

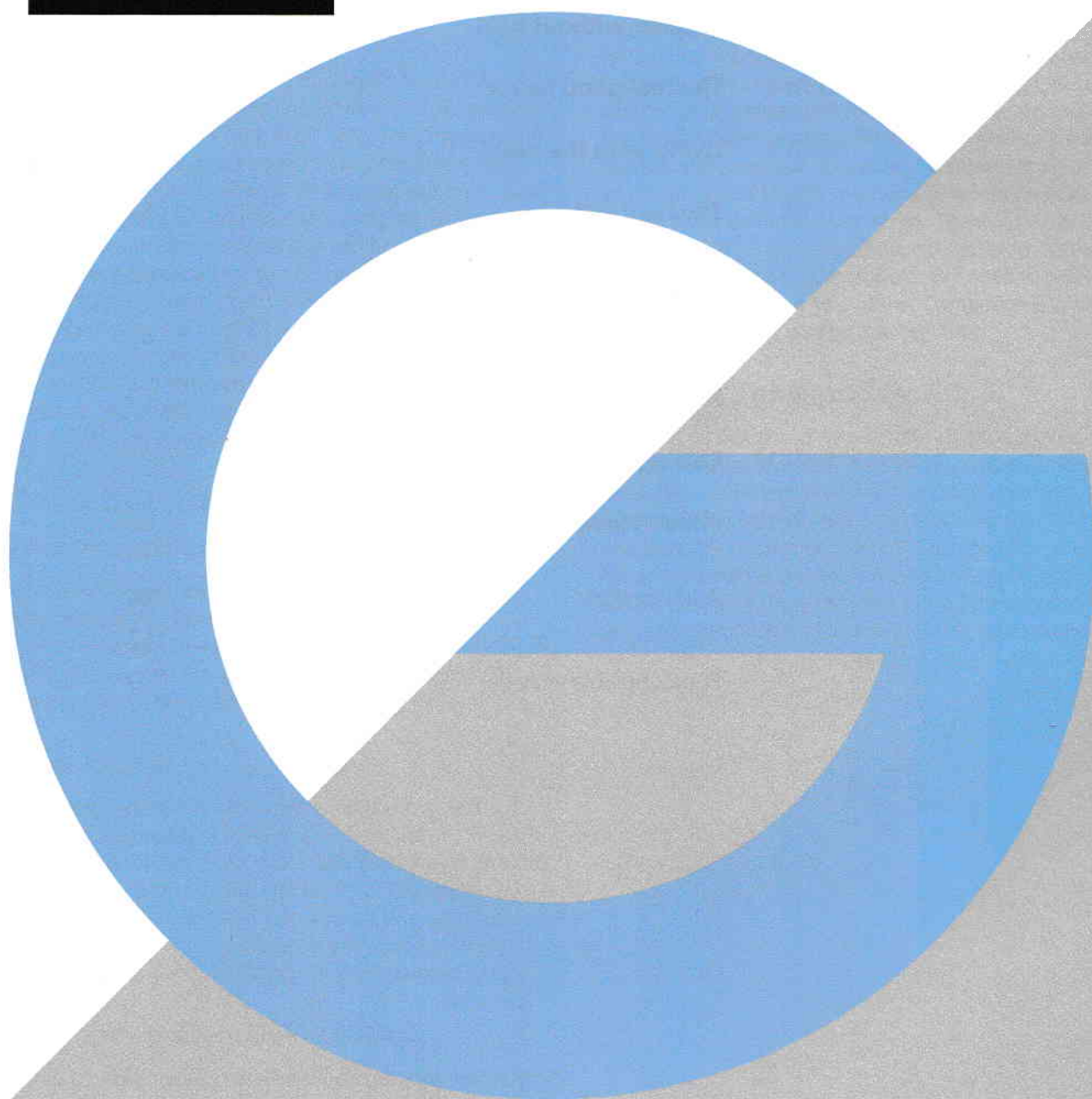
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Speaking and Use of English focus ► p.6

Interview (Part 1)

Talking about yourself

Aims

- to practise talking about yourself using a varied range of language
- to use introductory phrases

Warmer

If this is a new class, introduce yourself. Ask students to work in pairs to find out three or four pieces of information about each other, including one thing they have in common. Ask each pair to introduce themselves and share the similarity they found.

