

 MACMILLAN EXAMS

Ready for First

teacher's book

3rd Edition

Alice Lockyer



Updated in line with **Cambridge English: First (FCE)** 2015 revisions

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Contents map of the Coursebook

Unit	Language focus	Vocabulary	Writing
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2 High energy Page 18	1 Indirect ways of asking questions 2 Gerunds and infinitives	1 Music 2 Sport	1 Letter of application (Part 2) 2 Article (Part 2)
3 A change for the better? Page 30	1 Comparisons 2 Articles	Technology	Essay (Part 1)
Ready for Use of English Page 42	Part 1: Multiple-choice cloze	Part 2: Open cloze	
4 A good story Page 46	1 <i>So</i> and <i>such</i> 2 Past tenses	1 Films 2 <i>Take</i> : Expressions and phrasal verbs	1 Review (Part 2) 2 Report (Part 2)
5 Doing what you have to Page 58	1 Obligation, necessity and permission 2 Noun phrases	The world of work	Essay (Part 1)
6 Relative relationships Page 70	1 Defining relative clauses 2 Non-defining relative clauses 3 Causative passive with <i>have</i> and <i>get</i>	1 Phrasal verbs 2 Describing people	Article (Part 2) Email (Part 2)
Ready for Reading Page 82	Part 5: Multiple choice	Part 6: Gapped text	
7 Value for money Page 88	1 Present perfect simple 2 Expressing preferences 3 Present perfect continuous	1 Shopping 2 Paraphrasing and recording 3 Towns and villages	Email (Part 2) Essay (Part 1)
8 Up and away Page 100	The future and time linkers	1 Sleep 2 Travel 3 Phrasal verbs	Essay (Part 1) Article (Part 2)
9 Mystery and imagination Page 112	1 Modal verbs for speculation and deduction 2 Question tags 3 Contrast linkers	1 Ways of looking 2 <i>Give</i> : Expressions and phrasal verbs	Review (Part 2)
Ready for Listening Page 124	Part 1: Multiple choice	Part 2: Sentence completion	
10 Nothing but the truth Page 128	1 <i>Too</i> and <i>enough</i> 2 Passives 3 Passive of reporting verbs	1 Crime and punishment 2 Paraphrasing and recording 3 Phrasal verbs	Article (Part 2) Essay (Part 1)
11 What on earth's going on? Page 140	1 <i>So</i> , <i>neither</i> and <i>nor</i> 2 Conditionals	1 Weather 2 <i>Put</i> : Expressions and phrasal verbs	Essay (Part 1) Email (Part 2) Review (Part 2)
12 Looking after yourself Page 152	1 Countable and uncountable nouns A 2 Countable and uncountable nouns B 3 Reported speech 4 Reporting verbs 5 Reported questions	1 Food and drink 2 Health matters	Report (Part 2)
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13 Animal magic Page 168	1 Hypothetical situations 2 Prepositions and gerunds	1 The Arts 2 Paraphrasing and recording 3 Animals 4 Verbs followed by prepositions	Email (Part 2) Article (Part 2) Report (Part 2)
14 Mind your language Page 180	1 Compound adjectives 2 Expressing purpose 3 Ability	1 Phrasal verbs with <i>turn</i> 2 <i>Make</i> and <i>do</i>	1 Article (Part 2) 2 Letter of application (Part 2)
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Reading	Use of English	Listening	Speaking
Multiple matching (Part 7)	Transformations (Part 4)	1 Multiple matching (Part 3) 2 Multiple choice (Part 1)	Talking about photos (Part 2)
Gapped text (Part 6)	Word formation: Affixes Word formation (Part 3)	1 Sentence completion (Part 2) 2 Multiple choice (Part 4)	
Multiple choice (Part 5)	Word formation: Nouns 1 Word formation (Part 3)	1 Multiple choice (Part 4) 2 Multiple matching (Part 3)	1 Collaborative task (Part 3) 2 Further discussion (Part 4)
Part 3: Word formation			
Gapped text (Part 6)	Word formation: Adjectives ending in <i>-ing</i> and <i>-ed</i> Transformations (Part 4) Word formation (Part 3)	Preparing for listening: Focus on distractors Multiple choice (Part 1)	Talking about photos (Part 2)
1 Multiple matching (Part 7)	Word formation: <i>-en</i> suffix 2 Open cloze (Part 2) Word formation (Part 3) Multiple-choice cloze (Part 1) Transformations (Part 4)	1 Multiple choice (Part 4) 2 Sentence completion (Part 2)	1 Talking about photos (Part 2) 2 Collaborative task (Part 3)
2 Multiple choice (Part 5)	1 Multiple-choice cloze (Part 1) Open cloze: Relative clauses Transformations (Part 4)	1 Multiple matching (Part 3) 2 Multiple choice (Part 1)	1 Collaborative task (Part 3) 2 Interview (Part 1)
Part 7: Multiple matching			
Gapped text (Part 6)	Open cloze (Part 2) Transformations (Part 4)	1 Sentence completion (Part 2) 2 Multiple choice (Part 4)	1 Talking about photos (Part 2) Supermarket psychology 2 Interview (Part 1)
1 Gapped text (Part 6)	Word formation: Adjectives 2 Word formation (Part 3) Transformations (Part 4) Multiple-choice cloze (Part 1)	1 Multiple choice (Part 1) 2 Multiple matching (Part 3)	1 Interview (Part 1) 2 Talking about photos (Part 2)
1 Multiple choice (Part 5) 3 Multiple matching (Part 7)	Word formation: Adverbs 2 Open cloze (Part 2) Multiple-choice cloze (Part 1) Word formation (Part 3) Transformations (Part 4)	1 Multiple choice (Part 4) 2 Sentence completion (Part 2)	Collaborative task (Part 3)
Part 3: Multiple matching		Part 4: Multiple choice	
Multiple choice (Part 5)	Transformations (Part 4) Multiple-choice cloze (Part 1)	1 Multiple choice (Part 4) 2 Multiple matching (Part 3)	Talking about photos (Part 2)
1 Multiple matching (Part 7) 2 Gapped text (Part 6)	3 Open cloze (Part 2) Transformations (Part 4)	1 Sentence completion (Part 2) 2 Multiple choice (Part 1)	Collaborative task (Part 3)
1 Multiple matching (Part 7)	2 Open cloze (Part 2) Word formation: Nouns 2 Word formation (Part 3) Transformations (Part 4) Multiple-choice cloze (Part 1)	1 Multiple matching (Part 3) 2 Multiple choice (Part 4)	Talking about photos (Part 2)
Part 3: Collaborative task		Part 4: Further discussion	
Gapped text (Part 6)	Word formation: Suffixes <i>-ible</i> and <i>-able</i> Word formation (Part 3) Transformations (Part 4)	1 Multiple choice (Part 4) 2 Sentence completion (Part 2)	1 Collaborative task (Part 3) 2 Further discussion (Part 4)
1 Multiple choice (Part 5)	Word formation: Suffixes <i>-ful</i> and <i>-less</i> 2 Open cloze (Part 2) Multiple-choice cloze (Part 1) Transformations (Part 4) Word formation (Part 3)	1 Multiple matching (Part 3) 2 Multiple choice (Part 1)	Talking about photos (Part 2)

