

TEACHER'S BOOK

with Teacher's App

FOURTH EDITION

READY FOR

ETHAN MANSUR



macmillan
education

B2
FIRST

KEY LANGUAGE

So and such
Past tenses and time linkers
Films
Take
Participle adjectives and adverbs

PRONUNCIATION

Silent consonants

EXAM PRACTICE

Reading and Use of English Parts 3, 4 & 6
Writing Part 2
Listening Part 1
Speaking Parts 1 & 2

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

- 1 Do you prefer watching films at home or in the cinema?
- 2 What TV series have you enjoyed watching recently?
- 3 When was the last time you wrote a story?
- 4 Talk about a day you've enjoyed recently.
- 5 Describe a time when something went wrong.

The unit deals with the theme of stories in the context of books and films, with reading and listening tasks related to these topics. The vocabulary and grammar input in this unit aims to help students express themselves better while writing or talking about books and films. Students will also get valuable practice writing reviews and reports.

Read the unit objectives to the class.

SPEAKING Part 1 Interview

You could start your lesson in a light-hearted way by getting the students to create a meme or joke involving a comical exchange between the characters in the photo. Model this by drawing speech bubbles on a piece of paper to hold above the photo or projecting the image on the board and drawing them there.

For example:

A: I love skiing.

B: Me too.

The students create their own and then vote on which one they find the funniest.

Now turn to the Speaking Part 1 questions. Remind them to extend their answers a bit by providing

examples or reasons. Elicit a few useful phrases to the board, such as: *because, because of + noun phrase, since, for example, one good example is, etc.* Make note of any good examples of students extending their answers and share them with the group in open class.

ONLINE MATERIALS

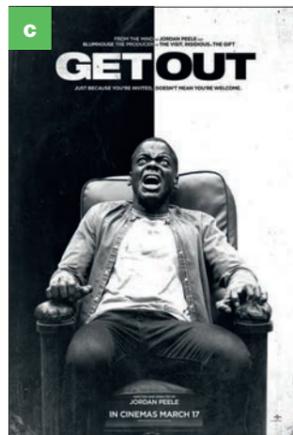
- Film crossword (**Teacher's Resource Centre**)
- Presenting a report (**Teacher's Resource Centre**)
- B2 First for Schools* writing lessons (**Teacher's Resource Centre**)
- Unit 4 Test (**Test Generator**)
- Unit 4 Wordlist (**Teacher's Resource Centre**)
- Unit 4 On-the-go-practice (**App**)



thriller



musical



horror film



historical drama

Vocabulary Films

1 Match the film posters (a–j) with the genres in the box.

action film comedy fantasy historical drama
horror film musical romance
science fiction film thriller western

2 **SPEAK** Which, if any, of the films in the posters have you seen? Do you think you would enjoy those you haven't seen? Why/Why not?

3 For Exercises A and B, decide which word best fits each space.

A terrible terrific terrifying

- I'm not surprised it won an Oscar – it was a terrific film.
- Absolutely terrifying! I've never been so frightened in all my life.
- This was probably the worst film I've seen all year. The plot was non-existent and the acting was terrible.

B critic criticism review

It seems that every (1) review I read of this film gives a different opinion. The (2) critic who writes for *The Times*, for example, is very enthusiastic about it and has nothing but praise for Tim Burton. The same director, however, comes under strong (3) criticism in the magazine *Premiere*.

4 **SPEAK** Work in pairs. Read the following review of *Blade Runner 2049*, which appeared in a student magazine. Does this type of film appeal to you? Why/Why not?



romance



action film

Lead-in

Start off the lesson with an A–Z brainstorm about the topic of films. In this activity, students have to think of a word related to the topic for each letter of the alphabet, e.g. *action* for letter A. Film titles are ok as long as they are in English. This could be done all together up on the board with small classes. For bigger classes, put the students into groups of three or four and give them a handout with the alphabet written vertically in columns. Make sure to set a short time limit. In open class, ask a few questions based on some of the words from the students' A–Zs.

Vocabulary

1–2 Students do the exercise in pairs. Quickly check as a class. Discuss the questions in Exercise 2 all together. Then give students a few minutes to think of another couple of examples for each genre. It's fine if the film titles are in the students' first language(s). Switch pairs. Students tell each other about a few of the films mentioned they would or wouldn't recommend and why.

3 This exercise aims to clarify words related to films that are often misused at a B2 level. Students do Exercises A and B individually. Model and check the pronunciation of *terrifying* /'terfəɪnɪ/. Ask the students if they would describe any of the films from their earlier discussion as *terrible*, *terrific* or *terrifying*.

Teaching tip

One way of helping students improve their accuracy and range is to engage with language that comes up during the lesson, often unpredictably, while students are talking to each other or the teacher. This is often referred to as *emergent language*. The idea is to pick up on this language and focus on it, usually by taking notes during the lesson and writing the examples of student language up on the board. If you put up words,

4 Tell students they are going to read an example of a review. They ignore the underlined words the first time they read.

5–6 Students read the instructions and do the exercise. Encourage them to use the context to guess the meaning of any unknown words. While you correct in open class, you could elicit the film described along the way or wait until after.

Answers

- Blade Runner*
- Harry Potter and the Philosopher's Stone™*; *Harry Potter and the Chamber of Secrets™*; *Harry Potter and the Prisoner of Azkaban™*
- It*
- The Dark Knight Rises*
- Titanic*
- A Star is Born*

7 Put the students into new pairs. While they discuss the points, note down examples of usage – both effective and less effective – and of any words or phrases that you find yourself helping the students with. Then feed back these examples of emergent language in open class. To finish off this section or for revision at the start of the next lesson, you may wish to use the **Film crossword** on the **Teacher's Resource Centre**.

Extra activity

Ask the students to prepare a short presentation about a favourite film. Their presentations should include the same information, and be structured similarly, to a film review. This will help students internalise the structure of the genre. The introduction in a film review gives basic information, such as the title, theme, setting, etc. Then comes a brief plot summary, followed by

collocations or even full sentences that students produce successfully, this gives the other members of the group the chance to learn from each other. If you put up examples of less successful usage, the students can correct themselves and, together with the teacher, explore more natural-sounding ways of expressing those ideas or messages.

some criticism, where you express your opinions on what was good or bad about the film. A review always finishes with a recommendation. To spice up their presentations, students could show a short clip from the film or its trailer. For small classes, the presentations could be done in open class; for bigger ones, in groups of four or five.

BLADE RUNNER 2049

Blade Runner 2049 is a rare example of a sequel which is just as entertaining as the original. The film is set in the future, thirty years after the events of the first *Blade Runner*, and stars Ryan Gosling as K, with Harrison Ford returning in the role of Deckard.

K works as a blade runner, an agent whose job is to find and 'retire' older models of the androids known as replicants. At the beginning

of the film, he discovers a secret from the past that leads him to try to solve a mystery about his own origins.

The scenes with Ryan Gosling and Harrison Ford are enjoyable to watch, and even quite amusing at times, so I was surprised and disappointed that they only appeared together towards the end. As for the rest of the cast, Silvia Hoeks gives an impressive performance as the terrifying Luv, and Ana de Armas is

very convincing as K's virtual girlfriend, Joi.

This is a visually stunning film, with an amazingly atmospheric soundtrack and a slow, but gripping plot. I would recommend it to anyone who likes science fiction films which require concentration and make you think.

Language focus

- Students read the instructions and discuss the questions with a partner. Elicit rules to the board. Ask students to write two sentences, one using *so* and the other *such*, about a film they really like or dislike. Nominate a few students to share their sentences with the class.
- Direct students to the **Ready for Grammar** section on pages 212–213 (see below). Use your judgement on how much to do here before moving on to the key word transformations.
- Students will have had some practice with key word transformations in the review sections of units 1–3, but you may want to do the first one

together, preferably up on the board, to remind them how to do this task. Allow students to do 2–4 individually and then check their answers in pairs. Ask students to explain the use of *so* or *such* in the exercises with reference to the rules in the **Ready for Grammar** section.

- Circulate and check the students' use of *so* and *such*. Make note of at least one or two successful uses of the target language to share with the class afterwards. If students are using *so* and *such* unsuccessfully during this activity, don't be afraid to interrupt and provide on-the-spot correction. The main aim of this activity is the correct use of this particular grammar point.

READY FOR GRAMMAR

4 So and such

These intensifiers are used to give emphasis.

