



EDEXCEL INTERNATIONAL GCSE (9–1)

ENGLISH AS A SECOND LANGUAGE

Teacher's Book



Nicky Winder, Laurence Gardner



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Teacher's Book

Nicky Winder
Laurence Gardner

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UNIT	FOCUS	THEME	AOs	GRAMMAR
Reading Preparation	Reading Part 1 (p. 2)	Places to visit	1A	Countable and uncountable nouns Articles <i>some</i> and <i>any</i>
	Reading Part 2 (p. 10)	Celebrities, fame and entertainment	1B, 1C, 1D	Present simple Present continuous Present simple and present continuous
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Writing Preparation	Writing Part 4 (p. 24)	Food and drink	2A, 2B, 2C	Present perfect
	Writing Part 5 (p. 31)	Colours	2A, 2B, 2C	Past simple Past simple and present perfect
	Writing Part 6 (p. 38)	Speech and communication	2A, 2B, 2C, 2D	Past continuous Past continuous and past simple <i>would</i> and <i>used to</i>
Listening Preparation	Listening Part 1 (p. 44)	The world of work	3A, 3B	<i>Wh-</i> questions and question tags Inversion
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Speaking Preparation	Speaking (p. 72)	Fashion	4A, 4B, 4C	Past perfect Past tenses
Reading Practice	Reading Part 1 (p. 81)	Travel and hospitality	1A	Modal verbs (obligation, advice and permission)
	Reading Part 2 (p. 88)	Technology and the future	1B, 1C, 1D	<i>will</i> or <i>going to</i> Future simple and future continuous Future perfect Other ways to talk about the future
	Reading Part 3 (p. 97)	Buildings	1B, 1C, 1D	Conditionals (zero, first, second, third)
Writing Practice	Writing Part 4 (p. 105)	Work and jobs	2A, 2B, 2C	Perfect continuous tenses
	Writing Part 5 (p. 113)	Transport	2A, 2B, 2C	Possessives
	Writing Part 6 (p. 120)	Mind and body	2A, 2B, 2C, 2D	Linking words and phrases Discourse markers
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	Listening Part 2 (p. 137)	Science	3B, 3D	Gerunds and infinitives
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	Listening Part 4 (p. 155)	The environment	3B, 3D	<i>make</i> and <i>do</i>
Speaking Practice	Speaking (p. 164)	The home	4A, 4B, 4C	Tense review

VOCABULARY	EXAM SKILLS	PRACTICE TIME
Adjectives	Skimming and scanning Lexical words Sorting information	Tourist leaflet: 'Honeycomb Hives: the ultimate bee experience!'
Nouns (celebrities and fame)	Selection Identifying synonyms	Newspaper article: 'The shadow side of celebrity'
Phrasal verbs	Verifying information (true, false or not given) Identifying facts, ideas and opinions	Newspaper article: 'Amazing discovery of the Biggest Dinosaur Ever'
Collocations (food and drink)	Understanding register Relevance and word limit	Informal email: cooking a birthday meal
Idioms (colours)	Considering context and purpose Considering audience	Formal letter: school sports day
Verbs (communication)	Finding equivalent expressions Paraphrasing and summarising	Summary (Scientific journal: 'How babies talk')
Nouns (the world of work)	Listening for the overall message Listening for detail	Extracts: restaurants
Collocations (health and training)	Identifying detail Identifying viewpoints (stated and implied)	Dog-training advice
Adjectives and adverbs	Considering statements and implications Identifying facts and opinions	Interview with a writer
Verbs and expressions (shopping)	Identifying important information and details	Changes in shopping patterns
Adjectives (fashion)	Speaking skills Pronunciation skills Intonation and stress	Fashion
Compound adjectives	Reflect and evaluate: Reading exam skills	Tourist brochure: 'London with Lonsdale Tours' Holiday leaflet: 'Halliday's Holidays'
Phrasal verbs	Reflect and evaluate: Reading exam skills	Newspaper articles: 'Driverless cars are going to save the world'; 'The Teaching Assistants of the Future?'
Nouns and verbs (buildings)	Reflect and evaluate: Reading exam skills	Website: 'Pyramids' Magazine article: 'Learning about the Leaning Tower!'
Phrasal verbs (work)	Reflect and evaluate: Writing exam skills	Informal emails: part-time jobs
Idioms and expressions (travel)	Reflect and evaluate: Writing exam skills	Report: transport Article: 'My favourite journey'
Collocations (mind and body)	Reflect and evaluate: Writing exam skills	Summaries (Journals: 'Adolescence – a time of challenges'; 'Maintaining emotional health')
Phrasal verbs (sport and fitness)	Reflect and evaluate: Listening exam skills	Extracts: sports venues Extracts: extreme sports
Phrasal verbs (separable and non-separable)	Reflect and evaluate: Listening exam skills	Lecture: moles Class talk: gemstones
Suffixes	Reflect and evaluate: Listening exam skills	Interview with a linguist Dialogue between teachers
Prefixes	Reflect and evaluate: Listening exam skills	Podcast: the wandering albatross School talk: the deep sea
Adjectives (the home)	Reflect and evaluate: Speaking exam skills	The home

English as a Second Language is a course which supports teachers and learners through cumulative language acquisition and practice, and encourages inter- and intra-personal as well as cognitive skills. The course promotes learner autonomy, for example, through the Writing and Grammar Reference materials included in the Student Book.

This provides a guide to the main learning and practice points of the chapter, and summarises the information found in the course structure (pages iv and v of this book). The 'Additional Resources' section should help you to prepare your lessons.

Suggested extra activities range from short additional practice to longer project-style work. These include various activity formats such as group work, pair work or self study.

Answers to all activities are provided. Suggested answers or key structures are provided for open answers.

4 UNIT 1: READING PREPARATION

READING PART 1

TEACHING TIPS

Hint Q1: The format of the suggested answer (sentences) reflects its content because it involves summarising/providing an overview.

Hint Q2: The format of the suggested answer (headings and colons) reflects its content because it involves identifying discrete items of factual information (the format can be brief and the answers short/factual).

■ After students have completed Activity 4, you can consolidate their learning by asking them to find examples of each type of lexical word (i.e. nouns, adjectives, verbs and adverbs) in the Honeycomb Hives leaflet.

ACTIVITY 3

PAGE 5

- Check with students that they understand the difference between skimming and scanning.
- For Q2, you can first ask students to underline words and phrases in the examples that indicate the type of information sought, e.g. *ideas for a friend's birthday present, a word*.

KEY

- 1 Skimming involves looking for the key points and overall message of a text. Scanning involves looking for specific information or details in a text.
- 2 **Skimming:** a, c, e **Scanning:** b, d, f

KEY

adjective: a word that describes a person, place or thing **adverb:** a word that describes an action **noun:** person, place or thing **verb:** an action

ACTIVITY 5

PAGE 6

- Ask students to look at the photo and tell you what they see. You can take a note of their responses but do not write them on the board.
- Tell students to read the sentence and cross out the words that are not essential to its meaning. Note that although was is a verb, it does not describe an action.
- Check answers, and then ask students to list the lexical words: *small, striped, bee, smelled, flower, bright, red, flew, quickly, plant*.

KEY

- 1 The, and, the, which, was, and, towards, the
- 2 The remaining words are adjectives, an adverb, nouns and verbs (lexical words). They give meaning to the sentence and the sentence does not make sense without them.

EXAM SKILLS: LEXICAL WORDS

PAGE 6

- Ask students to read the text in the box. You can explain that as lexical words are the words that carry content/meaning in a sentence, it will no longer make sense if we take them out. Function words, in contrast, are small words (e.g. articles, negative particles and prepositions) which add meaning but are not essential to understanding the main ideas in the text.
- Explain that lexical words can help students to find answers in Reading Part 1, even when they don't understand the whole sentence or text.

ACTIVITY 4

PAGE 6

- Explain that there are different categories of words, referred to as parts of speech. You can elicit from students the names of different parts of speech.
- Tell students that most lexical words are nouns, adjectives, verbs or adverbs.

TEACHING TIPS

Hint Q4: Point out the importance of lexical words in providing meaning. You can ask if any of the deleted words could be changed or left out of the sentence. Most of them could, for example:

The small, and striped bee smelled a bright red flower which was bright red, and then flew quickly towards the (it) plant.

Now ask students if they can think of any words which would fit in the sentence in place of the lexical words they identified. Point out that if the lexical words change (for example *small > big, smelled > saw*), the meaning changes.

Background information sections give extra context about the themes and images in the book where helpful.

Extra notes help you to make sure that students can focus on and monitor their learning.

Extra language notes help you guide students away from common errors. Further explanations about how to find the answers (for example in the Practice Time tests) are also included.

The course is structured around the different parts of the examination. Each chapter is built around practice of one specific part of the examination paper. The course is divided into units: Reading, Writing, Listening and Speaking. The sections in one unit cover all the parts included in the exam, i.e. three parts each for Reading and Writing and four parts for Listening. The Speaking units have one section only.

The course is divided into two 'cycles': preparation and practice. In the first cycle, emphasis is placed on familiarising students with exam requirements and exam skills learning and practice. In the second cycle, extra guided exam practice is provided and students are given tips on monitoring and improving their performance.

Audio recordings and extra audioscripts are provided online and in the Teacher Resource Pack. The Student Book free ActiveLearn eBook contains links to the recordings which are included at the back of the Student Book. Other recordings (such as the Practice Time tests) are available for teachers only.

Sample answers

Sample answers to writing activities are provided.

Exam skills and self-evaluation

Extra notes help you to make sure that students can focus on and monitor their learning.

Audioscripts

All audioscripts are provided in the Teacher's Book. These include those not provided at the back of the Student Book, for example the Practice Time scripts, and scripts which are extracts from a previous recording. Annotations help to locate answers, or find clues to the answers.

12 UNIT 1: READING PREPARATION

READING PART 2

ACTIVITY 2 PAGES 16-17

- Ask students to read the email quickly the first time, then elicit some adjectives to describe Rachel Ritz. You could also ask them how they think the recipient of the email might feel after reading it.
- Before they read the email again, direct students to the questions. Ask them what two types of information they need to look for (Rachel Ritz's demands, and information about personality, ideas and feelings). Check whether there are any words in the email that students do not know, and then ask them to complete Q2.
- For Q3, to help students write their email, tell them to look at the information they have highlighted about Rachel's demands.

KEY

- 2a She requires a personal hair stylist and make-up artist, three large rooms (painted light blue) for her entourage, candles, fresh fruit, access to a swimming pool, and 25 security guards. The key words are highlighted in the annotated letter below.
- 2b Suggested answer:
Rachel Ritz is particular. She likes attention and is concerned about her appearance. Phrases or sentences about personality, ideas and feelings are underlined in the annotated letter below.
- 3 See Sample answer below.

TEACHING TIPS

You can point out to students that *friendly* is an adjective, not a noun. Adjectives in English do not have to agree with the noun. We never change adjectives (for example to make them plural).

Dear Sir or Madam,

I am writing to you because I am Rachel Ritz's personal assistant. Ms Ritz is going to perform at your venue this evening. As you know, Ms Ritz is the most popular and beautiful singer of our generation. There are a number of items which Ms Ritz feels are essential to her comfort and security. I am sure your studio will do everything to make Ms Ritz's stay at the studio as pleasant as possible.

Ms Ritz requires the attention of a personal hair stylist and make-up artist before she appears on stage. They must arrive at least three hours before the performance. Ms Ritz also requires three large rooms for her entourage before and after the show. These must be painted light blue. This

is Ms Ritz's favourite colour and it helps her to relax before a show. Please paint the walls, the ceiling and the floor light blue. Please make sure the curtains and all the furniture is light blue too. Please also provide lit scented candles and a fruit basket with a selection of healthy, fresh fruit in her room. Ms Ritz has radiant skin because of all the fresh fruit she eats. She also needs access to a light blue swimming pool (28°C).

We require at least 25 security guards on duty in the stage area and dressing rooms. This is very important, because Ms Ritz gets headaches when she feels unsafe. We trust you will make the arrangements and we look forward to seeing you later.

Yours sincerely,
Joe Dimarco

SAMPLE ANSWER FOR QUESTION 3:

Dear all,

Rachel Ritz's manager has written to me saying we have to provide a hair stylist, make-up artist, three large rooms, light blue everything, fresh fruit, candles (honey-scented), a swimming pool and 25 security guards. If she doesn't get these things, he says she will have a headache and won't sing.

Good luck, everyone!
Nicky

EXAM SKILLS: IDENTIFYING SYNONYMS PAGE 17

- Ask students for examples of synonyms or offer some examples of synonyms using different parts of speech, e.g. start: begin, commence; big: large, enormous; lady: woman, female.
- To emphasise the importance of synonyms, point out to students that when they are answering a question, they need to look for words in the text that have the same meaning as words in the exam question.
- You could also point out that using synonyms is important in the writing part of the exam, as students often copy the wording of the bullet points/task rather than using their own words.

14 UNIT 1: READING PREPARATION

READING PART 2

HOW DID YOU DO? PAGE 21

- Go through answers with the class and tell students to mark their work.
- Ask the class what went well and what went less well, and how they think they could improve their performance.

VOCABULARY AND GRAMMAR

VOCABULARY ACTIVITY 1 PAGE 21

- Tell students to read Q1 and ask them what information they need to listen for (the interviewer's name, Rachel's opinion of her admirers, how Rachel describes herself, where the interviewer heard about Rachel's record deal, what Rachel hopes to be in her new career).
- Play the recording. Then give students time to answer the questions and compare their answers with a partner before you check their answers. Answers/clues are underlined in the Audioscript below.
- Ask students to look at the list of words and phrases in Q2. Elicit the part of speech of the words (nouns) and check that students know what the words mean. Play the recording again and tell students to circle the words they hear. Then check students' answers.

AUDIOSCRIPT: Student Book page 286

Jeremy: Hello and welcome to Celeb Chat. I'm your host Jeremy Miles. Today we're chatting with overnight reality TV sensation and singer, Rachel Ritz. Rachel, please, tell us a little bit about the last six months and your experience with stardom.

Rachel: Hello, Jeremy. Well, it's amazing, really. All the fans are incredible and I'm really enjoying all the publicity. It's like a fairy tale.

Jeremy: So, everything's going well? You're not finding it difficult to deal with the lack of privacy?

Rachel: Oh, no, I'm an extrovert. And the paparazzi don't really disturb me; they go after the bigger celebrities.

Jeremy: Well, you're getting there, aren't you? I heard a piece of gossip about you, actually.

Rachel: Oh?

Jeremy: Yes, I heard this week on social media that you're signing for a major record deal, is that true?

Rachel: Oh, yes!

Jeremy: So, you're going to make the leap from reality TV star to singer? What amazing career opportunities you've had!

Rachel: I'm going to try! It's something I think I have a lot of talent for, so if people like it – that's brilliant. Jeremy: Great, good luck with that and thanks for coming on the show. Can we have a huge round of applause for Rachel Ritz?

KEY

1 (See Audioscript with notes for answers underlined and highlighted above.)

a Jeremy Miles b incredible c an extrovert d on social media e singer

2 (round of applause) (social media) (talent) (privacy) (paparazzi) TV drama (piece of gossip) (publicity) (extrovert) (incompetence) (fact) (stardom) (reality TV)

DIFFERENTIATION

Strengthen: For Q1, tell students to listen out for key lexical words as these will help them find the answers. For Q2, remind students that the answers may not appear in the same order on the page as they do in the recording.

Q2: Ask students to circle the words they think they heard first time around before you play the recording a second time.

VOCABULARY ACTIVITY 2 PAGE 22

- For Q1, ask students to work individually to match the words and the definitions.
- Check answers with the class.
- For Q2, elicit the four words/phrases from Activity 1 which were not used: *introvert*, a *fact*, *TV drama*, *incompetence*. Put students into pairs and ask them to define the words/phrases and to think of possible antonyms for them. For example, *introvert* (a shy, quiet person and its antonym is *extrovert*); a *fact* (something that is true and has happened and its antonym is *lie*, *untruth*, *fiction*); *TV drama* (usually a narrative story based on real life or fictional situations, and some may consider reality TV programmes its antonym); *incompetence* (inability to do something successfully and it could be considered an antonym of *talent*).

KEY

1 a talent b reality TV c paparazzi d privacy e round of applause f stardom g extrovert h social media i a piece of gossip j publicity

Student Book Extracts

Annotations help to locate answers.

Differentiation

Activity ideas for strengthening or challenging students' ability give you extra flexibility in the classroom.

INTRODUCTION TO THE COURSE

TEACHING APPROACHES

PRESENTATION

The Pearson Edexcel International (9–1) GCSE English as a Second Language (ESL) Student Book offers skills-based development and practice for intermediate to upper-intermediate level students through a range of engaging topics. These topics have been carefully chosen to generate discussion and provide students with opportunities for expressing their own thoughts.

New language is always contextualised, usually through a reading or listening activity. This gives the students a clear understanding of how the language is actually used, and provides example sentences that really mean something to the students.

EXAM PREPARATION

There is a theme-based focus on each section of the exam. Two structures for this are employed: in the first part of the book students are guided through the requirements of each exam section, and are provided with a range of strategies and exam hints to help them, as well as an exam practice paper. Exam skills needed to meet the assessment objectives are presented, taught and practised.