- 1 Students discuss the questions in pairs. Elicit a **few answers** to each one.
- 2 Give students a moment to read the questions, then play the recording. Elicit the answers. Read through the **Exam tip** with the class. Encourage students not to give answers which are very brief, or go on for a long time. The second part of the exam (the Long Turn) gives them an opportunity to speak for a longer time (a minute). Elicit any other introductory phrases students know (e.g. *You know, Let me see, For me ...*).
- 3 Elicit the question for each response. Then ask students to think about how they would respond to each question with something longer and more interesting. Students take turns to ask and answer the questions in pairs. For class feedback, ask each student one of the questions.
- 4 Ask students to complete the task on p.134, alternating the roles of examiner and candidate.

Teaching tip: the Speaking paper (Part 1)

Share some background information about the Speaking paper of the exam. Point out that it is divided into four parts. Students will sit the Speaking paper in pairs or threes, although each student is marked individually. Part 1 consists of an interview which involves answering questions with personal information and opinions, e.g. the questions in Activity 1. For more detailed information and strategies for this section, refer students to the **Exam focus** on p.182.

- 5 Refer students to the **General marking guidelines** on p.185. If necessary, explain the band structure, and that 5 is the highest band. Give students a moment to evaluate their own performance against the guidelines. Then give them a few minutes to discuss how they rated themselves and any suggestions they have for their partner to improve.

Alternative

If students don't feel confident making suggestions to each other at this early stage of the course, ask them to just reflect on their own performance, and share something they would like to improve with the other students they worked with.

Answers

- 2 1 Question 1: What did you like most about the area where you grew up?
2 Karl provides answers of appropriate length. He gives two utterance answers. He either first answers the question and then provides more information e.g. 'I'm German. I live just outside Berlin now but I grew up in the centre of the city.' Or he prefaces his answer with a comment that allows him to show the range of language he has at his disposal and then goes on to provide an answer e.g. 'Well, there are so many things, really, but I suppose the one that really stands out for me is living so close to a great city like Berlin.'

Teaching Tip: Recording spoken tasks

If students have mobile devices, encourage them to record themselves talking in Activity 5. Then ask them to listen to the recording and reflect on what they did well and what they could improve on. Encourage students to save the recording to play to themselves later in the course so that they can hear their own progress.

Multiple-choice cloze (Part 1)

Aim

- to complete an exam-style multiple-choice cloze task (Reading and Use of English Part 1)

Teaching tip: The Reading and Use of English paper (Part 1)

Tell students that the Reading and Use of English paper of the exam is divided into eight parts. Part 1 is a multiple-choice cloze: a gapped text with a choice of four options for each gap. For more information, refer students to the [Exam focus](#) on p.178.

- 6 Focus students' attention on the title of the article. Elicit the meaning of *lottery* (a game used to make money for a state or a charity in which people buy tickets with a series of numbers on them – if their number is picked by chance, they win money or a prize). Put students into pairs to discuss the question (without looking at the text).

Additional activity: Reading for gist

Ask students to read the article quickly without worrying about the gaps to see what kind of home a real lottery

winner chose. Ask them to compare it to their own ideas from Activity 6.

- 7 Point out that this task type focuses on whether students can understand subtleties in meaning between words of a very similar meaning. Do this activity as a class.
- 8 Students complete the article then compare their answers in pairs before checking as a class.
- 9 Students discuss the question in pairs, then elicit a few responses.

Answers

- 7 1 C 2 D and A
- 8 1 B (*only* means that there were no other winners)
2 D (*opted* is the only verb on the list which is followed by *for*)
3 A (*uncommon* and *unlikely* are not usually used as stand-alone adjectives for people. *Unfamiliar* as a stand-alone adjective for a person means not known to you, which doesn't make sense here.)
4 C (*take into account* is a collocation)
5 A (*proximity* has the best meaning and it is the only noun from the list which is followed by *to*)
6 D (*afford* = to have enough money to pay for something)
7 C (*fantasise* is the only verb listed which is followed by the preposition *about*)
8 B (*loved one* is a compound word meaning a person you love, usually a family member)

Additional activity

Put students into pairs and allocate each pair one of the sets of words from Activity 8 (or for a shorter alternative, two words from a set). With their partner, students discuss the differences in meaning and use between the alternatives then look up the definitions in the Longman Dictionary of Contemporary English at www.ldoceonline.com. Ask students to briefly present the differences to the class. Alternatively, students could post their findings to a private class online space.