- So* is used before:
 - adjectives and adverbs without nouns.
*I'm **so** tired. I'll have to go to bed.*
 - much, many, little, few.*
*You shouldn't eat **so much**, Ian.*
*Rachel can speak **so many languages!** She's amazing.*
- Such* is used with or without an adjective before:
 - singular countable nouns (the indefinite article *a/an* is also needed).

- I can't stand him. He's **such an idiot.***
*I'd never heard **such a wonderful voice** before.*
*I haven't eaten **such good food** for a long time.*
*Our neighbours are **such friendly people.***
- So* and *such* can both be used with a *that* clause to talk about the results or consequences. The word *that* can be omitted.
*It was **such a bad film that we** left before the end.*
*It was raining **so hard we** had to stop the car.*

4 So and such

- Complete the sentences with *so* or *such*.

- We had such a lot of homework to do at the weekend!
- Marco didn't expect there to be so many questions in the exam.
- It was such delicious food that I couldn't stop eating.
- It really is such an interesting book – I was up reading it all night.
- Lara enjoyed herself so much she didn't want to go home.

- Correct the mistake in each sentence by changing, adding or deleting one word.

- Anthony and Sasha are ~~so~~ ^{such} good friends.
- It snowed so heavily during the night ~~which~~ ^(that) we couldn't get to school the next day.
- Seville is ~~such~~ ^a beautiful city and there's so much to see and do.
- Why did so few people vote in such an important election? Perhaps it's because they have so ~~a~~ little confidence in our politicians.
- I need a break – this is ~~a~~ ^{such a} hard work!
such a hard job

Go back to **page 49**.

- Complete the gaps in 1–8 using the underlined words from the review of *Blade Runner 2049*. You may need to change the form of a word. There is an example at the beginning (0).

- The most memorable scene comes at the very end of the film, when Humphrey Bogart and Ingrid Bergman say goodbye.
- The original film is set in Los Angeles in a futuristic 2019.
- John Williams composed the soundtracks for the first three of the eight films about the boy wizard.
- Finn Wolfhard, one of the younger members of the cast, also appears in the hit TV series *Stranger Things*.
- The sequel to *The Dark Knight*, and the third instalment in the trilogy, was released in 2012.
- Leonardo DiCaprio stars as a poor artist who falls in love on board the ill-fated ship with Kate Winslet, in the role of a seventeen-year-old aristocrat.
- The basic plot involves a country music star who helps a young singer, played by Lady Gaga, to find fame.

- SPEAK** Can you name the films in Exercise 5?

0 *Casablanca*

- SPEAK** Work in pairs. Talk about the following using some of the vocabulary in Exercises 1–5.

- a film you didn't enjoy
- the most frightening film you have seen
- your favourite film
- the most gripping film you have seen

Language focus So and such

- SPEAK** Work in pairs. Why are *so* and *such* used in the following sentences? What types of words follow *so* and *such*?

I was **so** impressed with the soundtrack of the film that I downloaded it as soon as I got home.
Both words intensify the adjective or adjective + noun that follow.
so + adjective (or adverb)
She has **such** a wonderful voice that it seems a shame to dub her films into English.
such + (indefinite article +) adjective + noun

- Go to **Ready for Grammar** on **page 212** for rules, explanations and further practice.

- For questions 1–4, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- We decided to see the film as it had such good reviews.
THAT
The reviews for the film were so good that we decided to see it.
- The weather was so bad that we decided to come home.
SUCH
It was such bad weather that we decided to come home.
- I got so absorbed in the film I forgot to phone Amy.
SUCH
It was such an absorbing film I forgot to phone Amy.
- The party was so crowded we could hardly move.
PEOPLE
There were so many people at the party we could hardly move.

- SPEAK** Work in pairs. Each of you should choose one of the following topics and talk about it for one minute. Use *so* and *such* as many times as possible.

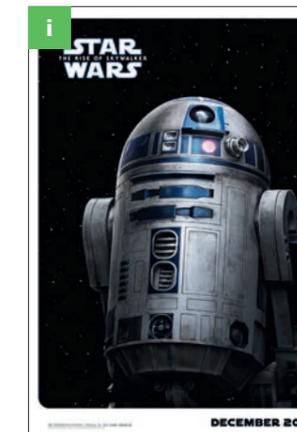
- a singer or band whose music you like
- an activity you enjoy doing
- a memorable holiday
- a celebration or party you attended



fantasy



western



science fiction film



comedy

Word formation Participle adjectives and adverbs

To describe how we feel about something or someone we can use past participles as adjectives. *My younger brother got quite **frightened** during the final scene.*

To describe the thing or person that produces the feeling we can use present participles as adjectives. *It was quite a **frightening** scene.*

Adverbs can be formed from present participle adjectives.

*It's **expensive** to go and see a film these days. Not **surprisingly**, cinemas are often half empty.*

- 1 Look back at the review of *Blade Runner 2049* on page 49 and find examples of adjectives and adverbs formed with *-ing* and *-ed*.
- 2 Write the past participle of each of the regular verbs from the box in the appropriate column in the table below, according to how the *-ed* ending is pronounced.

annoy bore disappoint disgust embarrass fascinate
frustrate impress relax shock surprise tire worry

/d/	/t/	/ɪd/
amused <i>bored surprised</i> annoyed <i>tired</i> *worried <i>/wɪrɪd/</i>	astonished embarrassed <i>relaxed</i> impressed <i>shocked</i>	excited <i>disappointed fascinated</i> <i>disgusted frustrated</i>

- 3 The present participle (*-ing*) form of the verbs in Exercise 2 can all be used as adjectives, except in the case of one of the verbs. Which one is it and how is the adjective formed? *impress impressive (adj)*
- 4 Complete each gap with the present or past participle form of an appropriate verb from Exercise 2. You may need to use an adverb. More than one answer may be possible.
 - 1 Ninety minutes is the ideal length for a film – after that I start to get *bored/tired* .
 - 2 I find it so *annoying/frustrating* when people talk during a film. Why can't they keep quiet?
 - 3 I tend not to watch sequels; you expect them to be as good as the first film, but they're often *frustratingly/disappointingly/surprisingly* poor.
 - 4 I fell asleep in the cinema once. I felt so *embarrassed* ; people were laughing at me.
 - 5 Documentary films about wildlife are *fascinating* ; I learn so much from them.
 - 6 There's a *shocking/disgusting/worrying/surprising* amount of violence on television and in films – I think they should impose stricter limits.
- 5 **SPEAK** Work in pairs. Discuss how true the sentences in Exercise 4 are for you.

Writing Part 2 Review

- 1 Read the following Writing Part 2 question then follow the instructions below.

Your teacher has asked you to write about a film you have seen recently for the school's English magazine. Write a review for the magazine, including a brief description of the plot, giving your opinions on the film and saying who you would recommend it to.

Put the stages (a–d) in the correct order to show a possible paragraph plan for a review. Then use the *Blade Runner 2049* review on page 49 to check your answer.

- a A brief description of the plot. **2**
- b Comments on other aspects of the film and a recommendation. **4**
- c Introduction to the film, including an overall opinion and one or two facts, e.g. *the main actors, type of film, etc.* **1**
- d Opinions on specific scenes and the acting. **3**

- 2 Write your answer to the question in Exercise 1 in 140–190 words. Follow the paragraph plan in Exercise 1 or use your own.

Word formation

On the board, write: *My English teacher is boring. My English teacher is bored.* Elicit the difference.

- 1 Remind students they have now looked at word formation twice, focusing on affixes (Unit 2) and nouns (Unit 3). In this lesson they are going to focus on forming adjectives and adverbs. Ask the students to read the rules. Elicit examples from the *Blade Runner 2049* review to the board. Note that students might be more familiar with the term *past participle* than *present participle*. The *-ing* form of a word is called a *present participle* when it is used to form continuous tenses, e.g. *She's running away*, or adjectives, e.g. *an embarrassing moment*. The *-ing* form of a word is called a gerund when it functions like a noun, e.g. *Running is fun*, or *I love running*.

Answers

To describe how we feel about something or someone:

... I was surprised and disappointed that they only appeared together towards the end.

To describe the person or thing that produces the feeling:

... a sequel which is just as entertaining as the original.

The scenes ... are ... even quite amusing at times ..

.. Silvia Hoeks gives an impressive performance as the terrifying Luv and Ana de Armas is convincing as K's virtual girlfriend, Joi.

This is a visually stunning film with ... a slow but gripping plot.

Adverbs formed from present participle adjectives:

... an amazingly atmospheric soundtrack ...

