

Bands and fans

1

Speaking focus ▶ p.6

Speaking

Aim

- to introduce the topic of music and free time, and to give spoken practice

Warmer: A song that reminds you of something

Ask students to think of a song or a piece of music that reminds them of something, such as a person or a period of their life. It might be the first piece of music they bought for themselves, a song from a concert they attended, or a song a family member used to sing during their childhood. Give students a few minutes to think of a song and what it reminds them of. You could tell the class about a song you like and briefly what it reminds you of as an example. Ask students to move around the room speaking to as many people as possible to find out whether anyone has chosen similar or different memories. If students do not know each other, remind them to introduce themselves to each person before asking about the song they have chosen. Include yourself in the discussion. Allow about ten minutes for students to mingle. Finish the activity by eliciting any similarities students noticed between songs or memories that they chose.

- 1 Focus students on the photo, and elicit some descriptions. Ensure students understand the words *live* (a performance in person) and *gig* (a performance by a musician or a group of musicians playing modern popular music or a performance by a comedian). Put students into pairs to discuss the questions. Elicit a few answers to each question.

Answers

- 1 Students' own answers

Additional activity

Ask students what kinds of music styles they like and write them on the board. Elicit any other music styles students can think of, then get students to brainstorm words and phrases to describe the music with a partner. Add these words to the board.

Example styles: *jazz, country, pop, rock, soul, classical, R&B, hip hop*

Example descriptions: *rhythmic, loud, slow, has a strong beat, relaxing, catchy*

Vocabulary

free time activities: verb/noun collocations

Aim

- to review and expand students' knowledge of collocations related to free time activities

- 2 Students match the verbs in A with the activities in B. Ask students to compare their answers in pairs, then elicit responses as a class.

- 3 Elicit some additional free time activities and verbs that collocate. If students find this difficult, try eliciting activities that go with each verb in 2A, for example, *play football: What other sports could you play? (play tennis, play rugby, etc.)*

Answers

- 2 **do** yoga; **go** running, shopping; **go to** a film, a gig, the theatre; **go out for** a pizza; **go on** the computer; **have** friends round, a pizza; **play** computer games, football, the guitar; **watch** a DVD, a film, football, television.
- 3 Students' own answers

Sample answers

go rockclimbing, clubbing; go out for a meal; play basketball; have a nap; do an aerobics class

ADDITIONAL PRACTICE | **Maximiser** p.6, Vocabulary 1–2

Listening and speaking

asking and answering questions

Aim

- to practise asking and answering questions and to practise using phrases related to free time activities

- 4 Ask students to read the questions. Make sure they understand *underline* by demonstrating it on eText or the board. Play the recording of the first sentence and elicit the stressed words from the class. Play the rest of the recording and ask students to underline the stressed words. Elicit the answers, replaying with pauses as necessary. Drill the pronunciation by asking students to repeat each question after it is played on the recording. Pause and replay any questions that students find difficult.
- 5 Play the recording and ask students to complete the gaps. Play the recording a second time if necessary. Ask students to check their answers in pairs and then replay the recording with pauses to check as a class. Ask students to read the **Language Tip**. Write some example sentences on the board and elicit ways adverbs of frequency/longer adverbials could fit into the sentences. For example: *I watch a DVD on Friday nights. I usually/hardly ever/sometimes watch a DVD on Friday nights. I go to a yoga class. I go to a yoga class from time to time.* Then ask students to turn to the **Grammar Reference** on page 162 and go through it with them, displaying it on eText if you are using it.

- 6 Leave the **Grammar Reference** on eText as a reference and put students into pairs to ask and answer the questions. If time allows, put students into new pairs to repeat the exercise to increase confidence. Circulate, noting any issues with adverb placement for later practice.

Answers

- 4 1 How do you usually relax when you have some free time?
2 What do you do when you stay in? Where do you go when you go out?
3 Do you like being in a large group or would you rather be with a few close friends?
- 5 1 watching TV; my mood 2 stay in; have friends round
3 Playing the guitar 4 Doing yoga 5 computer games 6 for a pizza
- 6 Students' own answers

Additional activity

If students find adverb placement difficult, write up a simple sentence on the board, e.g. *I play tennis on Mondays*, and elicit different ways to customise the sentence with different adverbs and adverbials, e.g.:

I usually/never play tennis on Mondays.

From time to time, I play tennis on Mondays.

I play tennis on Mondays from time to time.

Interview (Part 1)

listening to and answering questions

Aim

- to introduce an exam-style speaking task (Speaking, Part 1) and to practise giving personal information and opinions in an exam-style discussion

Refer students to the **Exam Focus** on page 206 and turn to it on eText if you are using it. Tell them that this is the first speaking part of the exam and consists of giving personal information and opinions. These are also very useful skills in everyday conversations. Read through the **Exam Focus** with students, making sure they understand everything. In strategy section 2, elicit some ways to sound interested and interesting (e.g. vary tone, body language, use a range of language). You could replay the recording for Activity 5 and notice if the speakers sound interested. In point 5 of the strategy, elicit some phrases for asking someone to repeat something, e.g. *Could you repeat that, please? Would you mind saying that again, please?*

- 7 Give students a few minutes to match the questions and topics, then compare their answers in pairs before you check as a class.
- 8 Put students into pairs and ask them to write two more questions for each topic (A–E) using the prompts. Elicit questions from some students and check that question formation is accurate.
- 9 Give students two minutes to read the questions and then play the recording. Ask students to discuss their answers in pairs and then play the recording again. Elicit answers, replaying or referring to the recording as necessary.
- 10 Put students in pairs and ask them to take turns asking and answering questions. Read the **Exam Tip** aloud. Circulate, providing feedback and encouraging students to provide full answers. Students can repeat the activity with a new partner, asking and answering different questions for more practice.

Answers

- 7 1 D 2 A 3 B 4 C 5 E 6 D/E 7 A
- 8 Students' own answers
- 9 1 Julia: 2 and 6; Stefan: 7 and 3.
2 Julia: not enough detail in first question; Stefan: yes
3 Julia was a bit flat.
4 I'm sorry. Would you repeat the question, please?
- 10 Students' own answers

Additional activity: Recording

Students recording themselves can provide a useful measure of their progress in speaking later in the course. If you have facilities to record students, such as a language lab or student mobile phones, ask students to repeat Activity 10, recording themselves and saving it with the date. Make sure that they know that the recording is for their own reference only and will not be shared.

ADDITIONAL PRACTICE | **Maximiser** p.6, Speaking 1 | **Teacher's Book** p.136/158, Photocopiable 1A *If this is the answer, what's the question?*

MyEnglishLab: Cambridge First, Speaking 1a Part 1 *Appropriate answers: What's the best response?*; Speaking 1b Part 1 *Appropriate answers: Practice*; Speaking 2 Part 1 *Detailed answers: What's missing?*

MyEnglishLab tip

Video introductions

There are video introductions to all of the exam papers in MyEnglishLab which students may find useful to watch for homework.

Reading focus ► p.8

Speaking

Aim

- to introduce vocabulary to prepare for the music 'tribes' reading text and to provide spoken practice

- 1 Put students into pairs and ask them to discuss the questions in pairs. Check students understand *be into something* (to like something a lot). Remind students to focus on avoiding one word answers. Elicit a few ideas for each question. (*Photo 1: 1960s, bike rally; Photo 2: 1990s, breakdancing, hip hop; Photo 3: 1980s, punk rock, tattoo, mohawk*)

Answers

- 1 Students' own answers

Gapped text (Part 6)

Aim

- to complete an exam-style gapped text activity (Reading and Use of English, Part 6)

Refer students to the **Exam Focus** on page 202 and turn to it on eText if you are using it. Read through it with students, making sure they understand everything. Leave it displayed on eText as a reference, so students can follow the strategy when they do the task.

- 2 Ask students not to read the article yet. Write on the board the title 'Are Music Tribes a thing of the past?'. Check students understand *tribes* (a group of people with the same interests). Ask students to predict what they think the answer will be. Give students one minute to skim the text quickly to find out the author's view. Emphasise that students need to skim quickly and not worry about unknown vocabulary at this stage. Compare answers with student predictions and elicit where in the text they found the answer.
- 3 Ask students to read the first two paragraphs again and answer the questions. Ask them not to use a dictionary, but instead to guess the meaning of unknown vocabulary through the context as it will be dealt with later in the lesson. Ask students to compare their answers in pairs before you check with the class.

- 4** Tell students that they are going to complete an exam-style question where sentences need to be fitted into the gaps in the article. Point out the **Exam Tip** to use words and phrases before and after each gap as a clue. Focus on the example. Ask students to read the sentence before the gap. Elicit the subject (young people) and the topic (buying music in the past). Focus on the example answer, E, and point out the pronoun *they* and the similar topic of buying music in the past. Ask a student to read out loud the sentence before the gap and then sentence E, and ask if it makes sense. Do the same with the second gap. Ask students to read the sentence before and after the gap. Elicit the topic (ways of buying music in the past and present). Point out the noun *excitement* in the sentence before, and point out the phrase *in any case*, after the gap, which suggests a contrast. Refer students to sentences A–G and elicit the correct answer C. Point out the word *However*, which suggests a contrast, and the words *that feeling*, which refer back to the noun *excitement*.