In the second half of the book these exam sections are all revisited. This time students have two practice papers to work through, and there are plentiful opportunities for peer, self and teacher assessment, as well as evaluation and self-reflection on performance and on potential areas for improvement. Sample responses are provided throughout, together with commentaries, and students have the opportunity to explore successful and less successful responses, sharpening their awareness of the exam requirements.

GRAMMAR

Pearson Edexcel International GCSE (9–1) ESL covers all the main language areas expected at intermediate to upper intermediate level, and also indicated in the examination specification.

The structure of the grammar course (see the course structure pages iv and v) allows students to revisit and recycle previous knowledge constructively. The main grammar points in each section have been carefully selected to be a suitable match for the themes and skills practised. There are extra dedicated grammar practice activities at the end of each section. Students can also refer to the Grammar Reference at the back of the Student Book for clarification and revision.

VOCABULARY

New vocabulary is introduced in topic-related sets, which will help learners to discuss and write about the topic of the chapter. Additionally, learners will develop an understanding of key areas where grammar and vocabulary cross over, looking at discourse markers and linking words, prepositions, multi-part verbs and collocation. Plenty of controlled practice is provided and the students are also provided with opportunities to use their newly acquired language in speaking and writing tasks.

MEANINGFUL PRACTICE

Once students are clear about the meaning and form of the language, they are given plenty of opportunity to practise it. Form-based activities to help them gain confidence in manipulating the language. These are followed by more communicative, personalised work, often leading into skills-based speaking or writing activities.

REFERENCE MATERIAL

Students can be referred to the Grammar Reference and Writing Reference at the back of the Student Book whenever they need extra detail or further examples.

SKILLS

The course is made up of chapters which focus on one exam paper, for example Reading Part 1 or Listening Part 4. However, all four skills are practised within each section so that every lesson can be as varied or balanced as you choose.

READING

A range of text types are covered, including those found in the Pearson Edexcel International GCSE (9–1) English as a Second Language (ESL) exam. Students are encouraged to develop the appropriate reading skills for different questions and text types in the hints positioned near the relevant task.

WRITING

A wide variety of genres are included with task types, which are representative of those found in the exam. Students learn about the features and typical language for each type. There are short focused writing tasks to be done in class, where the teacher can offer support, as well as more extended tasks to be completed at home. There is also work on the mechanical skills of writing: punctuation, spelling and paragraphing.

There is also a Writing Reference that gives concise information about the requirements for each Writing question, and guidance about the genres in which students may be required to write.

LISTENING

Each unit contains several listening activities to give students plenty of confidence-building practice. These range from short dialogues to longer radio-style interviews which offer practice in the kind of task types found in the Pearson Edexcel International GCSE (9–1) ESL exam. As with the reading texts, the topics have been chosen for their appeal and interest.

The recorded material features a variety of different accents, including some non-native speakers. Different subskills are focused on, such as helping students to pick out key pieces of information or to understand a speaker's attitude or opinion. Tasks are supported with tips in hint boxes.

SPEAKING

Pearson Edexcel International GCSE (9–1) ESL offers students topics they want to talk about and plenty of ideas to get them started. The speaking activities are well supported, carefully staged and include regular focus on useful or functional language to help them develop their ability to carry out a variety of speaking tasks and practise for the exam. This language often comes from a previous listening task, helping them to make the connection between receptive and productive use of English.

Practice in Pearson Edexcel International GCSE (9–1) ESL exam tasks is provided, including all parts of the exam. Advice and guidance are provided within the first chapter focusing on Speaking.

PRONUNCIATION

Students learn about word and sentence stress, intonation and sounds, and weak forms, helping to make their spoken English sound more natural.

Pronunciation practice is included in the Speaking units and also in some of the grammar and vocabulary activities, especially in the Listening units.

EXAM OVERVIEW

The aim of the Pearson Edexcel International GCSE (9–1) in English as a Second Language (ESL) is to test students' English language ability through realistic tasks.

Two separate examination papers test their reading, writing and listening skills, and they will be awarded a grade from 9 to 1 for their performance in these two papers. Each of these three skills contributes $33\frac{1}{3}$ per cent to a student's total score. In addition, your students have the option of taking a speaking test for which they will receive a separate grade. Students are not allowed to use a dictionary for any of the papers, so they will need to make sure they have learned lots of vocabulary throughout your course!

PAPER 1: READING AND WRITING

This paper is worth $66\frac{2}{3}$ per cent of the total marks for International GCSE (9–1) ESL and assesses students' reading and writing skills in separate exercises. They will take a 2-hour examination paper which has been set by Edexcel and which will be marked by Edexcel examiners. The total number of marks available is 100: there are 50 marks for reading and 50 marks for writing.

READING

In this section, students will find three reading passages of increasing length and difficulty. The passages are taken from a range of sources, including newspapers, websites and fiction, and may include factual information, explanations, opinions and biographical writing. A variety of tasks will be used to check their understanding of these reading texts. These tasks include multiple choice questions, note completion and sentence completion. For tasks where students have to write words, correct spelling in their answers is very important. There will be 10 marks available for the first reading passage, 15 marks for the second and 20 for the third. (An additional 5 marks are available in the final part of the Writing paper.)

WRITING

There are also three parts to the writing section and students are free to choose the order in which they attempt them. The tasks are different in each of the three parts. Usually, a context and target reader are identified in order to give a purpose for students' writing, and they will need to take these into consideration in producing their answers. It is also important that students make sure they write in a style and register

which is suitable for the particular task and lay their answer out correctly to match the genre required. The word limit for each task is between 75 and 100 or 100 and 150 words and it is very important that they stick to this limit.

PAPER 2: LISTENING

This skill is assessed through a 50-minute examination paper, set and marked by Edexcel. The total number of marks available is 40, and this represents $33\frac{1}{3}$ per cent of the total International GCSE marks. Students will be expected to understand standard spoken English in a range of different situations. The recorded texts may be in the form of monologues, dialogues and occasionally there may be three speakers involved. A variety of tasks will be used to check student understanding of the recorded texts. If they have spelled a word incorrectly, but it is clear which word it is, they will not lose marks. This paper consists of four parts, each based around a single recorded text. Students will be given time to read the questions before each part of the recording begins, and they should answer the questions as they listen. They will hear each recorded text twice.

PAPER 3: SPEAKING

This paper is optional and is separately endorsed. Students' communication skills are assessed via a recorded interview between them and an interlocutor, based on supplied task cards. The task cards invite student to express themselves fluently, spontaneously and appropriately in a range of speaking contexts. The interlocutor is selected by the centre, and is normally a teacher from the centre and the interviews will be recorded for marking.

The total number of marks available is 40. The test lasts approximately 10–12 minutes and is divided into three parts:

- Part 1 is a short introductory interview between the student and the interlocutor, lasting two to three minutes.
- In Part 2, the student has one minute to prepare a talk in response to a task card plus one to two minutes to give their talk.
- In Part 3, the student is expected to engage in an extended discussion with the interlocutor for a maximum of five minutes.

HOW TO USE YOUR PLANNERS

PLANNERS

The planners on pages xii and xiii are designed to guide teachers through the course and lesson planning processes.

Completing the forms will help teachers to plan effectively and anticipate which materials and equipment they will need – and to avoid potential problems. The completed forms provide a useful aide memoire for future planning, handover notes to the next teacher, or simply a record of work done.

If necessary, the forms can be enlarged to A3 size on a photocopier.

COURSE PLANNER

The form on page xii includes space for administrative information, for example, location and time of lessons, date of the exam, as well as space for a summary of lesson-by-lesson plans. There is room to make notes about which parts of Pearson Edexcel International GCSE (9–1) ESL you will be using, additional materials

you may need to gather together before the lesson and ideas for homework tasks.

The course planner is designed as a pre-course tool but you will probably want to revisit it as you adapt your teaching to the needs of your students.

LESSON PLANNER

The form on page xiii is designed to help you plan effective lessons. The form guides you through thinking about the balance of input in the lesson, the purpose of each stage and the type of interaction – plus any materials that are necessary. A line at the bottom of the sheet for you to jot down anything you want to remember for the following lesson.

With classes that you know well, you may choose to plan your lessons in advance and to make minor adjustments as you go along. Alternatively, with new classes, you can plan on a week-by-week basis as you get to know your students' strengths and weaknesses.

Couse planner

(For notes on how to complete planner, see page xi.)

Class _____ Location _____

Hours _____ Mock date _____

Time _____ Exam date _____

[illegible]

Lesson planner

(For notes on how to complete planner, see page xi.)

Lesson _____

Objectives: 1 Language _____

2 Skills _____

3 Exam training _____

4 Other _____

Stage	Teaching/learning point	Interaction	Timing	Materials
1				
2				
3				
4				

Homework _____

Notes for next lesson _____

READING PART 1

OVERVIEW

Topic: Places to visit

Exam skills: Skim and scan for information, recognise lexical words, sort information

Assessment Objective: 1A

Vocabulary: Adjectives

Grammar: Use articles, countable and uncountable nouns and *some* and *any*

Practice text type: Tourist leaflet: 'Honeycomb Hives: the ultimate bee experience!'

Additional resources: audio player, travel magazines, dictionaries, coloured marker pens (internet access)

We certainly agree with this statement. We are aware that there are lots of online resources to help with language learning.

KEY

Suggested sentence structures for discussion:

English is easy to learn because ...

Some people find English difficult.

... makes English harder to learn.

The best way to ...

It's easier to ...

Some people find ...

PREPARING THE WAY

PAGE 4

- Tell students to read the chapter topic title and elicit from them which countries they have visited.
- Ask students which languages are spoken in these countries. You can then ask whether they were able to speak the local language and what language-related difficulties they faced. If students have not visited any foreign countries, you can ask them to imagine what these difficulties may be.
- Ask students to read the statements about learning languages and discuss them in pairs.
- If students need more support, you could write some sentence structures on the board (see Key below). Students could then be asked to produce brief written responses to the statements.
- Direct students, in pairs, to discuss and rank the statements from 1 to 4 based on the extent to which they agree with them (1 = disagree strongly, 4 = agree strongly).
- You could ask each pair to share their rankings with the class and then summarise the results, e.g.

Most students think English is an easy language to learn. / We don't agree at all. We think English is very difficult.

We definitely agree. As a class, we believe that travelling to a country helps you to learn the language.

We ranked this sentence with a 3. We think it is easier to speak English than to read or write English.

EXTENSION

- Ask students to come up with four statements of their own about language learning, e.g.
English is useful in the workplace.
English is not important if you work with computers.
- Have them exchange and rank each other's statements from 1 (disagree strongly) to 4 (agree strongly) based on the extent to which they agree with them.
- Students could then write a brief report summarising their results.

ACTIVITY 1

PAGE 4

- Ask students to describe the photo (it shows a honeycomb and some bees, possibly making honey). Elicit or teach the words *bees*, *honey*, *honeycomb*, *wings*, *stripes*, *hexagon* and write these key words on the board.
- Ask students to complete Q1 and then show their sentences to their partner. Ask them to discuss whether or not they agree with each other's descriptions, and to check whether their partner's sentences are grammatically correct.
- Elicit example sentences from students and write them on the board.
- For Q2, ask students to write sentences in pairs. Then ask them to read their answers out in class.

KEY

- 1 Students' own answers. Suggested answers:
There are about ten bees in the picture.
The spaces/holes in the honeycomb have six sides.
The bees have two wings.
The bees have four/five yellow/black stripes.
- 2 Students' own answers. Suggested answers:
The bees are black and yellow.
The honeycomb is yellow.
The honeycomb is made of hexagons.
The bees have black legs/eyes.
The bees have round heads/eyes.

FOCUSING ON THE EXAM

PAGE 4

- Ask students to read the text in the box and tell you what they think they will find challenging about this part of the exam.
- The Reading Part 1 Assessment Objective is: **Assessment Objective 1A:** Understand the overall message of a text. Students need to identify the key themes and content.
- Explain that Reading Part 1 carries 10 marks and includes a range of short texts, e.g. adverts, timetables, leaflets.
- Go through the task in Reading Part 1: multiple matching of information with descriptions. Make sure students understand what this task involves.
- Tell students that in this chapter they will learn about and practise two important exam skills: skimming and scanning. These skills will help them meet Assessment Objective 1A.

EXAM SKILLS: SKIMMING AND SCANNING

PAGE 5

- Check that students know what skimming and scanning are. You could refer them to the definitions in the Glossary on page 244.
scan to read something quickly
skim to read something quickly to find the main facts or ideas in it
- Explain that we skim a text to get the overall gist or meaning, whereas we scan a text in order to identify specific information. Tell students that they will need to do both in Reading Part 1, and that they will practise these skills in this chapter.

- Tell students that in Reading Part 1 they will need to use skimming skills to get an overall sense of the passage (e.g. in Activity 2), and of each paragraph. To get high marks, they will need to work out which of two similar paragraphs is the best match for multiple-choice items in the question. This may also involve scanning for specific details.
- Warn students that candidates often lose marks because they do not follow instructions properly, for example by filling in two boxes instead of one. They may also miss boxes out. Emphasise that students should spend time reading through the questions carefully before they begin. Also encourage them to answer every question, even if they are not sure of the answer.

ACTIVITY 2

PAGE 5

- Ask students to read the questions. Clarify that Q1 involves the skill of skimming, while Q2 involves the skill of scanning.
- To answer Q1, tell students to first skim the leaflet. Make sure they understand that this involves reading quickly through the whole text in order to get the general idea. Then elicit from students what they think the passage is about.
- Ask students if there are any words in the leaflet that they don't know and then tell them to scan the text for the specific information they need to answer Q2. When checking answers, ask students what they noticed about the information they had to scan for, e.g. it was easier to spot/involved numbers.

KEY

- 1 The leaflet is about a specialist bee centre called Honeycomb Hives. It is a popular attraction. Other details include what visitors think about the centre and brief comments from two members of staff.
- 2 **People** Tour guide: Dave Chandler, Manager: Scott Sterling, Visitors so far: 10,000+
Date Opened: 1 June
Times Opening time: 10 a.m.,
 Closing time: 5 p.m.

TEACHING TIPS

Hint Q1: The format of the suggested answer (sentences) reflects its content because it involves summarising/providing an overview.

Hint Q2: The format of the suggested answer (headings and colons) reflects its content because it involves identifying discrete items of factual information (the format can be brief and the answers short/factual).

ACTIVITY 3

PAGE 5

- Check with students that they understand the difference between skimming and scanning.
- For Q2, you can first ask students to underline words and phrases in the examples that indicate the type of information sought, e.g. *ideas for a friend's birthday present, a word*.

KEY

- 1 Skimming involves looking for the key points and overall message of a text. Scanning involves looking for specific information or details in a text.
- 2 **Skimming:** a, c, e **Scanning:** b, d, f

EXAM SKILLS: LEXICAL WORDS

PAGE 6

- Ask students to read the text in the box. You can explain that as lexical words are the words that carry content/meaning in a sentence, it will no longer make sense if we take them out. Function words, in contrast, are small words (e.g. articles, negative particles and prepositions) which add meaning but are not essential to understanding the main ideas in the text.
- Explain that lexical words can help students to find answers in Reading Part 1, even when they don't understand the whole sentence or text.

ACTIVITY 4

PAGE 6

- Explain that there are different categories of words, referred to as parts of speech. You can elicit from students the names of different parts of speech.
- Tell students that most lexical words are nouns, adjectives, verbs or adverbs.

- After students have completed Activity 4, you can consolidate their learning by asking them to find examples of each type of lexical word (i.e. nouns, adjectives, verbs and adverbs) in the Honeycomb Hives leaflet.

KEY

adjective: a word that describes a person, place or thing **adverb:** a word that describes an action
noun: person, place or thing **verb:** an action

ACTIVITY 5

PAGE 6

- Ask students to look at the photo and tell you what they see. You can take a note of their responses but do not write them on the board.
- Tell students to read the sentence and cross out the words that are not essential to its meaning. Note that although *was* is a verb, it does not describe an action.
- Check answers, and then ask students to list the lexical words: *small, striped, bee, smelled, flower, bright, red, flew, quickly, plant*.

KEY

- 1 The, and, the, which, was, and, towards, the
- 2 The remaining words are adjectives, an adverb, nouns and verbs (lexical words). They give meaning to the sentence and the sentence does not make sense without them.

TEACHING TIPS

Hint Q4: Point out the importance of lexical words in providing meaning. You can ask if any of the deleted words could be changed or left out of the sentence. Most of them could, for example:

The small, ~~and~~ striped bee smelled a bright red flower ~~which was bright red~~, and then flew quickly towards the ~~to (it)~~ plant.

Now ask students if they can think of any words which would fit in the sentence in place of the lexical words they identified. Point out that if the lexical words change (for example *small* > *big*, *smelled* > *saw*), the meaning changes.

EXTENSION

Provide students with some additional sentences (e.g. from the Honeycomb Hives leaflet on page 5) and ask them to delete all the words that are not lexical words.

EXAM SKILLS: SORTING INFORMATION PAGE 6

- Ask students to read the text in the box. You can explain that visiting places of interest is a recurring topic in this part of the exam and that being able to sort different types of information will improve their understanding of these types of texts.
- Explain that even when they don't understand every sentence or word in a text, sorting information can help them to find answers.

