

1 Relationships

Reading 1 (page 6)

- This section gives practice in the second part of the Reading paper – a multiple matching task allocating summary sentences to paragraphs in the text.
- In order to do this effectively students must develop their skimming (looking quickly over a text to get the main idea) and scanning skills (looking quickly over a text to find a particular item of information).

Word power

- Use the pictures to elicit or teach some of the Word power vocabulary. Ask students to describe the pictures and say which word might suit which picture.

Answers

picture 1 embarrassment, argument
picture 3 argument, fight, jealousy, bully, tease

Starting point

- This lead-in aims to focus students' attention on the topic – teenagers' problems.
- It is best done in groups, with each group thinking about one question. Two minutes should be enough before getting feedback.

Answers

parents: being over-protective; not giving enough pocket money; ringing them on their mobiles all the time; nagging all the time about school work, etc.
other people at school: bullying; violence; mockery because of unfashionable clothes, studying too hard, being a 'nerd', etc.
brothers and sisters: not sharing; interfering in each other's private affairs, annoying habits, eg loud music, untidiness, etc.
friends: gossiping; mockery (as above), betrayal of friendship; arguments, quarrels, etc.

A

- Focuses on the particular theme of this passage – a children's 'help line', which children can phone for help and advice.

B

- Practises scanning. Ask students to underline the examples and only give two minutes. Students need to realise the necessity for speed in the FCE exam.

Answers

bullying, running away from home, being embarrassed while shopping with mum, being jealous of friend because of new mobile phone, birthday not being remembered by friends, boy wanting to do ballet, splitting up with girlfriend

How should you do Reading Part 2?

Answer

b is the right answer

- Discuss this with students. There are always plenty of unfamiliar words in the FCE exam and students must get used to reading for global meaning without being worried about individual words they may not know.

C Exam practice Reading Part 2

- Do this in class. Give them a time limit, eg 10 minutes. Tell them to find their own answers first, then compare their answers with their neighbour's.

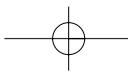
Answers

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

- Remember to ask students to justify their answers in the feedback session. Expect disagreement!

D

- Recycles passive vocabulary in the text or removed sentences and helps to train students to guess meaning from context.
- Ask students to replace the word in the text or removed sentences with their chosen meaning and read it out. Ask them whether their meaning fits grammatically and logically.



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Answers

- 1 good idea – brainchild
- 2 idea – concept
- 3 solved – sorted out
- 4 have a conversation – chat
- 5 do impossible things – work miracles
- 6 worries – anxieties
- 7 introduced – brought up
- 8 problems and situations – issues

Work it out!

- Focuses on guessing meaning from context. Ask students to do it in pairs and during class feedback ask them to justify their answers; they should point out the clues in the passage which helped them find their meaning.

Answers

- charity – philanthropic organisation
 launched – started
 a friendly ear – a sympathetic listener
 turn to – ask for advice
 frustrations – feeling of annoyance at not being able to do something
 looking into – investigating

Have your say!

- Students should ask each other here, before class discussion. Some students might be against the idea, and this will lead to interesting debate.

WB Unit 1 page 6

Grammar 1 (page 8)

Present simple and past simple

- This section presents and practises the present and past simple, focusing on the fact that the present simple always has the idea of permanency (except in future uses) and that the past simple can have either the idea of permanency in the past or the idea of a specific occasion.

Grammar presentation: Write up

'I often go out with my friends'

- Ask students if it is correct.
- Rub out the *'go'* and substitute *'went'* – is it correct?

Answer

Yes in both cases

- Change the sentence to *'I go out with my friends now'*. Is it correct?

Answer

No, when we use *'now'* to mean a specific occasion.

- Change to *'I went out with my friends last night /then'*. Is it correct?

Answer

Yes, because the past simple can refer to a specific occasion.

- Ask students to read the presentation in the Student's Book silently, and also ask them to turn to *Grammar database 1* on page 174.

- Point out that the *Grammar database* is for reference and is for their own use rather than classroom study.

Be careful

- Draw students' attention to the grammar point in the box.

A

- Focuses on examples of the two tenses in the passage. Students find the examples in pairs.

Answers

- 1 Who do they turn to? (paragraph 2)
- 2 It really does help to talk (paragraph 8)
- 3 He didn't want to talk (paragraph 6)

B

- Gives practice for the error identification section of the Use of English paper, and also important practice for composition revision.
- Do this in pairs, then ask students to tell you their answers.

Answers

- 1 the second *get* should be *do*
- 2 *do go* should be *go*
- 3 *are always having* should be *always have*
- 4 *don't tease* should be *doesn't tease*
- 5 *aren't always agreeing* should be *don't always agree*
- 6 *didn't fancied* should be *didn't fancy*
- 7 *wasn't be* should be *wasn't*
- 8 *was going* should be *went*
- 9 *meet up* should be *met up*
- 10 *did went* should be *went*

C

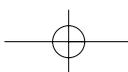
- Students work in pairs to do this. Ask for feedback from the class.

Answers

- 1 forgot 2 gets in 3 met
- 4 made 5 don't go 6 didn't know
- 7 seems

D

- These give freer practice of the two tenses, and also give students a chance to find out something about each other.
- Before getting the students to write, elicit a few other



possible questions for each tense to make sure they have the right idea.

Answers
 a What does your father do? Does your mother work? Do you have a boy/girlfriend?
 b What programmes did you watch on TV? Did you go out on Saturday evening? Did you do a lot of homework?

E

• When the students are ready, ask them to do this, stressing that they should not write full sentences. Ask one student a few questions, as above, and note down the answers on the board to show what you mean.

Be careful

- Focus students' attention on this.
- Write up 'Who told you?' and 'Who did you tell?' Then write up 'John told you' and 'You told John'. Ask students to give the right answer to each question.

Answer
 Who told you? → John told you.
 Who did you tell? → You told John.

- In the first case 'Who' is the subject of the verb, and in the second, the object.
- Now allow students time to write their questions, monitoring for accuracy.

WB Unit 1 page 4

Vocabulary (page 9)

Feelings and situations

• Focuses on the key vocabulary needed when talking about relationships.

A

• This section focuses on the difference between the active and passive participles. Write up a few sentences with blanks in them and ask students to put in a suitable participle, eg:

The film was so that we forgot to eat our popcorn.
My neighbour is very He always plays heavy metal music when I'm trying to sleep.
You look very Have you had a good sleep?

- Use the pictures to elicit the words for the topic vocabulary.
- Illustrate the difference between the active participle (boring) and the passive (bored) by asking 'Why is the person in the second picture looking bored?'
- Elicit comments from students about the other pictures.

Additional activity: Write up the following: *a film, an audience watching a film, a lesson, a student, a teacher, a person who is watching TV, a TV programme, a ghost, a person who has just seen a ghost.*

- Ask the students to write them down with a suitable adjective formed from the Student's Book list, eg *an exciting film, an interested audience, etc.*

| Answers | | |
|----------------|------------|---|
| bore | bored | boring |
| interest | interested | interesting |
| excite | excited | exciting |
| tire | tired | tiring |
| please | pleased | pleasing (or pleasant, meaning agreeable) |
| scare | scared | scary (scaring is rare) |
| frighten | frightened | frightening |
| terrify | terrified | terrifying |
| relax | relaxed | relaxing |
| annoy | annoyed | annoying |

Phrasal verbs: relationships

- Focuses on phrasal verbs related to the topic of relationships.

B

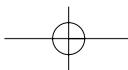
| Answers | |
|-----------------|----------------|
| 1 brought me up | 2 grew up |
| 3 took after | 4 looked after |
| 5 put up with | 6 let me down |

Be careful

- The point here is that parents can't 'grow up' children. Farmers can 'grow' crops, however (not 'grow up').

Word formation

- Gives practice in derivatives formed by adding prefixes or suffixes (Use of English, Part 3).



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C

| Answers Noun | Verb | Adjective | Adverb |
|--------------------------------------|---------|-------------------------|-------------------------|
| help | help | (un)helpful helpless | (un)helpfully |
| relation relative relationship | relate | relative | relatively |
| friend | – | friendly | – |
| care carefulness | care | careful careless | carefully carelessly |
| attraction attractiveness | attract | (un)attractive | (un)attractively |
| obedience | obey | (dis)obedient | (dis)obediently |
| honesty | – | (dis)honest | (dis)honestly |
| appearance | appear | apparent | apparently |
| rudeness | – | rude | rudely |
| kindness | – | (un)kind | (un)kindly |
| jealousy | – | jealous | jealously |
| nerve nervousness | – | nervous | nervously |

Confusable words: people and relationships

D

- This exercise focuses on words often confused by students.

Answers

- annoyed ('nervous' implies tension, for example, before an exam.)
- honest ('sincere' means saying what you really feel and believe, eg *He was completely sincere in his beliefs.*)
- alone ('lonely' has a negative meaning.)
- kind ('polite' is only concerned with good manners, eg *He was very polite and had beautiful manners but was basically a bad person.*)
- enjoyed (You 'entertain' someone else. You 'enjoy yourself'. Or you can 'enjoy something', a party for example.)
- fun (something 'funny' makes you laugh.)

E

See explanations above.

Word patterns

F

Answers

- | | | |
|--------|---------|--------|
| 1 with | 2 about | 3 for |
| 4 of | 5 in | 6 from |
| 7 from | 8 from | |

WB Unit 1 page 4

Listening (page 10)

- This practises the first section of the Listening paper – deduction of context from clues in a short dialogue.

Starting point

Use the pictures to recycle vocabulary about relationships. Ask students to explain their answers.

Answers

- Picture 1 friends
Picture 2 strangers
Picture 3 colleagues
Picture 4 family members

A

- This preliminary exercise is designed to focus attention on:
 - what are sufficient clues to enable the listener to guess the context of an exchange and
 - the fact that the appearance of the same word in the dialogue and in one of the multiple choice answers does not necessarily mean that that answer is correct.
- Encourage class discussion but avoid giving students the right answer yet.

CD 1 Track 2

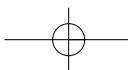
Answers

- The mention of 'boss' does not mean that the speakers are necessarily colleagues.
- The male speaker doesn't seem enthusiastic about the marriage, so A is probably wrong. He seems to sympathise with Derek.
- A and C can probably be excluded because of '*just like we agreed*'.
- She would only be nervous before the exam, not after, so B can be excluded. She doesn't seem jealous of the other speaker, so C may be out too.
- It mentions that they are both generous and kind-hearted and both like meeting people, so probably A and C can be excluded.
- He's probably arrogant if he's a snob, but probably not lonely.
- They don't mention music, so option C can probably be excluded.
- He says that she helped him with work in class, so B can be excluded. She was also probably his friend, so C may not be the correct option.

How should you do Listening Part 1?

Answer

b is the right answer
(repetition of 'ticket' in question 3 and 'nervous' in question 4)



B Exam practice Listening Part 1

- Do this exactly as in the exam, ie students listen twice, with only a short pause between the two listenings. Allow students to compare answers before feedback.

CD 1 Track 3**Answers**

- 1 A (They both seem to know the layout of the business premises.)
- 2 C (He doesn't disapprove of Derek and he doesn't think the marriage is a good idea.)
- 3 B ('she's got nowhere to stay.')
- 4 A ('That's just not fair, is it? They shouldn't do that.')
- 5 B ('never swears ... always says 'please' and 'thank you' ... better at saying the right thing ...')
- 6 C (He's not selfish because 'he does a lot of work for charity.' Arrogant because 'He looks down on all those people'.)
- 7 B (The boy's parents had got back early and didn't know anything about the party.)
- 8 A ('I remember the times when she used to talk about becoming a writer or an actor... and everyone thought she'd make such a great success of her life.')

C

- See explanations above. Use the tapescript or play the listening text again if necessary.

Have your say!

- Do this in pairs first, monitoring discreetly, then open into a class discussion.

WB Unit 1 page 9**Speaking** (page 11)

- Gives practice in the speaking part of the FCE test.

Starting point**Answers**

- Two young people are being interviewed for the FCE exam. They probably feel rather nervous!

- There are two examiners, one called the interlocutor, who asks the students questions, and another, called the assessor, who listens to the candidates and notes down grades in four different categories:

- 1 Grammar and vocabulary
- 2 Discourse (ie ability to construct coherent, logical sentences)
- 3 Pronunciation
- 4 Communicative ability

There are four parts to the speaking exam:

- general conversation about candidates' lives and interests (three minutes)
- comparing pictures (four minutes)
- discussing a problem with the other candidate (three minutes)
- general questions about the topic in part 3 (three minutes)

The whole interview lasts fourteen minutes.

A

- This section introduces students to the first part of the speaking test by giving a recording of the part in jumbled order. Students are asked to match the answers given by the candidate to suitable questions.
- In the actual exam the interlocutor chooses from a wide range of questions, so be careful not to give the impression that the questions given here will definitely be those asked in the test.
- Try to avoid students learning answers off parrot fashion. Most probably, parroted answers will not be appropriate answers to questions asked, and even in the best case, it is immediately obvious to a native speaker if answers have been learnt off by heart.
- Ask students to match the questions to the answers after only one listening, and when they tell you their answers ask for evidence from the listening itself.

CD 1 Track 4**Answers**

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

B

- Here the interview is played in the correct order and students are invited to comment on the candidate's performance. This will provoke good discussion.

CD 1 Track 5**Answers**

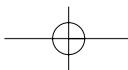
- 1 Yes
- 2 Yes, but not excessively.
- 3 No (her answers are very natural)
- 4 Yes
- 5 No
- 6 No
- 7 Yes

How should you do Speaking Part 1?**Answer**

- a is the right answer
One-word answers get zero in the discourse category (mentioned above).

C Exam practice Speaking Part 1

- Here the students roleplay Part 1 of the FCE interview. You could do it with one group performing for the whole class, and the rest of the class acting as assessors. With a large class, it is more suitable to divide it into groups of four, with two students as interlocutor and assessor and two as candidates. Marks can then be discussed in private among the members of the group.
- This can be followed by a single group of three acting the interview for the whole class. In this case, be careful to select a fairly good pair to be interviewed. They would then get good marks from the other students.



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- Students can now turn to the *Speaking database* on page 194 for information on words and phrases which they can use in the FCE Speaking test.

Reading 2 (page 12)

- This section gives practice in the first part of the Reading paper – multiple choice answers. Questions may test global meaning or detail, but in either case students should beware of relying on single words in the text which are repeated in the possible answers – as in the Listening paper.

Word power

- Elicit these words from the pictures, eg
How do you think the girl / boy is feeling?
Why might they be feeling like this?
- Keep a sharp eye on the students here. Avoid embarrassing them!

Starting point

- Best done in pairs. A sensitive subject – keep it as impersonal as you can!

A

- Focuses attention on content of article to help students read faster and more effectively by anticipating content.
- Elicit possibilities from students but be careful not to confirm or reject their ideas at this stage.

B

- Scanning exercise. Elicit from students what ‘*Dos*’ (things you should do) and ‘*Don’ts*’ (things you should not do) are. Give students about three minutes to do the task and ask for feedback. Note down answers in brief on the board.

Answers

Dos

Remember relationships aren’t like exams
Talk to parents or friends
Buy some new clothes or get a new hairstyle
See a film
Go to a party
Let your ex know you can survive

Don’ts

Think you’ve failed
Do anything impulsive

How should you do Reading Part 1?

Answer

b is the right answer

- Students should look at all the distractors before making their choice, and find evidence in the text why they are right or wrong.

C Exam practice Reading Part 1

- This is best done in class with a time limit, eg 10 minutes, as the previous reading. Allow students to discuss answers in pairs before feedback.

Answers

- 1 C (‘You probably feel that no-one has ever felt this way before.’)
- 2 D (‘It reminds us that relationships are not like exams.’)
- 3 D (‘If a friend came between you and your boyfriend or girlfriend...’)
- 4 C
- 5 C (‘Let them see you can have a good time without them.’)
- 6 D (‘But don’t be tempted to rush into another relationship. This is called going out with someone ‘on the rebound.’)
- 7 D (‘In a year, it will all seem ancient history.’)

D

- Recycles ‘emotions’ vocabulary. Ask students to do the task in pairs then elicit answers.

