

# Identity

## 1

## Speaking & Grammar focus

### Speaking

#### Aim

- to meet classmates, get to know them better and develop speaking skills

#### Warmer: Name mingle

If the students in your class are new to each other, you may want them to introduce themselves to each other and learn each other's names. Ask students to mingle, telling each other their names until they are able to stand in a line or circle in alphabetical order. When they have finished, go round the class and elicit the name of each student from the other students in the class.

- 1 Model the activity by answering the questions yourself and telling the students about your own name. Put students into pairs to discuss the questions. Elicit any interesting or surprising information from each pair in open class.

#### Answers

- 1 Students' own answers

## Reading

#### Aim

- to develop reading skills and see different question forms in context

- 2 Write the title of the article *What's in a name?* on the board or zoom to the heading on ActiveTeach if you are using it. Students discuss the meaning of the question in pairs/small groups and then read the article to find out if they are correct. Check the answer in open class.
- 3 Ask students to read the questions and check they understand them. Then ask them to read the text again to find the answers. Put students into pairs to compare their answers, then check the answers with the whole class.
- 4 Put students into pairs to discuss the question. If students need help, ask them to think about gender, age, family background, educational background, job and personality. When they have finished, elicit answers from one or two students in open class.

#### Answers

- 2 The question asks what a person's name means and what effect it can have on the owner. This is what the article is about.
- 3
  - 1 People behave differently towards someone with a less popular name, e.g. teachers give different marks.
  - 2 People are more likely to choose a job or a place to live that begins with the same letter as their first name.

# Leaving a record

## 4

### Reading focus

#### Speaking

##### Aim

- to develop fluency and introduce the topic of historical sites

- Put students into pairs and ask them to look at the photo at the top of the page (bring it up on ActiveTeach if you are using it). Ask students to discuss where it is and what the statues are. If students do not know, encourage them to guess. Elicit ideas in open class. Students then discuss the questions. Elicit answers from one or two students in open class.

#### Answers

Photo: The photo shows Easter Island (Rapa Nui), an island in the Pacific ocean, 3,500 km west of Chile. There are 887 statues (Moai) on the island which were carved from stone between 1250 and 1500. The statues watched over the villages and are thought to represent the villager's ancestors. These days the population of the island is around just 5,000 people.

Questions: Students' own answers

#### Reading

##### Multiple-choice cloze (Part 5)

##### Aim

- to complete an exam-style reading task (Paper 1, Part 5)

- Refer students to the **Exam focus** on p.157 and turn to it on ActiveTeach if you are using it. Read through it with the students, making sure they understand what happens in Part 5 of the reading paper. Ask students to focus on the article headline and predict what the article is about. Put them into pairs to discuss their predictions, then elicit one or two ideas in open class. Give students one minute to quickly skim read the text to check their predictions. Check that students understand *tool* and *site* and *satellite technology*.
- Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand it. Give students time to read the text carefully and predict the missing words individually or in pairs. Elicit ideas in open class but do not give the answers yet.
- Students work alone and choose the best word for each gap. Put them into pairs to discuss their answers, then check answers with the class.

#### Answers

- The text is about a history professor who discovered over 2,000 ancient sites in Saudi Arabia from his office, using free satellite technology online.
- Students' own answers
- 1 C 2 B 3 A 4 D 5 D 6 B 7 D 8 B 9 B 10 C

### Teaching tip: The wrong answers

It can be very helpful to ask exam class students to say why the incorrect answers are incorrect. With this particular exam task, it will raise useful issues about the meaning and use of lots of different vocabulary and grammatical items.

Additional practice | Maximiser p.24 | MyPreliminaryLab

## Speaking

### Aim

- to develop fluency and discuss issues related to the article

- 5 Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.

### Answers

- Students' own answers
- Suggested answers: Advantages – it is free so anyone can use it; we can see parts of the world we will probably never visit; we can prepare for visits by looking at places in advance. Disadvantages – we have no privacy; people could use it to commit crimes (e.g. burglars); not everywhere is mapped on this kind of technology

## Vocabulary

### Linking words: addition and contrast

### Aim

- to understand and use a set of linking words that add and contrast information

- 6 Focus students on the words in bold in the text. Check they understand *contrast* and *clause*. Put students into pairs to discuss the answers to the questions, then check answers with the class. Make sure students understand the use of each of the linking words and also where they are used in a sentence. Highlight when commas are used and when they are not needed. Read out the **Language tip** (and bring it up on ActiveTeach) and check students understand it.
- 7 Do the first sentence together in open class, eliciting the new sentence from the class. Students work alone to rewrite sentences 2–7. Monitor and help where necessary. Put students into pairs to compare their sentences, then check them with the class.
- 8 Put students into pairs to discuss which of the sentences in Activity 7 are true for them. While students are speaking, monitor and note down any

errors you hear, especially related to the linking words. Elicit any interesting things that students learnt about each other in open class and then elicit corrections to any errors you noted down.

### Answers

- 1 and, as well as that, also
- 2 despite, although, however
- 3 despite, and, although
- 4 As well as that, however
- 5 despite
- 7 1 Despite being interested in history, I don't have time to watch many programmes about it.  
2 I'd love to discover something with satellite technology. However, I don't really have time.  
3 I love going to busy cities. As well as that, I enjoy visiting historical sites.  
4 I hope to see the Egyptian pyramids one day although it's not cheap.  
5 I read a lot of books about the world. I also learn a lot from the internet. Also, I learn a lot from the internet.  
6 There's a famous historical site in my country, though I haven't been there.  
7 In spite of studying history at school, I haven't looked at a history book for years.
- 8 Students' own answers

### Additional activity

Write the following prompts on the board and ask students to make sentences about themselves. Students then work in pairs and compare their sentences to see if they have anything in common. 1 *I love ... , though I prefer ...* 2 *I'm going to ... , despite ...* 3 *I want to ... As well as that I'd like ...* 4 *At the moment I'm ... However ...*

### Writing reference: What is a sentence?

Use Section 1 of the Writing reference section on p.134 of the Student's Book to give students more information and practice in writing and linking sentences, either in class or for homework. See p.106 of the Teacher's Book for the answer key.

### Useful resources: World Heritage Sites

<http://whc.unesco.org/en/list/> is the address of the UNESCO World Heritage List. It has an interactive map which shows all of the places on the list. Ask students to choose a site in a place that they do not know much about and read about it, either in class if they have internet access or for homework. When they have done this, ask them to share what they learnt with the class. Ask the class to discuss which site they think is the most interesting.

Additional practice | Maximiser p.25

# Grammar focus

## Speaking

### Aim

- to develop fluency and introduce the topic of projects

- 1** Elicit what a project is and elicit some types of projects that people get involved in at school, work or in the community. Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.

### Answers

- 1 Students' own answers

## Reading

### Aim

- to develop reading skills and see the Present perfect and Past simple in context

- 2** Ask students to read the headline and look at the photo and predict what kind of project they are going to read about. Check students understand *documents*, *translate* and *rubbish dump*. They then read the article to check if their predictions were correct. Put them into pairs to discuss the question and elicit answers from one or two students in open class.

### Answers

- 2 Students' own answers

## Present perfect and Past simple

### Aim

- to review the present perfect and past simple and practise using them

- 3** Focus students on the verbs in the text, all of which are numbered. Students match the verbs with the uses. Put students into pairs to discuss their answers, then refer them to the **Grammar reference** on p.126–127 to check if they are correct (bring it up on ActiveTeach if you are using it). Check that students understand the different uses of the two tenses. Read out the **Language tip** and check students understand it.

- 4** Elicit the first two answers from the whole class before students work alone or in pairs to group the time expressions into those used with *for* and those used with *since*. Check answers with the class.

- 5** Put students into pairs to discuss the question and compare the two sentences. Check answers with the class.

- 6** Elicit the questions from the whole class. Elicit an appropriate response to the first question using *for* or *since*. Then put students into pairs to ask and answer the questions using *for* or *since*. Encourage students to use a variety of answers to practise using both words. Monitor and prompt corrections where necessary. Elicit any interesting information learnt from one or two students in open class.

- 7** Ask students to turn to p.118. Elicit the first answer from the whole class to demonstrate the activity. After having time to work alone, put students into pairs to check their answers, then check answers with the class. Finally, students discuss whether they would like to go to this exhibition in pairs. Do not ask them what they would take to exhibit at this stage as this comes into the next lesson.