Teaching tip

Pronunciation is something we hear, but it's also something we can feel. For the *-ed* endings, we can help students feel the difference by asking them to put their hands on their vocal cords, located in the neck. Have them pronounce /t/, then /d/. Elicit the difference: the vocal cords vibrate for /d/. This is called a voiced consonant. /t/ is unvoiced. This will help them understand the general rule: We pronounce *-ed* /d/

- 2 Say the three example words aloud so that students can hear the difference. Say a couple more from the list and students listen and put them in the correct column. Students could do the exercise on their own and then check their answers with a classmate, or in pairs and check their answers with another pair. Note the *ied* in *worried* is pronounced /ɪd/.

- 3–4 Students complete the activities as suggested. Check in open class.

- 5 As always, encourage the students to take advantage of this **SPEAK** activity to work on their conversational fluency by giving reasons for their views and asking follow-up questions.

Writing

A good way to introduce this activity would be a quick review of the film vocabulary from pages 48–49. Students could, for example, write a couple questions using the vocabulary and then discuss them in pairs or small groups.

- 1 Ask students to read the task and underline the points in the task rubric that need to be included in their reviews: *a brief description of the plot, opinions on the film and say who you would recommend it to.* Elicit in open class. In pairs, students put the stages in order and then check their answers with the *Blade Runner 2049* review on page 48.
- 2 The final writing assignment could be done in class (timed, 40 minutes) or set for homework. Remind students to refer to page 197 in the **Ready for Writing** section, which is dedicated to reviews and provides useful language and a good model.

when a word ends in a voiced consonant, e.g. *surprise*. When we add *-ed* to a word ending in an unvoiced consonant, e.g. *relax*, we pronounce it /t/. We only pronounce *-ed* /ɪd/ when added to words ending in the letters 'd' or 't'. This last rule is the easiest one for students to learn and remember, and perhaps also the most important.

Extra activity

Give students time in class to decide on the film they are going to review and write notes for each of the paragraphs in their plan. Then ask them to work in pairs and tell each other about their films, following

the notes they have made. Their partner should listen carefully to check that they have included a balance of information and opinions in their plan, as well as a recommendation with reasons.

Useful language

In your review, include elements of the following language from this unit:

- > relevant film vocabulary, e.g. *stars ... as, is set in, plot, cast*
- > participle adjectives to express your opinion, e.g. *stunning, disappointed.*

Speaking

Ask students what they remember about the Long turn before they open their books and read the instructions. Focus on the **Useful Language** box. Check students' understanding of *tightrope* and *engrossed*. Students could match the words and expressions in pairs or individually.

When you feedback the exercise as a class, ask the students to justify their answers. Explain that if they produce this kind of 'good' language on the exam they will receive higher marks.

Point out that on the day of the test the examiner will be listening to their English for the first time, so if they play

it safe and only use simple language that is below the level of the test, their speaking mark may be low even if they are fairly accurate. Tell students to 'show what you know'. This is a good motto to return to again and again throughout the course every time do you do practise speaking exam tasks.

Focus on the **Don't forget!** box. Stress that when in the role of Student B, students should remember this is still an important part of the speaking exam — in other words, a chance to impress the examiner with how good their English is. A very short answer here is a missed opportunity.

Teaching tip

Once students are better acquainted with this speaking task, it's a good idea to start timing them, so they get feel for what it will be like in the exam. Let students time themselves with a clock or watch — or, if allowed, mobile phone. You could also keep the time yourself, starting and stopping all the pairs together. Students describing the pictures have one minute; their partners have 30 seconds to respond to

a question related to the topic. Note that on the official exam students can't bring timers or phones to the speaking exam and will not know how much time they have left, but the above procedure is useful because it helps student know what a minute 'feels' like. Later in the course, you can have students time each other with the timer hidden, to better approximate exam conditions.

Listening

1 Students should be familiar with Listening Part 1 from Unit 1, but it may be worth taking a minute to go back and quickly read the What to expect in the exam box on page 10. In this lesson, students will get useful practice with a key exam strategy: identifying distractors. Make sure the students understand that they must go down the page and look at the first multiple choice question in Exercise 3 and then look for the answer in the shaded part of the Audioscript on (see below). Students compare in pairs. Get open class feedback.

2 Focus on the **What to expect in the exam** box. Students then discuss the questions in Exercise 2 with a partner. Feedback in open class. Ask the students how the advice in the **What to expect in the exam** box would be helpful for this question. Note that the better the students understand how exam questions are constructed, the better they will be at answering them correctly.

3 **4.1** Pre-teach *overhear* (question 5). Remind them about the advice regarding question 3 in the **What to expect in the exam** box. Then play the recording for each question twice. You could check the answers to each question one at a time or check all of them at the end.

Extra activity

Direct students to the Audioscript on page 237 (see below and TB52) for questions 2 and 3 and find examples of the use of *but* in the creation of distractors.

Answers

2 B *a historical novel*

At times it reads like a novel set against a background of huge political change across the continent. But this is the story of a life in which fact is stranger – and far more absorbing – than fiction.

3 A *It wasn't as enjoyable as the first film in the series. You never expect a sequel to compare well with the original, but in some ways this one was better, more entertaining.*

3 C *The comedy scenes were not very funny. Yeah, I didn't laugh out loud like you – I never do – but I know what you mean.*



1

one-man show; street performer; walking on a tightrope; in the open air; being outdoors; audience; pass the time



2

on stage; audience; cultural event

What are the people enjoying about watching these different performances?

Speaking Part 2 Long turn

Before you do the speaking task, read the information in the boxes below.

Look at photographs 1 and 2. They show people watching different types of performance.

Student A: Compare photographs 1 and 2 and say what you think the people are enjoying about watching these different performances.

Student B: When Student A has finished, say which of these performances you would prefer to watch.

Useful language

The following words and expressions could be used when talking about the photographs 1–4 on this page. Match each word or expression to one or more of the photographs.

<i>on stage</i>	<i>audience</i>	<i>in the open air</i>
<i>one-man show</i>	<i>pass the time</i>	<i>consult reference books</i>
<i>read for pleasure</i>	<i>street performer</i>	<i>walking on a tightrope</i>
<i>being outdoors</i>	<i>cultural event</i>	<i>be engrossed in a book</i>

Don't forget!

Student A

Talk about the similarities and differences, then answer the question in the box.

Student B

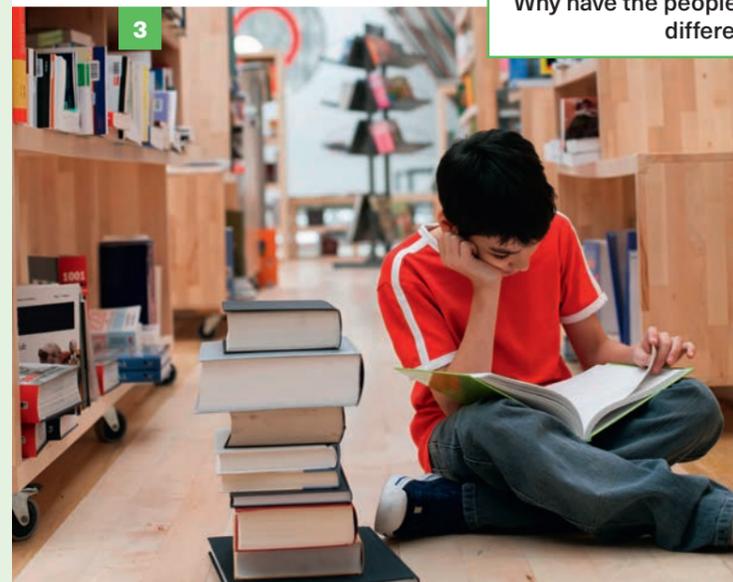
Develop your answer fully, giving reasons and/or examples.

Now change roles. Look at photographs 3 and 4. They show people reading in different places.

Student A: Compare photographs 3 and 4 and say why you think the people have chosen to read in these places.

Student B: When Student A has finished, say where you like reading.
consult reference books; read for pleasure; pass the time; be engrossed in a book

consult reference books; read for pleasure; pass the time; be engrossed in a book; in the open air; being outdoors



3

Why have the people chosen to read in these different places?