Answers

| | | | |
|----------|------------|-------------|-------------|
| rejected | alone | unwanted | miserable |
| betrayal | humiliated | embarrassed | sympathetic |
| regret | worried | unhappy | |

E

- Focuses on new vocabulary in the passage. Remember to get the students to fit their meanings into the context, as mentioned above. Do this in pairs before feedback.

Answers

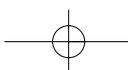
- 1 recover from – get over
- 2 experiences – goes through
- 3 cause a disagreement or argument between – come between
- 4 do something special for – treat
- 5 happen – come about

Work it out!

- As above, this helps students to guess meaning from context. Do in pairs before feedback.

Answers

childish – like a child
sympathetic – ready to listen and help
traumatic – causing suffering
bearable – tolerable, not impossible
impulsive – without thinking beforehand
miserable – very sad



Have your say!

- This will work well if you give students a chance to prepare their answers in pairs. As before, expect disagreement.

WB Unit 1 page 8

Grammar 2 (page 14)

Present perfect simple and past perfect simple

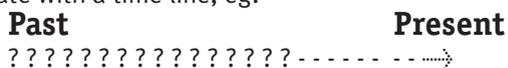
- This section focuses on the present perfect simple with its meaning of something which happened in the past (we are not interested when) with an effect on the present situation.
- The past perfect simple is presented in its parallel meaning of something which happened before a point in the past with an effect on the past situation.
- The line from the reading text is used to introduce the present perfect simple. The students are then asked three concept questions.

Answers

- Yes, it happened in the past.
- Yes, it's relevant now.
- No, we don't know exactly when she told you.
- It is *'had thought'* because the thought took place before the announcement in the past that the relationship must finish.

Additional activity: Use two magazine pictures, eg a picture of a model wearing one set of clothes, and another picture showing her wearing different clothes. Elicit *'She has changed her clothes, she has put on a red dress'* etc.

- Illustrate with a time line, eg:

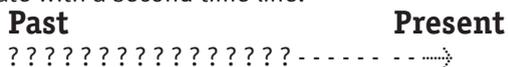


- Use your two pictures, but establish that the second picture is about the past. Elicit by asking: *'What had happened when this photograph was taken?'*

Answer

She had changed her clothes etc

- Illustrate with a second time line:



- Ask students to read the Grammar presentation in the Student's Book silently, and the *Grammar database* on page 174.

A

- Students will have a variety of answers here – all may be correct and some may not use the present perfect, but encourage them to use the present perfect.

Answers

- 1 He's been at the beach.
- 2 Someone has written to you.
- 3 We've moved into the flat next door

B

- Gives practice for part 4 of the Use of English paper, focusing on present perfect. Do in pairs before feedback.

Answers

- 1 I think they have / they've lived here for six years.
- 2 We have / we've already bought her birthday present.
- 3 The Taylors have gone to Australia on holiday.
- 4 Stacy has / Stacy's never been to France before.
- 5 Eleni and Alan have been engaged since April.
- 6 Andy still has not / hasn't sent me a reply.

C

- This exercise is similar to the previous one but focuses on past perfect simple. Students work in pairs first, then ask for feedback from the whole class.

Answers

- 1 I had lived in Brisbane and Sydney before I moved to Canberra.
- 2 As soon as Charlotte had heard the news, she called Phil.
- 3 After I had gone /been/ to the supermarket, I went to the Post Office.
- 4 We had already finished eating when Diane arrived.
- 5 Diane had only just arrived when Rick turned up.

D

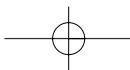
- This exercise focuses on the past perfect. Again, be ready for a variety of answers, not necessarily using the past perfect, but encouraging students to use the past perfect. Students work in pairs first, then ask for feedback from the whole class.

Answers

- 1 They had won the national lottery.
- 2 Justine had gone out with her boyfriend.
- 3 He had just run twenty kilometres.
- 4 He hadn't studied at all.

Be careful

- The point here is that whenever we count the number of times something has happened we must use the present perfect.
- If the time reference is in the past, we must use the past perfect.
- If we have never done something, we also have to use the present perfect, eg *I've never seen the Coliseum.*



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Additional activity: Write the following up on the board:
Seen the Coliseum 0, eaten snails 2, spoken to a Russian 1, danced the tango 2, been to Naxos 1, been in love 4.

- Ask the students to ask each other and answer as if they were doing the activity now, eg 'Have you ever been to the Coliseum?' 'No, I've never been there before' (or: 'This is the first time I've been here'.)
- 'Have you ever eaten snails?' 'Yes, this is the second time I've eaten snails'.

- Do in pairs before feedback.

Refer students to Grammar database 2 on page 174.

Have your say!

- Pairwork. If there is time, ask some students to give feedback.

WB Unit 1 page 10

Use of English (page 15)

- This section introduces students to two types of exercise in the Use of English paper. The first (Part 1) is a gap-filling exercise which focuses on lexical appropriacy; students are given four choices for each blank. The second (Part 3) focuses on use of prefixes and suffixes to form derivatives.

- Ask students who James Dean is. If they don't know, ask who they think he might be.

A

- Scanning exercise. Students should be able to do this in half a minute.

Answers

- 1 He was killed in a car crash.
- 2 Three
- 3 Twenty-four

How should you do Use of English Part 1?

Answer

a is the right answer

- If students read through the text before attempting the blanks, they will be more likely to get the right answers, as they will have a better overall impression of the text.

B Exam practice Use of English Part 1

- Give students about five minutes to do this. Encourage them to compare answers when finished, then check their answers round the class, making sure that students understand why their answers are right or wrong.

Answers

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

C

- This introductory activity helps to focus students' attention on the function of the word in the sentence, which helps them make the correct form of the word.

Answers

- | | | |
|--------------|-------------|-------------|
| 1 noun | 2 adjective | 3 noun |
| 4 noun | 5 noun | 6 adjective |
| 7 noun | 8 noun | 9 adjective |
| 10 adjective | | |

How should you do Use of English Part 3?

Answer

b is the right answer

- As mentioned above, it helps to get an overall impression of the text.
- Remind students to write their answers in capital letters.

D Exam practice Use of English Part 3

- Students should do this alone. Remind them of Exercise C if they have a problem.
- Ask for feedback and write the correct answers on the board. Correct spelling is essential here.

Answers

- | | |
|-----------------------|---------------|
| 1 FRIENDSHIP | 2 INTERESTING |
| 3 RELATIONS/RELATIVES | 4 TEACHERS |
| 5 PERSONALITIES | 6 ATTRACTIVE |
| 7 HONESTY | 8 KINDNESS |
| 9 DIFFERENT | 10 BORING |

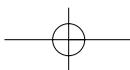
WB Unit 1 page 9

Writing: informal letter/email (page 16)

- This section introduces the students to informal letter/email writing. Students are asked to analyse and comment on a sample email, practise personal description, and write a response to another email according to given notes.
- In these introductory stages the preparatory work should be done in class. Then the teacher can make sure students have the right idea and can guide them towards a good piece of writing.

Starting point

- Elicit from the whole class. Make notes on the board as students make suggestions.



Answers

What are their hobbies and interests?
 What do they want to do when they get here?
 Is there any food which they particularly like or dislike?
 What pop / sports / film stars do they like?

A

- Ask the students to read the email and discuss the questions below with their partner or group.

Answers

- 1 Very informal, eg 'Thanks', 'I can't wait'... 'I'm crazy about'...
- 2 Paragraph 1: introduction and reference to previous letter. Paragraph 2: shared interests. Paragraph 3: response to question about proposed activities. Paragraph 4: mention of photo. Paragraph 5: conclusion.
- 3 She and her parents are coming in August, she's good at tennis, she likes pop music, she's fifteen.
- 4 Whether she likes tennis and pop music, what she wants to do during her stay, what she looks like.
- 5 Whether she likes swimming, whether her parents will let them go to a club, whether she has a photo to send.
- 6 'Thanks for your email', 'Please write back soon.', 'Can't wait to meet you!', 'Bye for now!'
- 7 'See you soon', 'Best wishes', 'Yours', 'Love'
- 8 Probably, as they seem to share many interests and are the same age.

B

- Ask students to read the statements and elicit whether they are true or false.
- Remind students that informal letters and emails are written in the same way.

Answers

- 1 T
- 2 F
- 3 F
- 4 T

Plan ahead**How should you write an informal letter/email?****Answer**

b is the right answer

- Informal letters/emails need to give a friendly impression, so they give a lot of personal information. Refer students to the *Writing database* on page 200.

A Exam practice informal email

- Ask the students to read these notes. Elicit the main tenses they will need to use in the email (present tenses with some future) and then ask them to answer the questions below in pairs.

B**Answers**

- 1 Informal
- 2 Do you know the Kaiser Chiefs? What kind of things do you like doing? What music do you like? What do you want to do in the evenings and at weekends when you are here?
- 3 4
- 4 As in 2 above
- 5 Favourite sports and teams, family information, information about school etc
- 6 Questions on above subjects

C

- This is quite a long task, so divide it up among class pairs; each pair deals with one note.
- Ask for feedback and write up the students' sentences on the board, eliciting corrections from the class where necessary.

Answers

- 1 It's great that you like skateboarding. I've never done it, but I'd love to try.
- 2 I like playing basketball and computer games, and going to the cinema.
- 3 It seems that I like exactly the same music as you.
- 4 You ask if there is anything I would particularly like to do. Well, I've heard so much about English castles. Could we visit one? Are there any near your house?

D

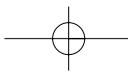
- Students should refer to the model first, then elicit this from the class and write it up on the board.

Answers

- 1 Introduction and thanks for email
- 2 Interests and description of self
- 3 Requests for activities during stay
- 4 Close email

E

- Students will now have a set of model sentences on the board, and only need to put them together using a suitable layout and paragraphing.
- Quickly remind them of informal email layout: opening greeting (Hi Adam) and closing (Looking forward to seeing you. Yours, name). Refer them to the model again.
- The final email writing can be done in class if there is time, or can be set for homework.



1 Relationships

Answer

Hi Adam and thanks for your email. It was great to hear from you. I'm really looking forward to meeting you.

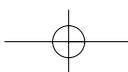
Well, we seem to like the same kind of things. I've never tried skateboarding though, but I've always wanted to learn. You can show me some tricks! I'm crazy about basketball and I love playing computer games. Oh, and I like seeing adventure films at the cinema. What about you?

Tell your mum that I don't mind what we do, it will be fun just to be in another country. There's only one thing; I've never seen an old castle. Is there one near you that we could visit?

Please write back and tell me what you would like me to bring with me. Can't wait to meet you all!

Bye for now!

Giles



2 Travelling

Reading 1 (page 18)

• This section gives practice in the first part of the Reading paper, multiple choice questions on a passage. In order to do this effectively, students must develop their skimming and scanning skills, but most importantly, their intensive reading skills and ability to understand detail in a text as well as underlying gist. Ability to guess meanings of individual words intelligently is also important.

Word power

• Ask students to tell you how the words are connected to holidays.

Starting point

- Ask students where they went on holiday during the past summer. Ask if anyone went abroad. Ask which holiday in the list suits each of the pictures and why. Ask them to put the list of holidays in order of preference in pairs.
- When they are ready, ask the whole class to give you an order of preference and write it up on the board, the most popular at the top. If they disagree, ask them to support their arguments.
- This lead-in should last approximately ten minutes.

A

- Ask students to look at the text and without reading it in detail to think about where it comes from.
- Ask them to give reasons for their answer.
- Then elicit what they think the text might be about based on the title.
- Make a note of some of their suggestions on the board so that students can read to check if they had speculated correctly.

Answers

- 1 B
- 2 Students' own answers, but the title mentions freedom, so it might be about someone trying to get more freedom. The question mark implies that there might be a problem with getting that freedom.

B

- Give students a few minutes to read the questions in Exercise C and then ask them to read the true or false questions.
- Elicit whether the statements are probably true or false by encouraging them to speculate about what the text might be about.

Answers

- 1 false
- 2 false
- 3 true

How should you do Reading Part 1?

Answer

Both answers are partly right.

- Students should always give themselves enough time to go over their answers at the end of the test, although it should not be necessary to do the whole section again.
- Underlining the relevant part of the text and highlighting key phrases in stem or options helps students to locate reference points again at the end of the test, although excessive heavy underlining should be avoided.
- It is better to mark the relevant point in the margin. Marking points is also useful when students are asked to prove their answers when doing reading exercises in class.

C Exam practice Reading Part 1

- Give students ten minutes to do this and ask them to compare answers when they've finished. It is important that students should know why an answer is correct and also why the others are wrong.
- When you discuss the answers in class you can train them in this by asking students to support their answers with evidence from the text. If there is no evidence in the text, then the answer is not correct.

Answers

- 1 D ('... she could hear a little of what they were saying. She didn't need to hear all of it, anyway.')
- 2 B ('Tina knew that that was just the first round in a long process ... but they had to be persuaded over time to change their minds.')
- 3 C ('... they started from the safest position, the one that caused them the least worry. Tina felt she couldn't blame them for that ...')
- 4 D ('... but not so far from their hometown that getting permission would be impossible.')
- 5 A ('... with the help of the internet they planned all the details.')
- 6 D ('... we've been looking after you for the last sixteen years, and it's difficult for us to let you grow up.')

D

- If students seem to be having difficulty with this, write up the first letter of each word. Remind them that they can check their answers by putting the italicised meaning into the text instead of the word, and reading it out.

Answers

- 1 location (paragraph 1)
- 2 destination (paragraph 3)
- 3 exotic (paragraph 3)
- 4 budget (paragraph 3)
- 5 resort (paragraph 4)

2 Travelling

Work it out!

- This activity helps
 - a) to increase students' awareness of how different contexts affect the meaning a word has.
 - b) give students practice in guessing meaning from context.
- Students should first find the word in the sentence and then try to guess the meaning. Accept any suitable answer and write the students' suggestions on the board. Make sure you point out to students that the meaning of a word can change either slightly or completely depending on the context in which it appears.
- If necessary give some pronunciation practice on new words.

Answers

hometown (paragraph 3) – the place where you are born or live
cover (paragraph 3) – have enough money to pay for something
coast (paragraph 4) – an area of land by the sea
objections (paragraph 4) – a statement which shows you disagree with something
laid-back (paragraph 5) – calm; relaxed
peer pressure (paragraph 6) – the pressure on someone to do something because their friends are doing it
awesome (paragraph 7) – cool; excellent
interfering (paragraph 8) – become involved in something even though you have no right to

- This can be done in class as above, or for homework.

Have your say!

- This is a useful conversation topic. Ask the students to discuss it in groups of three or four and then throw the discussion open to the class.

Answers

Suggested points

Students might feel that 16 is an acceptable age for them to go on holiday with their friends without their parents. This might depend however, on the country where they live and how much freedom young people there generally have. Whether their country is generally considered quite safe will also make a difference to what age they would be allowed to travel alone. Students might also compare the age at which they are allowed by law to do other things to influence their opinions. In many countries, young people can marry with their parents' permission at the age of 16, but have to wait until the age of 18 if they want to marry without their parents' consent. In the same way, 16 might be the age at which young people want to go on holiday alone, but they would usually need to get their parents' permission first.

WB Unit 2 page 14

Grammar 1 (page 20)

Continuous tenses

- This section focuses on the different functions of the continuous form.

Additional activity: Before getting students to look at the presentation in the Student's Book, give your own presentation.

- Write up the following headings on the board:

At the moment

In the future

During this period of time

Something changing

- Then read out these sentences:

I'm going out tonight.

The world is getting warmer.

What are you doing with that pencil?

We're having a great time in Santorini.

- Ask the students to put the sentences under the right heading and write them on the board.

- Then write up another group of headings:

At a moment in the past

Future in the past

Temporary situation in the past

Something changing in the past

- Read out the following and ask students to help you put them under the right headings:

100 years ago, many changes were taking place because of new inventions.

While he was at university, he was living with his aunt.

At 3 o'clock I was waiting for the bus.

I was meeting Susy at 8 o'clock that evening.

- Your board should now look like this:

At the moment

What are you doing with that pencil?

In the future

I'm going out tonight.

During this period of time

We're having a great time in Santorini.

Something changing.

The world is getting warmer.

At a moment in the past

At 3 o'clock I was waiting for the bus.

