

# Where we live

## 1

## Speaking and Use of English focus ▶ CB p.6

### Speaking

#### Aims

- to introduce the topic of 'where we live'
- to provide spoken practice

#### Warmer: Introducing each other

If this is a new class, have students introduce a partner to the class. In pairs, ask students to find out their partner's name, home town and reasons for taking this course. Then each student introduces their partner, e.g. *This is Talia. She grew up in a small town not far from Moscow. She is planning on studying International Business and wants English for her career.*

- 1 Students discuss in pairs. Elicit a few answers to each question.

#### Alternative activity: Move around

If there is room in the classroom, students walk around answering one question with each person, before moving on to a new partner.

## Interview (Part 1)

### talking about yourself

#### Aims

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

Tell students that the Speaking paper of the exam is divided into four parts. Part 1 consists of an interview which involves answering questions with personal information and opinions. For more detailed information and strategies for this section, refer students to the **Exam focus** on p.204 and turn to it on eText if you are using it.

- 2 Play the recording and elicit which question the examiner asks.
- 3 Ask students which of the candidates provides a response of an appropriate length. Focus students' attention on the **Exam tip** and elicit some other introductory phrases (e.g. *You know, I suppose, Let me see*).
- 4 For each response listed, elicit the question that was asked. Then ask students to think about how they would respond to each question with something longer and more interesting. Students take turns to ask and answer the questions in pairs.

**5** Ask students to complete the task on p.152, alternating the roles of examiner and candidate.

**6** Tell students that the Speaking paper is marked in bands, with Band 5 being the highest. Summarise the bands in the following way: Band 5: Speaks fluently and accurately, uses a wide range of complex language. Band 3: Speaks fairly fluently and mostly accurately, uses a range of language. Band 1: Speaks with some hesitation, uses mainly simple forms and vocabulary. For more detail, refer students to the **Marking guidelines** on p.207. Give students a moment to evaluate their own performance against the guidelines. Then give them a few minutes to discuss how they rated themselves and any suggestions they have for their partner to improve.

### Teaching tip

#### Exam task videos

There is a video example of each exam task on the eText for you to show students.

### Answers

**2** What do you like most about the area where you grew up?

**3** Karl

## Multiple-choice cloze (Part 1)

### Aim

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

Tell students that the Reading and Use of English paper of the exam is divided into eight parts. Part 1 is a multiple-choice cloze: a gapped text with a choice of four options for each gap. For more information, refer students to the **Exam focus** on p.197.

**7** Focus students' attention on the title of the article. Elicit the meaning of the adjective *fairytale* (extremely happy, lucky, etc. in a way that usually only happens in children's stories, e.g. *a fairytale romance, a fairytale ending*). Read the **Exam tip** aloud with students and point out that knowledge of collocations is tested explicitly in the Reading and Use of English paper. Tell students not to read the article yet and elicit some other features that children might have included in their dream homes.

**8** Emphasise that students should read the text quickly, without worrying about the gaps or unknown vocabulary at this stage. Elicit a few answers.

**9** Give students a minute to match the reasons with the incorrect alternatives, then check as a class.

**10** Students do the activity, then discuss their answers in pairs before you check as a class. For each answer, elicit reasons behind the choice (see Answers below).

**11** Give students a moment to think about how the place they live now corresponds to their ideal home. Put students into small groups to share their thoughts.

### Answers

**9** 1 C 2 A 3 D

**10** 1 B (*study* collocates with *revealed*) 2 C (*challenges* collocates with *conventional wisdom*; *challenges* can be followed by the preposition *to*, whereas *issues* is followed by *with/of* and *questions/tests* by *of*)  
3 B (*express* collocates with *a desire*) 4 C (difference in meaning) 5 B (*ultimate* collocates with *dream*)  
6 D (*opt* is the only option that can be followed by *for*; *choose/select* take a direct object without a preposition and *decide* is followed by *on* + direct object)  
7 C (difference in meaning) 8 A (*rather* is followed by *than*, *instead* is followed by *of* and *between* does not fit semantically)

### Additional activity: Collocations

Refer students back to the **Exam tip**. Ask them to reread the article and underline five collocations. Students share their answers in pairs and together write a sentence including three of the collocations. Elicit a few of the sentences with the class. To help, students could also use a dictionary such as the *Longman Exams Dictionary* or the *Longman Dictionary of Contemporary English*, which can be searched online at <http://www.ldoceonline.com>. Possible collocations include: *recent study, major challenges, challenge conventional wisdom, express a desire, ultimate dream house, indoor swimming pool, football pitch, bouncy castle, family home*.