4

Listening Part 1 Multiple choice

- 1 You will hear people talking in eight different situations. Read question 1 below then look at the shaded **Audioscript** on page 237 and choose the best answer (A, B or C).
C
- 2 Look at the shaded **Audioscript** on page 237 again and answer the following questions.
- In which part of the script does the answer to question 1 appear; near the beginning, the middle or the end? *near the beginning*
 - Which nouns are used in the script to avoid using these words from options A and C in the question? *soundtrack: music, songs;*
• *soundtrack* • *plot* *plot: storyline*
 - The man makes positive comments about the acting (*the actors do their best with their lines*) and the soundtrack (*people are saying good things about the music*). Which linking word does he use in both cases to introduce a more negative comment immediately afterwards? *but*

3 4.1 For questions 1–8, choose the best answer (A, B or C).

- You hear a man talking to a friend about a TV series he is watching. The man is impressed with
A the soundtrack. B the acting. C the plot.
- You hear a woman reviewing a book on the radio. What type of book is it?
A an autobiography
B a historical novel
C a travel guide
- You hear two friends talking about a film they have just seen. What did they both find disappointing about it?
A It wasn't as enjoyable as the first film in the series.
B The pace of the film was too slow at one point.
C The comedy scenes were not very funny.
- You hear a man telling a woman about a storytelling course he attended. What does he say about the course?
A It was better than he had expected.
B It will be useful for his work.
C It helped to build his confidence.
- You overhear a woman calling a bookshop. Why is she calling?
A to make a complaint
B to make a suggestion
C to apologise
- You hear a man talking to a friend about a story writing competition he won. What did he feel nervous about?
A being interviewed about his success
B reading out his story on live radio
C receiving his prize from a famous person
- You hear two friends talking about an actor in a play they have just seen. What do they agree about him?
A He looked too young for the part.
B He did not always speak clearly.
C He moved around unnaturally.
- You hear part of a talk by a writer. What is she doing?
A encouraging the audience to read to their children
B explaining the importance of a past event
C promoting a new book she has written

What to expect in the exam

> You may hear the key language which guides you to the answer near the beginning, the middle and/or the end of the extract.

In question 3 the key language appears in two different parts of the extract.

> You will not necessarily hear the same words as those in options A, B and C.

> Sometimes, contrast linkers, such as *but*, *although* or *however*, are used to create distractors (as in Exercise 2c above).



AUDIOSCRIPT

Listening Part 1 Multiple choice

4.1

W = Woman M = Man

- 1 You hear a man talking to a friend about a TV series he is watching.
W: Enjoying the new series?
M: Well, yeah, it's OK. The writers have done a great job with the storyline. It draws you in, makes you want to keep watching – like a book you can't put down. It's a shame about the actual script, though – I mean, the actors do their best with their lines, but they all sound very unnatural. And people are saying good things about the music, but I really don't understand why they've used modern songs in a series set in the 1920s.
W: So you're not a fan then?
M: I wouldn't say that. I watched three episodes in a row last night.
- 2 You hear a woman reviewing a book on the radio.
W: All too often we are told that the author 'takes us on a journey', but the phrase is entirely appropriate for this, the first volume of Gray's memoirs, since each chapter is named after a different European location where she lived out a particular stage of her colourful life. At times it reads like a novel set against a background of huge political change across the continent. But this is the story of a life in which fact is stranger – and far more absorbing – than fiction. The map at the beginning of the book is a useful addition, by the way, as many of the place names may be unfamiliar to you.
- 3 You hear two friends talking about a film they have just seen.
M: I thought the pace dropped a bit half way through the film, but apart from that it was really good.
W: Yeah, it was great. You never expect a sequel to compare well with the original, but in many ways this one was better, more entertaining.
M: Especially the bits with those twins. I haven't laughed so much in ages.
W: Yeah, I didn't laugh out loud like you – I never do – but I know what you mean.
M: Definitely a candidate for an award or two.
W: Right. But it's true, the director could have speeded up the action a bit in the middle.
- 4 You hear a man telling a woman about a storytelling course he attended.
W: So what made you decide to do a storytelling course?
M: Well, a friend of mine who did it last year recommended it to me. She thought I might enjoy it – and she was right. It was great fun, really laid back and everyone was very supportive. It gave me the courage I needed – and the self-belief – to be able to stand up and speak in front of a group of people.

W: So are you going to be leaving us to take up a career as a storyteller, then?

M: No, I like working here too much.

W: Ha-ha! That's a good story.

5 You overhear a woman calling a bookshop.

W: Hello, yes, it's about a book I bought in your shop last week. A Katharine Adams novel. I just wanted to point out that there were one or two pages missing ... No, no, there's really no need to apologise. I mean it's not as if it was the last page or anything. And I got the gist of what was happening without the pages. I just thought you ought to know so you can check the rest of your stock, or talk to the publishers or something ... That's OK ... Yes, pages 60 to 63...

6 You hear a man talking to a friend about a story writing competition he won.

W: Hey, I saw you on the telly last night, talking about your competition win. You kept that quiet.

M: Well, yeah, it was a bit of an ordeal, to be honest.

W: Why's that?

M: Well, it's a live chat show, so I was worried I might make a mess of it.

W: But you'd already been on national radio.

M: Yeah, but I didn't have to say much then – just read the story out. That's much easier than talking about yourself in front of millions. And anyway, I wasn't surrounded by all those celebrities when I was on the radio. It was just me and the other three finalists in the studio with the presenter.

7 You hear two friends talking about an actor in a play they have just seen.

W: The actor who played the grandfather looked familiar. Did you recognise him?

M: Yeah, I did. I've seen him in one or two of those period dramas on telly. He usually plays much younger characters, though – he can't be much older than forty.

W: Well, make-up did a good job, then – he looked very convincing.

M: Yeah, he did, and his movements and gestures were really authentic. He's a natural.

W: Right, but I did think he tried a bit too hard with the voice. He mumbled a lot, so it wasn't easy to make out what he was saying sometimes.

M: Yeah, I had trouble understanding him, too

8 You hear part of a talk by a writer.

W: Now, you're all avid readers, so you know all about the wonders of books. Your bookshelves are probably full of novels – some of them mine, hopefully! – and it's likely you started reading from an early age. So it may surprise you to know that until I was fifteen I had never actually read a book from beginning to end.

My parents didn't read, and nor did I. Then one day, a local writer came to my school and read extracts from her latest novel – and I was hooked. I bought the book and when I'd finished it, I knew exactly what I wanted to do in life.

Vocabulary

- Elicit the meaning of *take up* as a class. Explain to the students that, similar to the vocabulary section dedicated to *get* in Unit 1, in this lesson they will look at another very common verb, *take*. This word also has a wide variety of different meanings depending on which words it is combined with. *Taking the bus* is very different to *taking out the rubbish*, for example.
- Students read the text on their own, and then decide on the best title in pairs. Tell them to ignore the underlined words for now. Check the answers as a class.
- Check the students' understanding of *resemble*, *employ* and *gain* control. It would be better to do this exercise in pairs or small groups, as some students may find it challenging.
- Explain that now that they have examined some phrasal verbs with *take*, they will look at some common expressions with this same verb. Tell the students to ignore the letters for now. Pre-teach *blame* and *stray cat*. Instead of pair-checking out loud, students could exchange books (or notebooks, if the answers are written there) and check each other's work. They then explain to their classmate why they think any answers are wrong. Check the exercise in open class.

5-7 You could make Exercise 6 more dynamic by inviting four students up to the board, one for A, B, C and D, to write the answers. Different students could come up after and write the expressions in Exercise 7 in the right place. If you think your class needs more support with these lexical items, give them a few minutes to translate them into their L1. Make sure the students use a proper translation site, such as *Linguee.com*, which provides example sentences in both languages. If you have a monolingual class, they could finish by quizzing each other, e.g. *How do you say ... in English?*

Note that there are **translated wordlists** available on the **Teacher's Resource Centre** in several different languages.

8 If your students find this task too open-ended, you could suggest a specific topic — sports, for instance. Alternatively, do this activity as pair work and then ask students to share their stories with the class. Vote on the best or most interesting, funniest, etc.

Teaching tip

Get the students to create a separate page for common delexicalised verbs like *get*, *take*, *give*, *go*, *have*, *put*, *make* and *do* in their vocabulary notebooks.

Throughout the course, encourage students to record any new expressions or phrasal verbs containing these verbs.

Extra activity

To give your students extra support with the phrasal verbs with *take*, you could exploit the short story in Exercise 2 by asking the students to answer some comprehension questions about it which include the phrasal verbs. Write or project the following questions on the board.