Ask students to work through the remainder of the activity and then prompt them to do **Exam Focus** strategy points 7–8.

- 5** Put students in pairs to compare their answers and then check as a class, eliciting reasons for each choice. If there are some answers that students are unsure of as you go through, ask students to read out the sentence before and after each gap with one or two alternative answers to help them learn to ‘feel’ which answer is correct.
- 6** Students discuss the questions in small groups of three or four. Remind students to focus on providing full answers.

Answers

- 2** No, but tribes now are different – they’re broader and more inclusive.
- 3** **1** *these impressions*: people’s reactions to the groups of young people
they: the young people
2 *tracks, radio* and *cassette* link back to *records, stream, download*.
Neither adds more (negative) information about how young people these days are different; *They* refers back to young people.
- 4** **1** E **2** C **3** G **4** A **5** B **6** D F is extra.
- 5–6** Students’ own answers

Vocabulary

deducing words in context

Aim

- to practise using context to deduce unknown vocabulary

- 7** Explain that using context to guess the meaning of unknown words is a useful skill in both conversation and the Cambridge First exam. Complete the example with the class, finding *roam around* in the text and then asking what students think it means, using *scooter* and *all day* as clues. Emphasise that understanding the general idea is more important than getting the meaning exactly right. Ask students to complete the remaining words. Get students to compare their answers in pairs, then check as a class.

Answers

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

ADDITIONAL PRACTICE | **Maximiser** p.7–8, Reading 1–7 | **eText IWB**
 Extra activity **MyEnglishLab: Cambridge First**, Reading 14 *Text structure – sequencing: Put the story in order*

Grammar focus ▶ p.10

Present simple and continuous

Aim

- to revise the use of present simple and continuous forms

- 1** Check students understand the meaning of *overtime* (time that you spend working in your job in addition to your normal working hours) and *sick leave* (time that you are allowed to spend away from work because you are ill). Put students in pairs and ask them to discuss whether each verb should be in the present simple or continuous form. Elicit answers from the class and discuss the reasons for the answers.

- 2 Ask students to match the uses listed with the examples in Activity 1. Go through the answers as a class, checking the reasons and examples. Read the **Language Tip** aloud. Ask students to turn to **Grammar Reference** on page 176 and read through it with the class (on eText if using it), checking that students understand everything. Leave it displayed on the IWB for students to refer to during Activities 3–5.
- 3 Ask students to complete the activity in pairs, then check as a class.
- 4 Elicit the answer to the first sentence as an example, then give students about ten minutes to complete the remainder of the activity. Students check their answers in pairs, then check as a class.
- 5 Give students about five minutes to write their sentences. Circulate and note any errors in the form or use of present simple or continuous and correct these with the class before students compare their sentences.
- 6 Put students into pairs to share their sentences and find out if they have anything in common. Elicit a few responses from individual students on how much they had in common with their partner.

Answers

- 1 1 's always downloading 2 'm working
3 's playing 4 comes 5 'm getting 6 take
- 2 1 F 2 D 3 C 4 B 5 E 6 A
- 3 1 A) have = own/possess (stative verb) B) having = taking (activity happening at this moment)
2 A) appears = seems (stative verb) B) appearing = playing at (scheduled event in the future)
3 A) at this moment B) in general
4 A) thinking = considering B) it's my opinion
5 A) it's affected by B) depend on = rely on
6 A) has a good taste (stative verb) B) tasting = trying (happening at the moment of speaking)
- 4 1 don't like 2 is appearing 3 are saying
4 think 5 's always checking 6 is getting
7 often go 8 're being
- 5–6 Students' own answers

Alternative activity: *Who's who?* game

Ask students to write their sentences on an unnamed piece of paper. Collect them and number each one. Stick them up on the walls of the classroom. Give students ten minutes to walk around the class, reading the sentences and noting down their guesses about which student wrote each. When students are seated again, redistribute the papers (randomly) and ask each student to read aloud the paper they have been given. Ask for guesses as to which student wrote the sentences, before the student finally reveals who they are.

Additional activity: Writing questions

If students need extra practice of present simple and continuous forms, ask each student to write three questions using the present simple and three using the present continuous. Elicit a few questions to check the form selected is correct and the question formation accurate, then students ask and answer their questions in pairs.

Alternative activity: Online forum

Set up a forum on your learning management system for students to post their sentences. Encourage students to reply to posts where they have something in common. If you do not have a learning management system, you could create your own dedicated forum for your class using a blogging tool such as Wordpress.

ADDITIONAL PRACTICE | **Maximiser** p.8, Grammar 1

Use of English focus

► p. 11

Vocabulary

phrasal verbs with *take*

Aim

- to review phrasal verbs with *take*

Warmer: *Who do you take after?*

Write on the board *Do you take after anyone in your family? If so, who?* Elicit the meaning of *take after* (have similar characteristics to an older relative). You may like to give a personal example, e.g. *I take after my mother in personality – we are both friendly and outgoing, but I take after my father in looks – people always comment that I look like him!* Give students a few minutes to discuss the question in pairs, then elicit a few responses.

Explain that in English there are lots of phrasal verbs (combinations of a verb and a preposition or adverb) which have many different meanings, often not literal at all, such as *to take after*. Tell students that some other languages, such as German, also have phrasal verbs and ask students if there are phrasal verbs in their first language.

- 1 Ask students to match the phrasal verbs 1–5 with the meanings A–E. Let students compare their answers in pairs, then check as a class.

Answers

1 1 E 2 A 3 C 4 B 5 D

Additional activity: Recording vocabulary

Ask students *What strategies do you use to record and learn new vocabulary? A notebook? Flashcards? What do you think would be the most effective way for you to learn vocabulary?* Give students a few minutes to discuss their answers in small groups and then elicit some responses. If students have smartphones, they may be interested in apps such as *Flashcards* which allow the user to create flashcards easily for practice – anywhere, anytime. Encourage students to begin using some kind of system for learning vocabulary.

ADDITIONAL PRACTICE | eText Game: Noughts and crosses | eText IWB Extra activity |

Multiple-choice cloze (Part 1)

Aim

- to practise using the strategy of elimination to complete an exam-style cloze (Reading and Use of English, Part 1)

Refer students to the **Exam Focus** on page 200 and turn to it on eText if you are using it. Read through it with students, making sure they understand everything.

- 2 Emphasise that the students should read the text quickly to find the answer to the question without worrying about the gaps or unknown vocabulary at this stage. Allow two minutes for this activity.
- 3 Tell students that elimination is a very useful technique when answering a multiple-choice cloze. Ask students to discuss the question in pairs, then elicit the answers.
- 4 Point out to students that this question is aligned with strategy 4 in the **Exam Focus**: *Check the words on either side of the gap*. Complete this question as a class.

- 5 Read the **Exam Tip** to students. Ask students to cover the answers, then focus on the second gap. Elicit what the missing word might be, then ask students to look at the four options for the gap. Read out the sentence with each of the options in turn and discuss as a class which fits best with the meaning. Elicit that the correct answer is *released* because it collocates with *album*. Then ask students to complete the activity.

- 6 Ask students to compare their answers in pairs, especially discussing 4 and 8. Before you check the answers as a class, give students a few minutes to complete strategy 5 of the **Exam Focus**: *Read the whole text again to make sure the options you have chosen make sense*. As you check the answers, elicit reasons for each choice.

- 7 Students discuss the questions in small groups of 3–4.

Answers

- 2 Students' own answers
- 3 A and B are wrong because you use these verbs to describe the location of things rather than people. D is wrong because it would need to be 'who lives in'.
- 4 1 C heard and D known 2 C heard (It's not possible to use *know* in this way in the present perfect.)
- 5 1 C 2 A 3 D 4 C 5 A 6 C 7 B 8 D
- 6 to take off (to suddenly start being successful); to take up (to accept the offer)
- 7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.9, Use of English 1–2 | **MyEnglishLab: Cambridge First**, Use of English 8 *Phrasal Verbs: Rewriting with phrasal verbs*

Listening focus ▶ p.12

Multiple matching (Part 3)

Aim

- to complete an exam-style listening exercise (Listening, Part 3)

Refer students to the **Exam Focus** on page 205 and turn to it on eText if you are using it. Read through it with students, making sure they understand everything.

- 1 Check that students understand what Facebook and Twitter are. Ask students to complete the activity, then put them into pairs to compare their answers. Elicit a few responses and check students have understood the vocabulary.

- 2 Give students time to read the question, then play the recording.
- 3 Tell the students that one of the extracts (1–4) has a similar meaning to one of the statements A–H in Activity 1. Ask students to read the statements and then elicit the response.
- 4 Tell students that they are going to listen to the remaining speakers and they need to choose a statement in Activity 1 that matches what each speaker says. Read the **Exam Tip** with the class. Ask students to identify the key words in the statements, then elicit some synonyms or alternative ways of saying things, e.g. B: *I only download music that's free = music that I don't have to pay for, that doesn't cost anything, etc.* Then play the recording.
- 5 Put students into pairs to compare answers, then play the recording again, pausing after each speaker to check the answers.