**ADDITIONAL PRACTICE** | **Maximiser** p.6–7, Speaking 1, Use of English 1–2 | **MyEnglishLab: Cambridge Advanced**, Speaking 1: Giving good Part 1 answers, Speaking 2: What makes a good Part 1 answer, Speaking 3: Answering Part 1 questions about the future effectively, Use of English 18: Understanding the whole text.

# Grammar focus ▶ CB p.8

## Speaking

### Aim

- to present perfect and continuous forms in context in preparation for revision of forms

**1** Put students in pairs and ask them to think of at least three advantages and disadvantages of living in a small town. Then ask students for a show of hands to indicate whether they consider themselves a *city person* or a *small town person*. Invite a few students to give reasons for their choice.

**2** Play the recording and elicit whether the speaker mentioned any of the things that were talked about in Activity 1. Elicit any other advantages or disadvantages she talked about.

## Perfect and continuous forms

### Aim

- to revise the use of perfect and continuous forms

**3** Students choose the correct verb forms, then check their answers in pairs. Play the recording again for students to check which form the speaker uses in each case.

### Additional activity: Think of ...

Ask students to think of:

- two things they have done in the last month that have given them a sense of satisfaction.
- two things they hope they will have done by their next birthday.

Ask students to share their answers with a partner using some of the verb forms in Activity 3.

**4** Students discuss the difference in meaning between each pair of sentences then compare ideas as a class.

**5** Check students understand the terms *stative verb* (a verb that describes a state of being) and *dynamic verb* (a verb that describes an action). Ask them to divide the stative verbs into groups, then check as a class. Talk through the **Language tip** and see if students can think of any other examples of verbs with both stative and dynamic meanings (e.g. *have, be, think*).

### Additional activity: Stative or dynamic?

Share the following examples and ask students, in pairs, to decide whether each verb is stative or dynamic.

*I have coffee every morning. (dynamic) I have a dog. (stative)*  
*He thinks it's a great idea. (stative) She can't stop thinking about the issue. (dynamic)*  
*She was annoying. (dynamic)*  
*He is Korean. (stative)*

Refer students to the **Grammar reference** on p.181 (Verb forms) and turn to it on eText if you are using it. Tell students that this provides a useful summary of verb forms and ask them to read it for homework.

**6** Students complete the activity then compare their answers in pairs before you check as a class.

**7** Give students a moment to think about the question and the verb forms. Share an example (e.g. *I've been living in my mansion for a year now. It's been wonderful having servants ...*). For additional speaking practice, give students a few minutes to share their ideas in pairs first before they tell the class.

## Answers

- 3** 1 I'd been telling 2 I had, in fact, always been  
 3 both 4 both 5 both, have discovered  
 6 will have been

Forms used by speaker:

- 1 I'd been telling (past perfect continuous)  
 2 I had, in fact, always been (past perfect simple)  
 3 will have been living (future perfect) 4 I've been looking back ... (present perfect continuous) 5 I've spent, have discovered (present perfect simple) 6 will have been (future perfect)
- 4** 1 A They are still renovating. B They've finished renovating.  
 2 A The focus is on the total distance covered at the end of the journey. B The focus is on repeatedly covering the same distance every day.  
 3 A The focus is on completing the essay. B The focus is on the time spent writing it.
- 5** Emotions: care, like, love  
 Knowledge: believe, know, understand  
 Possession: belong, own, possess  
 Communication: agree, deny, promise  
 Senses: hear, smell, taste
- 6** 1 think 2 am thinking 3 am seeing 4 see  
 5 am tasting 6 tastes

