ask students to complete the other questions.
 - Check answers with the class.

Answer key

1 won 2 could learn 3 Would you be

- In pairs, ask students to ask and answer the questions in Activity 5.
 - Monitor round the class and make a note of any common errors. Go through these on the board at the end of the activity.
 - Ask students to swap partners and repeat the activity until they find someone who has similar ideas to themselves.

Language extra

- Refer students back to the sentence beginnings in Activity 3.
- Ask students to write their own endings to the sentences.
- In pairs, ask students to check their partner's sentences and correct them if necessary.
- · Ask individual students to read out one of their sentences.

Exam practice: Reading Part 4



74 Exam guide

 Students read a text containing attitude or opinion and answer five multiple-choice questions on it. The questions will focus on writer purpose, writer

attitude or opinion, the detailed meaning of the text, and its overall meaning. It is important that students read the whole text carefully before they start to answer the questions.



- Focus on the title and the picture. Ask: What do you think the article is about?
- Ask students to read the text quickly to check their ideas.
- Ask students to read the questions carefully.
- Read the Exam tip with the class.
- · Refer students to question 2 and paragraph 2 of the text. Elicit which answers are wrong, and work out with the class which answer is correct.
- Ask students to read the article again and complete the task.
- · Check answers with the class.

Answer key

1 A 2 C 3 A 4 D 5 B

- In pairs, ask students to discuss whether they agree or disagree with Josh's point of view. Encourage students to give their reasons.
- Ask some students to tell the rest of the class whether they agree or disagree.

Speaking

 Ask students to do this activity in groups of four or five. Check that all students in the group give their opinions. Encourage them to give reasons for their opinions, using if clauses where appropriate. For example: If he stayed in the centre of town, he would have more time to ...

More practice

Workbook page 22

Common errors worksheet 4, page 61 (First or second conditional?)

Photocopiable activity

Getting away (page 89)

Topic: Holidays

Language: second conditional; past simple

1 Students match the halves of the expressions and discuss their ideas with a partner.

Answer key

2 A 3 E 4 F 5 C 6 B

- 2 Elicit a few example answers from the class and remind students they should use the second conditional in their answers. Students discuss the questions in pairs.
- 3 Students make notes about their best holiday.
- 4 Students move around the classroom and talk to other students about their holidays. Ask some students which of the holidays they would like to go on.



CDs can be bought online

Exam practice

· Reading Part 2

Vocabulary

· music and festivals

Language focus

· modal passives

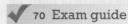
Warmer

- Focus on the pictures and ask: What can you see? Elicit the names of some instruments they can see (guitar, electric keyboard, trumpet, drums, cellos, violins). Ask: What sort of concerts are these? What type of people would go to these concerts?
- In pairs, ask students to discuss the following: Have you ever been to a music festival? Where was it? What was it like? Did you enjoy it?

Background extra

• The biggest music festival in Britain is held at Glastonbury, in the south west of England. It has been held every year since 1970 and now attracts over 250,000 people. It is held on a farm, and known for its muddy conditions if it rains. Other large festivals are held in the cities of Leeds and Reading each year. There are also a lot of smaller festivals throughout the country, often devoted to one particular kind of music.

Exam practice: Reading Part 2



- · Students are tested on their ability to skim read for specific information. They read five short descriptions of people and are asked to match them to eight short factual texts on a common topic. The topics include books, courses, holidays, websites etc. There may be some unfamiliar vocabulary in the texts, but students will not be tested on this vocabulary.
- Read the Exam tip with the class.
 - Ask students to read the five descriptions of the people, underlining the key information as they read. Go through the first one together, eliciting the key information (they want to camp, they want a big event, they want to see music all night, and see different kinds of bands).
 - Read the first extract with the class and point out that it contains the words biggest and camping, but this does not mean it is the correct answer, as it does not contain the other key information.
 - Ask students to read all eight texts carefully and match them with the people.

Answer key 1 C 2 D 3 F 4 B 5 H

Reading extra

- · Write these sentences on the board, or dictate them to the class.
- Ask students to read the texts about the festivals again and decide if they are true or false.
- 1 Upbeat has bands from Britain and America.
- 2 Children have to pay at Barnsby.
- 3 You can buy some interesting things at Beat Village.
- 4 Longitude takes place in a big city.
- 5 Children can't go to Global gathering.
- 6 You can't buy tickets for Animal magic now.

Answer key

- 1 true (from both sides of the Atlantic)
- 2 false (kids go free)
- 3 true (stalls selling items from around the world)
- 4 false (it's set among rolling hills)
- 5 true (it's for over 18s only)
- 6 false (tickets are still available)

Vocabulary: music and festivals

- Elicit one type of music mentioned in the text (e.g. hard rock), as an example. Ask students to find four others.
 - · Ask students to find the other things mentioned.
 - · Ask them to check their answers in pairs, then check with the class.

Answer key

- 1 (hard) rock, folk, electronic, indie, hiphop, drum n' bass
- 2 campsite, hotel, questhouse
- 3 puppet shows, drumming lessons, funfair, zoo
- 4 comedy, poetry (readings), theatre, surfing, crazy sports, fancy dress competition

Speaking



 Ask students to read the texts in Activity 1 again, and make a note of the good and bad points about each festival.

- In pairs, ask students to compare their notes, and decide which festival they will go to. For example,
 A: I think we should go to this one because ...
 B: Yes, but this one would be cheaper because ...
- Ask students to tell the rest of the class what they have decided and why.

Writing extra

- In their pairs, ask students to write a paragraph about themselves and their partner, like the texts in Activity 1.
- Ask students to give you their texts, and then hand them back out randomly, one to each pair.
- Ask students to choose a festival for their classmates to go to, based on the information in that student's text.
- Students check with the classmates who wrote the text to see if it is the same festival they chose themselves.

Language focus: modal passives

- Ask students to read examples A, B and C, and underline the modal verbs (should, can and must).
 - Ask them to match the examples with the active sentences 1-3 in the speech bubbles. Check answers and elicit that sentences A-C use modals in the passive.

Answer key A 2 B 1 C 3

- Tell students that they are not expected to produce modal passive sentences in the exam. However, they are expected to recognise and understand them.
- Elicit the correct words to complete the rules.

Answer key

- 1 past participle
- 2 official notices
- Read the example with the class and explain the meaning of locker if necessary.
 - Ask students to do the activity individually.
 - · Check answers with the class.

Answer key

- 1 Toilets and washrooms must be left clean after use.
- 2 Mobile phones can be re-charged at the festival office.
- **3** Pets should not be brought to the festival.
- **4** All belongings must be removed on leaving the campsite.

 Ask students if they can think of three more rules. Write the following sentence beginnings if necessary.

Rubbish must not ... (be left on the campsite). Food can ... (be bought at the kiosks). Children under 12 must ... (be accompanied by an adult).

Cars should ... (be parked in the car park).

Language extra

- With books closed, write these sentences on the board, or dictate them to the class.
- Tell students there is one language mistake in each sentence. Ask students to work individually to correct the mistakes, then compare their answers with a partner.
- 1 Rubbish bins can to be found near the entrance.
- 2 Identity cards must be carry at all times.
- **3** Basins in the toilet block must not used for washing clothes.
- 4 Mobile phones should being switched off during concerts.

Answer key

- 1 can be found 2 must be carried
- 3 must not be used 4 should be switched off

Writing

- In groups, students plan their own festival and make notes. If you think your students will struggle to think of ideas, elicit some ideas from the whole class first and write them on the board.
- Working in their groups, students write a paragraph about their festival. Tell students to look back at the texts in Activity 1 to help them.
- Stick the festival information on the walls, and ask students to read about other groups' festivals.
 - Ask individual students to tell the rest of the class which festival they would like to go to and why.

Writing extra

- Ask students to design a newspaper advertisement for their festival. Brainstorm what type of information they might find in it (prices, dates, directions to the festival, information about transport, a booking form).
- In pairs, students can write up their advertisements.

More practice

Workbook page 23

My great new leather jacket

Exam practice

- · Listening Part 1
- · Writing Part 1

Vocabulary

· clothes

Language focus

· adjective order

Warmer

- Focus on the pictures. Ask: What are the pictures of? (market stall and a designer clothes shop).
- Ask: What kinds of clothes do you find in each place? What type of people shop in each place?

Vocabulary: clothes

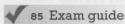
- 0
 - Ask students to do this activity in pairs.
 - Check answers, and check that students understand all the vocabulary.

Answer key

belt 4 boots 10 coat 6 dress 7 handbag 9 high heels 11 jeans 3 skirt 12 sweater/jumper 5 top 8 T-shirt 2 trousers 1

- Elicit other vocabulary for clothes items and accessories. Try and elicit: bag, blouse, hat, jacket, raincoat, shoes, shorts, suit, tights.
- Ask students to discuss this in pairs.
 - Ask some students to tell the class one interesting thing they have found out about their partner's shopping habits.

Exam practice: Listening Part 1



- Students hear seven short texts, which are all separate and on different topics. They could be conversations, for example between friends or customers and shop assistants, or single speakers, for example extracts from recorded messages or talks. For each text there is a question and three pictures, and students choose the picture which gives the correct answer to the question. Each recording is repeated immediately.
- Read the Exam tip with the class. Tell students
 they should not worry if they can't answer all the
 questions the first time they listen, as they will get
 a chance to listen again.
 - Play the CD and ask students to listen and choose the correct pictures.
 - Play the CD again for students to check their answers. Check answers with the class.

Answer key

1 B 2 B 3 C 4 A

18 Transcript

- 1 A: Hang on, here's the music store. Let's go in! I want to listen to some of the new CDs.
 - **B:** Why don't you buy your trainers first? The sports shop's just next door. We can meet back here in half an hour.
 - A: Aren't you going to help me choose some trainers?
 - **B:** No way! There are some great dresses in that clothes shop over there I want to try some on.
 - A: OK. See you later.
- Welcome to ShopRight. We have some extra special offers for you today. On the first floor there's a fifty percent discount on jeans for women. Take the lift to the second floor for our special menswear offers. Buy one of our exciting new stripy woollen jumpers together with a striped cotton shirt and we'll give you a smart leather belt at no extra cost. If you're hungry, why not try the special lunch in the third floor café soup, salad and a drink all for only five pounds.

3 (F=FRIEND, D=DONNA)

- F: Did you buy anything in town yesterday, Donna?
- **D:** Yes, I bought this amazing red leather bag and a fantastic new skirt.
- F: Ooh, is that it? It's a lovely blue colour!
- D: I've had this one for months. I actually saw two that I loved I tried on a beautiful green silk skirt and a bright yellow one like yours. They were both great but the yellow one didn't fit so I got the other one. I'll wear it tomorrow to show you.

4 (F=FRIEND, D=DANNY)

- F: Hey Danny. Where are you going?
- **D:** Into town. I've finally saved up enough money for that new computer game, *Heroes of the Earth*. Do you want to come with me?
- F: Sure, but it's cheaper online, you know?
- **D:** Yeah, I know. It's just like ordering by phone. You get it a bit cheaper, but you've got to wait ages for it to arrive in the post. I want to be able to play it straight away.
- **F:** And it's fun trying out all the other games in the shop. OK. Let's go then.

Speaking extra

- Tell students they are going to interview each other about their last shopping trip. Elicit questions they can ask, and write them on the board. For example:
 - When did you last go shopping? What did you buy? Who did you go out with? How much did you spend? Did you enjoy the shopping trip?
- · Students interview each other in pairs.



Language focus: adjective order



- Focus on the example sentence. Ask students to match the adjectives with the categories.
 - Students write the categories in the right order.

Answer key

opinion → size / age / shape → colour / pattern → material



- Check that students understand the adjectives.
 - Ask students to write sentences about the clothes in the pictures in Activity 1 using the adjectives. Tell them to use at least three adjectives in each sentence.

Answer kev

(sample answers)

The boy is wearing trendy blue denim jeans. The woman is wearing a pretty bright orange dress. On the table, there's an ugly patterned cotton top. Hanging up, there's a short orange plastic miniskirt.

Language booster

like and just like

- · Read the Language booster with the class.
- Explain that we can use like or just like to compare things that are similar.
- · Ask students to tell you some true sentences about their classmates using like / just like, for example: Ramon is wearing some shoes like mine.

Exam practice: Writing Part 1



78 Exam guide

- This part of the exam tests students' grammatical knowledge. Students complete five sentences on a single topic, writing between one and three words in each. They read a complete sentence, then fill in the space in a second sentence so that it means the same as the first one. All words must be spelled correctly and students will get no marks for a sentence if more than three words are used.
- Read the Exam tip and the example sentence with
 - Ask students to complete the sentences.
 - · Check answers with the class.

Answer key

- 1 more expensive 2 unless they
- 3 they have looked 4 (that) girls like

Reading



- In pairs, ask students to discuss the sentences in Activity 6, and say whether they agree or disagree.
- · Encourage them to give their reasons and give examples where appropriate.

- Ask some students for their answers, but don't accept or reject any at this stage.
- 8 Read the title of the text with the class and explain trends if necessary.
 - Ask students to read the article and check their answers to Activity 7.

Answer key

1 F 2 T 3 T 4 T

Speaking



- In pairs, ask students to think about what questions the researchers might have asked to get the results in the text.
 - Ask individual students from each group to read out their questions and write them on the board.
 - Ask the rest of the class to correct the grammar if necessary, then ask students to ask and answer these questions with a partner.

Answer key

(sample answers)

How often do you go shopping?

How much time do you spend shopping?

Do you enjoy shopping?

Do you save up your money to buy something you really want?

Do you look on the internet to check the prices of things?

More practice

Workbook page 24

Common errors worksheet 4, page 61 (as or like?)