Teaching tip: Setting up an online space

Set up an online space for your class, for example, in your school's learning management system, MyEnglishLab, or on a social media site. You can use the space to communicate notices to students, for students to submit work, provide links to useful resources, and for online discussion.

ADDITIONAL PRACTICE | Maximiser p.6, Speaking | MEL Unit 1, Speaking | MEL Extra practice, Speaking 1 Giving good Part 1 answers | **Active Teach Game:** Sheep out!

Warmer

Ask students to discuss in pairs whether they think it would be more dangerous to live in a small town or a city. Reveal that it is generally more dangerous to live in a small town than in a city and ask students to speculate why this might be (e.g. because of fewer hospitals or medical resources; rural drivers go much more quickly).

- 1 Put students into pairs and encourage them to think of at least three advantages and disadvantages of living in a small town. Then ask students for a show of hands to indicate whether they consider themselves a *city person* or a *small-town person*. Invite a few students to give reasons for their choices.
- 2 Play the recording and elicit whether the speaker mentioned any of the things that were talked about in Activity 1. Elicit any other advantages or disadvantages she talked about.

Verbs in perfect and continuous forms

Aim

- to differentiate between the use of perfect and continuous forms

Refer students to the **Grammar reference** section on verbs in perfect and continuous forms on p. 149. Go through the notes and examples. Ask them to do the exercise on p. 150.

Teaching tip: A 'flipped classroom' approach

You could ask students to read through the relevant **Grammar reference** sections before the lesson. This will allow more time for students to think about the grammar at home, and will also allow more time for questions and communicative activities during class.

Grammar reference answers

- 1 have been having
- 2 is working
- 3 has lived
- 4 are always complaining
- 5 have just had

- 3 Point out that all of these sentences are grammatically correct and, at this level, the focus is more about understanding and conveying subtle differences using the appropriate tense.
- 4 Students discuss the difference in meaning between each pair of sentences before comparing ideas as a class.

Answers

- 3 1 A They are still discussing where to move. B They've finished discussing where to move.
2 A The focus is on the total distance covered at the end of the journey. B The focus is on repeatedly covering the same distance every day.
3 A The suggestion is that the process of wondering about leaving had come to an end when she was offered the job. B The suggestion is that when she received the job offer she was still wondering about leaving the city.
- 4 1 I had been telling 2 I had, in fact, always been
3 both 4 both 5 both, have discovered
6 will have been

Forms used by speaker:

- 1 I had been telling (past perfect continuous) 2 I had, in fact, always been (past perfect simple) 3 will have been living (future perfect) 4 I've been looking back (present perfect continuous) 5 I've spent, have discovered (present perfect simple) 6 will have been (future perfect)

ADDITIONAL PRACTICE | Active Teach Extra activity Grammar Focus 1

Stative verbs

Aims

- to understand that verbs are not used with a stative meaning in continuous forms
- to identify a range of stative verbs

Refer students to the **Grammar reference** section on stative and dynamic verbs on p. 150. Go through the notes and examples. Ask them to do the exercise.

Grammar reference answers

- 1 ~~I'm loving~~ I love living in London at the moment. It's great.
- 2 ~~They're having~~ They have three children: Hanna, Charlie and Aurora.
- 3 She denies having had anything to do with the robbery. (= correct)
- 4 This soup tastes a bit strange. (= correct)
- 5 ~~He's not understanding~~ He doesn't understand anything about technology.

- 5 Talk through the **Language tip** and find out if students can think of any other examples of verbs with both stative and dynamic meanings (e.g. *have, be, think*).

Check that students understand the terms *stative verb* (a verb that describes a state of being) and *dynamic verb* (a verb that describes an action). Ask them to divide the stative verbs into groups, then check answers as a class.

- 6 Students complete the activity then compare their answers in pairs before you check answers as a class.
- 7 Give students a moment to think about the question and the verb forms. Share an example (e.g. *I've been living in my rock star mansion for a year now. I've been swimming in my huge pool every morning before class*). Students discuss their ideas in pairs or small groups, then elicit some ideas.