ACTIVITY 6

PAGES 6–7

- Ask students to think of a place that they would like to find out more about. Alternatively, you could suggest a place for them. Ask students to consider what sorts of information they would need or want when planning a visit to this place. Try to elicit the information categories in the box.
- Check that students understand what a *category* is (a group of things that are all of the same type or connected by a common topic). Look at the questions in the first example and have students come up with some more questions for the category. Alternatively, choose another category from the box and have students come up with questions for that category.
- Ask students to think about the place they have chosen and decide which categories from the box they need to research. You could also ask them to come up with alternative categories. Then ask students to write questions for each category to help guide them in finding relevant information (see Key below for suggestions).
- Before students begin their research, ask them to look at the London Zoo table in the second example. Point out that they can use a similar table to sort the information they find. To illustrate this, elicit from students the five categories of information in the table (first and second columns: activities, third column: target audience/who the place will appeal to, fourth column: costs, fifth column: positives, sixth column: potential negatives).

- When students have prepared their questions, give them some time to do the research (if you choose to use the table). Remind them to skim and scan for the information they need and to sort it into their chosen categories.

KEY

Sample questions and answers are provided in the Student Book for the activities and costs categories.

Other suggested categories and questions:

Accessibility: *Who can experience ... ? Is it wheelchair-friendly?*

Food and drink: *Is there a café/restaurant? Is the food expensive?*

Animals: *Are pets allowed? Is it suitable for dogs?*

TEACHING TIPS

- If students do not have access to the internet in class, you could bring some printed material (e.g. travel magazines or leaflets) to class or ask students to do so.
- You could suggest that students research a place they have visited on a school trip.

EXTENSION

This activity could be extended into project work to be completed over several lessons.

PRACTICE TIME: READING PART 1 PAGES 7–9

- This section provides students with exam practice. The exam will have a similar text, layout and tasks.
- Ask students to read the exam instructions (i.e. the rubrics). Point out that they need to read these instructions carefully so that they are very clear about what they need to do.
- Remind students about their recent work on skimming, scanning, lexical words and sorting information, and then ask them to read the exam hints.

KEY

1 J 2 E 3 D 4 A 5 C 6 F 7 I 8 G 9 H 10 B

TEACHING TIPS

Hint Q1: Key lexical words in Paragraph J include *hungry*, *refreshment* and *drinks*. They link with *snacks* and *drinks* in Q1.

Hint Q2: Key lexical words in Paragraph E include *look*, *magnified photographs*, *detail* and *poster-size images*. These words suggest getting a *closer view* from Q8.

Hint Q3: Paragraphs B and D both refer to *bees* and *time*, but D uses the word *globally*, which matches the lexical word *world* in the question.

Hint Q4: Paragraph A contains the lexical words *hi-tech* and *21st century*, matching the word *modern* in the question.

Hint Q5: Words in Paragraph C matching the lexical word *clothing* are *outfit*, *headgear*, *gloves* and *boots*.

Hint Q6: This question refers to *Honeycomb Hives' own bees*, and the adjective *own* is repeated twice in Paragraph F.

Hint Q7: A key phrase in the question is *tasty treats*. This could match words in both Paragraph J (*refreshment*, *home-baked bread*, *honey*) and Paragraph I (*pot of delicious honey*). Another key word is *purchasing*. Paragraph I is the better match because it includes the word *delicious*, suggesting a treat, and the words *gift shop* and *buy*.

Hint Q8: The Q8 key words *see* and *world* are both used in Paragraph G.

Hint Q9: Paragraph H uses the lexical word *children* twice, matching the word *younger* in the question.

Hint Q10: The question asks about *bees in the past*. Paragraph B contains the words and phrases *museum*, *periods in time* and *through the ages*.

KEY

1 hi-tech 2 authentic 3 protective 4 rare
5 fascinating 6 energetic 7 specially-designed
8 cutting-edge 9 cosy

DIFFERENTIATION

Strengthen: Paragraph hints for each could be given to students (Q1: Paragraph A; Q2 and Q3: Paragraph C; Q4: Paragraph D; Q5: Paragraph E; Q6: Paragraph F; Q7 and Q8: Paragraph G; Q9: Paragraph J).

Challenge: Students could write sentences using each adjective.

VOCABULARY ACTIVITY 2

PAGE 10

- This activity reinforces the work on adjectives. Make sure that students understand what a synonym is. You could refer them to the definition in the Glossary on page 244.
synonym a word that has the same or nearly the same meaning as another word
- Ask the class for any synonyms they know to check for understanding.
- Tell students to match the adjectives from Activity 1 to the synonyms listed. They can use dictionaries to help them if necessary.
- Check answers with the class.

KEY

1 authentic 2 protective 3 specially-designed
4 hi-tech 5 cutting-edge 6 rare 7 fascinating
8 cosy 9 energetic

VOCABULARY ACTIVITY 3

PAGE 10

- Ask students to work individually to choose the best option. Encourage them to try to complete the activity without looking back at the definitions in the previous activity.
- When they have completed the activity, encourage students to compare their answers with a partner.
- Confirm answers with the class.

KEY

1 cutting edge, high-tech 2 authentic, elaborate, cosy 3 specially-designed, protective 4 fascinating, energetic

HOW DID YOU DO?

PAGE 9

- Go through the Practice Time answers with the class and tell students to mark their work.
- Ask students what went well and what went less well, and how they think they could improve their performance.

VOCABULARY AND GRAMMAR

VOCABULARY ACTIVITY 1

PAGES 9–10

- This activity revises one type of lexical word: adjectives.
- Ask students to skim the definitions and tell you if there are any words they don't understand.
- Tell students to read the Honeycomb Hives leaflet on pages 7–8 again to find adjectives matching the definitions provided.

GRAMMAR ACTIVITY 4

PAGE 11

- Tell students that this activity revises another type of lexical word: nouns.
- Revise countable and uncountable nouns with students. You can point out that countable nouns have both a singular and plural form (e.g. *gift* and *gifts*), while uncountable nouns have no plural form.
- Now ask students to sort the nouns into the table according to whether they are countable or uncountable.

KEY

Countable nouns	Uncountable nouns
<i>give</i>	furniture
<i>hive</i>	bread
<i>tour</i>	advice
<i>shop</i>	honey
<i>museum</i>	clothing

EXTENSION

- Ask students to identify countable and uncountable nouns. Remind them that some nouns can be both countable and uncountable, with different meanings. You can use the words from the lists below.
Countable *boat, book, child, coin, dog, horse, hour, house, minute, moment, painting, picture, piece, shop, thing*
Uncountable *advice, bread, clothing, equipment, furniture, honey, information, money, pasta, rice, rubbish, sleep, stuff, water*
Both *cheese* (countable when talking about types of cheese), *coffee* (countable to mean a cup of coffee), *fish* (countable when talking about types of fish), *paper* (countable when it means newspaper), *people* (countable when it means tribe or race), *time* (countable in phrases like *How many times have I told you?*; uncountable when talking about the amount of time needed to do something, as in *How much time will it take?*).
- Suggested activity formats:
Team work Line up and take turns to throw a paper/foam ball at one of three targets (labelled *Countable, Uncountable, Both*) on the wall/board.

Individual or pair work Note down the answers on a sheet of paper.

Class work Ask students to hold up their left or right hand (or both) depending on the answer.

GRAMMAR ACTIVITY 5

PAGE 11

- Explain to students that the letter contains a number of deliberate errors related to countable and uncountable nouns. Their task is to identify and correct these errors.
- Tell students that they might have to make some words singular or plural, or correct corresponding verbs (e.g. *the books are*, *the information is*) or quantifiers (e.g. *many shops*, *a lot of honey*).
- Check answers with the class and ask students to explain the errors (e.g. *information is* uncountable in English).

KEY

See annotated letter below.

Dear Klaus,

Thank you for your letter asking me about my recent holiday to Penang. The best part was my visit to Penang National Park. The information online ~~aren't~~ isn't very reliable, so I will tell you all about it here. Many ~~peoples~~ people come to visit the park and there are ~~tour~~ tours in many languages. Generally, in Malaysia there are many bilingual people compared to other countries. Everyone ~~are is~~/Everyone's also very ~~friendlies~~ friendly!

There ~~are is~~ some good advice I can give you if you are planning to go and visit the nature park. I recommend going early in the morning because then there are less fewer crowds. You will see ~~much~~ many/a lot of fine views so remember to take your camera!

There is a tea room and café where you can buy delicious Malaysian ~~snack~~ snacks. There ~~are is~~ also an excellent gift shop, if you want to do some ~~shoppings~~ shopping. I bought a really cute poster of a monkey eating some ~~breads~~ bread.

I hope you found my ~~informations~~ information helpful. Come to visit soon!

Best wishes,

Hilda

TEACHING TIPS

Point out or elicit from students that:

The noun *information* is uncountable so the verb is in singular form. We normally talk about *some information*, but we can also refer to *pieces of information*.

The noun *people* is already plural. The singular form is *person*.

We are talking about more than one tour. The word *tour* is countable, so we use the plural *tours*.

The pronoun *everyone* also takes a singular verb because it refers to a group of individuals.

As *friendly* is an adjective, it doesn't have a plural form.

The noun *advice* is uncountable so takes a singular verb. We normally talk about *some advice*, but we can also refer to *pieces of advice*.

The noun *crowd* is countable. In its plural form it takes the quantifier *few*, not *less*, which is used with uncountable nouns.

The noun *view* is countable. In its plural form it takes the quantifier *many* or *a lot of*, not *much*, which is used with uncountable nouns.

The noun *snack* is countable. It should be in the plural form because we are talking about more than one snack.

The noun *shopping* is uncountable, so there is no plural form.

Bread is uncountable, so there is no plural form.

The noun *information* is uncountable in English (see above), so there is no plural form.

GRAMMAR ACTIVITY 6

PAGE 12

- Go over the task with students and explain that they have to write a letter (80–100 words) using countable and uncountable nouns, suggesting local activities for a visiting guest. As a class, think of some appropriate activities and write students' ideas on the board.
- Tell students to write their letters. When they have finished, ask them to exchange letters with a partner and check each other's work, paying particular attention to correct use of countable and uncountable nouns, and to any corresponding verbs or quantifiers.

KEY

See Sample answer below. Countable nouns are in bold and uncountable nouns are circled.

SAMPLE ANSWER FOR ACTIVITY 6:

Dear Klaus,

Thank you so much for your **letter**! I am so happy that you are thinking about visiting England. Of course I can give you some **tips**. In London we have lots of **art galleries** and **parks** and of course many **museums**! You can drink **coffee** in a **café**, or walk along the River Thames. Just don't try to swim in the **water**! If you have **time**, you can also go shopping for **clothes** in the many **shops**. I hope you find this **information** helpful!

Best wishes,

Maria

DIFFERENTIATION

Strengthen: You could give students the Sample answer as a model to help them plan and write their own texts.

Challenge: Ask students to write a reply to Klaus and to include mistakes related to countable and uncountable nouns. Encourage them to include at least five mistakes. Have students swap letters and find the mistakes.

GRAMMAR ACTIVITY 7

PAGE 12

- Before students attempt this task, ask them to read Grammar Reference page 254.
- Encourage students to work in pairs to find the correct sentences.

KEY

1 b 2 b 3 b 4 a 5 a 6 a 7 a 8 b 9 a 10 a
11 a 12 a 13 b 14 b 15 a

GRAMMAR ACTIVITY 8

PAGE 13

- Tell students that, for Q1, they need to complete the news article extract by writing the articles *a*, *an* or *the* in the gaps or indicating no article (-). They then need to do the same for the interview in Q2.
- When students have completed the activity, play the recording and ask them to listen and check their answers.

KEY

- 1 1 a/the 2 an 3 a 4 the 5 (-) 6 (-) 7 The
 2 1 (-) 2 (-) 3 a 4 a/the 5 the 6 the 7 the 8 (-)
 9 a 10 the 11 a/the 12 the 13 an 14 the 15 the

EXTENSION

If students require additional practice with *a* and *an*, you can play the game *I'm going on a picnic*. Instructions:

- Students form a circle. The first player (usually the teacher), begins a sentence with *I'm going on a picnic and taking an ...* and completes it with a noun beginning with *a*, e.g. *I'm going on a picnic and taking an apple*.
- The second player then repeats the sentence, adding a noun beginning with *b*, e.g. *I'm going on a picnic and taking an apple and a bike*.
- Play continues through the alphabet. If a player is unable to remember the previous items, they are eliminated. If the players reach *z*, they can begin again from *a*.
- Help students by supplying vocabulary if needed. For example, if they are struggling with *z*, suggest *a zebra*.
- Throughout the game, draw students' attention to and correct any errors with *a* and *an*.

GRAMMAR ACTIVITY 9

PAGE 13

- Before students attempt this task, ask them to read Grammar Reference page 256.
- Ask students to read the conversation and fill in the gaps with *some* or *any*. You can remind students that we use *some* for positive sentences and questions where we suspect the answer to be yes, and *any* for negative sentences and questions where we are not sure of the answer.
- When students have completed the activity, check their answers.

KEY

- 1 some 2 some 3 any 4 any 5 any 6 some
 7 some

SELF-EVALUATION

PAGE 14

Tell students to look at the Self-evaluation table and tick the boxes that are true for them. Ask them if there are any topics they don't feel confident about yet.

READING PART 2

OVERVIEW

Topic: Celebrities, fame and entertainment

Exam skills: Select relevant detail from the text, identify synonyms

Assessment Objectives: 1B, 1C, 1D

Vocabulary: Nouns: celebrities and fame

Grammar: Use the present simple and present continuous

Practice text type: Newspaper article: 'The shadow side of celebrity'

Additional resources: audio player (internet access)

KEY

Suggested sentence structures for discussion:

The advantages / disadvantages of being famous / a celebrity are ...

I met / saw a celebrity at ...

I think / don't think celebrities deserve privacy because ...

I think the most well-known celebrity of all time might be ... He / She is / was famous for ...

PREPARING THE WAY

PAGE 15

- Ask students to read the chapter topic title and elicit from them what they understand about the concepts of celebrity, fame and entertainment.
- Ask students to read the four questions and discuss them in pairs or small groups. For the second question, if students have never met a celebrity, you can suggest they talk about a celebrity they would like to meet. If students need more support, you could write some sentence structures on the board (see Key below) and ask them to produce brief written responses before discussing their ideas.
- Tell students to imagine they are going to have a party and they need to invite five celebrities, living or from the past. Once they have chosen their celebrities, explain that they need to write two sentences to explain their reasons for choosing each celebrity.
- When students are ready, have them discuss their celebrities and reasons in groups.
- Take feedback from the class and see if some students have chosen the same celebrity. You can also see if students agree/disagree with the choices others have made.

Background information

The photo shows a red carpet, often associated with fame and celebrity. The red carpet suggests the high status that comes with being a celebrity, but the chapter will look at some of disadvantages of being a celebrity as well. A key concept for students to think about is privacy.

EXTENSION

You can use these questions for discussion or writing activities, as individual work or in pairs, in class or for homework.

Do all celebrities have talent?

Are celebrities overpaid?

Would you want to become famous overnight?

Why, or why not?

If you could choose to be famous for anything at all, what would it be?

Who are the five most well-known celebrities in your country?

Is there a difference between a famous person and a celebrity?

Are the stars of reality TV shows celebrities?

Which celebrity would you most want to meet?

Who is a celebrity from your country who has made a come-back?

If you were a celebrity, what would you do with your five minutes of fame?

ACTIVITY 1

PAGE 15

- Tell students they are going to listen to a recording about a football team. Elicit the meaning of *press conference* (a meeting in which someone gives information to news reporters and answers questions). Ask students what topics they think might be discussed.
- Ask students to read the questions and check understanding of vocabulary such as *score a goal*. Then play the recording for students to listen and note their answers.

- Check answers with the class. Ask students what they heard that helped them to answer each question. Play the recording again so they can check anything they are not sure of. You can pause the recording just after each answer is provided. You could also refer students to the Audioscript on page 286.

AUDIOSCRIPT: Student Book page 286

Announcer: Welcome to the Ridgefield United Press Conference. The manager can now take questions.

Reporter: José, congratulations on your team's victory.

José: Thank you. We are playing very well at the moment and we are getting the results that we deserve.

Reporter: There was some controversy about the penalty kick in the first half.

José: Yes, the referee, unfortunately, is not performing as well as we are. The important thing is the other team didn't score any goals and we have three points, so we are feeling pretty pleased with ourselves.

Reporter: Fred Sandilands doesn't seem to be playing for the team at the moment. Lucas Harger was in goal today.

José: That's right, Freddie isn't on the team at the moment. Maybe next week. Right now, Lucas is playing and he is doing a great job.

Reporter: Can you tell me why Freddie is not playing for the team?

José: I am sure you know there are lots of stories about him in the newspapers at the moment. He's a little distracted by all the media attention. So, he isn't playing for us right now.

Reporter: All right. Now, let's talk about the future. Especially the club's transfer policy.

José: Journalists always want to know which players are coming in the future. They never want to talk about the players we already have! We have some excellent players. We are working and we are improving ...