Future in the past

I was meeting Susy at 8 o'clock that evening.

Temporary situation in the past.

The first time I met him he was walking home from school. While he was at university he was living with his Aunt.

Something changing in the past.

100 years ago, many changes were taking place because of new inventions.

- It will make this activity much quicker if you write out your sentences and headings on separate pieces of card and stick them on the board with the students' help. Make the cards large enough for students at the back of the classroom to see.
- Look at the model sentence in the Grammar box and elicit answers to the question. Ask students to justify their answers.

Answer

It is incorrect because 'every summer' implies a habitual action, and therefore would require the present simple.

Ask students to read the presentation in the Student's Book, and also refer them to *Grammar database 3* on page 175.

Additional activity: Present the present perfect continuous ('I'm tired because I've been running') by showing magazine pictures of people who have obviously been doing something, establish the difference between what is shown in the picture and what has led to it, eg a girl wearing new clothes → Step 1 *She has /is wearing new clothes. So ... 'She's been shopping', a sun-tanned girl → Step 1 *She looks very brown /tanned. So ... 'She's been sun-bathing'.**

- Be careful not to use pictures in which the person is still doing the action: this would elicit 'She's doing it'. Elicit the present perfect continuous by asking 'What has she been doing?' 'Why is he tired', and so on.
- For the past perfect continuous, use the same pictures to establish past time, eg 'She wore a new dress to the party.' So ... 'She'd been shopping' etc.
- Tell the students to imagine what the people had been doing before the photographs were taken.

A

- Ask the students to do this and exercises B to D in pairs or as homework. Give feedback on all the exercises together.

Answers (These are examples.)

... she could hear a little of what they were saying. (paragraph 1). (This is about an action that is happening at a particular moment.)

She had finally got them to the point where they were seriously considering her suggestion. (paragraph 2). (This is about a changing or developing situation.)

This holiday was something that she and two of her friends had been planning for months. (paragraph 3). (This is about an event which has continued up to the present time.)

We've been talking about this holiday, Tina. (paragraph 5) (This is about an event which has continued up to the present time.)

B

- Remind students that they must refer to the context in order to put the verbs into the correct tense.

Answers

- 1 have been travelling
- 2 got
- 3 have been staying / are staying
- 4 have met
- 5 are sitting
- 6 is practising
- 7 were walking
- 8 saw
- 9 are going

C

- Ask students to underline the verb tenses used in the sentences and ask them to decide whether the simple or the continuous is the most appropriate tense to use in each case.
- Refer them back to the grammar database if necessary.
- Item 1 keeps the continuous but requires a tense change. Ask students to explain why the sentences are wrong.

Answers

- 1 have been learning
- 2 swam
- 3 are going
- 4 have you ever visited
- 5 was having

D

- Make sure students know the meaning of all the verbs before starting this exercise. Ask them to complete the gaps in pairs.

Answers

- | | |
|--------------------|------------------------|
| 1 was working | 2 got |
| 3 had been working | 4 saw |
| 5 were taking | 6 rang |
| 7 seemed | 8 saw |
| 9 offered | 10 was / were arriving |
| 11 met | 12 had been |
| 13 helped | 14 were staying |
| 15 showed | 16 enjoyed |
| 17 am going | |

WB Unit 2 p 12

2 Travelling

Vocabulary (page 21)**Travel and tourism**

- These activities present or recycle vocabulary associated with travel and tourism.
- Use the three photos to focus attention on the topic by asking students to describe the photos.

Additional activity: Before doing Exercise A, ask the students to make a word tree. Put them in groups of four and ask one student in each group to write the three category headings *Ship, Train* and *Plane*. Ask the groups to find as many words in each category as they can, eg *Ship: captain, crew, deck, passenger, port, quay, sea, ferry ...*

- When they are ready, write up the three categories on the board and ask the groups to tell you their words and make a class word tree.

A

- Ask students to do this in pairs.

Answers

Ship: ferry, cruise, cabin, delayed, sail, voyage

Train: express, carriage, platform, delayed, rails, land, ticket, inspector

Plane: departure lounge, cabin, flight, delayed, runway, land

- If you have used the additional idea above, use the list in Exercise A to add any extra words to the lists the groups have already made. Don't forget to practise pronunciation where necessary.
- Recycle the vocabulary by eliciting sentences about the photographs including as much of the target vocabulary as possible.

Word formation**B**

- This exercise practises forming derivatives with prefixes or suffixes. Make sure students fit the meaning into the context, eg in question 2, '*comfortable*' would not make sense, the answer must be the negative form.
- Students should work in pairs. Get feedback from the class and write the correct answers on the board, checking that spelling is correct.

Answers

- 1 tourism
- 2 uncomfortable
- 3 arrival
- 4 European
- 5 announcement
- 6 distance
- 7 growth
- 8 broadens
- 9 cultural
- 10 inhabitants

C

- This activity expands and recycles derivatives. Ask the students to put their words in *Noun, Verb, Adjective, Adverb* categories. Encourage them to include negative forms.

| Answers | | | |
|------------------------|-------------|-----------------------------------|------------------|
| Noun | Verb | Adjective | Adverb |
| tour, tourist | tour | touristy | |
| (dis)comfort | comfort | (un) comfortable | (un) comfortably |
| arrival | arrive | arriving | |
| Europe | europeanise | european | |
| announcement | announce | | |
| distance | distance | distant | distantly |
| | yourself | | |
| growth | grow | growing | |
| breadth | broaden | broad | broadly |
| culture | cultivate | cultural/ (un)cultured | culturally |
| habitation, habitat | inhabit | (un)inhabited, (un)inhabitable | |

Phrasal verbs: travel and tourism**D**

- Brainstorm by asking students to think of two common phrasal verbs to do with travelling, eg '*check in*' and '*take off*.' Students then work in pairs. Check answers round the class.

Answers

- 1 off
- 2 back
- 3 off
- 4 up
- 5 in
- 6 down

E

- Students match meanings quickly. Check answers round the class.

Answers

- a see off
- b get back
- c slow down
- d take off
- e check in
- f –
- g speed up

Collocations: travel and tourism**F**

• Emphasise the importance of collocations (word groups) in the FCE exam. In many of the exam exercises students will be expected to show which word can be used with which other word. Do this as a whole class activity.

Answers

- 1 a school trip ('trip' has a more general meaning; 'excursion' is more specifically a trip for pleasure, often while on holiday.)
- 2 a business trip ('journey' is a longer trip)
- 3 time off work (you can say 'time out' but not 'time out something'.)
- 4 a round-the-world trip (we don't say a 'round-the-earth trip')
- 5 the holiday of a lifetime
- 6 a five-star hotel
- 7 holidaymakers (but 'to go on holiday', 'to have or take a holiday')

• Then ask students to cover the task and call out an incorrect phrase, eg '*school excursion*'. Students have to call out the correct collocation. This will provide pronunciation practice too.

WB Unit 2 pp 12, 16, 17**Listening** (page 22)

- This section gives students practice in the second part of the listening test – completing sentences with a word or short phrase.
- For this part of the test students should be able to understand not only the gist of the text but also extract specific information in order to complete the gaps.
- Gaps are within the grasp of FCE students and all words tested are considered to be within FCE level for meaning and spelling. Minor spelling is not penalised but the candidate's intention must be clear, so students need to be very careful about spelling.

Word power

- Pre-teaches key vocabulary in the listening.

Starting point

- Ask the students to answer the questions accompanying the picture and then use the picture to elicit the key vocabulary.

Answers

- The photo shows Sydney Harbour, with the Opera House and the Harbour Bridge.
 - Sydney is the largest city in Australia. It is situated in South Eastern Australia and is the state capital of New South Wales.
- There are superb beaches nearby, which are popular with surfers. The symbol of the city is the Opera House, built to a revolutionary Danish design in the 1960s.

A

- This aims to prepare students for the task, by getting them to think of a possible completion of the first question.

Answer

take a boat trip

- Any logical and grammatical completion would be acceptable.

B

- This allows students to check the accuracy of their guess.

CD 1 Track 6**Answer**

take a ferry round the harbour

C

- This encourages students to try to anticipate answers – an important skill in the listening. Ask the students to note down possible answers in pairs. When they have finished, ask pairs for their answers in turn and note them on the board. Don't say whether they are right or wrong at this point.

How should you do Listening Part 2?**Answer**

b is the right answer

- There is no time to write more than one or two words. Encourage students always to write something, even if it is misspelt. They may get the mark!

D Exam practice Listening Part 2

- Play the tape twice. After the second listening, play it again, stopping immediately after the answer to each question is mentioned.
- Note up the right answers next to the guesses which you have already written on the board and point out where students are correct.

CD 1 Track 7**Answers**

- 2 central Sydney
- 3 on foot
- 4 sailing boat
- 5 under twenty-seven
- 6 the world
- 7 (many) different cultures
- 8 (to the) south
- 9 lifeguards
- 10 a picnic

Have your say!

- Ask students to do this in pairs. Additional possibility: take a vote on the most popular place to visit.

WB Unit 1 page 18

2 Travelling

Speaking (page 23)

- This section introduces and gives practice in the second part of the interview – comparing two related photos. This is the most difficult part of the interview, as candidates are only given a minute to capture the essence of each photo, summarise the differences or similarities and answer an additional question and they have to speak without interruption.
- The task set by the interlocutor always has two parts, the first being standard (*'Compare the two photos'*) and the second a more personal question related to the student's own preferences (see the question in G below).
- It is very important that the candidate listen carefully to the second part and answer it properly.

Starting point

- This focuses on the tenses normally required in descriptions. Discuss the answers in class. Students should know the answers after the work they have done in the grammar section.

Answers

- present continuous
- present simple

A

- Ask students to do this in pairs and then tell you, giving reasons for their answers.

Answers

- *You might need an experienced tour guide.* B
- *You might get bored with doing the same thing.* B (looking at sights)
- *The crowds might get on your nerves.* B
- *You can get away from your everyday life.* A
- *Good weather is important.* B (if most of the sights are outdoors) and A

B

- Elicit ideas from the class, prompting if necessary.

Answers

- A It might be dangerous; you might meet wild animals; you might get lost.
B It's very educational; you must have a map of the city; it can get very tiring.

C

- This activity focuses on common mistakes made when comparing pictures.
- When students have chosen the correct words to complete the sentences, remind them that these are useful phrases which they can use in the exam practice Speaking Part on this page.

Answers

- 1 more
- 2 less
- 3 the
- 4 other
- 5 although
- 6 whereas

D

- Direct students' attention to the boxes, A and B, then play the extract once and elicit the students' ideas.

CD 1 Track 8

Answer

b
She doesn't go into too much detail about the two photos, but compares the two types of holiday perceptively and then makes a clear statement about her own preferences.

E

CD 1 Track 9

Answer

a
Candidate B only has to respond with a brief answer, eg *'Yes, very much. It's great fun and you have complete freedom.'*

How should you do Speaking Part 2?

Answer

a is the right answer
as illustrated by the candidate in the sample

F Exam practice Speaking Part 2

- Divide the class into groups of four, and appoint two students as candidates and two as the interlocutor and assessor (see Speaking Unit 1 for a detailed description of the organisation of the interview and how this can be set up in class).
- Ask the students to roleplay the interviews. They should repeat the interview four times, changing roles each time, so that each student gets a chance to do the description. Ask one or two students to do a class performance to round up.
- Students can now turn to the *Speaking database* on page 194 for information on words and phrases which they can use in the FCE Speaking test.

Reading 2 (page 24)

- This section gives students practice in the second type of reading task in the Reading paper. In this task type some sentences have been removed from the base text and the student has to replace them correctly.
- The exercise demands good skimming and scanning skills but mainly focuses on students' ability to

understand text structure. They therefore must have an awareness of coherence and cohesion and be familiar with cohesive devices like linkers and reference items such as *'he'*, *'this'*, *'then'*, *'there'* etc.

Word power

- Elicit how the words relate to holidays.

Starting point

• Briefly elicit what is shown in the picture, and then ask one or two students the question which follows. Find out if there are any students who go on holiday in the winter, and ask them to tell the class about it.

A

- This is an introductory scanning activity. Ask students to match the places to the activities before they scan the article, then confirm their guesses. A minute should be enough.

Answers

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

- Ask the students to identify which of the pictures below goes with which place and activity.

B

- This exercise focuses on inferring meaning or 'reading between the lines'. Ask the students to do it in pairs (two minutes) and tell you their answers, giving reasons. Expect disagreement!

Answers

- 1 T (It says that you can treat yourself to a bit of 'luxury'.)
- 2 F (Because it melts in the spring.)
- 3 T (The temperatures given show this.)
- 4 F (No mention of complaints in the text. Presumably guests know about the conditions when they book a room.)

How should you do Reading Part 2?

Answer

b is the right answer

- Students should understand reference devices like *'this'*, *'it'* and *'that'*, as this will help them insert the sentences correctly.

C

Exam practice Reading Part 2

- Give students ten minutes to do this alone, and ask them to mark the cohesive devices which helped them with each sentence.

- Tell them to compare their answers with their neighbour when they've finished. When they tell you their answers, ask them to point out the reference devices which they marked.

Answers

- 1 B ('... not just disappearing to find distant sun ...'
'From Europe to America ...')
- 2 F ('Traditionally...' 'Increasingly, though ...')
- 3 C ('... ski trails and ski mountaineering.' 'These ...')
- 4 E ('hotel melts.' 'It...')
- 5 A ('... town of Kiruna...' 'There ...')
- 6 D ('huskies' '... pulled along the ground ...')
- 7 G ('... winter wanderer ...' 'He or she ...')

D

- Point out paragraph numbers to students if they are having difficulty.

Answers

- 1 slopes (paragraph 3)
- 2 cable car (paragraph 4)
- 3 luxury (paragraph 5)
- 4 region (paragraph 6)
- 5 glacier (paragraph 7)
- 6 packing (paragraph 8)

Work it out!

- This activity focuses on guessing meaning of individual words from context. Remind students of points mentioned for this activity in Reading 1. Ask students to do the task in pairs before feedback.

Answers

bound to (paragraph 2) – certain to
flock (paragraph 3) – go in large numbers
appeal (paragraph 4) – attraction
constructed (paragraph 5) – built
thermal (paragraph 5) – very warm
carved (paragraph 6) – shaped, formed
rink (paragraph 6) – artificial ice pool
huskies (paragraph 7) – dogs
vow (paragraph 7) – promise to yourself

Have your say!

- Ask the class these questions.

Answers

visiting a capital city, (eg London or Paris), snowboarding, hunting, shooting or fishing, going to a country where it is warm during our winter, etc.

2 Travelling

Grammar 2 (page 26)

- This grammar section revises 'so', 'such', 'too', 'enough', and 'used to', 'would', 'be /get used to'.

so, such, too, enough

Grammar presentation: Write out the following sentences on the board before the class starts, or on pieces of card:

The holiday was.....wonderful that ...
 It was.....difficult exam that ...
 It was.....bad weather that ...
 They were.....delicious oranges that ...
 The water was.....cold for us ...
 The water wasn't warm.....for us ...
 There weren't.....books ...

- Write up on the board:

such
 so
 such a
 such
 too
 enough

- Now ask the students to help you put the words in the right blanks, and to suggest suitable endings to the sentences.

Answers

The holiday was so wonderful that we stayed an extra week.
 It was such a difficult exam that nobody passed.
 It was such bad weather that we stayed indoors all the time.
 They were such delicious oranges that I ate them all.
 The water was too cold for us to go swimming.
 The water wasn't warm enough for us to go swimming.
 There weren't enough books for all the students.

- Elicit the rules from the examples, eg *Why do we put 'so wonderful' but 'such a difficult exam'?*
- The students should be able to give the rules as they appear in the Student's Book.
- Elicit the right answer to the question in the grammar presentation.

Answer

such, because the adjective 'wonderful' is used with a noun 'holiday'

- Review with the students why you can't put any of the other words:

'so' is used with an adjective alone.
 'too' and 'enough' are not used with 'that'.

- Ask students to read the rules in the grammar presentation and refer them to *Grammar database 4* on page 176.

Be careful

- The point here is that 'too' has a negative meaning and we expect something else to be impossible because of it. A holiday can never be too enjoyable!

A

- Ask students to do this in pairs.

