

Module 1 Lifestyles

Module 1 includes topics such as family, homes, routines, festivals and celebrations.

Photocopiable activity

Photocopiable activity (pre-course) on page 125 provides an introduction to the FCE exam. After the quiz, it would be useful to show students other features of the book, by asking questions such as *Where can you find the Grammar reference?* (pp. 182–195) *What can you find on pages 196–208?* (Writing reference).

To set the ball rolling ...

Lead-in p.9

Get students to discuss the dictionary extract together, then ask them for the key points: *way someone lives; place they live; things they own; job they do; activities they enjoy*. Then they should discuss the other questions in pairs or small groups before feedback to the class to compare ideas.

Module 1A Family life

To set the ball rolling ...

With books closed get students to tell a partner about their family and childhood. If necessary provide prompts such as *Who did you live with? Were you happy? Were you ever bored? Were your parents strict?*

Reading pp.10–11

- 1 Get students to look at the first strategy box before they do this. Ask them to give reasons and so encourage them to give fuller answers. Ask them to look at the photos and predict what type of families they are.
- 2 Use the strategy box to clarify what the term skimming means and why it is important. As well as giving a general understanding, skimming helps to establish the type and style of the text, the writer's intention (to inform, amuse, entertain) and the general organisation and layout of the text. Suggest a suitable time to skim this article. Suggestion: 1–2 minutes.
- 2b This would best be discussed as a whole class.
- 3 Before students scan the article, use the strategy box to clarify what scanning is and why it is useful. In

the exam it is important to use time well and scanning will help students do this.

3c Students should do this in pairs or small groups.

4 This would be a good point to introduce the concept of phrasal verbs and ways in which students should record them in vocabulary books. Ask them to find the underlined words/phrases in the text and to guess what they mean. If they find it difficult, put the following words on the board and ask the students to match them to the phrases in the text; *sent, practise, relax*.

Follow with a discussion using questions such as: How do you chill out? Where were you packed off to as a child? What interests would you like to keep up if you had time?

5 These discussions would be best in small groups.

Photocopiable activity

Photocopiable activity 1A on p.126 could be done at this point. It is a board game about students' lifestyles, containing questions typical of those asked in Paper 5 Parts 1 and 4.

Language development 1 pp.12–13

- 1a First get students to describe the picture. What is the relationship of the people and what are they doing? Check/Clarify the difference between *grow* – to become physically bigger, used for people, plants, animals, towns, etc. – and *grow up* – to develop from a child to an adult, used only for people.
- 1b Check that students are familiar with the basic names of the verb forms before they do the exercise. When they have completed the exercise, you may want to show them the Grammar reference on page 187.
- 2a Students should work on their own to complete the dialogues before checking their answers with the Grammar reference and each other.
- 2b Before students practise the questions together point out how the answers in the book are more than simple responses; the answers are expanded to give further information. E.g. in question 2 the answer *My father* is expanded to say why. Encourage students to do the same.
- 3a You may need to clarify the difference between a state and an action, e.g. by saying: *I live in Madrid. It's not an action, I don't actually do anything, I just live. Every day I ride a bike to work. It's a physical action, something that I do.*

- 3b** After students have completed the box give them time to read the Grammar reference on page 187.
- 4** Students can either refer to the Grammar reference as they do the exercise or try on their own before checking. Ask them to justify their answers and say whether each one is a state or an action.
- 5a** First check that students know who Jamelia is.

Background

The British R&B singer Jamelia had her first hit, aged 18 in 1999. Her most famous songs include 'Money' and 'Superstar'. She was 'spotted' when her aunt persuaded her to perform at the Notting Hill Carnival in London.

- 5c** After completing the box, students should read the Grammar reference on page 189.
- 6** Students should be able to justify their choices and be able to say why other answers are or aren't possible.
- 7a** Students should write their answers, to give them time to think about the structures, before comparing their experiences with other students. If necessary, give them one or two examples about you.
- 7b** This would work well in small groups.
- 8** Use the completed sentences as revision, asking why the various tenses were used in each sentence or for alternative endings.

Photocopiable activity

Photocopiable activity 1B (p. 127) would work well after any of Exercises 6, 7 or 8. It is an information exchange activity giving further practice of language used to describe past and present habits.

► Student's Resource Book page 7

Writing pp.14–15

- 1** Get students started by describing who you might write a formal letter to, such as a bank, and eliciting one example of who you would write an informal letter/email to, such as friends or family. Paper 2 part 2 often includes an informal letter/email to a friend. Ask if anyone has ever had a pen friend, and if so how long they kept up correspondence.
- 2** Point out that students should establish the style of any writing task by considering who the reader is, and they should establish the purpose in order to use suitable language and complete the task.

- 3a** Tell students that, in the exam, marks are given for task completion, so they should think about what the task requires. In this case they will need to cover three points: themselves, their family and suggesting a meeting.
- 3b** When students are completing the paragraph plan, remind them that it is only an exam and not a real life situation. Although it is better to write true things about themselves – e.g. they will know more vocabulary about their own real hobbies – it is not necessary. In this case they should, e.g., invent a hobby rather than say they don't have one. Remind them that the aim is to demonstrate what they can do in English, not to write a true description of themselves.
- 4a** Check that students understand why the sentences are inappropriate (they are too formal) before they attempt the task. Remind them that contractions such as *I'm* are acceptable in informal letters.
- 4b** If students are unsure of any of the *True/False* statements get them to look again at the examples in Exercise 4a.
- 4d** Get students to read the question again before they do the task.
- 5** The email should now take students only about 20 minutes to write and could be done in class or for homework.
- 6** Point out that there is a more complete list of points to check when editing in the Writing reference on page 196.

LANGUAGE SPOT: sentence word order

The aim of this exercise is to revise basic English sentence structure and word order, in particular with adverbs of frequency and other adverbials. The sentences are typical of what students might want to write in the writing task for this unit, so it could be done at any time during the writing lesson, or at the end of it, or at another appropriate moment during Module 1.

► Student's Resource Book page 9

Module 1A Key

Reading pp.10–11

2a 1 C; 2 A; 3 B

3b 1 C; 2 A; 3 B/C; 4 C/B; 5 B; 6 A; 7 C;
8 A/C; 9 C/A; 10 B; 11 C; 12 C; 13 B

- 3c** 0 *they need to keep doing it over and over again until they get better at it.*
2 *deciding on the logistics of how we are going.*
3/4 *B time spent playing with them, talking and listening, C more people doing things together as a family.*
5 *They are expected to achieve more and more younger and younger*
6 *It's important that they (parents) don't push them into activities ... that's damaging.*
7 *I feel uneasy about about letting her go off on her own*
8/9 *A If they are allowed to ... But there has to be a balance. C If my son had his way, he'd be on his Wii ...*
10 *I encourage my kids to play the piano, but only to amuse themselves.*
11 *since I separated from my husband it's not easy to keep them constantly entertained*
12 *maybe as adults we are scared of the world they're growing up in*
13 *the rivalry between parents at school*
- 4** Chill out = relax; packed off = sent; keep up = practise

Language development 1 pp.12–13

- 1a** 1 wife; 2 husband; 3 grandfather; 4 schoolgirl;
5 grandfather; 6 older girl
- 1b** A 1 a temporary situation: He's *staying* with the family at the moment.
2 a changing situation. His children *are growing up fast!*
B an annoying or surprising habit: She's *always* making long calls on the phone.
C a regular event: 1 She *usually goes out* in the evening.
2 a long-term situation: She *lives* in a small house
D characteristic behaviour: He'll *sit and doze* in an armchair all evening.
- 2a** 1 Do you live; 're living; 're looking for
2 do you get on; 'll tell/tells
3 Does anyone annoy; 's always taking (always takes)
4 do you go out; go out; 'm studying; 'm only going out
5 Do you like; 's getting
- 3a** 1 S; 2 S; 3 S; 4 A
3b A understand, know; B have

- 4** 1 I'm ~~having~~ *have* two brothers. S
2 Jan's ~~having~~ *has* a shower A
3 What ~~is it meaning~~ *does it mean?* S
4 Marina ~~thinks~~ *'s thinking* about A
5 We ~~are not owning~~ *don't own* our house S
6 The house looks old S
7 What ~~do are~~ *are you looking* at? A
8 Phil's ~~seeing~~ *sees* a client A
- 5a** Past habits: *used to take; would teach*
Past state: *used to live*
- 5b** 1 Many times 2 Many times 3 *used to, would live, would*
- 5c** A *used to/would, would*
B *used to, used to; C lived, taught*
- 6** 1 forgot
2 lived/used to live; had/used to have
3 always went/a ways used to go/would always go; had/used to have/would have
4 was/used to be; worked/used to work/would work; retired
- 7** Answers will vary.
- 8** 1 c; 2 e; 3 f; 4 a; 5 d; 6 b

Writing pp.14–15

- 1** An email to a new pen friend would usually contain personal information about family, lifestyle, interests, routines, aspirations, etc.
- 2** b
- 4a** 1 It would be great to meet you sometime.
2 I live in a small town ...
3 We get on (well) ...
4 Next time I write, I'll send a photo.
5 ... we would always go on holiday ...
6 She looks like me, but she can be a bit talkative.
7 I hear you're looking for a pen friend.
8 Do you ever get the chance to visit my country?
9 I'm writing because ...
10 Let me tell you about my family.
- 4b** 1 T; 2 F; 3 F; 4 F; 5 T; 6 T
- 4c** 1 Any of the expressions in 'Giving a reason for writing' or 'Talking about the future'.
2 It would be great to meet you sometime.
3 We get on (well) ...
4 Do you ever get the chance to ...?
5 Let me tell you about my family.
6 I hear you're looking for a pen friend.
- 4d** *Dear pen friend* would not be appropriate – students should never begin a letter with *Dear friend* or *Dear pen friend*.
Dear Mrs Watson is too formal.
Dear Sue, i.e. using the other person's first name, is an appropriate opening for an informal letter.