- Who does Roisin take after?
- How does she take after him?
- When she was eight, what activity did she take up?
- Did she take to this new activity quickly or slowly?

- A part of her body takes over when she dances – what is it?
- Why did her teacher take her aside?
- What did she find hard to take in?
- When and how did her career take off?

When the students have answered the questions, erase everything but the phrasal verbs in the order above (the order they appear in the text). With their books closed, students have to retell the story in pairs using all the phrasal verbs.

Vocabulary Take

Phrasal verbs with take

1 Read this extract from the listening text. What is the meaning of the phrasal verb in bold?

*So are you going to be leaving us to **take up** a career as a storyteller, then?* start (a new job or activity)

2 Read the following short story and choose the best title (a–c).

- a The dangers of Irish dancing b The end of a promising career **c** Winning isn't everything

Roisin always took after her dad. Her mother was a calm, laid-back person, but Roisin, like her father, was ambitious. She had to be the best at everything, and that included Irish dancing, which she took up at the age of eight. She took to it immediately, and knew after just a few lessons, that she wanted to be a world champion. Her teachers were impressed: once she'd learnt a new dance routine, her feet seemed to take over and she would move across the floor with incredible agility.

Shortly before her first World Championships in Glasgow, Roisin's teacher took her aside during the lesson and reminded her that, whilst she had every confidence in her, the competition would be tough. Full of self-belief, Roisin took no notice and was convinced she would win. When she finished sixth, she was devastated and just couldn't take in the fact that she hadn't come first. She never did win a championship, but she eventually learnt to love dancing for itself rather than as a means to be the best. Then, three years ago Roisin's dancing career took off when she was taken on as a dancer with an Irish dance company that travels the world. There's no competing, only supporting – and she's never been happier.



3 Read the story again. Write the infinitive of each underlined phrasal verb next to its meaning below. The first one has been done for you.

- | | |
|---|--|
| 1 start to like someone/something <u>take to</u> | 5 accept something as true <u>take in</u> |
| 2 employ someone <u>take on</u> | 6 gain control <u>take over</u> |
| 3 resemble someone <u>take after</u> | 7 start doing something <u>take up</u> |
| 4 move someone away from other people to talk <u>take aside</u> | 8 start to become successful <u>take off</u> |

Expressions with take

4 Complete each sentence (1–8) with an appropriate form of the verb *take*. The first one has been done for you.

- A 1 A pair of shoes should last longer than two months. If I were you, I would take them back to the shop.
 2 My dad used to take me to school, but now I have to get the bus.
 B 3 I lost money on that business deal! Of course I regret taking/having taken his advice!
 4 She criticises everybody else and refuses to take any of the blame herself.
 C 5 If you took more interest in the children, they'd behave better!
 6 The stray cat was looking a lot healthier. It was clear that someone had taken/had been taking pity on it and given it something to eat.
 D 7 It takes a great deal of courage to sing in front of an audience.
 8 Come on! I can't understand why you are taking/have taken so long to do this exercise.

5 Underline the expressions with *take* in Exercise 4.

A pair of shoes should last longer than two months. If I were you, I would take them back to the shop.

6 The expressions in Exercise 4 are organised into four groups, A, B, C and D. Match each of the following general meanings for *take* to an appropriate group.

- 1 to express what is needed or required D 2 to talk about the way people feel or react to others C
 3 to talk about the movement of something/one from one place to another A 4 to accept B

7 Which group (A–D) in Exercise 4 do the following expressions belong to?

to take pride in something C *to be taken to hospital* A *to take a joke* B *to take the initiative* D

8 Now write a short story of your own using at least three expressions and three phrasal verbs with *take*.

Reading and Use of English Part 6 Gapped text

- 1 **SPEAK** Do you find writing stories difficult? Why/Why not?
- 2 Read the article, ignoring the gaps. Decide which sentence (A–D) best summarises the writer's main idea.
- A It takes natural talent to be a good storyteller.
 B It is more useful to teach storytelling than grammar.
 C Teachers need more training in how to teach storytelling.
 D Children have the potential to be better storytellers than adults.



The art of storytelling...



Writing stories is a craft that is crucial for life. And if the government insists, you can test it, measure it and use it in commerce, too

A report in *The Times* recently quoted a secondary school teacher who complained that their Year 7 intake no longer knew how to tell a story. 'They knew what a fronted adverbial was, and how to spot an internal clause, and even what a preposition was – but when I set them a task to write a story, they broke down and cried,' reported the teacher.

The fact that no importance is placed on storytelling makes me very frustrated not only because it puts so little value or emphasis on children's creativity, but also because storytelling is more than simply an art. 1 F Politicians should know this better than anyone. What is "Vote for us and the country will be strong and stable" if not a story? Everything made of words is a story – from the stories we tell ourselves to the ones we watch on TV to the ones we relate to work colleagues at the water cooler.

2 C Contrary to the widely-held belief, creative writing is not just 'making stuff up'. Certainly, there are those who can do it instinctively. But what everyone on both sides of the debate seems to be missing is that storytelling can be taught and tested. I know that, because I teach it, albeit at an adult level. Ex 3 C

People say children are natural storytellers, but this is not at all true, any more than it is of adults. Or rather, they are not naturally good storytellers. Most stories by children, although they may be charming, are boring because they are just one unconnected event after another. 3 E Ex 3 E

For stories to work, a whole array of measurable principles can be applied. We shouldn't be asking children about fronted adverbials, but about act structures, character arcs and the qualities of protagonists. What is the difference between real speech and fictional dialogue? Ex 3 A What constitutes a dramatic event? 4 A And all these features of the craft of storytelling can be taught and tested in the same way as grammar. This would be so much more valuable than parroting parts of speech. Ex 2

5 G Let's instead tell them what they want to hear, and say, 'Yes, you can teach storytelling and you can test it and measure it and it's an immensely valuable tool, for commerce (if you're so obsessed with that) as much as anything else!' Ex 3 G

Storytelling in its way can have just as much complexity as music or mathematics. That we don't really understand this craft – or that this is a craft – is partly because of the romantic myth of 'inspiration' put about by authors as much as anyone. It is taught in creative writing degrees. 6 B Ex 3 B Why, for instance, is the popular children's book *We're Going on a Bear Hunt* such a compelling story? And what has it got to do with stories like *Macbeth*? (And yes, it does have something in common – all stories do.)

This is a fascinating, fruitful subject, and to a large extent, quantifiable. We should incorporate it into the classroom in a way that will satisfy both sides of the debate. In this way, there can be a happy ending to what has so far been a very sad story.

- 3 Six sentences have been removed from the extract. Choose from the sentences A–G the one which fit each gap (1–6). There is one extra sentence which you do not need to use.

- A The list goes on and on.
 B But it can be simplified enough to appear on the school curriculum as well.
 C The reluctance to include story-writing on the school curriculum is because of a fundamental misunderstanding.
 D It should be no more difficult than teaching grammar.
 E In other words, they make no sense and have no direction or point.
 F It is a crucial skill for life and commerce.
 G So we should not be wasting our time accusing the government of wanting us all to be joyless grammar robots.

Don't forget!

- › For each answer, check that the whole sentence fits in with the meaning of the text before and after the gap.
- › When you have finished, check your answers by reading through the whole text again to ensure that it makes sense.
- › Check that the extra sentence does not fit into any of the gaps.

Reading and Use of English

- 1 You could start the lesson with books closed and the question up on the board. After a minute, erase *writing* in the question and replace it with *telling*. After another minute, add *in English?* to the end of the question.
- 2 Students read the article for gist and then in pairs discuss which sentence best summarises the writer's main idea and why. Students have done this task type once before, but it might be worthwhile to revisit some of the tips covered in Unit 2. For example, they should look for connections between the article and the sentences removed from the text, such as pronouns, both personal (*he, she*) and demonstrative (*that, those*), as well as synonyms or other words from

the same lexical field. Direct students to the **Don't forget!** box in the bottom left-hand corner.

- 3 With this reading task in particular, some students tend to finish much quicker than others, so it's a good idea to have a fast finisher task at hand. You could ask those that finish early to underline five new collocations in the text. Or you could check their answers, tell them if any are wrong and encourage them to correct themselves.
- 4 You could increase the difficulty of this task by assigning A and B roles to each pair. Students in the role of A disagree strongly with both statements, no matter their real opinions, while B students strongly agree.