Answers

- 1 Students' own answers
- 2 Twitter, taste in music, new bands
- 3 3 G
- 4 2 A 3 B 4 E 5 D

Speaking

Aim

- to practise expressing opinions and reporting someone else's opinion

- 6 Put students into pairs for the discussion. On the board, revise some useful expressions for comparing and contrasting, e.g. *I'm similar to (Speaker A) because we both ...; (Speaker B) ... , whereas I ...; I agree with (Speaker C) because ...*. If you have a small class, elicit responses from each pair. If you have a large class, put students into new pairs to report on their discussion.

ADDITIONAL PRACTICE | **Maximiser** p.9, Listening 1 | **MyEnglishLab: Cambridge First**, Listening 3 *Listening for paraphrasing: Holiday views*

Grammar focus ▶ p.13

Habit in the past

used to/would

Aim

- to review *would* and *used to* to express habit in the past and to provide spoken practice

- 1 Put students into pairs to answer the questions. Check as a class, then read the **Language Tip**. You may like to share another example, such as: *I am used to getting up early (I'm accustomed to)/I used to get up early (it's no longer true).*

Additional activity: *used to* – mill drill

Ask students to each think of 2–3 activities that they enjoyed doing as children, e.g. climbing trees, reading books, jumping on the trampoline. Write on the board:

Did you enjoy as a child?

I used to like but I don't anymore/I've outgrown it.

I still like actually!

I'm afraid I never liked

Model the activity by asking one of the students to ask you the question, inserting one of the activities they thought of and then responding using the structures above. Tell students to move around the room asking and answering the questions. Finish by eliciting a few similarities or differences that students discovered.

Ask students to turn to the **Grammar Reference** on page 168 and read through it with the class (on eText if using it), checking students understand everything.

- 2 Put students into pairs to discuss the sentences. Remind students that *would* can be used to talk about past habits and repeated actions but NOT about past states (**Grammar Reference** 8.2). Elicit answers, giving feedback on the use of *used to* and *would*. *Would* is more formal than *used to* and is typically used in writing.
- 3 Ask students to look at the picture and elicit the time period they think it is from (the 1980s). Tell students that punk was very popular in Britain in the 1980s and this is an extract about an insurance broker reminiscing. Give students about ten minutes to complete the gap fill, and then put them into pairs to compare their answers before you check with the class.

Answers

- 1 1 no 2 yes 3 used to 4 would 5 used to
- 2 1 yes 2 yes 3 no 4 no
- 3 1 used to be 2 smile 3 used to go/would go
4 used to meet/would meet
5 used to just walk around/would just walk around
6 work/am working 7 am getting 8 love
9 am discovering 10 am enjoying

ADDITIONAL PRACTICE | **Maximiser** p.10, Grammar 1–2 | **Teacher's Book** Photocopiable 1B *Over to you* p.136/159 | **eText IWB** Extra activity

Speaking

Aim

- to provide spoken practice, especially of expressing habit in the past

- Put students into new pairs for the discussion. Encourage students to respond to their partner with follow-up questions.

Writing focus ► p.14

Informal email (Part 2)

using informal language

Aim

- to review useful phrases for informal emails and to practise writing an exam-style informal email (Writing, Part 2)

Remind students that the writing task for Cambridge First is in two parts: the first is a compulsory letter/email and for the second they will be given a choice. One of the choices will be to write an informal letter or email. Refer students to the **Exam Focus** on page 203 for more details.

- Put students into pairs for the discussion. Elicit a few responses to the questions from the class.
- Ask students to read the task and answer the questions. Ask students to turn to the **Exam Focus** on page 203, and go through it (on eText if using it), checking that they understand everything. Then ask students to turn to the **Writing Reference** on page 182. Display it on the WB if you are using eText, and go through the task, modelling answers with students. Ask students to highlight useful phrases, then go through the Useful language box together.
- Ask students to choose the correct alternatives to complete the email. Check answers as a class.
- Elicit what style is used for an email to a friend (informal). Ask students to decide which expressions could be used in an email to Josh. Check answers as a class. Read the **Language Tip** aloud and explain that some elements of punctuation are more common in informal texts.
- Ask students to look at the exam task and identify the two things Max is asking for (what there is for students to do in the evening and what things you most like doing). Students do the activity, then check their answers in pairs.

- Ask students to do the activity in pairs. Elicit examples of formal and informal language.

- Ask students to do the exam task in Activity 5. Put students into pairs to read their letters together and add or cut words as necessary.

Answers

- Students' own answers
- 1 Josh 2 to give some information about where to see live music in my town 3 informal
- 1 there's a music festival every summer 2 you'll be able to see 3 enjoy going a lot 4 mainly interested in 5 – you won't be disappointed because there's something for everyone. (dashes are more informal than semi-colons and relative clauses are more common in more formal written texts) 6 But 7 If you like, I could 8 Let me know what you think.
- 1 and 3
- 1, 2, 6
- I: 2, 3, 4, 5 F: 1, 6
- Students' own answers

ADDITIONAL PRACTICE | Maximiser p.11, Writing 1–4 | eText IWB
Game: *Sheep out* | MyEnglishLab: Cambridge First, Writing 4 Register in writing, keeping the style; Writing 6 Informal functions in writing: Matching them together

Review ► p.15

Aim

- to revise structures and vocabulary covered in Unit 1

1–4 Ask students to complete the activities, circulating to provide assistance. Ask students to check in pairs before checking as a class. Alternatively, set as a homework activity.

Answers

- 1 used to enjoy 2 would always go 3 am used to performing 4 took off instantly 5 don't take after 6 am getting used to
- 1 don't like 2 are saying 3 don't think 4 is always doing 5 is getting 6 are playing
- 1 A 2 B 3 C 4 C
- 4 1 fans 2 collection 3 downloaded 4 once 5 released 6 available 7 tastes 8 concerts

ADDITIONAL PRACTICE | Maximiser p.10, Use of English 1 | Online Testmaster Unit 1 Test

Things that matter

3

Reading focus ► p.26

Multiple choice (Part 5)

Aim

- to practise answering an exam-style multiple-choice reading task

- 1 Elicit the meaning of *matter* in the unit title (to be important, especially to be important to you, or to have an effect on what happens). Ask students to put the things in order of importance to them. Give them a few minutes to share their answers with a partner.

Refer students to the **Exam Focus** on page 202 and turn to it on eText if you are using it. Read through it with students, making sure they understand everything. Leave the strategy points displayed on eText for students to refer to as they do the next activities.

- 2 Refer to strategy 1 in the **Exam Focus**, and tell students that the title, picture and first paragraph provide useful clues to understanding the rest of the article. Ask them to look at these only and not to read the rest of the article yet. Elicit predictions of what the article will be about. (If you are using eText, display these on the board before students open their books.) Give students a few minutes to skim the article to check their predictions and get a general idea of what it is about.

- 3 Read the **Exam Tip** aloud, then read through strategies 3 and 4. If you are using eText, demonstrate on the board with the first question (highlight *writer's attitude towards football fans*) then elicit which part of the text answers the question (the last three lines of the first paragraph). Read through the four options for question 1 with the class. Refer to strategy 5, pointing out that the meaning will be the same but the language will be different. Refer to strategy 6 and elicit any options that students think are obviously wrong, then ask students to choose the correct option. Ask students to work through the remaining questions, following the steps in the strategy. Put students into pairs to compare their answers, then check as a class.

- 4 Students discuss the questions in pairs. Remind students that every discussion is an opportunity to practise for the speaking exam (turn-taking, variety of language, etc). For extra practice, students could discuss the questions again with a new partner.

Answers

- 1 Students' own answers
- 2 Suggested answers: passions/interests
- 3 (key phrases from the article in brackets)
 - 1 D (enrich our lives and make us better people)
 - 2 B
 - 3 A (teaching you how to sob ... how to sing with enthusiasm)
 - 4 B (they do not happen every week)
 - 5 C (Calm, controlled middle-aged women are suddenly prepared to ...)
 - 6 B (what defines us as human is ... the ability to care about something)
- 4 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.20–21, Reading 1–3 |
eText IWB Extra activity |

Vocabulary

-ed adjectives and prepositions

Aim

- to ensure that students understand the distinction between adjectives that end in *-ed* and *-ing* and to practise using them with the correct prepositions

- 5 Ask students to complete the questions with the correct prepositions, then check as a class. Read the **Language Tip** with the class. Share the following examples, eliciting the word in brackets: *I'm very interested in the lesson and the lesson is (interesting)*. *Sky-diving is terrifying. I'm (terrified) of sky-diving*. Students ask and answer the questions in pairs. Finish by eliciting a few responses for each question, checking for accurate use of the adjectives and prepositions.