Reporter: Yes, but people are talking about a transfer which ...

José: I do not want to talk about transfers. I know the player you are talking about. At the moment, he is playing for another club. I have nothing more to say.

Reporter: All right, but is it true that you are offering over 100 million euros ...

José: I do not want to talk about transfers. Next question, please.

KEY

(Answers underlined in Audioscript above.)

1 yes 2 no 3 no 4 the present 5 he wants to talk about the players the team has now 6 one million euros

FOCUSING ON THE EXAM

PAGE 16

- Ask students to read the text in the box and tell you what they think will be challenging about this part of the exam.
- The Reading Part 2 Assessment Objectives are:
Assessment Objective 1B: Understand in detail a range of texts, identifying finer points of detail. Students need to use the scanning skills they practised in Reading Part 1 find specific details in the text.
Assessment Objective 1C: Distinguish between facts, ideas and opinions. Students need to be aware of the nature of the material they are presented with, e.g. whether it contains facts, opinions, or both.
Assessment Objective 1D: Identify a writer's viewpoint and attitude, stated and implied. Students need to recognise suggested as well as directly stated opinions.
- Explain that Reading Part 2 carries 15 marks and is based on a long text.
- Go through the different types of tasks in Reading Part 2. Make sure students understand what these involve. You can point out that some variation is possible, e.g. sentence and summary completion tasks may require students to write two to four words in each gap.
- Tell students that in this chapter they will learn about and practise two important exam skills: selecting information, and identifying synonyms. These skills will help students meet Assessment Objectives 1B, 1C and 1D.

EXAM SKILLS: SELECTION

PAGE 16

- Explain that you are going to focus on the skill of selecting important information (i.e. the information needed to answer a question or complete a task).
- Draw students' attention to the two types of information (factual, abstract) and offer some examples to illustrate the difference between them, e.g. *Milk comes from cows. / Cows are friendly and nice., Coffee is grown in Brazil. / Coffee tastes good.* You could then elicit some examples from students.
- You could suggest that students use highlighters or coloured pens to help them identify and highlight important information in texts.

ACTIVITY 2

PAGES 16–17

- Ask students to read the email quickly the first time, then elicit some adjectives to describe Rachel Ritz. You could also ask them how they think the recipient of the email might feel after reading it.
- Before they read the email again, direct students to the questions. Ask them what two types of information they need to look for (Rachel Ritz's demands, and information about personality, ideas and feelings). Check whether there are any words in the email that students do not know, and then ask them to complete Q2.
- For Q3, to help students write their email, tell them to look at the information they have highlighted about Rachel's demands.

KEY

- 2a** She requires a personal hair stylist and make-up artist, three large rooms (painted light blue) for her entourage, candles, fresh fruit, access to a swimming pool, and 25 security guards. The key words are highlighted in the annotated letter below.
- 2b** Suggested answer:
Rachel Ritz is particular. She likes attention and is concerned about her appearance. Phrases or sentences about personality, ideas and feelings are underlined in the annotated letter below.
- 3** See Sample answer below.

TEACHING TIPS

You can point out to students that *friendly* is an adjective, not a noun. Adjectives in English do not have to agree with the noun. We never change adjectives (for example to make them plural).

Dear Sir or Madam,

I am writing to you because I am Rachel Ritz's personal assistant. Ms Ritz is going to perform at your venue this evening. As you know, Ms Ritz is the most popular and beautiful singer of our generation. There are a number of items which Ms Ritz feels are essential to her comfort and security. I am sure your studio will do everything to make Ms Ritz's stay at the studio as pleasant as possible.

Ms Ritz requires the attention of a personal hair stylist and make-up artist before she appears on stage. They must arrive at least three hours before the performance. Ms Ritz also requires three large rooms for her entourage before and after the show. These must be entirely light blue. This

is Ms Ritz's favourite colour and it helps her to relax before a show. Please paint the walls, the ceiling and the floor light blue. Please make sure the curtains and all the furniture is light blue too. Please also provide honey-scented candles and a fruit basket with a selection of healthy, fresh fruit in her room. Ms Ritz has radiant skin because of all the fresh fruit she eats. She also needs access to a light blue swimming pool (28°C).

We require at least 25 security guards on duty in the stage area and dressing rooms. This is very important, because Ms Ritz gets headaches when she feels unsafe.

We trust you will make the arrangements and we look forward to seeing you later.

Yours sincerely,
Joe Dimarco

SAMPLE ANSWER FOR QUESTION 3:

Dear all,

Rachel Ritz's manager has written to me saying we have to provide a hair stylist, make-up artist, three large rooms, light blue everything, fresh fruit, candles (honey-scented), a swimming pool and 25 security guards. If she doesn't get these things, he says she will have a headache and won't sing.

Good luck, everyone!

Nicky

EXAM SKILLS: IDENTIFYING SYNOYNMS

PAGE 17

- Ask students for examples of synonyms or offer some examples of synonyms using different parts of speech, e.g. *start: begin, commence; big: large, enormous; lady: woman, female*.
- To emphasise the importance of synonyms, point out to students that when they are answering a question, they need to look for words in the text that have the same meaning as words in the exam question.
- You could also point out that using synonyms is important in the writing part of the exam, as students often copy the wording of the bullet points/task rather than using their own words.

ACTIVITY 3

PAGES 17–18

- Ask students to work in pairs to read the paragraph and find synonyms for the underlined words. Tell them that they can use a dictionary.
- Check students' answers to Q1. To help students with Q2, tell them that it includes synonyms of underlined words in the paragraph, i.e. employee (assistant), sing (perform) and important (essential). Point out that students will need to refer back to the email in Activity 2 to find the answers.
- Check students' answers for Q2, making sure that they understand how identifying synonyms can help them to find answers in a text.

KEY

- 1 Suggested answers:
assistant: helper, employee **perform:** sing, entertain **essential:** necessary, vital, crucial **security:** safety, well-being
- 2 a Joe Dimarco
b at the music studio's venue/on stage
c Rachel Ritz may not sing if her demands are not met.

TEACHING TIPS

Dictionaries will be helpful for this task. Remind students that some synonyms may be grammatically incorrect or may not fit the context.

ACTIVITY 4

PAGE 18

- Ask students to work in pairs. Very able students can work individually. Elicit or provide a list of ten common lexical words (e.g. *to rush, middle, small, worried, anger, cheerful, enjoyed, sad, grand, ill*) and ask students to try to find synonyms for them in a dictionary or thesaurus.
- You could make the activity into a competition and tell the class that the first pair or individual who finds ten synonyms wins.
- You could extend the activity by asking students to write example sentences using each pair of words.

KEY

Suggested answers: to rush/to hurry, middle/centre, small/little, worried/anxious, anger/rage, cheerful/jolly, enjoyed/liked, sad/depressed, grand/impressive, ill/unwell

PRACTICE TIME: READING PART 2

PAGES 18–21

- This section provides students with exam practice. The exam will have similar texts, layout and tasks.
- Explain the exam instruction (rubric) to students so that they are very clear about what they need to do.
- Remind students about their recent work on selection of detail and synonyms, and tell them to read the Exam Hints.
- Ask students to read through the questions on pages 19–21 and make sure they understand the instructions.
- Because this is the first Part 2 exam practice they have done, you could go through the first answer in each section with students.

KEY

11 (constant) media attention (line 6) 12 media attention (line 11) 13 (celebrities looking) unglamorous (line 15) 14 (develop) unusual methods (line 27) 15 identical (line 30) 16 (the) paparazzi (line 32) 17 2012 (line 35) 18 (free) publicity (line 38) 19 smartphones (line 45) 20 (the) positives (line 49) 21 B 22 C 23 A 24 B 25 C

TEACHING TIPS

- Hint Q21: While A, C and D are mentioned in the article, the key is the superlative *biggest*, which correlates with *best of all* in the article.
- Hint Q22: Only the correct option is evidenced in the text.
- Hint Q23: B is mentioned but only as additional information.
- Hint Q24: The celebrity names should help students identify the relevant part of the text. The word *interest* is used in the text, which should help students identify the answer.
- Hint Q25: In the article, *never disappear* is another way of saying *forever*.

HOW DID YOU DO?

PAGE 21

- Go through answers with the class and tell students to mark their work.
- Ask the class what went well and what went less well, and how they think they could improve their performance.

VOCABULARY AND GRAMMAR

VOCABULARY ACTIVITY 1

PAGE 21

- Tell students to read Q1 and ask them what information they need to listen for (the interviewer's name, Rachel's opinion of her admirers, how Rachel describes herself, where the interviewer heard about Rachel's record deal, what Rachel hopes to be in her new career).
- Play the recording. Then give students time to answer the questions and compare their answers with a partner before you check their answers. Answers/clues are underlined in the Audioscript below.
- Ask students to look at the list of words and phrases in Q2. Elicit the part of speech of the words (nouns) and check that students know what the words mean. Play the recording again and tell students to circle the words they hear. Then check students' answers.

AUDIOSCRIPT: Student Book page 286

Jeremy: Hello and welcome to Celeb Chat. I'm your host Jeremy Miles. Today we're chatting with overnight reality TV sensation and singer, Rachel Ritz. Rachel, please, tell us a little bit about the last six months and your experience with stardom.

Rachel: Hello, Jeremy. Well, it's amazing, really. All the fans are incredible and I'm really enjoying all the publicity. It's like a fairy tale.

Jeremy: So, everything's going well? You're not finding it difficult to deal with the lack of privacy?

Rachel: Oh, no. I'm an extrovert. And the paparazzi don't really disturb me; they go after the bigger celebrities.

Jeremy: Well, you're getting there, aren't you? I heard a piece of gossip about you, actually.

Rachel: Oh?

Jeremy: Yes, I heard this week on social media that you're signing for a major record deal, is that true?

Rachel: Oh, yes!

Jeremy: So, you're going to make the leap from reality TV star to singer? What amazing career opportunities you've had!

Rachel: I'm going to try! It's something I think I have a lot of talent for, so if people like it – that's brilliant.

Jeremy: Great, good luck with that and thanks for coming on the show. Can we have a huge round of applause for Rachel Ritz?

KEY

1 (See Audioscript with notes for answers underlined and highlighted above.)

a Jeremy Miles b incredible c an extrovert
d on social media e singer

2 round of applause social media
talent privacy
paparazzi TV drama
a piece of gossip publicity
introvert incompetence
a fact extrovert
stardom reality TV

DIFFERENTIATION

Strengthen: For Q1, tell students to listen out for key lexical words as these will help them find the answers. For Q2, remind students that the answers may not appear in the same order on the page as they do in the recording.
Q2: Ask students to circle the words they think they heard first time around before you play the recording a second time.

VOCABULARY ACTIVITY 2

PAGE 22

- For Q1, ask students to work individually to match the words and the definitions.
- Check answers with the class.
- For Q2, elicit the four words/phrases from Activity 1 which were not used: *introvert*, *a fact*, *TV drama*, *incompetence*. Put students into pairs and ask them to define the words/phrases and to think of possible antonyms for them. For example, *introvert* (a shy, quiet person and its antonym is extrovert); *a fact* (something that is true and has happened and its antonym is lie, untruth, fiction); *TV drama* (usually a narrative story based on real life or fictional situations, and some may consider reality TV programmes its antonym); *incompetence* (inability to do something successfully and it could be considered an antonym of talent).

KEY

1 a talent b reality TV c paparazzi d privacy
e round of applause f stardom g extrovert
h social media i a piece of gossip j publicity

VOCABULARY ACTIVITY 3

PAGE 22

- Ask students to work in pairs. Give them a short time to work together to check they understand the meaning of any words they don't know in the sentences.
- Ask students to fill in the gaps with words from the list in Activity 1 on page 21. As an extension activity, you could ask students if they can think of any synonyms to fill the gaps.

KEY

1 a publicity b piece of gossip c privacy, social media, paparazzi d talent e reality TV, a round of applause f stardom, extrovert

VOCABULARY ACTIVITY 4

PAGE 23

- Ask students to work in pairs. Ask them to read the questions and give them some time to discuss their ideas and to make brief notes. Remind students to give reasons for their opinions (for the third bullet, you can ask them to explain why they use/do not use social media).
- Ask each pair to prepare to report back to the class on the results of their discussion, including any areas in which they strongly agreed or disagreed with their partner.

KEY

Students' own answers.

VOCABULARY ACTIVITY 5

PAGE 23

- Before students begin this task, you could give them a short time to read Grammar Reference pages 261–262 to revise the rules for formation and use of the present simple.
- Ask students to work in pairs to complete the sentences.

KEY

1 handle **2** wears **3** take **4** are
5 do not/don't want **6** likes

GRAMMAR ACTIVITY 6

PAGES 23–24

- Tell students to look at the words and symbols in brackets. Explain what the symbols mean: + means the sentence is positive; – means the sentence is negative; ? means the sentence uses a question form.
- Give students a short time to complete the sentences with the present simple form of the verbs in brackets.
- To help students complete the activity, ask them to remind you of the main features of the present simple, e.g. subject/verb agreement, question forms.

KEY

1 We accept **2** Do they know **3** She does **4** I am
5 Rachel does not/doesn't regret, she hopes
6 Don't you want **7** Isn't it **8** She carries
9 Ricardo's flying/Ricardo is flying

GRAMMAR ACTIVITY 7

PAGE 24

- Ask students some questions about their daily routines to get an idea of a typical day for students.
- Ask students to write about their favourite celebrity's daily routine. They could use their imagination or, as an extension activity, do some research.
- You could provide students with some sample sentences to help with writing about the structure of the celebrity's day (see Key below).

KEY

See Sample answer below.

SAMPLE ANSWER FOR ACTIVITY 7:

Rachel Ritz wakes up at six o'clock every morning. She does yoga and then she has a hot shower. She normally has a light breakfast and chooses her outfit for the day. She then practises singing for two hours. After that, she has a late lunch with friends. She often goes to dinner parties in the evening. She doesn't like to stay up late and tries to go to bed by 11 p.m.

GRAMMAR ACTIVITY 8

PAGES 24

- Before students begin this task, you could give them a short time to read Grammar Reference page 262 to revise the rules for formation and use of the present continuous.
- Ask students to form sentences in the present continuous using the words provided. Remind them to reread their final sentences to check that they make sense.

KEY

- 1 We are getting the results that we deserve./We deserve the results that we are getting.
- 2 People are talking about a transfer.
- 3 The referee is not performing as well as we are./We are not performing as well as the referee.
- 4 Lucas is playing and he is doing a great job.
- 5 Is it true that you are bidding over a million euros?

GRAMMAR GAME: Pictionary

PAGE 24

- Tell students to get into groups and follow the instructions to play the game. You will need several sheets of paper for each group of students.
- You could prepare some sentences in advance for students to use. Suggested sentences:
The dog is eating its dinner.
The boy is laughing with his friends.
The frogs are hopping into the water.
The man is taking a photograph.
The teacher is shouting at the class.
The cat is chasing a mouse.
The birds are eating apples.
The motorists are driving over the bridge.
The mouse is running away from the cat.

GRAMMAR ACTIVITY 9

PAGE 25

- Elicit when we use the simple present and the present continuous, and revise the formation of each. If necessary, you can refer students once again to Grammar Reference pages 261–262.
- Give students some time to read and choose the correct sentences.
- Check students' answers. You could ask them to explain their answers.

KEY

1 a 2 a 3 a 4 b 5 b 6 a 7 a

GRAMMAR ACTIVITY 10

PAGES 25–26

- To help students complete the task, you could go through each of the sentences first, identifying which tense is needed.
- You could tell students that they will need to write at least two words in each gap. You can ask them when they will need to write more than two words (for negative sentences and questions).
- Ask students to complete the sentences using the correct tense for the verbs and the information in brackets.

KEY

- 1 Does Rachel look
- 2 Chris updates
- 3 I do not/don't know
- 4 are you thinking
- 5 Do you believe
- 6 I don't have
- 7 does everyone like
- 8 he is/he's relaxing
- 9 Are you working
- 10 Janet is not/isn't coming

SELF-EVALUATION

PAGE 26

Tell students to look at the Self-evaluation table and tick the boxes that are true for them. Ask them if there are any topics they don't feel confident about yet.

READING PART 3

OVERVIEW

Topic: History and time

Exam skills: Verify information (true, false or not given), identify facts, ideas and opinions

Assessment Objectives: 1B, 1C, 1D

Vocabulary: Phrasal verbs

Grammar: Use comparative and superlative adjectives

Practice text type: Newspaper article: 'Amazing discovery of the Biggest Dinosaur Ever'

Additional resources: audio player, atlas, world map or globe (internet access)

PREPARING THE WAY

PAGE 27

- Tell students to read the chapter topic title and, as a starting point, elicit from them which historical events in their own country they think are the most important. Write these on the board in the form of a timeline, showing approximate dates.
- Then ask students to read and discuss the questions relating to history and ideas about the past. You could provide students with key words and phrases (e.g. *records*, *the past*, *historical figures*, *accuracy*) and ask them to produce brief written responses to the questions.

KEY

Suggested sentence structures for discussion:

History is usually recorded by ...

The personalities of those living long ago may be ...

It is useful to learn about history because ...

I think the most significant event of all time is ...