Answers

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

B

- Ask students to do this in pairs.

Answers

- The resort was so big that we got lost a few times.
- The hotel was too expensive for us to stay there.
- Australia is such a long way away that it takes a day to get there.
- The weather isn't good enough for us to go to the beach.
- It was such a dirty hotel that we decided to stay somewhere else.
- The hotel was so dirty that we decided to stay somewhere else.
- I'm too young for my mum to let me go on holiday with my friends.

used to, would, be/get used to

- Ask the students to look at the model sentence and elicit the answer, encouraging them to tell you how they know. Ask them what the sentence means.
- Then write this sentence on the board: *'I used to stay in hotels'* and repeat the questions you asked before to establish the difference between the two forms.

Answer

'I am used to ...' refers to the present and means 'I am accustomed to ...' / 'I don't mind ...' 'Used to' here is an adjective phrase and is followed by gerund.

'I used to' can only refer to the past and means that you did something in the past but you no longer do this. It is a verb and is followed by infinitive.

Additional activity: Ask the students how life 100 years ago was different from now and make notes of their answers, eg *transport: horses; entertainment: no cinemas or TV; school: uniforms, different subjects, etc.*

- Use the notes to get individual students to make sentences with 'used to', eg *People used to travel on horses. We didn't use to have cinemas, etc.* Use the same procedure to practise *be /get used to*.

- Ask what someone who lives in Greece is used to (*the heat, good weather, going to the beach, staying up late*, etc) and then what they would have to get used to if they went to live in England (*the cold, bad weather, speaking English all the time*, etc).

- Point out the difference between *would* and *used to*: (*would* can only be used for actions that are repeated and not for states, so 'we used to have a bigger car,' not 'we would have a bigger car').

- Ask students to read the Student's Book presentation and refer them to *Grammar database 5* on page 176.

C

- Ask students to do this alone and check their answers, making sure they understand why the other options are not correct in each case.

Answers

- 1 a
- 2 a
- 3 a
- 4 c
- 5 a

D

- Ask students to do this alone and monitor discreetly. When they've finished, ask them if they'd like to read out their sentences. Some are probably quite funny. If any student is unwilling to do this, don't insist as they may not wish to talk about their family in front of the class. The sentences should act as a check that they can use the structures correctly.

WB Unit 2 page 18**Use of English** (page 27)

- This section gives practice in parts 2 & 4 of the Use of English paper (open cloze, and key word sentence transformations).

How should you do Use of English Part 2?**Answer**

a is the right answer

- Students may well notice errors of grammar or sense by reading through the completed passage.

A

- This makes students read through the passage before attempting to fill the gaps. Students should be encouraged to do this as a matter of course, in order to get an idea of the global meaning. They are not reading for detail at this point, so set a time limit to encourage them to read quickly. Allow one minute.

Answers

- 1 T
- 2 F
- 3 F
- 4 T

B Exam practice Use of English Part 2

- Students need to be aware of what kind of words are likely to be missing (mainly grammatical or lexicogrammatical items) and that in order to find these words they will have to focus on the whole sentence rather than just the gap. Emphasise this. Many students find this type of exercise difficult simply because they only focus on the gaps and forget about the words on either side.

- Allow ten minutes for students to do the exercise in pairs, then get feedback from the whole class, pointing out why an answer is correct, eg that the answer to number two is, 'of' because we say 'chance of'.

Answers

- | | |
|---------|------------------|
| 1 A | 2 OF |
| 3 IT | 4 AROUND / ROUND |
| 5 USED | 6 ON |
| 7 WOULD | 8 WAS |
| 9 WHICH | 10 BEING |
| 11 TO | 12 SO |

How should you do Use of English Part 4?**Answer**

b is the right answer
as is clearly stated in the rubric.

- Emphasise that it is important to read the rubrics!

C Exam practice Use of English Part 4

- Do the first two sentences with the students. Look at the key word and elicit what part of speech it is and what is likely to follow it. Then look at the first sentence and ask students how they would have to change it, eg Sentence 1: 'been' is a past participle, so it could be a part of a passive perfect tense or a perfect continuous tense. In the first sentence 'began visiting ten years ago' implies that they still visit now, so present perfect continuous is correct.

- Write the completed sentence on the board. Remind students that what they write must be logically as well as grammatically correct so they should always read the completed sentence carefully to check that it makes sense. Ask students to do the remaining sentences individually, then get feedback from the class.

- Remind students to write their answers in capital letters.

2 Travelling

Answers

- 1 HAVE BEEN VISITING
- 2 WAS THIRTY WHEN HE
- 3 HAD / SPENT SUCH A TERRIBLE HOLIDAY
- 4 MANAGED TO FIND
- 5 USED TO GO
- 6 WAS NOT / WASN'T WARM ENOUGH
- 7 AM / 'M USED TO STAYING
(‘DON'T MIND STAYING’ is possible)
- 8 MADE AN ANNOUNCEMENT

WB Unit 2 page 18**Writing: review** (page 28)**Starting point**

- Ask students to work in pairs to compare the two hotels shown in the photos.
- Elicit whether they have stayed in a hotel and ask them to tell you what the experience was like.
- For the last question build up a list of facilities on the board. You can expect answers like *swimming pool, restaurant, gym or fitness centre, maid service, tennis courts*, etc.
- This prepares students for the theme of the writing sample and provides them with vocabulary they can use in their writing.

A

- Ask students to read the exam question and the review and elicit what they are going to read (a review of a local hotel for an English-language magazine).
- When they have read the review, ask the students to decide if the statements are true or false and why or why not.

Answers

- 1 T
- 2 F
- 3 F
- 4 F
- 5 F
- 6 T

B

- This encourages students to think about information which is relevant to their review. Elicit which other relevant things the writer could have mentioned in the review and briefly elicit some of the information that the writer could have included about the cost of the hotel, eg *I thought the hotel was a little overpriced*, etc, the meals provided, eg *The food was generally of a very high standard*, etc and how close the hotel was to other places, eg *The hotel is conveniently located near the beach*, etc.

Answers

- the cost of staying at the hotel
- the meals provided at the hotel
- how close the hotel is to other places

C

- Divide the class into pairs for them to look at the information given in the table and work out which is the cheapest option and which is the most expensive.

Answer

The cheapest option is to stay in a single room between Sept 1st and Feb 28th. The most expensive option is to stay in a suite between June 1st and August 31st.

D

- This gives students practice in giving written information. Briefly elicit from the students what information they will need to use from the table in Exercise C (the dates when it is cheapest and most expensive to stay at the hotel).
- Students should write their paragraphs individually. Ask some of the students to read out what they have written.

Plan ahead**How should you write a review?****Answer**

b is the right answer

Refer students to the *Writing database* on page 199 for further information.

A Exam practice Review

- The title presented here is a parallel theme to the sample. Students could therefore follow the lines of the sample, but imagine that the hotel they are describing is really unpleasant. Offer them this idea, but don't oblige them to follow it if they don't want to.

B

- Ask the students to use the idea above, or their own idea if they wish, and develop their review using these questions. They should work individually. Monitor and help if necessary. Set a time limit for this activity.

C

- Students can now work in pairs to put the positive and negative adjectives in the correct column.
- Monitor, checking that students are spelling the adjectives correctly as they write them.

Answer

Positive adjectives: fantastic, great, impressive, lovely, marvellous, wonderful
Negative adjectives: awful, disappointing, dreadful, shocking, terrible

D

- Give students a short time to work individually to make a paragraph plan.
- Elicit some of their suggestions and make a note of some of them on the board for the whole class to refer to.
- Remind students that they can choose the paragraph plan that they think is best.

Answers**Suggested paragraph plan**

paragraph 1: name of hotel, where it is and what it is like
paragraph 2: positive things about the hotel
paragraph 3: negative things about the hotel
paragraph 4: whether you would recommend it to someone

E

- This writing task should be set as homework.

Answer

The Green Hotel is a small hotel in my area which opened in 1998. Although it only has 23 rooms, the owners have made every effort to make it feel like a much bigger hotel and the range of facilities they offer is impressive.

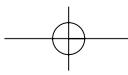
The room I stayed in was very clean and bright. Breakfast was included in the cost of the room and was fantastic. Other facilities at the hotel include an outdoor swimming pool and a gym. The weather wasn't warm enough to swim during my stay, which was a bit disappointing.

The only criticism I have of the hotel is the high cost of the rooms. Compared to other hotels in the area, the Green Hotel is very expensive and they don't offer discounts for stays of over three nights. Although the standard of service is high, I'm sure many people are put off by the expense.

To conclude, the Green Hotel is a lovely hotel, but it isn't really very good value for money.

F

- Remind students to use this checklist when they have finished. With a good class, students could use this list to check each other's work.



Check your progress: units 1-2

Check your progress: units 1-2

Answers

- A**
- 1 brochure
 - 2 cruise
 - 3 platform
 - 4 arrival
 - 5 destination
 - 6 cabin
 - 7 resort
 - 8 carriage

8 marks

- B**
- 1 pick
 - 2 take
 - 3 check
 - 4 going
 - 5 puts
 - 6 look
 - 7 brought
 - 8 see
 - 9 be / get / arrive
 - 10 let

10 marks

- C**
- 1 had been living there for
 - 2 such a lot of people
 - 3 not old enough
 - 4 not had a holiday since
 - 5 did you use to be
 - 6 have not / haven't got used to
 - 7 succeeded in persuading
 - 8 was such a boring lesson
 - 9 you put up with

18 marks

- D**
- 1 unattractive
 - 2 disobedient
 - 3 dishonest
 - 4 distance
 - 5 Unfortunately
 - 6 relative / relation
 - 7 uncomfortable
 - 8 different
 - 9 friendship
 - 10 unkind

10 marks

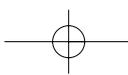
- E**
- 1 c
 - 2 a
 - 3 g
 - 4 b
 - 5 e
 - 6 d

6 marks

- F**
- 1 from
 - 2 of
 - 3 in
 - 4 with
 - 5 about
 - 6 from
 - 7 from
 - 8 for

8 marks

Total: 60 marks



3 Technology

Reading 1 (page 32)

- Provides a lead-in to and preparation for the text about new inventions. The text practises Reading Part 2 (re-insertion of removed sentences in a text.) The important skills required are skimming, scanning and understanding of text structure including coherence and use of cohesive devices.

Word power

- Ask the students to match the words in the box with the pictures.

Starting point

- Write up the items on the board and ask the class to say how often they use each of them and whether their parents use them and if so how often. Ask them to interpret the results by asking whether they think young people are more likely to use the items than their parents.

A

- Give students a short time to read the statements and decide whether they agree or disagree with them. Remind them to give reasons for their opinions.

B

- An introductory scanning exercise to give students an idea of the subject of the passage. Allow students two minutes to work in pairs and to underline the relevant parts of the text.

Answer

A is the right answer

C

- Focuses on possible cohesive linkers.

Answers

- 1 new generation, adept at computers
- 2 aged 50-64, internet access
- 3 computer competence, 40- and 50-somethings
- 4 learning to use a computer
- 5 teens, strategies
- 6 everybody doesn't know, people who share ...
- 7 growing up wired, people don't want to ... online

How should you do Reading Part 2?

Answer

a is the right answer

- Looking for words and phrases which are exactly the same would cause attention to focus on form rather than meaning.

D Exam practice Reading Part 2

- After the preparatory exercises the students should find this very quick to do. Give them five minutes. Do it alone and compare answers.

Answers

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

E

- Students should work in pairs to do this task. After getting feedback from the class, ask them to make short sentences to check understanding.

Answers

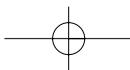
- 1 predicted
- 2 computer literate
- 3 burn
- 4 applications
- 5 download
- 6 online

Work it out!

- Guessing meaning from context is an important skill at this level. Students should first find the words in the text, then elicit possible meanings, referring to context before accepting or rejecting answers.

Answers

digital (paragraph 1) – able to store information as numbers or electronic signals
 competence (paragraph 4) – ability
 phenomenal (paragraph 4) – impressive or surprising
 optional (paragraph 5) – available if you want it, but you don't have to have it
 come to terms with (paragraph 9) – accept or learn to live with a situation



3 Technology

Have your say!

• This question will provoke lively discussion. Be prepared for some students to be very sceptical. Do this as a class.

Answers

- provide free telephone assistance for people who have bought some new item of technology
- offer free lessons in how to use technological devices
- manufacturers can make items as easy to use as possible

WB Unit 3 page 22

Grammar 1 (page 34)

The future

• This section covers all the different forms of the future, but differences in meaning are slight and several forms are often appropriate in the same sentence. It is not worth spending too much time explaining the differences. Use the explanations given below only if students ask.

• Write up the sentence about the Museum of Technology. Elicit the different forms of the future which can be inserted into the sentence and write them up as a table, eg:

| | | |
|--------------------------|--|------------|
| The Museum of Technology | will open is going to open is opening opens might open shall open | next week. |
|--------------------------|--|------------|

• All the forms given in the Student's Book can be used in this sentence. There are slight differences in register and meaning:

'will open' and 'is going to open' both express a plan, but 'will open' is more formal

'is opening' is informal and expresses something already arranged

'opens' is a formal way of expressing something scheduled

'might open' expresses possibility and

'shall open' (rare) expresses determination on the part of the speaker.

• If students ask what the differences in meaning are, explain as above and make a brief note against each form.

Refer students to the grammar presentation and Grammar database 6 on page 177.

A

Answer

- 1 is more formal
- 2 is more informal, as mentioned above
- 3 is not possible, because 'are we using' refers to an arrangement. The function of the question about powering cars is asking about predictions.

- 4 and 5 enquire about future possibility
- 6 gives the idea of asking about suggestions

B

• Work in pairs.

Answers

- 1 the bus is leaving / is going to leave / will leave / leaves
- 2 everyone will have / is going to have
- 3 I'll buy / I'm going to buy / I shall buy
- 4 I'm going to be / will be / shall be
- 5 Shall we help
- 6 I'm not lending / I'm not going to lend / won't lend / shan't lend

Future perfect and future continuous

Answer

I'll have sent.

• As the sentence contains 'By the end of the day', we know that the tense must give the idea of looking back from a point in time in the future.

• Illustrate 'will have sent' with a time line as follows.

| Past | Present | Future |
|------|----------------|--------|
| | ? ? ? ? | |
| | ←----- | |
| | will have sent | |

• Ask the students to read the grammar presentation in the Student's Book, and refer them to Grammar database 6 on page 177.

C

• Students have to find the right verb, put it into the correct tense, and if there is an adverb, put it in the right place.

Additional activity: Before students start, remind them of the position of common adverbs.

Write up 'I will be living here', and ask the students to tell you where to insert 'still'.

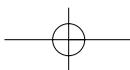
Answer

after the first auxiliary 'will': 'I will still be living here'.

• Write up: 'Will I be living here?'

• Here 'still' goes after 'I': 'Will I still be living here?' Leave up the completed sentences for reference.

• Ask students to do the task in pairs. If they seem to be having difficulty finding the correct verb, write up question numbers and the appropriate verb for each number from the list, eg 1 be; 2 be; 3 live, etc.



Answers

- 1 the world will be
- 2 I will be
- 3 I will have left
- 4 I will / should probably have / have got / be doing
- 5 Will I still be living
- 6 I will have lived / been living
- 7 Will I have / have got / have found
- 8 robots will be doing / will do
- 9 There will still be
- 10 will have been introduced
- 11 we will all be driving
- 12 there won't / shouldn't / may not / might not be
- 13 will have implanted

WB Unit 3 page 20

Vocabulary (page 35)
Technology

A

- Before students start the exercise, elicit the names of items normally found in a kitchen and write them up on the board. When the students run out of ideas, refer them to the picture. Do the exercise in pairs.

Answers

- | | |
|-------------------|---------------------------|
| 1 cooker | 2 washing machine |
| 3 fridge | 4 freezer |
| 5 dishwasher | 6 socket |
| 7 kettle | 8 plug |
| 9 clock | 10 bulb |
| 11 microwave | 12 toasted sandwich maker |
| 13 vacuum cleaner | |

Additional activity: Ask students to write down all the items of electrical equipment they find in their bedrooms or living rooms at home. Give them a time limit and then see who has come up with the most words.