Answers

5 1 in 2 of 3 about 4 by 5 by 6 about

Additional activity: Useful websites

The BBC English website has a podcast and online quiz: www.bbc.co.uk/worldservice/learningenglish/radio/specials/934_gramchallenge3/

There is also a photocopiable worksheet available at: www.pearsonlongman.com/adult/pdf/Giving_opinions.pdf

ADDITIONAL PRACTICE | Maximiser p.21, Vocabulary 1–2 |
eText Game: Pelmanism | **MyEnglishLab: Cambridge First, Speaking 5:** Part 2 Comparing pictures: What's the missing phrase?; Speaking 12 Describing and explaining pictures: Match the halves together

MyEnglishLab tip

Preview

You can preview exercises on MyEnglishLab by clicking on 'Preview'.

Grammar focus ▶ p.28

Present perfect and past simple

Aim

- to review the structures and uses of present perfect and past simple and to use them correctly in written and spoken practice

Warmer

Ask: What do you know about blogs? Do you follow any blogs? Do you blog, or do you know any bloggers personally? Ask students to discuss the questions in pairs, then report back to the class.

- Refer students to the picture of *Anna* and tell them that she is a new blogger. Ask them to read Anna's blog post and answer questions 1–5. Get students to compare answers in pairs, then check as a class.
- Ask students to look at the underlined verb forms and decide which ones describe completed actions in the past and which ones describe past habits that are now finished. Check as a class.
- If you are using eText, magnify Anna's blog. Ask students to look at the highlighted example and elicit the form (*have* + past participle). Ask students to find four more examples of the present perfect in the text. If you are using eText, ask a student to circle the examples on the board.
- Ask students to match the examples with uses of the present perfect. Get them to check in pairs before you check as a class.
- Elicit the difference between *for* and *since*. Ask students to turn to the **Grammar Reference** 21.3 on page 176 and read through it with the class (on eText if using it). Check that students understand everything.
- Ask students to decide which time expressions are usually used with the past simple and which with the present perfect. Get students to compare their answers in pairs before you check as a class. Point out that *once* can be used with both forms (*I once met Johnny Depp; I've only met him once*).

Answers

- 1 for most of her life 2 no 3 a month ago, when a colleague persuaded her to 4 for a month 5 four
- 1 I left home; a colleague at work persuaded me
2 my friend and I used to help out; the owner would let us ride the ponies
- 1 I've (never) owned one; I haven't been back there (since); I've only had four (so far); I've (just) got my confidence back
- 1 B 2 C 3 A
- for = a period of time; since = a point in time
- 1 past simple: in 2010, once, last month, ago, at lunchtime
2 present perfect: yet, so far, already, never, once, just, this month

present perfect simple or continuous?

- 7** Give students a couple of minutes to complete the questions and then elicit the answers.
- 8** Complete the first sentence together as an example, then give students time to complete the remaining sentences. Let students compare their answers in pairs, then check as a class. Ask students to read the **Grammar Reference** on page 176 for more information.
- 9** On the board, write *Have you ever ...?* and *How long ...?* and elicit a few possible ways to complete each question using vocabulary from question 8 or students' own ideas. Put students into pairs to think of more questions, then ask and answer them. Remind them that they should use the past simple when asking follow-up questions with *When? Why?*, etc. Circulate, providing feedback and vocabulary as required.

Answers

- 7** 1 B 2 A
- 8** 1 've ridden/been riding 2 once witnessed 3 lived
4 had 5 've never been 6 've just won
- 9** Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.22, Grammar 1–2 | **Teacher's Book** p.139/162 Photocopiable 3A *True or false?* | **eText IWB** Extra activity

Use of English focus

► p.29

Grammar

as and *like*

Aim

- to identify differences in use between *as* and *like* and to practise using them accurately in context

- 1** Tell students that in English there are some situations where *as* and *like* can be used interchangeably and others where only one is correct. Ask students to complete the sentences, then put them into pairs to compare answers before you check answers as a class. Go through the **Language Tip** with the class, eliciting further examples for each structure.

Ask students to turn to the **Grammar Reference** on page 164 and read through it with the class (on eText if using it), checking they understand everything.

Answers

- 1** 1 like 2 as/like 3 as 4 like 5 as 6 as/like

Additional activity: Discussion questions

Write the following gapped questions on the board and ask students to discuss in pairs whether *as* or *like* fits in the gap. Elicit the answers, then tell the students to ask and answer each question with their partner.

Do you look other members of your family? (like)

What is your dream house ? (like)

What do you usually feel doing after class? (like)

..... a student, what do you find most difficult about learning English? (As)

Open cloze (Part 2)

Aim

- to complete an exam-style cloze task (Reading and Use of English Part 2)

- 2** Elicit the difference between *depressed* (very unhappy) and *depressing* (making you feel very sad). Ask students to discuss the questions in pairs, then elicit a few answers from the class.
- 3** Refer students to the **Exam Focus** on page 201 and turn to it on eText if you are using it. Read through it with students, making sure they understand everything. Tell them that you are going to work through the strategy points together in the example. Magnify the strategy section on eText and tick off each strategy as students complete it. Refer to strategy 1 and the questions in Activity 3. Give students a few minutes to skim the text and underline three things that make Pixie happy. Ask students if they are like her and elicit a few responses.

- 4** Refer to strategy 2 and the **Exam Tip**. Ask students to look at the example (0) in the text. Ask *What kind of word is in the gap?* (a preposition), *How did you know it should be a preposition?* (it comes between a verb and a noun). Do question 1 together by reading the words that come before and after the gap and asking students what *kind* of word goes in the gap (a preposition). Put students into pairs to discuss what kind of word goes in each gap. Elicit answers.
- 5** Refer to strategy 3 and ask students to fill each gap with the most appropriate word. Remind students that only one word can fit each gap.
- 6** Refer to strategy 4 and ask students to re-read the whole text in pairs, comparing their answers, checking that the words they have added make sense and also checking spelling. Finally, check answers as a class.

Answers

- 2** Students' own answers
- 3** being on stage; writing music; listening to music
- 4** on is a preposition 1 preposition 2 preposition
3 preposition 4 relative pronoun
5 conjunction 6 auxiliary verb 7 adverb
8 verb
- 5** 1 like 2 about 3 as 4 which 5 when/while
6 have 7 more 8 does
- 6** Students' own answers

ADDITIONAL PRACTICE | Maximiser p.22 | Use of English 1–4
MyEnglishLab: Cambridge First, Use of English 10: *Word patterns: Put in the missing preposition*

Vocabulary and Listening focus ▶ p.30

Speaking and vocabulary

money

Aim

- to develop vocabulary related to money and to provide spoken practice

Warmer: Money brainstorm

On the board, draw the symbols \$, £, € and ask students what currencies these represent and what the smallest unit is of each currency. Elicit some examples of where each currency is used. Then elicit other words or phrases students associate with money, writing them on the board in a mind map.

- 1** Tell students that the picture shows a website selling luxury items. Elicit the terms *grand piano*, *sports car*, *high heels*. Ask students to match the price tags with the items then compare their answers in pairs.
- 2** Give students a few minutes to match the two halves of the expressions. Check answers as a class, then elicit a few responses to the question of whether students have similar expressions in their language.
- 3** Ask students to complete the sentences, then compare their answers in pairs. Check answers with the class. Check that students understand all the sentences and ask them to put a tick next to the ones they agree with. Elicit a few phrases that can be used for agreeing and disagreeing politely, such as those listed in Activity 3 on page 23 of the Coursebook. If you are using eText, you could display the phrases from that page on the board for reference. Students discuss their answers to the questions in small groups.

Answers

- 1** designer shoes: £675 designer watch: €4,200
luxury sports car: \$158,500 Picasso painting:
\$102.5 million grand piano: £35,000
1–3 Students' own answers
- 2** 1 H 2 D 3 G 4 E 5 A 6 C 7 B 8 F
- 3** 1 within 2 in 3 on 4 away 5 to 6 of

Additional activity: Useful website

BBC Learning English has an audio soap opera called *The Flatmates*. Each episode has a language point explanation and online quiz. Episode 7 includes a number of money idioms. www.bbc.co.uk/worldservice/learningenglish/flatmates/episode07/index.shtml

ADDITIONAL PRACTICE | Maximiser p.23, Vocabulary 1–2 | eText
Game: Noughts and crosses (money)

Sentence completion (Part 2)

Aim

- to complete an exam-style listening task (Listening, Part 2)

Warmer: A class of multi-millionaires

Ask students to imagine that they are all multi-millionaires. Write the following questions on the board and ask students to ask and answer them in pairs:

How did you make your fortune? What is your attitude to money? What is a typical working day like for you? What do you spend your money on? Where do you live?

After a few minutes, bring the class together again and ask a volunteer the first question. When they have answered, they should ask another question to another student. Continue until all students have had a turn.

Refer students to the **Exam Focus** on page 204 and turn to it on eText if you are using it. Read through it with students, making sure they understand everything.