**ADDITIONAL PRACTICE** | **Maximiser** p.7, Grammar 1–5 |

**MyEnglishLab: Cambridge Advanced**, Use of English 10: Verb tenses |

**Photocopiable** p.142/171, 1A Find the phrase

## Vocabulary focus ▶ CB p.9

### Reading

#### Aim

- to present examples of figurative language in context

- Focus attention on the picture and elicit what students can see. In pairs, students discuss which city noises they find irritating and which they like.
- Ask students to read the article and see how many of the noises they discussed were mentioned.

### Figurative language

#### Aim

- to extend students' knowledge of figurative language

Check students understand the heading *figurative language* and elicit the antonym *literal*. Explain that a figurative word or phrase is used in a different way from its usual meaning, to give you a particular idea or picture in your mind. The literal meaning is the basic or original meaning.

- Ask students to look at the first underlined word in the text (*whine*) and ask what they think it means. Explain that the literal meaning of *whine* is 'to moan in a high-pitched voice', so in this case, it means that the scooters are making a high-pitched sound. Students complete the sentences with the correct form of the underlined words. Ask them to compare their answers in pairs before you check as a class.

Read the **Language tip** with the class and ask if students know of any other examples of animal sound verbs that we might use for human speech, e.g. *squeak* (mouse), *howl* (wolf), *growl* (dog).

- Students work in pairs to decide which words in the box are associated with humans, animals or both. Go through the answers with the class, checking students understand each verb.
- Students complete the activity, then compare answers in pairs before you check as a class.
- Look at the first example with the class and elicit the answer (*clap*). Students choose the correct alternative in each sentence. Check answers as a class.

- Students work in pairs to complete the activity on p.161. They take turns to use the verbs in Activities 4–6 to talk about one of the pictures and their partner guesses which picture they have chosen. Emphasise that they should avoid using specific nouns which would make it too obvious (e.g. they should say: *something is whining*, not *the ambulance is whining*).

#### Teaching tip

##### Recording vocabulary

Suggest students choose a place to record new vocabulary and collocations. Remind them that collocations are very important for Paper 1 and will also help with the other sections, as well as making their English sound more natural.

#### Answers

- 1 giggling 2 whining 3 sighed 4 wail  
5 rumbling 6 buzzing
- bark: A clap: H cough: B groan: H purr: A roar: B  
shudder: B sigh: B stutter: H tremble: B
- 1 trembled 2 purrs 3 stuttered 4 groaned  
5 clapped 6 roar 7 barks 8 cough 9 shudder  
10 sigh
- 1 clap 2 roar 3 groaned, shudder 4 barked  
5 coughed, stuttered 6 trembled

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

## Reading focus ▶ CB p.10

### Speaking

#### Aims

- to introduce the topic of city navigation in preparation for the reading text
- to provide spoken practice

- Students discuss the questions in pairs. Elicit a few ideas for each question. Then ask: *What jobs would require a good sense of direction?*

### Multiple choice (Part 5)

#### Aim

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

Tell students that Part 5 of the Reading and Use of English paper focuses on their ability to understand a long text in detail. It consists of a text with six multiple-choice questions. For more information, refer students to the **Exam focus** on p.199 and on eText if you are using it.

- 2** Give students a minute to read the title and first paragraph, then elicit a few predictions of what the whole article will be about. Give students five minutes to read the article quickly to check their predictions.

### Teaching tip

#### Time limits

Set a time limit to encourage students to read quickly and gradually reduce the time during the course as students get used to reading quickly.

- 3** Read the **Exam tip** with the class. Ask students to read the questions and underline key words before rereading the text. Tell students that as they answer each question, they should find and mark the part of the text that each question relates to, then reread it in detail. After students have answered the questions, they compare their answers in pairs. As you go through the answers, elicit evidence for each one.
- 4** Students discuss the questions in pairs or small groups. Ask one student from each group to tell the class the most interesting story from their group.