### Answers

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

- 4 For: three hours, a few days, two minutes, a long time, a week, months

Since: yesterday, this morning, my birthday, last year, February, I was a child

- 5 1 It describes a period of time that started and finished in the past.

2 It describes a period of time that started in the past but continues now.

- 6 1 How long have you been a student here?  
2 How long have you known your closest friend?  
3 How long have you lived in your house?  
4 How long have you had your hairstyle?  
5 How long have you owned your mobile?  
6 How long have you liked your favourite musician or band?

- 7 1 has just opened 2 invited 3 belonged  
4 collected 5 have already brought 6 has had  
7 has travelled 8 bought

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to complete the sentences with the correct verb form. Invite a student to the board to complete the activity with the help of the whole class. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

**Additional practice** | **Photocopiable** 4A *Liar, liar!* | **Teacher's Book** p.135 | **Maximiser** p.26

# Speaking focus

## Speaking

### Simulated situation (Part 2)

#### Warmer: In my pocket

Ask students to take something out of their pocket or their bag (e.g. key ring, personal organiser, etc). Put students into small groups and ask them each to talk about their object, where it came from, why it is in their bag, etc. Model the activity yourself with an object from your own pocket/bag before they start. When they have finished, ask one or two students to share what they learnt about their group in open class.

#### Aim

- to become familiar with language of suggestions and complete an exam-style speaking task (Paper 3, Part 2)

- Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- Check that students understand *soft toy*. Put students into pairs or small groups to discuss whether they have kept the objects at home. Elicit information from one or two groups in open class.
- Refer students to the **Exam focus** on p.159 (or bring it up on ActiveTeach if you are using it). Make sure students understand what they have to do in Part 2 of the speaking exam. Check students understand *valuable* and *tour programme*. Play the recording for students to listen and answer the question. Check answers with the class.
- Play the recording again so students can complete the sentences. Check answers with the class. Point out that *How about* is followed by the *-ing* form of the verb. Read out the **Exam tip** (and bring it up on ActiveTeach) and check that students understand it.

#### Functions bank:

##### Asking for and making suggestions

Use this section of the Functions bank on p.153 of the Coursebook to give students useful phrases for suggestions, either in class or for homework. See p.109 of the Teacher's book for the answer key.

- Put students into pairs and ask them to do the speaking activity for two to three minutes. Monitor and help where necessary, making sure students are interacting appropriately and using phrases to make suggestions. Note down any common errors you hear.

- In their pairs, students use the questions to discuss how they did and what they can do better next time. Find out from the class what they found easy and what they found difficult about the task, giving advice where possible. Finally, elicit corrections to any errors you noted down. Students could do the task a second time for extra practice, with a new partner.

#### Answers

- 1 Students' own answers  
2 Suggested answer: because they have special memories
- Students' own answers
- A Nirvana tour programme and a photo of friends when they were 18.
- 1 Do you think we should  
2 Don't you agree?  
3 How about  
4 So let's

Additional practice | Maximiser p.26 | MyPreliminaryLab

# Listening focus

## Speaking

#### Aim

- to develop fluency and introduce the topic of museums

#### Warmer: Board race

Divide the class into two groups and ask the students to stand in two lines, one person behind the other, facing the board. Divide the board into two by drawing a line down the middle. The first person in each line has a board pen. Tell the students that they have two minutes to write down as many words related to museums as possible. When the time starts, the first person in each line writes a word or phrase. They then hand the pen to the next person in the line and they go to the back of the line. The second person in line writes a word/phrase and then goes to the back of the line. This continues until the time has finished. The team with the most words/phrases wins.

- Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.

#### Answers

- Students' own answers

## Listening

### Multiple choice (Part 1)

#### Aim

- to complete an exam-style listening task (Paper 2, Part 1)

- 2** Elicit from the class what Part 1 of the listening task involves. Put students into pairs and ask them to remember the best strategy to use when doing this task. Elicit ideas from the class, then refer students to the **Exam focus** on p.158 to check their ideas. Read out the **Exam tip** (and bring it up on ActiveTeach) and check that students understand it. Put students into pairs to discuss the differences between the three maps in question 1. Elicit suggested vocabulary in open class and check students understand all the words in the suggested answer key below. Finally, give students time to work in pairs and predict the vocabulary they will hear in questions 2–7. Elicit ideas in open class. For question 3, check students understand *mark* (= *stain*) (n) and *tear* (= *rip*) (n).
- 3** Play the recording so students can listen for the vocabulary they predicted and choose the correct answer to each question. Play the recording a second time for students to listen and check their answers. Put students into pairs to discuss their answers, then check answers with the class. Bring up the recording script on ActiveTeach if you are using it and ask students to say why they chose the answer they did. Highlight the parts on the recording script that give the answers.

#### Answers

- 2** Suggested answers: bank, building, junction, crossroads, right, left, opposite
- 3** **1** C (... the national bank on the right-hand side ... the national museum's directly opposite.)  
**2** A (... he said the pieces were actually bits of an old bowl.)  
**3** C (... the water system ... left a large mark in the right-hand bottom corner ...)  
**4** B (... there were these baseball caps in blue ... so there was only really one choice in the end.)  
**5** C (... from two o'clock, it'll be sunny ... the fair's from two 'til four ...)  
**6** A (... it's got this crocodile, with a poem on the back ...)  
**7** B (... there will also be an open day on the 23<sup>rd</sup> ... There's no charge for this showing ...)

#### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put the students into pairs to do the activity and then invite a student to drag the words in the box to complete the sentences. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

Additional practice | Maximiser p.27 | MyPreliminaryLab

## Grammar focus

### Speaking

#### Aim

- to develop fluency and introduce the topic of old school photos

- 1** Put students into pairs to discuss the questions. Elicit answers from one or two students in open class. NB If any students recognise the people in the photos, do not tell them if they are correct or not as they will have the chance to discuss this in Activity 6.

#### Answers

- 1** Students' own answers

## Listening

#### Aim

- to develop listening skills and hear *used to* in context

- 2** Play the recording so students can identify the photo being described. Put students into pairs to compare their answers. Check the answer with the class.

#### Answers

- 2** B

### *used to*

#### Aim

- to review *used to* for talking about past habits

- 3** Play the recording again for students to tick whether each action relates to the past or now. Put students into pairs to compare their answers, then check them with the class.

- 4** Put students into pairs to discuss the rules. Refer students to the **Grammar reference** on p.126 to check their answers (or bring it up on ActiveTeach). Read out the **Language tip** (and bring it up on ActiveTeach) and model the weak form of *to*. Use the example sentences in Activity 4 to drill this pronunciation.
- 5** Do the first sentence together as a class to demonstrate the activity. Students then complete the other sentences individually before comparing their answers with a partner. Check answers with the class.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to fill the gap in each sentence and then invite a student to the board to complete the activity with the help of the class. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

### Answers

- 3** 1 past 2 now 3 past 4 now 5 past and now  
6 past
- 4** were true in the past
- 5** 1 used to have 2 used to have 3 used to look/be  
4 used to wear/have 5 didn't use to wear/have  
6 used to have

## Speaking

### Aim

- to practise using *used to* to talk about past habits and states

- 6** Put students into pairs to discuss who the people in the photos are. Ask them to check their ideas by turning to p.118.
- 7** Students use the photos to practise the use of *used to*. Start by asking students to remember what the man in Activity 2 said about Lady Gaga when she was young, e.g. *She used to wear plain clothes but now she wears crazy clothes*. Put students into pairs and ask them to take turns to describe the other three photos using *used to* and discuss how they have changed. Monitor and prompt error corrections when necessary.
- 8** With their same partners, students now describe what they looked like six years ago or if they have not changed much in that time, what they looked like when they were a child. Monitor and note down any errors, especially related to *used to*. Elicit any surprising or interesting information in open class and elicit the answers to any errors noted down.

## Answers

- 6** The people are singer and actress Jennifer Lopez (A), singer Lady Gaga (B), singer-turned-actor Justin Timberlake (C), actor and director George Clooney (D).

### Additional activity: The same as me

Ask each student to write down three activities they used to do when they were a child. Give a sentence about something you used to do as an example and elicit the question form, e.g. *I used to go to dancing classes – Did you use to go to dancing classes?* Students mingle to try to find someone in the class who also used to do all three things that they did. Give the students ten minutes to do this and then elicit feedback from the class.