Photocopiable activity

You are what you wear (page 90)

Topic: a clothes questionnaire

Language: clothes phrasal verbs

1 Students work in pairs to complete the questions with the missing phrases. Check answers.

Answers key

- 2 has sold out 3 hang your clothes up 4 take it back **5** go with your other clothes **6** try them on
- 2 Students add the correct option C for each question. Check answers and check that students understand everything.

Answers key

- 2 No, I ask the shop to order it for me.
- 3 Yes, I hang them up in my wardrobe.
- 4 Yes, I always change it or get a refund.
- 5 Yes, they must match my other clothes.
- 6 Yes, I always check to make sure they fit me.
- 3 Students ask and answer the questions in pairs.
- 4 Students read the chart and discuss their results in pairs.



I've had my hair cut

Exam practice

- · Reading Part 1
- · Listening Part 3

Vocabulary

money

Language focus

· have / get something done

Warmer

· Focus on the pictures and ask: Which of these places do you have in your town? Which do you go to regularly?

Exam practice: Reading Part 1



68 Exam guide

- Students are tested on their understanding of five short texts. The texts can be public signs, notices or labels on packaging, or personal messages such as notes, postcards, emails or text messages. Students choose the correct answer A, B or C. The texts are all separate and each one is on a different topic.
- Elicit the names of the places.
 - · Ask students to write sentences saying why you would go to each one. Elicit the first answer as an example (You go to a supermarket to buy food).

Answer key

- 1 a supermarket; to buy food
- 2 a post office; to buy stamps or post a letter
- 3 a swimming pool; to go swimming
- 4 a department store; to buy clothes, perfume, etc.
- 5 a bowling alley; to go bowling
- 6 a hotel; to sleep when you are on holiday
- Ask students to read the notices.
 - Discuss any unknown vocabulary.
 - · Ask students to match the notices to four of the pictures.
 - · Check answers with the class.

Answer key

- A swimming pool B supermarket
- C bowling alley D department store
- Read the Exam tip with the class. Ask students to read the three options for the first notice, and elicit that they all look quite similar to the notice. Ask students to read them carefully, and elicit the correct answer (A).

Ask students to complete the activity individually.

Vocabulary: money

be worn, can be collected).

 Ask students to complete the sentences and check their answers with a partner.

 Ask students to find examples of modal passives in the notices and sentences (will be thrown, must

· Check answers and check that students understand the meaning of the words. Model and drill pronunciation of receipt.

Answer key

- 1 receipt 2 discount 3 tip 4 credit card; cash
- Students discuss in pairs whether they agree with the sentences.

Language focus:

have / get something done

- Ask students to go through the phrases and write S or M. Ask students to compare their answers with a partner.
 - Ask students to tell the class which things they and their partner disagreed on.

Answer key

1 M 2 S 3 S 4 M 5 Mor S 6 M 7 M or S 8 S

- Read the notes and example with the class. Ask students how they would say this in their own language.
 - Elicit sentences for the other phrases in Activity 5 and write them on the board. Explain that you can use have or get.

Answer key

I have / get my teeth checked by the dentist. I have / get my clothes mended by the tailor. I have / get my bicycle fixed by the bicycle mechanic. I have / get my eyes tested by the optician.

Answer key

1 A 2 B 3 A 4 B

Language extra

- · Write the following on the board: How often do you get your hair cut? Where do you get your hair cut? When did you last have your photograph taken? Have you ever had your portrait painted? How often do you have your eyes checked? How often do you have your teeth checked?
- Ask students to discuss these questions with a partner. Tell them to make notes about their partner.
- Ask students to swap partners and tell their new partner about their first partner. For example: Paula has her hair cut at ...

Exam practice: Listening Part 3



90 Exam guide

- Students listen to one speaker giving information about something such as a course or a visitor attraction. Students have to complete some notes summarising the recording, by completing six spaces with a word or a number. Spelling doesn't always need to be correct to get the mark. Students should write numbers in figures to
- · Check that students understand the meaning of the places in the box.
 - Play the CD and ask students to note down which places are mentioned.

Answer key

bank cinema internet café information desk restaurant

- Ask students to read the notes.
 - · Read the Exam tip with the class.
 - · Focus on the first gap and ask students what sort of word is missing (an ordinal number - first, second or third).
 - . In pairs, ask students to work out what types of words are missing in the other gaps.
 - · Play the CD and ask students to complete the
 - Play the CD again for students to check their answers.

Answer key

1 first / 1st 2 3.30 3 25 4 internet café 5 discount 6 information desk



19 Transcript

Welcome to the Golden Court Shopping Centre. We'll be here until 4 p.m. this afternoon. It's the biggest shopping centre in the country and there are hundreds of shops selling everything you could possibly want. I'm just going to tell you a little bit about the facilities and services that are available here.

If you need to change foreign money, there is a bank on the first floor, but you can use a card to get money from any of the cash machines on the ground floor. For those of you who don't want to spend all day shopping, the cinema is on the second floor and is showing twelve different films today. If you want to see a film please make sure it finishes before 3.30 p.m. because we must be on the bus by five to four. If you want a special souvenir to remember the trip by, why not have your picture painted? There are always several artists in the area around the main entrance. For a head and shoulders painting, expect to pay around £25 and allow an hour and a half. Some of you may want to call your parents, but I should warn you that it will cost a lot if you use the pay phone in the shopping centre. It's much cheaper to go to the internet café and ask to use their special service. For lunch, there are several restaurants and cafés on the third floor. If you like Italian food, Pronto Pizzas will give you a discount if you show your Travel Tours badge.

If anybody gets lost or needs to see me, you can return here to the information desk. The assistant will contact me, and I'll come and find you.

OK, I think that's everything. Have fun and I'll see you all later!

Speaking



- Ask students: Is there a shopping centre in your town? Ask them to describe it.
 - · Ask: What will you need to think about when planning your shopping centre? Brainstorm ideas. Try and elicit the following:

Location

Transport

How many floors?

What sort of shops?

What other facilities / services will there be? Will there be places to eat?

Lifts / escalators

Will there be seating areas?

- In pairs, ask students to plan their shopping centre. They can draw a plan if they want to.
- · Ask students to tell the rest of the class about their shopping centre.

Speaking extra

- · Refer students to the transcript from Activity 7 on page 118. Ask students to imagine they are telling a group of teenagers about the shopping centre they have designed. In pairs, tell them to prepare a text similar to the one in the transcript.
- · Ask individual students to read out their text to the rest of the class.

More practice Workbook page 25

I'd never seen a film before

Exam practice

- · Speaking Parts 3 & 4
- Writing Part 3 (story)

Vocabulary

· cinema

Language focus

· past perfect

Warmer

 Ask students: Do you like watching films? What was the last film you saw? What is your favourite film? How often do you go to the cinema?

Vocabulary: cinema

- Do the first three words with the class, as examples.
 - Ask students to do the same for the other words.
 They can work in pairs, and use a dictionary if necessary.

Answer key

- A character, performance, scene, special effects, star
- **B** advertisement, audience, curtain, popcorn, row, screen, seat, ticket
- C action, adventure, animation, comedy, fantasy, historical drama, musical, romance, science fiction, thriller

Background extra

 Despite the growth of DVDs and home cinema systems, going to the cinema remains a popular activity in Britain, with roughly 150 million tickets sold each year. The cinema is especially popular with young people, and almost half the people who go to cinemas in Britain are under 25.

Exam practice: Speaking Parts 3 and 4

98-100 Exam guide

- In Part 3 of the exam students talk to the examiner, not each other. Each student is given a colour photograph showing an everyday situation, and asked to describe it. Students should describe the people and the activities in the photograph as fully as possible. They should listen carefully while their partner describes their photograph.
- In Part 4 of the exam, students speak to each other. The conversation is based on the topic introduced in Part 3. Students are expected to talk about their interests and opinions, and to ask each other questions.
- Read the Exam tip for Speaking Part 3 with the class.
 - Remind students to imagine they are describing the photo to someone who cannot see it, and to describe every detail.

- Ask students to take turns to describe the photos to their partner. Tell the students who are the examiners to time their partners and to tell them to stop after one minute.
- Monitor round the class and make a note of any common errors. Go through these with the class at the end of the activity.

Answer key

(sample answers)

Photo 1: This photo shows three friends watching a film at home. They are sitting on a sofa. There is a boy and two girls. The boy is sitting in the middle. They are all wearing jeans. The girls both have long blonde hair. The girl on the left is holding a cushion. The boy has a box of pizza. They are all sharing the pizza. They seem to be enjoying the film. They are smiling. They are probably watching a comedy.

Photo 2: There are lots of people are in the cinema. Most of them are teenagers. Two of the four girls in the front row are eating popcorn. The people all look scared. I think they are probably watching a horror film or a thriller. The cinema is quite full. The girl in the back row has her foot on the seat.

- Read the Exam tip for Speaking Part 4 with the class. Remind students of the phrases they can use to try and keep the conversation going, for example: What about you? What do you think? Do you agree?
 - Ask students to discuss the question in pairs.
 - Monitor round the class and make a note of any common errors.
 - Go through the errors on the board at the end of the activity.

Listening

- Read the questions with the class and check that students understand everything.
 - Ask students to ask and answer the questions in pairs.
 - Ask students to tell the class something interesting they have learnt about their partner.
- Play the CD and ask students to make notes.
 - Elicit answers to the questions in Activity 4. Tell students to imagine they are the film director and answer the questions as if they were him. Do the first one with the class as an example.



Answer key

- 1 I remember the atmosphere, the usherette, the screen and the actors.
- 2 I didn't watch any because we didn't have a TV.
- 3 Everything! The atmosphere, the sweets, the film.
- 4 They had much longer scenes in the past.
- 5 I can't remember.



20 Transcript

(I=INTERVIEWER, J=JAMES)

- James, you've had a very successful career as a film director. But tell me, can you remember the very first time you went to the cinema?
- J: Oh yes, very clearly! It was a Saturday morning in 1937 and my parents were chatting over breakfast about how they'd spent the previous evening. They were talking about 'the pictures'. That's what we used to call films in those days. I was fascinated. I was about five years old and, until that day, I had never seen a film. I hadn't even heard of television in fact we didn't even have a telephone in our house. Our only contact with the outside world came from the radio in the sitting room.

 I started pleading with my father to take me to see a film. I think he felt a bit guilty because they'd left me with a babysitter the night before. Anyway, whatever the reason, he took me to the cinema that very afternoon. The size of it amazed me, and I loved the atmosphere immediately. In those days there was still an usherette a girl who showed

he took me to the cinema that very afternoon. The size of it amazed me, and I loved the atmosphere immediately. In those days there was still an usherette - a girl who showed you to your seats in the dark if you arrived after the film had started and she was there with her tray of sweets and ice cream in the breaks. My mother had given me some money before we left home, so I queued up and bought myself some chocolates. I remember I felt very grown up! But the film itself was the most important thing. When the curtains opened and the lights went down, I couldn't believe my eyes. There was the screen, with huge closeups of the characters. There were sudden changes of scene that took my breath away, and action that was shown from many different angles. Obviously audiences are used to all that now - these days film scenes only last a few seconds and are filled with special effects. In those days one scene could last for several minutes. And of course the sets were very basic, if you compare them to today's.

But the performances the actors gave were wonderful. I had never experienced anything like it and I loved the cinema from that point on. And, no, I can't remember what the film was called!

Language focus: past perfect

- Focus on the example sentence and ask: Which event happened first? (he left me with a babysitter). Elicit that the second event (he felt guilty) happened when the first event had completely finished.
 - Explain to students that we use past perfect when we are talking about the past and refer back to an earlier action.

- Ask students to read the sentences and answer yes or no, and correct the incorrect sentences.
- Check answers, then ask students to find other examples of past perfect in the transcript on page 119 (see bold words in transcript above).

Answer key

- 1 yes
- **2** no. The first verb is in past simple. The second verb is in past perfect.
- 3 yes
- 4 no. We form past perfect with had + past participle
- 5 yes
- If necessary, revise past simple and past participle forms of irregular verbs: see, go, get, catch, bring.
 - Discuss the meaning of the title.
 - Ask students to read the text quickly and find out what the coincidence was.
 - Ask them to complete the text individually, then check answers with a partner.

Answer key

1 decided	5 got home	8	brought
2 had not seen	6 had never seen	9	recognised
3 went off	7 had caught	10	had helped
A didn't avist			

Exam practice: Writing Part 3 (story)



82 Exam guide

- In Writing Part 3, students can choose to write either a story or a letter. They have to write about 100 words. For the story, students are given a title or the first sentence of a story. Students should make sure their story comes to a definite end, and they should check tenses and past forms of irregular verbs carefully for accuracy.
- 8 Ask students to read the exam task.
 - Brainstorm a few ideas about who the text message could be from.
 - Read the Exam tip with the class. Tell students
 to plan their story using the prompts. Point out
 the question What had happened? and remind
 students that if they are referring to earlier
 actions they should use past perfect.
 - Elicit what other tenses students might use (past simple, past continuous).
- Discuss aspects of good writing with students before referring them to the checklist on page 63.
- In pairs, ask students to read each other's stories.
 Tell them to think about the checklist on page
 63 and make two positive comments and one suggestion for improvement.

More practice Workbook page 26



My agent asked me to work

Exam practice

· Reading Part 4

Vocabulary

reporting verbs

Language focus

· reported speech

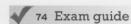
Warmer

- Focus on the picture and ask: What is happening? What sort of film are these people making?
- Ask students to write down as many names
 of jobs in the film industry as they can (actor,
 actress, agent, extra, director, producer, cameraman, script writer.) Elicit ideas and write them on
 the board. Teach the word film extra.

Background extra

Film extras are usually inexperienced actors
trying to gain some experience, or film lovers who
enjoy being on a film set. They work as crowds
or background actors in films. They don't get any
lines, and the camera never focuses on them. Their
names are not credited at the end of the film. They
don't get paid very much, but are expected to be
on the film set for long periods of time.