I hope to hear from you at your earliest convenience. is too formal.
Looking forward to hearing from you. is fairly 'neutral' and would be appropriate.
Well, that's all for now. Do write back soon. is possibly too informal for a first letter to someone you don't yet know, but could be used in subsequent letters to a pen friend.
Lots of love would be too informal/personal in this letter.
Best wishes is fairly 'neutral' and would be appropriate.
Yours sincerely is too formal.

5 Sample answer:

Dear Ana
I hear you're looking for a pen friend and so am I! Let me tell you a little bit about myself and my family.

My name's Ivan and I live in Prague. I used to work for a chemical company but now I'm learning to be a salesman. In the future I want a job where I can travel for my work. I've already been to a few places in Europe, but I've never been to your country.

I live at home with my parents, which is comfortable as I don't have to do much housework. My younger brother is studying at university. Although he is four years younger than me we get on quite well. We both enjoy snow-boarding and music.

What about you? Do you ever get the chance to travel? It would be great to meet you one day. Why don't you come to Prague next summer? Next time I write I'll send a photo.

Best wishes
Ivan

(172 words)

LANGUAGE SPOT: sentence word order

- 1 I don't always speak English very well.
- 2 My mother and father always eat fish on Fridays.
- 3 My sister's having a great time in Paris right now.
- 4 Usually her friends all gave her a lot of help.
- 5 My grandmother would always listen to music in bed.

- 6 Everyone enjoyed themselves very much at the party.
- 7 I'll send you an email on Tuesday next week.
- 8 Please write back as soon as you can.

Module 1B Customs and traditions

The topic of customs and traditions continues the lifestyles theme.

To set the ball rolling ...

With books closed, ask students what kinds of festivals or events they celebrate. Give birthdays and national holidays as examples of a range of possible festivals.

Ask them to discuss what makes festivals special (traditional clothes, food, processions, etc.).

Speaking pp.16-17

- 1 Ask students to spend a moment describing the pictures after they have matched them to the occasions.
- 2 Use the exercise to introduce students to the concept of collocation, the way that certain words are commonly used together, and the importance of recording and learning vocabulary by collocations. For example it will be easier to remember the difference between *blow up* and *blow out* if they learn them as *blow up a balloon* and *blow out candles*.
- 3a Draw students' attention to how the definitions are formed and point out that in the speaking exam such paraphrasing can be used when students are explaining something and have forgotten an important word ('I can't remember the name but it's the place where people ...')
- 3b Again, use the opportunity to discuss ways of recording the pronunciation of new vocabulary, including sounds and stress, and the importance of doing so.
- 4 The exercise focuses on words that are often confused.
- 5 The discussion could be done in small groups and could introduce other family celebrations, e.g. engagement, new baby, house warming, christening/naming ceremony, retirement. Clarify any new vocabulary, and in particular get students to think about word-building, e.g. *to get engaged*, *to be engaged*, *engagement*, etc.
- 6a Point out the speaking strategy. Remind students that in Paper 5 part 2 they will be asked to speak for a minute and compare and contrast two

pictures, but not to describe them in detail. They will also be asked to respond to them personally in some way, e.g. here they have to say which celebration they would prefer to be at and why.

- 6b** When students have decided which pictures the woman is describing, ask them what words or phrases they heard to help them.
- 6c** Give students enough time to read the expressions before they listen for them. You could model them for the students, either before or after listening, so that they can recognise the stress patterns. Show the class the complete list of useful expressions in the Functions reference on page 215.
- 6d** Before students do the speaking task, remind them of the strategy box and get them to think about how long they will speak on each section (similarities, differences and preference). As they speak, encourage partners to listen attentively but not to interrupt. They could also time the speaker and give feedback on his/her fluency.
- 7** This could be done in pairs, groups or as a whole class, and could produce some interesting stories. If any students seem to have little to say, you could prompt them to talk about any planned future celebrations, or other family celebrations that are not shown in the photos.

► **Student's Resource Book page 10**

Listening p.18

- 1** Ask students to guess what countries are shown in the photos. (A Spain, B Australia, C Scotland). Point out the first listening strategy before they discuss the questions.
- 2** When students have read the second listening strategy (for gist) compare it to the skimming strategy in reading. When students have matched the speakers to the pictures ask them what words/expressions they remember from each and, by combining them with the pictures, work out the gist of each speaker.
- 3** Before students listen again, ask them to read the last strategy box and remind them that they are listening for specific information (similar to scanning when reading), not specific words or phrases. Give them time to mark the important words in each statement before listening.
- 4** At this stage of the course it is probably useful to give students time to prepare what they are going to say and to have time to look up key vocabulary. However, remind them that it is a speaking activity and check that they are just making notes rather than writing out sentences in full. The discussion itself would work best in small groups.

Language development 2 p.19

The language in Exercise 1 should largely be revision for students at this level, but it is important to check that they have a good grasp of these basics. Ask students to look at the photo and ask if anyone knows anything about the carnival.

Background

Burns Night, celebrated on 25 January in Scotland and by Scottish people all over the world, celebrates the life and works of Robert Burns (1759 – 1796), Scotland's favourite poet and songwriter. It includes speeches, reciting some of his work, drinking whiskey and of course eating haggis.

- 1a/b** Students should do this in pairs, or at least discuss their answers in pairs, before checking in the Grammar reference. Discuss and clarify any points students are not sure about.
- 1c** Students may need access to dictionaries for this task. If so, encourage them to work out the correct form of the words before they look up the meanings. Again, get them to compare answers before checking them as a whole class.
- 2** Give students plenty of time to study the information in the box before attempting the exercise. Point out to students that to do well at FCE level it is not enough just to use basic comparative and superlative structures, and they should be able to demonstrate use of these modifiers when using adjectives and adverbs.
- 3a** Remind students to modify their comparisons as they write them.
- 3b** Discussion could be in pairs or small groups, with brief class feedback.

► **Student's Resource Book page 11**

Use of English 1 p.20

- 1a** As this is the first time students encounter Key word transformations, and they are an area of the exam that students often find problematic, it is important to go through the examples carefully with the class. Demonstrate how the example sentences express the same idea in two different ways and take time to work through the strategy box and examples before starting the exercise.
- 1b** Ask concept questions to check students' understanding of the rubric, such as *Can you change the word given? Which words do you write? Can you use six words? Five words?* Explain that some of the language has not been covered in the book yet and refer them to the contents map to show them when it will be covered.

- 3 When students have discussed the questions you could discuss strategies for further practice in areas they found difficult, such as using the Student's Resource Book, referring to grammar practice materials, the school study centre, etc.

Use of English 2 p.21

- 1 Check that students understand *hospitality* (friendly behaviour towards visitors) before they discuss the question.
- 2a With all text-based questions, students should understand the gist before attempting to complete the task. Give students a minute to first skim the text then scan it to find the answers to the three questions.
- 2b It would be useful to stop after students have answered the first one or two questions and go through them with the whole class before students go on and complete the exercise. Remind them to use the Help clues where they have difficulty.
- 2c This exercise points out some of the areas that are frequently tested in Paper 3 Part 1.
- 2d Remind students that they will need to learn a lot of vocabulary during the course and discuss with them ways to use a vocabulary book to help them.

Language development 3 p.22

This section is designed to familiarise students with the concept of collocation. They will need encouragement throughout the course to notice collocations as they occur and to record them.

LOOK When students have found the five collocations it might be useful to elicit the opposites for some of them, e.g. *heavy meal* – *light meal*, to further demonstrate how collocation works.

- 1 Students may be unfamiliar with this type of diagram, which is sometimes known as a spidergram. If so, spend a little time explaining how they can be a useful memory aid, as they help learners with strong visual memories and may help to categorise vocabulary in a similar way to the brain.
- 2a Although some other adjective + noun combinations might be possible, e.g. *strong clothes*, *wide heels*, they are not common and therefore cannot really be regarded as 'strong' collocations.

Photocopiable activity

Photocopiable activity 1C (pp. 129–130) gives practice of these, and more adjective + noun collocations.