Additional practice | Maximiser p.28

## Vocabulary focus

### Speaking

### Aim

- to develop fluency, introduce the topic of city life and give students the opportunity to review *used to*

- 1** Put students into pairs to discuss the questions. Encourage them to use *used to*. Elicit answers from one or two students in open class.

### Answers

- 1** Students' own answers

## Listening

### Aim

- to develop listening skills and hear vocabulary related to town and city in context

- 2** Ask students to read the eight sentences and discuss in pairs whether they think the sentences are correct or incorrect. Check students understand *growth*, *lack of* and *climate*. Play the recording for students to listen and confirm or change their answers. If necessary, play the recording again before checking answers with the class. Bring up the recording script on ActiveTeach if you are using it, and ask students to highlight the appropriate parts that give each answer. Finally, make sure that students understand the meaning of the phrases in italics and can pronounce them.

- 3** Students discuss the questions in pairs. Monitor and note down any errors, especially in the use of the phrases in italics. Elicit answers from one or two students in open class. Elicit corrections for any errors noted down.

## Answers

- 3** 1 B (the population of 23 million isn't growing that much)  
 2 B (The public transport system's excellent)  
 3 A (That was worrying.)  
 4 B (There aren't many large parks in the city)  
 5 A (even the smallest parks have a space for children to play)  
 6 A (... full of nightclubs ... There's a lot to do)  
 7 B (the weather in Shanghai is quite extreme)  
 8 A (There are some great jobs for people)

## Town and city

### Aim

- to understand and use a set of compound nouns

- 4** Explain that the phrases in italics in Activity 2 are compound nouns. Read out the **Language tip** (and bring it up on ActiveTeach) and make sure students understand what compound nouns are. Elicit whether *population growth* is noun + noun or adjective + noun to demonstrate the activity. Students then work alone or in pairs to decide how the other compound nouns are created. Check answers with the class.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to match the sentences and then invite a student to the board to do the activity with the help of the whole class. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

- 5** Students make new compound nouns. Elicit one as an example and then put students into pairs to discuss the rest. Make it clear that words could go with more than one of a, b and c. Check answers with the class and drill pronunciation of the compound nouns where necessary.
- 6** Check students understand *the suburbs*. Play the recording for students to match the speakers to the places. Check answers with the whole class. Ask a few students in open class whether they live in the city, suburbs or countryside.

- 7** After students have matched the beginnings and endings of the sentences, play the recording again for students to check their answers. Check that students understand the meaning of the phrases in italics and how to pronounce them.

## Answers

- 4** Noun + noun combinations: population growth, playground, entertainment facilities, work opportunities  
 Adjective + noun combinations: public transport, fresh air, open spaces, mild climate
- 5** Fresh: bread, fruit, ideas, man (American English), start  
 Public: holiday, opinion, services, toilets  
 Work: book, experience, man, out
- 6** Speaker 1: B Speaker 2: C Speaker 3: A
- 7** 1 D 2 E 3 B 4 A 5 C 6 F

## Speaking

### Aim

- to practise using vocabulary related to town and city and develop fluency

- 8** Put students into pairs and ask them to discuss which sentences in Activity 7 are true for them. Encourage them to compare where they each live, using the vocabulary in Activity 2 and Activity 7.
- 9** Put students into pairs or small groups for the discussion. Make sure students understand the ideas in the box before they start. Monitor and note down any errors you hear, especially related to the vocabulary in Activities 2 and 7. Elicit ideas from two or three groups and elicit the corrections to any errors you noted down.

## Answers

Students' own answers

### Additional activity: What's important?

On the board write, *public transport, playgrounds, entertainment facilities, climate, forests, mountains, sea, river, neighbours, houses, shops, cost of living, close to work/college*. Ask students to write down the five most important things for them when deciding where to live, and rank them 1 to 5, with 1 being the most important. Put students into groups and ask them to compare their lists and decide if they could all live in the same area.

**Additional practice** | Photocopiable 4B *Don't you agree?* | **Teacher's Book** p.135 | **Maximiser** p.28

## Writing focus

### Speaking

#### Aim

- to develop fluency and introduce the topic of collecting population information

- Put students into pairs to discuss the questions. Elicit answers from one or two students in open class. If students are not sure of the answers to the questions, explain that in Britain, there is a census every ten years and has been since 1801. Every household must complete a questionnaire giving information about who lives there, their jobs, income, education, health, transport, family, language and national identity. Ask them if they find this surprising and why/why not.

#### Answers

- Students' own answers

### Writing

#### Sentence transformations (Part 1)

#### Aim

- to complete an exam-style writing task (Paper 1, Part 1)

- Refer students to the **Exam focus** on p157 and turn to it on ActiveTeach if you are using it. Read through it with the students, making sure they understand what happens in Part 1 of the writing paper. Put students into pairs to discuss the questions. Check answers with the class. Read out the **Exam tip** (and bring it up on ActiveTeach) and check that students understand it.
- Ask students to complete the first sentence. Check the answer to make sure that students fully understand the task before they move on to questions 2–5. After students have discussed their answers in pairs, check answers with the class.
- Students match the language to the pairs of sentences in Activity 3. Put students into pairs to discuss their answers, then check the answers with the class.

#### Answers

- They mean the same thing but use different words. The present perfect is being tested.
- 1 belong 2 Collecting 3 have kept  
4 need to give, have to give, must give  
5 any information
- 1 B 2 E 3 C 4 A 5 D

### Speaking

#### Aim

- to develop fluency and react to the topic of population records

- Put students into pairs to discuss the questions. Monitor and note down any errors. Elicit ideas for each question and corrections of any errors.

#### Answers

- Students' own answers

Additional practice | Maximiser p.29 | MyPreliminaryLab

### Progress Test 2

#### Aim

- to test structures and vocabulary in Units 3 and 4

- Give students notice that the test will take place and ask them to review the language from Units 3 and 4. In class, allow them 45 minutes to complete the test. Alternatively, set the test for homework as a review.

#### Answers

- 1 excited 2 look 3 give 4 keep 5 embarrassing  
6 satisfying
- 1 being 2 to meet 3 to forgive 4 Holding  
5 to form 6 to build 7 moving 8 making  
9 to feel 10 showing
- 1 have to 2 don't have to 3 mustn't  
4 don't have to 5 have to 6 don't have to  
7 have to 8 mustn't
- 1 Autobiographies are personal stories. However, some things appear in all of them.  
2 There's always a chapter on the terrible teacher who hated me. There's also usually a chapter on the first girlfriend or boyfriend.  
3 Some people try to write honestly, although most use their autobiography to make themselves look good.  
4 Celebrity autobiographies sell well despite getting bad reviews.  
5 An important politician can earn over £1 million before anyone buys the book. As well as that, they can make half a million selling the autobiography to papers.  
6 Autobiographies about difficult childhoods sell well, in spite of the fact that they are not always true.
- 1 E 2 H 3 C 4 A 5 B 6 F 7 G 8 D
- 1 used to 2 didn't use to 3 used to 4 used to  
5 didn't use to 6 used to
- 1 D 2 D 3 C 4 D 5 A 6 C 7 B 8 C 9 B  
10 A

#### 4 Students' own answers

## Question forms

### Aim

- to review *yes/no* questions and *wh-* subject and object questions, and practise using them

- Focus students on the three different question types in the chart, on ActiveTeach if you are using it. Put them into pairs and ask them to complete the chart with the correct bold question in the article. Refer students to the **Grammar reference** on p.124 (or on ActiveTeach) to check their answers.
- Play the recording for students to listen and answer the questions. To play the recording via ActiveTeach, click on the recording icon in Activity 6. Check answers with the class.
- Elicit the first question from the whole class to demonstrate the activity. Read out the **Language tip** and then ask students to work alone and write the other four questions. Put students into pairs to compare and discuss their answers.
- Play the recording from Activity 6 again so students can check their own answers. Check answers with the whole class, asking students to identify each question type.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to discuss the answers and then invite a student to order the words to make questions. Alternatively, ask students to work through the activity on their Audio CD-ROMs.

- Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.