Exam practice: Reading Part 4



- Students read a text containing attitude or opinion and answer five multiple-choice questions on it.
 The questions will focus on writer purpose, writer attitude or opinion, the detailed meaning of the text, and its overall meaning. It is important that students read the whole text carefully before they start to answer the questions.
- Ask students to read the title of the text and guess what it might be about.
 - Ask students to read the text through quickly to find out the general meaning.
 - Ask students to read the questions carefully.
 - Read the Exam tip with the class. Focus on the
 first question. Point out that the answers are all
 quite similar, and in order to choose the correct
 one students must think about the meaning of the
 whole text.
 - Students then reread the text carefully and choose the correct answers.
 - · Check answers with the class.

Answer key

1 C 2 A 3 A 4 B 5 D

Speaking extra

 In pairs, ask students to discuss the following questions:

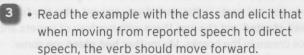
Would you like to be a film extra? Why / why not? Which film would you like to appear in? Why? Which famous actor would you like to meet? Why?

Language focus: reported speech

- Read the example sentences with the class. Ask students to identify the verbs, and elicit the tenses that are used.
 - Ask students to complete the rules.
 - Check answers with the class and make sure that students understand the 'one back' rule.

Answer key

1 back 2 change 3 Tell



- Ask students to complete the sentences.
- Ask students to check their answers with a partner, then check answers with the class.

Answer key

1 will 1 2 do you want 3 must / have to 4 I was

Language booster

reported questions

- Read through the examples with the class.
 Highlight the change of word order in the reported questions: Do you want to work tomorrow? → He asked me if I wanted to work tomorrow (verb + subject → subject + verb).
- Ask students one or two questions and ask them to report them back to you, for example: What kind of films do you like? (The teacher asked me what kind of films I liked.)

Language extra

 Ask students to write three sentences that are true for them. Tell them they should use the present simple, past simple, or a modal verb such as can and must. Put students into pairs. Students



can read their sentences to each other, then report what their partner told them. For example: I enjoy playing football → Pedro said that he enjoyed playing football.

Vocabulary: reporting verbs



- Ask students to look at the sentences in Activity 3 again and identify the reporting verbs (told, asked, said).
 - Read through the verbs in the box with the class and make sure that students understand them.
 - Students complete the text with the missing verbs.

Answer key

- 1 suggested 2 told 3 explained
- 4 persuaded 5 promised 6 said
- Highlight the different verb patterns: promise/warn/suggest/explain/say that ... persuade / tell someone to ... explain why ... promise to ...

Speaking



- 5 Read the task with the class.
 - · Ask students to turn to the relevant pages, and read the advice.
 - Tell students to look back at Activity 4 to see what patterns different verbs are used in.
 - · If you want to revise verb patterns, write these sentences on the board: He said 'Always bring a book'. He said 'Don't be an actor'.

Elicit different ways of reporting them, using different verbs:

He told me to bring a book. He suggested that I should bring a book.

He told me not to be an actor. He advised me not to be an actor.

• In pairs, students take turns to tell their partner about the advice they were given. They can make notes to help them. Tell them to try and use a variety of reporting verbs.

Answer key

(sample answers)

Student A:

He told me not to worry if I arrived late. He warned me not to speak to the stars. He advised me to take a book or crossword with me. He told me to fill in my form and hand it in before I left.

Student B:

She advised me to bring a friend or a pet with me. She explained that they might be needed in a scene. She told me to ask what kind of clothes I should wear. She suggested that I bring a camera.

- Tell students to discuss which advice they think is good advice.
- Tell students that on page 63 there is a list of rules for film extras. Tell them to look at this and check whether the advice they were given was good or bad.

Speaking extra

· Ask students to work individually and write a list of class rules for a new pupil joining their class, for example:

Never bring food into the classroom.

Always be on time otherwise the teacher will be angry.

Always do your homework or you will miss your break.

Bring your books to school.

 Ask students to swap their list of rules with a partner, and then 'report' the other pair's rules, for example:

He told me never to bring food into the classroom. He warned me to be on time.

He told me to always do my homework. He told me to bring my books to school.

More practice

Workbook page 27

Common errors worksheet 4, page 61 (say or tell?)

Photocopiable activity

Storytime (page 91)

Topic: writing a story

Language: descriptive language

1 Students read the story and answer the questions.

Answer key

- 1 He is going to the airport.
- 2 He is stuck in a traffic jam.
- 3 The traffic starts moving.
- 4 He realises he has forgotten his passport.
- 2 Look at the examples with the class. Students work in pairs to match the descriptive language with the patterns.

Answer key

A4,5 B 3,8 C 6,7

- 3 Students discuss their ideas with a partner.
- 4 Students discuss the picture in pairs. Elicit some answers from the class, and write good ideas and useful vocabulary on the board.
- **5** Students work in pairs to write their story.
- 6 Pin the stories around the class, or spread them around on desks, and allow students to move around the classroom and read them. Ask students which was their favourite.

actor: handsome, interesting, short, talented, ugly, young

film: cultural, documentary, interesting, short **handbag:** cheap, fashionable, leather, plastic, red, ugly **souvenirs:** cheap, interesting, leather, plastic, ugly

- 2 (sample answers)
 - 1 short interesting documentary film
 - 2 handsome talented young actor
 - 3 fashionable red leather handbag
 - 4 ugly cheap plastic souvenirs
- 3 1 backpacks should be carried
 - 2 Large items can be handed in
 - **3** Eating and drinking are permitted in the restaurant areas only.
 - 4 photos may not be taken
 - 5 doorways and fire escapes should be kept
 - 6 staff and managers
- 4 1 If I bought a boat, I'd sail to South Africa.
 - 2 If I sailed to South Africa, I'd go on safari.
 - 3 If I went on safari, I'd see elephants and giraffes.
 - **4** If I saw elephants and giraffes, I'd take lots of photos.

- 5 1 Her friends Rachel and Jess had been the year before, so they told her what to take.
 - 2 Holly tried to put her tent up, but she had left the tent poles at home.
 - 3 Luckily there was space in her friends' tent and Holly had remembered to bring her sleeping bag.
 - **4** After they had unpacked their bags, they went to explore the festival.
 - **5** By the time they reached the main stage, the band had already started playing and they had missed the first two songs.
 - **6** When they finally went to bed, they had seen lots of different acts and spent some time in the dance tent.
- 6 1 have loved
- 6 coming
- 2 was
- 7 's going to be
- 3 designed
- 8 Would you like
- 4 do you mix
- 9 can't come
- **5** believe
- 10 won't miss
- (sample answers)
 You can have your eyes te

You can have your eyes tested at the optician's. You can get your heart checked at the doctor's. You can get your teeth checked at the dentist's.

Common errors worksheet 4: Answer key

First or second conditional?

- 1 1 A 2 B
- 2 1 first 2 second
- 3 1 'll buy 2 'd stay 3 win 4 was
- 1 If we don't leave soon, we'll miss the train. 2 If I had a lot of money, I'd travel the world.
 - 3 If it rains later, we'll stay at home.

say or tell?

- 1 1 A 2 B 3 A
- 2 1 tell 2 say 3 say; tell
- 3 1 He told me that he was tired.
 - 2 He said that he might be late.
 - 3 She told the children a story.
 - 4 correct
 - **5** She **told me** everything she knew.
 - 6 What did she say to you?

as or like?

- 1 1 B 2 A
- 2 1 C 2 D 3 A 4 E 5 B
- 3 1 like 2 as 3 like 4 as 5 like 6 as

Commonly confused verbs

- 1 1 A 2 A 3 B
- 2 1 bring 2 take 3 live; stay
- 3 1 bring 2 Take 3 come 4 go 5 stay 6 live



Common errors worksheet 4

First or second conditional?

- Choose the correct sentences.
 - 1 A If I see Tom later, I'll tell him.
 - B If I saw Tom later, I'd tell him.
 - 2 A If I speak Chinese, I'll go and live in China.
 - B If I spoke Chinese, I'd go and live in China
- Choose the correct words to complete the rules.
 - 1 We use first / second conditional for possible actions in the future.
 - 2 We use first / second conditional for imaginary or impossible situations.
- 3 Complete the sentences with the correct form of the verbs.
 - 1 | (buy) this dress if it fits me.
 - 2 If I had lots of money, I _____ (stay) in top hotels.
 - 3 If we (win) this match, we'll win the league.
 - 4 I'd go swimming if the water _____ (be) warmer.
- Write sentences using first or second conditional.
 - 1 If / we / not leave / soon / we / miss / the train.
 - 2 If / I have / a lot of money / I / travel / the world
 - 3 If / it / rain / later / we / stay / at home

say or tell?

- Choose the correct sentences.
 - 1 A Tell me the truth!
 - B Say me the truth!
 - 2 A He didn't tell anything.
 - B He didn't say anything.
 - 3 A She said to me that she felt ill.
 - B She told to me that she felt ill.
- 2 Add say and tell to complete the rules.
 - 1 The verb must have an object.
 - 2 The verb _____ does not have an object. It is followed by a verb clause.
 - 3 We can use + to, but we never use + to.
- 3 Correct the mistakes in the sentences. One
 - 1 He said me he was tired.

sentence is correct.

- 2 He told that he might be late.
- 3 She said the children a story.
- 4 She said she was hungry.
- 5 She told to me everything she knew.
- 6 What did she say you?
- Write six more sentences with say and tell.

as or like?

- Choose the correct sentences.
 - 1 A He looks as his brother.
 - B He looks like his brother.
 - 2 A She works as a teacher.
 - B She works like a teacher.
- 2 Choose the correct words to complete the rules.
 - 1 My sister isn't as tall
- 2 During the summer I work
- B as a desk.
- 3 People say that crocodile tastes C as me.
- 4 What's that insect? It looks D as a waiter.
- 5 He used the kitchen table E like a huge spider.
- Complete the sentences with the correct form of the verbs.
 - 1 Who do you look _____ in your family?
 - 2 They sometimes use the tennis court _____ a car park.
 - 3 His socks smell rotten eggs!
 - 4 The exam wasn't as difficult _____ last year's.
 - 5 What does the sauce taste _____
 - 6 She got a job _____ a receptionist.

Commonly confused verbs

- Choose the correct sentences.
 - 1 A Would you like to come round to my house?
 - B Would you like to go round to my house?
 - 2 A Take your passport when you go on holiday.
 - B Bring your passport when you go on holiday.
 - 3 A We're going to live in a hotel.
 - B We're going to stay in a hotel
- Choose the correct words to complete the rules.
 - 1 Come and bring / take mean 'towards the place where you are'.
 - 2 Go and bring / take mean 'away from the place where you are'.
 - 3 The place where you live / stay is your home. You live / stay somewhere else for a short time.
- 3 Complete the sentences with the correct verbs.

bring take come go live stay

- 1 Could you _____ me a glass of water, please?
- 2 That's disgusting! _____ it away!
- 3 You can _____ on holiday with us, if you like.
- to South America. 4 I'd love to ___
- 5 I'm going to _____ with my grandma for the holidays.
- 6 Where do you
- 4 Write six more sentences using bring, take, come,

Reading and Writing Reading

Part 1

1 A 2 C 3 B 4 A 5 C

Part 2

6 F 7 C 8 H 9 B 10 E

Part 3

- 11 B (Mrs Stuart-Kelso thought that someone had stolen the gnome, then she forgot all about it.)
- 12 A (There was a piece of paper with immigration stamps from twelve countries, including Australia, South Africa, Thailand and Vietnam.)
- 13 B (The letter said he had gone travelling because he was tired of sitting in Mrs Stuart-Kelso's garden.)
- **14** B (The journalist heard about the story and decided to investigate.)
- 15 A (He was talking to university friends about a film they had seen, and they got the idea)
- **16** B (He said that it was very difficult to find a gnome.)
- 17 A (He said he felt bad about taking the gnome.)
- **18** A (Simon said it was difficult getting the gnome through customs.)
- 19 B (Mrs Stuart-Kelso said she did not want the police involved.)
- **20** B (Mrs Stuart-Kelso's grandchildren are going to paint the gnome.)

Part 4

21 D 22 B 23 A 24 B 25 C

Part 5

26B 27 A 28 C 29 B 30 C 31 D

32 C 33 A 34 D 35 A

Exam Extra! Word sets

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

5 hasn't los

Writing

Part 1

1 when he 4 more

2 he will / you will3 because / since / as

Exam Extra! Language often tested in Writing Part 1

- 1 have supported
- 2 should / ought to
- 3 chose
- 4 is
- 5 Would you like / Do you want
- 6 mine
- 7 as slow as
- 8 although / even though
- 9 warm enough / hot enough
- 10 so

Part 2

1 Answer 3 4 Answer 2 (She hasn't invited 2 Answer 1 Jerome to go with her.)

3 Answer 3 5

5 Answer 3

21 Dear Jerome,

Would you like to go for a concert with me on Saturday? It's a pop concert and there will be lot of great bands there. I really want to go because my favourite singer is performing there. Your friend, Helena

2 Hi Jerome

There's a rock concert next weekend. It looks really interesting because some famous musicians will play. That's why I want to go. Do you want to come with me? I hope you are well. See you at school tomorrow. Bye Maria

3 Hello Jerome

There will be a classical music concert at the weekend. I want to go because I like this kind of music very much. Do you want to come with me? Best wishes,
Suzanna

Part 3 Question 7

Answer 1 is the right length and stays on the topic of the question. It opens and closes appropriately and the punctuation is mostly fine. There are several spelling mistakes. The writer has tried to link sentences together but there are some problems with verb tenses. There is an attempt to use a variety of structures.

Answer 2 is too short and does not answer the question. There are no spelling mistakes, punctuation is sometimes missing and sentences are not linked together. The writer has not used a very wide range of structures and there are problems with verb tenses.