### Answers

- 3** 1 B (lines 1–5)  
 2 B ('an intense intellectual ordeal'; 'two to four years to learn everything')  
 3 A ('Incredible as it may seem')  
 4 C ('undergo a change which makes them very different from those of mere mortals'; 'Among all of these groups, only the London cabbies, with their heightened spatial memories, have the change Maguire was looking for.')
- 5** D ('Strange as it may seem, though, when researchers looked at drivers in these cities in a bid to replicate Maguire's London study, they found none of the same changes in brain structure.')
- 6** B ('Believe these tales if you choose')

## Vocabulary

### working out meaning from context

#### Aim

- to practise working out meaning from context

- 5** Tell students that working out meaning from context is an important skill both in conversation and the exam. Brainstorm strategies for deducing the meaning of an unknown word, e.g. understand the context, read the whole sentence, work out the word class (is it a verb, noun, etc.?), have a good guess. Students match the underlined words with the meanings. They compare their answers in pairs, then as a class.
- 6** Tell students that they can change the form of the words if they need to (e.g. *frantic* → *frantically*). Allow students about ten minutes to write their sentences, then put them in pairs to compare.

### Answers

- 5** 1 awe 2 somewhat 3 ordeal 4 baffled  
 5 bewildering 6 feat 7 fare 8 frantic

**ADDITIONAL PRACTICE** | **Maximiser** p.8–9, Reading 1–4 | **MyEnglishLab: Cambridge Advanced**, Reading 1: Predicting the text A

## Listening focus

▶ CB p.12

### Speaking

#### Aim

- to provide spoken practice

- 1** Check students understand the idea of a *floor plan* (a drawing of the shape of a building and the position of the things in it, as seen from above). Give students a couple of minutes to sketch a basic floor plan, then put them in pairs to discuss the questions.

## Multiple matching (Part 4)

#### Aim

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

Tell students that the Listening paper consists of four parts. Part 4 focuses on understanding informal speech and involves reading two tasks of eight statements each, then listening to five short monologues on a related topic and matching one statement from each task to one of the speakers. For more information, refer students to the **Exam focus** on p.203.

- 2** Ask students to follow Strategy 2 from the **Exam focus** (highlight key words or phrases). Elicit the meanings of *lack* (shortage), *be obliged* (have to do something), *claustrophobia* (fear of being enclosed in a small space) and *domestic chores* (small jobs in the home you have to do regularly). Students then tick the things they like least about the place where they currently live (Task 1), and tick the advantages it has (Task 2).

### Teaching tip

#### eText pen tool

Use the pen tool on eText to model underlining key words in exam tasks.

- 3** Read the **Exam tip** with the class. Play the recording twice, pausing in between. Then check answers as a class.
- 4** Ask students to discuss in pairs what sort of person they think each speaker is, then elicit a few opinions about each.

### Answers

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

## Vocabulary

### expressions with *space* and *room*

#### Aim

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

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

#### Additional activity: What's happening?

In pairs, ask students to take turns to guess who each speaker in Activity 5 might be talking to and what the situation is, e.g. *I think the first speaker might be talking to her partner or flatmate. Maybe they have a really cluttered flat and are having a big clean out.* Then ask each pair to choose one of the phrases and role-play the next part of the conversation. Invite pairs to share their conversations with the class.

- 6** Students turn to p.161 and work in pairs to ask and answer the questions using expressions with *space* and *room*. Elicit an answer to each question, along with the meaning of the words in italics: *room service*, *room temperature*, *no room to swing a cat*, *roomy*, *room and board* and *leg room*.