## Answers

- 1 Have 2 unusual names 3 appeared only recently?  
4 How 5 does 6 your name 7 affect your life?  
8 Who 9 knows 10 the reason for this?
- 1 Destiny 2 No, it's common in New York.
- 1 How do you spell that?  
2 Have you been to New York before?  
3 Who gave you that name?  
4 Why did she choose it?  
5 Do you know your parent's reason for choosing your name?
- Students' own answers

### Additional activity: Guess the question

Ask students to draw eight large circles on a blank piece of paper. Dictate the eight questions below. Students then write a one- or two-word answer for each question in the circles, in a random order. Put students into pairs and ask them to swap papers. They take it in turns to point to an answer and ask the question that they think it relates to. If their question is grammatically correct and their partner answers the question with the same answer that is in the circle, they get one point. The student with the most points in each pair after all the questions have been asked wins.

- Which person calls or texts you every day?
- Which country attracts you the most?
- What do you enjoy doing on Friday evenings?
- What's your favourite place to visit?
- What's your favourite activity?
- Who has cooked you a meal recently?
- Have you ever played an unusual sport?
- Who are you going to spend time with at the weekend?

### Useful resources: The web genius

A fun website/mobile app that gives exposure to *yes/no* questions is <http://en.akinator.com>. Choose a real or fictional person who is internationally well known and answer a series of questions until the web genius guesses the person. After students have tried this out, get them to play the game orally with each other so that one person in each pair becomes the web genius and produces the questions themselves.

Additional practice | Grammar, Maximiser p.6

## Speaking

### Personal questions (Part 1)

#### Aim

- to introduce an exam-style speaking task and practise answering personal questions

- Refer students to the **Exam focus** on p.159 and turn to it on ActiveTeach if you are using it. Read through it with the students, making sure they understand what happens in Part 1 of the speaking exam. Play the recording then put students into pairs to discuss their answers. Check answers with the whole class. Read out the **Exam tip** and make sure students understand it.

### Functions bank: Giving personal information

Use this section of the Functions bank on p.152 of the Coursebook to give students useful phrases and practice in giving personal information, either in class or for homework. There is a table showing how the letters of the alphabet are pronounced. This will help students to spell their names correctly as they will need to do in the Cambridge English: Preliminary speaking exam. See p.108 of the Teacher's Book for the answer key.

### Additional activity

To give students practice in spelling their names, put them into small groups. Each student tells the group their first name and surname while the others just listen. They must not write anything until all students have given their names. Students then write down the names of the other students in their group with the spelling they think is correct. Finally, each student tells the group how to spell their names while the others check if they have written the names correctly. The student who made the fewest mistakes in each group wins.

- 11** Put students into pairs. Ask them to brainstorm questions for each of the four topics, either in pairs or as a whole class. The pairs then ask each other at least two questions for each topic and assess each other's answers according to the information in the **Exam tip**. While they are speaking, monitor and note down any errors. When they have finished, ask students to give each other feedback and then elicit how they found the task in open class. Elicit corrections to any errors.

### Answers

- 10** Speaker 2 gives the better answers because he answers the questions and then gives more information about himself.
- 11** Students' own answers

### Alternative activity: Jingle

Ask the class to brainstorm ideas for questions for each of the four topics and write them up on the board. Ask students to move around the class, asking at least two questions to each student. Encourage students to ask a variety of questions as they change partners. This will give them the chance to answer some of the questions more than once so they can improve their answer each time. It also gives them a chance to get to know their classmates better.

Additional practice | Maximiser p.7 | MyPreliminaryLab

# Listening focus

## Listening

### Multiple choice (Part 1)

#### Aim

- to complete an exam-style listening task (Paper 2, Part 1)

- 1** Refer students to the **Exam focus** on p.158 and turn to it on ActiveTeach if you are using it. Read it through with the students, making sure they understand what happens in Part 1 of the listening paper. Put students into pairs to discuss the questions. Elicit answers from one or two pairs in open class and check students understand the meaning of *fair* and *dark* in preparation for Activity 2.
- 2** Ask students to read question 1 in Activity 4. Play the recording so students can answer the question in Activity 2. Put students into pairs to compare and discuss their answer and then check the answer with the whole class.
- 3** Read out the **Exam tip** to students and make it clear they must listen to the whole recording, as there will be distracters in the recording which they need to avoid. Play the recording for students to answer the questions. Put them into pairs to compare and discuss their answers before checking with the whole class.
- 4** Give students time to read questions 2–7. Check students understand *toothpaste*, *towel*, *sun cream*, *dolphin*, *dentist*, *dry cleaner*. Play the recording twice, allowing students time to discuss their answers in pairs before they listen for a second time. Check answers with the whole class and discuss what information gave the answer in each.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to choose the correct word in each sentence and then check answers with the whole class. Alternatively, ask students to work on the activity on their Audio CD-ROMs.

- 5** Put students into pairs to discuss the questions. Elicit answers in open class and invite students to share their ideas for question 1 in particular.

## Answers

- 1 Girl A has short, fair hair and sunglasses. Girl B has long, fair hair. Girl C has long, dark hair and glasses.  
2 Girls A and B both have fair hair but Girl C has dark hair. Girls B and C have long hair but Girl A has short hair. Girl C is wearing glasses but Girl A is wearing sunglasses and Girl B is not wearing glasses.
- 2 We learn that she's got a sister who used to have dark hair but is now fair.
- 3 1 B  
2 She was going to get it cut shorter / I'm glad she decided against it / ... the glasses. They've gone too.
- 4 1 B  
2 C I packed the sun cream for you. You'll thank me for remembering that later.  
3 C I love it, though – can you put some in mine? / I'll pick some up for you.  
4 C I woke up too late for the early morning trip, but the other one was brilliant.  
5 A ... rain ... will stay with us overnight and into the next morning ...  
6 A He's got a good voice, though, so I'll probably choose him in the final.  
7 B If I leave now, I'll be able to get to the library ...
- 5 1 Students' own answers. See *Useful resources* box for a suggestion.  
2 It's important to understand the key words. These words are often stressed so can be easier to listen for.

### Useful resources

www.ello.org is a fantastic online listening library. It has over 2,000 recording clips with people talking about many different kinds of topics. The clips are graded according to level and most have a recording script with accompanying listening and vocabulary activities.

Additional practice | Maximiser p.8 | MyPreliminaryLab

## Vocabulary focus

### Reading

#### Aim

- to develop reading skills and see adjectives that describe character in context

#### Warmer: Adjective brainstorm

Put students into pairs or small groups and ask them to brainstorm as many words that describe character as they can in two minutes. The pair/group with the most adjectives wins.

- 1 Put students into pairs and ask them to discuss the questions. Elicit answers from one or two students in open class.
- 2 Make sure students understand *conscientious, extroverted, anxious, agreeable, tidy, responsible* and *tick*. Students work alone and follow the instructions to complete the quiz.
- 3 Put students into pairs to discuss the questions. Elicit answers from a few different pairs in open class.

## Answers

Students' own answers

## Describing people

#### Aim

- to understand and use adjectives describing character and appearance

- 4 Focus students on the adjectives in bold in the quiz and ask them to work in pairs and share knowledge about which words they know and which they can guess the meaning of. If students have access to a dictionary, they can look up the words they are not sure of. Students complete the letter with the adjectives. Check answers, and check that students understand all of the words and can pronounce them.
- 5 Students categorise the underlined words/phrases in the email, either in pairs or on their own. Check answers with the whole class, making sure that students understand all of the vocabulary. Check their pronunciation of the words/phrases, especially *beard* and *bald*.

## Answers

- 4 1 punctual 2 organised 3 shy 4 cheerful  
5 reliable 6 honest 7 ambitious 8 sensitive
- 5 Age: middle-aged, in his twenties  
Looks: bald, have a beard, smartly dressed, good-looking  
Size: overweight, medium-height, well-built

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to match the adjectives to their definitions. Check answers with the whole class. Alternatively, ask students to work on the activity on their Audio CD-ROMs.

### Teaching tip: Spidergrams

Encourage students to draw a spidergram to categorise the words/phrases that describe appearance. Put them into pairs and ask them to talk about the benefits of organising vocabulary this way and whether they think it will help them to remember groups of words better.

## Speaking

### Aim

- to practise using adjectives to describe character and appearance

- 6 Put students into pairs to discuss the questions. Encourage students to discuss why they are similar or different to the people they talk about and to use character and appearance adjectives. Elicit answers from one or two students in open class.