Transcripts

2 1 Dear Mark,

Yes, I had a job in a shop last summer and I loved it. It was a shoe shop in the town centre. I had to work long hours but I met some really nice people and I made lot of money. I will use it to buy a car when I go to college next year. You are lucky that your uncle has a shop. I think you should work with your uncle. If you do, you will save money too. If you don't work, you will get bored because the summer holidays are quite long. Let me know your decision. Best wishes,

Jack

2 Dear Hayley,

Thank you for your letter. How are you? You're right. I worked in a clothes shop last summer, but I didn't like it. I had to work from 8 a.m. until 6 p.m. and it was hard. I don't know about working in a book shop. I have never worked in a book shop. I don't think you should work all summer. If you work, you will be tired and maybe you won't have time for fun on the beach. Write soon and tell me what you decide.

Lots of love,

Emilie

Question 8

Answer 1 is the right length, stays on the topic of the question and has a beginning, a middle and an end. There is a problem with time references: the writer's birthday was last week but her grandmother called her two weeks later. There are no spelling, punctuation or verb form mistakes. However, the writer has not linked sentences together and the only tense used is past simple. Most sentences start with the subject, usually I.

Answer 2 is the right length, fits the question and has a beginning, a middle and an end. There are no errors. The writer has linked sentences together well and used a variety of verb tenses. There is a good range of vocabulary and structures and sentences start with a variety of words (adverbs, time phrases etc).

It was my birthday last month, so I had a party and I got lots of presents. I put all the presents in my bedroom and I opened them after my party. I liked the presents and I said thank you to everyone. Two weeks later the phone rang. It was my grandmother, who asked me if I had liked my present. I was very embarrassed because I didn't know anything about a present from my grandmother. I went upstairs and looked in my bedroom. Under the bed there was a little box. I pulled it out and opened it. It was a beautiful necklace from my grandmother. I loved it.

Listening

Part 1

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

8 B 9 C 10 A 11 A 12 B 13 C

Exam Extra!

Listening for words with similar meanings

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

Part 3

14 Comedy 17 car

15 3 / three 18 (great) shops

16 sandwiches 19 (their own) sheets

Part 4

20 A 21 B 22 A 23 B 24 A 25 B

Exam Extra! Reporting verbs

1 admit 2 suggest 3 doubt 4 admire

5 regret 6 warn

Speaking

Exam Extra! What do I do if I don't understand?

- A Can you say that again, please? / Could you repeat that please? / Can you speak louder please?
- B What does (that word) mean?
- C Can you say that more slowly?

Exam Extra! Discussing options

- A What about ... ? / I think this would be good because ...
- B What do you think about ... ?
- C I'm not sure about ... / That's a good idea but ...



Listening Part 1

- A: Oh no! I haven't got my mobile!
- **B:** But you used it just now to book a table at the restaurant.
- A: Oh, I remember. I put it down on the steps while I put my coat on.
- **B:** Well, let's walk back quickly it might still be there

1

- A: I'm really looking forward to the concert tomorrow! It starts at three, doesn't it? Shall I meet you there at about ten to?
- **B:** Well, I don't like the first band, so I'm not planning to get there until four.
- A: OK. I'll see you then near the entrance.
- **B:** Fine, don't forget your mobile in case I can't see you.
- 2 Good afternoon everyone and welcome to today's talk. Our speaker this evening is William Long, the author of *A long way up*. He is going to tell us all about his latest adventure a balloon flight over the Sahara desert. He will also talk about past successes, such as his journey into the heart of the African jungle and his diving expedition off the coast of India. These are truly amazing stories and I do hope you enjoy listening to them.
- 3 (R=RACHEL, S=STEVE)
- **R:** How was your holiday Steve? Did you do lots of fun sports?
- S: Kind of. We had great weather. It was sunny and warm but unfortunately there wasn't enough wind to go sailing. That made it perfect for cycling though. I hadn't done it for ages and I really enjoyed it.
- R: That's good. Did you get to go surfing at all?
- **S:** Unfortunately not no wind means no waves. But we still had a great time.
- 4 (M=Mum, T=Tony)
- **M:** What time are you supposed to be at the cinema Tony? It's seven o'clock you know!
- T: On no, is it? I'm meeting Philip at seven fifteen. I was going to walk, but I don't think I've got enough time now. Maybe if I run for the bus, I'll just get there in time.
- **M:** Only if the bus comes straight away, and it never does. Come on, I'll give you a lift. I need to get a few things from the supermarket anyway.
- T: Great, thanks Mum.
- 5 Hello, this is a message for Fiona Green. I'm calling about your appointment with the dentist on Friday the 15th of June. I'm sorry but I've had to cancel that appointment as the dentist will now be away between the 15th and 19th of June. He can see you at quarter past four on the 22nd of June

- or, if that isn't convenient, call me at nine a.m. on the 20th of June and we can arrange another day.
- 6 (F=FIONA, L=LUKE)
- **F:** Luke, Have you bought a present for Karen yet? It's her birthday party on Saturday, isn't it?
- L: Yes, but I still don't know what to get her. Jim's bought her that DVD she wanted, and I can't think of anything else.
- **F:** She loves jewellery. Do you want me to come shopping with you tomorrow? I could help you choose something. Or you could get her a book she likes reading.
- L: That's a bit boring. I like your first idea best. I'll pick you up at ten o'clock tomorrow!

7

- A: What would you like to drink? Coffee? Or do you feel like a cold drink?
- **B:** I think I'll have a lemonade. I've had two cups of coffee already today. And can I have a piece of that chocolate cake? It looks really good.
- A: OK. I'll have some too, with a cup of coffee. You go and find us a table and I'll queue up to buy it
- B: OK. Thanks.

Listening Part 2

(I=INTERVIEWER, J=JOE)

- I: Welcome, Joe Durrant. You made an amazing journey, travelling 3,000 kilometres across Europe on a skateboard. What made you decide to do it?
- J: Two years ago I was feeling bored with my job and was looking for a challenge. I heard about an organisation called Boardwalk that helps teenagers with difficulties. I'm good at skateboarding and I know Europe well, so I thought, why not raise money for Boardwalk by skateboarding through France to the Spanish capital Madrid about 3,000 kilometres.
- 1: Did you get help from local businesses?
- J: Definitely. I already had all the camping equipment I needed, so several firms gave money to Boardwalk instead. And I'd organised several trips across Europe as a student so deciding which route to take wasn't a problem. The travel agent in my town provided boat tickets to our starting point on the north coast of France, which was great.
- 1: Yes! Did you travel on your own?
- J: Two friends in their camper van acted as a backup vehicle. They didn't actually follow me but they carried the tents and luggage between the overnight stops, and we met up at the end of each day. Funnily enough, their van broke down a couple of times, while I had no problems at



- all with my skateboard, although I took several spare sets of wheels.
- 1: But how many pairs of shoes did you need?
- J: Five pairs! There was one pair of trainers that only lasted a day. That was crossing the mountains into Spain. The roads were really steep and stony and I could see snow up on the mountain tops. Coming down was terrible because I had to use my foot as a brake. By the end of the day, the new pair of trainers I'd put on that morning were ruined and I had to throw them away.
- I: Oh no! Did you have any accidents?
- J: Just one, in Barcelona. And I wasn't even on my skateboard! I was having my photo taken for my website. I jumped up and landed on a piece of metal and cut my foot. I couldn't walk for ten days afterwards but I was more worried about my camera, which I'd dropped as I fell. Luckily it wasn't damaged.
- I: And how do you feel now it's all over?
- J: Fantastic because it has been so successful for Boardwalk. I'd love to work for them one day. I expected to feel depressed but I've been busy writing a book about my trip. It isn't always easy but it's good fun!
- 1: That's great. Thanks for talking to us, Joe.

Listening Part 3

Superstars Drama School is offering two fantastic courses this summer. One is called Musical Theatre and the other is Comedy Acting – especially for those of you who are good at making people laugh. Our Screen Acting class, which is always popular, will return in the autumn.

All of our teachers are professional actors who will give you individual attention and the best advice possible. Each course is 30 hours per week and runs for three weeks. If you book within the next two weeks you'll get a ten percent discount. Our school offers top quality facilities. We have several comfortable classrooms and a video recording studio. The garden is perfect for relaxing in, and we have a student café where hot and cold drinks, as well as sandwiches, are available. If you prefer a hot meal at lunchtime there are restaurants nearby.

The school is easy to get to using public transport. Two buses stop outside the school, the number sixty-two and the three-eight-one. Heyburn train station is a twenty-minute walk away or a short bus ride. It's best to leave your car at home as there is no parking at the school.

For visitors who need it, we can offer accommodation in our student hostel which is just a

fifteen-minute walk from the school. It's in a lovely area with lots of great shops nearby. Many of them stay open until quite late. Bedrooms are single or shared. Pillows and duvets are provided, but students are asked to bring their own sheets. There's a modern kitchen with everything you need to prepare your meals. The housekeeper, Mrs Russell, is a great favourite with the students there and will make sure you have a happy stay.

Have a look at our website, www.superstars.co.uk, for more information and an online booking form.

Listening Part 4

(S=Steve, C=CLAIRE)

- **S:** Hi Claire. You look a bit depressed. What's the matter?
- **C:** Hi Steve. Well, it's my dad. I'm really annoyed with him. I hate it when we get cross with each other but you'll never believe what he's done.
- S: Well go on, tell me. What has he done?
- C: Well you know my mum is always telling me to tidy my bedroom? Dad's only gone and posted a picture of my untidy room on his website. I'm so embarrassed. I'm twenty and I've got a job and he's acting as if I'm still a little kid.
- **S:** I suppose he wants to make you feel ashamed so that you clean it up. Have you tidied it up now?
- C: Not yet. I'm not going to let him think his plan has been successful. Anyway it's impossible to keep my room tidy all the time because it's so small. I clean it every Sunday morning but by the following Saturday it's always very untidy.
- **S:** Well I wouldn't worry too much about the picture online. I'm sure that he just meant it as a joke. And how many people do you think will look at your dad's website and recognise your room?
- C: I hadn't thought of that not many I'm sure.
- **S:** Well there you are. But have you thought about finding somewhere else to live?
- C: Of course, but everywhere is so expensive.
- **S:** You know that my sister's been looking for a new apartment. She's found one that she really likes but it's too big for one person so she's going to try to find a flatmate.
- **C:** Really? That sounds perfect. What's your sister like?
- **S:** Very relaxed and easy going I'm sure you'd get on well together.
- **C:** And I'm sure I would be much tidier if I had more space.
- **S:** Well here's her number, anyway.
- C: Thanks Steve, I'll get in touch with her right away!



Writing Part 2 How the marks are decided

Candidates have to produce a short written message such as an email to a friend. There are three points that the candidate has to address in the answer. For full marks all three points must be clearly communicated. Minor errors which do not affect communication of the message are not penalised.

Candidates should write between 35 and 45 words, and it is important that they keep their answer within these limits. Short answers are likely to be missing one or more content points and long answers are likely to include irrelevant material.

Examiners will consider grammar, spelling, punctuation, and vocabulary insofar as they affect the candidate's ability to communicate the three points of the message clearly and unambiguously.

The mark scheme

Mark	Criteria
5	All three parts of the message are clearly communicated.
4	All three parts of the message are adequately communicated.
3	 All three parts of the message have been attempted, but the message is not entirely clear. OR Two parts of the message are clearly communicated but one is omitted.
2	 Two parts of the message are omitted or not communicated clearly. The message is difficult to understand. OR The answer is a little short (20-25 words).
1	 Most of the answer is irrelevant and is very difficult to understand. OR The answer is too short, (10-19 words).
0	The answer is totally irrelevant, totally incomprehensible, or under 10 words.

Examples of marks and examiner's comments



Question

Your English friend Pat is going to visit your town, but you'll be away when she comes.

Write an email to Pat. In your email, you should

- · apologise to Pat for being away when she comes
- · suggest an interesting place in your town she could visit
- · explain why this place is important to your town.

Write 35-45 words on your answer sheet.

Five marks

Hi Pat

I'm so sorry I will not be here when you come to visit but I will staying with my aunt at that time. Don't forget to go Patria Tower, it's very interesting because it is the oldest building in my town.

Bye

Zuzana

Examiner's comment:

All three content points are covered appropriately. There are one or two minor language errors but these do not prevent the message from being clearly communicated.

Three marks

Dear Pat

When you come to my town, you should go to Maracana Stadium. Its one of biggest stadiums in whole world and is very famous. Many important matches are playing there. Don't miss!

Your friend

Joao

Examiner's comment:

The first content point (the apology) is missing. The other two points are clearly communicated.

One mark

We have nice visit you like comming my town we going intresting places my town have many places, casle, river, museo. Important is museo for telling story of my town

Examiner's comment:

This answer contains many errors and shows some misunderstanding of the task. A lot of effort is required from the reader to interpret the message.



Writing Part 3 How the marks are decided

Candidates have to write either a story or a letter. For the story task, candidates may be given either the first sentence or a short title. For the letter, they are given an extract from a letter which contains some questions for them to answer.

Candidates must write about 100 words. They will be penalised if they write fewer than 80 words. There is no automatic penalty for writing more than 100 words, but candidates are more likely to make mistakes and include irrelevant material.

It is important that candidates answer the question they have been given and do not write out a pre-learned answer. Candidates will lose mark if their answers do not clearly fit the task given.