- This gives a real context to the words, which should help the students remember vocabulary more easily, so use this type of activity with other vocabulary items where possible.

Phrasal verbs: technology

B

- Allow students to attempt this in pairs before giving feedback.

Answers

- | | |
|-------------|----------------|
| 1 put in | 2 come up with |
| 3 look into | 4 breaks down |
| 5 cut off | 6 get through |
| 7 come on | |

Word formation

C

- Do this exercise in pairs, too.

Answers

- | | |
|---------------|---------------|
| 1 achievement | 2 beneficial |
| 3 creative | 4 development |
| 5 discovery | 6 improvement |
| 7 invention | 8 product |
| 9 scientific | 10 solution |

D

- This exercise recycles other derivatives. Work in pairs.

Answers

| Verb | Person | Other nouns | Adjectives |
|----------|------------|-----------------------|---|
| achieve | achiever | achievement | (un)achievable |
| benefit | benefactor | benefit | beneficial |
| create | creator | creation | (un)creative creativity |
| develop | developer | development | developing/ (un)developed developmental |
| discover | discoverer | discovery | |
| improve | improver | improvement | improving |
| invent | inventor | invention | (un)inventive |
| produce | producer | product production | (un)productive |
| | scientist | science | (un)scientific |
| solve | solver | solution | (in)soluble (un)solved |

Additional activity: Recycle the vocabulary in the above four exercises by asking students questions which include some of the words, eg

- Do you have a toaster in your house?*
- Have you ever come up with a brilliant idea?*
- Has your car ever broken down?*
- Would you call yourself a creative person?*

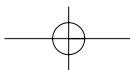
Confusable words: technology

E

- Do this exercise in pairs.

Answers

- 1 **invented** (you **invent** something totally new; you **discover** something which already exists but nobody realised before.)
- 2 **developing** (the microchip has already been invented. Now it is being improved or **developed**.)
- 3 **research** (**investigation** is countable and is what a detective does into a crime, eg 'The investigation is going well and they hope to catch the criminals tomorrow'.)
- 4 **engine** (We say the **engine** of a car; a **machine** is a complete unit, eg *He had a machine which turned oranges into orange juice.*)
- 5 **portable** (**Mobile** is used for telephones, also homes.)



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- 6 **appliances** (Tools are simple things like a hammer or screwdriver.)
- 7 **equipment** (Tents and rucksacks are not tools because they cannot be used to fix things.)

Be careful

- Write up two sentences and ask students to provide the correct verb to check meaning:

Edison *the electric light bulb.*

invented

Franklin..... *that lightning was electricity.*

discovered

Word patterns

F

- Answers**
- | | | | |
|-------|--------|-------------|------|
| 1 in | 2 to | 3 with / in | 4 on |
| 5 for | 6 with | 7 of | |

WB Unit 3 pp 20 and 24

Listening (page 36)

Word power

- The words in the box are key vocabulary in the listening task. In order to answer the discussion questions, ask the students to match the words in the Word power box to the right pictures.

Starting point

- Ask students to discuss the questions.

- Answers**
- They are all inventions.
 - The cartwheel is old-fashioned, the typewriter and cartwheel are obsolete and the digital camera is groundbreaking.

A

- This exercise provides more key vocabulary for the listening task. Work in pairs and then give feedback.

- Answers**
- 1 C 2 E 3 A 4 G 5 B 6 D 7 F

B

- This exercise prepares the students for the opinions expressed in the listening task. Show the students how to do it by selecting one of the opinions yourself and expressing it, eg *'I couldn't live without it. I use my computer all the time, and as for my mobile phone, I depend on it.'*

(Answer: B)

- Ask students to do the same with each other in pairs, then ask several students to tell the class their sentences.

40

How should you do Listening Part 3?

- Answer**
a is the right answer

- Making notes provides useful material for supporting answers during feedback and is an important world skill for listening during lessons or lectures, for example.

C Exam practice Listening Part 3

- Before you play the CD, warn the students that they will have to support their answers after the listening (this will encourage them to take notes). Play the CD twice, with a short pause after the first playing. After the second listening, ask the students to compare and then tell you their answers, supporting them with appropriate evidence.

CD 1 Track 10

- Answers**
- 1 E ('I'm not sure there's much more to invent. I don't think there's really going to be anything revolutionary coming along sometime soon. It's all going to be development rather than anything groundbreaking'.)
 - 2 A ('half the time I wonder whether they don't just bring out new products just to get us to buy them – not 'cause they're better ... No, I'm not the kind of person who rushes out to get the latest things.')
 - 3 F ('The people who come up with these things have got such an incredible imagination. I think I've become addicted to gadgets.')
 - 4 C ('Most people forget that the greatest technological developments took place thousands of years ago! We think we're so clever 'cause of our fast cars and internet and stuff but we wouldn't have any of it if some very bright people ages and ages ago hadn't experimented and tried to make their lives a little bit better.')
 - 5 D ('Think of all the advances we've made over the last few hundred years, times them by ten and you still won't be close to what we're going to achieve over the next century.')

- Of course the students won't be able to supply all the details above!

D

- Accept any suggestions from the above extracts.

Have your say!

- Ask students to discuss in pairs and then ask several students their opinions.

WB Unit 3 page 26

Speaking (page 37)

Word power

Ask students to allocate each word to the correct picture in D.

Starting point

• This provides an introduction to oral description. Show students what to do by picking one picture yourself and describing it.

A

• Ask students to make notes, then describe their item to the rest of the class or to a partner. Continue until all the items have been described.

B

• When students have ticked the sentences that are correct, remind them that these are useful phrases which they can use in the exam practice Speaking Part on this page.

Answers

1, 2, 3, 4, 7, 9, 11

C

• Elicit comments from students.

CD 1 Track 11**Answers**

- They agree with each other about everything. They should disagree sometimes.
- There is no discussion of certain items: computer, TV and air conditioning unit.
- The conversation should be longer than this.

How should you do Speaking Part 3?**Answer**

b is the right answer

• Students should not be afraid to disagree with each other! They should speak as they would in real life.

D Exam practice Speaking Part 3

• Put the students in groups of four. Two students are the candidates and two are the interlocutor and the assessor. Ask them to do the interview twice so all four students get to be candidates. Ask the 'assessor' to time the interview (three minutes). When the groups have finished, get one or two groups to perform for the class.

How should you do Speaking Part 4?**Answer**

b is the right answer

• The conversation should be between the three people concerned.

E Exam practice Speaking Part 4

• Keep the same groups, again changing round halfway through to allow all students to be candidates. When they have finished, ask certain students these questions as well.
• Students can now turn to the *Speaking database* on page 194 for information on words and phrases which they can use in the FCE Speaking test.

Reading 2 (page 38)**Word power**

• Introduces key vocabulary.

Starting point

• Ask students to match the names in the box to pictures and ask each other the questions. Let the class decide when they think each of the items was invented and note the dates.

A

• This is a scanning exercise to give students an idea of the article content.

| Answers inventor(s) | date(s) invented | place(s) invented |
|----------------------|------------------|-------------------|
| Walter Hunt | 1849 | — |
| Italo Marchiony | 1896 | New York |
| Bette Nesmith Graham | — | at home |
| Ezra Warner | 1858 | — |
| William Lyman | 1870 | — |

• Compare these answers with students' guesses above.

How should you do Reading Part 3?**Answer**

b is the right answer as it takes much less time than a

• This part of the reading paper focuses specifically on scanning skills.

B Exam practice Reading Part 3

• Give the students ten minutes to do the task individually and then compare their work in pairs. Warn them to mark evidence for their answers as you will be asking for this when they finish.

Answers

- 1 C ('Bette was also the mother of Mike Nesmith, a member of the well-known sixties pop group 'The Monkees'.')
- 2 B ('... who had emigrated from Italy only a few years before.')
- 3 A ('Then he watched his latest brainwave go on to become a million dollar earner for someone else.')
- 4 C ('Bette offered 'Mistake Out' to IBM, who turned it down.')
- 5 C ('Using her kitchen and garage as a laboratory and factory, she gradually developed a product that other secretaries and office workers began to buy. While continuing to work as a secretary, she educated herself in business methods and promotion.')
- 6 A ('Walter Hunt had come up with numerous other inventions before he created the safety pin in 1849.')

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- 7 D ('This type never left the shop, as a shop assistant opened all tins before they were taken away.')
- 8 C ('Unfortunately, she was not a particularly good one.')
- 9 B ('As with many great inventions, a similar creation was independently introduced – in 1904 by Charles Menches.')
- 10 D ('It was only when steel tins were brought out')
- 11 B ('... rolled up the Zalabia into a cone ...')
- 12 B ('Strangely enough, the first practical tin opener was developed more than forty years after the metal tin was introduced.')
- 13 A ('Owing fifteen dollars to a friend ...')
- 14 C ('In 1979, 'Liquid Paper' was bought by Gillette for \$47.5 million plus royalties.')
- 15 B ('He looked around and saw a Syrian man selling a Middle Eastern dessert called 'Zalabia'...')



• Point out the paragraph numbers if necessary and ask students to check the answers by inserting the meaning into the text.

Answers

- 1 take for granted (text sub-heading)
- 2 numerous (paragraph A)
- 3 hey presto (paragraph A)
- 4 granted (paragraph B)
- 5 gradually (paragraph C)
- 6 incidentally (paragraph C)
- 7 figured out (paragraph D)
- 8 seal (paragraph D)

Work it out!

• This exercise helps students guess the meaning from the context. Don't forget to ask how they guessed the meaning.

Answers

debt (paragraph A) – money which you owe
brainwave (paragraph A) – brilliant idea
emigrated (paragraph B) – left a country
ran out of (paragraph B) – didn't have any more of
undeterred (paragraph C) – not discouraged
chisel (paragraph D) – sharp tool like a knife.

Have your say!

• Ask the class these questions. Expect answers like; *'Actually, not all that important!' The modern world would be much the same if they hadn't been invented, and something else would certainly have been invented to take their place.'*

Grammar 2 (page 40)

• This section revises articles and time clauses.

Articles

• Ask the students to tell you where each noun, in its context, fits into the chart.

| Answers | | | |
|------------|---|--|---|
| | singular countable nouns | plural countable nouns | uncountable nouns |
| a / an | one non-specific thing: <i>'I'm going to get a digital camera.'</i> | – | – |
| | singular countable nouns | plural countable nouns | uncountable nouns |
| the | <ul style="list-style-type: none"> • one specific thing: <i>'The digital camera I bought is great!'</i> • general group: <i>'The digital camera has changed the nature of photography.'</i> | several specific things: | specific: |
| no article | – | generally: <i>'Digital cameras are still quite expensive'</i> | generally: <i>'The digital camera has changed the nature of photography'</i> |

Grammar presentation: Make a big copy of the table below on the board before the class starts.

| | singular countable nouns | plural countable nouns | uncountable nouns |
|------------|---------------------------------------|--------------------------|-------------------|
| a / an | one non-specific thing: | several specific things: | specific: |
| no article | one specific thing: general group: | generally: | generally: |

• Copy out the four sentences given in the Student's Book onto strips of card

The digital camera I bought is great!
I'm going to get a digital camera.
The digital camera has changed the nature of photography.
Digital cameras are still quite expensive.

In class, ask the students to tell you where to put each strip. Then, when they have got the general idea, put the students in pairs and hand out two blank cardboard strips and a marker to each pair.

• Ask each pair to look at one paragraph in the text for Reading 2, select two nouns, and write them plus their context on their strip.

• When they are ready, ask them to come up and stick their strips on the table on the board in the appropriate box.

Refer students to *Grammar database 7* on page 178.

A

Answers

- 1 metal tins generally
- 2 one specific pop group

B

- Work in pairs. Ask students to do Exercise C at the same time as this one.

Answers

– Jason Tarbuck, **an** inventor from the UK, has come up with **a** unique way to prevent – people from locking themselves out of their houses. **The** invention, called – LockSafe, uses **a** small electronic sensor on **the** door lock to check that **the** key is outside the door before it locks. The sensor detects **an** infra-red light beam from the key or key chain.

Be careful

- The point here is that with common adverbial phrases like ‘to / at school’, ‘to / at work’, ‘to / in bed’, ‘to / in hospital’, ‘to / in prison’, ‘to / in church’, ‘to / at university’, we don’t use the definite article.
- If the phrases are used with a definite article, the implication is that we are there in some other capacity than the expected one, *a visitor at a hospital*.
- ‘At home’ is the answer to ‘Where is he?’ ‘Home’ is the answer to ‘Where is he going?’
- Quickly elicit and write up the other phrases as mentioned above, eg ‘Where do you have to go if you are very ill?’ ‘To hospital’.

WB Unit 3 page 26

Time clauses

Answer

grow is correct.

- Write up the sentence and elicit the other time linkers as given in the presentation below. Your board will then look like this:

| | | |
|---------------------------|---|-----------|
| I want to be an astronaut | when as soon as until after before while | I grow up |
|---------------------------|---|-----------|

- Elicit the different meanings of the different linkers in the above example – it should be quite amusing.

Refer students to *Grammar database 8* on page 178.

C

- Ask the students to do this and the next exercise individually. Write up the answers to this exercise with the students’ help when they have finished.

Answers

- 1 My brother will buy a stereo when the price comes down.
- 2 I’ll hand in the science report as soon as I finish it.
- 3 You’ll fall asleep before the doctors start the operation.
- 4 You can’t use your bank card until the bank sends you a PIN number.
- 5 I’ll video that movie for you while I’m watching it tonight on TV.

- In 1, 2 and 4, it is better to use the present perfect, ie *has come down, have finished, has sent*.
- Ask the students if there is another tense they could use in these sentences and add it as an alternative. Ask the students why it is better. (**Answer:** because it emphasises the fact that the first action can’t start until the second one has been completed.)

D

- Monitor this exercise carefully to make sure the students are writing the tenses correctly.

Use of English (page 41)

- This section gives students practice in Part 2 of the Use of English paper (open cloze) and Part 3 (word formation).
- Ask students to identify the man in the picture (Thomas Edison) and say why he is famous. (He invented several important electrical devices, including the light bulb.) This introduces students to the subject of the error correction passage.

A

- Ask students to read the text quickly, ignoring the gaps for the moment, and to choose whether the statements are true or false.

Answers

- 1 T 2 T 3 F

How should you do Use of English Part 2?

Answer

b is the right answer

- Remind students to write their answers in capital letters.

3 Technology

B Exam practice Use of English Part 4

- Give students five minutes to do this exercise. Ask them to compare answers when they have finished.

Answers

- 1 SOON
- 2 WILL
- 3 OFF
- 4 OF
- 5 THE/OUR
- 6 IN
- 7 THE
- 8 A
- 9 MORE
- 10 BY
- 11 LOOK
- 12 UNTIL

C

- Ask students to anticipate which part of speech fits each gap.

Answers

- | | |
|--------|--------------|
| 1 noun | 2 adjective |
| 3 noun | 4 noun |
| 5 noun | 6 noun |
| 7 noun | 8 adjective |
| 9 noun | 10 adjective |

How should you do Use of English Part 3?

Answer

b is the right answer

- Spelling is crucial in this exercise.

D Exam practice Use of English Part 5

- Give students five minutes for this exercise. Compare answers when they have finished.

Answers

- 1 INVENTION
- 2 REVOLUTIONARY
- 3 INTRODUCTION
- 4 APPLIANCES
- 5 DISHWASHER
- 6 EQUIPMENT
- 7 SOLUTION
- 8 FROZEN
- 9 IMPROVEMENT
- 10 BENEFICIAL

WB Unit 3 pp 21 and 26

Writing: article (page 42)

Starting point

- Use the pictures to elicit the two disadvantages of technology which they show (pollution and not using our brains to work something out).
- Write these up on the board and give the students a minute to think of other disadvantages. Encourage them to explain why technology causes the problems they mention.
- Write up a list of disadvantages with the students' help. This activity helps the students to anticipate the message of the article below.

A

- In this exercise the students check if their predictions were correct.

B

- This exercise focuses on the style and register of the passage.

Answers

- 1 • yes • no • semi-formal
- 2 'I've got friends in my class who can't do simple maths.'
'Many teenagers I know would rather spend their free time in front of their computer than meet their friends.'
- 3 What's more
- 4 Because it is an effective way of introducing a new point.
- 5 b
- 6 If it were in a scientific journal, it would be in very formal language and would mention more remote problems like the exhaustion of the world's primary resources. In a physics textbook the article would also be in very formal language, and would be more concerned with how things work than the problems they cause.