TEACHING TIPS

The final question may need to be dealt with sensitively in light of students' experiences and alternative viewpoints.

EXTENSION

- You could ask students to copy the timeline you have drawn on the board and research events to add to it. You may want to extend this research task or ask students to choose one historical event in their own country and find out more about it. They could then present their findings to the class.
- Alternatively, you could ask students to work in pairs or groups to find out about the main historical events in another country. Each pair or group could research a different country. Findings could be presented to the class or turned into classroom display material.
- If students enjoy drama, they could form groups to act out or form tableaux of well-known scenes from history and the rest of the class would have to guess the scene.

ACTIVITY 1

PAGE 27

- Ask students to look at the picture and elicit the meaning of *painting* (as a noun and a verb) and *gallery guide* (a *gallery* contains paintings and other artworks and a *guide* shows these works to visitors and talks about them).
- Explain that the painting depicts the historical figure King Canute. Ask students where they think he is and what he is trying to do.
- Ask students to read the questions and underline the key words. Explain that listening out for these key words will help them find the information to answer the questions.
- Before you play the recording, check the meaning of *robes* (clothes), *wealth* (money, or things that make you rich), *status* (how important someone is), *command* (to tell someone what to do), *the waves* (the sea), *legend* (an old well-known story) and *humble* (not proud, modest).
- Play the recording and ask students to listen and take notes. Then give them some time to write their answers and compare their ideas with a partner.
- Play the recording again if necessary, pausing at the appropriate places for students to check their answers. You could also refer students to the Audioscript on page 286.

AUDIOSCRIPT: Student Book page 286

Gallery guide: This is an image of King Canute. King Canute was the ruler of Denmark, Norway and England more than 1000 years ago. He is a ruler with a very interesting story and people have given many different versions of it over the years. His date of birth is thought to be around the year 995 and he died in 1035, aged about 40. As you can see, the picture shows him standing at the edge of the sea surrounded by his servants and advisors. You will notice in the picture that he's wearing very rich and brightly-coloured robes. This, of course, is because he was a king and therefore had high wealth and status. There have been many paintings of King Canute over the centuries. This picture dates from around 1850. It is a well-known representation of Canute, even though it was painted so long after his life.

A legend about King Canute says that he once tried to command the waves. Here the sea is rising around his feet and he is getting wet. The legend says he did this to show that, even though he was the king, he could not control the forces of nature. This is why some people remember him as a humble ruler.

Unfortunately, there are not many records about the event, so it is difficult to know whether or not this story about King Canute is actually true. We don't know if he really did try to stop the tide. However, people still use the legend to talk about trying to stop the unstoppable. The tale is still popular, even now, because it is a good illustration of a fact: there are some things that we cannot change.

KEY

(See Audioscript with notes for answers underlined.)

1 more than 1000 years ago / from 995 to 1035 **2** As king, he had high wealth and status. **3** Yes, there are many paintings of him. **4** He is trying to command the waves to show that Nature is more powerful than a king. **5** We don't know. **6** It is a good example of a fact and teaches us that there are some things we cannot change.

EXTENSION

- You could ask students to locate Norway, Denmark and England using an atlas, world map or globe. Then ask them to research King Canute and his kingdom comprising these countries.
- Alternatively, ask students to find some other famous stories about kings, queens or other rulers from their own country or other parts of the world.

FOCUSING ON THE EXAM

PAGE 28

- Ask students to read the text in the box and tell you what they think will be challenging about this part of the exam.
- The Reading Part 3 Assessment Objectives are:
Assessment Objective 1B: Understand in detail a range of texts, identifying finer points of detail.
Assessment Objective 1C: Distinguish between facts, ideas and opinions.
Assessment Objective 1D: Identify a writer's viewpoint and attitude, stated and implied.
- Explain that Reading Part 3 carries 20 marks and is based on a longer text, such as long prose passages (possibly from academic sources), reports or articles.
- Go through the different types of tasks students may have to complete in Reading Part 3. Make sure students are aware of the range of possible formats and advise them to spend time reading the instructions and questions carefully before they start writing.
- Tell students that in this chapter they will learn about and practise verifying information and identifying facts, ideas and opinions. These skills will help them meet Assessment Objectives 1A, 1B and 1C.

EXAM SKILLS: VERIFYING INFORMATION (TRUE, FALSE OR NOT GIVEN)

PAGE 28

To consolidate students' understanding of how to approach this task type and to clarify their understanding of the 'not given' option, you could write some true, false and not given statements on the board, e.g.

There are 20 students in class today.

The classroom has two windows.

At two o'clock it will rain.

Ask students to identify whether the information contained in the statements is true, false or not given.

DIFFERENTIATION

- **Strengthen:** This activity could be conducted in students' native language first.
- **Challenge:** Ask students to come up with their own statements for others in the class to identify as true, false or not given.

ACTIVITY 2

PAGE 28

- Tell students that they are going to do some research about a dinosaur and produce both true and (deliberately) false statements about it.
- Students will need access to information about dinosaurs, ideally from the internet, but it could be from books on the topic if these are available. Alternatively, you could print information prior to the lesson and distribute it.
- Go over the activity steps with students to check that they understand what they have to do. In groups, ask students to decide whether they will research *Tyrannosaurus rex* or *Brontosaurus* (sometimes known as *Apatosaurus*).
- Give students time to complete Q1 and Q2 in their groups. When they have prepared their statements, ask them to swap statements with another group and guess whether they are true or false.
- Once the groups have checked their guesses, ask students to work individually to complete Q5. Alternatively, you could set this question as a homework task.

KEY

Students' own answers. Suggested answers for Q1:

Tyrannosaurus rex

Tyrannosaurus rex had long sharp teeth as a special feature.

Tyrannosaurus rex ate meat/other dinosaurs.

Tyrannosaurus rex weighed about nine tonnes.

Tyrannosaurus rex was 4.6–6 metres tall.

Tyrannosaurus rex lived in North America and Asia.

Tyrannosaurus rex became extinct about 65 million years ago.

Brontosaurus

Brontosaurus had a very long thin neck/small head as a special feature.

Brontosaurus ate plants/vegetation.

Brontosaurus weighed about 30 tonnes.

Brontosaurus was 4–5 metres tall.

Brontosaurus lived in North America/Colorado.

Brontosaurus became extinct about 65 million years ago.

EXTENSION

Ask students to design their own dinosaur. They need to provide set of information about it, following the structure of Q1 if desired. They could produce a fact file about their dinosaur or prepare a PowerPoint presentation.

EXAM SKILLS: IDENTIFYING
FACTS, IDEAS AND OPINIONS

PAGE 29

- Activity 3 helps students learn the difference between facts, ideas and opinions. This skill will be of use to them in the exam.
- You could tell students that ideas in this context could be taken to mean suggestions or thoughts. You may want to provide an example of a fact, idea and opinion, e.g. *The temperature today is xx degrees.* (fact), *I love warm weather.* (opinion), *Let's have a picnic.* (idea).

ACTIVITY 3

PAGE 29

- Ask students to read the statements about dinosaurs in Q1 and, with a partner, decide if the statements are facts, ideas or opinions.
- Check answers with the class. Then ask students to copy the table and add to it at least two more examples in each column.

KEY

Fact: Dinosaurs laid eggs. **Idea:** Let's go the Natural History Museum. **Opinion:** Dinosaurs are cute.

TEACHING TIPS

Hint Q1: To help students with this activity, you can tell them to use the following language structures to help make clear the difference between facts, ideas and opinions. Tell them to use:

- *is/are* to talk about facts. They suggest certainty.
- *will/going to* for ideas. They suggest intention.
- *like/dislike, prefer/hate/love* to talk about opinions. They suggest preferences and feelings.

ACTIVITY 4

PAGE 29

- Ask students to study the picture carefully before writing their six sentences. You can elicit or tell the class that the dinosaur shown is *Tyrannosaurus rex*. They will already know some facts about it from Activity 2.
- Note we do not use the definite article with dinosaur names because we use their Latin names. We would normally include the definite articles with animal names, e.g. *The blue whale is bigger than the sperm whale*.
- Remind students that facts are about things that can be measured or proven, whereas opinions are a point of view and may not be objectively true or accurate.

KEY

Students' own answers. Suggested sentences:

Facts

Tyrannosaurus rex would have been large compared to a human.

Tyrannosaurus rex had sharp teeth.

Tyrannosaurus rex could stand on its back legs.

Opinions

Tyrannosaurus rex looks terrifying!

Tyrannosaurus rex was the meanest dinosaur of all.

Tyrannosaurus rex was very clumsy.

- For Q31–Q40, remind students that they should take the words directly from the text.
- For Q41–Q45, tell students that crossing out the words in the box as they work through the summary will reduce the number of possible answers for the remaining gaps.

KEY

26 T 27 T 28 F 29 T 30 NG 31 32 rhinos (line 9)
 32 77 tonnes (lines 5–6) 33 fascinating (line 15)
 34 travelled to (line 18) 35 desert (in Patagonia) (line 26) 36 dinosaur anatomy (line 33) 37 species (line 36) 38 ancient wood (line 43) 39 weight (line 49) 40 (very) complex process (line 49)
 41 existence 42 gigantic 43 specimens
 44 accuracy 45 estimated

TEACHING TIPS

Hint Q26: This is stated in line 8 and referred to several times throughout the article.

Hint Q27: In line 25, some students may be able to recognise *unearthed* as a synonym for *found*, and all should be able to match the phrase *farm worker*.

Hint Q28: Although students may not know the word *herbivore*, lines 45–46 provide the definition *plant-eater*.

Hint Q29: Identifying *rare* (line 51) as a synonym of *unusual* will guide students to the correct answer (line 51).

Hint Q30: This is not suggested in the article as it contains no direct references to scientific advances. At the same time, the information is not necessarily false.

PRACTICE TIME: READING PART 3

PAGES 29–32

- This section provides students with exam practice. The exam will have a similar text, layout and task. Note that the instructions are more complex in Reading Part 3 so students may need more support in understanding what they have to do.
- Go over the rubrics with students and draw their attention to the Exam Hints.
- Advise students to read each set of questions before returning to the article as they work their way through the paper so that they know what information to look out for. You can tell them that underlining key words in the questions, where appropriate, and then looking for these or their synonyms in the text, will help them to answer the questions.
- For Q26–Q30, remind students to use lexical words to help them locate the relevant information.

HOW DID YOU DO?

PAGE 32

- Go through answers with the class and tell students to mark their work.
- Ask the class what went well and what went less well, and how they think they could improve their performance.

VOCABULARY AND GRAMMAR

VOCABULARY ACTIVITY 1

PAGES 32–33

- Ask students to underline the phrasal verbs in the article on pages 29–30. Tell them that looking at these verbs in context will help them work out what they mean.
- As an extension activity, you could ask students to choose three of the phrasal verbs that are new to them or that they find the most difficult and use them to write sentences.

KEY

draw on: use **look after:** take care of
come from: originate in **come across:** find unexpectedly or without intention **look for:** search for **look up:** research, consult other sources
turn out: happen in a particular way, usually unexpectedly **reflect on:** think about for a long time

DIFFERENTIATION

- **Strengthen:** Help students to understand the vocabulary in the definitions (*use, take care of, etc.*) if necessary before they attempt the task.
- **Challenge:** Ask students to create their own phrasal verb matching activity, either from memory or by researching further phrasal verbs.

EXTENSION

Write the following sentences on the board and ask students to choose one and act it out.

- 1 A person reflecting on something.
- 2 A person coming across some money.
- 3 A person looking for a lost dog.
- 4 A person looking after a baby.
- 5 A person looking up a word.
- 6 A person coming home from the shops.

Other students have to guess which sentence they chose.

VOCABULARY ACTIVITY 2

PAGE 33

Before students attempt the activity, ask them to read through the blog post and identify any words they don't know. Help with understanding.

KEY

- 1 reflect on 2 look up 3 come from 4 reflect on
 5 draw on 6 come across 7 turn out 8 look after

GRAMMAR ACTIVITY 3

PAGE 34

- For Q1, you can tell students that there are 17 adjectives in the blog post.
- For Q2, remind students that articles preceding the adjectives may need changing (e.g. *an interesting* > *a fascinating*).
- The synonyms below are suggestions, but other answers are possible.
- You can tell students that not all of the adjectives need to be replaced. They should keep in mind that the aim of the activity is to make the text more entertaining.

KEY

See annotated blog post below. Q1: adjectives underlined. Q2: Suggested synonyms highlighted.

MY DAY WITH DINOSAURS

Today, we need to 1 reflect on ideas about moving the newly-discovered bones back to the museum. I'm sure (certain/positive) that if we talk about it we can agree on something. It may also be helpful (useful/valuable) to 2 look up how they've moved big (large) bones like this in the past. It's amazing (incredible) to think that this time last week we didn't know that such an interesting (a fascinating) dinosaur skeleton existed. What a great (amazing) day for palaeontologists everywhere when that farm worker made his incredible (extraordinary) discovery! This new (fresh) find deepens our research, which is really nice (rewarding) for me.

It is good (great) to think that someone just found these bones, yet they turned out to be so important (significant). Where does luck like this 3 come from? It makes you 4 reflect on the role that chance plays in scientific (technical) work. We really can 5 draw on a whole (complete/entire) new (current/recent) set of data for future research; already it has such important (vital) implications and as time goes on we may 6 come across even more reasons to recognise its significance. It is a real (true) honour to excavate these remains and I think that in the future they may 7 turn out to be even more important (crucial) than we now realise. We now just have to make sure we 8 look after these bones as carefully as we can!

TEACHING TIPS

Hint Q2: The compound word *newly-discovered* is functioning as an adjective here. You can tell students to concentrate on the one-word adjectives.

GRAMMAR ACTIVITY 4

PAGE 34

This activity is designed to help students practise using comparative adjectives. The pictures have been chosen to provide a variety of qualities to contrast.

KEY

Students' own answers. Suggested answers:

The dinosaur looks fiercer than the puppy.

The puppy looks friendlier than the dinosaur.

The dinosaur is bigger than the puppy.

The puppy is cuter than the dinosaur.

The dinosaur is more dangerous than the puppy.

The puppy is more appealing than the dinosaur.

GRAMMAR ACTIVITY 5

PAGE 34

- Elicit rules for forming comparative and superlative adjectives or refer students to Grammar Reference pages 278–279.
- Ask students to copy and complete the table. You could encourage any students who finish quickly to add more adjectives to the table.
- Have students check answers in pairs before checking with the class.

KEY

Adjective	Comparative adjective	Superlative adjective
<i>hard</i>	<i>harder</i>	<i>hardest</i>
intelligent	more intelligent	most intelligent
stupid	stupider	stupidest
lazy	lazier	laziest
beautiful	more beautiful	most beautiful
near	nearer	nearest
far	further	furthest
simple	simpler	simplest
easy	easier	easiest
calm	calmer	calmest
delicate	more delicate	most delicate
good	better	best
bad	worse	worst
talented	more talented	most talented

GRAMMAR GAME: SURVEY TIME PAGE 35

- Elicit from the students what a *survey* is (when you ask lots of people the same questions to find out about their habits or opinions as a group).
- Explain to students that they are going to carry out a survey to find out some facts about their classmates.
- You could ask students to work in pairs to discuss what questions they can ask to find out the information they need (*How far do you live from our school? How old are you? How many brothers and sisters do you have? How old are they? Do you have a pet? How old is it? How tall are you?*) Elicit what these are and write them on the board.
- Ask students how they plan to record the information they gather. You could suggest that they use a table with columns headed *Name*, *Age*, *Distance from school*, *Number of brothers and sisters*, *Age of brothers and sisters*, *Age of pet*, *Height*. Encourage them to prepare this table before they begin.
- When students are ready, put students into groups and have them survey their group members first. They then can leave their groups and begin to survey the class.
- Take feedback and elicit some answers from the survey.

TEACHING TIPS

Depending on the time you have available, you might want to set the number of classmates that students have to speak to, e.g. eight or ten, before they can collate their information and complete the question sheet.

GRAMMAR ACTIVITY 6

PAGE 35

- Read through the list of adjectives with the class and check that students understand the meaning of all the words. This is also an opportunity for you to model the pronunciation of any new words.
- Encourage students to say the words aloud as they try to work out the number of syllables and correct their pronunciation as necessary.
- When you check answers with the class, say the words aloud and ask students to repeat after you.

KEY

1 ug / ly 2 ar / tic / u / late 3 fas / ci / nat / ing
 4 in / fur / i / a / ting 5 con / fu / sing 6 fast
 7 ri / dic / u / lous 8 sim / ple 9 bored
 10 help / ful

SELF-EVALUATION

PAGE 35

Tell students to look at the Self-evaluation table and tick the boxes that are true for them. Ask them if there are any topics they don't feel confident about yet.

WRITING PART 4

OVERVIEW

Topic: Food and drink

Exam skills: Identify and use formal and informal register, consider relevance and word limits in the exam

Assessment Objectives: 2A, 2B, 2C

Vocabulary: Collocations: food and drink

Grammar: Use the present perfect

Practice text type: Informal email: cooking a birthday meal

Additional resources: audio player, dictionaries (internet access)

PREPARING THE WAY

PAGE 38

- Tell students to read the chapter topic title and elicit from them what their favourite foods are.
- Ask students about traditional food in their countries and whether or not they are healthy. You could also ask them whether they like cooking or whether they know how to cook.
- Ask students to read the questions about food and discuss them in pairs.
- If students are able to sustain a class or small group discussion, you can ask them to discuss each of the questions in more detail.
- If students need more support for their discussion, you could write some key words and phrases and some sentence structures on the board (see Key below). You could then ask them to produce brief written responses and compare their ideas with a partner or in groups.