- Focus attention on the picture and tell students this is a multi-millionaire called Gavin Norris and they are going to hear about his life. Ask them to read the gapped sentences and put a tick next to the items A–E that they expect to hear about.
- Play the recording and elicit the answer to Activity 4 from the class.
- Refer students to strategy 1 of the **Exam Focus**. Ask students to look at the first gap and guess what information would fit in it (a noun something that Gavin sold in a market to start his business career). Ask students to guess what that might have been, then put them into pairs to discuss and predict the kind of information that is missing from the remaining gaps. Elicit ideas from the class.
- Read strategy 2 and 3 and the **Exam Tip** with the class. Play the recording again, while students complete the sentences.
- Ask students to check their answers in pairs. Read strategy 4 and 5 with the class, then play the recording again, pausing after each gap for students to check their answers and spelling. Check as a class.
- Check that students understand *inherit* (to receive money, property, etc from someone after they die). Put students into pairs to discuss the questions, then elicit a few responses from the class.

Answers

- Students' own answers
- Students' own answers (the text gives information about A, B and D)
- Suggested answers: 1 (a number) 5
2 (a noun) 1, 2, 3, 4, 6, 7, 9, 10
3 (a plural form) 1, 2, 3, 4, 7
4 (only one word) 2, 3, 4, 6, 7, 8, 9, 10
- 1 (sports) shoes 2 shops 3 children 4 farmers
5 100 6 hospital 7 family 8 property
9 freedom 10 house
- Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.23, Listening 1 | **MyEnglishLab: Cambridge First**, Listening 12 *Listening for detail: Complete the sentences*

Grammar focus ▶ p.32 comparing

Aim

- to review the use of comparatives, superlatives and modifiers when comparing items

Warmer

Focus attention on the picture and elicit the words *coins, change, money box, jar, pocket money, piggy bank*. Ask what money expressions students can remember from page 30. Elicit ideas and write them on the board, then ask students to check on page 30.

- Ask students to complete the sentences, then play the recording for students to check.
- Ask a student to read the first two sentences. Ask the class if the sentences have a similar or different meaning. Ask students to continue with the remaining sentences in pairs. Check answers.
- Refer students to the **Grammar Reference** on page 165 (and turn to it on eText if you are using it). Go through the notes and examples. Leave the **Grammar Reference** on eText while students complete the sentences. Ask students to check answers in pairs then check with the class.

Answers

- 1 not as interested as/less interested than
2 the most satisfying 3 much happier than
- 1 different 2 similar 3 similar
- 1 quite as high/good as 2 one of the most
3 much less 4 higher than
5 a bit wealthier/more wealthy than 6 not as easy

Speaking

comparing quantities

Aim

- to practise comparing quantities using modifiers and to give spoken practice

4 Read through the table with the class and elicit some example sentences, e.g. *I don't spend much time exercising*. Ask students to write six sentences. If some students finish early, encourage them to add more detail.

5 Put students into groups of three to compare their sentences. Ask them to work as a group to write a paragraph about their time and money. Alternatively, set the writing activity individually as a homework task.

Answers

4 Students' own answers

5 Sample answer

The thing we spend most money on is clothes. The thing we spend least money on is travel. More than half of us spend quite a lot of money on eating out in restaurants. The thing we spend most time doing is studying. More than half of us study for more than 20 hours a week. The thing we spend the least time on is exercising. Less than half of us do exercise regularly.

Additional activity: Create an online survey

There are many websites where you can create a free online survey. For example, Survey Monkey <http://www.surveymonkey.com/>. You can create a survey, using up to ten questions and 100 responses. Make a short survey for your students about how they spend their time. Ask students to complete the survey and then put them into pairs to create their own five-question survey about how students spend their time.

Topics could include the amount of time students spend online, doing exercise or eating. Ask students to send you the links to their survey. Compile a list of the links and then email/post these to students for them to respond to. After students have replied to each others' surveys, ask each pair to prepare a short spoken report summarising their findings, using the language for comparing quantities on page 32.

Speaking focus ▶ p.33

Long turn (Part 2)

comparing

Aim

- to ensure that students know what is expected in Speaking, Part 2 and to practise an exam-style speaking task

Warmer: True or false?

Write the following sentences on the board and ask students to discuss in pairs whether they are true or false.

In Paper 5, Part 2 (individual long turn):

- The examiner gives you a series of photos to compare.
- First you answer questions about the photos, then you compare them.
- You have one minute to do both parts of the task.
- When you have finished, your partner will be asked a question related to the topic.

Then ask students to read the *What do you have to do?* section of the **Exam Focus** on page 206 to check. (Display the relevant information on eText if you are using it.) Elicit the answers to the questions, then go through the strategies in the **Exam Focus**, ensuring students understand everything.

Answers

- False (the examiner gives you two photos)
- False (you compare the photos first, then you will be asked a question)
- True
- True

- Focus attention on the photos (magnify them on eText if using) and ask students to look at them and choose whether A or B best describes what the photos have in common.
- Put students into small groups and give them five minutes to make lists of similarities and differences. Encourage them to think of at least three for each list. Elicit responses, annotating them on the board.
- Read the question aloud, then play the recording for students to check. Compare answers as a class.
- Give students a few minutes to complete the activity, then check answers as a class, discussing the questions. Refer students to the **Grammar Reference** on page 164 (and turn to it on eText if using). Go through the notes and examples, checking that students understand everything.

- 5** Read sentences A and B aloud. Then ask students to discuss the questions in pairs before eliciting responses.
- 6** Ask students to make sentences and compare with a partner before you elicit responses. Emphasise that these are useful constructions to use in the exam.
- 7** Tell students they are going to do an exam-style task. Refer students to the **Exam Focus** on page 206 and turn to it on eText if you are using it. Read through the notes with the class and ensure students understand everything. Focus on strategy 2 and tell students they can use *both*, *also* and *too* to talk about similarities, and *whereas* and *while* to talk about differences. Focus on strategy 3 and remind students of the phrases for speculating in Activity 4. Divide pairs into As and Bs, then tell As to turn to page 152 and Bs to turn to page 154. Read the **Exam Tip** aloud and ask students to think about the main similarities and differences for their pictures. After students have done the activity, elicit some phrases they used to compare the two photos. Write them on the board and check that students know how to use them correctly. Then ask students to repeat the activity, with As and Bs swapping. If there is time, students could change partners and repeat the activity for extra practice.
- 8** Give students a few minutes to discuss the question, then elicit a few responses to finish.

Answers

- 1** A
- 2–3** Students' own answers
- 4** 1 like 2 like/as if/as though 3 like
4 like/as if/as though 5 like/as if/as though
You can only use *like* in 1 and 3 because it's followed by a noun. In the other sentences, *like*, *as if* and *as though* can all be used.
- 5** 1 B 2 B 3 A
- 6** 1 Both the pictures show an achievement./The pictures both show an achievement.
2 The man also looks happy./Also, the man looks happy.
3 The man seems to be enjoying himself, too.
- 7** Students' own answers
- 8** Students' own answers

Additional activity: Photo task sheets

Ask students to prepare a task sheet in pairs with two photos and a follow-up question related to the topic in the photos. Students could search for the photos online, or in magazines and newspapers, as a homework activity. Collect the task sheets and redistribute them to the pairs. The students look at the photos and Student A compares the two photos using some of the language on page 33, then asks Student B the follow-up question. After about five minutes, ask students to pass on the task sheet to the next pair. This time, Student B compares the photos and Student A answers the follow-up question. Repeat several times, circulating to listen for use of the target language. Note down some phrases as good examples to share with the class. To finish, ask each pair to choose which task sheet they thought was the best, and why.

ADDITIONAL PRACTICE | **Maximiser** p.24, Speaking 1–2 |
MyEnglishLab: Cambridge First, Speaking 5 Part 2 Comparing pictures:
What's the missing phrase? Speaking 12 Describing and explaining pictures:
Match the halves together

Writing focus ▶ p.34

Article (Part 2)

Aim

to practise an exam-style writing task (Writing, Part 2)

Warmer: *I'd like to have ...*

Write the starter on the board: *Three things I'd like to have are ...* and ask students to complete it with physical or abstract things. Put students in small groups to compare and discuss their answers. Ask each group to summarise their discussion.

Ask students to turn to the **Writing Reference** on page 192 and read the task (magnify the task on eText if using it). Ask students to quickly skim the sample answers to find out what the student wants, and why (A: a computer to keep pictures of friends and keep in touch with friends and family; B: a lot of money so she could study in other countries, buy a house for her parents and help people in need). Give students time to re-read the sample answer and then to discuss in pairs the strengths and weaknesses of the answers. Elicit the following: Strengths: answers the question, relevant information, good range of language and structures, well-organised; Weaknesses: some inaccurate use of vocabulary and structures (see comments box on Coursebook page 192), a mix of informal and formal language.

- 1** Ask students to turn back to page 34 and read the task box aloud. Then elicit responses to questions 1 and 2.