C

- Ask the students to do this exercise in pairs and read out their suggestions when they have finished.

Answers

(First gap) What's more, they don't get enough exercise and are getting fat. And they can only talk about their computers; they are very boring.
(Second gap) Will there be no forests and green fields left?

Have your say!

- Ask the students this question and encourage disagreement!

Plan ahead**How should you write an article?****Answer**

a is the right answer

- In this case the target readers are fellow students, as mentioned in the question, so an informal style is required.

Refer students to the *Writing database* on page 195.

A Exam practice article

- Do the preparatory exercises below before asking the students to write.

B

- This exercise reminds students of important points to observe when writing.

Answers

- 1 Other students in the school
- 2 No, semi-formal
- 3 Yes, perhaps saying that some people may be against technological advance, but that they personally are for it.
- 4 Yes
- 5 Yes, eg giving a general reason why they are fans of technology, eg because it has made the quality of life better.

C

- Use the pictures to get the students started with their lists; elicit what is in each picture and what benefit of modern technology it illustrates.

Answers

- plane – quick and easy transport to anywhere in the world
- machine in hospital – many diseases which previously were thought incurable can now be cured
- mobile telephone – helps us communicate in emergencies
- computers – make our lives much easier, particularly in business. We can find out information immediately on the internet and communicate cheaply with anyone in the world.
- machines and robots in industry – make products cheaper, like home appliances, cars and food
- entertainment – we can see any film we want on TV or video DVD.

D**Answers**

- paragraph 1 introduction
 paragraph 2 transport
 paragraph 3 communication and entertainment
 paragraph 4 conclusion

E

- Do this exercise in class as a timed composition if there is time. Give the students 30 minutes, and monitor carefully for accuracy, indicating mistakes but not correcting. Otherwise, assign it for homework.

Answer

Don't let anyone tell you that modern technology is a bad thing! It isn't. It's great and we couldn't live without it. Here's why!

Have you ever thought about what life was like before technology had developed as much as it has now. When it took two weeks for a letter to reach Australia, so you couldn't keep in touch with people easily? Or just travelling from your home to another town a few kilometres away could take hours? What about finding out what was going on in the world? If you didn't live in a big city, you didn't have much information.

Now, with computers and email we never have to lose contact with anyone. We can travel from one place to another quickly and safely. What's more, because of television, everyone has information about the world around them. And technology is developing. Soon we'll all have more time for our hobbies and interests because robots will do all the work for us!

Technology has definitely made our lives better and easier and we couldn't live without it!

F

- Ask the students to use this checklist when they have finished.

4 Money

Reading 1 (page 44)

• This exercise introduces and gives practice in Part 3 of the Reading paper – multiple matching of paraphrased ideas or statements to appropriate parts of the text. This task requires students to scan for specific information and detail in a longer text.

Word power

• Ask the students to match the words in the box with the pictures. 'Afford' and 'get by' could be used for both. Ask the students to make a statement about each picture using them, eg 'The millionaire can afford a sports car'; 'the poor man can't even afford new clothes'.

Starting point

• Compare and contrast the photographs in pairs, then ask individuals to give feedback.

A

• This exercise helps the students to anticipate text content.

B

• This provides an introductory scanning practice.

Answers

- 1 Marc Maiffret: computer security
- 2 Mike Becker: toy making
- 3 Andy Wolf: snowskate making
- 4 Robert Tuchman: advertising
- 5 John Christakos: furniture making

How should you do Reading Part 3?

Answer

b is the right answer

• The 'similar' meaning could be a distractor.

C Exam practice Reading Part 3

• Give students ten minutes to do this exercise. Ask students to compare answers and remind them to mark the sentence in the text on which they base their answer. During feedback ask them to read out their marked sentences.

Answers

- 1 A ('The thing I'm happy about is that my biggest passion in life is something that actually makes a good business,' says Maiffret.)
- 2 B ('... set up a cool little business based on what I love,')
- 3 E ('Work for other small companies in other fields.')

- 4 B ('Everyone comes across a good idea in their life, but they seldom do anything about it.')
- 5 B ('Be prepared to expand your circle of abilities.')
- 6 C ('There are definitely set ideas on how you should run a business. Not all those things are right.')
- 7 D ('Don't ever let anyone say it can't be done.')
- 8 E ('I never did that, so we discovered problems and solutions for the first time.')
- 9 A ('Be ready to work a lot. If you're younger, it is harder to impress people.')
- 10 A ('You'd better be ready to make work your only focus and know what you want to achieve.')
- 11 B ('Be very clear about what it is you're selling.')
- 12 C ('You have to have a plan and stick to it.')
- 13 A ('You've still got to have fun and make time for that ...')
- 14 C ('I wanted to do both, so I came up with snowskate.')
- 15 D ('If it doesn't work the first time, give it another try ...')

D

• Do this exercise and the next exercise together.

Answers

- 1 f (paragraph 1)
- 2 d (paragraph 2)
- 3 a (paragraph 2)
- 4 e (paragraph 2)
- 5 g (paragraph 3)
- 6 b (paragraph 4)
- 7 h (paragraph 5)
- 8 c (paragraph 5)

Work it out!

• This exercise helps students guess meaning from context.

Answers

- hacking** (paragraph 1) – illegally getting into other people's computer systems
- dedication** (paragraph 1) – willingness to give a lot of time and hard work to something
- savings** (paragraph 2) – all the money he had saved in his life
- seldom** (paragraph 2) – not often
- give up** (paragraph 3) – stop doing something
- go for it** (paragraph 4) – try very hard
- billionaire** (paragraph 6) – a person who has more than one billion pounds (£1,000,000,000)

Have your say!

• Ask the students to ask each other these questions and then tell you their opinions.

WB Unit 4 page 30

Grammar 1 (page 46)**Conditionals (1): zero, first, second**

- Write up the example sentence and ask the students this question.

Answer

the present; he doesn't have much money.

- Ask the students how they could make the sentence refer to the future.

Answer

... have ... will buy (*If I have more money I will buy another CD.*)

- Write the changed sentence above the first sentence and label each sentence '1st conditional' and '2nd conditional.'

Additional activity: before the class, write out the following phrases on strips of card:

*If you keep your money in a bank,
you earn interest.
I will do the work,
if you pay me enough.
If you win the lottery,
don't spend the money all at once.
If I had lots of money,
I would give it to the poor.*

- Stick the cards up in random order and ask the students to match up the halves and help you put a name to the resulting sentence, as in the presentation below.

Refer students to the presentation in the Students' Book and also to *Grammar database 9* on page 178.

A**Answer**

The sentence is in paragraph 1 and is a zero conditional.

- Ask the students to find the five conditional sentences in pairs and then tell you what they have found.

Answers

- 'If you snowboard, you are surrounded by snow and you can't do skateboard tricks.' (paragraph 3; *zero conditional*)
- 'If you want to be successful, you've got to go for it.' (paragraph 4; *zero conditional*)
- 'If it doesn't work the first time, give it another try and another try...' (paragraph 4; *1st conditional*)
- 'If you were thinking of going into business on your own, you'd learn a lot from the right kind of experience.' (paragraph 5; *2nd conditional*)

- '... if you want to make a million, the opportunities are there.' (paragraph 8; *zero conditional*)

B

- Ask the students to do exercises B, C and D together, in pairs, and give you their feedback on all three.

Answers

- 1 would
- 2 We'll
- 3 can
- 4 won't
- 5 spend, go

C**Answers**

- 1 If I were you, I would ask my parents for more pocket money.
- 2 If you won the lottery, what would you do with the money?
- 3 If the shops are busy this afternoon, we will drive to the new supermarket.
- 4 Charities would have more money if people were more generous.
- 5 Would you go to the police if you found someone's wallet?

D

- Monitor this exercise carefully. Ask some students to read out their sentences when they have finished.

unless, in case, as long as, provided that

- Ask the students to tell you which joiner fits logically.

Answer

in case

- Ask students why the other joiners don't fit.

Answer

because 'unless' means 'except if'; 'as long as' and 'provided that' mean 'only if'. If you put them in the sentence, it doesn't mean anything.

- Ask students to read the grammar presentation and *Grammar database 10* on page 179.

E

- Ask students to do this exercise in pairs and tell you when they have finished.

Answers

- | | | |
|--------------|--------------|-----------|
| 1 unless | 2 in case | 3 in case |
| 4 unless | 5 as long as | 6 in case |
| 7 as long as | | |

4 Money

Vocabulary (page 47)**Money****A**

- Ask students to do the exercise in pairs, making sure that they understand the instructions by doing the first one with them.
- During feedback, ask them to explain each word and check this by eliciting the equivalent word in their own language.
(Students can do all these vocabulary exercises as one exercise and give feedback after exercise E. They can be given as homework.)

Answers

- 1 receipt
- 2 refund
- 3 bargain
- 4 discount
- 5 change
- 6 credit card
- 7 cashpoint
- 8 checkout
- 9 cheque
- 10 currency

- Practise this by asking students to cover the task and call out an item you want to buy, eg *'I need new glasses'*. Students have to tell you where to go. This acts as a pronunciation check too.

Phrasal verbs: business and money**B****Answers**

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

Be careful

- This is a common error. *'Worth'* is not a verb, but an adjective. Write up the phrase without the verb *'to be'* and ask the students to help you fill in the sentence with the affirmative and negative forms.

Word formation**C**

- Do this exercise in pairs.

| Answers | | | |
|-------------------------|---------------|--------------------------------|---------------------|
| Noun | Verb | Adjective | Adverb |
| economy economist | economise | (un)economic (un)economical | (un)economically |
| poverty | | poor | poorly |
| style | style | (un)stylish | (un)stylishly |
| fashion | | (un) fashionable | (un) fashionably |
| advertisement | advertise | advertising | |
| finance | finance | financial | financially |
| commerce | commercialise | commercial | commercially |
| expense expenses | | (in) expensive | (in) expensively |
| investment /investor | invest | | |
| payment | pay | (un)paid (non-) payable | |

Confusable Words: money and business**D****Answers**

- 1 economic (means 'to do with the economy')
- 2 economical (means 'making better use of money')
- 3 lend (means 'giving something temporarily')
- 4 borrowing (means 'asking somebody to give you something temporarily')
- 5 business ('business' is uncountable and means the activity.
'A company' is an organisation which does business. It does not mean a group of friends in English. It is **WRONG** to say *'I went out with my company to the cinema.'*)
- 6 company ('industry' means a section of the business world which does a single activity, eg the shipping industry, the car making industry.)

Additional idea: After giving feedback on the above exercises, ask the students some questions using the words they have learnt.

Do you use a cashpoint?

Have you ever got a refund for something you bought?

Do you manage to get by on your pocket money?

WB Unit 4 pages 28 and 32**Listening** (page 48)**Word power**

- Introduces vocabulary for the topic.

Starting point

- This is a lead-in to the topic of the listening. Elicit the words in the Word power box by asking the questions below it.

A

- Ask students to read the statements and give them a short time to work in pairs to decide whether they agree or disagree with the statements.
- Elicit feedback making sure that students explain their choices.

B

- This exercise provides practice in identifying what students are going to hear.
- Ask students to explain their answers by referring to the questions.

Answers

- T (The interview is with a financial expert, so it's probably with someone who works for Moneyspot.)
- F (Alison is probably answering the questions because questions 2, 3, 5, 6 and 7 are all about what she says.)
- T (This is what Alison mentions in question 3.)
- T (This is what Alison mentions in question 4.)
- T (This is what Alison mentions in question 5.)
- F (This is what Alison mentions in question 6.)
- F (This is the suggestion Alison makes in question 7.)

How should you do Listening Part 4?

Answer

b is the right answer

C Exam practice Listening Part 4

- Play the CD twice. Remind students to note down key phrases as they listen, so that they can justify their answers during feedback.

CD 1 Track 12

Answers

- C ('... we make predictions of how things are going to change. Knowing that can help you plan what to do with your money.')
- A ('What has changed is the amount of money. As society has got wealthier, so have young people.')
- B ('... so what we're finding is that many young people are getting money straight into their bank account.')
- C ('... the majority of teenagers' money goes on the same things it always has: clothes, entertainment, food, seeing friends. That'll probably never change,...')
- A ('That means that you have a much wider choice than your local shops can offer...')
- A ('Teenagers actually show quite a high level of financial understanding generally, and they are good at saving.')
- C ('It's not easy, partly because there are legal controls on the kind of work young people can do and the hours they can do.')

Have your say!

- Ask students these questions. Expect disagreement.

WB Unit 4 page 34

Speaking (page 49)

Word power

- Ask students to explain the connection between the words in the box.

Starting point

- Use the question to elicit the words in the Word power box, eg

*Why do some people prefer to shop at the corner shop? ...
Because it's more convenient.
What advantage does a supermarket have over a corner shop? ... It's usually cheaper and has a wider range of products.*

A

- Ask the students to discuss these questions in pairs, then give feedback to their answers.

B

- Ask the students to find the answer to the question about what the two photos show as they listen to the interview.

CD 1 Track 13

Answer

a corner shop and a department store

C

- Play the CD again, asking the students to note down the words or phrases as they listen.

CD 1 Track 14

Answers

such as, like, for instance, say, for example

D

- Ask students to fill in this table individually, and to compare their answers when finished.

| Answers | |
|-----------------------------|-------------------------------|
| | |
| at a street market | on the internet |
| 2 fruit, vegetables, fish | books, CDs, plane tickets |
| 3 food is usually fresh | you can easily compare prices |
| 4 may be some distance away | you can't inspect the goods |

4 Money

E

- Ask the students to read out their ideas and encourage them to note down ideas they hadn't thought of.

How should you do Speaking Part 2?

Answer

b is the right answer

- Candidates can't plan what they are going to say in Part 3 because they don't know what they are going to be asked! If they listen to what the other candidate says in Part 2, they can make an intelligent comment when asked the short question after the other candidate has finished his Part 2.

F Exam practice Speaking Part 2

- Ask the students to role-play this in pairs, one of the students plays the candidate and the other the interlocutor. Change over when finished. Ask one or two pairs to perform for the class.
- Students can now turn to the *Speaking database* on page 194 for information on words and phrases which they can use in the FCE Speaking test.

Reading 2 (page 50)

Word power

- Check that students know the meaning of the words in the box.

Starting point

- Ask the students to ask each other these questions, before giving their answers to you. The second question should provoke good discussion.

A

- Ask students to read the first two paragraphs of the article and give them a minute to match the countries to the statements. Remind them to underline in the article where they found the answer.

Answers

1 c 2 a 3 d 4 b

How should you do Reading Part 1?

Answer

b is the right answer

- Following the instructions in option a would take too long. Students need to be able to identify the paragraph where the key information appears quickly.

B Exam practice Reading Part 1

- Ask students to do this exercise individually and then to compare answers. Ask them to mark the text so that they can support their answers during feedback. Allow 10 minutes for the task.

50

Answers

- 1 A ('In Sweden it is considered unacceptable and is banned for children under 12 ...')
- 2 C ('Greece has a ban on advertisements for children's toys between 7 am and 10 pm ...')
- 3 B ('If adults see a product advertised and don't find it when they go shopping they forget about it.')
- 4 A ('Research by advertising agencies has confirmed that children's personal preferences can be targeted and changed by TV advertising.')
- 5 B ('The effectiveness of advertising increases when the ads are shown in between or around programmes aimed at children ...')
- 6 C ('Advertisements today are not so much about the products ...')
- 7 A ('... they are educated about living in a consumer society.')
- 8 D ('After all, the companies certainly do not have the children's moral or social well-being in mind; they are only concerned about profits.')

C

Answers

- 1 consumer
- 2 regulations
- 3 ban
- 4 advertising agencies
- 5 social status
- 6 lifestyle

Work it out!

Answers

hygiene (paragraph 2) – cleanliness
demands (paragraph 3) – strong statements that you want something
seeing through (paragraph 4) – recognising that something is not true and not allowing yourself to be tricked by it
influence (paragraph 4) – the effect something has on another thing
possess (paragraph 5) – own
well-being (paragraph 7) – the state of being happy, healthy and safe

Have your say!