KEY

Suggested key words and phrases:

nutritious, unhealthy, priority, delicious, family meal, family gathering, socialise, together

Suggested sentence structures for discussion:

Food/eating should be ...

Eating with friends/family is important because ...

I like/prefer ... because ...

If I had to choose, I would choose ...

The reason I would choose ... is ...

Background Information

The topic of food and drink has universal appeal so it is not difficult to form and express opinions about it. The topic also lends itself to a range of research projects to extend students, and real-life applications (e.g. understanding menus, ordering food, paying bills) which students can role-play and practise.

EXTENSION

Ask students to research the food and food-related customs of the country they named in response to the third question. Suggested research questions could be:

What are the main ingredients of dishes from this country? Why is this?

What are this country's best known dishes?

How is food served and presented in this country?

Are there lots of small dishes or one big one?

Are meals served with a particular accompaniment such as salad or rice?

Do people eat one dish at a time or all together? Do adults and children eat separately or together? At what times of the day do people eat?

ACTIVITY 1

PAGES 38–39

- Read the words in the box aloud to the class to model the pronunciation of any new vocabulary. You could then ask students to work in pairs to put the adjectives and nouns into the correct columns in the table.
- For Q2, you could challenge students to see who can add the most new words to each column within a given amount of time. Ask students to share their words and write them on the board in columns. You could then take a class vote on the most unusual adjective and noun.
- Have students choose one of the categories from the box and create a menu. Go over the menu with the class and make sure that students understand each part. You may want to limit students to three or four items per section. When students have finished, put them into pairs and have them role-play a waiter and a customer.

KEY

1	Adjectives	Nouns
	<i>sliced</i>	<i>watermelon</i>
	<i>delicious</i>	<i>honey</i>
	<i>tasty</i>	<i>coffee</i>
	<i>home-baked</i>	<i>bread</i>
	<i>fresh</i>	<i>fruit</i>

2 and 3 Students' own answers.

EXTENSION

- Ask students to come up with ideas for a new restaurant and to design an advertisement (e.g. a leaflet, a flyer) for it. The advertisement could mention features such as:
the menu/type of food served
the reputation of the chef
the service/staff
the décor
online reviews received
any other special features, e.g. food is ordered electronically at the table, staff are dressed in national costume, the restaurant can be hired for private parties.
- As a follow-up activity, students could write a customer review of one of their classmates' restaurants.

FOCUSING ON THE EXAM

PAGE 39

- Ask students to read the text in the box and tell you what they think will be challenging about this part of the exam.
- You could point out to students that the Writing Part 4 Assessment Objectives (2A, 2B, and 2C) all relate to accuracy and control. Key assessment features are punctuation, spelling, use of the correct register and word choice.
- The Writing Part 4 Assessment Objectives are:
Assessment Objective 2A: Demonstrate appropriate use of paragraphing, punctuation and spelling.
Assessment Objective 2B: Write in a range of registers to fit the context.
Assessment Objective 2C: Demonstrate a control of a range of vocabulary and structures.
- Explain that Writing Part 4 carries 10 marks and includes a range of informal text types, e.g. email, letter to a friend. Tell students they will be given a context and that they need to follow instructions carefully and cover all points in the question. Make sure that students understand what this task involves.
- Tell students that the organisation of their response is also important, and they can gain or lose marks according to the way their work is structured.
- Tell students that in this chapter they will learn about and practise writing in the correct register, using appropriate punctuation, spelling, vocabulary and structures. These skills will help them meet Assessment Objectives 2A, 2B and 2C.

EXAM SKILLS: REGISTER

PAGE 39

- Go through the information about register with the class and explain that candidates often lose marks in this part of the exam by writing in a register that is too formal. Tell students that this section will help them to understand the difference between formal and informal register by contrasting examples of each.
- Tell students the definitions for the highlighted words in the Register box can be found in the Glossary on page 244.
- Ask students to tell you when we use an informal register (when talking or writing to friends, family and people we know well). Ask students to look at the features of informal language listed and elicit or give examples of each one, e.g.
We'd really like you to come. (contraction)
I'm writing to tell you why I wasn't there. rather than *I am writing to explain my absence.* (simpler vocabulary)

ACTIVITY 2

PAGE 40

- Tell students that Q1 asks them to assess the register of two sentences. You can point out that both are grammatically correct but only sentence **a** would be appropriate for Writing Part 4 in terms of register.
- Elicit from the class which features of sentence **a** make it informal and which features of sentence **b** make it formal or informal, referring back to the Register box on page 39 as necessary.
- Emphasise the importance of appropriateness (i.e. suitability for context) rather than responses being right or wrong. Point out that sentence **a** would be suitable for use in an email between friends, a common context for Writing Part 4. This is what is expected in the exam even if in other parts of the world a different register may be used in this context.
- For Q2, ask students to work in pairs to sort the phrases into the correct columns.

KEY

1 **a** is informal **b** is formal

Sentence **a** is shorter, contains contractions, simpler vocabulary, and has a friendlier tone. The tone in sentence **b** is more distant and polite, suggesting that the writer and recipient know each other less well than in sentence **a**.

2 **Informal:** I don't like him much./Why don't you try this?/I need help with this.

Formal: The man does not impress me./I would suggest this action./I require additional support.

- For Q3, after students have discussed in pairs, elicit which greeting and closings students could use in Writing Part 4.

KEY

- 1 1 a Hi 2 d Hello 3 e Dear 4 b Greetings
5 c To whom it may concern
- 2 1 d See you soon 2 b Take care 3 e Best wishes 4 c Yours truly 5 a Yours sincerely
- 3 **Greetings:** a, b, d, e **Closings:** b, d

EXTENSION

- For more practice in understanding differences in register, you could conduct the following activity. It requires students to think about how they would use language differently depending on who they were talking to.
- Put the students into groups of four and assign these roles: Student 1, Student 2, Teacher, Observer.
- Student 1's task is to give two separate accounts of a recent, enjoyable weekend, first, to Student 2 and then to the Teacher. Student 1 should include details about:
where he/she spent the weekend
what he/she did
why he/she enjoyed it so much.
- Student 2 and the Teacher need to listen to Student 1 in turn. They should also ask Student 1 some follow-up questions.
- The Observer should observe and note down specific examples of how Student 1's register changes depending on who they are talking to.

ACTIVITY 3

PAGE 40

- For Q1, ask students to number the greetings from 1 (very informal) to 5 (very formal). You could also ask them to draw the continuum line and to place the listed greetings along it correctly, writing the letters rather than the words if they prefer. Ask them to repeat this process for the closings in Q2.
- When you elicit answers, ask students to justify their choices and to try to explain the differences between the words in level of formality. If they have made any mistakes in their original ordering, this process should help to correct them.

ACTIVITY 4

PAGE 41

- You could begin this activity by asking students why postcards tend to be informal (because we usually send them to friends and family).
- Tell students to read the postcard and underline any phrases that they think are too formal.
- Before students rewrite the underlined words and phrases using less formal equivalents, you may want to point out that synonyms (covered in Chapter 2) do not always have the same register. For example, *exquisite* and *lovely* can mean the same thing, but only *lovely* is appropriate for an informal message. The same is true of *exceptionally healthy* and *well*.

KEY

- 1 See postcard with unsuitably formal phrases underlined below.

Warmest greetings Ravi!

How are things? I hope you're exceptionally healthy. I am having an exquisite time here in Italy. It's a beautiful country and the food is yummy. There are also numerous spectacular locations to visit. Have you had any thoughts about what we could do upon my return? I regret that it may be ages until we see each other again.

Lots of love,
Jason

SAMPLE ANSWER FOR QUESTION 2:

Hi Ravi!

How are things? I hope you're well. I am having a great time here in Italy. It's a lovely country and the food is yummy. There are also lots of amazing places to visit. Have you decided what we could do when I get back? It's a shame that it may be ages until we see each other again.

Lots of love,

Jason

TEACHING TIPS

Hint Q1: Encourage students to respond to the bullet points as early as possible in their response. Emphasise that they should avoid including extra material since it will not gain them additional marks.

Hint Q2: Discourage students from memorising long openings and endings. They risk losing marks for this as fewer words (within a very small word limit) are left to address the bullet points and to use a range of relevant vocabulary.

EXAM SKILLS: RELEVANCE AND WORD LIMIT

PAGE 41

- Tell students that including irrelevant material can cause them to lose marks in the exam. Explain that they can avoid this by studying the bullet points with the details they are supposed to include in their answer very carefully. They should not miss out anything that is asked for, nor include irrelevant details.
- Emphasise to students that the word limit is very important and they should not write more than 100 words.

ACTIVITY 5

PAGES 41–42

- Give students some time to read the question. Then tell them to close their books and ask them what the word limit is (75–100 words) and what three points their message should cover (why they want to start a new hobby, which two hobbies they are considering, questions to ask for their friend's opinion).

- Tell students to read the two sample answers and then to discuss the questions in Q1 in pairs. You could then ask some pairs to share with the class their ideas about which sample answer is the best one and why.
- Give students some time to write their own answer to the exam question. Then ask students to exchange texts with a partner and to check each other's work for relevance and word length.

KEY

- 1 Student A's response would score the highest mark. It covers most points (but only mentions one, not two hobbies as was required) in under 100 words. Student B's response is too long and covers only the first point within 100 words. Student B wrote 179 words. The examiner would stop marking after *problems* (line 9). Student B could start his email with *I am thinking of taking up a new hobby*. The details that come before this phrase aren't relevant.
- 2 Students' own answers.

PRACTICE TIME: WRITING PART 4 PAGE 43

- Tell students to read the question to find out what they have to do. You could also draw their attention to the Exam Hints and After Exam Check boxes.
- You could write the word limit on the board as well as the three points that students' emails should cover.
- Ask students what the register of the language in their emails should be (informal) and then draw their attention to the Watch Out! box. You could elicit from students some examples of text speak (i.e. language they would use in phone texts) to avoid.

KEY

Students' own answers. See Sample answer below and the Writing Guide.

SAMPLE ANSWER FOR PRACTICE TIME:

Dear Adah,

I've had a great idea. I'm going to cook you a birthday meal! You did me such a huge favour by lending me your bike last week, so I want to make you something really special.

I think a vegetarian curry would be perfect. It's healthy, not too difficult to cook and we'd both enjoy it.

I just want to check, are you allergic to anything? Would it be better if I avoided using peanuts in the sauce, for example? Mmm, I can taste that Naan bread already!

See you soon,

Mona

(94 words)

HOW DID YOU DO?

PAGE 43

- Read your answer. Did you include information about each of the three bullet points in your answer? Did you write a suitable number of words? Do you think your spelling, punctuation and grammar is correct? Did you write in a suitable register?
- Ask the class what went well and what went less well, and how they think they could improve their performance.

VOCABULARY AND GRAMMAR

VOCABULARY ACTIVITY 1

PAGE 43

- Before students listen to the recording, draw their attention to the photo and remind them that unit topic is food and drink. Explain that visual clues and background knowledge will help them understand the dialogue.
- Ask students to read Q1 and then play the recording for them. Remind them to make notes as they listen to the dialogue. (The relevant information is underlined in the Audioscript below).

- You could ask students to write answers to the questions using their notes. Then give students a minute or so to compare their answers with a partner before checking the answers with the class.
- Draw students' attention to the word lists in Q2. Ask them to create the collocations (two or more words that are often used together, e.g. junk food, set menu), using a word from each column. You can tell them that all of the collocations are used in the dialogue. Play the recording again for students to listen and check their answers.

AUDIOSCRIPT: Student Book pages 286–287

Jane: I'm glad we've already booked a table! It's pretty crowded for a weekday, isn't it?

Hassan: I agree. I've heard several times that it's the best place for fine dining in this area! No wonder it's popular.

Jane: You're right there. I've eaten here twice. The food was delicious both times – so mouth-watering!

Hassan: Even the cutlery is stylish. Look at this knife and fork! And the way they've decorated the dining room ... They must have hired an interior designer!

Jane: Probably! And the service is excellent, don't you think?

Hassan: I certainly do. Right, let's see what's on the menu.

Jane: Ooh! I've just seen what I'd like to order ...

Hassan: Well, you're right; this does look good, but it feels as if there's something a bit strange about the fish.

Jane: I was just going to say that!

Hassan: It's got a sort of metallic taste to it.

Jane: Yes. Almost as if it's past its expiry date ...

Hassan: I'm not sure I want to keep eating it. I don't want to get food poisoning.

Jane: Me neither. Should we ask them to take it back, do you think?

Hassan: The head chef would be really upset if we did that. I've heard that he takes a lot of pride in his work.

Jane: But we can't make ourselves ill just to avoid upsetting him! And the fish is definitely odd. I think we should ask for a full refund. If that's not possible, they should at least bring us a different main course.

KEY

- 1 They are in a restaurant. The fish tastes strange and has a metallic taste as if it's past its expiry date. Both Jane and Hassan are worried about getting food poisoning. They discuss returning the food, asking for a refund and ordering a different main course.
- 2 dining room, full refund, mouth-watering, expiry date, food poisoning, main course, knife and fork, head chef, fine dining

DIFFERENTIATION

- Strengthen:** Pre-teach some of the key vocabulary that students will hear in the recording. For example, you could write the words *cutlery*, *metallic*, *expiry date*, *food poisoning*, *odd*, *course*, *refund* on the board and elicit or explain what they mean.
- Challenge:** Ask students to use the collocations from Q2 to write sentences of their own.

VOCABULARY ACTIVITY 2

PAGE 44

- Ask students to match the collocations and the definitions.
- Check answers with the class. You could elicit from students some sentences using the collocations.

KEY

- 1 full refund 2 knife and fork 3 expiry date
- 4 food poisoning 5 main course 6 fine dining
- 7 dining room 8 mouth-watering 9 head chef

VOCABULARY ACTIVITY 3

PAGE 44

- Tell students to look at the title of the text and ask why people read restaurant reviews (to decide whether they want to eat at a restaurant or not). Ask them to work in pairs to read the review and fill in the gaps.
- Check answers with the class. Ask students whether they think Jane's review is fair and to explain why.

KEY

- 1 fine dining 2 mouth-watering 3 dining room
- 4 (a) head chef 5 main course 6 expiry date
- 7 food poisoning 8 knife and fork 9 full refund
- 10 fine dining

GRAMMAR ACTIVITY 4

PAGE 45

- Before students begin work on this section, you might like to give them time to read Grammar Reference pages 262–263 to revise the formation and use of the present perfect tense.
- Check that they understand the structure of the present perfect by demonstrating some present perfect positive and negative sentences and questions. Then ask the class to look at the table. Play the first part of the dialogue from Activity 1 again and for students to complete the table.
- Play the first part of the dialogue several times if necessary, pausing after each present perfect verb.
- Check answers with the class.

KEY

Verb	Verb form in dialogue	Time phrase
book	<i>we've booked</i>	<i>already</i>
hear	<i>I've heard</i>	<i>several times</i>
eat	<i>I've eaten</i>	<i>twice</i>
decorate	<i>they've decorated</i>	<i>no time phrase</i>
see	<i>I've (just) seen</i>	<i>just</i>

GRAMMAR ACTIVITY 5

PAGE 45

- Ask students to look at the verbs in the word box and check that they know their past participle forms. Then ask students to complete the sentences with the present perfect form of the verbs given. You could point out to students that two of the sentences are negative.
- Have students check answers in pairs before checking answers with the class.

KEY

- 1 has gone 2 Has ... ever been 3 have not/haven't completed
- 4 has broken 5 have not/haven't seen

GRAMMAR ACTIVITY 6

PAGE 45

- You could ask students to complete this activity in pairs. Encourage them to look at the individual words provided for each sentence and to guess what each sentence is about before they begin.
- Check answers with the class by calling on pairs to read the sentence aloud for the class.

KEY

- 1 It has often caused problems. / Often it has caused problems. / It has caused problems often.
 2 How much money have you spent? 3 They haven't had this meal before. 4 Thanks, but I've already eaten. / Thanks, but I've eaten already.
 5 I've been ill for the last two weeks. / For the last two weeks, I've been ill.

TEACHING TIPS

Hint Q1: Although *Often it has caused problems.* and *It has caused problems often.* are also considered correct, you should encourage students to place adverbs of frequency between the modal verb and past participle in the present perfect tense.

Hint Q4: The adverb of frequency *already* can go at the end of the sentence, but again encourage students to place it between the modal verb and past participle in the present perfect tense. Also note that *I've already eaten, but thanks.* is also a possible answer.

GRAMMAR ACTIVITY 7

PAGE 46

- Remind students of the meaning of the symbols in brackets: + means the sentence is positive; – means the sentence is negative; ? means the sentence uses a question form.
- Elicit the difference between the first, second and third person forms of the present perfect (*you/we/they have* vs *he/she/it has*) and go over the past participles of the verbs in brackets.
- Students can do the activity individually but compare their ideas with a partner before you check answers with the class.