### Answers

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

**ADDITIONAL PRACTICE** | **Maximiser** p.10, Listening 1–2 | **MyEnglishLab: Cambridge Advanced**, Listening 7: Identifying opinion, Listening 13: Listening for main points and detail, Vocabulary 18: City vs country

## Grammar focus ▶ CB p.13

### Speaking

#### Aims

- to present emphasis with inversion in context
- to provide spoken practice

- 1** Put students in pairs or small groups to discuss the questions. If all students are from the same city, they could each choose another city they are familiar with to discuss.
- 2** Give students a few minutes to read the text and clarify any unknown vocabulary. Elicit the meaning of *a mecca* (a place that attracts a lot of people), *endowed* (with a good quality), *asset* (something that is useful), *slogan* (a short phrase used in advertisements) and *by-law* (a law which applies to a city or small area rather than the whole country).

## Emphasis with inversion

#### Aim

- to revise emphasis with inversion

- 3** Check students understand that inversion in this case means 'changing the order of subject and verb in the sentence so that the verb comes first'. Read through the **Language tip** with the class and focus on the example: *Hardly had he arrived when Jo rushed in.* Ask students to identify the subject (*he*) and auxiliary verb (*had*) that have been inverted from the usual order in English. Elicit the sentence without inversion: *He had hardly arrived when Jo rushed in.* Explain that the effect of the inversion is to emphasise the adverb *hardly* by placing it first.

Elicit the answer to the question about the verb forms, then give students a few minutes to rewrite the sentences while you circulate to help as required. Ask students to turn to the **Grammar reference** on p.175 and read through it with the class, or on eText if you are using it. Check students understand everything. Leave it displayed on eText for students to refer to during Activity 4.

- 4** Point out that in some sentences (2, 4, 6, 7, 8), the adverb or adverbial phrase in the inverted sentence is different or in addition to the original; for example, in 2, *just* becomes *scarcely*. Students may refer back to the **Grammar reference** for help with phrases that are commonly inverted. Students complete the activity, compare answers in pairs, then check as a class.
- 5** Refer students back to the inverted sentence (1) in Activity 4: *Seldom has this city been in greater need of energy-efficient public transport than it is today*. Ask the class where you might expect to hear or read it, e.g. at a local council meeting, in a letter to the editor of a local paper, in a proposal for installing a tram. Remind students that they need to think of formal rather than informal settings. In pairs, students think of a few ideas for each of the other sentences in Activity 4. Elicit a few ideas for each sentence.
- 6** If students find this challenging, help by writing an auxiliary verb and subject on the board for each as a starter (e.g. *Seldom do I ...*, *Scarcely had I ...*, *Rarely do we ...*, *Not only do I ...*, *Under no circumstances should you ...*, *No sooner had we ...*, *At no time have I ...*, *Hardly had we ...*). Students compare their sentences with a partner. Consider collecting in the sentences to check that students are using inversion accurately.

## Answers

- 3** The subject and verb are inverted.  
They can not only boast lists as long as your arm of magnificent buildings, museums and galleries ...  
Visitors should not be led to believe a city can promise something it cannot deliver under any circumstances.
- 4** **1** Seldom has this city been in greater need of energy-efficient public transport than it is today.  
**2** Scarcely had we ordered our meal when the waiter rudely asked us if we would mind paying the bill.  
**3** Rarely have I seen such a brilliant display of artistry and expertise.  
**4** Not only have you failed to hand in your essay on time, you have also copied several paragraphs directly from the internet.  
**5** Under no circumstances should you let people who don't respect the dress code into the club.  
**6** No sooner had she posted the letter than she began to regret what she had said.  
**7** At no time has my client ever revealed the contents of this document to the media.  
**8** Hardly had I finished the assignment when my boss asked me to do something else for her.

- 5** (Suggested answers)

- 1** editorial in a newspaper or political speech **2** letter of complaint or post on travellers' advice website  
**3** review of a performance or exhibition **4** teacher's comment on a student's essay **5** instructions given to bouncers at a club **6** story **7** lawyer giving evidence in court **8** letter to a friend

### Additional activity: City advertisement

In pairs, students create a short advertisement to encourage people to visit an attraction in their city. It should contain at least two examples of inversion. Pairs take turns to read their advertisement aloud for the class (e.g. *Are you looking for a magnificent view? Come up the Sky Tower. Not only is it the tallest building in New Zealand, it also has 360-degree views of the city and harbour. Under no circumstances should you miss it!*)