- Ask students to prepare their answers to these questions in groups of four before asking the class as a whole. This should provoke good discussion.

WB Unit 4 page 33

Grammar 2 (page 52)

Countable and uncountable nouns

Answer

It is incorrect because 'money' is an uncountable noun and takes a singular verb.

- Write up the correct sentence on the board.
Your money is on the desk where you left it.

Additional idea: Prepare cards, each with one of the following words on it:
people, money, advice, information, furniture, hair, meat, food, fruit, dogs, cats, students, English, maths, news, trousers, glasses, luggage, jeans.

- In class, write up:
not much, a lot of, lots of, little, a little, many, a lot of, lots of, few, a few.
- Ask the students to come up and stick the cards under the right category. When finished, the board should look like this:

not much, a lot of, lots of, little, a little
money, advice, information, furniture, hair, meat, food, fruit, English, maths, news, luggage

not many, a lot of, lots of, few, a few
people, dogs, cats, students, trousers, glasses, jeans

Refer students to *Grammar database 11* on page 179.

A

- Ask the students to do exercises A, B, C and D together, in pairs, and get feedback on all four.

Answers

THE RICHEST MAN IN BRITAIN

Hans Rausing lives quietly in his palace in Sussex in the south of England. It's not easy to get **much** information about just how **much** money he has, but he sold his share of Tetra Pak, the company that makes drinks cartons, for £4.5 billion. His wealth **is** invested in different companies which he occasionally gives **a little** advice to. His father started the company and sold so **many** cartons that he was soon very wealthy. Hans doesn't buy **much** jewellery or **many** expensive cars, although he did spend £25,000 on a playground for his grandchildren!

B

Answers

- Wood is a material used for furniture, etc; a wood is a small forest.
- Coffee is a brown liquid we drink; a coffee is a cup of this.
- Chicken is a type of meat; a chicken is a bird.
- Glass is a transparent material used for windows, etc; a glass is something we drink out of.
- Paper is a material we can write on; a paper means a newspaper.
- Iron is a hard metal; an iron is something we use to make clothes smooth.
- Chocolate is a type of food; a chocolate is an individual sweet, usually wrapped in silver paper.

C

Answers

- 1 a bit of advice, bread, information, knowledge, news, paper
- 2 a piece of advice, bread, clothing, information, luggage, news, paper
- 3 a slice of bread, fruit
- 4 a pair of jeans, scissors
- 5 a sheet of paper
- 6 an item of clothing, luggage, news

Be careful!

- There is no singular of 'clothes'; we have to say 'an item of clothing', or 'a garment'

D

Answers

- 1 a little
- 2 few
- 3 little
- 4 a few
- 5 a few
- 6 a little

WB Unit 4 page 34

Use of English (page 53)

- This practises Use of English Part 1 (multiple-choice blank-filling) and Part 4 (key word transformation).

4 Money

A

- This is a scanning activity so that students get an idea of the text content.

Answer

They like clothes that are practical and comfortable.

How should you do Use of English Part 1?

Answer

a is the right answer

- This frequently happens; students must get used to choosing an answer by process of elimination.

B Exam practice Use of English Part 1

- Do this exercise individually then compare answers before giving feedback. Allow five minutes.

Answers

1 B 2 C
3 B 4 C
5 D 6 C
7 C 8 A
9 A 10 D
11 A 12 D

How should you do Use of English Part 4?

Answer

a is the right answer

- A difference in meaning makes the answer wrong and earns no marks.
- Each question earns two marks (the other exercises only earn one per question) so it is worth laying stress on accuracy of grammar and spelling.

C Exam practice Use of English Part 4

- Give students ten minutes to do this exercise individually then compare. Monitor the activity carefully, pointing out errors but not correcting.
- Remind students to write their answers in capital letters.

Answers

1 UNLESS YOU SAVE
2 AS LONG AS
3 IS ONLY A LITTLE / A BIT OF / A SMALL AMOUNT OF
4 HAVE BEEN MANY CHANGES / DEVELOPMENTS
5 BORROWED FIFTY EUROS FROM ME
6 HAVE / 'VE BEEN WORKING SINCE

WB Unit 4 page 34

Writing: essay (page 54)

Starting point

- Ask the students to discuss these questions in pairs before class discussion. Conduct a class survey to find out how many students do each of the chores mentioned.

A

- Ask the students to identify where the extracts come from, in pairs. Remind them to mark the parts of the extracts which helped them find their answer.

Answer

A This comes from the end. The writer has already given several arguments why children should not be made to do household chores and ends by making a request for the money which children need. *'That's all'* also indicates the end of the piece. This is in very informal style.
B This is also from the end. Similar arguments are offered, and the final paragraph starts with *'in conclusion...'*, indicating the final statement.

B

Answers

- **formality:** the first is very informal, the second very formal. As the instructions say that the piece should be a class composition to be read by the teacher, a formal style is more appropriate.
- **use of grammar:** correct in both cases but rather limited in range in A.
- **vocabulary:** as above.
- **relevance to topic:** good points in both extracts but A is not appropriate to the task set, which is a composition for the teacher. The writer has not thought about the target reader and makes very direct comments, eg *'just listen to your teenage children'*.
- **use of discursive phrases:** generally good in B (*'which'*, *'in addition to that'*, *'while'*, *'in conclusion'*); A is too emotional and direct to show impersonal discussion, eg *'that's all'* in A would be better expressed by *'to sum up'*, etc.
- **sentence length:** rather too short in A for this style of writing with unsuitable linkers but good in B which also shows a variety of beginnings of sentences which is something that examiners look for!
- **complexity:** very good in B, but A lacks the appropriacy and range necessary for this task type – it might be fine as an article but again that would depend on the target reader!

C

Answer

In conclusion, I would argue that teenagers should not be asked to do chores to earn their allowance because **they just do not have the time and most household chores are done by machine nowadays, anyway.**

D**Answers**

- 1 'In addition to that, adolescents today are under a lot of pressure.'
- 2 'While'
- 3 'In conclusion'

E**Answers**

- 1 b
- 2 c
- 3 c
- 4 b
- 5 c
- 6 c

Additional activity: Ask the students to put these linkers into categories, and to give each category a name. Write these up on the board with the students' help, and ask the students to add any further linkers they know to each category.

Answers

- giving examples: *for example, for instance (such as, like)*
- making a contrast: *in contrast, but, yet, on the other hand (however, nevertheless, still, though, although)*
- making a further point: *in addition, furthermore, moreover (what's more, apart from that, and, also)*
- introducing a result: *so, as a result (therefore, thus)*
- starting a list of arguments: *to begin with, firstly (to start with)*
- giving an opinion: *in my opinion, as far as I'm concerned (personally)*
- drawing a conclusion: *in conclusion, to sum up (finally, so, therefore)*

Plan ahead

- This is a related subject to the example above, the difference being that the topic in the example is about whether children should be paid by their parents for tasks done at home, and this topic is about whether they should take a paid job, eg as a waitress or baby-sitter.

How should you write an essay?**Answer**

a is the right answer

- Essays do not contain much description and are normally in formal language, although students should read instructions carefully, and have in mind the target reader. Clarity of argument is essential.

Refer students to the *Writing database* on page 196.

A Exam practice essay

- Do the lead-in exercises first.

B

- Ask the students to make notes in pairs.

Answers**For:**

- It will give them a useful introduction to the world of work.
- It will give them useful extra pocket money; parents will not need to provide them with so much money.
- They will become more independent of their parents.

Against:

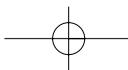
- They will not have time to do their school work.
- They may get over-stressed.
- They may suffer in the future because they were not able to do as well at school as they could have.

C

- The content of the plan will depend on whether the students are for or against the idea. The question says 'write an essay giving your opinion'. It would therefore not be appropriate to give both sides of the argument in equal weighting but they may wish to mention briefly that there are other views.
- Tell them to decide whether they are for or against and to produce well organised arguments for one or the other. In either case the essay must have a proper introduction and conclusion.

D

- If you have time, do this in class, monitoring carefully and pointing out but not correcting mistakes. Otherwise, assign it for homework.



4 Money

Answer

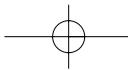
Most teenagers today are given some pocket money by their parents. However, they often feel this is not enough for their needs. As a result, the question of whether they should have a part-time job often comes up.

Many people say that teenagers are too young to work and that they should concentrate on their school work. Although this is true, in my opinion there are jobs that teenagers can do which do not take up too much time and which will give them a little extra money. For example, they can do some babysitting once a week in the evening, or they can do chores for their parents on Saturday mornings. In addition, they can find a holiday job during the summer and save the money for something special.

If a teenager has a job like this it not only means that there is extra money for clothes and CDs, but also it makes the teenager more responsible and careful about money. We should all understand that money does not grow on trees! It has to be earned!

E

- Remind the students to check their work with this checklist when they have finished and remind them that *'good use'* of discursive phrases also means they should not use too many!



Check your progress: units 3-4

Answers

- A**
- 1 e
 - 2 c
 - 3 h
 - 4 b
 - 5 d
 - 6 f
 - 7 a

7 marks

- B**
- 1 in
 - 2 for
 - 3 with
 - 4 of
 - 5 to
 - 6 on
 - 7 in

7 marks

- C**
- 1 to lend you some
 - 2 only a few businesses which
 - 3 in case you need
 - 4 were better, I would
 - 5 have been working here since
 - 6 unless I don't have
 - 7 came up with the
 - 8 as long as you pay
 - 9 has broken down
 - 10 is only a little

20 marks

- D**
- 1 scientist
 - 2 solutions
 - 3 creative
 - 4 achievement
 - 5 beneficial
 - 6 dedication
 - 7 discovery
 - 8 expensive
 - 9 investment
 - 10 developments

10 marks

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

8 marks

- F**
- 1 wealthy
 - 2 sceptical
 - 3 mature
 - 4 revolutionary
 - 5 convenient
 - 6 obsolete
 - 7 numerous
 - 8 gullible

8 marks

Total: 60 marks

5 Leisure

Reading 1 (page 58)

Word power

- Introduces vocabulary related to the exercises that follow.

Starting point

- Use these questions to encourage the students to talk about the activities in the photos.

A

- This exercise encourages students to think about the topic of the sentences which have been removed from the text.
- Ask students to read the removed sentences and match them to the topics making sure that students underline the key words in the removed sentences which helped them find the answers.

Answers

- 1 D ('... chatting to our friends on the internet ...')
- 2 B ('... there's no music department ...')
- 3 F ('... the end-of-year ball.')
- 4 C ('... less of a generation gap these days ...')
- 5 H ('... still a few months away from ...')
- 6 A ('... they have few complaints about their parents.')
- 7 E ('... clothes, make-up and CDs.')
- 8 G ('... academic work ...')

How should you do Reading Part 2?

Answer

a is the right answer

- Encourage students to underline key words in the removed sentences which give them clues about the topic of the paragraph they have come from.

B Exam practice Reading Part 2

- Do the first one with students before they start, as this is the first time they will be faced with this 'reading between the lines' type of task.
- Ask them to read the first three short paragraphs of the text and elicit what the topic of the paragraph with the first removed sentence is (girls getting ready to go to the ball). Then ask them to look through the removed sentences and find one with a similar topic.
- Warn students to mark evidence for their answers in the text as they will have to provide this during feedback.
- Give them ten minutes and make sure they discuss the answers in pairs when finished.

Answers

- 1 F ('Tonight, though, their biggest concern is the end-of-year ball. ...'I can't wait,' says Alex.')
- 2 D ('We spend a lot of time chatting to our friends on the internet. ... It's really addictive and it's a great way to keep in touch.')
- 3 E ('...receive an allowance from their parents. ... Whatever they earn or are given usually goes on clothes, make-up and CDs.')
- 4 C ('They enjoy the same television programmes that I watch, listen to the same music and wear the same style of casual clothes. ... There seems to be less of a generation gap these days ...')
- 5 B ('They're both sixth-formers at Porth County Comprehensive, studying drama. ... Much to their annoyance, there's no Music department, ...')
- 6 H ('They are still a few months away from driving licences and the freedom that means. ... The bowling alleys and multiplex cinemas in nearby towns and cities will have to wait...')
- 7 A ('... complaints about their parents. ... They want us to achieve more than they did,' observes Matthew.')

C

- Ask the students to do this in pairs and count up the number of activities they have found. Compare the activities with the ones they listed at the beginning of the unit.

Answers

sharing a pizza
going shopping
15-18 nights at the club
chatting to friends on the Internet
disco
television programmes
listening to music
playing music
playing in a band
listening to a band
sending e-mails
going to chat rooms
working on music
hanging around
bowling alleys
multiplex cinemas
playing pool

D

- Do this exercise in pairs and then feedback.

Answers

- 1 transformation
- 2 addictive
- 3 babysitting
- 4 infuriates
- 5 hanging around
- 6 have a go

Work it out!

- This exercise helps students guess meaning from context. Do it in pairs.

Answers

notoriously (sub-heading) – it is well known
at full blast (paragraph 5) – very loudly
track (paragraph 5) – one song on a CD
limit (paragraph 7) – restrict, prevent them doing anything else
socialising (paragraph 7) – seeing their friends
surrounding (paragraph 7) – in the area

Have your say!

- Ask the class these questions and encourage disagreement and discussion.

WB Unit 5 page 38

Grammar 1 (page 60)

Modals (1): ability, permission, advice / criticism, obligation

Answer

b offers advice ie the listener is not obliged to get there early, but it is a good idea.
a expresses obligation, ie there will be some sort of punishment or trouble if he or she does not phone.

Additional activity: Write up on the board: 'Can', 'must' / 'have to', 'mustn't', 'don't have to', 'should', 'shouldn't' as headings.

- Ask the students to suggest things which they *can* / *can't* / *must*, etc do at school and write each thing below the correct heading, eg 'We can play football in the breaks, we mustn't smoke, etc'.

So your board will look like this:

| | | |
|---|--|--|
| can / can't Play football in the breaks | must / have to do our homework | mustn't smoke |
| don't have to wear a uniform | should be kind to other students | shouldn't worry if we can't understand something |

- Try to get as many suggestions as you can. There may well be some argument about the right column to put some items, eg Does 'be polite to our teachers' go under 'should' or 'must'?
- This is a very useful activity as it really brings the meaning of the different forms to life for the students.
- When you have put several items under each heading, ask the students to read out some of them as full sentences so that they get used to saying them. Then ask them to write the same headings in their notebooks in pairs.
- Tell the pairs to think of some other places or institution which they know, eg *a hospital, library, swimming pool, beach, disco, cafeteria, home* etc, but not to tell anyone what they are thinking of. Ask them to write different things they *can* / *can't* / *must* / *mustn't* do in this place under the headings in note form. Go round, checking that they aren't writing sentences.
- After ten minutes, tell each pair to find another pair and make them guess the place they are thinking of. The presenting pair should say the items on its list, eg *You can lie down, you can undress, you shouldn't go in formal clothes.* The other pair can ask questions if it likes, but only with answers *Yes* or *No*. When they have finished, ask some pairs to present their place to the whole class.

- Ask students to read the grammar presentation, and also *Grammar database 13* on page 180.

A

- Do this exercise as well as exercises B, C, and D all together and get feedback after D. Do them for homework if you need to.

Answers

- 1 have had to (paragraph 2) *obligation*
- 2 can (paragraph 2) *ability* and *permission*
- 3 had to (paragraph 2) *obligation*
- 4 should (paragraph 6) *advice*

B

Answers

- 1 believe
- 2 didn't have to
- 3 could
- 4 had to
- 5 should
- 6 have taken
- 7 afford
- 8 to borrow
- 9 must
- 10 have come

5 Leisure

C

Answers

- 1 shouldn't / don't have to
- 2 be able to; can't
- 3 should have
- 4 could
- 5 mustn't / shouldn't
- 6 don't have to
- 7 had to

D

- Ask students to ask each other in pairs, then ask one or two students in the class for their answers.