- 3 This might be a good point in the course to show students how phrasal verbs are listed in dictionaries. (e.g. in *Longman Exams Dictionary*, 'pick somebody ⇄ up' where ⇄ is used to mean the object can come before or after the participle means the verb is separable. Compared with 'pick on somebody' = inseparable.)

- 4a Emphasise that students should learn the phrasal verbs with the nouns they collocate with, e.g. *turn the heat up*, *keep costs down*.
- 5 It would be useful to revise some of the phrasal verbs in a future lesson. One good way of doing so is to play 'Noughts and crosses'. Divide the class into teams. The object of the game is for one team to complete a row of three squares (vertical, horizontal or diagonal) in a grid with their symbol, either 'noughts' (O) or crosses (X). Draw a square on the board and divide it into nine smaller squares by drawing two horizontal lines and two vertical lines inside it. Write one phrasal verb into each square. Teams take it in turns to choose a verb and put it into a sentence which shows the meaning. If it is correct, they can put their symbol in the square. The first team with three squares in a row wins.

► **Module 1 Test: How much do you remember?**
TRB page 174

Module 1B Key

Speaking pp.16–17

2a take photos; cut the cake; blow out the candles; propose a toast; unwrap the presents; walk down the aisle; send out invitations; blow up balloons; make a speech; be given a certificate; exchange rings; rent a marquee

3a/b 1 'registry office; 2 'bridesmaid; 3 the 'best man; 4 'witnesses; 5 re'ception; 6 'honeymoon; 7 anni'versary

4 1 get; registry office; got; bridesmaids; reception; honeymoon; 2 hold; send out; guests; dress up

6b 1 C then A in that order
2 She prefers the birthday party ('I think I'd prefer the birthday party ... as it's more relaxed and probably more fun than ...')

6c Similarities:

Both of ... are

They both seem to be ...

In this one ... and this one ...

Differences:

The main difference between ... and ... is

... this one is ... whereas ...

Likes, dislikes, preferences:

I would like ... but ...

Although ... I'd like ... because ...

I think I'd prefer ... as ...

Listening p.18

2 1 1 B; 2 A; 3 C

2 1 c; 2 b; 3 a

3 Important words in each statement.

A mealtimes important

B people kind

C cost of living lower

D climate not as imagined

E don't feel belong anywhere

F feel isolated

G wish got into the culture

Speaker 1 C (*you can get away with living on very little*) / F (*it feels a long way away*)

Speaker 2 A (*Their priorities are different – people ... sit down ... together*) / G (*I didn't become as fluent as I would have liked*)

Speaker 3 B (*would do anything to help you*) / E (*I feel strange when I go back to Russia and yet don't feel British either!*)

Language development 2 p.19

1a 1 Burns Night is one of ~~most~~ **the most** important nights in Scotland.

2 For many Scots, Burns supper is the ~~most~~ **good** best event of the year.

3 Usually ~~more late~~ **the later** it gets, ~~more noisy~~ **the noisier** it gets.

4 The speech before the toast was ~~funniest~~ **the funniest** I have ever heard.

5 The music was ~~more loud than~~ **louder than** last year.

6 The celebration was ~~more lively~~ **the liveliest** one I've ever been to.

7 Outside it was just as chilly ~~than~~ **as** last year.

8 Next year I'll leave ~~more early~~ **earlier**. I couldn't get hold of a taxi.

1c 1 more enthusiastically; 2 the most popular; 3 more widely; 4 better-known; 5 bigger; 6 wider; 7 as enthusiastic; 8 liveliest; 9 most sensational; 10 more commercialised

2 1 by far the largest; 2 much more crowded; 3 not quite as long; 4 a lot more colourful; 5 far spicier; 6 easily the mildest; 7 just about the worst

Use of English 1 p.20

1a not nearly as old as; apart from

Area of grammar: comparison of adjectives; Area of vocabulary: preposition phrases

1b 1 aren't as/so widely read

2 a much better swimmer than

3 turned it down

4 much less popular than

2 5 is more difficult to study

6 always borrowing my things without

7 been good at

8 only a little more slowly

3 vocabulary: 3, 7

comparative or superlative structures: 1, 2, 4, 5, 8 tense forms: 6

Use of English 2 p.21

2a 1 They washed their feet.

2 An object in the house that the guest has admired.

3 Because they might be too embarrassed to refuse food when it is offered.

2b 1 C world – collocates with *ancient* and concerns people

2 A look – phrasal verb *look after*

3 D journey – must be countable – c.f. *travel* (uncountable) and collocate with *long*

4 B survived – continued to this day

5 D particular – specified one of a number

6 A typical – normal/common

7 C required – passive, the tradition calls for it

8 A off – *breaks off*, removes

9 B foreign – from abroad

10 D heavy – collocates with *meal*

11 A keeps on – continues

12 B turn – phrasal verb *turn s.th. down*, to refuse s.th.

HELP Question 1 *world*

Question 2 *look after*

Question 6 *typical*

Question 10 *heavy*

Question 12 *turn down*

- 2c** 2 • the correct word from a set with similar meanings: 4, 6, 7
- phrasal verbs: 2, 8, 11, 12
 - adjective + noun combinations: 1, 3, 9, 10

Language development 3 p.22

LOOK ancient world (opposite: modern)

long journey (opposite: short)

old customs (opposite: new)

special cloth (opposite: ordinary)

foreign guests

- 1** apples; milk; look; grapes

- 2a** strong: influence, possibility, feelings, argument
 wide: variety, grin, choice, gap
 plain: English, clothes
 high: heels, number, speed

- 2b** 1 strong feelings; 2 plain English; 3 wide grin;
 4 high speed; 5 wide choice/wide variety;
 6 strong influence; 7 High heels;
 8 strong possibility

- 3** 1 literal/obvious meaning
 2 idiomatic

- 4a** 1 up; 2 down; 3 down; 4 up; 5 down; 6 up

- 4b** 1 d; 2 f; 3 e; 4 g; 5 c; 6 h; 7 a; 8 a

- 4c** a – 8; b – 5; c – 7; d – 6; e – 2; f – 3; g – 4;
 h – 1

**Teacher's Resource Book
 Module 1 Test: How much do
 you remember? p.174**

- 1** 1 C; 2 B; 3 B; 4 A; 5 C
- 2** 1 use; 2 like; 3 would (could); 4 between; 5 Is
- 3** 1 inhabitants; 2 personality; 3 international;
 4 outskirts; 5 talkative
- 4** 1 He *always forgot/was always forgetting to lock* the back door.
 2 Jane's cooking *is not nearly as good* as John's.
 3 Shall *I pick you up* at 8.00 p.m.?
 4 I don't have (*quite*) *as many books as* he does.
 5 My boss *is always interrupting me* when I speak.

SAMPLE UNITS

Module 3 The world around us

Module 3 includes topics such as cultural heritage, the environment, weather and animals.

Lead-in p.37

With books closed, get students to think of three man-made and three natural things which they see around them on a normal day. Compare ideas as a class. Then ask them to look at the two photos, and say which place they would prefer to visit and why. Explain *World Heritage sites* briefly (see 'Background' below). Get students to discuss the questions together, followed by class feedback.

Background

World Heritage sites are a list maintained by UNESCO (the United Nations Educational, Scientific and Cultural Organization) of over 730 'natural and cultural properties of outstanding universal value, protected against the threat of damage in a rapidly developing world.'

The Kremlin and Red Square, Moscow, were chosen as World Heritage sites because the Kremlin is 'inseparably linked to all of the most important historical and political events in Russia since the 13th century' and 'on Red Square, the Saint Basil Basilica is one of the most beautiful monuments of Russian Orthodox art.'

The Galapagos Islands, in the Pacific Ocean 1,000 km off the coast of Ecuador, were chosen because they are 'a unique living museum and showcase of evolution ... unusual animal life - such as the land iguana, the giant tortoise and the many types of finch - inspired Charles Darwin's theory of evolution following his visit in 1835.'

For the complete list of sites see <http://whc.unesco.org/en/list>

Module 3A Our cultural heritage

To set the ball rolling ...

With books closed, ask students what they know about London and its history.

Reading pp.38-39

2 Remind students of the difference between skimming and scanning. Ask them first to skim to get a general idea of its content. If necessary, set a

time limit of about 1½ - 2 minutes. They then scan the text to answer the questions in 1.

- 3a** As this is the first time students have encountered gapped texts, spend some time going through the rubric and strategy box with them. Point out that the sentences must fit logically with both the preceding and following paragraphs and also grammatically. The example demonstrates this.
- 4** Give students time to think about the questions before they discuss them in small groups, then as a whole class.
- 5** Multiple matching often requires the recognition of near synonyms. Encourage students to build their vocabulary by recording near synonyms.

► Student's Resource Book page 22

Language development 1 pp.40-41

1a Ask students if they know what the three sites are and where they are.

Background

The Taj Mahal, near Agra in India, was built by the Mughal emperor Shah Jahan in memory of his wife, Mumtaz Mahal ('Chosen One of the Palace'), of which the name Taj Mahal is a corruption. She died in 1631, and the building was commenced around 1632. It took 22 years to complete and cost 40 million rupees (830,000 US dollars).