**ADDITIONAL PRACTICE** | **Maximiser** p.10, Grammar 1–2 | **MyEnglishLab: Cambridge Advanced**, Use of English 7: Word order | **Photocopiable** p.143/171, 1B Choose carefully

## Writing focus ► CB p.14

### Listening

#### Aim

- to introduce the topic of neighbours
- to provide listening practice

#### Warmer: Discussion

Students discuss the following question in pairs: *What do you think makes a good neighbour?*

- 1** Play the recording and elicit a few opinions on how people in students' neighbourhoods would react to such a scheme.

## Essay (Part 1)

using the task input to help you plan

#### Aim

- to write an exam-style essay (Writing Part 1)

Tell students that the Writing paper consists of two parts. Part 1 is a compulsory essay; Part 2 is a choice of three tasks which could include an email or letter, a report or proposal, or a review. For more detail, refer students to the **Exam focus** on p.201.

- 2 Students work in pairs and follow the instructions. If you think they will find this difficult, brainstorm ideas as a class first.
- 3 Ask students to read the plans and decide which they think would produce a better essay. To help them decide, tell them to look at the checklist on p.185, or display it on eText. Elicit the answer.
- 4 Tell students to use Plan A in Activity 3 as a model as they plan the essay in Activity 2. Give them a few minutes to make their plan individually, then put them in small groups to compare.
- 5 Ask students to read the task input and underline key words before they begin their plan. Students write a plan while you circulate. Emphasise that the plan should follow the same structure as Plan A in Activity 3.
- 6 Read the **Exam tip** with the class. Set the essay as homework. Students should show their draft to two other students for advice and make changes before you collect the essays in to provide individual feedback. Focus especially on the structure of the essay in your feedback.

## Answers

3 Plan A

6 Sample answer:

Too much traffic is a major headache for everyone in the city due to the noise, pollution and, of course, terrible delays during the rush hour. How can the government reduce traffic and dissuade people from driving their cars into the centre every day? In this essay, I will discuss two possible approaches to this pressing yet complex issue.

The first option to consider is an education campaign which could comprise of visual and radio advertising, presentations to businesses and special designated days such as 'Walk to Work Day'. Compared to the high cost of significantly upgrading our public transport system, advertising is relatively low-cost and straightforward to implement. On the other hand, it is difficult to gauge the effectiveness of such a campaign in advance because it relies on individuals changing their ingrained habits.

A second alternative would be to levy a tax on parking in the city. This could be applied both to businesses and directly to consumers. While it is true that this would have immediate gains in revenue and changed behaviour, taxes are unpopular and could also place unfair pressure on small businesses and individuals who do not have other transport options for work.

In my view, a multi-faceted education campaign would be the most effective starting point. In the future, a tax could be a possible option but it would be tolerated better once citizens are educated about the benefits of fewer cars and a more pedestrianised centre.

**ADDITIONAL PRACTICE** | **Maximiser** p.11, Writing 1–3 | **MyEnglishLab: Cambridge Advanced**, Writing 2: Giving an opinion in an essay, Writing 4: Useful language for essay writing

### MyEnglishLab tip

#### Writing exercises

The MyEnglishLab writing exercises contain more useful language for essay writing, so suggest students complete them before they write their essay.

## Review ▶ CB p.15

### Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 1

- 1–3 Ask students to complete the exercises, circulating to provide assistance. Ask students to check answers in pairs before checking as a class on eText. Alternatively, set as a homework activity and then go through the answers as a class, or on eText, to check.

## Answers

- 1 1 did I manage to buy 2 only are the neighbours  
3 no time should you 4 have been living here for/  
have lived here for 5 no circumstances should you  
6 sooner had I closed
- 2 1 smell 2 is tasting 3 am seeing 4 is smelling  
5 are thinking 6 tastes
- 3 1 D 2 B 3 A 4 D 5 C 6 C 7 A 8 B

**ADDITIONAL PRACTICE** | **Testmaster** online and on eText, Unit 1 test