The mark scheme

Mark	Criteria
13–15	 The candidate uses a wide range of vocabulary and structures in their answer, and uses the language in a confident and ambitious way. The answer is well-organised and makes use of simple linkers. Errors are minor and do not make the answer difficult to understand.
10– 12	 The structures and vocabulary used are more than adequate for the task set. The candidate shows some ambition in expressing ideas, and some ability to link sentences and organise ideas. Some errors may be present but most will be minor and will not make the answer difficult to understand.
7-9	 The candidate's answer will demonstrate an adequate range of structures and vocabulary within the task set. There will be some evidence of linking but this will not always be maintained. Errors will be present, but most of them will be minor. Where the candidate attempts more ambitious language, there will be errors.
4–6	 Language will be limited in range and may be repetitive and / or simplistic. At times the answer may be incoherent and the use of punctuation may be erratic. There will be many errors, some of which will make the answer difficult to understand.
1-3	 This answer shows that the candidate has little understanding of the language and how to use it. There will be no evidence of a range of structures and vocabulary, and the answer may contain no punctuation. It will be very difficult to understand.
0	The answer is totally irrelevant, or impossible to understand.



Examples of marks and examiner's comments

Fifteen Marks

Question (letter option)

• This is part of a letter you receive from an English friend.

My friends and I sometimes go to the cinema, but we also like watching DVDs at home. How about you? Do you usually watch movies at home or at the cinema? Which do you prefer and why?

- Now write a letter, answering your friend's questions.
- · Write your letter on your answer sheet.

Examiner's comments:

Answer

Dear Evan,

Ever since my childhood, I have loved going to the movies. It's one of my favourite things to do. I always feel surprised with my friends who say it is better to watch a DVD at home. I think it is a completely different experience. The size of the screen and the quality of the sound in a cinema cannot compare with a TV at home. I also love the athmosphere inside a crowded cinema. I like to sit there at the darkness with my friends or my family, eating a big bag of popcorn and waiting that the curtain will open. In my opinion, there is nothing better.

from Tina

This is a very good answer which requires no effort from the reader. The writer uses a wide range of structures and vocabulary, ... the quality of sound cannot compare ... The language is mainly accurate and the few errors that are present are minor and do not make the answer difficult to understand.

Thirteen Marks

Question (story option: title)

- Your English teacher wants you to write a story.
- Your story must have the following title:
 The best party in the world
- · Write your story on your answer sheet.

Answer

I asked my brother what did he want to do to celebrate his birthday. 'I want to have a big party,' he said. 'The best party in the world.' I decided to make his dream come true and I started organising the party straight away. I hired a room in a big hotel and booked a band. I made invitations and sent them out. Everything was ready for the party. I hoped that nothing would go wrong. My brother spent about two hours getting ready. At last he looked great dressed on his best suit. Everyone arrived on time and enjoyed themselves. It really was the best party in the world!

Examiner's comment:

This is a very good answer. The range of structures and vocabulary used is more than adequate. The story is well organised and has a beginning, middle and end. There are one or two errors but these are due to ambition, e.g. I asked what did he want, and do not make the story difficult to read.

Eleven marks

Question (story option: first sentence)

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence.
 - I opened the parcel and was surprised to find a map and a key inside.
- · Write your story on your answer sheet.

Answer

I was amazed. I sat down and began to study the map carefully. Suddenly I have realised it was showing the wood behind my house. I called my friend and together we went into the wood, following the map. I was never go inside that wood before and I felt very afraid. Eventually we managed to find a little building. The key fitted in the lock perfectly. We opened the door and inside we found a lot of stolen things. Obviously the letter had come to the wrong house – it was meant for a criminal! We ran as fast as we could to the police station. After that the criminals were caught and we got a big reward.

Examiner's comments:

This is a good answer. There is a more than adequate range of structures and vocabulary, e.g. the key fitted in the lock perfectly. The story has a clear narrative, with a beginning, middle and end, and has some good linking, e.g. Suddenly, Eventually. There are some errors with the tenses, e.g. I was never go, but the quality of the story as a whole means that the answer deserves 11 marks. A little effort is required from the reader.

Examples of marks and examiner's comments

Nine Marks

Question (story option: title)

- Your English teacher wants you to write a story.
- Your story must have the following title:
 The best party in the world
- · Write your story on your answer sheet.

Answer

It was my sister's wedding and really it was wonderful day. She got married first, then we went to the restaurant. We ate some wonderful food and then the we had some music. Everyone danced and had a great time. Some of the men stood up and talked – I was happy because they did not talk for too long, sometimes when they talk it is very boring. At the end my sister and her husband got in their car and they went for their honey moon in Costa Rica, I think they had a very good holiday.

Examiner's comment:

This is an adequate answer. The language is clear and accurate but it is not very ambitious. The structures used are simple and there is not much evidence of a range of vocabulary.

Seven marks

Question (letter option)

 This is part of a letter you receive from your English friend Jo.

We've just moved to a new city and I really miss my old friends. I need to meet some new people. What should I do? How can I find people who like the same things as me?

- · Now write a letter, answering Jo's questions.
- · Write your letter on your answer sheet.

Answer

Dear Jo.

I have some advice for you to find friends go on internet to join some site there you can chat and meet people and make a friend. I like chatting on internet but don't stay on internet all day it's not good for you. Also you can go clubs I have clubs here after school like tenis and cook and play chess I make lot of friends in my clubs. You mustn't worry, you will find a friend soon let's meet soon and I can tell to you my advice, when you are coming visit me?

Examiner's comments:

This is an adequate answer, which is spoilt by the lack of punctuation. There is an adequate range of structures, e.g. I have some advice for you, you mustn't worry and some good vocabulary, e.g. site, chat, play chess. Some effort is required by the reader because of the poor use of punctuation.

Five marks

Question (story option: first sentence)

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence.
 I opened the parcel and was surprised to find a map and a key inside.
- · Write your story on your answer sheet.

Answer

I looked at map and key. I cannot understand what is this. I call on mobile my father and asking 'are you sending me it but my father say me no'. I am for seerch it at but I cannot find that place in it. Next day I taking key in school and asking my friend. He say me where is it and we going there after school. We spending until dark to look but not finding nothing so go home and have a dinner. Maybe we trying tomorrow and after.

Examiner's comments:

This answer is 'on task' but is below PET level and is therefore inadequate. There are many errors, e.g. *I am for seerch it at* ... which make the story confusing and difficult to follow. A great deal of effort is required from the reader.

How the marks are decided

Each candidate is assessed on his or her individual performance in both parts of the speaking test. Candidates are not expected to produce completely fluent and error-free language. They will be given a total mark out of 25 for the Speaking Paper.

The examiners will consider:

1 Grammar and vocabulary

Candidates will be graded on how accurately and appropriately they use grammatical structures and vocabulary. The examiner will also be looking for a range of PET level grammar and vocabulary within the task.

2 Discourse management

Candidates are awarded marks for how well they keep the conversation going. What the candidate says should be relevant and coherent, and should relate to what has been said before.

3 Pronunciation

The examiner will assess the candidate's ability to make themselves understood. Marks will be given for stress, rhythm, intonation and individual sounds. US pronunciation is acceptable.

4 Interactive communication

Candidates will get marks for initiating and responding without excessive hesitation. They will also be marked on such things as turn-taking and how well they cope when the communication breaks down.

5 Global achievement

This mark is awarded by the examiner asking the questions (the interlocutor) and is based on each candidate's overall performance across all four parts of the speaking test.

Candidates who score highly in the speaking exam:

- don't give one word answers to questions, they expand and give reasons and examples
- respond appropriately to what their partner or the interlocutor says
- don't come into the exam with pre-prepared speeches these never sound like natural speech and are easily spotted by examiners
- · take turns when speaking and know how to draw their partner into the conversation
- understand that listening carefully makes a conversation flow well
- · demonstrate that they understand and can use a wide range of PET level grammar and vocabulary
- · can pronounce the sounds of the English language clearly enough to be understood.



Answer key

Unit 1 Lesson 1

- 1 1 E 2 A 3 B 4 F 5 D
- 2 1 photography
 - 2 cycling
 - 3 football
 - 4 windsurfing
 - 5 dancing
 - 6 acting
- 3 1 album, camera, pictures
 - 2 brakes, helmet, wheels
- 3 ball, goal, pitch
 - 4 beach, board, sail
 - 5 music, partner, steps
 - 6 audience, curtain, stage
- 4 See you later.
- 5 1 Why aren't you speaking to me?
 - 2 Are you OK?
 - 3 Please send me a message before tonight.
 - 4 Thanks for a great party.
 - 5 Could you call me tomorrow at 11?

Lesson 2

- 1 1 A 2 E 3 B 4 F 5 C
- 2 1 laptop
 - 2 password
 - 3 keyboard
 - 4 screensaver
 - 5 mouse mat
- 3 1 have
 - 2 are eating
 - 3 am using
 - 4 needs
 - 5 know
- 4 1 A 2 C

Unit 2 Lesson 1

- 1 1 very
 - 2 absolutely, very
 - 3 very, absolutely
 - 4 very, absolutely
- 2 lazy / hard-working mean / generous polite /rude sensible / silly serious / funny shy / confident
 - 1 sensible
 - 2 shy
 - 3 funny
 - 4 mean
 - 5 polite
- 3 1 C 5 D 8 A 2 C 6 B 9 D 3 A 7 A 10 B 4 C

Lesson 2

- 1 1 fan
 - 2 cushion
 - 3 carpet
 - 4 ceiling
 - 5 mirror
 - 6 curtains
 - 7 cupboard
 - 8 drawers
 - 9 shelf

Word going down: furniture

- 2 1 so
 - 2 too
 - 3 enough
 - 4 such
 - 5 enough
 - **6** so

Unit 3 Lesson 1

- 1 used to build
 - 2 used to burn
 - 3 used to make
 - 4 used to hang
 - 5 didn't use to have
 - 6 used to store
 - 7 didn't use to keep
 - 8 used to eat
- 2 1 A 2 D 3 C 4 B

- 1 1 cathedral
 - 2 skyscraper
 - 3 apartment block
 - 4 museum
 - 5 sculpture
- 2 1 due/owing to its position on the coast
 - 2 due/owing to flooding
 - 3 Due/Owing to the heavy traffic on the roads
 - 4 Due/Owing to the singer's illness
- 3 1 Traffic wasn't allowed to come into the centre.
 - **2** Food-sellers set up stalls in the square.
 - 3 A skating rink was built in the park.
 - 4 The streets were filled with crowds of people of all ages.
 - 5 The event was enjoyed by everyone who went there.
 - 6 They will organise another festival next year.
- 4 1 C 2 B 3 A 4 G

Unit 4 Lesson 1

- 1 1 baked
 - 2 spinach
 - 3 vanilla
 - 4 onion
 - **5** grilled
 - 6 dessert

Word going down: dinner

- 2 1 may / might
 - 2 should
 - 3 could
 - 4 may / might
 - 5 may / might
- 3 1 job
 - 2 you help me
 - 3 to plan
 - 4 such a
 - 5 more popular

Lesson 2

- 1 1 E 2 D 3 B 4 A
- 2 1 many
 - 2 A couple of
 - 3 some
 - 4 a little
 - 5 much
- 3 1 A 2 B 3 B 4 A 5 B 6 A 7 B

Unit 5

Lesson 1

- 1 1 toes
 - 2 shoulders
 - 3 thumb
 - 4 ankle
 - 5 chin
 - 6 throat

Word going down: stomach

- 2 1 sore
 - 2 felt; eat
 - 3 heavily; damage
 - 4 medicine; hurt
- 3 1 You should hold it under cold running water for at least ten minutes. (A)
 - 2 You ought to lie down quietly with your feet above your head for a few minutes. (D)
 - 3 You should hold the soft part of your nose firmly for ten minutes. (B)

Lesson 2

- 1 1 amazing
 - 2 frightening
 - 3 bored
 - 4 interesting
 - 5 surprised
 - 6 excited
- 2 1 E 2 C 3 A

Unit 6

Lesson 1

- 1 Reading across: board, fasten, miss, cabin, plane, helicopter Reding down: platform, timetable, pilot, announcement
- 2 1 plane
 - 2 cabin; fasten
 - 3 pilot; helicopter
 - 4 platform; announcement
 - 5 miss; timetable
- 3 1 was waiting
 - 2 phoned
 - 3 missed
 - 4 took
 - 5 were flying
 - 6 hit
 - 7 felt
 - 8 landed

- 1 1 B 2 A 3 B 4 C
- 2 1 Everyone enjoyed themselves despite the wet weather.
 - 2 Although we saw some beautiful parrots, we didn't find any monkeys.
 - 3 We managed to climb to the top of the cliff in spite of our heavy bags.
 - 4 I don't like snakes, although I'm glad they're protected.
 - 5 We swam in the lake in spite of the freezing water.
- 3 1 B 5 A 8 C 2 A 6 C 9 A
 - 3 C 7 D 10 D
 - 4 B

Unit 7 Lesson 1

- 1 1 board
 - 2 goal
 - 3 pitch
- 4 track
 - 5 helmet
 - 6 athletics

Word going down: racket

- 2 1 more frequently
 - 2 the best
 - 3 more easily
 - 4 the worst
- 3 1 B 2 A 3 B 4 B

Lesson 2

- 1 1 Since 4 Now 2 for 5 already 3 At first 6 yet
- 2 1 D 2 B 3 A 4 C

Unit 8 Lesson 1

- 1 1 can't
 - 2 don't have to
 - 3 have to
 - 4 can't
 - 5 don't have to
 - 6 can
 - 7 don't have to
 - 8 can
- Dear Margarita,
 I enjoyed my English course,
 but there were lots of rules!
 We had to keep our rooms
 tidy and we couldn't move the
 furniture around. We didn't
 have to do our own laundry,
 luckily! We had to be on time
 for all meals and classes, and
 if we missed a class, then we
 couldn't go out in the evening.
 There were organised trips,
 but we didn't have to go on

those if we didn't want to!
We could go to the library
whenever we wanted and we
didn't have to pay to use the
computers, so I could check
my emails whenever I wanted
to!