- 2 Tell students that they are going to read two opening paragraphs and decide which is more effective, taking into account the listed criteria. Give students time to read the paragraphs and answer the questions, then discuss their answers in pairs. Elicit a few ideas from the class.
- 3 Put students into pairs to choose which paragraph to include the details in. Elicit answers.
- 4 Give students about 30 minutes to write their paragraphs in pairs, circulating to help as necessary.
- 5 Ask students to read the concluding sentences and decide which would have the most positive effect.
- 6 Give students a few minutes to make notes on their own response to the advert. Read the **Language Tip** aloud and elicit other extreme adjectives and adverbs, turning back to Activity 3 on page 19 of the Coursebook if necessary.
- 7 Students complete the writing task for homework, or alternatively allow about 30 minutes in class.
- 8 Put students into small groups to swap their articles, or photocopy students' articles and distribute them for reading. Alternatively, you could set up an online magazine as described in the *Additional activity*.

Answers

- 1 1 informal, because it's for young people 2 describe a possession and say why it's important to you
- 2 A and B both answer the question, but Paragraph A is most effective.
- 3 Suggested answers:
Paragraph two: B, C, F, G; Paragraph three: A, D, E, H
- 4 **Sample answer**
By simply looking at my computer, you wouldn't be able to see how important it is to me. It's an inexpensive Toshiba model and quite ordinary to look at. If you started it up, you'd find it user-friendly but not particularly high-tech as it is already two years old.
So, what makes it so special to me? Well, a great deal of its sentimental value comes from the fact that it was an eighteenth birthday gift from my parents. Since then, it has become increasingly important to me because of the hundreds of photos stored on it, along with all my friends' contact details.
- 5 B It is more interesting and less abrupt.
- 6 Students' own answers

7 Sample answer

My childhood was one of the happiest times of my life, so it's no surprise that one of my most treasured possessions is a special reminder of that time; my teddy bear, Bertie.

Bertie is a small grey bear who has shiny black buttons for eyes and wears a red velvet coat. His fur has worn off in a few places and one of his ears is slightly ripped, but I couldn't care less about that.

The reason Bertie has so much sentimental value to me is that he has been with me my entire life. I even have a picture of me as a newborn baby with Bertie right next to me in my cot.

One day, I hope to pass Bertie on to my children and see them enjoy a cuddle with my special bear.

8 Students' own answers

Additional activity: Online magazine

Set up an online magazine (a blog) where students can post their writing. You can do this on a site such as www.wordpress.com or www.blogger.com. These sites allow the students' work to be published to a wider audience (or they can be set up with private access) and also for comments to be added. (You can choose to moderate comments before they are posted.) Ensure students are happy for their work to be posted before you publish it, and ask if they would like a pseudonym to be used.

ADDITIONAL PRACTICE | Maximiser p.25, Writing 1–4 | Teacher's Book p.139/163 Photocopiable 3B *I couldn't live without ...*

Review ► p.35

Aim

- to revise structures and vocabulary covered in Unit 3

1–4 Ask students to complete the activities, circulating to provide assistance. Ask students to check in pairs before checking as a class on eText. Alternatively, set as a homework activity.

Answers

- 1 1 D 2 B 3 A 4 C 5 D 6 B
- 2 1 has lived/been living here for 2 haven't seen Mike since 3 time (that) I have visited/been to 4 have already had 5 spend hardly any/hardly spend any 6 far more expensive than 7 just as friendly as 8 one of the most expensive
- 3 1 worried 2 interesting 3 exciting 4 embarrassed 5 frightening 6 relieved
- 4 1 about 2 like 3 much/far 4 as 5 by 6 as 7 been 8 both/each

ADDITIONAL PRACTICE | Online Testmaster Unit 3 Test, eText

Eat your heart out!

5

Grammar focus ▶ p.46

Speaking and vocabulary

Aim

- to introduce or revise a range of food vocabulary and to give spoken practice

- 1 Focus students on the photos and ask them to discuss the questions in pairs. Then elicit some responses to each question from the class.
- 2 Put students into pairs to discuss the questions.
- 3 Ask students to complete the phrases then compare their answers in pairs before you check as a class. Check that students understand the meaning of each phrase.
- 4 Ask students to discuss the diet in their country with their partner. If you have a mixed nationality class, you could extend this activity by asking students to prepare short presentations about the food of their country (with slides if you have a projector or interactive whiteboard).

Answers

1–2 Students' own answers

3 1 fat 2 vegetarian 3 vitamins 4 balanced 5 low 6 free

4 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.34, Vocabulary 1

Countable and uncountable nouns

Aim

- to review whether common foods are countable or uncountable

- 5 Write the three headings on the board (*A always uncountable, B always countable, C can be countable or uncountable*). Ask students to copy the headings and write the foods under the correct heading. Put students into pairs to check and then elicit answers as a class. Ask students to take turns to come up to the board and write up each answer.
- 6 Put students into pairs to discuss the questions, then elicit the answers. Focus students' attention on the first **Language Tip** and read through it together. Elicit some other questions or phrases using *rice*, e.g. *In my country, we eat several different types of rice regularly*. Point out that *pasta* is also uncountable in English but countable in many other languages. *Noodles* is countable and usually plural, however, e.g. *These noodles are delicious!*

Ask students to turn to the **Grammar Reference** on page 167 and read through it with the class (on eText if using it), checking they understand everything.

Answers

- 5 A fat, honey, rice, salt B egg, vegetable C cake, cheese, chicken, chocolate, coffee, curry, fruit, meat
- 6 1 A refers to one cake, B refers to several cakes
2 A refers to the meat, B refers to the animals

Expressions of quantity

Aim

- to review expressions of quantity and to contrast the meaning of *few/a few*, *little/a little*

- 7 Ask students to turn to page 160 and look at the table, which provides a useful summary of which expressions of quantity (listed across the top) can be used with different structures (listed down the side). Ask students to use the information in the table to choose the correct expressions of quantity in the sentences. Ask students to check their answers in pairs, then elicit responses. Ask students to write three sentences about their own eating habits using expressions of quantity from the table, then to share them in small groups.
- 8 Ask students to discuss the difference in meaning between the examples in pairs, then elicit responses. Ask students to turn to the **Grammar Reference** on page 168 and read through it with the class (on eText if using it), checking they understand everything.
- 9 Model the activity by asking a few questions using the sentences, e.g. *Do you eat much fruit? Are there many healthy snacks in your local shop?* With weaker classes, get students to prepare the questions in pairs first and check the questions for accuracy before students ask and answer them in pairs.

Answers

- 7 1 much 2 a lot of 3 very little 4 hardly any
5 a lot of 6 a few 7 any 8 some
- 8 1 A refers to a small number, B refers to hardly any
2 A refers to a small amount, B refers to hardly any
- 9 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.34, Grammar 1–2 |

Teacher's Book p.142/168 Photocopiable 5A *Countable and uncountable combinations* | **eText IWB** Extra activity | **MyEnglishLab:**

Cambridge First, Vocabulary 19 *Food*; Use of English 4 *Plurals and articles: The right choice*

Use of English focus

► p.48

Open cloze (Part 2)

Aim

- to complete an exam-style open cloze task (Reading and Use of English, Part 2)

- 1 Put students in pairs to discuss whether they agree with the statements. Ask for a show of hands of who agrees with each statement.
- 2 Ask students to turn to the **Exam Focus** on page 201 and read through it with the class (on eText if using it), checking they understand everything. Focus on strategy 1 and ask students to read the text quickly for gist. Ask students to choose the correct words in the statements, then elicit the answers.
- 3 Read the question aloud, then re-read strategy 2 and the **Exam Tip**. Focus students' attention on the example (0) and elicit what kind of word this is (a quantifier). Then look at the first gap (1) and elicit what kind of word fits (a quantifier). Ask students to work through the exercise in pairs, discussing and noting what kind of word fits in each gap, then elicit responses. Elicit which gaps require an expression of quantity.
- 4 Re-read strategy 3 and the question, emphasising that there is only one word in each gap. Students work through the activity. When they have finished, re-read strategy 4 and give students time to read the whole text and check their answers. Students can then compare their answers in pairs before you check as a class.
- 5 Put students into pairs to discuss the questions. Elicit examples of foods or drinks that students disliked in the past but enjoy now.
- 6 Give students a few minutes to underline all the prepositions in the text and the structures listed in 1–3. If using eText, ask a volunteer to come to the board to underline them.

Answers

- Students' own answers
- 1 doesn't like 2 isn't
- Gaps 1, 5, 6, 8 can be filled by an expression of quantity.
- 1 many 2 get/become/grow 3 why 4 which
5 any 6 few 7 been 8 every
- Students' own answers
- 1 go through
2 pour over, use in
3 for the sake of

Teaching tip

Making the most of the interactive whiteboard

- Give all students an opportunity to practise writing on the board.
- Demonstrate how to touch and write firmly on the board.
- If students' hands are sweaty, they may need to wipe them first.
- Make sure extra body parts are not touching the board.