READY FOR GRAMMAR

4 Past tenses and time linkers

Past Tenses

- A The past simple is used to refer to:
- 1 completed actions which happened at a specific time.
I went to the cinema last night.
 - 2 completed actions and situations which happened over a specific period of time.
I lived and worked in Germany for 3 years.
 - 3 habitual actions or behaviour in the past.
We played football in the street when I was a child.
 - 4 a series of consecutive events in the past.
He kissed her, said goodbye and closed the door.
- B The past continuous is used to refer to:
- 1 temporary activities or situations in progress at a particular moment in the past.
Last week we were sitting on the beach.
 - 2 a past activity or situation already in progress when another action occurred (the activity or situation in progress may or may not continue).
I was reading to my son when the lights went out.
 - 3 activities or situations occurring at the same time.
Ann was cutting the grass while I was cooking.
 - 4 the background events in a narrative.
It was snowing heavily and a cold wind was blowing. My brother and I were reading in front of the fire. Suddenly there was a knock at the door.
- C The past perfect is used to:
- 1 show that a past action or situation occurred before another past action or situation.
When I saw Tim, he had just passed his test.
 - 2 We use the continuous form to emphasise the duration of the first past action or situation.
She had been waiting for over 2 hours when he phoned to say he couldn't come.

Time linkers

- 1 The past perfect is often used with time linkers, e.g. *after, before, by the time, as soon as, once, when, until*.
I couldn't go out until I had done my homework.
- 2 The past simple can be used if the order of events is clear:
He sold his house before he left the country.
or if the second event occurred as a result of the first.
When I realised what time it was, I ran outside.
- 3 *After* is used to show the order of two or more events in the same sentence.
After he'd cleaned the house, he went shopping.
Afterwards means *after that*, and can go at the beginning or the end of a clause.
We had lunch and afterwards we went for a walk.
They played tennis and had a coffee afterwards.
- 4 *At last* suggests that something good happens after a long period of time or more than one attempt.
I've passed the First at last! I failed twice before!
In the end has a similar meaning and may also suggest there have been one or more changes or problems. The result may be good or bad.
The car broke down several times on the way but we got there in the end.
NB *eventually* can also be used in this sentence.
At the end means at the point when something finishes.
Hand in your books at the end of the lesson.
- 5 *As/when/while* can all be used with the past continuous to introduce an action which was already in progress when another action occurred.
As/When/While I was running, I saw a rabbit.
- 6 *During/in/for* are all used as prepositions when referring to time, and are followed by a noun. *During* and *in* are used to say when something happened.
It rained a lot during/in the night.
For is used to say how long something took or lasted.
We went to Spain for two weeks during the summer.

Language focus

- 1-2 Alternatively, use a real story or anecdote from your own life. Prepare five similar sentences to 1-5 in Exercise 1 from your story. Make sure they include the same underlined grammatical tenses. Tell the story and give the students a gist question to answer. Then write or display your sentences on the board, and ask students to name the underlined past tenses.
- 3 Direct students to the **Ready for Grammar** section on page 212 (see TB54 and below). Tell students not to read the information about time linkers just yet. If your students have demonstrated a good understanding of the grammar so far, you could set the **Ready for Grammar** section for homework and move directly onto Exercise 4.
- 4 With stronger groups, you could ask students to work with a classmate and write two more pairs of sentences using the information from the Past Tenses section of the **Ready for Grammar** on page 212

(see TB54) for their classmates to discuss. Try to clear up any remaining doubts about the past tenses here before moving on to the time linkers.

- 5-7 Students work through the exercises in pairs. It may be helpful for students to underline *when* and *while* in the sentences in Exercise 4 before answering the questions in Exercise 5. In general, these exercises aim to raise students' awareness of common linking expressions that are often misused even by high-level learners. You will be doing students a big favour if you can get them using them correctly now!
- 8 Direct students to the **Ready for Grammar** section on page 212 (see TB54 and below).
- 9 Model the task yourself with a personal anecdote of your own. You could use this to elicit characteristics of anecdotes: they are brief, possibly exaggerated but true stories, usually happening in one place, contain only a few characters, often include dialogue, and end in an unexpected, humorous way.

4 SPEAK Work in small groups. Discuss the following questions.

- 1 Is too much emphasis placed on grammar teaching in your country?
- 2 *Storytelling is a crucial skill for life and commerce.* Do you agree? Should it be taught in schools?

Language focus Past tenses and time linkers

Past tense review

1 Look at the following sentences from the beginning of a story and name the underlined past tenses. Choose from:

past continuous past perfect continuous past perfect simple past simple

- 1 It was a warm but cloudy summer's day and my family and I were spending the day in the mountains. We were celebrating my sister's birthday. **past continuous**
- 2 We had set off from the city at 9 o'clock in glorious sunshine. **past perfect simple**
- 3 We'd been playing games and splashing about in the river all morning, but now it was time to eat. **past perfect continuous**
- 4 Just as we were sitting down at the picnic table, it started to pour down with rain. **past continuous + past simple**
- 5 As quickly as we could, we picked up all the plates and food, put everything back into the bags and rushed to the car. **past simple (x3)**

2 In which sentence in Exercise 1 is the past tense or combination of tenses used to describe:

- a a series of actions or events following each other in chronological order? **5**
- b a single event which occurred before the other past actions in the narrative? **2**
- c an activity which continued until just before the main action of the narrative? **3**
- d a situation which occurred over a period of time and which forms the background to the other past actions in the narrative? **1**
- e an action which was in progress when another action occurred? **4**

3 Go to **Ready for Grammar** on page 212 for rules, explanations and further practice of past tenses.

4 SPEAK Work in pairs. Name the tenses in the following pairs of sentences and explain the difference in meaning between each pair.

- 1 a When he was having breakfast, he read the newspaper. **Past continuous, past simple** He read the newspaper *during* his breakfast.
- b When he'd had breakfast, he read the newspaper. **Past perfect, past simple** He read the newspaper *after* his breakfast.
- 2 a I heard about it when I was listening to the news on the radio. **Past simple, past continuous** I heard about it *while* I was listening to the news on the radio.
- b I listened to the news on the radio when I heard about it. **Past simple, past simple** I heard about it and *as a result* I listened to the news on the radio.
- 3 a I lived in Oxford for six years. **Past simple** The speaker no longer lives in Oxford.
- b I had been living in Oxford for six years. **Past perfect continuous** This describes the situation before another situation or action occurred. We do not know whether the speaker still lives in Oxford or not.

Time linkers

- 5 In which of the sentences in Exercise 4 can *while* be used in place of *when*? In which sentences can *as soon as* be used in place of *when*? Do these words change the meaning of the sentences in any way? *While* can be used in place of *when* in 1a and 2a. It emphasises that the two things happened at the same time, but does not change the meaning. *As soon as* can be used in place of *when* in 1b and 2b. It emphasises that the action in the main clause happened immediately after the action in the clause introduced by *as soon as*.
- 6 Complete each gap (1-3) with either *at the end*, *in the end* or *at last*.
 - 1 I'd like you to hand in your homework at the end of the class.
 - 2 We were going to catch a train but in the end we decided it would be cheaper to drive.
 - 3 We've found a house we like at last ! We've been looking for nearly two years.
- 7 In which sentence in Exercise 6 could *eventually* be used without changing the meaning? In sentence 2, *eventually* can be used instead of *in the end*.
- 8 Go to **Ready for Grammar** on page 212 for rules, explanations and further practice of time linkers.
- 9 SPEAK Work in pairs. Tell your partner about something embarrassing, unusual or exciting that happened to you. Use a variety of past tenses and time linkers.

READY FOR GRAMMAR

4 Past tenses and time linkers

1 A magazine for teenagers asked readers to write in with stories of their most embarrassing moments. Read these two stories and write the appropriate past form of each verb in brackets. There is an example at the beginning (0).

Bus blush

Something very embarrassing (0) happened (*happen*) to me while I (1) was travelling (*travel*) home from school on the bus one day. We (2) were having (*have*) a laugh at the back of the bus when I (3) saw (*see*) a friend from school. She (4) was sitting (*sit*) at the front, so I (5) ran (*run*) up and (6) sat (*sit*) down behind her, pulling her ponytail and shouting, 'Hi there, Rebecca!' I felt so stupid when a man I (7) had never seen (*never/see*) before turned round! 'Actually, my name's Andrew,' he (8) smiled (*smile*). I (9) didn't stop (*not/stop*) blushing until I (10) (had) got (*get*) home.