### Answers

- 6 Students' own answers

### Additional activity: Match the word stress

Ask the class to tell you how many syllables the word *adjective* has. Elicit which syllable is stressed and which syllables are unstressed. Write the stress pattern on the board, i.e. Ooo. Check that students understand what this pattern means. Put students into pairs and ask them to match the adjectives in bold in the quiz that have the same stress, and find which two words are in a category alone. Check answers, and drill the correct word stress.

Answers: shy/strange; curious/organised, sensitive, generous; punctual/cheerful/nervous/honest. Ambitious and reliable are the odd ones out.

Additional practice | Photocopiable 1A Who's your friend?  
Teacher's Book p.132 | Maximiser p.9

## Reading focus

## Speaking

### Aim

- to develop fluency and introduce the topic of social networking profile photos

### Warmer: Picture prediction

Students work in pairs and look at the social networking photo. They discuss what kind of person they think the man in the photo is. Elicit feedback from two or three pairs and compare students' ideas.

- 1 Check that students understand what a *social network* is. Then put them into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.

### Answers

- 1 Students' own answers

## Reading

### Matching (Part 2)

### Aim

- to identify key information and complete an exam-style reading task (Paper 1, Part 2)

- 2 Refer students to the **Exam focus** on p.156 and turn to it on ActiveTeach if you are using it. Read through it with the students, making sure they understand what happens in Part 2 of the reading paper. To demonstrate the activity, read the first description (Jacob) with the class and underline the key points. Students work alone to underline the key information in the other descriptions. Check answers, and check students understand *stressful* and *to break the rules*. Establish that there are usually two or three pieces of key information.

- 3 Ask students to read the title of the article and predict the content of the article in pairs. Elicit ideas from one or two students in open class. Students then work alone and read the article in order to find the most suitable photo for Jacob. Put students into pairs to discuss their answer. Check the answer in open class. If you are using ActiveTeach, bring up the parts of the text that match the key points in Jacob's description.

- 4 Read out the **Exam tip**, and bring it up on ActiveTeach if you are using it. Make sure students understand it. Students apply the same technique they used in Activity 3 to match the other people to profile photos. Put students in pairs to compare and discuss their answers before you check them in open class.

### Answers

- 2 1 likes moving around the country; learning to do interesting things he's never done before; proud of his many artistic and sporting talents

- 2 finds her work very stressful; good imagination; spends a lot of time thinking about living in a more relaxing place
- 3 active; loves having fun; doesn't like rules; gets into trouble for breaking them
- 4 loves her boyfriend very much; wants to get married; hopes that they will grow old together
- 5 enjoys teaching at a primary school; his students say he always listens to them; he and his wife want to have own children one day

- 3 E likes moving around the country = you don't want to stay in the same place for too long  
learn to do interesting things he's never done before = often try new and exciting activities  
proud of his many artistic and sporting talents = think your many creative and athletic abilities are important

4 2 G 3 B 4 C 5 A

### Teaching tips: Peer checking

Asking students to check their answers in pairs can encourage students to collaborate and share knowledge. By explaining answers to each other, they help to consolidate their knowledge and strengthen their memory of the language and of exam techniques. It also gives them confidence when nominated to answer questions in open class.

Additional practice | Maximiser p.10 | MyPreliminaryLab

## Vocabulary

### Deducing words in context

#### Aim

- to practise guessing the meaning of unknown vocabulary in context

- 5 Read out the **Language tip** and elicit what kinds of things can help you to guess the meaning of a word. These questions can help: *Is it a noun, adjective, etc? Is the meaning positive, negative or neutral? Do you understand part of the word? Is it similar to another word you know? Do the other words in the sentence explain the meaning?* If you have stronger students in the class, ask them to underline the words/phrases in the text and to guess the meaning without seeing the two choices. Once students have chosen the correct definitions, ask them to compare their answers in pairs and then check answers with the class.

### Answers

5 1 A 2 A 3 B 4 A 5 B

Additional practice | Maximiser p.11

## Speaking

#### Aim

- to personalise the reading text and practise giving opinions

- 6 Put students into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.

### Answers

- 6 Students' own answers

## Grammar focus

### Speaking

#### Aim

- to develop fluency and introduce the topic of meeting new people

#### Warmer: Saying hello

Write these categories on the board: close friends, close family, colleagues, new people. Using the photo as inspiration, put students into small groups to discuss how they greet each of the types of people on the board. Ask one or two groups to feed back on whether they greet people in the same way or not.

- 1 Put students into pairs and ask them to discuss the questions. Elicit answers from one or two students in open class.

### Answers

- 1 Students' own answers

## Listening

#### Aim

- to develop listening skills and hear indirect questions in context

- 2 Ask students to read the two questions. Play the recording and then put students into pairs to compare their answers. Check answers with the class.

- 3 Ask students to read the questions and then play the recording from Activity 2 again. Put students into pairs to compare and discuss their answers and then check answers with the class.

**4** Elicit the answer to question 1 to demonstrate the activity. Students then complete the other questions. Play the recording from Activity 2 again for students to check their answers.

**5** Put students into pairs or small groups to discuss the questions. If you have a multilingual class, ask students to feed back any particular differences to the whole class. If you have a monolingual class, ask students if they think that conversation topics with people you meet are similar or different in other parts of the world.

## Answers

- 2** Melanie is trying to find out what topics you shouldn't talk about with someone you've just met. She speaks to three people.
- 3** 1 weight; salary; age  
2 Speaker 1: 'I'd rather not say.' Speaker 2: 'That's none of your business.' Speaker 3 doesn't answer and asks Melanie a question instead.
- 4** 1 if there's a 2 where I can 3 do you do  
4 telling me how much 5 if it's okay 6 Have you got
- 5** Students' own answers

## Indirect questions

### Aim

- to discover the rules for forming and using indirect questions, and practise using them

**6** Put students into pairs and ask them to discuss the answers to the questions. With weaker classes, you may wish to work together as a whole class. Once finished, go through the **Grammar reference** on p.124 (on ActiveTeach if you are using it) and check answers. Make sure students have fully understood the question forms. For question 6, you could play the recording from Activity 2 again so that students can listen and mark the stressed words. Finally, read out the **Language tip** and check that students understand it.

**7** Elicit the first question from the whole class to demonstrate the activity. Check that students understand why *if* is used, and why the word order is different from the direct question. Students work alone to complete the other questions. Put them into pairs to check their answers and then check answers with the whole class. Drill the indirect questions so that students can pronounce them with the correct word stress.

## Answers

- 6** 1 direct: 3, 6; indirect: 1, 2, 4, 5  
2 indirect questions  
3 In indirect questions, the subject comes before the verb.

4 No, you don't need an auxiliary verb.

5 with *yes/no* questions

6 1 idea / toilet / here; 2 where / get / drink; 3 What / do / living; 4 telling / how much / earn; 5 okay / sit / here; 6 got / girlfriend / single

- 7** 1 if you are/if you're 2 where you 3 if you pay  
4 how much you 5 how you spend 6 old you are  
7 what you do 8 much you earn

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to choose the correct words in each question and then check answers with the whole class. Alternatively, ask students to work on the activity on their Audio CD-ROMs.

Additional practice | Maximiser p.11

## Speaking

### Aim

- to practise using indirect questions

**8** Put students into new pairs and tell them to imagine they have just met. Elicit a situation from the class as to who they are and what their relationship is, e.g. two people in a queue; two new colleagues; two people introduced at a party. Students now ask and answer questions in Activities 4 and 7 to find out what questions students are happy to answer. Monitor and note down any errors related to the target language. Elicit feedback from two or three different students in open class and then elicit corrections to any errors noted down.

## Answers

**8** Students' own answers

Additional practice | Maximiser p.11

### Alternative activity: Party simulation

Ask students to imagine they are at a party and do not know each other. Allocate one question from Activity 7 to each student in the class, with the questions repeated as many times as necessary. Students mingle, chatting to each student for a minute or two. During that time they should ask their question to find out if their partner is happy to answer it. Discuss the results in open class.