Ready for First consists of the following components:

- Coursebook (with and without key)
- Macmillan Practice Online
- Teacher's Book with DVD Rom
- Two CDs
- Workbook (with and without key)

Coursebook

Each of the 14 units in the Coursebook provides a balance and variety of activity types aimed at improving students' general English level, as well as developing the language and skills they will need to pass the *Cambridge English: First (FCE)* examination. At the end of every unit, there is a two-page Review section, containing revision activities and exam style tasks, which enable students to practise the new language they have encountered in the unit and, as the course progresses, in previous units.

The book also contains five supplementary 'Ready for ...' units, which provide students with information, advice and practice on each of the four papers in the *Cambridge English: First* examination. The Reading and Use of English paper is divided into two sections for the purposes of these units. There is also Ready for Listening, Ready for Speaking and the final unit is Ready for Writing, which includes a comprehensive bank of writing materials. The 'Ready for ...' units are situated after every third unit and may be used in the order in which they appear in the book, i.e. Ready for Use of English after Unit 3, Ready for Reading after Unit 6, and so on. However, they are intended very much as a flexible resource which may be exploited at such a time during the course as the teacher feels appropriate.

At the end of the Coursebook, you will find a Wordlist and Grammar reference, each closely linked to the 14 units in the book. There is also an Additional material section, to which students are referred in certain units, and the Listening scripts. The Coursebook is available with or without the answer key.

The following boxes, which appear throughout the Coursebook, provide help and advice to students when they perform the different tasks.