The Statue of Liberty stands in New York Harbor. It is 92 metres high and made of copper sheets over a steel frame. Begun by the French sculptor Frédéric-Auguste Bartholdi in 1875, it was dismantled in 1885, shipped to New York and reassembled.

Marrakesh was founded in 1071-1072. The lively medina contains an impressive number of architectural masterpieces, including the walls and the monumental gates, the Kutubiya Mosque with its 77-metre-high minaret, the Saadian tombs and characteristic old houses.

- 1b** After they have read the text, ask students if they know any other World Heritage sites, perhaps in their own country.
- 2b** You might want to go through these questions one by one with students. If necessary, use further examples to highlight the difference between the adverbs *hard* and *hardly*: *He works hard* = He works a lot. *He hardly works* = He doesn't work very much at all, he does almost no work.

- 3a** Students could work on their own or in pairs, then check by looking in the Grammar reference on page 184.
- 3b** Remind students that World Heritage sites can be cultural and/or natural and should be of 'outstanding universal value'. It would be interesting for students to check whether their chosen place is already a World Heritage site – they may not even know that it is!
- 4** Tell students that this language is frequently tested in Paper 3, and that it can make their writing and speaking more interesting in Papers 2 and 5.
- 5** This is an opportunity for less controlled, personalised practice of the language, probably best in small groups followed by class discussion.
- 6** Correcting is a vital element of writing and students should be encouraged to check their own writing, looking for typical mistakes such as these.

Photocopiable activity

Photocopiable activity 3A (pp. 135–136) could be used here. It is a structured debate on the pros and cons of tourism.

Photocopiable activity

Photocopiable activity 3B (pp. 137–138) gives further practice of adjectives and adverbs.

► **Student's Resource Book page 23**

Writing pp.42–43

- 1** If necessary, for question 1 you could suggest two or three cities locally for students to choose from, outlining briefly what attractions each one has.
- 2** Emphasise that it is very important for students to think about these four questions in all their FCE writing, and the transactional letter in particular.
- 3a** Remind students that their writing needs to be well organised. A good plan should include both the organisation of key points into paragraphs, and language (vocabulary and structure) to include at each stage. A good composition should contain a range of structures and vocabulary relevant to the topic.
- 4a** Explain that a good opening is important. It makes the reader want to read on, and in the exam it will make a good first impression on the examiner.
- 4b** Elicit what kind of language makes a letter informal. E.g. contractions, informal vocabulary such as *great*, *thrilled*, *loads*, and phrasal verbs such as *put you up*.

- 4c** Explain that the expressions match the points in the paragraph plan and are informal. Students could compare in groups or as a whole class to establish the range and use of the structures.
- 4d** Get students to discuss these in pairs and encourage them to give reasons for their choices – again, it is a question of the level of formality in the sentences.
- 5** As students now have a detailed paragraph plan and expressions to use, the writing should take only about 20 minutes. In the exam, if students aim to spend 15 minutes planning and 20 minutes writing, they will have ten minutes to check their work.
- 6** Encourage students to get into the habit of systematic checking. They should use the checklist in the Writing reference on page 196. In addition, they should check for errors with particular language areas that they have problems with.

LANGUAGE SPOT: punctuation

Although poor punctuation is not specifically penalised in the exam, the overall impression mark may be adjusted if communication is impeded. Students could use the Punctuation section of the Writing reference on page 207 to help them with any they are not sure about, and/or to help check when they have finished.

► **Student's Resource Book page 25**

Module 3A Key

Reading pp.38–39

- 3b** 1 D
 2 E *Romans hoped – these dreams, rebellion launched – defeated Boudica, Londinium burnt to the ground – rebuild the city*
 3 G *a downward turn – but too good for its decline to continue – soon began to expand again*
 4 C *Henry 8th – During his reign, Thames became focal point – it was also the period of the first theatres*
 5 F *household pets killed – this meant ... this disaster – Although the next calamity*
 6 B *living conditions were dreadful – diseases were common*
 7 A *luxury hotels and department stores sprung up – this new period of wealth; another attack, London ruined – this time it was bombs*
- 5** 1 cutting edge; 2 injecting; 3 put off; 4 hygiene; 5 wipe out; 6 calamity; 7 stink; 8 snowball

Language development 1 pp.40–41

- 1a** The Taj Mahal, the Statue of Liberty and the Islamic centre of Marrakesh
1b They are all UNESCO World Heritage sites.
2a Adjectives: natural, cultural, best-known, lively, impressive, fascinating, bleak, worrying, political, full
 Adverbs: fast, hard, actively, extremely, hardly, well
2b 1 fast, hard, well; 2 lively; 3 hard, hardly.
3a 1 easy – *be* + adjective
 2 incredibly – adverb before an adjective (*well-preserved*)
 3 fast – adverb after *spoke*; *too quickly* would be possible.
 4 classic – adjective describing the noun *site*
 5 late – adjective; hard – adverb = a lot
 6 surprising – adjective describing *sites*; imaginatively – adverb before an adjective (*created*)
- 4** 1 D – a remarkably + adjective + noun (*quite a simple idea*)
 2 C – quite + a + adjective + countable noun (*a pretty/very fast car*)
 3 A – a little + adjective (*a little/bit of* + noun)
 4 C – very + gradable adjective
 5 B – rather + a/an + adjective + noun (*a/an + fairly/rather/extremely/pretty* + adjective + noun)
 6 D – very + gradable adjective (*gorgeous/wonderfullmarvellous* = ungradable adjective)
 7 B – absolutely + ungradable adjective (*very/extremely/remarkably* + gradable adjective)

- 6** 1 ... a ~~very~~ huge statue ...
 2 ... the new theatre is ~~very~~ fantastic.
 3 ... to be ~~smart~~ *smartly* dressed.
 4 ... are working very ~~hardly~~ *hard* to restore ...
 5 ... the streets are sometimes *a* bit noisy ...

Writing pp.42–43

- 2** 1 An old friend.
 2 To give information and suggestions.
 3 Four – trains, accommodation, what to see, clothes.
 4 Informal – she is an old friend and the style of her letter is informal.
- 3a** Five paragraphs.
3b **Paragraph 2:** Travel instructions: Hourly train connections.
Paragraph 3: Places to go: 1 Lovely park.
 2 Medieval castle.
Paragraph 4: Clothes. Shorts. T-shirts.
- 4a** B. It is less formal.
4b Formal language in A:
Thank you very much ...
... your letter of 10 July ...
... your visit to my home town ...
I am writing to invite you to stay with me at my house.
 Informal language in B:
It was great to hear from you ...
I'm thrilled you're coming ...
I hope you'll stay with me ...
I've got loads of room to put you up now I've unpacked!
- 4d** 1 A – All the language in A is informal, whereas all of B is extremely formal.
 2 B – This is less formal (contraction, use of continuous not simple) and makes it clear they have met before, whereas in A *meeting you* makes it sound as if they are going to meet for the first time.
 3 B – Again, this is less formal, with contractions and *Let me know*.
4e *Love* if they are very good friends, or *Best wishes*

5 Sample answer:

*Dear Sue,
It was great to hear from you and I'm really excited that you're coming to visit me. You and Tom don't need to stay in a hotel – you can both stay at my house.*

It's quite easy to get here from the conference centre as there's a fast train every hour and it's only about 20 minutes away. If you call me I'll pick you up at the station.

My town's fairly small so there isn't much to do but you really must visit the castle, which is incredibly old. There's quite a large park, which is a lovely place for a picnic in the summer.

It tends to be very hot here in July, so just bring a few casual clothes such as shorts and T-shirts.

Let me know if there's anything else you'd like to know – just call or email. I can't wait to see you again.

*Love
Daisy*

(154 words)

LANGUAGE SPOT: punctuation

Chester itself is a very pretty town. It dates back to Roman times, so there are a lot of fascinating ruins and lovely architecture which I'm sure will interest you. The Roman amphitheatre is well worth a visit with its guides dressed up as Roman soldiers. There is also a cathedral and a church, and there are red sandstone walls all round the town. It takes about an hour and a half to walk around them but it's a lovely walk. Henry James, the American writer, wrote about how much he loved the walls. You'll also find a river in Chester where you can go for a boat trip or have a picnic. If you have time to go shopping, there are lots of wonderful shops.

Module 3B Our natural heritage

The 'world around us' theme continues in this unit with the topics of animals, natural phenomena and weather.

Speaking pp.44–45

To set the ball rolling ...

With books closed, go round the class, with students naming an animal beginning with the next letter of the alphabet, (e.g. ant, bee, crocodile, dog, elephant, frog, goat, hamster ...) with those who can't think of one quickly dropping out until one winner remains.

1a Get students to identify the animals illustrated.

Many students are confused by the difference between mice and rats (mentioned in the text on London). Ask students to think of other words ending in *-f* that change to *-ves* in the plural.

1b-e Use the illustrations to get examples of the words listed and then elicit other suggestions.