ADDITIONAL PRACTICE | Maximiser p.35, Use of English 1–2 |
Teacher's Book p.142/169 Photocopiable 5B *What's the connection?* |
MyEnglishLab: Cambridge First, Use of English 9 *Prepositions: What exactly did she say?*

Listening focus ▶ p.49

Sentence completion (Part 2)

Aim

- to complete an exam-style listening task (Listening, Part 2)

- Put students into pairs to discuss the questions, then elicit a few responses to each one.
- Ask students to turn to the **Exam Focus** on page 204 and read through it with the class (on eText if using it), checking they understand everything. Then read the rubric aloud. Look at the first example together and elicit what kind of word it is (a noun) and how we know (it is preceded by the preposition *of*). Ask students to note down what kind of word they think would fit in each gap, then go through them as a class.

- Give students a few minutes to underline the key words (as per strategy 1). Circulate and provide help with vocabulary as needed. Encourage students to guess unknown vocabulary from context if possible.
- Read the **Exam Tip** aloud, and re-read strategies 2 and 3. Play the recording once while students complete the sentences. Read strategy 4, then play the recording again for students to fill any blanks.
- Refer to strategy 5 and give students time to check their sentences and compare their answers with a partner. Then go through the answers as a class. If you are using eText, you could open up the audio script and ask students to find and highlight the parts that answered each question.
- Students discuss the questions in small groups.

Answers

- Students' own answers
- 1 noun 2 adjective 3 noun 4 verb 5 verb
6 noun 7 noun 8 verb 9 noun
10 noun
- 1 percent, chimpanzee, diet, fruit 2 chimpanzee food, tastes, humans 3 can't survive, fruit, have, small
4 cooking, spent, time 5 benefit, cooking
6 cooking, resulted, increase 7 sharing
8 waiting, food, cooked 9 early humans, used, cooking
10 ice age, cooked food, survive
- 1 fruit 2 bitter 3 stomach 4 finding 5 preserve
6 brain 7 (family) meal 8 stolen 9 (a) fire
10 energy
- 5–6 Students' own answers

Additional activity: Useful websites

At www.examenglish.com there are practice tests for listening. These could be played through an interactive whiteboard. Alternatively, it could be completed on individual computers (or at home) by students.

The Food Programme by BBC radio (<http://www.bbc.co.uk/podcasts/series/foodprog>) offers podcasts on food-related topics for additional listening practice.

ADDITIONAL PRACTICE | Maximiser p.35, Listening 1–2 | **eText Game:** Sheep out (cooking) | **MyEnglishLab: Cambridge First:** Listening 15 *Listening for detail: What exactly did she say?*

Reading focus ► p.50

Speaking

Aim

- to provide spoken practice and to activate prior knowledge on the topic of eating out

- Students discuss the questions in pairs. Elicit a few answers from the class for each question.

Answers

- Students' own answers

Multiple choice (Part 5)

Aim

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

- Refer students to the **Exam Focus** on page 202 and turn to it on eText if you are using it. Read through it with students, making sure they understand everything. Refer to strategies 1 and 2 and tell students that the picture is of a New York food critic called David Fishman. Elicit the meaning of *critic* (someone whose job is to make judgments about the good and bad qualities of art, music, films and, in this case, food). Give students about five minutes to read the article to get a general idea of what it is about, then elicit why they think David is unusual.
- Refer to strategy 4 and demonstrate by eliciting which part of the text question 1 refers to (paragraph 1). Ask students to work in pairs and identify which part of the text each question relates to. Then demonstrate underlining the key words in the options by eliciting the key words for the options in question 1. Students continue working in their pairs to underline the key words in the remaining options.
- Re-read strategy 5 with the class and demonstrate by eliciting the correct answer to question 1 from the class. Read the exam tip aloud, then give students about ten minutes to answer the questions. After students have answered individually, give them time to compare in pairs, then check as a class.

Answers

- David is very young to be a restaurant critic and is an adventurous eater.

- (parts of the text for each question)
1 para 1 2 para 2 3 para 3 4 para 4 5 line 53
6 line 67
(key words in the options)
1 A prefers, Italian; B attracted, appearance; C wanted, write, review; D prefers, restaurant
2 A wasn't keen, serve, child; B tables reserved, celebrities; C completely booked; D couldn't afford
3 A worried; B interested; C wanted, opinions; D talk to him, lonely
4 A fuss; B unusual food, free; C explained, food, made; D didn't treat him, child
5 A part of animal; B why; C how; D kind of animal
6 A nature; B youth; C child-like; D lack, qualifications
- 1 B 2 C 3 B 4 D 5 D 6 B

ADDITIONAL PRACTICE | Maximiser p.36–37, Reading 1–3 |
eText IWB Extra activity

Speaking

Aim

- to provide spoken practice

- Put students into new pairs to discuss the questions, then elicit a few answers from the class.

Answers

- Students' own answers

Vocabulary

phrasal verbs with *turn*

Aim

- to review the meaning of phrasal verbs with *turn* and to use them in spoken practice

- 6** Students match the definitions with the phrasal verbs in the text. Give students time to compare their answers in pairs before you check as a class.
- 7** Put students into pairs to write a paragraph that includes four of the phrasal verbs. Circulate, providing assistance as required. Form larger groups of six for students to share their paragraphs. If you think students will find this activity challenging, you could first write a paragraph on the board with the whole class as a shared writing activity, as an example.

Answers

- 6** 1 turn down 2 turn up 3 turn on 4 turn out
5 turn off 6 turn away
- 7** Students' own answers

Additional activity: Useful websites

The BBC Learning English website has a section called Funky Phrasals which contains explanations and activities for collections of phrasal verbs by topic. This is a great resource for students who would like to continue to extend their knowledge of these useful verbs.

http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/148_phrasalverbs/index.shtml

ADDITIONAL PRACTICE | **Maximiser** p.37, Vocabulary 1-3 | **MyEnglishLab: Cambridge First**, Reading 3 *Scanning for detail: Where does he say this?*

Grammar focus ▶ p.52

Passive forms

Aim

- to review passive forms

Warmer: Discussion

Ask students if they have ever been to Thailand or tried Thai food. If not, ask what unusual foods they have tried, or would like to try. Elicit a variety of answers.

- 1** Ask students to read the extract from the article and elicit what is unusual about the celebration.

- 2** Focus students on the first underlined form in the article (*will be organised*) and the active form in the example. Point out that in the article, no subject is given, so *people* has been used. Do the next example together on the board, changing it to the active form *Local people will provide vegetables*. If students find this difficult, encourage them to first work out who, or what, the subject of each sentence is. Ask for volunteers to write each of the active sentences on the board to check.

Read the **Language Tip** aloud, then ask students to turn to the **Grammar Reference** on page 172 and go through it together (on eText if using), checking that students understand everything.

- 3** Complete the first sentence with the class on the board, then ask students to complete the rest. Put students into pairs to check, then elicit answers.
- 4** Ask students to discuss the questions in pairs.

Answers

- 1** The celebration is held in honour of monkeys.
- 2** will be provided → Local people will provide a huge amount of fruit and vegetables.
have been invited → People have invited chefs to prepare a wonderful meal.
can be seen → You can see monkeys everywhere in this jungle town.
is being held → People are holding the feast as they do every year.
are believed to bring → People believe monkeys bring wealth.
- 3** 1 were given away 2 have been eaten 3 being given
4 be made 5 are going to be served 6 to be asked
- 4** Students' own answers

Additional activity: Writing

Ask students to write a paragraph introducing one of the foods they mentioned in Activity 4, explaining when it is eaten, how it is served, etc. Students could either record themselves talking about the food for a podcast (see page 10 for recording tips), read their paragraphs aloud in small groups, or post them on a forum (see page 12 for tips on setting up a blog or forum for your class).

Passive reporting verbs

Aim

- to review and use passive structures to report what people say, believe or think

- Give students time to read the sentences, then elicit the answers to the questions. Read the **Language Tip** aloud and, as a class, match the structures in the **Language Tip** to sentences B and C.
- Complete the first sentence as a model on the board, then give students time to copy out and complete the rest of the sentences. Ask students to compare their answers in pairs, then check as a class.
- For this activity, it may help if you bring in a few newspapers or give students some time to look at the headlines online to remind them of current affairs. If these are not available, spend a few minutes brainstorming some stories in the news and listing them on the board before students complete the activity.

Answers

- B and C avoid saying *who* believes C uses an impersonal third person pronoun.
- 1 are expected to carry 2 are known to be
3 is claimed that 4 are believed to have been
5 has been estimated 6 are thought to get
- Students' own answers

Alternative activity

If students do not have much interest in or knowledge of current events, instead of Activity 7, ask students to discuss 'old wives tales' about food and whether they believe them. Share some examples such as the ones below and then ask students if they can think of any similar beliefs in their own culture. Some examples:

It is said that you should wait an hour after eating before swimming or you'll sink.

People say that eating carrots helps you see in the dark.

It is said by some that eating your vegetables will make your hair curl.

It is believed that an apple a day keeps the doctor away.

ADDITIONAL PRACTICE | **Maximiser** p.38, Grammar 1–3 | **eText IWB**
Extra activity | **MyEnglishLab: Cambridge First** Use of English 12 *Passive: Correct the mistakes*

Speaking focus ▶ p.53

Long turn (Part 2)

comparing and giving a reaction

Aim

- to review vocabulary and comparative structures and to use them in an exam-style speaking task (Speaking, Part 2)

Ask students to turn to the **Exam Focus** on page 206 and display on eText if using. Go through it on the board, checking that students understand everything.