- **What to expect in the exam:** these contain useful information on what students should be prepared to see, hear or do in a particular task in the examination.
- **How to go about it:** these give advice and guidelines on how to deal with different examination task types and specific questions in the unit.
- **Don't forget!:** these provide a reminder of important points to bear in mind when answering a particular question.
- **Useful Language:** these contain vocabulary and structures which students can use when they perform speaking and writing tasks.

Teacher's Book

The Teacher's Book contains teaching notes for each activity in the Coursebook. A typical unit of the Teacher's Book provides you with:

- a summary of examination task types contained in the Coursebook unit
- guidelines and ideas for exploiting the Coursebook material, including further suggestions for warm-up and follow-on activities
- classroom management ideas
- answers to exercises
- scripts for the listening activities
- sample answers for many of the writing exercises, together with the examiner's notes
- photocopiable material on stories and the set text option in the Writing paper, for those teachers who are preparing students for *First for Schools*.

On the DVD-ROM accompanying the Teacher's Book, you will find the scripts for the listening tasks in the Workbook, a complete answer key for the Workbook, and the listening scripts for the practice tests on Macmillan Practice Online. The DVD-ROM also contains:

- **Seven photocopiable progress tests**

These are intended for use after every two units and provide teachers with the opportunity to assess their students' progress on the course at regular intervals. The tests can be downloaded as PDF files, and they are also available in a format which enables you to edit them to meet your students' needs.

Each test follows the same format:

- One exam-style Reading exercise
- Two exam-style Use of English exercises
- One Vocabulary exercise
- One exam-style Listening exercise
- An exam-style Writing task

- **14 photocopiable activities**

These contain interactive tasks, one for each unit, offering practice of one or more aspect of language from the unit.

- **10 author videos**

In this series of short videos, the author of *Ready for First*, Roy Norris, introduces the different features of the course, and explains the approach taken in the teaching of vocabulary, grammar and the four main skill areas of Reading, Writing, Speaking and Listening. There are also videos on the specific exam-related areas of Use of English and Word formation.

Workbook

The 14 units of the Workbook follow the same order and general topic areas as the Coursebook. They have been designed to provide students with further practice, revision and extension of the language presented in class, as well as examination practice and skills work. Each unit follows the same format:

- **Reading**

To ensure variety, the reading task type in most units of the Workbook is different from that in the corresponding unit of the Coursebook. Students will, however, already be familiar with the reading task type they encounter in the Workbook and are thus provided with an opportunity for revision. In each unit, there is one or more exercise exploiting the language which occurs in the reading text.

- **Vocabulary**

There is usually a combination of puzzle-type exercises (e.g. crosswords, word grids, wordsearches) and more familiar vocabulary exercises (e.g. gap-fills, multiple-choice and matching exercises). These provide revision of the words and phrases seen in the Coursebook unit. Some exercises extend the vocabulary from the topic area by drawing on items from the Wordlist at the end of the Coursebook. On occasions, students are given the opportunity to revise vocabulary presented in earlier units of the Coursebook.

- **Language focus**

This section contains further controlled practice of the grammar presented in class. None of the exercises contains grammar which students have not already encountered in the Coursebook.

- **Use of English**

Most units have three or four exam-style tasks. An attempt has been made to ensure that as much of the language tested in these exercises as possible has already been encountered by students in the corresponding unit, or previous units, of the Coursebook.

- **Writing**

The Workbook contains a complete writing syllabus to complement that in the Coursebook and to ensure that students are fully prepared for the Writing paper of the *Cambridge English: First* examination. Extensive help is given in the form of useful language, model answers and/or planning guidelines. As with the reading sections, the writing task type in any given Workbook unit is usually different from the one in the corresponding Coursebook unit.

- **Listening**

The Listening bank appears at the end of the Workbook and contains one listening activity for each unit. The task type for a particular unit is the same as one of the tasks in the corresponding unit of the Coursebook. Some of the listening activities are followed by a vocabulary exercise based on some of the language used in the recording. The scripts for the listening tasks can be found on the DVD-ROM which accompanies the Teacher's Book.

Also, at the end of the Workbook you will find the following:

- a list of the phrasal verbs encountered in both Coursebook and Workbook
- a list of lexical phrases, including the phrases presented throughout the Coursebook which contain the following verbs: get, take, have, come, give, put, make, do.
- a list of irregular verbs

The Workbook is available with or without the answer key.

Macmillan Practice Online

Each student can access Macmillan Practice Online by going to the 'Ready for' website – www.readyfor-online.com – and entering the unique code which is on the inside back cover of each Coursebook. Students then follow the instructions to create their own log-in and password, which means they can access the *Ready for First* material as and when they like.