2 Sorting new vocabulary into lists is a good way to process the language and helps to remember it.

3 Elicit the parts of the animal used in each verb (e.g. bite – teeth; peck – beak; scratch – claw)

4 Allow a certain amount of individual interpretation here.

5 You could add *What animal would you most like to be and why?*

6 There may be some discussion about exactly what each person's job is, which gives you the opportunity to teach some useful vocabulary. The man in the photo on the left could be a farmer or a shepherd. The woman in the photo on the right could be a vet, a veterinary nurse or a veterinary assistant. In British English, *vet* is the most common word; *veterinary surgeon* is more formal. In American English, *veterinarian* is more common.

7 This activity aims to train students to compare and contrast the pictures, rather than simply describe each one separately, a common mistake in Paper 5 Part 2.

8a Point out that the instructions usually have two parts: First 'compare and contrast' and then 'say ...' (i.e. give a personal reaction of some kind).

8b As students listen, they should think about what the student says compared with what they said in Exercise 2.

8d Get students to discuss the questions in pairs. Play the recording again if they can't answer the questions. Point out that in Paper 5, if students don't know a word, they should explain it in another way, just as the student does on the

recording. They will be given credit for this by the examiner. If they make no attempt to explain a word they don't know, they could lose marks.

- 9 Students should read the task strategy first.
 - 10 Encourage students to discuss their own and each other's performance in the task.
- **Student's Resource Book page 27**

Listening p.46

- 1a First ask students to describe the photo. Elicit/Check the words *jaguar* and *rainforest*. Let students discuss the questions in pairs, then explain that they will hear the actual answers on the recording.
- 2a Get students to do this in pairs. It is important that students think about what kind of word could go into each space. Look at the example with them, and perhaps do number 2 together, to make sure they know what to do.
- 2c Point out that Exercise 2b is similar to Paper 4 Part 2, in which three words is normally the maximum necessary. Numbers can be written as numbers or words; e.g. question 1 could be *5.30* or *half past five*. In question 4, *a hundred and seventy kilometres* would obviously be more than three words, and this would not usually occur in the exam. Note also that in question 4, an abbreviation such as *km* would be acceptable. The most important thing is to show the examiner that they have understood the material on the recording.

After checking all the answers, ask students if they would like to do the job that Nick Gordon does, and why.

Use of English 1 p.47

- 1 This is to generate interest in the topic of animals' unusual abilities – you might want to reassure students that they don't need to know facts like these for the exam! Use the photo to teach *cricket*. Students should discuss the questions in pairs before turning to page 209 to check their answers.
- 2a Students should always look at the title of a Use of English text, as it will give them a clear indication of the content.
- 2b Again, students should always read any text for a general understanding before they start the exam task.
- 2c If you think it necessary, do the first one or two gaps with the whole class so that they can see the process of deciding what the missing words are.
- 2d This focuses students on choices they made and highlights typical areas tested in this part of the exam.

Language development 2 p.48

- Look** Point out the section in the Grammar reference on verbs of the senses, which can be followed by an infinitive without *to* or an *-ing* form.
- 1a This is a brief lead-in to the grammar exercise.
 - 2a These three verbs are commonly tested at FCE.
 - 2b Get students to check in pairs then perhaps look at the Grammar reference to check their answers.
 - 3a Ask students what they know about the phenomenon.

Background
The Northern Lights is the popular name for the <i>aurora borealis</i> , which occurs when solar particles enter the earth's atmosphere over the north pole and react with gases causing them to emit light. In the southern hemisphere, the corresponding phenomenon is known as the Southern Lights or <i>aurora australis</i> .

- 3b If students find any of the verb + preposition combinations hard, encourage them to note them down to learn.
- 4a Encourage students to write true sentences.

Photocopiable activity
Photocopiable activity 3C (pp. 139–140) would work well here. It is a card game in which students have to connect two verbs together correctly.

► **Student's Resource Book page 28**

Use of English 2 p.49

- 1 Any students who have seen the film will be familiar with *Groundhog Day*. Get them to explain it briefly to the others.

Background
In the fantasy comedy film <i>Groundhog Day</i> (1993) a weatherman, fed up with reporting on the Punxsutawney story every year, suddenly wakes up and finds himself in a world where every day is 2 February, and all the events of that day are repeated daily.

- 2a Give students a limit of one minute to read the text, ignoring the spaces.
- 2b Remind students to use the strategy on page 20 and the Help questions if they need to.

2d Weather collocations are practised further in Exercise 3a on page 50. Knowledge of collocation is tested in various parts of the exam. Encourage students to note down collocations as they hear them rather than only writing down individual words.

Language development 3 p.50

- 1** This could be in pairs or small groups, followed by class discussion. Get students to expand their answers and to support them with reasons.
 - 2a** Make it clear that some words may go into more than one category. E.g. *hurricane* could go with wind or storm; *snow* and *hail* could go with rain or storm. Encourage students to discuss them together; if they give reasons for their answers, it will help them to understand the meanings of the words. Use the short definitions in the Key on TRB page 32 to help clarify meaning.
 - 2b** If there is time, students can make sentences of their own using the other items from the exercise.
 - 3a** If students have already done Exercise 2d on page 48, remind them of the collocations they found then.
 - 3b** Get students to think of the context of each sentence before completing it.
 - 4a** There may be more than one possibility, but students should look for the strongest collocations.
 - 5** Check that students understand all the vocabulary in the questions. Obviously there are no 'right' answers here, but encourage students to give reasons for their choices.
- **Module 3 Test: How much do you remember?**
TRB page 177

Module 3B Key

Speaking pp.44–45

- 1a** A butterfly/butterflies; B goat/goats; C lizard/lizards; D goldfish/goldfish; E wolf/wolves; F sea lion/sea lions; G mouse/mice; H parrot/parrots
- 1b** farm – goat; jungle – parrot; forest – wolf; house – goldfish
Others: mouse – house/fields; sea lion – sea/beach; butterfly – garden/countryside; lizard – desert/forest/house
- 1c** insect – butterfly; rodent – mouse; reptile – lizard; sea animal – sea lion; domestic pet – parrot/goldfish/mouse
- 1d** tail – mouse; wings – butterfly; claws – wolf; whiskers – mouse; beak – parrot; hooves – goat; fur – wolf; fins – goldfish
- 1e** squeaks – mouse; howls – wolf; screeches – parrot
- 2** Domestic pets – guinea pig, tortoise, spider, rabbit, hamster
Farm animals – sheep, calf, bull
Wild animals – bear, whale, giraffe, penguin, leopard, rabbit, squirrel, jaguar, moose, beaver, dolphin, spider
Birds – pigeon, vulture
Insects – bee, beetle (NB A spider is not an insect)
- 3** Examples: bites – dog; pecks – bird; stings – bee/wasp/scorpion; scratches – cat; hibernates – bear; nests – most birds; becoming extinct – some whales/some sharks/pandas
- 4** Examples: aggressive – crocodile; elegant – snake; proud – lion; fierce – tiger; cunning – fox; agile – jaguar; affectionate – cat; useful – donkey; intelligent – dog
- 8a** ... is difficult about these jobs.
- 8c** Personally, I ... / ... if I had to choose ...
- 8d** vet – a kind of doctor who looks after animals
... a doctor for sick animals.
pets – small animals who live in the home

Listening p.46

- 1b** Nick is a wildlife photographer/film-maker. (*I was sent out to the Amazon ... to make a TV documentary about monkeys and birds.*)
He liked: the heat, the humidity, the snakes, the insects, the animals, the people.
He didn't like: the loneliness, sweating so much, getting bitten by the insects, the feeling of claustrophobia caused by lack of daylight. (*You pour sweat The insects ... you're bitten all the time. ... claustrophobic ... no real daylight ... It's lonely.*)

- 2a** 1 a time
 2 two colours
 3 a countable noun – get a ... of sth.
 4 measure of area
 5 adverb – describing how jaguars move
 6 noun – something edible but unusual
 7 noun – describing a feeling
 8 noun – something researchers fix to an animal
 9 noun – something or someone that kill jaguars
 10 two animals
- 2b** 1 half past five/five thirty/05.30; 2 (deep) yellow; black; 3 photograph;
 4 170/kilometres/kilometres/km; 5 quietly;
 6 spider; 7 (great) respect; 8 radio collars;
 9 (cattle/sheep/livestock) farmers; 10 domestic cats; dogs
- 2c** 1 No more than three words.
 2 Yes. All the words needed are used by the speakers.