### Useful resources: BBC World Service

The BBC World Service Learning English website has a section called Grammar Challenge. Grammar Challenge 36 focuses on indirect questions and includes a recording about the grammar and provides practice. <http://www.bbc.co.uk/worldservice/learningenglish>

# Writing focus

## Speaking

### Aim

- to develop fluency and introduce the topic of famous parents

- 1 Check students understand *leather pants*, *feather boa* and *chores*. Put students into pairs and ask them to read quotations A–C (on ActiveTeach if you are using it) and discuss what we learn from each daughter about her father. Students then discuss the two questions. Elicit answers from one or two students in open class. Steven Tyler is the lead singer of American rock band Aerosmith but more recently he spent two years as a judge on *American Idol*, a TV singing competition in the US. Alice Cooper is an American rock musician who has been singing since the 1970s. Lenny Kravitz is a singer songwriter who had hits in the 1990s and early 2000s.

### Answers

We learn that Steven Tyler is popular and so everyone wants to talk to Liv Tyler about him; Alice Cooper is very different but Calico didn't realise this until she was in high school; Lenny Kravitz dressed in an unusual way but was still a strict dad.

- 1 Students' own answers

## Writing

### Informal letter (Part 3)

### Aim

- to practise dividing a letter/email into paragraphs and complete an exam-style writing task (Paper 1, Part 3)

- 2 Focus students on the exam task and ask them to underline what they have to do. Refer students to the **Exam focus** on p.157 and turn to it on ActiveTeach if you are using it. Read through it with the students, making sure they understand what happens in Part 3 of the writing exam.
- 3 Check students understand *old-fashioned*. Students read the email and answer the questions. Ask them to check their answers in pairs and discuss question 3. Check answers.
- 4 Students match the main ideas with the paragraphs in the email. Ask students to check their answers in pairs and then check answers with the whole class. Read out the **Exam tip** (and bring it up on ActiveTeach if you are using it) and check that students understand it.

### Writing reference:

#### Paragraphing your writing

Use Section 2 of the Writing reference section on p.135 of the Coursebook to give students more help with organising their writing, either in class or for homework. See p.106 of the Teacher's Book for the answer key.

- 5 Ask students to turn to p.114 and divide the letter into sensible paragraphs. Ask them to discuss their decision in pairs and then check answers with the whole class.
- 6 Ask students to write a plan for their letter. With weaker classes, build up a plan together on the board to provide additional support and offer suggestions. Emphasise how important this is for the exam as it will help students to organise their ideas better. Encourage them to use a spidergram or a table with the key points that they are going to include in each paragraph. When they have finished, students work in pairs and show each other their plans, explaining what they are going to include in their letters.

### Functions bank: Starting and finishing a letter/email / Say why you are writing

These sections of the Functions Bank on p.154/155 of the Coursebook give students useful phrases for starting and finishing a letter/email and saying why you are writing. Do the activity either in class or for homework. See p.109 of the Teacher's Book for the answer key.

- 7 Students now write their letters. This can be done in class where you can monitor and prompt corrections as students write or where students can read each other's letters and provide peer feedback. Alternatively, it can be done for homework.

### Answers

- 2 Write a letter to Becky, answering her question. Write your letter in about 100 words.
- 3 1 He's a rock star.  
2 He used to have long hair and wear leather trousers; he is old-fashioned.
- 4 1 B 2 D 2 A 2 C
- 5 Suggested answers:  
Para 1: Thanks ... fun.  
Para 2: In my family ... though.  
Para 3: He's really good-looking ... funny!  
Para 4: Anyway ... time.
- 6 Students' own answers

**Additional practice** | Photocopiable 1B *The main idea*, | Teacher's Book p.132 | Writing reference CB p.150, | Maximiser p.11 | MyPreliminaryLab

# Creativity

## 9

### Speaking & Grammar focus

#### Speaking

##### Aim

- to develop fluency and give opinions about the topic of creativity

- 1 Check that students understand *creative* and *creativity*. Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2 Give students time to read the questions, then play the recording. Put students into pairs or small groups to discuss the questions. Check the answer to question 1 in open class and elicit opinions about question 2 from a few students around the class.

##### Answers

- 1 Students' own answers
- 2 1 Lessons are 30/40 minutes long; students have no more than a basic understanding; creative people need to spend a lot of time on one idea.

#### Extended turn (Part 3)

##### Aim

to practise paraphrasing when you do not know a word, and complete an exam-style speaking task (Paper 3, Part 3)

- 3 Focus students on the drawing at the top of the page (bring it up on ActiveTeach if you are using it). To clarify the task, elicit one or two ideas from the class on what the artist is trying to say in the drawing. Put students into pairs to discuss the question.
- 4 Put students into pairs and ask them to take turns in describing objects in the picture. Monitor and assess how well they describe objects they cannot name. Play the recording so students can match the descriptions to items in the picture. Check answers with the class.
- 5 Give students time to read the sentences and predict the missing words. Play the recording again, then put students into pairs to compare their answers. Check answers with the class. Read out the **Exam tip** (and bring it up on ActiveTeach) and check that students understand it. Look at the language in the sentences in Activity 5 which can be used to paraphrase, and analyse how this language is used in a sentence (e.g. *it looks very similar to* + noun; *it looks* + adjective; *it looks like* + noun; *it's meant to* + infinitive). Refer students to the **Grammar reference** on p.130 (or bring it up on ActiveTeach) for more information about *look/look like*.

### Functions bank: Paraphrasing when you don't know a word/Guessing information

Use this section of the Functions bank on p.153 of the Coursebook to give students useful phrases and practice in paraphrasing and guessing information. This can be done either in class or for homework. See p.108 of the Teacher's Book for the answer key.

- 6** Put students into pairs and ask them to turn to p.117. Students take turns to describe the objects to their partner. Monitor and prompt corrections where necessary. Elicit ideas on how to explain what the objects are from students in open class. Give the names of the objects if students ask for them (spaghetti spoon, goggles, ice cube tray, secateurs, hosepipe, lantern).
- 7** Keep students in their pairs and ask them to turn to p.118 (bring up the photos on ActiveTeach if you are using it). Give Student As one minute to describe photo A, then give Student Bs one minute to describe photo B. Monitor and assess the students' skills, especially with regard to paragraphing. Encourage students to listen to each other and offer feedback on their descriptions.

### Answers

- 3** Students' own answers
- 4** 1 the space ship and checked sky 2 the world  
3 the toes
- 5** 1 like 2 looks 3 actually 4 looks like 5 meant
- 6–7** Students' own answers

Additional practice | Maximiser p.54 | MyPreliminaryLab

## Reading

### Aim

- to develop reading skills and see modals of ability in context

- 8** Explain that students are going to read an article about Lee Hadwin, the artist who created the drawing on p.78. Give students time to read the article and answer the question. Remind students that they should read the article quickly at this stage, and not worry if they don't understand every word. Check answers with the class and elicit reactions to Lee's ability from students around the class.
- 9** Ask students to do the activity alone, then put them into pairs to compare their answers. Check answers with the class.

## Answers

- 8** He draws in his sleep.
- 9** 1 He discovered it by accident at a friend's house.  
2 no  
3 He wants to show them in public.  
4 Possibly that artistic skills are not necessarily learnt at school and perhaps that we are all artistic but we cannot all access this skill.

## Modals of ability

### Aim

- to review modals of ability and practise using them

- 10** Refer students to the modals of ability in bold in the article (bring the article up on ActiveTeach if you are using it) and ask students to use the examples to complete the rules. Tell students that rule 4 refers to the form of the verb that follows the modals. Put students into pairs to compare their answers, then refer them to the **Grammar reference** on p.130 (or bring it up on ActiveTeach) to check their answers. Check that students fully understand the use and form of the modal verbs of ability.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to complete the sentences, then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs.

- 11** Elicit the first answer from the class to demonstrate the activity, then give students time to complete the letter alone. Monitor and help where necessary. Put students into pairs to check their answers, then check answers with the class. Read out the **Language tip** (and bring it up on ActiveTeach) and check that students understand it. Elicit some more examples from students to show they understand the differences in use between *can*, *could* and *be able to*. Point out that while both *can* and *could* are used to make polite requests, *could* is considered more polite.
- 12** Divide the class into A and B pairs. Ask Student As to turn to p.119 and Student Bs to turn to p.120. Within each group, students work in pairs or threes to discuss the abilities and predict how many people in the class have them. Ask them to add two more abilities to the bottom of the list.
- 13** Put students into A and B pairs and give them time to ask and answer their questions. Tell them to make

a note of their partner's answers. Ask all the Student As to come together and all the Student Bs to come together. Students now work together in their groups to add up the total number of students who have the four abilities listed. Elicit the results in open class, and ask for any surprising answers.