Take care Josephine

3 1 C 2 E 3 B

Lesson 2

- 1 That's the woman whose son is a pop star.
 - 2 I live in the village where I was born.
 - 3 I moved here in 2006 when I got this job.
 - 4 The film that/which I saw last night starred Johnny Depp.
- 2 1 novelist
 - 2 photographer
 - 3 reporter
 - 4 artist
 - 5 scientist
 - 6 manager
 - 7 designer
 - 8 sailor
 - 9 interpreter
 - 10 guitarist
 - 11 footballer
- 3 1 D 5 B 8 A 2 B 6 D 9 C 3 C 7 A 10 B
 - 4 A

Unit 9 Lesson 1

- 1 People will probably live for several hundred years.
 - 2 There is unlikely to be any need for cash.
 - 3 We may be able to download our memories onto a computer.

- 4 'Intelligent' robots might be the pets of the future.
- 5 We will travel around in driverless cars.
- 3 1 A 2 D 3 C

- 1 1 I'm going to write to some politicians about global warming.
 - 2 Are you going to recycle that bottle?
 - 3 It isn't going to rain this afternoon.
 - 4 Some parts of the world are going to have more droughts in the future.
 - 5 I'm not going to leave the TV on standby anymore.
 - 6 Is Mr Jones going to ask us to write a report about our visit to the exhibition?
 - 7 There is going to be a storm tonight.
 - 8 We aren't going to switch on the central heating.
 - 9 Are tigers going to become extinct?
 - 10 I am going to help clean up the beach on Saturday.
- 2 1 doesn't stop; will be
 - 2 won't be able; stops
 - 3 don't protect; will become
 - 4 will meet; am
 - 5 won't mark; give
 - 6 will drive; are
 - 7 count; can tell
 - 8 rains; will die
- 4 1 foot
 - 2 as/so much
 - 3 use
 - 4 has
 - 5 unless



Answer key

Unit 10 Lesson 1

- 1 1 A 2 G 3 E 4 B 5 C 6 D
- 2 (sample answers)
 - 1 If we stayed at the seaside, I'd be able to have fun on the beach.
 - 2 If there were more kids on this campsite, we could organise a game of football.
 - 3 If this campsite had a pool, I would go for a swim.
 - 4 If Mum and Dad let me bring a friend, we could go out together in the evening.
 - 5 If there were/was a town nearby, I could find some shops selling computer games.
 - 6 If the weather were/was better, I wouldn't feel so miserable.
- 3 1 B 2 A 3 B 4 C

Lesson 2

- 1 1 discount
 - 2 tent
 - 3 guitar
 - 4 audience
- 2 1 brought
 - 2 recorded
 - 3 taken
 - 4 collected
- 3 1 should pack
 - 2 can collect
 - 3 must / have to carry
 - 4 may use; should keep
 - 5 can fill
 - 6 must not set up

Unit 11

Lesson 1

- 1 1 similar; same
 - 2 same
 - 3 like
 - 4 like
 - 5 same
- 2 1 E a pair of strong leather waterproof boots
 - 2 D a beautiful floor-length silk dress
 - 3 B a pair of soft comfortable cotton pyjamas
 - **4** A a new bright blue stripy swimming costume

4 A

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

Lesson 2

- 1 1 She needs to have/get her dress cleaned.
 - 2 He needs to have/get his hair cut.
 - 3 He needs to have/get his house painted.
 - 4 She needs to have/get her eyes tested.
- 2 1 B 4 B 7 A 2 A 5 B 8 A 3 B 6 A 9 B

Unit 12 Lesson 1

1 1 looked, chose, had seen

- 2 had passed, offered
- 3 had been, got
- 4 got, had started
- 21 C 2 A 3 D

- 1 1 Sam said (that) he had seen a strange light in the sky.
 - 2 The reporter asked Sam to / if Sam could describe the light.
 - 3 Sam said (that) it had been long and blue, and it had moved very fast.
 - 4 The reporter asked (Sam) where the light had been.
 - 5 Sam said (that) he had seen it / it had been over the clock tower and then it had disappeared in the direction of the castle.
 - 6 The reporter said (that) it sounded like the Saturn Soldiers were back.
- 2 1 warned
 - 2 suggested
 - 3 told
 - 4 explained
 - 5 apologised
- 3 1 the age
 - 2 didn't give
 - 3 went
 - 4 easy as
 - 5 though

Reading and Writing Paper

Reading

Pa	rt l	Par	rt 2
1	В	6	C
2	В	7	F
3	Α	8	Н
4	С	9	D
5	Α	10	E

Pa	rt 3	Par	t 4
11	В	21	В
12	Α	22	Α
13	В	23	D
14	В	24	В
15	Α	25	C

16	В	
17	Α	

18 B 19 A

20 B

Part 5

26 C

27 B 28 A

29 D

30 B

31 C

32 B

33 A

34 D **35** B

Writing

Part 1

1 covered

2 learning

3 until

4 annoyed

5 will be / are

Part 2

(sample answer)

Hi Charlie

I'm really sorry but I shan't be able to go to the cinema with you this evening. I haven't finished my history essay yet and it's due in tomorrow.

How about going bowling one evening next week instead? Friday's best for me.

Tim

Part 3

Question 7

(sample answer)

Dear Paul

That's great that you can buy a scooter. You will have lots of fun on it. Perhaps your parents think a scooter is too dangerous. You should tell them that you will always wear a helmet and ride it carefully.

A car is very expensive. You must buy petrol and pay for repairs too. But a car is faster and more comfortable than a scooter, especially in the winter. Maybe when you have finished studying and have got a job you can buy a car, but not yet!

Write soon and tell me about your new scooter.

Sam

Question 8

(sample answer)

One day, when I was in junior school, our biology teacher told us a very important visitor was coming to our lesson. A man came in carrying lots of boxes. He put them on the table at the front. Then he started showing us the small creatures in the boxes and telling us about them. There were insects and spiders and mice and

even a snake! We were allowed to hold some of them. At first we were nervous but soon everybody wanted to have turn.

I wasn't very interested in wildlife before but afterwards I decided that I that I would like to work in a zoo too, just like our important visitor.

Listening Paper

Part 1

1 0

2 A

3 B

4 B

5 C

6 A

Part 2

8 B

9 C

10 A

11 A 12 C

13 C

Part 3

14 seven

15 roof

16 salt / the sea air

17 ferry

18 strong winds

19 website

Part 4

20 B

21 A

22 B

23 A

24 B

25 B



Speaking Paper

Part 1

(sample answer)

(E=EXAMINER, C=CANDIDATE)

- E: Where are you from?
- **C:** I'm from South Korea. I live in Seoul. I'm a high school student.
- **E:** What is your favourite subject at school?
- **C:** My favourite subject is geography. I like learning about other countries.
- **E:** What do you usually do at the weekend?
- **C:** I usually meet my friends in the city centre. We sometimes go to the cinema and then we go to a coffee shop afterwards.
- **E:** Tell me about your family. Do you have any brothers or sisters?
- C: There are four of us in my family my parents and my twin brother and me. My father is a businessman and my mother is a hairdresser. My brother goes to the same school as me

Part 2

(sample answer)

- A: Well I think he must remember to take his mobile phone so that he can talk to his friends.
- **B:** That's a good idea, but maybe it won't work in England and it's very expensive to phone another country.
- **A:** That's true. I think it's very important to take a present to his penfriend don't you.
- **B:** Yes definitely. A box of chocolates or something like that.
- **A:** Or a souvenir from his own country.

- **B:** That's a good idea. What do you think about the camera?
- **A:** It's good. He can take lots of pictures to show everyone when he gets home again.
- **B:** And how about these clothes? They look very warm.
- **A:** Yes well it's very cold in England so he'll need to take them. What about this book? It looks like a guidebook.
- **B:** I'm not sure about that it's not necessary. His penfriend can tell him everything about the places they visit.
- **A:** OK. So what are the most important things to take? Maybe the camera.
- B: I agree, and some warm clothes.

Part 2

(sample answer)

Candidate A

This girl is sitting on her bed and she's playing an electric guitar. She's looking at her laptop. I think there's some music on the screen. I think she's in her bedroom because I can see some photos and postcards on the wall behind her and some toy animals and a cushion. There are some cushions on the bed too - I can't remember the name but you put your head on them when you go to sleep. There are some stars on the wall too - it looks like a very nice bedroom. I think she is learning to play the guitar.

Candidate B

This man is watching a football match on television. He seems to be a football fan. I think it's a very exciting match because he's waving his arm. He's lying on the sofa. I think this is the living room because there is an armchair and a table with newspapers and

magazines underneath it. He's got a drink in a glass on the table next to him. The man hasn't got any shoes on and he looks very relaxed.

Part 2

(sample answer)

- A: Shall I start? I think its very important to relax because you can get too stressed if you don't relax. What do you think?
- **B:** Yes, I think so too. You can even get ill if you don't relax enough. But what do you do to relax?
- A: Well sometimes I go to my room and I lie down and listen to my favourite music and read a book. What about you? Do you like listening to music?
- **B:** Oh yes. I listen to music all the time on my MP3 player. But if I want to relax I often watch television or play computer games.
- **A:**I don't think computer games are relaxing they can be so exciting and then it's difficult to stop playing.
- **B:** Sometimes I play games until after midnight.
- A: Really? I could never do that.
- **B:** It's not a problem for me, it's good fun.
- A:I like to take my dog for a long walk in the country or the park. That always makes me feel good because I forget my problems.
- **B:** I haven't got a dog but I do like going out on my bicycle in the fresh air. It makes me feel more healthy. I think it's a good way to relax.
- A: I agree with you.

Listening Part 1

Example (B=Boy, M=Mum)

- **B:** Mum, have you seen my school bag? I can't find it and I'm going to be late for the bus.
- **M:**It's hanging up here, with the coats. I moved it because it was on the kitchen table.
- B: Oh. Thanks, mum.
- **M:**Can you remember to leave it in the dining room when you come home from school? Then it won't be in my way.

1 (H=HAZEL, T=TRACEY)

- **H:** Shall we go shopping later Tracey? I want some new shoes for the party tonight.
- **T:** OK, but I promised to help my granddad wash his car today.
- **H:** Well, why don't you do that now, and we'll go as soon as you're finished.
- **T:** OK. And I suppose I can do my homework when we get back. I'm definitely doing that before we go to the party I don't want to do it tomorrow!
- 2 We have some fantastic films for you next month at the Science Museum. From the 18th to the 21st you can see *Space Station*. This extraordinary film tells you how the space station was built 350 km above the Earth. Then from the 22nd to the 25th, you can see *Ancient Egypt*. Join scientists and explorers on their journey of discovery through this mysterious world. But our season begins on the 15th with *The Human Body*, a close look at how our bodies work. Fascinating whatever your age!

3 (R=ROBERT, D=DANIEL)

- R: Is this you in this photograph, Daniel?
- **D:** Yeah, my Dad took that on our skiing holiday last year. We climbed right to the top of this mountain with our skis on our back before skiing down that slope.
- R: Wow! So this was taken just before you set off?
- **D:** That's right. We didn't stop again until we got to the bottom. It was amazing!

4 (G=GRAHAM, H=HAYLEY)

- **G:** Hayley, can you get me some drawing pencils from the art shop when you're in town?
- **H:**OK, but you'll have to remind me where it is. I've only been there once.
- **G:** Well, you know where the post office is? Carry on up that road and take the second turning on your left. Then take the first right. The art shop's on the lefthand side of the road.
- H: Oh, OK. I think I know where you mean!

5 Hi Mum, I know I told you I'd be home at half past three today but I completely forgot that I'm playing in a basketball match after school. It's at Elwood Academy so we are all going in the school minibus. I was going to catch the 234 bus home from there, but Tom's dad is coming to watch and he's agreed to give me a lift home, so I don't need to. I'll see you at about five. Bye.

6 (G=GIRL, M=MUM)

- **G:** Which jacket should I take for the school trip? This one with the belt is my favourite.
- M:Yes, and it's nice and warm. But it's such a light colour, it'll get very dirty. Why don't you take my green one? It's really comfortable and it's got lots of pockets.
- **G:** Yes, but it doesn't fit me very well, it's too big. What about my blue one? I know I tore one of the sleeves last time I wore it, but maybe I could sew that up?
- M:OK, if you prefer.

7 (M=MIKE, J=JULIE)

- **M:**Hi Julie! How was your day at the theme park? Were the queues bad?
- J: They were long, but we didn't mind too much because we were expecting that. At least we had good weather though. I know when you went it rained all day!
- M:Yeah, it was awful! And what did you think of the
- **J:** Terrible and really expensive too. We'll take a packed lunch next time!

Listening Part 2

(P=PRESENTER, A=AMY)

- P: Welcome to the show. Today we are talking to someone who has managed to turn her hobby into a successful business. Her name is Amy Jones, and she is a jewellery designer. Amy, welcome to the show! Tell me, how did you first start designing jewellery?
- A: Well, I've got older sisters, and when I was a little girl I used to love playing with their jewellery. I suppose my interest really started there. Then, when I was at secondary school, I created my first pieces. Now I am in my second year at university I'm studying marketing and finally it's more than just a hobby.
- **P:** Yes, your jewellery is actually on sale isn't it? Where can people buy it?
- **A:** At the moment, just in Bartlett's department store in my home town. But several other shops in different parts of the country are interested as





well. I plan to develop my own website soon. That way once people hear the name Arctic Jade, they can look me up online and get more information about me.

- **P:** So the name of your business is Arctic Jade? How did you choose that name?
- A: Well, I didn't think my own name was terribly interesting, but I wanted to keep my initials. This name seems to work people can remember it and it's easy to spell. That's quite important when you are choosing a name for a company!
- P: Yes. How would you describe your jewellery, Amy?
- A: My designs are quite simple. I prefer that to very complicated pieces. The main thing that people notice is that no two pieces are ever the same. I get a lot of my ideas from different periods of history, and I try to use unusual materials.
- P: They're very creative. Now, you're still a student aren't you? How do you find time to run a business as well?
- A: It is difficult at times, I must admit. I'm in the university volleyball team and I would hate to give that up. So far I've been able to manage everything without getting into trouble with the lecturers, it's just a question of working really hard! I guess I'll have more time for myself later on.
- P: And what about the future? What are your plans?
- A:I want to finish my university studies. That way if the business doesn't succeed, I'll have something else to do! Right now I'm looking for somewhere new to live. I need my own workshop - at the moment I'm using the dining room of my parents' house and it's not really very fair on them!
- P: Well, good luck with everything, Amy.