Use of English 1 p.47

- 1a** See Coursebook page 209
- 2a** Possible answer: animals can help us to predict when an earthquake is coming.
- 2b** 1 Fish jump onto land; mice seem dazed and are easy to catch.
 2 They evacuated a city and saved many lives, after the strange behaviour of some animals alerted the authorities to a major earthquake.
 3 Some animals' senses are very sensitive, so perhaps they can detect seismic activity before an earthquake.
- 2c** 1 have – present perfect with plural subject (people)
 2 them/themselves – plural object or reflexive pronoun (fish/mice)
 3 to – *begin* + to – infinitive
 4 by – past passive + *by* + agent
 5 more – compares with previous sentence
 6 of – after *many*
 7 had – past perfect
 8 too – *too* + adjective + to do sth.
 9 the – city (Haicheng) referred to earlier
 10 in – *succeed* + *in* + *-ing*
 11 Since – present perfect and a point in time, *then*
 12 for – *prepare* + *for* sth.
 13 It – subject
 14 which/that – relative clause
 15 be – infinitive after *would*

HELP Question 1 present perfect

Question 7 before

Question 9 the

Question 13 It

- 2d** articles – 9
 auxiliary verbs – 1, 7

- verb + verb patterns – 3, 10
 verb + preposition – 4, 12

Language development 2 p.48

LOOK main verb + infinitive with *to*: ... *scientists began to receive reports* ...
 main verb + infinitive without *to*: People **have seen fish jump out** ...
 preposition + *-ing* form: ... leaders had **succeeded in saving** ...
 adjective + infinitive: ... **too frightened to enter buildings**... *may be able to detect the seismic activity* ...
 noun + infinitive: ... **a pity to ignore** the signs ...

- 1a** 1 The moon passes exactly in front of the sun and blocks out its light.
- 1b** 1 to settle; 2 sleeping; 3 fly; 4 noticing; 5 solving; 6 go; 7 not bringing; 8 feel; 9 to talk; 10 not to drive
- 2a** 1 a He remembered that he needed to wear them, and then put them on.
 b He remembered that he had worn them at some point before then.
 2 a She experimented with using one to see if it would work or was a good idea.
 b She physically attempted to do it. Maybe she didn't succeed.
 3 a He stopped doing something (e.g. driving) in order to look at the lights.
 b He was looking at the lights and then he didn't look at them.
- 2b** 1 to buy; 2 to get; 3 drinking; 4 to post; 5 calling; 6 adding
- 3b** 1 of seeing; 2 to going; 3 in getting; 4 on putting up; 5 for not helping; 6 to go; 7 to her going; 8 on walking; 9 her from doing; 10 of getting lost

Use of English 2 p.49

- 2a** 1 The groundhog 'Punxsutawney Phil' comes out of his hole and people make weather predictions based on his behaviour.
 2 The 1993 film *Groundhog Day* has made the event better-known in recent years.
- 2b** 1 B – *come out of a sleep* (*get up* is intransitive)
 2 C – *clear* collocates with *sky*
 3 B – *severe* is the only adjective here that collocates with *weather*
 4 C – *early* collocates with *spring* and contrasts with *six more weeks of winter*
 5 A – *gather in* a place (*combine with, crowd into*)
 6 B – *a large number of* + plural noun
 7 D – *just around the corner* – idiom = soon
 8 B – *hard* collocates with *winter* to mean *severe/cold*

- 9 C – *heavy* collocates with *snow*
 10 A – *of the same name* is a fixed expression
 11 D – *turn s.b. into s.th.* = to make somebody become something different
 12 A – *turned up* = arrived
 13 B – *although* followed by a clause
 14 A – *hope for* + noun (hope to + infinitive)
 15 C – *last for* + a period of time

- 2c** words that go together – 2, 3, 4, 8, 9
 the correct word from a set of similar meanings – 4, 5, 6, 10, 15
 fixed expressions – 7, 10, 14
 phrasal verbs – 1, 11, 12
 linking words – 13
- 2d** clear sky; severe weather; cloudy day; early spring; long, hard winter; heavy snow; good weather

Language development 3 p.50

2a rain:

- drizzle (light rain)
 hail (frozen rain)
 shower (a short period of rain)
 snow (soft flakes of frozen rain)
 downpour (a lot of rain in a short time)

wind:

- breeze (a light wind)
 gust (a sudden, short, strong wind)
 hurricane (a violent storm, especially in the Western Atlantic; we often associate hurricanes with strong wind)
 gale (a very strong wind)

storm:

- hurricane (a violent storm, especially in the Western Atlantic; we often associate hurricanes with strong wind)
 thunder (a loud noise in the sky)
 lightning (light in the sky caused by electricity)

- 2b** 1 lightning; 2 gusts; 3 hail; 4 Hurricanes; 5 snow
- 3a** 1 c, e, g; 2 b, c, e, g; 3 a, f; 4 b, c, e, g; 5 f; 6 a, b, e, f; 7 d; 8 f; 9 e; 10 e; 11 a, f
- 3b** 1 high/strong; 2 heavy; 3 gentle/light; 4 loud; 5 heavy; 6 chilly; 7 torrential/tropical
- 4a** 1 d; 2 c; 3 e; 4 a; 5 b

Teacher's Resource Book Module 3 Test: How much do you remember? p.177

- 1** 1 D; 2 C; 3 A; 4 C; 5 B
- 2** 1 away; 2 fancy; 3 where; 4 in; 5 to
- 3** 1 threatened; 2 similarities; 3 scientifically; 4 friendliest; 5 Tourism
- 4** 1 I stopped smoking when I was reached 26.
 2 Do you remember paying/lif/whether you paid that bill?
 3 Dan's office is fairly close to/near (to) his house.
 4 There were hardly any tourists in the city five years ago.
 5 The children had been looking forward to going to the zoo for ages.

Module 5 Discovery

Module 5 includes texts on human science, talking about the future, museums, inventions, discoveries, computers, robots and explorers.

Lead-in p.65

Start off by eliciting what scientific advances the photos show (genetics/gene therapy/gene manipulation; vaccination/immunology, etc.), before students discuss the questions in pairs or small groups.

Module 5A Human science

Photocopiable activity

Photocopiable activity 5A (p. 145) is designed to be an introduction to the unit and will help to pre-teach some of the vocabulary. It is a quiz about the human body.

Reading pp.66–67

- 1a** It would be a good idea to check the pronunciation of the fields of science before students do the exercise. All are stressed on the second syllable except archaeology.
- 1b** The title of the article makes it quite clear what students are going to read. The sub-headings A–D are harder and might throw up a number of possibilities, which would generate interest in the text.
- 2** Set a suitable time limit, e.g. two minutes, so that the skimming doesn't become detailed reading.
- 3a** The reading task in Module 1 gave students an introduction to multiple matching tasks. This activity is much more like the exam in terms of text length, options and number of questions. Refer students to the task strategy. Point out that only when they have skimmed the article will they be able to predict which part to look in for each question. It would be useful to set the students a suitable time limit (e.g. 15 minutes) to do the task, so that they become aware of the time available in the exam, although you could give them a few minutes more at this stage if necessary.
- 4** Additional questions could include:
- Have you ever studied any of these subjects? Would you like to?*

► Student's Resource Book page 42

Language development 1 pp.68–69

- 1a** Look at the first sentence and elicit that *I don't feel well* is in the present and *I'm going to be sick* is the consequence in the future. See if students can think of any other possible situations, e.g. someone on a roller coaster or someone who has seen/eaten something disgusting.
- 1b** Encourage students to look at the sentences in their contexts and not just identify future forms that they may already be familiar with.
- 1c** When students have completed the table, give examples of how a decision might become an arrangement. E.g., you read a restaurant review and think it sounds good, so you decide: 'I think I'll take X there'. Later, when someone asks what your plans are for the weekend: 'I'm going to take X to ...'. Then after you ring and book the table you could say 'I'm taking X to ...'

Time clauses

Refer students to sentence 4 in Exercise 1a: *If you tell her, she'll tell everyone*. Remind students that although the first part uses the present tense, the sentence refers to the future. The time clauses here work in the same way.

- 2** Get students to compare and explain their answers.
- 3b** When students have matched the forms to their uses it might be useful to compare the structures with those practised in earlier units:
- The present continuous refers to an action in progress now. The past continuous refers to an action in progress at a point in the past. Hence the future continuous refers to an action in progress at a point in the future.
- The present perfect refers to an action before now. The past perfect refers to an action before a point in the past. Hence the future perfect refers to an action before a point in the future.
- 4** Students should complete the predictions with positive verb forms. They have a chance to agree or disagree in 5b.
- 5a** When students have completed the exercise, show how the 'certainty' language is often stressed, e.g. *We **may** have ... but I **doubt** it.*
- 5b** As students give their opinions on the predictions for 2100, encourage some discussion leading in to the questions in 5c.

- 6** Give students time to think about the statements and make a few notes before they discuss them in groups.
- 7** The text contains mistakes typically produced by FCE students. Point out that all the errors are with verb tenses. Checking through a piece of writing systematically, in this case just checking the tenses, is an important strategy in the exam.

Photocopiable activity

Photocopiable activity 5B (p. 146) would work well here. It is designed to get students using all the tenses covered here while talking about their futures.