- Ask students to look at the photos and the task and tick the statements they agree with. Put students into pairs to compare their ideas, then elicit ideas from the class.
- Ask students to underline the linking expressions in the statements in Activity 1. Ask students to turn to the **Grammar Reference** on page 165 (and turn to it on eText if using) and go through the notes and examples with the class.
- Students work in pairs to match the sentences to the photos (A is on the left; B is on the right). Elicit answers from the class.

Answers

- Students' own answers
Suggested answers:
Formal restaurants: more special, better for a celebration, expensive, food more adventurous and interesting
Fast food restaurants: more casual, simpler/more basic food
- 1 Although 2 whereas 3 While 4 Both
- 3 1 A 2 A 3 B 4 B 5 A 6 A

Additional activity: Vocabulary

Elicit some possible opposites for each sentence in Activity 3, e.g.

- You have to dress up. There's a dress code.
- It's nice and quiet. There's a peaceful ambience.
- It's good value for money.
- They're good for informal get-togethers.
- The atmosphere is quite formal.
- The food's a bit fancy.

Listening

Aim

- to listen to a model of a student completing an exam-style speaking task (Speaking, Part 2)

- 4 Ask students to read the questions, then play the recording. Ask students to compare answers in pairs. Play the recording again before eliciting responses.

Answers

- 4 1 She mentions differences of price, food, service, reasons why you might go there.
2 She imagines how the restaurants make the customers feel.

Speaking

Aim

- to complete an exam-style speaking task

- 5 Put students into pairs and tell them they are going to complete an exam-style speaking task. Give them three minutes to look at the task on page 152, then read the **Exam Tip** aloud. Prompt students to start, allowing them about three minutes. Ask whether they used any of the linking expressions from Activity 2 and if they answered both questions. Then ask students to repeat the task, this time with a timer on for one minute. Ask students to swap roles and turn to page 154.

ADDITIONAL PRACTICE | **Maximiser** p.38–39, Speaking 1–3

Writing focus

p.54

Reading

Describing a personal experience

Aim

- to familiarise students with the language and structure of a review as a model for a Writing, Part 2 task

Warmer: Discussion

Ask *How often do you eat in restaurants? How do you choose where to eat? Do you read online reviews? Do you listen to recommendations from friends?* Alternatively, if students don't eat out much, ask them similar questions about how they decide what purchases to make, e.g. *If you want to buy something such as a new computer, how do you choose? Do you ever read online reviews?*

Allow students a few minutes to discuss the questions, then elicit some responses from the class.

- 1 Focus attention on the photo of the Hard Rock Café in London. Ask if anyone has been there and elicit anything they know about it. Explain that the Hard Rock Café is a music-themed restaurant chain with over 153 cafés in 51 countries, founded in 1971. The walls are decorated with music memorabilia. Ask students to read the review and tick the things that are mentioned, then elicit the answers.

- 2 Students discuss the questions in pairs.

- 3 Copy the table onto the board (or use eText). Ask volunteers to come up in turn and write one or two examples in the table. Check that students understand all the words and phrases and elicit others that could be added to the table.

- 4 Find the first example together as a class and underline it on eText if you are using it (*the atmosphere didn't disappoint*). Ask students to find other examples of the structures 1–4 and to discuss in pairs why they are used. Elicit responses from the class.

- 5 Give students a few minutes to answer the questions, then elicit answers as a class. Write the following paragraph plan on the board as a guide for students when they write their own reviews:
- Para 1 – basic information
 - Para 2 – details
 - Para 3 – who you recommend the restaurant for.

Read the **Language Tip** aloud. Give another example, e.g. *I'd strongly recommend arriving early* and elicit how this could be reworded with a clause: *I'd strongly recommend that you arrive early*. Then give an example using a clause, e.g. *I'd recommend that you try their soup* and elicit the *-ing* form: *I'd recommend trying their soup*.

Answers

- 1 staff, writer's expectations, location, atmosphere, food, service
2 Students' own answers
3 food: poor quality, overpriced, outstanding, stodgy, perfectly cooked, bland, not much to tempt me on the menu, far from bland; staff: welcoming, friendly, helpful; atmosphere: full of tourists, certainly didn't disappoint, busy, packed, great place
4 1 *the atmosphere certainly didn't disappoint, far from bland*: using negatives with a positive meaning for emphasis 2 *extremely, certainly, pleasantly, perfectly, just, literally*: a wide range of adverbs give emphasis, make the review more interesting and add impact 3 *was served*: passive is used here because it's unnecessary to mention the waiter 4 *I'd always avoided, I'd heard*: past perfect is used because the writer is talking about her expectations before visiting the restaurant

- 5 A 2 B 3 C 1

Review (Part 2)

Aim

- to complete an exam-style writing task (Writing, Part 2)

Refer students to the **Writing Reference** on page 186. Read through the tips attached to the model answer with the class and point out the Useful language panel. If you are using eText, you could leave this displayed while students complete the writing task.

- 6** Give students a few minutes to read the task. Encourage them to make notes under the paragraph headings in Activity 5 before beginning to write. Read the **Exam Tip** aloud and ask students to check they have included at least two positive and negative comment ideas in their notes. The writing task can be completed in class or set as homework. Collect the reviews and provide individualised feedback.

Answer

6 Sample answer

I have just discovered a great Italian restaurant called Fratelli's in Manchester. It's a small restaurant tucked away in a side street near the city centre. From the outside, it doesn't look very special, but you won't regret stepping inside.

The atmosphere is quiet and relaxed. Although the restaurant is always full, the staff never seem rushed and they always have time to talk about the food and make recommendations. The food is all freshly-cooked and full of flavour. There are delicious pizzas and pasta dishes and some wonderful meat and fish dishes. My personal favourite is the pasta, which is freshly made every day in the kitchens. The prices are a nice surprise too, as it isn't too expensive.

This is a great restaurant for anyone who wants a quiet meal with family or friends and wants to enjoy top-quality food at very reasonable prices.

Alternative activity: Writing

If students find writing challenging, either ask them to complete the task in pairs or create a model review on the board with the whole class. You may differentiate by allowing those who would like to write independently to do so, while working with a small group by the board to write a review together.

Additional activity: Writing

Before class: Photocopy page 193 of the Coursebook, with one photocopy for each pair of students. Cut the sheet into five parts: the task, the two individual sample answers and the two sets of comments.

In class: Put students into pairs and give them the task. Ask them to make a list of information that should be included in the review. Elicit ideas from the class. Hand out the two sample answers. Ask students to work in their pairs and make comments on the reviews, pointing out good and bad features of each. Circulate and help as necessary. Hand out the two sets of comments and ask students to match them to the model answers and compare them with their own comments. Students could finish by writing their own film review in pairs.

ADDITIONAL PRACTICE | Maximiser p.39, Writing 1–3 |
MyEnglishLab: Cambridge First, Writing 3 *Understanding the question in Part 2: Get the order right*

Progress test 1 ▶ p.55

Aim

- to revise structures and vocabulary covered in Units 1–5

Set the tests as a homework activity and then go through the interactive activities on eText to check.

Answers

- 1 1 up 2 down 3 away 4 off 5 out 6 on
7 up 8 over 9 off 10 after
- 2 1 C 2 A 3 A 4 A 5 B 6 C
- 3 1 little 2 many 3 no 4 hardly 5 being
6 has 7 be 8 are
- 4 1 ~~live~~ have lived 2 ~~more~~ fastly faster 3 ~~isn't~~ having
doesn't have 4 ~~hardly~~ hard 5 ~~a~~ very few 6 ~~more~~
most 7 ~~run~~ been running 8 ~~gets~~ is getting 9 ~~like~~
as 10 ~~lot~~ a lot 11 ~~frightened~~ terrified 12 ~~travel~~
travelling 13 ~~already~~ left had already left 14 ~~the~~
golf 15 ~~taking~~ to take
- 5 1 across 2 taste 3 released 4 unpredictable
5 difference 6 make 7 by 8 short 9 caught
10 strong 11 icy 12 impatient 13 taking
14 like 15 embarrassing
- 6 1 A 2 D 3 A 4 A 5 A 6 C 7 B 8 C
- 7 9 their 10 enough 11 to 12 so 13 the
14 which 15 off 16 If
- 8 17 spicy 18 sight 19 colourful 20 adventurous
21 surprisingly 22 fascinating 23 daily/everyday
24 fortunate
- 9 25 can't sing as well 26 have been taken over by
27 are hardly any cheap/inexpensive 28 haven't
seen him for 29 don't remember locking 30 always
turning up

ADDITIONAL PRACTICE | OnlineTestmaster Unit 5 Test; Progress Test 1
MyEnglishLab: Cambridge First, Vocabulary 1 *Phrases with 'make'*;
Vocabulary 2 *Phrases with 'do'*