Answers

- 5 Emotions: care, like, love
Knowledge: believe, know, understand
Possession: belong, own, possess
Communication: agree, deny, promise (also possible: understand)
Senses: hear, smell, taste
- 6 1 think (expressing an opinion)
2 am thinking (considering)
3 am seeing (for an arrangement in the future)
4 see (understand or appreciate an opinion in the present)
5 are tasting (for an action in progress)
6 tastes (for a permanent state or quality)

ADDITIONAL PRACTICE | **Maximiser** p.7, Grammar | **MEL**
Unit 1, Grammar | Photocopiable 1A *This is me* | **Active Teach**
Extra activity Grammar Focus 2

Listening focus ► p.9

Multiple matching (Part 4)

Aim

- to complete an exam-style multiple matching task (Listening Part 4)

Teaching tip: The Listening paper (Part 4)

Tell students that the Listening paper consists of four parts. Refer students to read Part 4 of the **Exam focus** on p.182 and then elicit a summary (Part 4 focuses on understanding informal speech and involves reading

two tasks of eight statements each, then listening to five short monologues on a related topic and matching one statement from each task to one of the speakers).

- 1 Read the **Exam tip** with the class. Students answer the questions in pairs, then elicit answers from the class. Check students understand the idea of *downsize* (to move to a smaller home).
- 2 Play the recording twice. Go through the answers.
- 3 Read the question and, if students want you to, replay the recording. Ask students to discuss the question in pairs then elicit a few opinions about each.

Answers

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

Vocabulary

expressions with *space* and *room*

Aim

- to expand students' knowledge of expressions with *space* and *room*

Additional activity

Ask students to write their own sentences with *space* and *room*, and then work in pairs to share their sentences and try to give their own explanations of how the words are the same, and what differences there are. Conduct whole-class feedback. (Suggested answer: the words are different in the contexts they can be used in, which is what this activity aims to practise).

- 4 Students complete the activity, then compare in pairs before you check as a class.

Additional activity

Ask students to take turns to guess who each speaker in Activity 4 might be talking to and what the situation is, e.g. *I think the first speaker might be talking to her partner or flatmate. Maybe they have a really cluttered flat and are having a big clean out*. Then ask each pair to choose one of the phrases and role-play the next part of the conversation. Invite pairs to share their conversations with the class.

As an extension, get students to try and articulate how the words *space* and *room* are different. (i.e. *space* talks about an area, *room* often talks about what an area can be used for).

- 5 Students turn to p.144 and work in pairs to ask and answer the questions using expressions with *space* and *room*. Elicit an answer to each question, along with the meaning of the words in italics: *room service*, *room temperature*, *no room to swing a cat*, *roomy*, *room and board* and *leg room*.

Answers

- 4 1 both 2 both 3 room 4 room 5 both
6 space 7 room 8 space

ADDITIONAL PRACTICE | **Maximiser** p.10, Listening | **MEL** Unit 1, Listening | **MEL** Extra practice, Listening 1 Speaker purpose | **Active Teach** Game: Noughts and crosses

Reading focus ► p.10

Multiple choice (Part 5)

Aim

- to complete an exam-style multiple-choice reading task (Reading and Use of English Part 5)

Teaching tip: The Reading and Use of English paper (Part 5)

Refer students to the **Exam focus** on p.179 and give them a few minutes to familiarise themselves with the section on Part 5.

- 1 Students discuss the questions in pairs. Elicit a few ideas for each question. Then ask: *How has technology changed the way people navigate?* Try to use or elicit words which are coming up in the reading text: *GPS*, *coordinates*, *Google Earth*, *interactive*.
- 2 Give students a minute to read the title and first paragraph, then elicit a few predictions of what the whole article will be about. Give students five minutes to read the article quickly to check their predictions.
- 3 Read the **Exam tip** with the class.

Additional activity

As an example of the Exam tip, give students the following statement: *The writer of this article thinks that we rely on technology so much that we would easily get lost without it.* Get students to try and guess what the answer would be based on their own beliefs, and then skim read to find out (answer = *no*). Then ask the class whether students' own feelings about the question affected their decision.

Ask students to read the questions and underline key words before reading the text one more time. Tell students that as they answer each question, they should find and mark the part of the text that each question relates to, then reread it in detail. After students have answered the questions, they compare their answers in pairs. As you go through the answers, elicit evidence for each one.

- 4 Students discuss the questions in pairs. Conduct whole-class feedback.