Writing pp.70–71

- 1** Check that students know the difference between a museum and a gallery. A museum contains objects that are scientifically or culturally important, possibly including art objects. A gallery specifically contains works of art. Suggested answers for question 2 would be the points in handwriting in the exam task below on page 70.
- 2** This is the second time that students practise a transactional letter/email, Paper 2 Part 1 (see Module 3). Elicit some of the key points:
- The transactional letter/email might be formal or informal.
 - The overall aim is to achieve a positive effect on the reader. This is done through organisation, layout, and cohesion as well as accuracy of language.
 - Candidates must include the key points from the input if they are to achieve good marks.
- 3a** Remind students that a logical strategy is to think first about what to include, then in what order, and finally how to divide it into paragraphs.
- 4a** The expressions can be used in any formal letter of this type. Look at the grammar of each expression by eliciting the next word in each case, e.g. *grateful if, possible to, arriving at – time / on – date / by – means of transport.*

LANGUAGE SPOT: polite questions

Polite or indirect questions are a feature of more formal writing. Compare the efficiency and directness of the form *Where's the café?* with the more polite forms.

► Student's Resource Book page 45

Module 5A Key

Reading p.66–67

- 1a** 1 astronomy; 2 archaeology; 3 psychology; 4 linguistics; 5 genetics; 6 forensic science
- 3a** 1 D (*amusing anecdotes ...*)
 2 A (*even if you don't have a scientific background*)
 3 B (*an ideal birthday present*)
 4 D (*examples of language taken from various sources*)
 5 A (*... people believed that family traits were carried in the blood. Today we know that they were wrong*)
 6 D (*his personal belief*)
 7 C (*... gets better and better with age ...*)
 8 B (*... scientific studies ... thirty minutes after birth ...*)
 9 C (*... main objective is to encourage the greater public understanding of scientific ideas.*)
 10 A (*... up-to-date with the latest influential theories.*)
 11 C (*... television audiences in mind (a tie-in series has just begun on BBC1) ...*)
 12 B (*... packed with eye-catching photos ...*)
- 3b** 1 In A his earlier books were on other subjects and therefore this book doesn't follow on.

Language development 1 pp.68–69

- 1a Suggested answers:**
- 2** Two colleagues or friends are trying to arrange to meet tomorrow, but the speaker can't because he/she has a driving test.
- 3** One friend to another. The speaker has bought something, such as a radio, and has found that it doesn't work.
- 4** One friend to another. They have a secret, and the speaker doesn't trust the third person not to reveal the secret if she is told about it.
- 5** Friends, or husband and wife. They are going to the cinema or theatre, and the speaker is waiting for the other person who is still getting ready.
- 6** Two strangers at a supermarket or station. One is offering to carry the other's heavy bag.
- 1b** 1 'm going to be; 2 'm taking; 3 'm going to take it back; 4 'll tell; 5 starts; 6 'll carry

- 1c** **A** Planned, a definite arrangement (e.g. in a diary): *I'm taking my driving test.*
B Planned, fixed event (e.g. a public timetable): *It starts at eight.*
C Planned, decided earlier (intention): *I'm going to take it back.*
 Prediction: we notice something in the present that will make something happen: *I'm going to be sick.*
D Unplanned, decided now (e.g. an offer, a promise): *I'll carry it.*
 Prediction: we expect something to happen (it is our opinion or we have experience of it): *She'll tell everyone.*
Time clauses
3 Are you going to have a drink before the show ~~will~~ starts?
- 2** **1** will be; **2** 'm going to visit; **3** get; **4** starts; **5** 'll cook; **6** 'm having lunch; **7** 's going to have; **8** go
- 3a** Future continuous: *will be having*
 Future perfect: *will have established*
- 3b** Complete by a point in the future: *will have established*
 Still in progress at a point in the future: *will be having*
- 4** **1** will have found
2 will be travelling
3 will have discovered
4 will be living
5 will have taken over; will be providing
6 will be making; will be going
- 5a** Very certain: 1
 Fairly certain: 3, 5
 Not very certain: 2, 4
- 7** After I ~~will~~ finish the last year of university I am definitely going to have a long holiday. I expect I ~~am going~~ **will go** with my friend, Luis, to a place where we will ~~be doing~~ **do** lots of sport and ~~relaxing~~ in the sun to recover from all our hard work.
 But before that there is a lot of work. My exams ~~will~~ start on the 15 June and they ~~are~~ **last** two weeks. The results will not ~~have been~~ **be** here before the end of August, so I ~~am~~ **will have** a long time to wait. For the next month I will **be** studying for two hours every evening and I ~~am not~~ **won't be** going out during the week.

Writing p.70-71

- 2** **1** The museum's groups organiser.
2 You are interested in organising a group visit to the museum.
3 Who you are, your intention and the four questions.
4 Formal (no direct questions, contractions, etc.).
- 3a** **1** introducing myself
2 saying why I'm writing
3 asking about booking
4 asking about numbers
5 asking about eating
6 conclusion
- 3b** **Paragraph 1:** introducing myself; saying why I am writing
Paragraph 2: asking about booking; asking about numbers
Paragraph 3: asking about eating
Paragraph 4: conclusion
- 4b** **Opening:** I am the secretary of my college Science Club. I saw your advertisement for the exhibition 'The Next 100 Years' and I was wondering if I could ask you some questions about it.
Closing: I look forward to hearing from you.
4c Yours faithfully

5 Sample answer:

Dear Sir or Madam
 I am the secretary of my college Science Club. I saw your advertisement for the exhibition 'The Next 100 Years' and I am interested in organising a group visit. I was wondering if I could ask you some questions about it.

I would be grateful if you could let me know whether we need to book, and if so, how far in advance do we need to say that we will be coming? Our group is quite large, so I would also like to know if there is a maximum size for a group.

Since we will probably be coming for the whole day, I would like to know if there is anywhere to buy snacks, or if there is a picnic area where we can eat our own food.

I look forward to hearing from you and visiting your museum.

Yours faithfully

Toni Hidalgo (Ms)

(147 words)

LANGUAGE SPOT: polite questions

- 1 Do you think you could tell me where we can/could leave our bags?
- 2 Could you tell me whether there is a toilet on this floor?
- 3 I would be very grateful if you could tell me how much we will have to pay.
- 4 I wonder if you could tell me when the museum closes?
- 5 Could you please tell me where the cloakroom is?
- 6 I would be grateful if you could tell me what time the museum closes.
- 7 Could you tell me whether we can pay by credit card in the museum shop?
- 8 I wonder if you could tell me who is in charge?

Module 5B Invention

To set the ball rolling ...

With books closed, ask students the difference between a discovery – something that existed but was not known before, such as penicillin – and an invention – something new that did not exist before, such as the telephone. Ask them to name the most important invention in their lives.

Speaking pp.72–73

- 1a** Students might need some help with the difference between an appliance (a larger piece of electrical equipment used in the home), a gadget (a smaller cleverly designed useful machine or tool) and a device (a machine or simple tool designed to do a special job).
- 1b/c** The focus is on whether the words are stressed on the first or second syllable.
- 2** Matching the words and phrases to the items in Exercise 1 will help students to remember them.
- 3** You could also ask what students think computers will be used for in the future.
- 4** It could be the most important for them personally or for people in general.
- 5a** Here, students see how Part 3 leads into Part 4, when the examiner joins in and it becomes a three-way discussion. Once you have checked students' answers, tell students that it is important in Paper 5 that they know what to do in each part. If they have any doubts, they should check with the examiner. They will not be penalised for this at all. The candidate in the recording summarises the examiner's instructions, which is a good way to check you have understood.
- 6a** These are typical Part 4 questions, extending the topic from Part 3. Students could consider why some are easier to answer than others, e.g. is the language difficult, or would they find it hard to come up with ideas and opinions?
- 7** If the class is not equally divisible by three, have one or two groups of four, so that each group has at least an examiner and two candidates.
- 8** Students should discuss their own and the others' performance.
- **Student's Resource Book page 47**

Listening p.74

- 1** Ask students what the cartoon shows (MP3 player, portable games console, hands-free phone, portable DVD, mobile phone) before they discuss the questions.

- 2a** Point out the task strategy. Emphasise the importance of studying the notes as carefully as possible before listening. The more they are able to predict the type of words in each gap, the easier it will be to hear the missing information.
- 2b** Students should discuss whether their answers fit logically and grammatically and should compare the spelling of more difficult words.
- 3** Remind students what collocation means before they do the exercise. Following the exercise highlight the form of the verbs used (e.g. gerund after the prepositions *from* and *to* in questions 2 and 3). Get them to highlight each collocation and discuss how they should record them in their vocabulary books (e.g. *to take something for granted*).
- 4** The discussion could be done in pairs or small groups which then feedback to the whole class.

Use of English 1 p.75

- 1** To remind students of the concept of Key word transformations, you could start, with books closed, by putting the first sentence (*I can't speak Mandarin Chinese*) on the board and eliciting an alternative way of saying it.
- 2** Get students to read the task strategy and remind them of essential points (use 2–5 words, don't change the word given, etc.).
- 3** The follow-up highlights a number of areas of grammar that could be tested and that students might want to do more practice in if they had problems.

Language development 2 p.76

LOOK As you go through the box with students, you could use simple drawings on the board to illustrate differences, e.g. *He hurt himself* – a man sitting on a chair with an arrow pointing down to indicate *fell off*. *He hurt his sister* – a man and a woman with an arrow pointing from the man towards the woman to indicate *bumped into*. *They talked to each other* – two people facing each other, with speech bubbles. *They talked to themselves* – two people with speech bubbles, but further apart, not facing each other, and with a line between to indicate that they are in separate rooms and talking to themselves!