## Answers

10 1 can / be able to 2 could 3 be able to  
4 be able to

11 1 was able to hand 2 can't draw 3 couldn't use  
4 was able to make 5 can design 6 can let

12–13 Students' own answers

**Additional practice** | Photocopiable 9A *The world's greatest invention* | Teacher's Book p.140 | Maximiser p.55

# Reading focus

## Speaking

### Aim

- to develop fluency and introduce the topic of photography

### Warmer: The last photo I took

Put students into small groups and ask them to ask each other questions about the last photo they took. Elicit what these questions could be, and demonstrate the activity by answering them yourself about the last photo you took, e.g. *Where was it? Who was in it? Why did you take it?*, etc. If students have their mobile phones with them, they could show each other the last photo they took to make it more interesting. Ask individual students to tell the class any interesting information they learnt about their partners.

- Focus students on the photo of the river and the hummingbird (bring the photos up on ActiveTeach if you are using it). Put students into pairs or small groups to discuss the questions. Elicit answers to one or two questions in open class.

## Answers

1 Students' own answers

## Reading

### Matching (Part 2)

### Aim

- to complete an exam-style reading task (Paper 1, Part 2)

- Elicit from the class what Part 2 of the reading exam involves and the best strategy to use. Refer students to the **Exam focus** notes on p.156 if necessary. Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand it. Give students time to read the descriptions of the people and underline their key wants, needs and limitations. With weaker classes, consider working as a class to match the best course for person 1, Justin. Check that students understand *landscape photos*. Ask students to read the information on photography courses and match the courses to the people. Put students into pairs to compare their answers, then check answers with the class. Elicit what information in the text confirms each answer.

## Answers

2 1 F 2 H 3 A 4 E 5 G

**Additional practice** | Maximiser p.56 | MyPreliminaryLab

## Vocabulary

### Formal language

### Aim

- to learn to recognise formal language, and practise using it

- Elicit from the class when we use formal language and when we use informal language, to check that they understand the concepts. Read out the **Language tip** (and bring it up on ActiveTeach), then refer students to the dictionary entry for *depart* to highlight that dictionaries will often say if a word is more formal or not. Focus students on the six words in the activity and explain that they are all in the descriptions of photography courses. Elicit the first answer from the class before giving students time to do the activity alone. Put students into pairs to compare their answers, then check the answers in open class. It is worth explaining to students that the words in the text are more formal and polite than the words in Activity 3, but they are not considered to be very formal.
- Give students time to change the sentences to make them more formal and polite, using the more formal and polite words from Activity 3. Put students into pairs to compare their answers, then check answers with the class.

## Answers

3 1 completed 2 would like 3 provides with  
4 request 5 depart 6 further

- 4 1 If you would like further information, please email us.
- 2 We can provide you with advice about taking holiday photos before you depart for the airport.
- 3 You can request a certificate when you complete the course.

**Additional practice** | Maximiser p.57

## Speaking

### Aim

- to develop fluency and discuss issues related to the article

- 5 Put students into pairs to discuss the questions. Monitor and note down any significant or common errors as this will help students with Activity 6. Elicit answers from one or two students in open class, and elicit corrections to any errors noted down.

### Answers

- 5 Students' own answers

## Writing

### Aim

- to practise writing an email to an English friend

- 6 Ask students to read the part of the email and underline the questions they have to answer. Check answers with the class. Students then write their emails either in class or for homework. Take them in and correct them.

### Answers

- 6 Students' own answers

## Listening focus

## Speaking

### Aim

- to develop fluency and introduce the topic of gaming

- 1 Focus on the photo and elicit that the man is playing a video game. Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2 Give students time to read the question and options. Ask students to predict the answer, then play the recording so students can check the answer. Check

the answer with the class. Read out the **Exam tip** (and bring it up on ActiveTeach) and check that students understand it. Emphasise that sometimes their assumptions can give them a wrong answer.

- 3 Put students into pairs to discuss the question. Monitor and prompt ideas where necessary. Elicit ideas from two or three pairs/groups in open class.

### Answers

- 1 Students' own answers
- 2 1 A
- 3 Possible answers: gamers have good hand-eye coordination; gamers interact with other gamers online; games make people think as they have to solve problems; people have to concentrate hard when playing a game; gamers have to be creative to solve problems.

## Listening

### Multiple choice (Part 2)

### Aim

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

- 4 Elicit what students have to do in Part 2 of the listening exam and what the best strategy is for this task. Refer students to the **Exam focus** on p.158 if necessary (or bring it up on ActiveTeach). Give students time to read the questions/stems and options and underline the key words. Put students into pairs to compare the words they have chosen. Help students with any unknown vocabulary.
- 5 Play the recording twice for students to answer the questions, then put students into pairs to compare their answers. Check answers with the class and ask students if they can remember which parts of the text gave them their answers (bring up the recording script on ActiveTeach if you are using it).

### Answers

- 4–5 1 C (... hope and excitement in their faces.)
- 2 A (Gamers only work on one small goal at a time, each one just a little harder than the last.)
- 3 B (... they're learning to deal with huge problems ...)
- 4 C (... get support from websites or the thousands of other fans.)
- 5 A (... one of my colleagues told us about a game people used 3,000 years ago.)
- 6 B (... our next project will make a difference to the lives of people living in poverty ...)

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to match the phrases, then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask the students to do the activity on their Audio CD-ROMs.

Additional practice | Maximiser p.57

## Speaking

### Aim

- to develop fluency, give opinions and discuss issues related to the interview on gaming

- 6 Elicit useful phrases for giving opinions, agreeing and disagreeing from the class. Refer students to the Functions bank on p.153 to compare their ideas. Put students into pairs or small groups to discuss the questions. Monitor and note down any significant or common errors. Elicit answers from one or two students in open class and elicit corrections to any errors noted down.

### Answers

- 6 Students' own answers

### Additional activity: It's not a waste of time

Divide the class into two halves: A and B. Give each group a different activity that some people might say is a waste of time, e.g. *watching television* and *going fishing*. Give students five minutes to work with someone from their group and think of reasons why their activity is *not* a waste of time. Monitor and prompt ideas where necessary. Put a Student A with a student B to make new pairs. Give the pairs ten minutes to debate the two topics to decide which activity is most useful. Monitor and note any errors. Finally, ask the class to vote to find out which activity students in the class really think is a waste of time. Elicit corrections to any errors noted down.

Additional practice | Maximiser p.57

## Grammar focus

### Speaking

### Aim

- to develop fluency and introduce the topic of different types of computer games

- 1 Focus students on the pictures of the still shots from computer games (bring them up on ActiveTeach if you are using it). Elicit what kind of games they are (top: football game; bottom: simulation game). Put students into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class.

- 2 Elicit which game matches the first description in open class to demonstrate the activity. Give students time to match the other descriptions, then check answers with the class.

### Answers

- 1 Students' own answers  
2 Top picture: 2, 4, 5 Bottom picture: 1, 3, 6

## Relative clauses

### Aim

- to review relative clauses and practise using them

- 3 Focus students on the relative clauses in italics in the sentences in Activity 2 (bring them up on ActiveTeach if you are using it), then give them time to answer the questions. Put students into pairs to compare their answers, then refer them to the **Grammar reference** on p.130 (or bring it up on ActiveTeach) to check their answers. Make sure students are clear about the differences between defining and non-defining relative clauses. Read out the **Language tip** (and bring it up on ActiveTeach) and make sure that students are clear about when *that* can be used to replace *which/who*, i.e. only in defining relative clauses.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to choose the correct pronoun, then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs.

- 4 Do the first sentence together with the class to demonstrate the activity and check that students can form defining relative clauses. Give students time to do the remaining sentences on their own, then put them into pairs to compare their answers. Check the answers with the class.

- 5 Look at the example sentence with the class to demonstrate the activity and to check that students understand and can form non-defining relative clauses. Give students time to do the remaining sentences on their own, then put them into pairs to compare their answers. Check the answers with the class.