Listening Part 3

I live on an island off the west coast of Scotland. I love it here but a trip to the cinema means a 55-minute boat journey plus a half-hour drive to the nearest town. That's why we all get so excited about the Screen Machine. It's a mobile cinema that travels round the Scottish islands, visiting 23 different venues in turn every seven weeks, and we get to see all the latest movies.

You can't miss the huge, bright blue Screen Machine when it rolls into the car park. The sides of the truck are raised to make the roof, and the walls fold out from underneath it. It takes an hour for it to change into a comfortable, air-conditioned 80-seat cinema. It's amazing!

I really admire the Screen Machine's driver. Of course, he operates the film and sells the tickets, but he needs to be a mechanic too. Sometimes he has to fix the truck's motors. The salt in the sea air isn't good for them and they can break down.

The Screen Machine was specially built to be able to drive on the islands' rough mountain roads. Sometimes the driver can have problems getting onto the ferry because they are often quite small and the entrance can be narrow and steep.

Occasionally the Screen Machine's visit is cancelled because the roads are blocked with snow. And once or twice the Screen Machine has had to close down in the middle of a film because of strong winds, and the audience missed the end. Luckily that doesn't happen very often!

Ticket prices are very reasonable so, as you can imagine, as soon as the Screen Machine arrives, the ticket office phone starts ringing. We can now also book in advance on the Screen Machine website, which makes it even more convenient. It's an amazing service and definitely better than a long journey across the sea to the cinema!

Listening Part 4

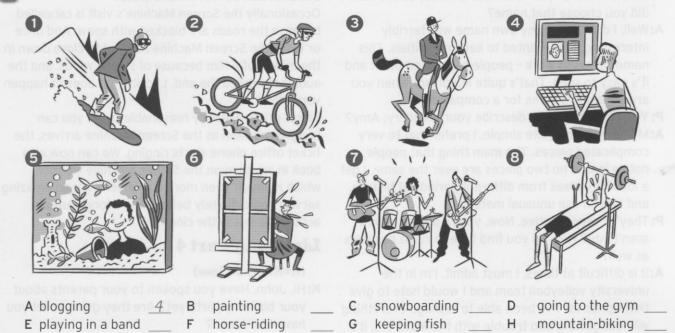
(K=KATIE, J=JOHN)

- **K:** Hi, John. Have you spoken to your parents about your birthday party yet? Are they going to let you have it at home?
- J: They still haven't decided. I've tried everything I can to persuade them, but they're still not sure. I'm worried they're going to say no.
- **K:** It'll be fine. They trust you don't they? Nothing went wrong last time did it?
- J: Well, no, nothing got damaged. But they told me I could invite 12 people I asked 20. When they found out they were really angry.
- **K:** Oh, dear! Well, I guess you've promised not to do that again!
- **J:** Of course. I've told them I just want ten people and that we'll have a barbecue in the garden. But they say we might make a lot of noise.
- **K:** Well, why don't you offer to go round and talk to all the neighbours? Tell them you're thinking of having a party and ask them if they mind.
- J: Yes, that's a good idea.
- **K:** And look, if it all goes wrong, you can always have the party at my house.
- J: That's really nice of you Katie I'll talk to my parents and let you know. Hopefully I won't need to!
- **K:**OK, well let me know. Have you chosen the music for the party yet?
- J: I was going to just let people bring their own.
- **K:** Oh, I don't think you should do that. One person needs to be in charge otherwise people will start disagreeing. Sonia's really good. You could ask her.
- J: OK, have you got her number?
- K: Yeah, it's on my mobile. I'll text it to you.
- J: Thanks, Katie. I'll talk to my parents tonight and call you later.



What's my hobby?

Match the pictures to the hobbies.



2 Read about three people. Which hobbies would they each enjoy? Discuss with a partner.

I don't mind being on my own or staying at home, and I like computers and indoor activities which are quiet and relaxing.

I like doing things outdoors and I love animals, but I am also quite artistic. I also enjoy doing things on my own.

I can't stand staying at home. I prefer being outside and doing sports, but I don't really like animals.

- 3 Which two hobbies from Activity 1 would you enjoy most? Write them here, but don't show them to anyone else.
- Complete the sentences about yourself, using the expressions in the box.

2

being on my own staying at home buying things spending time with friends going out visiting new places using computers doing things outdoors keeping fit

- 1 Hove 2 lenjoy 3 I don't mind 4 I don't like 5 I hate
- Read your sentences to other students and guess which two hobbies they chose.
- What new hobby would you like to try? Why? Tell the class.



Photofit



Look at the crime suspects and match them with the descriptions.

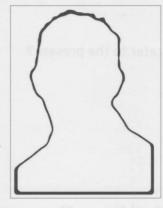
1	He's a_	bald	man in his	thirties,	and he's	wearing	g glass	es.
	He's go	t a mou	istache and	a	, and h	e looks	quite s	serious.

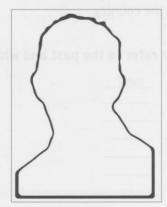
- 2 She's a _____ teenager with long _____ hair. She's quite pretty and she looks very friendly.
- 3 He's a very thin _____ with short, dark, spiky hair. He looks quite _____.
- 4 She's an _____ woman with curly hair and big _____.
 She's quite fat and she looks very cheerful.
- 2 Use the words to complete the descriptions in Activity 1.

slim beard elderly earrings fair bald teenager shy



3 Draw your own crime suspect in the box on the left. Include as many details as you can.





- Work in pairs. Describe your suspects to each other. Listen to your partner's description and draw their suspect in the box on the right.
- 5 Compare the two pictures of each suspect. Which is more similar to the original?

This suspect has longer hair in your drawing.

This suspect looks more cheerful in my drawing.



Changing places

Read the letter you received from your friend Andy, then choose the correct sentence beneath.





Hi there,

I wanted to tell you about my new life here. I used to enjoy shopping in the city centre and going to the cinema with my friends there, and it still feels strange living somewhere so quiet. Our house here is bigger though - with a garden to play football in! So I'm healthier now - I didn't use to do any exercise before! I'm adapting to the slower lifestyle, although I'll always miss seeing my old friends every day. What about you? What did you use to do when you lived in the country? What was it difficult to get used to when you moved to the city? What do you prefer about city life now? Write and tell me!

Andy

- 1 Andy moved from a small town in the country to a big city.
- 2 Andy moved from a city to a small town in the country.

Which of these phrases from Andy's letter refer to the past

- 1 going to the cinema with friends
- 2 playing football in the garden
- 3 enjoying shopping in the city centre
- 4 living in bigger house
- 5 being healthier
- 6 not doing any exercise

T	10	1 C	T	

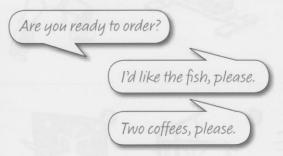
_												
3	Match the	phrases t	o make	sentences	which	describe	Andv's	feelings	about	his	new	life

- 1 He still isn't used to
- 2 He will never get used to
- A not seeing his old friends every day
- B the slower lifestyle
- **3** He is getting used to
- C living somewhere so quiet
- 4 Imagine you moved from the country to the city. Write a letter to Andy, answering his questions. Use used to, be used to and get used to.

Read the conversation between two friends in a restaurant. Add the words in the correct place.

right about don't good let's what Tom: OK, let's look at the menu. Hmm, what would you like? Well, the chicken sounds nice, or what (0) <u>about</u> the lamb? Mia: Tom: Yes, that's a (1) idea. I think I'll have the lamb. Me, too. And (2) about dessert? Mia: Tom: Well, why (3) you have the chocolate cake? You like chocolate! ____, I love chocolate! How about you? Mia: Yes, you're (4) Tom: I'm going to have the strawberries and ice cream. Mia: Good idea. OK, (5) order.

- 2 Work in groups of three. Imagine you are opening your own restaurant. Complete the menu with your own ideas.
- 3 Swap menus with another group. Look at their menu and discuss what you would like to order. Make suggestions, and agree and disagree.
- 4 In your groups, take it in turns to play two customers and one waiter. Order your food.



Take it in turns to play the waiter and customers again. Did you enjoy your meal? If you are unhappy, what can the waiter suggest?

Yes, the chicken was delicious.

No, the fish was too salty.