Face paint

My nephews (11) had been asking (*ask*) me for days to take them somewhere, and eventually I (12) agreed (*agree*) to go to the park with them. While they (13) were playing (*play*) football, I (14) fell (*fall*) asleep in the sun. Later, on our way to the shopping centre, where I (15) had arranged (*arrange*) to meet my boyfriend, Paul, they (16) kept (*keep*) telling me how beautiful I looked. As soon as Paul (17) saw (*see*) me, he (18) burst (*burst*) out laughing. 'Have you looked in a mirror?' he said. Catching my reflection in a shop window, I (19) discovered (*discover*), to my horror, that my nephews (20) had drawn (*draw*) a huge beard and moustache on my face with crayons. I nearly died of embarrassment.

Go back to page 55.

2 In sentences 1-6, underline the correct time linker.

- 1 She'd had it a week too long, and after / during / as she was taking it back, she realised she didn't have any money with her to pay the fine.
- 2 She took me aside while / during / when the break and asked why I hadn't handed it in.
- 3 Written by Prince, it was originally recorded by the funk band The Family in 1985, but it didn't take off until / afterwards / eventually it was released by Sinead O'Connor in 1990.
- 4 Unfortunately, afterwards / after that / after it flew at her and bit her on the nose, she took no further interest in it, and at the end / in the end / at last her parents reluctantly gave it to a friend, together with the cage.
- 5 Almost eventually / while / as soon as they'd taken it over, they got rid of the managing director.

3 What do you think 'it' might refer to in each sentence in Exercise 2?

- 1 a library book
- 2 a piece of homework
- 3 a song (specifically Nothing Compares 2 U)
- 4 a pet bird
- 5 a business

Go back to page 55.

Writing Part 2 Report

- 1 SPEAK** Work in pairs. Read the following Writing Part 2 Task. Choose one of the categories each and discuss with your partner what you could write about for your area.

Your local mayor wants to increase the number of visitors to your area. You have been asked to write a report for the mayor on **one** of the following:

- Cinemas, theatres and concert halls
- Sports facilities
- Transport facilities
- Parks and gardens
- Historic buildings and museums

The report should describe what your area offers visitors and make recommendations for improvements.

- 2** Read three possible introductions (A–C) to the report on *Cinemas, theatres and concert halls*. Complete each gap (1–8) with a word from the box, using the words in bold to help you. There is an example at the beginning (0).

aim aims contains looks make order provide terms ways

A INTRODUCTION

This report (0) **looks** at some of the entertainment facilities that visitors to this town can find here. It also suggests (1) **ways** of improving these facilities with the (2) **aim** of attracting more visitors.

B INTRODUCTION

This report (3) **aims** to describe what our town offers visitors in (4) **terms** of cinemas, theatres and concert halls. It also (5) **contains** recommendations for improving these facilities so as to encourage more people to visit the town.

C INTRODUCTION

The purpose of this report is to (6) **provide** an overview of the town's cinemas, theatres and concert halls and to (7) **make/provide** suggestions on how to improve them in (8) **order** to attract more visitors.



Note: if your class are taking the *B2 First for Schools* exam, please use the **B2 First for Schools writing lessons** on the **Teacher's Resource Centre**. Writing a report is not an option on this version of the exam.

Lead-in

Find a few pictures of interesting places to visit or activities to do in your own hometown that might be interesting to people visiting the area. If it's easier, you could also choose a major city in your home country. Before you show your students the pictures, tell them they must think of at least one question to ask you while you tell them about the places or activities. In small groups, students then tell each other about interesting places to visit or activities to do in their own hometowns. If mobile phones are allowed, ask students to find pictures to show their classmates. Finish the activity with

Teaching tip

Use a feedback code when marking students' writing. Underline errors and simply write *T* for *tense*, *WW* for *wrong word*, etc. This will save you time, because you don't have to write out all the corrections yourself, but more importantly it will make feedback more interactive and encourage students to notice and

a short discussion of what makes places or activities attractive to people visiting an area for the first time.

Alternatively, you may wish to use **Presenting a report** on the **Teacher's Resource Centre** at this point.

Writing

1 Students read the instructions and discuss one of the categories with a classmate. Alternatively, to extend this task you could ask students to discuss what they could write about for their area for all five categories.

2 This activity aims to show students how to write the introduction to a report not only appropriately, in terms of style, but also effectively, by demonstrating how to concisely inform the reader about the aim and content of the report. As shown in the examples, this can usually be done in one or two sentences.

correct their own mistakes. One word of warning: it's very important to make sure the students do in fact self-correct, and then make time yourself to check the students' self-corrections, or these errors might go uncorrected.



- Discuss the question in open class.
- Once students have had the chance to discuss the questions in pairs, nominate three students from different pairs to tell the class about one of the paragraphs.
- This question highlights a common error for B2 level students when writing reports or when using these verbs to give advice in other contexts. You could provide further practice creating a link with what the students talked about in Exercise 1, e.g. *What would you recommend doing at the weekend in your hometown?*
- Give the students a few minutes to underline words or phrases and then compare with a partner. If you have the ability to project the text up on the board, students could come up and underline the words or phrases there. Remind students that it's perfectly

fine for them to 'steal' as much useful language as they can from model texts and incorporate it into the practice writing they do during the course. That way on the day of the exam this appropriate lexis will naturally come to mind.

- Direct students to the **How to go about it** box. Note that the information in this box could be adapted into a checklist to give the students for this writing task, e.g. *Does the report include headings?* Students should ideally plan their reports in class, thinking up ideas with their classmates and getting input on the plan from the teacher. You might also experiment with getting the students to write certain sections in class, i.e. just the introduction, or just one of the central paragraphs, either individually or together with another classmate.

Sample answer

Report about parks and gardens

Introduction

The aim of this report is to describe what our town offers visitors in terms of parks and gardens. It also makes recommendations for improving these facilities in order to encourage more people to visit the town.

Parks

This town has an excess of 70,000 habitants, but there are only two quite large parks where people can run and play. In addition, only one of the parks 'The Queen's Park', has sports facilities, for example football pitch or tennis court. Moreover, both parks, 'The Queen's Park' and 'The North's Park', are both in the north of the town, the south only has a small park.

Gardens

There are some small parks with flowers and trees that they are good for sitting and eating lunch if you are a worker. However, there is nothing in the town centre, where many people are, including business people and tourists.

Recommendations

I suggest putting sports facilities in the 'The North's Park' and make another park in the south. I also recommend to have a garden with flowers in the town centre where the people could enjoy and eat their lunch.

192 words

Examiner's comments

Content: The reader is only partly informed. The report begins well with a clear introduction, but thereafter, little mention is made of visitors. The writer aims the report at 'habitants', people in general and workers, and only briefly mentions tourists.

Communicative Achievement: The conventions of report writing are employed effectively, with good use of heading and sub-headings. The register is appropriately neutral, and the tone is generally objective, with one exception (*if you are a worker*). Straightforward ideas are communicated.

Organisation: The report is clearly organised in appropriate sections, thus helping to communicate the main points. A variety of appropriate linking words is used (e.g. *In addition; Moreover; However*). However, frequent repetition of the word 'parks' could be avoided in the second paragraph by using referencing (e.g. *In addition; , only one of these ...; the one in the south*).

Language: There is an adequate range of vocabulary for report writing (*The aim of this report; improving these facilities*) and the topic (e.g. *sports facilities; football pitch; tennis court*). There are some errors with word formation and spelling (*(in)habitants; putting*) but these do not impede communication.

There is a range of simple and more complex grammatical forms (e.g. *The aim of this report is to describe what our town offers visitors in terms of parks and gardens*), though this is most successful in the more formulaic first paragraph.

The rest of the report contains some rather awkward use of language (e.g. *both parks ... are both; where many people are*) and there are several non-impeding errors, such as the use or non-use of articles (*The North's Park (North Park); football pitch and tennis court; the people*), problems with verb patterns (*I suggest ... make; I also recommend to have*) and other aspects of language (*that they are good for sitting; the people could enjoy (themselves)*).

Mark: Pass

- Read the continuation of the report from Exercise 2c. Is the style of the language in the report appropriate? Give reasons for your answer. *The report is for the local mayor and is written in an appropriately formal style.*

CINEMAS

There are three cinemas in the town centre, all of which are in poor condition and create a bad impression on anyone visiting our town. The buildings are old, the seats are uncomfortable and each cinema has just one screen, so there is not much choice in terms of films.