- 1a** Students could discuss their answers in pairs, referring to the box, before class feedback.
- 1b** Point out that students will need to use object pronouns here, as well as language from the box.
- 2** After question 1, as a contrast you could ask *What things do you prefer to do by yourself?*

- 3a** Look at the box with students before they start the exercise, pointing out that the word order in *B Question word + clause* is as in a statement, not as in a question. The first example is from the Use of English text on page 76.

- 3b** If students can't think of anything true to write, they should try to invent interesting sentences.

► **Student's Resource Book page 48**

Use of English 2 p.77

- 1** Set the questions as a quick competition in groups. Alternatively, set them for research homework the lesson before. Check that students know *penicillin* – today, a medicine known as an antibiotic because it kills bacteria and so helps cure infections.

Background

Sir Isaac Newton discovered gravity in 1687, stating that gravity is the force of attraction between two objects, and that greater objects, such as the earth, pull smaller objects, such as people, towards them. He is said to have discovered this watching an apple fall from a tree to the ground.

Fleming – see texts on p.77

In the first century BC, Archimedes discovered that an object placed in water 'loses' an amount of weight equal to the weight of the water that it has displaced. He is said to have discovered this when he got into a full bath and it overflowed.

- 2a** Remind students not to focus on the gaps. They should only need a minute or so to do this exercise. Students might need help with the words *mould* and *germs*.
- 2b** Get students to do the exercise alone and then compare answers.
- 3** Repeat the process with the second text but this time you could introduce a suitable time limit (10 minutes). When they have finished, ask them which of the three discoveries in Exercise 1 is the most important.

Language development 3 p.78

- 1a** Nouns can be formed from verbs or adjectives. This exercise focuses on nouns formed from verbs. When students have checked the meanings, ask them to think about the stress in each word.
- 2a** Before students do the exercise, ask if they know of any famous explorers.
- 3a** This exercise focuses on nouns formed from adjectives.

- 4 Encourage students to guess the formation of nouns not given in the tables by comparing them to similar words, e.g. *describ**description* is similar to *decid**decision*.
- 5a Point out that the phrasal verb is before question 9 in the second Use of English text.
- 5b Students could use their dictionaries to check.
- 6 Remind students to put the verbs in the correct form. You could provide personalised practice by giving students sentence stems to complete, e.g.:
 - 1 The best idea I've come up with is/was ...
 - 2 I once tried ... but it didn't come off.
 - 3 Once when I was looking for ... I came across ...
 - 4 Recently I came up with ...

Photocopiable activity

Photocopiable activity 5C (p. 147) would work well here. It is a game of dominoes in which students form nouns by joining suffixes to verbs.

- **Module 5 Test: How much do you remember?**
TRB page 181

Module 5B Key

Speaking pp.72-73

- 1b Oo (first syllable) HOUSEhold; USEful; GADget; GROUNDbreaking; LABour-saving; REcent; LUXury
oO (second syllable) apPLIance; inVENTion; deVICE; deVELOPMENT; unNECESSary household APPLIANCE; useful GADGET; ground-breaking INVENTION; LABOUR-SAVING device; recent DEVELOPMENTS; unnecessary LUXURY
- 1c LAPtop; microwave OVen; FOOD blender; electric TOOTHbrush; HAIRdryer; WASHing machine; MOBILE; DISHwasher
- 2a keyboard and mouse – laptop; long-distance call – mobile; e-commerce – laptop; blogging – laptop; virtual reality – laptop; headphones – iPod; get cut off – mobile; social networking – mobile/laptop; get the wrong number – mobile; re-charge – iPod/toothbrush/mobile/laptop
- 2b 1 d; 2 e; 3 g; 4 f; 5 c; 6 a; 7 b
- 5a 1 *First, I want you to decide on the advantages and disadvantages of each one. Then decide which is the most important and which is the least important.*
2 *So we have to discuss all the photos and then say which is the most and the least useful?*
- 5b Yes, and neither of them speak for too long at a time.
- 5c 1 *So we both think that the mobile phone is the most important and the microwave and toothbrush are the least important.*
2 *It doesn't matter if the candidates don't agree (in fact disagreement can lead to more interesting discussion) but they should be trying to reach a consensus.*
3 *Thank you very much.*
- 6b 1 and 3

Listening p.74

- 2a 1 food shopping; 2 clothes; 3 crossword; 4 text messages; 5 computer games; 6 chatrooms; 7 spellcheck; 8 (loud) music; 9 hands-free phone; 10 book holidays
- 3 1 taking; 2 paying; 3 booking; 4 save; 5 do; 6 try

Use of English 1 p.75

- 1 1 how to speak (structures with question words)
2 cleaned the house by herself (reflexives / word order)
3 put off handing (phrasal verbs + -ing)
- 2 1 on my own; 2 no point in Tania going; 3 love each other; 4 wasn't until she left; 5 painted

this room myself; **6** don't know who to;
7 gave me most pleasure; **8** couldn't/didn't carry
 on working

- 3** phrasal verbs 8; reflexives 1, 3, 5; structures
 with question words 6; time clauses 4; noun
 phrases 2

Language development 2 p.76

- 1a** **1** I used to work ~~myself~~ abroad. – in this case
work is intransitive
2 ✓ – reflexive
3 Can you help ~~myself~~ me? – subject and object
 are different people, so reflexive not possible
4 Robots can't talk to ~~each~~ one another. – *each*
other or *one another*
5 ✓
6 Have you enjoyed ~~you~~ yourself? – subject and
 object are the same person, so the reflexive is
 needed
7 ✓ subject and object are the same person, so
 the reflexive is needed
8 Relax ~~yourself~~ ! – *relax* not a reflexive verb
9 I built the model ~~on~~ my own.
10 Clare and Rob met ~~themselves~~ each other last
 year – you can't meet yourself, you have to meet
 somebody else

- 1b** **1** its own – a bird
2 themselves – a fly and an eagle
3 myself – same subject and object
4 myself – for me
5 them – robots
6 us – relates to *we* in the previous sentence, and
our in this sentence
7 themselves – without the help of others
8 me – relates to the object pronoun
9 themselves – without the help of others

- 3a** **1** know how to use a
2 you've done what I
3 where to find the/where we can find the
4 know who to/know who I should

Use of English 2 p.77

- 1** **a** Alexander Fleming; **b** Archimedes;
c Isaac Newton
2a penicillin, mould, bacteria, important
2b **1** unexpected – negative adjective
2 possibility – noun
3 puzzling – adjective
4 accidentally – adverb
5 excited – adjective
6 discovery – noun
7 effective – adjective
8 infection(s) – singular or plural noun possible
 here
9 scientists – plural noun
10 successfully – adverb

- HELP** Question 1 – no
 Question 2 – *-ity*
 Question 4 – adverb

- 2c** **1** Nouns – 2, 6, 8, 9
2 Adverbs – 4, 10
3 unexpected

- 3** Lucy's Baby is important because of the
 completeness of the remains and therefore the
 opportunities it gives for research.

- 1** careful – adjective – before noun *work*
2 length – noun – *the* noun *of*
3 researchers – noun – subject of phrase and
 plural (no *a*)
4 unusual – neg adjective – after verb *be*
5 development – noun – *the* noun *of*
6 discoveries – noun
7 highly – adverb – before adjective significant
8 mixture – noun – *a* noun *of*
9 criticism – noun – object of verb *come in for*
10 insufficient – adjective – before noun *evidence*

- HELP** Question 3 – plural
 Question 5 – *-ment*
 Question 10 – negative

Language development 3 p.78

- 1b** *-ment*: development
-ure: mixture
(t/s)ion: infection
-y: discovery
-er: researcher

- 2a** **1** b; **2** a; **3** c; **4** a
2b **1** assistance; organisation
2 existence; achievement
3 sailors; equipment
4 explorer; failure

- 3a** *-ness*: kindness; darkness; sadness; illness
-th: length; strength
-ity: ability; generosity; equality; reality;
 popularity
3b possibility

- 4** **1** popularity
2 descriptions
3 ability, importance
4 observations, loneliness

- 5a** c – received
5b **1** b; **2** d; **3** f; **4** a; **5** g; **6** e; **7** c

- 6** **1** come up; **2** came round; **3** come out;
4 came across; **5** come about; **6** come off;
7 come up with

**Teacher's Resource Book
Module 5 Test: How much do
you remember? p.181**

- 1** 1 B; 2 D; 3 C; 4 A; 5 B
- 2** 1 himself; 2 own; 3 what; 4 if; 5 where
- 3** 1 pride; 2 unscientific; 3 specialist; 4 equality;
5 longest
- 4** 1 Jackie didn't want to do all *the cooking on her own*.
2 We did all the *work ourselves to keep costs down*.
3 Could you *let me know whether/if* you will have a room available next month?
4 I *will have moved house by* the end of the year.
5 It won't be *long before someone discovers* a cure for cancer.

SAMPLE UNITS