Starters: tomato soup Main courses: baked fish with chips and a green sala. Desserts: chocolate cake with fresh cream Soft drinks:	The	Restaurant
Main courses: baked fish with chips and a green sala. Desserts: chocolate cake with fresh cream	Starters:	
baked fish with chips and a green sala. Desserts: chocolate cake with fresh cream	tomato s	soup
baked fish with chips and a green sala. Desserts: chocolate cake with fresh cream		Svot of war post black out
baked fish with chips and a green sala. Desserts: chocolate cake with fresh cream		
Desserts: chocolate cake with fresh cream	Main cou	rses:
chocolate cake with fresh cream	baked fi	sh with chips and a green salad
chocolate cake with fresh cream		The second secon
chocolate cake with fresh cream		
	Desserts:	
Soft drinks:	chocolat	te cake with fresh cream
Soft drinks:		onisitravita dallicate mili
Soft drinks:		
	Saft deiak	ve.
	~~~~~	13:
tea	tea	and how his not only a line is to a

Complete the advertisement for a new fitness centre with the words below.

reality screen squeezed fat equipped opened lasting qualified

# Introducing Fit4Life!

Fit 4Life is an exciting, recently(0) <u>opened</u> fitness centre for under-18s! We offer a full range of equipment and fitness programmes for young people aged 12–18. Come and have fun AND enjoy long(1) _____ benefits for your health.

#### What do we offer?

- well-(2) _____ gym with weight-training machines!
- virtual-(3) _____ cycling machines to bring your training to life!
- run by highly- (4) _____ staff and trainers!
- flat-(5) ______ televisions to watch while you are training!
- snack bar selling low-(6) _____ snacks, including freshly-(7) fruit juice!

# Come along for a free trial!

Write the words under the pictures. Which of these things would you like to try?

karate running machine rowing machine sauna weights dance platform

- 3 Work in groups. You are going to design a new fitness centre. Discuss what it will be like, and make notes.
- 4 Design a leaflet advertising your fitness centre.
- 5 Look at the leaflets designed by other groups. Which fitness centre would you like to visit?









Price of me	bership:
Facilities:_	
Why will it b	better than other fitness centres?



# A lucky escape

Read the newspaper story and match it with the correct picture.









# A Lucky Escape!

An Australian man had a lucky escape when his plane crashed in the middle of the desert. Jim Harris was flying from Melbourne to Perth (0) in order to visit his brother (1) one of the plane's engines failed. After landing the plane safely, he realised he would not survive long (2) he found food and water, he set off to find help. Six hours (3) later he found a river, (4) he slipped and fell into the water. (5) he was exhausted he managed to swim to safety, but he reached the river bank an enormous crocodile appeared and chased him for nearly half a mile. He eventually reached a road and was picked up by a passing motorist.

Complete the story with the linking words.

although when as soon as so in order to but unless

- 3 Work in pairs. You are going to write a 'lucky escape' story for a newspaper, using the ideas in the pictures to help you. Discuss the following questions and make notes for your story.
  - 1 Who is the story about? _
  - 2 Where were they going, and why? _
  - 3 What happened? _
  - 4 What did they decide to do, and why? _
  - 5 What other problems did they have? _
  - 6 What happened in the end? _
- Write your story for the newspaper. When you have finished, work with other pairs and read your stories to each other. Which story is the most interesting?



1 R	ead the questions and complete the answers with the verbs in brackets.
1	What films have you seen in the last month?  I 've seen the new James Bond film. (see)  the new James Bond film last week. (see)
2	Have you ever failed an exam?  Yes, I three exams. (fail)
	Yes, I a maths exam last year. (fail)
_	Trite answers to the questions. Use full sentences, and give some true answers and some false ones.
1	Which cities have you visited in different countries?  I've visited
2	Have you ever eaten an unusual food?  Yes, I ate last year.
3	How many times have you lied to your parents?
4	How many times have you forgotten to do your homework this month?
5	Have you ever performed on stage?

- Talk to other students. Choose three questions to ask each student. Listen to the answers and decide which are true and which are false. Score one point for each correct guess.
- 4 Add up your points. Who scored the most? Who is the best lie detector?

6 How many times have you been late for school this term?

7 Have you ever failed an exam?

8 What books have you read recently?



# The right person for the job

0	Put	the	words	and	phrases	into	the
_	corr	rect	colum	n in	the table		

patient IT skills dynamic full driving licence hard-working smart University degree motivated First Aid Certificate fluent Spanish

Which skills, qualifications and personal qualities do you have? Discuss with a partner.

Skills / Qualifications	Personal Qualities
IT skills	patient
Y A	
ets to wear B.P.	It must be a collector
alartronic com	

3 Choose the correct bold words to complete the job advertisement.

### **Sunnyville Health and Leisure Services**

We are looking for (0) the /a lifeguard to work in (1) a / - Sunnyville Leisure Centre. You must be dynamic, mature and hard-working. You must also be (2) a / the good swimmer. (3) The / - job involves working with (4) a / the public, so you must be confident and friendly. A Lifesaving Certificate is essential, and you should also have (5) - / the experience of working with (6) - / the children. (7) The / A salary will depend on your age and experience.

Please apply by (8) the / - e-mail, with your curriculum vitae, to <a href="mailto:hrmanager@sunnyville.co.uk">hrmanager@sunnyville.co.uk</a>

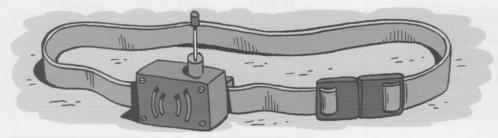
- 4 Add the words and phrases in *italics* to the table in Activity 1.
- 5 Are you a good candidate for this job? Why / Why not? Discuss with a partner.
- With a partner, choose a job and discuss what skills/qualifications and personal qualities people need to do the job. Make notes.

- With your partner, design a job advertisement for the job you have chosen.
- 8 Read other students' advertisements. Which job is best for you? Why?



# What on Earth...?

1 Look at the picture and read what different people (1-5) think this object is. Match the expressions to the meanings.

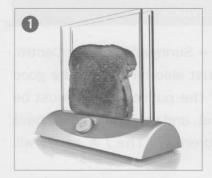


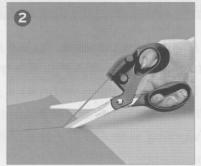
- 1 It can't be a toy.
- 2 It must be a collar for pets to wear.
- 3 It's probably something electronic.
- 4 It's unlikely to be for children.
- 5 It might be a kind of radio.

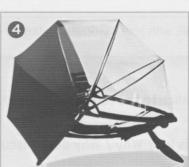
- A I'm absolutely sure it is...
- B I'm fairly sure it is...
- C It's possible that it is...
- D I'm fairly sure it isn't...
- E I'm absolutely sure it isn't...



2 Work in pairs. Look at the pictures and guess what they are. Use the expressions from Activity 1.













- Match the pictures with the names of the inventions.
  - A a hands-free umbrella ____ B an office tie
- C a coffee cup biscuit-carrier _
- D a transparent toaster ____ E laser-guided scissors _
- 4 Work in pairs. Discuss the advantages and disadvantages of each invention, and decide which one you would like to have.

With this invention you can ...

The problem with this invention is that...

Tell the rest of the class what you decided. Do other students agree with you?



# Getting away

- What do you enjoy doing on holiday? Match the halves of the expressions, then discuss with a partner. Can you add any more expressions?
  - 1 staying
  - 2 going
  - 3 eating
  - 4 listening
  - 5 sunbathing
  - 6 learning

- A sightseeing
- B a new sport
- C on the beach
- D in nice hotels
- E interesting food
- F to traditional music
- Work in pairs. Look at the advertisements for two holidays. Which would you prefer to go on? Why? Discuss with your partner.





Enjoy a fabulous two-week package tour in Jamaica

five-star hotel, guaranteed sunshine and exciting watersports!







See India in style – experience the sights, sounds and tastes of this magical country!

0



- What is the best holiday you have ever had? Think about these questions.
  - 1 Where did you go?
  - 2 Who did you go with?

- 3 What did you do when you were there?
- 4 Why was it so special?
- 4 Talk to other students. Tell each other about your best holiday. Listen to other students. Which of their holidays would you most like to go on? Why?



# You are what you wear

Read the questionnaire and complete the questions with the phrases.

go with your other clothes hang your clothes up take it back try them on has sold out put on

When you get up in the morning do you think carefully about which clothes to put on ?	If you find a hole in something you've just bought, do you to the shop?
A No, I wear the first ones I find.  B Sometimes, but I prefer the most	A No, I wear it anyway – a hole doesn't matter!
comfortable ones. C Yes, I choose the ones which suit me best.	B No, I put it in a cupboard and forget about it.
C 163, 1 CHOUSE THE ONES VOINCH SWITT ME DEST.	C
If a shop of something in your size, do you buy something else instead?	When you're buying new trousers do you think about whether they will ?
A Yes, I buy it in the size which is nearest to mine.	A No, I buy the cheapest ones I can find.  B No, I just buy the most fashionable ones
B No, I give up and go home.	C
Do you always get changed and when you get home in the	When you're buying new clothes, do you first?
evening?  A No, I get changed and leave my clothes	A No, I buy the ones I like best, without checking the size.
lying around on the floor.	B No, I buy the same size I bought last
B No, I never bother getting changed.	time.
С	С

Yes, I always check to make sure they fit me. Yes, I hang them up in my wardrobe. Yes, they must match my other clothes.

Yes, I always change it or get a refund. Yes, I choose the ones which suit me best. No, I ask the shop to order it for me.

- Work in pairs. Ask your partner the questions in the questionnaire to find out their attitude to clothes.
- Use the chart below and tell your partner about their attitude to clothes. Do they agree with you? Why / Why not?

Mostly As: Your attitude is completely wrong. You really should take more care over your appearance!

Mostly Bs: You take some care over your appearance, but you could do more. A little more

attention to detail could make all the difference!

Mostly Cs: Your attitude is perfect. You really understand that 'you are what you wear'!

Read the story and answer the questions below.

# So near, and yet...

Sitting in the (1) usual rush hour traffic-jam, Paul looked up at the (2) sign warning drivers to slow down and, despite everything, smiled to himself. Why hadn't he left earlier? He closed his eyes and listened to his (3) heart beating fast inside his chest. Suddenly, an (4) angry car horn shook him awake. Great! They were moving again. There was still time!

Leaving his car in the car park, he grabbed his (5) old-fashioned brown suitcase. Young (6) families with their expensive luggage looked round in surprise as he ran through the terminal doors. He ignored them. It was there at the top of the departures board: Flight AR717, Gate 25, Last Call. There was still time! 'Good evening, sir,' said the (7) woman in a smart airline uniform, smiling at him from behind the desk. 'Can I see your passport, please?'

He felt the (8) colour disappearing from his face. His passport!

- 1 Where is Paul going?
- 2 What problem does he have first?
- 3 What makes him feel pleased?
- 4 What happens at the end of the story?
- 2 Look at the examples of descriptive language (1-8). Match them with the following patterns.
  - A adjective + noun: /
  - B noun + -ing form phrase: 2
  - C noun + preposition phrase:
- How do Paul's feelings and emotions change during the story? Discuss with a partner.
- 4 Work in pairs. Look at the picture and discuss the questions.
  - 1 Where are the people, and why?
  - 2 What problem do they have?
  - 3 What possible solutions can you think of?
  - 4 What might happen in the end?



- With your partner, write a story of about 100 words based on the picture. Use descriptive language to make your story interesting and to show how the people's feelings change during the story.
- Read each others' stories. Which do you like best? Why? Tell the class.

# Exam answer sheets



Candidate Name
If not already printed, write name
in CAPITALS and complete the
Candidate No. grid (in pencil).

Candidate Signature

**Examination Title** 

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here ____

Centre No.

Candidate No.

Examination Details

0, 0, 0

PET Paper 1 Reading and Writing Candidate Answer Sheet 1

Instructions

Use a PENCIL (B or HB).

Rub out any answer you want to change with an eraser.

For Reading:

Mark ONE letter for each question.

For example, if you think **A** is the right answer to the question, mark your answer sheet like this:





P	art	2						
6	A	В	С	D	E	F	G	Н
7	Α	В	С	D	E	F	G	Н
8	Α	В	С	D	E	F	G	Н
9	Α	В	С	D	E	F	G	Н
10	Α	В	С	D	E	F	G	Н

F	art s
11	AB
12	AB
13	AB
14	AB
15	AB
16	AB
17	A B
18	AB
19	AB
20	АВ

Dort 2

P	art	4		
21	Α	В	С	D
22	A	В	С	D
23	Α	В	С	D
24	A	В	C	D
25	Α	В	С	D

P	art	5		
26	A	В	С	D
27	A	В	C	D
28	A	В	С	D
29	A	В	С	D
30	A	В	C	D
31	A	В	C	D
32		В		
33	A	В	C	D
34	A	В	C	D
35	A	В	C	D

Continue on the other side of this sheet

PET RW 1

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# For Writing (Parts 1 and 2):

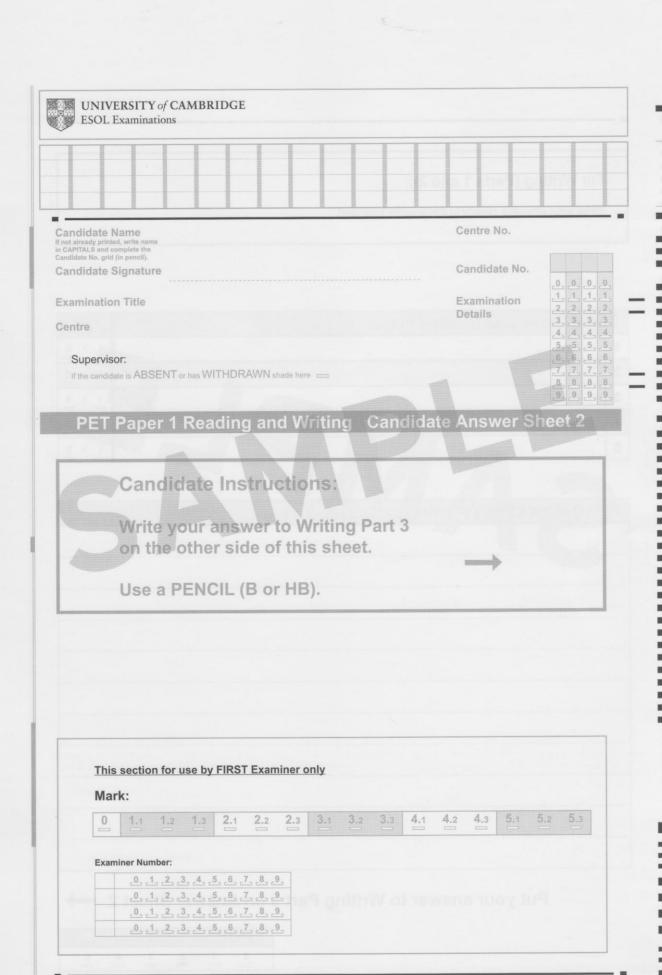
Write your answers clearly in the spaces provided.

Part	1: Write your an	swers below.				Do		
1						1	1	0
2						1		0
3				N	T Villa	1		0
4			AM	MA		1		0
5		TA I					5	0

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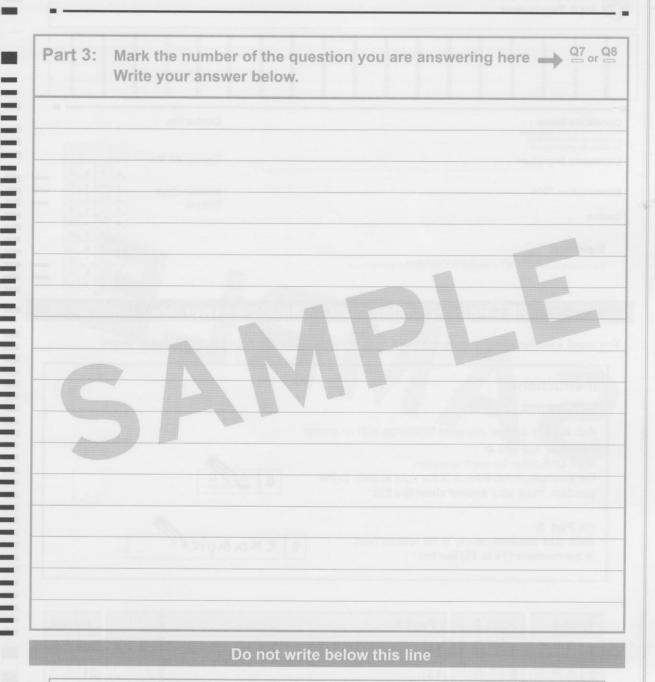
Put your answer to Writing Part 3 on Answer Sheet 2 ->

Do not write below (Examiner use only)



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PET RW 2



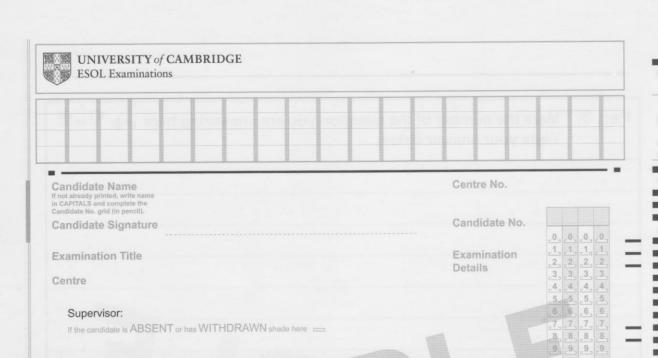
# This section for use by SECOND Examiner only

Mark:

0 1.1 1.2 1.3 2.1 2.2 2.3 3.1 3.2 3.3 4.1 4.2 4.3 5.1 5.2 5.3

**Examiner Number:** 

0, 1, 2, 3, 4, 5, 6, 7, 8, 9 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 0, 1, 2, 3, 4, 5, 6, 7, 8, 9



# PET Paper 2 Listening Candidate Answer Sheet

You must transfer all your answers from the Listening Question Paper to this answer sheet.

### Instructions

Use a PENCIL (B or HB).

Rub out any answer you want to change with an eraser.

If the candidate is ABSENT or has WITHDRAWN shade here

For Parts 1, 2 and 4:

Mark ONE letter for each question.

For example, if you think A is the right answer to the question, mark your answer sheet like this:

For Part 3:

Write your answers clearly in the spaces next to the numbers (14 to 19) like this:



P	art 1	P	art 2	Part 3		P	art 4
1	ABC	8	ABC	14	1 14 0	20	A B
2	ABC	9	ABC	15	1 15 0	21	AB
3	ABC	10	ABC	16	1 16 0	22	A B
4	ABC	11	ABC	17	1 17 0	23	A B
5	ABC	12	ABC	18	1 18 0	24	AB
6	ABC	-	ABC	19	1 19 0	25	A B
7	ABC						

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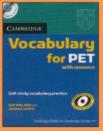
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