THEATRES AND CONCERT HALLS

We are fortunate enough to have two theatres and a large concert hall in our town. Unlike the cinemas, these buildings are well maintained and offer both residents and tourists a wide variety of plays and concerts. However, overseas visitors comment on the high prices of tickets and this prevents many from attending shows.

RECOMMENDATIONS

I recommend that the council should build a new multi-screen cinema complex, showing some original version films, particularly for the benefit of English-speaking tourists to our town. I also suggest offering special discounts on theatre and concert tickets for the many young foreign people who come here to study.



- The question in Exercise 1 says that the report should consider visitors to the area. In the model answer, how does the writer show the relevance of the report to visitors in each paragraph?

Introduction: the writer says that suggestions will be made 'in order to attract more visitors'.

- What structures are used after the verbs *recommend* and *suggest* in the final paragraph of the model answer report?

recommend + should + infinitive without to suggest + gerund

- Underline any other language in the model answer which could be used in the different reports for the question in Exercise 1. *See underlining in the model answer*

in poor condition

- Now write your own answer for one of the other reports in the question in Exercise 1. Write your report in 140–190 words.

How to go about it

- Write a plan for your report.
Note down positive and negative points about the facilities in your area. For each negative point, consider a recommendation you could make.
- In your plan you could have two or three central paragraphs after the introduction, with a final paragraph containing your recommendations. Alternatively, you could include a recommendation in each paragraph.
- Give each paragraph a short title.
- Follow the instructions in the question carefully.
Remember to make your report relevant to visitors to your area.
- If you are not sure what to write about, you can invent information.
- Write your report in an appropriate style and use a range of language.
In this report for the mayor, a formal style is appropriate.



For more information on writing reports, see page 196.

Reading and Use of English Part 4 Key word transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 When the meeting was over, they went out for dinner.

HAD

As soon as the meeting had finished, they went out for dinner.

- 2 When we eventually arrived at the party, all the food had been eaten.

GOT

By the time we got to the party, all the food had been eaten.

- 3 He put everything back in its place before he left.

UNTIL

He did not leave until he (had) put everything back in its place.

- 4 They decided against employing him, because of his age.

TAKE

They decided not to take him on, because of his age.

- 5 She is not at all interested in my work.

INTEREST

She does not take/have/show any interest in my work.

- 6 This is the funniest book I've ever read.

SUCH

I've never read such a funny book as this one.

Correcting mistakes

In each short text 1–5, there are two words which should not be there. Find these words and cross them out. The first one has been done for you.

- At first we weren't sure whether we could afford to go on holiday, but in the end we ~~had~~ felt we ought to spend at least ~~during~~ a week on the coast.
- I was extremely impressed with the special effects and some ~~part~~ of the action scenes. As for ~~as~~ the acting, though, I felt many amateurs could have done better.
- Sophie was so ~~much~~ pleased after her last exam. 'At ~~the~~ last!' she cried. 'I've finished.'
- When he ~~had~~ came home from work he ~~was~~ made himself a cup of tea and read the newspaper. It had been an exhausting day.
- I'm so glad we took ~~to~~ your advice and went to the new Indian restaurant that's just opened. The service was marvellous and it was such ~~a~~ good food.

Vocabulary Films

Complete each gap with one word, the first letter of which has been given. You may need to use the plural form of a word.

- The 2017 version of *Murder on the Orient Express* features **an all-star c**ast _____ including Kenneth Branagh, Penelope Cruz, Johnny Depp and Michelle Pfeiffer.
- Brad Pitt won an Academy Award for Best Actor in **a Supporting R**ole _____ for his part in the 2019 film *Once Upon a Time in Hollywood*.
- The novel was praised by **literary c**ritics _____ but the film had **poor r**eviews _____.
- It's a well-written thriller, with convincing characters and **a gripping p**lot _____.
- One ingredient of a good action film is an exciting and **memorable o**pening **s**cene _____; some kind of chase involving cars or helicopters, for example.

Reading and Use of English Part 3 Word formation

- 1 Read the following text, ignoring the gaps for the moment. What is the purpose of the text? *to attract new students to the Storytime School of Storytelling*

Storytime

The Storytime School of Storytelling offers a (0) VARIETY of courses to anyone (1) interested in the ancient art of storytelling. A wide range of people have studied with us, from tour guides to teachers, lawyers to (2) librarians and bankers to business owners.

Their motives for attending our courses vary enormously. They may be keen to develop their (3) confidence as public speakers, learn how to use stories in the classroom, or activate their (4) creativity in a playful environment.

Whatever their reasons, participants usually find the experience absolutely (5) fascinating, as you can see from the enthusiastic testimonials on our website. Many of these point to the series of (6) performances given to local schoolchildren as the highlight of their course. Others mention the supportive atmosphere in our school and the quality of the teaching.

Not (7) surprisingly, many people come back to Storytime again and again. We offer an almost (8) unlimited/limitless number of courses ranging from *Animal tales* to *Using your voice* or *Creating your own stories*. Why not contact us? We're sure to have a course for you.

VARY
INTEREST

LIBRARY

CONFIDE
CREATIVE

FASCINATE
PERFORM

SURPRISE
LIMIT

- 2 Read the text again and use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

Writing Part 2 Review and Informal letter

Write an answer to one of the following in 140–190 words.

- 1 You recently saw this notice on an English-language website called *Game Plan*.

Reviews wanted!

Game apps

Is there a game you play regularly on your phone?

Write a review explaining the aim of the game, why you like playing it and who you would recommend it to.

Write your review.

For more information on writing reviews, see [page 197](#).

- 2 This is part of a letter you have received from your English friend, Tanya.

I'm not sure what to read next. What's the best book you've read recently? Tell me a little bit about the plot (not too much!) and say what you liked about it. If it sounds good, I'll see if I can get a copy in English.

Thanks

Tanya

Please go to the Teacher's Resource Centre for a Sample answer with Examiner comments for this Writing task. Write your letter.

For more information on writing informal letters, see [page 193](#).

Pronunciation Silent consonants

1 **4.2** Complete the sentences with the missing words.

- Did you know Mahershala Ali won an Academy Award for Moonlight ?
- The book is a psychological thriller called Autumn in London.
- For the role of the climate change campaigner, the make-up department gave the actor wrinkles using prosthetics.
- The muscle -bound action hero climbed up the cliff in pursuit of the villain.

2 Each word you wrote in Exercise 1 contains at least one consonant which is not pronounced. Underline the silent consonants.

3 **4.3** Cross out the silent consonants in these words. Then listen to check.

answer column design echo half handkerchief
knee lamb listen receipt scene

4 Read the short article about a book below. The silent consonants have been removed from the words in bold. Correct the spelling of the words in bold.

BOOK

OF THE WEEK



Natasha Drake's bestselling fantasy epic ¹ **Sords** and ² **casles** recounts the life of King Fabian and his ³ **hansome** but ⁴ **disonest** sibling David, who is a constant source of problems for his brother.

⁵ **Ghosts**, goblins, elves and other fantastical creatures populate the ⁶ **iland** kingdom, but what really brings the book to life is the witty ⁷ **rappor** between the main characters as they deal with one disaster after another.

The rather ⁸ **solemn** ending left everyone guessing as to ⁹ **wat** ¹⁰ **woud** happen next. Well, the wait is finally over – the sequel is being released next ¹¹ **Wednesday**.

¹² **Althou** some critics are already ¹³ **douting** ¹⁴ **wether** it can match the success of the first instalment, all ¹⁵ **sins** point to it topping the charts once more.

5 Work in pairs. Compare your answers to Exercise 4.

6 **SPEAK** Work in pairs. Play four in a row. Take a pencil and use the table below as your board. If you correctly cross out the one silent consonant in a word, you win the space. The aim of the game is to stop your partner winning four spaces in a row, and/or to win four spaces in a row before your partner. When you have finished one game, rub out your answers and play another.

whistle	plumber	hour	talk	debt	two
island	knock	wrist	bomb	knot	cupboard
high	could	aisle	whole	light	doubt
sign	wrong	knife	salmon	muscle	handsome
ballet	write	stomach	debut	sandwich	foreign

Pronunciation

- 4.2** Go through the answers as a class.
- To change the class dynamic, you could invite one student up to the front of the class, who then elicits the silent consonants from their classmates and underlines them on the board.
- 4.3** Allow students to pair check before going over the answers as a class.

4-5 Students read the instructions and do the exercises.

6 To highlight student progress, finish the lesson by eliciting a few words from page 60 that the students did mispronounce, or likely would have mispronounced, before this lesson.