KEY

- 1 Why hasn't/haven't Barcelona lost yet this year? (*hasn't* is more likely to appear in American English)
- 2 She has flown before.
- 3 We have done the reports.
- 4 Abed hasn't found the answer yet.
- 5 Has she written the email to headquarters?
- 6 Why haven't they eaten breakfast?
- 7 I haven't tried that.
- 8 Has Britta finished lunch yet?
- 9 We've finished the exercise! We can use the present perfect!

GRAMMAR GAME: I HAVE NEVER EVER ...

PAGE 46

- Tell students to follow the instructions to play the game. You could demonstrate how to play first by describing things you have never done using sentences beginning *I have never ever*. When you are satisfied that students have got the idea, put them into groups to play.
- You could write some verbs on the board to prompt students, e.g.
I have never:
read seen eaten drunk bought slept
tasted climbed listened to danced played
met swum (in) camped learned (to) cooked

SELF-EVALUATION

PAGE 47

Tell students to look at the Self-evaluation table and tick the boxes that are true for them. Ask them if there are any topics they don't feel confident about yet.

WRITING PART 5

OVERVIEW

Topic: Colours

Exam skills: Consider context, purpose and audience when writing

Assessment Objectives: 2A, 2B, 2C

Vocabulary: Idioms: colours

Grammar: Use the past simple

Practice text type: Formal letter: school sports day

Additional resources: audio player (internet access)

PREPARING THE WAY

PAGE 48

- Tell students to read the chapter topic title and elicit from them what comes to their mind when they think about different colours.
- Ask students to read the questions about colours and discuss them in pairs. If need more support for their discussion, you could write some adjectives and suggested sentence structures on the board (see Key below). You could then ask them to produce brief written responses and compare their ideas with a partner or in groups.
- Colour is an accessible topic in that it is something everyone has experience of and can express an opinion about. However, talking about the effect of colours involves using more abstract language. To help students, you could model this using the suggested sentence structures in the Key below.

Background Information

The photograph shows the Hindu festival of Holi, which is celebrated in India and Nepal to mark the arrival of spring and to celebrate love and the victory of good over evil. During the festival, people go out into the streets and throw coloured powders and paints at each other. Non-Hindu people around the world are starting to celebrate this colourful festival because it has such universal appeal.

KEY

Suggested adjectives for talking about colour:

dynamic, relaxing, positive, negative, warm, cool, sunny, cheerful, powerful, creative, healing, gloomy

Suggested sentence structures for discussion:

My favourite colour is ... because it makes me feel ... it reminds me of

The colour ... best represents my personality because ...

In ... culture, the colour black is associated with ...

People normally wear ... when ...

The colours I would choose would be ... because ...

Some animals can't see ...

EXTENSION

Students could conduct a class survey using the first, second and fourth questions. The results could be presented in the form of a table or graph.

ACTIVITY 1

PAGE 48

- Tell students to look at the colour grid. Say the names of the colours aloud and have them repeat after you to practise their pronunciation of any new words.
- For Q1, you could set a short time limit, e.g. one or two minutes, for students to list all the objects they see around them that match each of the colours in the grid.
- Ask students to share their lists. If there are any colours that students cannot see around them, elicit names of any objects or things which are of this colour.
- For Q2, elicit the meaning of the word *rainbow* and give students a few minutes to discuss the questions about rainbows in pairs. You could then ask each pair to share their ideas with the class.

KEY

Students' own answers.

FOCUSING ON THE EXAM

PAGE 49

- Ask students to read the text in the box and tell you what they understand for this part of the exam. Writing Part 5 requires students to produce an article, a letter or a report using a semi-formal register, so elicit what they think will be challenging for them.
- Ask students to read the text in the box and tell you what they think will be challenging about this part of the exam.
- Tell students that, as for Writing Part 4, the Writing Part 5 Assessment Objectives (2A, 2B, and 2C) all relate to accuracy and control. Again, punctuation, spelling, use of appropriate register (semi-formal, in this part of the exam) and word choice are important, as is organisation (e.g. paragraphing). Students are also assessed on their use of grammatical structures.
- The Writing Part 5 Assessment Objectives are:
Assessment Objective 2A: Write using the correct paragraphing, punctuation and spelling.
Assessment Objective 2B: Write in a range of registers to fit the context and the audience.
Assessment Objective 2C: Demonstrate a control of a range of vocabulary and a variety of grammatical structures.
- Explain that there is more variety in terms of form for Writing Part 5 than for Writing Part 4. Students may be asked to write an article, a letter or a report. There are also more marks available in Writing Part 5 (20) than in Writing Part 4 (10).
- Tell students that a specific context, purpose and audience will be provided, and the exam skills focus for this chapter focuses on these when writing.

EXAM SKILLS: CONTEXT AND PURPOSE

PAGE 49

- There are definitions in the Glossary on page 244 for words used in this section:
purpose what something is intended to achieve
layout the way in which writing and pictures are arranged on a page
genre a particular type of art, writing, music, etc., which has certain features that all examples of this type share
- Ask students to read the information in the box. Emphasise that they will need to think carefully about the purpose of a piece of writing and the audience (who it is written for) as these are important factors in determining what type of text to produce. You can point out that there

are three types of writing that may be required in this part of the exam: letters, reports and articles.

- You could also point out to students that, as Writing Part 5 is a semi-formal task, they need to develop a neutral style which is not familiar, but not excessively formal either.

ACTIVITY 2

PAGE 49

- This activity is designed to test students' existing knowledge of the three genres of writing that they may be asked to produce in the exam. As well as language use, they need to be aware of features of layout. Showing students authentic examples of letters, articles and reports will help them develop this awareness.
- For Q1a, you can prompt students to consider what each text type looks like and how it is laid out on the page. They should think about the specific layout for the beginning and ending and the use of features such as headings and sub-headings, lists and paragraphs. For Q1b, you can ask students to think about whether the writer is likely to express facts or opinions. You may want to suggest that students organise their notes for Q1 in a table (see Key below).
- For Q2, suggest that students think about when they themselves might write letters, reports or articles and for what kind of audience.

KEY

1

Genre	What to include	What to avoid
letter	a formal opening e.g. <i>Dear Ms X</i> some kind of closure a focus on information (within the context of Part 5 ; this is not true of all letters)	your address the address of the person you are writing (not required in the exam)
report	clear organisational features e.g. sub-headings (bullet points may be useful but may not let you demonstrate a sufficient range of grammatical features) a neutral tone	a long introduction an emotional tone humour

article	clear organisational features e.g. paragraphs a headline/title a focus on information	columns/pictures <i>Dear Sir/Madam</i> anything that sounds as if you are making a speech
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Letters:

Layout: must have opening and closing. Normally includes the sender's address at least, but note that these are not needed in the exam.

Language: informal or semi formal.

Reports:

Layout: In paragraphs. May include sub-headings or bullet points.

Language: Semi formal / less personal tone. May include technical language.

Articles

Layout: Headlines, subheading, captions if there are photos, normally follow style of publication. Note that photos, captions, and in most cases subheadings are not required in the exam.

Language: Formality varies, depending on publication. Not too informal. Likely to be about an issue/opinions - no real narrative content.

2 Suggested answers:

Letters

Audience: friends, the editor of a newspaper or school magazine, a teacher, a head teacher.
Context: a response to a job advert, for a classroom assignment, to tell a friend about a life event, to provide an opinion about an event in your home city.

Reports for teacher for homework, for head teacher, to be published in school magazine

Articles: for school magazine, class magazine, or newsletter

ACTIVITY 3

PAGES 49–50

- Before students read texts A and B, you may want to teach or elicit the meaning of *droplet* (a small drop), *prism* (an object that separates white light into colours) and *breath-taking* (demonstrate by drawing in your breath). If students find the language in the texts difficult, you could read them aloud with the class and explain any complex phrases.
- You could ask students to discuss the questions in pairs, then share their answers with the class, supporting their answers with reasons.

KEY

more factual A
more imaginative B
from a personal account B
from a Science textbook A

ACTIVITY 4

PAGE 50

- Elicit from students or remind them what lexical words are (the nouns, verbs, adjectives and adverbs which carry the main meaning of a text). Ask them to work in pairs to choose the six most significant lexical words from each text in Activity 3 and write them in the table.
- Check answers with the class and write the lists of words on the board for each text type.
- For Q2, elicit from the students which list would be most suitable for each of the purposes given and why. The for Q3, ask students which list would be most suitable for a report and why.

KEY

- 1 Text B suggested lexical words: forget (verb), rainbow (noun), truly (adverb), breathtaking (adjective), sight (noun), stopped (verb)
Text A suggested lexical words: tiny (adjective), droplets (noun), form (verb), minute (adjective), prisms (noun), refract (verb)
- 2 creative writing: B giving information: A
giving personal history: B explaining facts: A
- 3 A

EXAM SKILLS: CONSIDERING AUDIENCE

PAGE 51

- Tell students that this section focuses on preparing students to adapt their writing for specific audiences.
- You could point out to students that we adapt the way we talk and write every day, depending on who we are talking to. Go through the examples given in the box with students. You could also ask them to come up with some examples of their own.

ACTIVITY 5

PAGE 51

- Put students into pairs to ask and answer the three questions, adapting their responses according to audience.
- Take feedback from the class on this experience and elicit examples from students of the language and expressions used. Remind students that adapting language is just as important in writing as it is in speech.

KEY

Students' own answers.

EXTENSION

- Tell students to make a list of three conversations they have had in the last 24 hours with three different people. Ask them to write down some brief examples of statements they made.
- Ask students to work with a partner and discuss how this language would change if they were conveying the same information but to a different person or group of people. For example, if one statement was made to a friend, how would the same statement be made to a teacher, a police officer, a famous person or a small child?

ACTIVITY 6

PAGES 51–52

- Tell students that this activity will help them write an article in Writing Part 5 by drawing attention to the key features of this text type.
- Ask students to read Text C and then complete Q1. Go over the answers with the class. Students can then discuss the points in Q2 in pairs. You could ask them to share their ideas for the third question with the class.

KEY

- 1 article, semi-formal, informative
- 2 The title means that the teams will play, whatever the weather.
The audience for the text is local people, especially those with an interest in football and/or the schools involved.

The semi-formal register is suitable because the text is for a wide audience rather than an individual who is known to the writer personally. At the same time, the context (likely a school newspaper), the topic (a school football match) and the purpose (to inform but also to entertain) are not extremely serious, so use of a formal register would not be appropriate.

PRACTICE TIME: WRITING PART 5 PAGE 52

- Tell students that they will now have the opportunity to practise the exam task. Remind them to look at and follow the Exam Hints and the After Exam Check boxes. If you think it would be helpful, read these aloud with the class after they have had some time to read through the question.
- Elicit from the students which type of text they are being asked to produce (a letter) and elicit or remind them of the letter format conventions they should follow. You could write these on the board along with the three content points that the letter should cover and the word count.
- Give students some time to write their letters. When they have finished, ask them to exchange their letters with a partner and check each other's work against the marking criteria (word count, correct layout and register, covering all the points asked for). Ask students to award each other a mark out of 20 based on how well they think their partner has met these criteria.

KEY

Students' own answers. See Sample answer below and the Writing Guide.

SAMPLE ANSWER FOR PRACTICE TIME:

Dear Ms Amari,

As you are aware, we had to cancel this year's Sports Day because a sudden heavy rain soaked the field and track, making it unfit for play. This rain had not been forecast, so it took everyone by surprise.

The students were extremely disappointed as many of them, especially the runners, had trained very hard. Students of course accepted the circumstances, but were very upset, as they had looked forward to the event for many months.

In light of this, we would like to reschedule the Sports Day for Thursday 12 July. I have checked the school calendar and there no events or other school trips planned for that day. We will hold the Sports Day on the sports field, and the event will take place from 9.00 a.m. to 1.30 p.m.

I hope this sounds acceptable.

Best regards,

K. Funai
(School Sports Club Representative)

(148 words)

- 3 Supporters from both schools were watching the ball intently as players chased it, everyone eager to create a golden opportunity to make the score 2–1.
- 4 Double rainbows happen once in a blue moon. Everyone cheered and then started playing again.
- 5 Later on, though, the losing team, St Mark's College, went home red-faced after Green Road scored two goals in the last five minutes.

KEY

1 b 2 a 3 c 4 a 5 c

HOW DID YOU DO?

PAGE 53

- Read your answer. Did you include information about each of the three bullet points in your answer? Did you write a suitable number of words? Do you think your spelling, punctuation and grammar is correct? Did you write in a suitable register?
- Ask the class what went well and what went less well, and how they think they could improve their performance.

VOCABULARY ACTIVITY 2

PAGE 53

- Ask students to work in pairs to match this new set of colour idioms to their definitions.
- Elicit answers from the class. Then ask students to write an example sentence using each idiom. You could ask each pair of students to share their sentences with the class.

KEY

- 1 see red: feel extremely angry
roll out the red carpet: make extensive preparations for a visit from someone important
show (your) true colours: reveal your real personality and intentions
pass with flying colours: do exceptionally well in a test or exam
- 2 Students' own answers.

VOCABULARY AND GRAMMAR

VOCABULARY ACTIVITY 1

PAGE 53

- Before students do this task, ask the class if they know what an idiom is (a phrase that has a particular meaning that is different from the meanings of each word on its own). Then ask them to reread Text C and underline the colour idioms from the activity.
- Ask students to listen to the recording and choose which of the three definitions provided for each idiom is the best match.

VOCABULARY ACTIVITY 3

PAGE 54

- Before they begin this activity, ask students to make a list of the colour idioms they have covered in Activities 1 and 2. Then have students complete the diary entry with those idioms.
- When students have finished, check their answers.

KEY

- 1 blue with cold 2 red-faced 3 green with envy
4 once in a blue moon 5 showed her true colours
6 golden opportunities 7 see red 8 roll out the red carpet 9 passed with flying colours

AUDIOSCRIPT

- 1 When the Green Road School football team left school this morning, the students who had to stay indoors were green with envy because it was a beautiful day.
- 2 The temperature had fallen dramatically during the morning and some of the spectators complained that they were blue with cold!

GRAMMAR ACTIVITY 4

PAGE 54

- Ask students how we form the past simple tense of regular verbs (normally by adding *-ed*). You can tell students that the focus of this activity is on pronunciation of *-ed* endings.
- Explain to students that the *-ed* ending produces three different sounds depending on the final sound of the verb we add it to. The final sound of the verb *-ed* is pronounced as:
 - ed** when the verb ends in *t* or *d*, e.g. *needed*, *visited*.
 - t** when the verb ends in an unvoiced consonant (*c, k, f, p, ss, gh, ch, sh* or *x*), e.g. *laughed*, *washed*.
 - d** when the verb ends in a vowel sound or a voiced consonant (*b, g, j, l, m, n, r, w, v, y* or *z*), e.g. *played*, *retired*.
- You could complete the activity as a class, saying the verbs in the past simple aloud for students to listen and write in the correct columns in the table. When you check answers, ask students to repeat after you.

KEY

Verb <i>-ed</i> sound	Verb <i>-t</i> sound	Verb <i>-d</i> sound
<i>wanted</i>	<i>washed</i>	<i>loved</i>
<i>shouted</i>	<i>danced</i>	<i>retired</i>
<i>visited</i>	<i>coughed</i>	<i>tried</i>
<i>started</i>	<i>relaxed</i>	<i>allowed</i>
<i>directed</i>	<i>liked</i>	<i>played</i>
<i>needed</i>	<i>watched</i>	<i>begged</i>
<i>mended</i>	<i>hoped</i>	<i>closed</i>
<i>irritated</i>	<i>worked</i>	<i>cleaned</i>

EXTENSION

- Ask students to work in pairs or groups to place the following verb endings into a similar table:
 - t, -d, -p, -k, -f, -gh, -sh, -ch, -ss, -c, -x, -l, -n, -r, -g, -v, -s, -z, -b*
- This can be done by writing down the verb endings on pieces of paper and having the students sort them into piles, by using a board or with pen and paper.
 - ed* sound: *-t, -d*
 - t* sound: *-p, -k, -f, -gh, -sh, -ch, -ss, -c*
 - d* sound: *-x, -l, -n, -r, -g, -v, -s, -z, -b*

GRAMMAR ACTIVITY 5

PAGE 55

- Before students attempt this task, you could ask them to read the past simple section of Grammar Reference pages 263–264 to review its structure and use with finished time periods (e.g. *yesterday*, *last week*) as a speaking activity.
- Ask students to complete the activity individually or in pairs. Remind them to pay attention to whether or not a sentence is positive, negative or a question.
- When you check answers with the class, ensure students understand the difference between *lie* (tell an untruth) and *lie* (as in lie down), and correct any errors in their answers. For pronunciation practice, you could ask students to read aloud the completed sentences.