WB Unit 1 page 36

Vocabulary (page 61)

People associated with leisure time activities

Additional activity: Create a word tree with the help of the class. Write **LEISURE TIME ACTIVITIES** in the middle of the board. Write up around it: *football, basketball, computers, music, going to the beach, shopping, talking with friends, dancing, music.*

- Divide the class into groups of four and ask each group to choose one activity; no two groups should have the same activity.
- Ask each student in each group to write down the name of the group's activity in his / her notebook, and under it three headings: *people, things, verbs*. Each group then writes down as many words as it can think of under each heading for its particular activity, eg

Shopping

People: customer, assistant, store detective, friend, parent, manager

Things: clothes, food, computers, electrical goods, toys, CDs, cash, credit card

Verbs: shop, buy, window-shop, browse, try on, complain, pay, refund

- Give students five minutes, and when the time is up find out which group has the most words. During feedback, write up each group's words and get the other students in the class to add even more words.

(Many words will also come up in other units of this book, eg *football* will be under Sports (Unit 7). This does not matter at all; the more often words are recycled, the better).

A

- Ask the students to do exercises A to D together in pairs, and give feedback after D.

Answers

- | | |
|-----|-----|
| 1 c | 2 f |
| 3 a | 4 i |
| 5 d | 6 h |
| 7 e | 8 g |
| 9 b | |

- To help students remember these definitions and practise pronunciation ask them to cover their books and call out the definitions in random order and students give the correct word.

Phrasal verbs: leisure

B

- Be prepared to explain the difference between 'take up' + *activity* (adopt something as a hobby or pastime) and 'take to doing' something (begin doing something as a habit.)

Answers

- 1 flicking through
- 2 came across
- 3 take up
- 4 came round
- 5 caught on
- 6 get away
- 7 taken to

Word formation

C

Answers

| Noun | Verb | Adjective |
|---------------|------------|------------------|
| act / action | act | (in)active |
| amusement | amuse | (un)amusing |
| appreciation | appreciate | (un)appreciative |
| attendance | | |
| attendant | attend | (in)attentive |
| day | – | daily |
| enjoyment | enjoy | (un)enjoyable |
| entrance | enter | – |
| entertainment | entertain | entertaining |
| excitement | excite | (un)exciting |
| happiness | – | (un)happy |
| humour | humour | humorous |
| popularity | – | (un)popular |

Be careful

- The point here is that you can enjoy yourself, but you normally entertain other people, eg *They entertained the children at the party with a magic show.* The adjectives are 'enjoyable' and 'entertaining'.

Word patterns**D****Answers**

- 1 in getting
- 2 to organise
- 3 to come
- 4 of taking
- 5 to meet
- 6 going
- 7 to stay
- 8 buy

WB Unit 5 pp 36 and 40**Listening** (page 62)

• This exercise provides practice in Part 1 of the Listening paper – deducing context from verbal clues in short dialogues.

Starting point

- Elicit the situation from the picture.

Answer

The person is probably feeling impatient and frustrated because a friend has not turned up to a meeting.

A

- This is a preliminary exercise designed to encourage students to guess the type of person who is speaking from the first interchanges in each dialogue.
- The extracts from the dialogue have been jumbled and the students have to match them to the right question. (They are not being asked to do the multiple choice answers yet).
- Remember to ask the students to support their answers using evidence from the extracts.

CD 1 Track 15**Answers**

- Extract A 4 (Janice, it's Andrea. Where are you?)
 Extract B 2 (... this big ship that swings and you go higher and higher.)
 Extract C 8 (... I grew up with music all around me ...)
 Extract D 5 (Always the same campsite ...)
 Extract E 3 (... I know what you want to do ... Stay in and watch the football.)
 Extract F 1 (... we're not actually competing against each other here)
 Extract G 7 (... as part of our series *Historical Interests* ... Monday at 11am)
 Extract H 6 (Hello and welcome to the Taunton Arts Centre information line.)

How should you do Listening Part 1?**Answer**

b is the right answer

- If they write nothing, a zero is guaranteed!

B Exam practice Listening Part 1

- Now play the listening twice, with a short pause in the middle. Remind the students to make brief notes of evidence in the dialogues which helped them find their answers. During feedback, ask for this evidence.

CD 1 Track 16**Answers**

- 1 C ('There ought to be a message or something on the screen.')
- 2 A ('I didn't mind it at all but Danny went completely pale and just shut his eyes and held my hand as tight as he could.')
- 3 B ('Phil and Fiona are playing pool later, so we could always join them ... let's meet Phil and Fiona tonight, and we can always take in the late movie if we feel like it.')
- 4 C ('Oh no, so you haven't left the office yet? And what's the traffic like? ... Oh, well that's all right, then.' (The other person presumably said the traffic wasn't bad.))
- 5 A ('No, what really appeals to us is the feeling of camaraderie amongst the campers.')
- 6 A ('For the next three weeks, except Sundays, the Taunton Players present their song and dance extravaganza *It's an Upside-Down World* in the main auditorium.' (*Carry on Cleo* is a film, not a theatre play.))
- 7 C ('... to find out exactly how the Minoans made the most of their leisure time.')
- 8 C ('Danny Davis, you know, the famous jazz trumpet player ... said to me, and I'll never forget this, 'You're born to be a musician, Carol. You're gonna do great things.' Well, that was it. You can imagine how thrilled I was and from then on, I was just determined to make music my career.')

Additional activity: Look at the questions in exercise B that students got wrong. What did they hear to make them choose the wrong answer?

- This focuses on the distracting evidence. Refer to the tapescript in order to explain why they are wrong (if you haven't done it already). This is much quicker than trying to find the right place in the recording.
- Read out the relevant part, as this is all about listening, the students should be listening to rather than reading the tapescript. If you read it out, it also helps students who didn't understand the tapescript because they are not used to English pronunciation.

WB Unit 6 page 42

5 Leisure

Speaking (page 63)

- This provides practice in Part 3 of the interview (discussion with a partner).

Word power

- Refer students to the Word power box and ask them to speculate how the words might relate to camping, eg *When you go camping, you go back to basics.*

Starting point

- This familiarises students with words connected with camping, before they attempt the speaking task. Use these questions to elicit vocabulary associated with camping.

Answers

- They sleep in a tent, they use sleeping bags, they carry everything in a rucksack, they use a camp fire or a gas stove to cook.
- They have a torch and perhaps a gas lamp for lighting.

- A**
- Ask students to do this in pairs and then ask individuals to explain to the class why these things are useful when camping.

Answers
1 c 2 f 3 a 4 e 5 b 6 d

- B**
- Ask the students to fill in the blanks in the useful phrases while they listen to the example dialogue.
 - When students have completed the sentences, remind them that these are useful phrases which they can use in the exam practice Speaking Part on this page.

CD 1 Track 17

Answers

- essential ... as
- definitely ... quite
- sure ... need
- think ... taking
- idea
- come in
- decide
- like ... suggest

How should you do Speaking Part 3?

Answer
a is the right answer

- Part of the skill required in the speaking test is the ability to cover a range of information in the allotted time. Fluency is therefore very important, and students only acquire this through practice. They should therefore speak as much as possible in class.

C Exam practice Speaking Part 3

- Ask students to read the task.

D

- Write the feedback sheet onto the board to make students aware of important things to do while they are discussing the task. They can use this as a template for assessing each others performance.
- Do the task as recommended in the Student's Book or in groups of three with one person asking the question and filling in the feedback sheet and the other two discussing the task.
- Change roles so that the 'interlocutor' participates in the discussion as well. When finished ask one or two groups to perform for the class and the class to give feedback.

| Feedback Sheet | Tick or Cross Candidate A | Tick or Cross Candidate B |
|---|---------------------------|---------------------------|
| gave reasons and explanations | | |
| used some phrases from exercise B | | |
| had a conversation with the other candidate | | |
| attempted both parts of the task | | |

How should you do Speaking Part 4?

Answer
b is the right answer

- Interlocutors are given strict instructions to mark candidates on their ability in English, not on their opinions – but discourage your students from being too controversial!

E Exam practice Speaking Part 4

- When students have discussed the feedback sheet, ask them to continue in their groups, with a different student taking the role of the 'interlocutor'. If you are doing this with only one group, use a different group of three students from the group which did Part 3 to do this task.
- Give students three minutes. When they have finished, ask different students to ask other students the questions, with the whole class listening. Ask as many students as possible for their opinions (especially the quiet ones).
- Students can now turn to the *Speaking database* on page 194 for information on words and phrases which they can use in the FCE Speaking test.

Reading 2 (page 64)

- This exercise gives students practice in Reading Part 2 (multiple choice questions).

Word power

- Write up the words from the Word power box on the board. Match with the pictures where possible.

Starting point

• This leads in to the topic of the reading passage. Ask the students to ask each other these questions. Ask them to tell you their answers.

A

• This prepares students for the vocabulary they may meet in the passage. Ask students to make lists in pairs.

Answers

- a swim, sunbathe, play games (beach tennis, volleyball, etc)
b go on water slide, play water games, eg water polo
c swim, dive, play water games, etc

B

• This practises scanning for information. Give students a minute for the task.

Answers

simple, relatively primitive, with swimming pools and a drinks machine

How should you do Reading Part 2?**Answer**

b is the right answer

C Exam practice Reading Part 2

• Give students ten minutes to do this, and ask them to compare answers in pairs. Remind them to mark evidence in the text.

Answers

- C (The whole of the paragraph deals with facilities in 1970s leisure centres.)
- A ('... based on the notion that swimming on its own is not the most interesting activity in the world. People get bored easily, and demand a lot more entertainment for their money.')
- C ('In Mediterranean countries ... they are more often than not completely outdoors. Some are dedicated water parks, and others are part of a larger leisure or holiday complex.')
- B ('... there's usually an entrance fee which, although quite reasonable if you make the most of what's on offer, is not cheap.')
- B ('If you were lucky, there was a short, straight slide that had to be kept wet with a bucket of water All of them have water flowing down them.')
- A ('... include the rapids – in which you make your way through a man-made river... the lazy pool, where the current gently takes you round a circular channel of water.')
- A ('There is a lot more on offer than a drinks machine ... shops, cafés, bars and restaurants.')
- C ('Fun in the swimming pool has come a long way in the last twenty-five years.')

D**Answers**

- day out
- drinks machine
- fizzy drinks
- leisure / holiday centre
- entrance fee
- all shapes and sizes
- wave machine

Work it out!**Answers**

notion (paragraph 2) – idea
combination (paragraph 3) – mixture
reasonable (paragraph 4) – not expensive
steep (paragraph 5) – going down very quickly
twist (paragraph 5) – have sharp turns
splash (paragraph 5) – make wet
obstacles (paragraph 6) – things which get in the way
current (paragraph 6) – flowing water
thrilling (paragraph 7) – exciting
cable (paragraph 7) – wire rope

Have your say!

• Allow students to ask each other.

WB Unit 5 page 40**Grammar 2** (page 66)
Comparatives and superlatives

• Ask the students to do this exercise individually and then ask them to explain why they have made their choices.

Answers

That was **the most** exciting ride I've ever been on.
This ride was **more** exciting **than** the others.
Do you think this ride is as exciting **as** the other one we went on?

Grammar presentation: Use three pictures, one of a car, one of a motorbike, one of a bus and / or train. Stick up the car and the motorbike and ask the students which one they would prefer for commuting in the city.

• Write up the different reasons they give for liking one or the other in a grid; ask them why they say one is more expensive, etc than the other;
eg: *You have to pay more for petrol, road tax and insurance for a car.*

Your board will look like this:

Answers

- 1 In the 12th century
- 2 Because farmers used to bring their geese to the fair to sell.
- 3 It becomes a large funfair.

How should you do Use of English Part 2?**Answer**

b is the right answer

- The exercise focuses on grammatical and cohesive words and students have to understand the text as a whole in order to score well.

B Exam practice Use of English Part 2

- Ask the students to do this alone and compare answers when finished.
- Remind students to write their answers in capital letters.

Answers

- | | |
|----------|-------------|
| 1 MORE | 2 THE |
| 3 AS | 4 AGO |
| 5 USED | 6 OF |
| 7 WHERE | 8 NOT |
| 9 IN | 10 TO / FOR |
| 11 THERE | 12 MOST |

C

- Again, make the students read through the text quickly before doing the task.

Answer

A music festival usually lasts a few days.

How should you do Use of English Part 3?**Answer**

b is the right answer

- Remind students to check whether any nouns are singular or plural by looking for other grammatical clues in the text.

D Exam practice Use of English Part 3

- Students should do this alone and compare answers. Give them five minutes. Remind them to write their answers in capital letters.

Answers

- | | |
|-----------------|----------------|
| 1 ENTERTAINMENT | 2 POPULARITY |
| 3 SPECTATORS | 4 ENTRANCE |
| 5 EXCITING | 6 APPRECIATION |
| 7 ACTIVITIES | 8 ATTENDANCE |
| 9 ENJOYABLE | 10 FAMOUS |

Writing: formal letter/email (page 68)**Starting point**

- Use these questions to focus attention on the topic.

Answers

- **Positive things:** a variety of groups, you can see the groups live, it's a good chance to meet lots of people, it keeps you abreast of latest music trends
- **Criticisms:** very crowded, lack of facilities (food, drinks, toilets), you might not be able to hear the groups, you can't see them either because of the crowds

A

- This exercise focuses attention on the stylistic features of a formal letter/email. Do it in pairs and then ask for class feedback.
- Do all three exercises together and give feedback after exercise C.

Answers

- 1 No
- 2 Formal
- 3 No
- 4 To congratulate the organisers on a successful festival and to make some suggestions for the next one
- 5 Having different stages for different music styles, and the large campsite
- 6 Two; to have cheap student tickets and to have more toilets
- 7 Because the letter starts with Dear Sir / Madam; if it starts with Dear Mr X, the letter should finish 'Yours sincerely'
- 8 Because it is a formal letter

B**Answers**

- 1 about
- 2 went to
- 3 a very good
- 4 extremely
- 5 about
- 6 consider

C**Answers**

The food in almost all the snack bars was made with meat, which meant that there was not much choice for us vegetarians. Would it be possible to have vegetarian food too?

5 Leisure

Plan ahead**How should you write a formal letter/email?****Answer**

b is the right answer

- The notes given in the exam question are usually informal, as is natural when a person writes notes to remind him / herself about something. They must be changed to a formal register in the letter or email itself.

Refer students to the *Writing database* on page 197.

A Exam practice formal letter/email

- Ask the students to read the information and notes silently.

B

- Ask the students to answer these orally in pairs, then in class.

Answers

- 1 To give an opinion of the festival and to make some suggestions for the next one
- 2 No
- 3 The friendly atmosphere and the facilities
- 4 Drinks
- 5 No, as it is very formal. It would not be natural for a young person to write 'beverages'.
- 6 Four.
- 7 There was only one rapper; there should be more as rap is very popular. The campsite was too small: could you also use the field next to it? Maybe you could make the fee slightly higher. This would allow you to get more and better bands.
- 8 Yours faithfully

C

- This focuses on question 7 above. To make this activity quicker, allot one suggestion to each pair and ask them to write it out as a full sentence or group of sentences.
- When the pairs have finished (two minutes) ask them to read out their sentences.

Answers

As given for B above.

- You could also use this as an opportunity to go over formal ways of making suggestions [see model for this] + use of 'should'; *'It might be a good idea ...'* etc.
- Encourage students to use a variety of ways to make suggestions and avoid just listing points.

D**Answers**

paragraph 1 reason for writing
paragraph 2 the good thing about the festival
paragraph 3 suggestions for the next one
paragraph 4 a hope that the letter will be helpful

E

- Give the students fifteen minutes to write their letter as most of the groundwork has been done. If necessary, assign the task for homework.

Answer

Dear Sir / Madam,

I am writing with regard to the Callington Music Festival which I attended this year.

First, I would like to say how much I enjoyed the festival. The music was excellent and I was particularly impressed by the friendly atmosphere you created. I hope I will be able to attend next year's event, too. However, there are some suggestions I would like to make for next year's festival.

As I am sure you know, rap music is very popular, but there was only one rapper at the festival. In my opinion, there should be more. If the entrance fee was higher, the money could be used to attract more bands and other musicians. Secondly, the campsite was quite crowded. If you used the field next to the site, this might solve the problem.

I do hope you take my suggestions into account when organising next year's festival.

Yours faithfully,

F

- Remind the students to use this checklist to check their letters when they have finished. They should also exchange letters and check each other's letter with the checklist.