The material on Macmillan Practice Online includes the following:

- a video of two candidates performing the tasks contained in the Ready for Speaking unit of the Coursebook, so your students can see what an actual speaking test looks like.
- two practice tests, each with a full Listening and Reading and Use of English paper, as well as a full Writing paper with model answers for each task
- downloadable MP3 audio files for the listening activities in the Coursebook.

Using the course to prepare students for the *Cambridge English: First (FCE)* examination

Whilst *Ready for First* can be used as a general course for students at B2 level of English, one of its main aims is to prepare students for the *Cambridge English: First* examination, an overview of which can be found on pages 4–5 of the Coursebook. A range of support is available in the various components of the course, to give students the best chance possible of passing the exam.

Vocabulary

In most units of the Coursebook, there is at least one section devoted to topic vocabulary, that is, words or phrases which are linked to the theme or themes of the unit. This topic vocabulary is reproduced in the Wordlist at the end of the book, where it is grouped according to the unit in which it appears, together with further items which form part of the same lexical set. Vocabulary activities in the Workbook both revise the topic vocabulary presented in the units, and provide practice of the additional items from the Wordlist. This ensures that students build a sufficient vocabulary store to

meet the requirements of the *Cambridge English: First* examination.

As well as individual words, students are encouraged throughout the course to learn whole phrases, a key element in the Reading and Use of English paper, though also of importance in the other three papers of the exam. Attention is given to different types of collocation, and there are regular sections which focus on expressions with verbs such as *get*, *take*, *give* and *put*. These expressions are grouped for reference in the Lexical phrases list at the end of the Workbook. Throughout the book, collocations are shown in bold, and students should ensure they record these and other whole phrases in their notebooks.

In addition, the course contains work on dependent prepositions, affixation (see Use of English below) and phrasal verbs. A variety of different approaches is used to present phrasal verbs, which always appear in the context of a sentence or continuous text as a guide to meaning. An alphabetical list of all the phrasal verbs from the course is included at the end of the Workbook.

Finally, there are three sections – in Units 7, 10 and 13 – which focus on the skill of paraphrasing, using different words to express the same meaning. Paraphrasing is important in all four of the exam papers, especially of course, for the Key word transformations in the Reading and Use of English paper, as well as the Writing and Speaking papers, where students should avoid repeating the same words and expressions.

All elements of vocabulary are revised in the Review sections of the Coursebook, as well as in the Workbook, both in the unit in which they are first presented and in later units, too.

Grammar

Each unit of the Coursebook contains one or more Language focus sections, which generally use contextualized examples from a reading or listening text to present and illustrate a particular grammar point. Students at this level will already be familiar with the majority of the grammar areas which are required for the *Cambridge English: First* examination. Most Language Focus sections, therefore, do not simply give students the grammar rules, but encourage them instead to apply their existing knowledge to example sentences and work out the rules for themselves. To achieve this, they may be invited to answer questions about the examples or perhaps match each example to a rule. Having checked their ideas in the Grammar reference at the end of the book, students then go on to perform written and/or spoken practice activities. Further practice is provided in the Review sections

at the end of each unit, as well as in the relevant unit of the Workbook. This practice often takes the form of exam-style Use of English exercises.

Use of English

The comprehensive nature of the Language focus and Vocabulary sections ensures that students receive the appropriate language input to enable them to deal confidently with the Use of English tasks in the Reading and Use of English paper. In addition, they are provided with plenty of opportunity to practise all four task types, both in the Coursebook and the Workbook. The Ready for Use of English unit of the Coursebook gives useful information on the types of words tested in Part 1, the Multiple-choice cloze, Part 2 the Open cloze and Part 3, the Word formation task.

A key feature of *Ready for First* is the Word formation syllabus, which aims to teach rather than simply test. A systematic approach to word building is adopted, with a number of units each focusing on a different aspect of affixation. Word formation practice exercises test only those items which have been presented in the same unit as the exercise or in earlier units. The effect is therefore accumulative, so that by the end of the course students will have been exposed to all the major areas of affixation tested in Part 3 of the Reading and Use of English paper.

Reading

Texts from a variety of sources (magazines, newspapers, novels, etc.) are used to develop students' reading skills and prepare them for the reading tasks in the Reading and Use of English paper. In Units 1–3 of the Coursebook, students encounter each of the three types of reading task they will be expected to complete in the *Cambridge English: First* exam: Part 5 Multiple choice, Part 6 Gapped text and Part 7 Multiple matching. In these first three units of the book, each reading section is accompanied by a How to go about it box, advising students on the techniques to employ when carrying out the different exam tasks.