KEY

1 We met 2 I woke 3 We didn't have 4 the Miami Dolphins won, the Buffalo Bills lost 5 I lied
6 He lay 7 You kept up, I was 8 We held, it didn't change 9 I wrote 10 didn't you paint

GRAMMAR ACTIVITY 6

PAGE 55

- Give students a short time to prepare for the task, perhaps by writing some notes. You could ask them to make a mind map of the word *holiday* with branches (e.g. *beach, sightseeing, eating, shopping, hotel*) to help them generate ideas and vocabulary.
- Start the activity by telling students about your last holiday, using the past simple and drawing the beginning of a mind map on the board.
- When students are ready, ask them to take turns to tell their partner about their holiday while he or she takes notes. The listening student should try to ask at least two follow-up questions to find out more information. When students have finished, ask them to tell the class about their partner's holiday.

KEY

Students' own answers.

GRAMMAR ACTIVITY 7

PAGE 55

- Elicit from students the difference between the past simple and the present perfect (finished time periods are used with the past simple, while unfinished time periods are usually used with the present perfect).
- Ask students to fill in the table with the time expressions in the box. Check answers with the class and try to elicit an example sentence for each time expression.

KEY

Past simple	Present simple
yesterday	today
last month	this week
1996	ever
the 90s	this year

EXTENSION

Ask students to add two additional time periods in each column (e.g. *last week* and *2010* for past simple; *this month* and *so far* for present perfect).

GRAMMAR ACTIVITY 8

PAGE 56

You could ask students to complete the activity in pairs, keeping in mind the difference between finished time periods and unfinished time periods. You could ask students to circle the time expressions in the sentences first to help them.

KEY

1 She broke her foot last week. 2 He has never tried Korean food before. 3 Did you go to the party on Saturday? 4 She has never eaten at that restaurant. 5 Why did you leave France to live here? 6 I spent yesterday making the cake. 7 What time did you arrive? 8 I slept all afternoon last Tuesday. 9 I've started the project but I haven't finished. 10 I painted the room in 2015.

GRAMMAR ACTIVITY 9

PAGE 56

- Before students complete the sentences, you could ask them to circle any time expressions and make a note of the tense with which they are normally used.
- Then ask them to complete the activity with the appropriate verb forms, paying attention to whether the sentences are positive, negative or questions.

KEY

1 She ate 2 I've twisted 3 Emi hasn't cooked 4 Did you read/Have you read (the current time of day makes a difference here) 5 Ramin has been 6 They ate 7 have you lived 8 Did you like/Tim went 9 They haven't watched 10 Paul has been/I arrived

GRAMMAR GAME: TIME EXPRESSIONS

PAGE 57

- Ask students to follow the instructions to play the game. For the time expressions, students could choose from *last week*, *before*, *on Saturday*, *ever/never*, *yesterday*, *this morning*, *in 2015*, *recently/lately*.
- After students have finished preparing their cards in pairs, put the students into small groups to play the game. Make sure each group has a set of time expression cards and verb cards.
- You could demonstrate how to play by taking a card from each pile yourself and eliciting possible sentences using the verb and the time expression you have drawn.

SELF-EVALUATION

PAGE 57

Tell students to look at the Self-evaluation table and tick the boxes that are true for them. Ask them if there are any topics they don't feel confident about yet.

WRITING PART 6

OVERVIEW

Topic: Speech and communication

Exam skills: Find equivalent expressions for given phrases, identify and paraphrase relevant information in a text, make inferences/predictions about the content of a text, summarise information

Assessment Objectives: 2A, 2B, 2C, 2D

Vocabulary: Verbs: communication

Grammar: Use past continuous and past simple, and *would* and *used to*

Practice text type: Summary (Scientific journal: 'How babies talk')

Additional resources: dictionaries (internet access)

Social media is ... We often / don't often speak / send / exchange ...

I think / don't think I could survive for more than ... without ... because ...

EXTENSION

Students could research an aspect of speech and communication and present their findings. You could provide them with some suggested topics, e.g. The history of language, spoken and/or written. Languages in the world with unusual features. Languages which are in danger of disappearing. Language change – how new words enter a language and why words leave it. The creation of archives to preserve different accents and/or dialects.

PREPARING THE WAY

PAGE 58

- Tell students to read the chapter topic title and ask them to think of situations where it is easy or difficult to communicate, e.g. talking to your boss, giving bad news, watching a football game with friends.
- Ask students to read the questions about speech and communication and discuss them in pairs. If students are able to sustain a class or small group discussion, you can ask them to discuss each of the statements in more detail.
- If they need more support for their discussion, you could write some key words and phrases and sentence structures on the board (see Key below). You could then ask students to produce brief written responses and compare their ideas with a partner or in groups.

ACTIVITY 1

PAGE 58

- If possible, give students the questions in advance so that they have the chance to find out the answers from older family members.
- Ask students to discuss the questions in pairs. You could then ask students to share with the class any interesting facts they learned about their partner.
- You could also ask them what the differences are between the way they learned to speak their first language as babies and as a child and learning English now.

KEY

Students' own answers. Suggested answers:
Key words and phrases: *facial expression, emotion, direct contact, visual cues, distance*
Suggested sentence structures for discussion:
Virtual interaction is more ... but less ... than face-to-face interaction.
I prefer communicating by ... because ...
Sometimes I'm in the mood for communicating by ... but other times I'd rather ...
My friends and I socialise by ... in ...

KEY

Students' own answers.

ACTIVITY 2

PAGE 59

- Ask students to work in pairs to discuss the list of qualities and rank them according to how important they are in contributing to what makes a person easy to talk to and a good conversationalist (someone who is good at talking to others).
- You could ask students to select the top five most important qualities or to rank the whole list. Consider printing the statements on paper or card and cutting them up into separate slips which could then be moved up and down in the rank order as discussions developed.
- Give students some time to discuss in pairs before you check their ideas as a class. Take a class vote on what they consider the top five most important qualities to be. Encourage them to give reasons for their answers.

KEY

Students' own answers.

FOCUSING ON THE EXAM

PAGE 59

- Ask students to read the text in the box and tell you what they think will be challenging for them. You may want to check that they understand the phrases *draw inferences* (use what is implied rather than stated to form an understanding about something) and *make predictions* (use available information to make guesses about the future) before asking what they think will be challenging about this part of the exam. Tell students that the Assessment Objectives for Writing Part 6, like those for Writing Parts 4 and 5, focus on accuracy, organisation and word choice. However, students also need to meet Assessment Objective 2D.
- **Assessment Objective 2D:** Summarise information provided in text form for a given purpose and audience.
- Explain that Writing Part 6 carries 25 marks and requires students to write a summary based on a text. Make sure that students understand what this task involves.
- To help them achieve this objective, explain to students that in this chapter they will learn about and practise two important exam skills: paraphrasing and summarising. These skills will help them meet Assessment Objective 2D.

- Point out to students that the criteria for the Writing Parts 4 and 5 still apply here. They must consider purpose and audience, cover all the bullet points in the question, and use the correct register.

EXAM SKILLS: FINDING EQUIVALENT EXPRESSIONS

PAGE 59

- Explain to students that successfully presenting given information in a different ways involves substituting words (perhaps using synonyms and altering grammatical structures).
- Point out that changing inflections (the tense or form of a word, whether a word is singular or plural) on words is better than copying them. However, students should aim to introduce their own vocabulary choices to access the higher mark bands.
- You may also want to explain to students that it will not be possible to substitute all key words because there may be no appropriate synonym.

ACTIVITY 3

PAGE 59

- Draw students' attention to the Exam Hint and, if necessary, encourage them to refer back to the pages listed to revise synonyms and antonyms.
- To help students get started, elicit or suggest some possible answers to Q1, e.g. *There's a good chance that we'll be late.*
- Ask students to work on the sentences in pairs and then share their answers with the class. You could write the most successful sentences on the board and go over them with the class.

KEY

Students' own answers. Suggested answers:

- 1 There's a good chance that we'll be late.
- 2 I've never had a slower rail journey in my life!
- 3 Meet me at seven at my house.
- 4 It is completely dry in the desert.

EXAM SKILLS: PARAPHRASING
AND SUMMARISING

PAGE 60

- There are definitions in the glossary on page 244 for words used in this section:

inference something that you think is true, based on information that you have

prediction a statement about what you think is going to happen, or the act of making this statement

paraphrase to express in a shorter, clearer or different way what someone has said or written

summarise to make a short statement giving only the main information and not the details of a plan, event or report

- Ask students to read the information in the box. To make sure that they understand the difference between paraphrasing and summarising, you can tell them that paraphrasing involves saying the same thing using different words, whereas summarising involves giving an overview of the main points.
- You may want to explain that summarising the passage provided involves understanding its main idea.
- Point out that summary they write will need to focus on the bullet points. Emphasise that students need to ensure they address the bullet points using information from the text only. They should not introduce information they happen to know from elsewhere.

ACTIVITY 4

PAGES 60–61

- Explain to students that this activity breaks down a Writing Part 6 summary task into steps to guide them through it. They do not actually have to produce a summary for this activity.
- Draw students' attention to the bullet point below the picture of dolphins and point out that, in the exam, they will have to address three bullet points in their summary.
- Before students read the extract, ask them to read the instructions in the box below the picture. Elicit what information must be included in the summary (one way in which dolphins are able to find out information about their environment) and then ask them to complete Q1.
- You could go through Q2 and Q3 with students as a class or ask them to work in pairs or groups.

KEY

- 1 The relevant section begins at *Some of these sounds* and finishes at *giving the dolphin important information*.
- 2 a makes: produces
sound: noise
bounces off: rebounds
whatever: anything/everything/all the things that
surroundings: environment
b The noun phrase *a clicking sound* could be shortened to *clicks*.
c *sound* and *whatever is*
- 3 a Suggested answer: The student has changed the subject from *sounds* to *dolphins* and substituted *environment* for *surroundings*.
b Suggested answer: Changing the subject in sentences is helpful for both (e.g. *were being used* can now be *use*).

ACTIVITY 5

PAGE 61

Read the sample answers aloud with the class. Then ask students to compare them and answer the questions in pairs before checking answers with the class.

KEY

Students' own answers. Suggested response:

- Student B's response is better because it uses more word substitution than Student A's.
- Student B's response moves further away from the text by introducing new language, e.g. *nature of their surroundings* in place of *their environment*, *The sounds strike any object* in place of *bounces off whatever*.
- Student A's is more like a paraphrasing of the original because it substitutes words while relying on the sentence structure of the original. Student B's is more like a summary of the original because it reorganises main ideas from the original.

PRACTICE TIME: WRITING PART 6

PAGES 62–63

- Tell students that they now have the opportunity to practise a full-length Writing Part 6 exam task. Read the task aloud with the class and tell students to underline the key words in the bullet

points. Encourage them to highlight the corresponding relevant information in the text as they read.

- Remind students to follow the Exam Hints and to use the After Exam Check box to check their work. Also draw their attention to the Watch Out! box which reminds students to focus solely on providing the information required by the three bullet points.

KEY

Students' own answers. See Sample answer below.

SAMPLE ANSWER FOR PRACTICE TIME:

Before the age of nine months all babies, no matter which countries they come from, sound the same. After nine months, the sounds babies make begin to change. At that time, they still cannot produce words, but the noises they make are clearly those of the languages around them.

Experts disagree about child language development. Skinner, for example, thought babies copied the speech of their parents or other people around them. Chomsky, on the other hand, thought babies were pre-programmed to speak. Given enough stimulation, he thought their language would develop naturally. Bruner believed that parents were vital because their feedback allowed the child to learn.

Where a child grows up in a bilingual or multilingual family, I predict they would learn all the languages they are exposed to successfully. I also think they would learn languages better the earlier they hear them.

(143 words)

DIFFERENTIATION

Strengthen: Go through the passage with students to help them locate the information they need to address the three bullet points.

Challenge: Encourage students to attempt the task under exam conditions by setting a time limit.

HOW DID YOU DO?

PAGE 63

- Read your answer. Did you include information about each of the three bullet points in your answer? Did you write a suitable number of words? Do you think your spelling, punctuation and grammar is correct? Did you write in a suitable register?
- Ask the class what went well and what went less well, and how they think they could improve their performance.

VOCABULARY AND GRAMMAR

VOCABULARY ACTIVITY 1

PAGE 63

- Ask students to discuss the different communication verbs with a partner. Then ask students to find the verbs in the article on page 62. Explain that all of the verbs appear in the article, although some may appear in different forms, e.g. *debates* is a noun in the passage.
- For Q2, encourage students to try and work out the meaning from context, but to use dictionaries for extra help as needed.
- Check answers with the class, if possible eliciting example sentences for each word.

KEY

Students' own answers.

VOCABULARY ACTIVITY 2

PAGE 63

- Ask students to complete the sentences.
- Elicit the answers and encourage students to explain the reasons for their choices.

KEY

1 tell 2 speak 3 talk 4 say

VOCABULARY ACTIVITY 3

PAGE 64

Ask students to match the words to the definitions as directed. Make sure they understand that only six of the ten verbs from the box are used.

KEY

1 emphasise 2 communicate 3 reject 4 copy
5 debate 6 praise

VOCABULARY ACTIVITY 4

PAGE 64

Ask students to choose the correct option from the pairs provided. You could then ask some students to read the sentences aloud to the class to check answers.

KEY

1 emphasise 2 talking 3 communicate 4 say
5 debating 6 speak 7 rejects 8 praises 9 tell
10 copying

VOCABULARY ACTIVITY 5

PAGE 65

Encourage students to attempt this activity without looking at the verbs on page 63.

KEY

1 praise 2 talk 3 copy 4 debated 5 say 6 rejected
7 told 8 communicate 9 emphasise 10 spoken

VOCABULARY ACTIVITY 6

PAGE 65

- After students have completed this activity and you have checked their answers, you could ask them to write a sentence using each of the verbs.

KEY

say: something about
speak: to someone
tell: someone, a story, an anecdote, me
talk: to someone

GRAMMAR ACTIVITY 7

PAGE 65

- Before students complete this task, you might like to give them a short time to read the information about formation and use of the past continuous on Grammar Reference page 264.
- You could go over the first sentence with the class to demonstrate that there may be more than one possible order for the words.

KEY

- 1 What were you doing when Paul called? / When Paul called, what were you doing?
- 2 I was sleeping while we were travelling. / While we were travelling, I was sleeping. 3 Sarah was running late for work when she dropped her phone. / When Sarah dropped her phone, she was running late for work. 4 The band was playing well, but nobody was dancing. / Nobody was dancing, but the band was playing well.

TEACHING TIPS

Tell students to note that when we use the 'when' clause first, we must add a comma after it.

GRAMMAR ACTIVITY 8

PAGE 66

- Tell students that this activity tests their understanding of when to use the past simple and when to use the past continuous.
- Ask students to attempt to match the situations with the appropriate tenses in pairs and then refer to Grammar Reference pages 263–264 to check any points they are unsure about.
- You could illustrate the point in Q2 with an example sentence in which a longer background action is interrupted by a shorter one, e.g. *I was walking when I met my friend.* For Q6, you could demonstrate two simultaneous actions of equal duration in a sentence, e.g. *I was reading my book while my sister was talking on the phone.*

KEY

- 1 past simple 2 past simple 3 past continuous
4 past simple 5 past continuous 6 past continuous

GRAMMAR ACTIVITY 9

PAGE 66

- Give students a short time to review the structures of the two tenses and to remind themselves that the past simple uses *did* in questions and negatives whereas the past continuous uses *was* and *were* and the *-ing* form of the verb.
- Elicit the answer to the first question and explain that, in this case, both tenses are possible depending on whether the person was in the middle of lunch at 1 p.m., or started lunch at 1 p.m.
- Ask students to complete the other sentences in pairs and then check answers with the class.

KEY

- 1 She was eating/She ate 2 were you chatting 3 Rose wasn't doing 4 The coffee tasted 5 I didn't see, I went 6 Femi broke 7 did you have 8 The doctor forgot, I had. 9 You were being, I spoke. 10 I told/I was telling.

EXTENSION

- This activity can be used as a warm-up game for *used to*. Write three true sentences about yourself on the board and one false sentence, e.g.
I used to have long hair.
I used to live in Spain.
I used to play piano every week.
I used to eat seafood.
- Tell students to ask you questions to try to determine which sentence is the lie (you can invent information to answer these questions). You can then get students to vote on which sentence is false. Ask students to write their own sentences (three truths and a lie) and play the game in groups.

GRAMMAR ACTIVITY 10

PAGE 67

- Ask students to review Grammar Reference page 267 briefly and clarify the difference between *would* and *used to*.
- Tell students to work through the sentences and identify and correct any errors. You could let them know that half of the sentences are correct and half are incorrect.

KEY

- 1 correct 2 correct 3 I didn't use to eat so many vegetables. 4 I used to have a dog when I was a child. 5 correct 6 I never used to/I would never play video games before I moved here. 7 correct 8 He didn't always use to have showers. 9 My friend used to fly his kite when he was a boy. 10 correct

GRAMMAR GAME: WHAT WERE YOU DOING ...?

PAGE 67

- Go through the instructions with students. You can demonstrate how to play by asking and answering questions with a strong student until you find a time when you were both doing the same thing.
- Ask students to play the game in pairs. When they have identified three occasions when they were doing the same thing, you could get them to swap partners.

SELF-EVALUATION

PAGE 67

- Tell students to look at the Self-evaluation table and tick the boxes that are true for them. Ask them if there are any topics they don't feel confident about yet.