- 3** 1 Sentences 1–4 are defining clauses.  
 2 Sentences 5–6 are non-defining clauses.  
 3 Non-defining clauses need commas around them.  
 4 Sentences 1–3 (*that* can only replace *who* or *which*, and only in defining clauses).
- 4** 1 In the 1980s, Alexey Pajitnov created a computer game which/*that* he called *Tetris*.  
 2 Albert Einstein developed a theory of energy which/*that* he called the theory of relativity.  
 3 Walt Disney created the modern idea of theme parks where people can spend the whole day.  
 4 Leonardo Da Vinci was an artist, engineer, inventor and mathematician whose helicopter design became a reality centuries later.
- 5** 1 Marie Curie, who won two Nobel prizes, is famous for her research into radioactivity and developing modern medicine.  
 2 Thomas Midgely, whose inventions included putting lead into petrol and CFC gases, has been described as the most dangerous man that ever lived.  
 3 JK Rowling wrote the Harry Potter books, which encouraged millions of children to read, and sold over 400 million copies.  
 4 Steve Jobs, who was chief executive of Apple, created many modern technological inventions including the iPad.

**Additional practice** | Photocopiable 9B *You give the clues!* |  
**Teacher's Book** p.140 | **Maximiser** p.58

## Speaking

### Aim

- to develop fluency and discuss the influence of famous people

- 6** Give students time to think about the people mentioned in Activities 4 and 5 and rank them from 1 to 8 depending on their influence on the world (with 1 as the most influential and 8 the least influential). Monitor and help where necessary. Put students into pairs and ask them to discuss the people and find a ranking 1–8 that they both agree on. Monitor and assess their speaking skills. Finally, put two pairs together and ask them to discuss the people and agree together on a ranking 1–8. Ask each group to present their top 3 to the class and compare results. Give feedback on the students' speaking skills.

## Answers

- 6** Students' own answers

### Additional activity: Influential people

Ask students to research a person they think has been influential in the world and write down ten key pieces of information about their lives. They can do this either in class or for homework. Ask them to write a paragraph or two that includes that information, using relative clauses where possible, again in class or for homework. Place the paragraphs around the room so that students can read each other's work and discuss which people they think were the most influential. Finally, take in the writing and check the use of relative clauses.

## Vocabulary focus

### Speaking

#### Aim

- to develop fluency and introduce the topic of jobs

- 1** Focus students on the photo at the top of the page (bring it up on ActiveTeach if you are using it). Ask students if they know where the photo was taken (the clock tower of the Houses of Parliament, London). Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.

## Answers

- 1** Students' own answers

## Job skills

#### Aim

- to understand vocabulary related to job skills and practise using it

- 2** Check that students understand *financial*. Play the recording for students to answer the question. Put students into pairs to discuss their answers, then check answers with the class.
- 3** Give students time to read through the skills, then play the recording again for students to match the skills to the speakers. Put students into pairs to compare their answers, then check the answers with the class. Check that students understand the meaning of all the phrases related to job skills. Model and drill pronunciation if necessary.

### ActiveTeach interactive activity

Open the additional interactive activity on ActiveTeach. Put students into pairs to complete the letter, then invite a student to come to the board and complete the activity with the help of the class. Alternatively, ask students to do the activity on their Audio CD-ROMs.

- 4 Put students into pairs to discuss the questions. Monitor and check students are using the language related to job skills correctly. Elicit answers from one or two students in open class.

### Answers

- 2 Speaker 1 is a web designer; Speaker 2 is an accountant; Speaker 3 is a shop manager  
 3 Speaker 1: C, D, H Speaker 2: A, G Speaker 3: B, E, F  
 4 Students' own answers

Additional practice | Maximiser p.58

## Prefixes

### Aim

- to understand and practise using a set of prefixes

- 5 Explain that the sentences have come from the listening in Activity 2. Put students into pairs to discuss the prefixes and how they change the meaning of the words. Check answers in open class and make sure students are clear about how to use the prefixes. Read out the **Language tip** (and bring it up on ActiveTeach). Drill the words with and without the prefixes to demonstrate that the prefixes don't change the word stress.
- 6 Divide the class into two halves: A and B. Ask the Student As to remain on p.84 and the Student Bs to turn to p.120. Ask students to work with someone in their group to complete the questions with an appropriate prefix. Check answers with each group.
- 7 Put students into A and B pairs, and ask them to interview each other with their questions. Monitor and prompt corrections related to the use of prefixes. Elicit any surprising information from students in open class.

### Answers

- 5 *im-*, *un-*, *dis-* and *ir-* all make the word negative. *re-* and *self-* change the meaning: *re-* means again; *self-* means about yourself.

- 6 Student A: 1 im 2 un 3 dis 4 ir 5 re 6 un  
 7 self  
 Student B: 1 self 2 re 3 im 4 dis 5 un 6 dis  
 7 un  
 7 Students' own answers

Additional practice | Maximiser p.59

## Writing focus

### Speaking

### Aim

- to introduce the topic of songs and recognise correct spellings

### Warmer: Music visualisation

Ask students to put their pens down and close their eyes or look down at their lap. Play a piece of music of your choice (perhaps something with few words so students are not distracted) and ask students to imagine they are in a different place. Ask them to look around them to see where they are, who they can see, what they can hear, what they can smell, etc. After a few minutes of visualisation, put students into pairs to share and compare their experiences. Elicit any interesting differences in open class.

- 1 Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- 2 Elicit the correct answer in sentence 1 to demonstrate the activity, then give students time to complete the activity individually. Put students into pairs to compare their answers, then either ask students to check their answers in a dictionary if they have access to one or check them with the class.
- 3 Put students into pairs to discuss the sentences in Activity 2. Monitor and note down any significant or common errors. Elicit answers from one or two students in open class, and elicit corrections to any errors noted down.

### Answers

- 1 Students' own answers  
 2 1 believe 2 writing 3 library 4 neighbour  
 5 restaurants 6 which  
 3 Students' own answers

Additional practice | Maximiser p.59

## Writing

### Sentence transformations (Part 1)

#### Aim

- to recognise spellings of homophones, and practise an exam-style writing task (Paper 1 Writing, Part 1)

- 4** Ask students to choose the correct words to complete the sentences, then put them into pairs to compare their answers. Ask them to also discuss the meaning of each incorrect word and how it is used. Check answers with the class. Read out the **Exam tip** (and bring it up on ActiveTeach) and make sure that students understand the importance of checking their spelling carefully in the writing exam.

#### Writing reference: Spelling

Use Section 3 of the Writing reference section on p.137 of the Coursebook to give students more information and practice in spelling, either in class or for homework. See p.106 of the Teacher's Book for the answer key.

- 5** Elicit from students what they have to do in Part 1 of the writing exam. Put students into pairs and ask them to remember the best strategy to use for this task. Refer them to the **Exam focus** on p.157 (or bring it up on ActiveTeach) to check their ideas. Put students into pairs and ask them how much money approximately they think it costs for a famous singer to record a hit song. Elicit suggestions in open class, but do not give away the answer yet. Look at the example transformation with the class to remind students what they have to do, then give students time to do the activity themselves. Put students in pairs to compare their answers, then check the answers with the class.
- 6** Ask students to look at their sentences and their partner's sentences to check their spelling. Check answers with the class, writing the answers on the board so students can correct any spelling mistakes. Establish whether any students guessed the cost of making a hit song correctly and whether they are surprised by the cost.

#### Answers

- 4** 1 whether 2 their 3 threw  
**5** 1 surprised at / by 2 are hired 3 are 4 more  
 5 costing  
**6** Students' own answers

#### Useful resources: Spelling City

At [www.spellingcity.com](http://www.spellingcity.com) students can type in up to ten words at a time that they have trouble spelling and then choose a variety of activities to help them to learn them, including vocabulary tests and games. The website is free and there is no need to register.

Additional practice | Maximiser p.59

## Speaking

#### Aim

- to develop fluency and discuss the benefits and cost of recorded music

- 7** Put students into pairs to discuss the questions. Monitor and assess the students' speaking skills. Elicit answers from one or two students in open class and give feedback to students on their speaking as well as elicit any corrections you noted down.

#### Answers

- 7** Students' own answers

#### Useful resources: Song lyrics

On [www.lyricstraining.com](http://www.lyricstraining.com), students can listen to and watch a variety of music videos while typing the missing words in the lyrics. It's a fun way to practise listening for specific words and writing them with correct spelling.