Answers

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

- 5 Tell students that working out meaning from context is an important reading skill. Brainstorm strategies for deducing the meaning of an unknown word, e.g. understand the context, read the whole sentence, work out the word class (is it a verb, noun, etc.?), look for connections to words in other languages you know. Students match the underlined words with the meanings. They compare their answers in pairs, then as a class.
- 6 Remind students that writing their own examples is a good way to help them remember words and phrases.

Answers

- 5 1 frequent 2 detachment 3 feat 4 archly
5 reconnaissance 6 fabric 7 parameters
8 intersect

ADDITIONAL PRACTICE | **Maximiser** p.8, Reading | **MEL** Unit 1, Reading | **MEL** Extra practice, Reading 1 Predicting the text A | **Active Teach** Extra activity Reading Focus – meanings in context

Vocabulary focus ► p.12

Compound words

Aim

- to expand students' awareness of compound words

Warmer

Ask students to show each other a photo (on their phones) of their town/city or a well-known landmark, and get their partner to describe it.

- 1 Put students into pairs or small groups to discuss the questions. If all students are from the same city, they could each choose another city they are familiar with to discuss.
- 2 Give students a few minutes to read the text and clarify any unknown vocabulary. Elicit the meaning of a *mecca* (a place that attracts a lot of people), *endowed* (with a good quality), *asset* (something that is useful), *slogan* (a short phrase used in advertisements) and *bylaw* (a law which applies to a city or small area rather than the whole country).
- 3 Read through the **Language tip** with the class. Point out that compound words can combine a range of word classes, e.g. noun, adjective, adverb, verb. Ask students to look at the first underlined word in the text (*landmark*), elicit the word class of the word (a noun), and the words it combines (the nouns *land* and *mark*). Direct students to the next underlined word (*world-renowned*). Elicit the word class (adjective) and the words it combines (the noun *world* and the adjective *renowned*). Ask students to look at the remaining underlined compound words and answer the question. Elicit the answer.
- 4 Tell students that this list is of some other common compound adjectives. Students match the adjectives to the nouns then check as a class.
- 5 Students complete the activity, then compare answers in pairs before you check as a class.
- 6 Focus on the first word *air-conditioned* and elicit some possible sentences using it, e.g. *My apartment isn't air-conditioned; When I go on holiday, I always ask for an air-conditioned room.* Encourage students to write and compare their own sentences.

Additional activity

Students could turn their sentences from Activity 6 into gapped sentences by removing one part of each compound word (or for more of a challenge, the whole compound), then swap these with a new partner. They try to guess the missing item in their partner's sentences.

Teaching tip: Recording vocabulary

Suggest students choose a place to record new vocabulary and collocations. It could be a digital record or physical notebook, but it is important that it is in one central place and doesn't get lost!

Answers

- 3 landmark, theatre-goers, bylaws
- 4 1 E long-standing friendship 2 F run-down area
3 C cut-price airline tickets 4 D drop-down menu
5 B middle-aged man 6 A part-time job
- 6 1 air 2 mass 3 far 4 highly 5 high 6 life
7 interest 8 built

ADDITIONAL PRACTICE | **Maximiser** p.8, Vocabulary | **MEL Unit 1**, Vocabulary | Photocopiable 1B *Matching halves* | **Active Teach** Game: Pelmanism

Grammar focus ► p.13

Warmer

Write *take a trip down memory lane* on the board, and elicit what it means (when you spend some time remembering the past). Ask students to take a moment to think back to their childhood and choose a place that has happy memories for them, e.g. a holiday spot or place they used to play or somebody's home. Divide students into small groups to briefly describe that place and its significance to them. Finish by asking: *Have you been back to that place? How has it changed?*

- 1 Put students into pairs to discuss the statement then conduct whole-class feedback.
- 2 Give students a few minutes to read the text and clarify any unknown vocabulary.
 - 1 (Suggested answer) What happened in the past would not happen now. The way things are now is very different from the way they were in the past.
 - 2 (Suggested answer) The house itself had changed, so had the garden and so had the beach. The new owners didn't seem to care about preserving what was appealing about the house.

Conjunctions

Aim

- to use a range of conjunctions which show contrast, give conditions and add information

Ask students to read the **Grammar reference** section on conjunctions on p.150 and complete the exercise on p.151.