The second time they see each of the three task types, in Units 4 to 6, students receive a little less help. This time each reading section is accompanied by a Don't forget! box, which provides students with a brief reminder of the main techniques they learnt in Units 1–3. In the rest of the book, in Units 7–14, students are expected to be independent and almost no further help is given, though of course, they can always be referred back to the relevant help boxes in Units 1–3 before carrying out a particular reading task.

The Ready for Reading unit contains further help and advice for each of the three task types. This

comes immediately after Unit 6, although the contents of this unit can be used at any time during the course.

In order to promote sound examination technique, students are encouraged at all times to read through the text for gist (general understanding) first, before they go on to complete the exam-style reading task. They may, for example, be required to answer one or more gist questions, or perhaps check predictions they have made in a pre-reading activity. Once all reading tasks have been carried out, the Reacting to the text sections provide students with the opportunity to discuss the content of the passage and express their own opinions on the issues involved. Further reading practice is provided in each unit of the Workbook.

Writing

All exam writing tasks are covered, both in the Coursebook and the Workbook. The writing sections in both books prepare students thoroughly for each new task and may focus on one or more of the following features: planning answers; help with ideas; paragraph organization; cohesive devices; useful language; appropriate style; checking work for mistakes. Model answers appear throughout the course, and always when students encounter a particular task type for the first time.

In addition, the Teacher's Book and the with-key version of the Coursebook both contain examples of students' answers to many of the writing tasks in the Coursebook. These are accompanied by comments from the examiner. The Ready for Writing includes a writing bank containing examples of each of the different writing tasks that students are likely to encounter in the *Cambridge English: First* exam. For each task type, there is a question and a model answer, with important features highlighted in the margin. This is always followed by a writing task for students to complete, with a Useful language box containing vocabulary and structures they can use for this and other writing tasks of the same type. The writing bank serves both as a reference and also as a source of writing tasks which can be done at any time, with or without the help of the teacher.

For students preparing for *First for Schools*, the Teacher's Book contains supplementary material for the Short story option (pages 55, 136 and 166) and the Set text option (page 167).

Listening

Nearly every unit of the *Ready for First* Coursebook has two exam-style listening tasks, and there are a further 14 tasks, one for each unit, in the Workbook. This makes a total of 45 listenings in the two books. Information on listening in the *Cambridge English:*

First exam and guidance on how to tackle the tasks are given in the What to expect and How to go about it boxes, particularly in the earlier stages of the course, when students require most support.

The pre-listening stage is an extremely important one and can greatly influence how successfully students complete the listening task. *Ready for First* therefore includes a number of pre-listening activities intended to raise students' interest in, and activate their knowledge of the subject of the recording, as well as to suggest techniques which can be applied during the examination itself. These activities include discussion questions on the topic, prediction of language and/or information which students are likely to hear, advice on note-taking and raising students' awareness of distractors. And then after the listening, there are questions to encourage further discussion based on what students have heard in the recording.

The Ready for Listening unit on pages 124–127 contains an example of each of the four parts of the Listening paper, together with further help and advice. All the Coursebook listening scripts are included at the end of the book, and the recordings are included as downloadable MP3 audio files on Macmillan Practice Online.

Speaking

There are numerous speaking opportunities in *Ready for First*, both exam-type tasks as well as other non-exam speaking activities.

Guidance is given throughout the Coursebook on how to approach the four parts of the Speaking Paper in the *Cambridge English: First* exam. There are regular How to go about it and Useful language boxes, particularly for Parts 2 and 3, where students need most help with procedure and technique. The Ready for Speaking unit on pages 164–167 contains further useful practice and advice, and includes a recorded speaking test, in which students can compare their own performance in the four Parts of the Speaking paper with that of two candidates who carry out the same tasks. This speaking test can also be seen on video on Macmillan Practice Online.

Clearly, the more speaking practice students have in class, the faster their oral skills will improve and the better prepared they will be for the Speaking paper. *Ready for First* provides regular opportunities for students to speak in pairs, in pre- and post- listening and reading activities, as well as in Vocabulary and Language focus sections. These activities often provide personalization and discussion possibilities, aimed at both improving general fluency and also preparing students for Parts 1 and 4 of the Speaking paper. They are indicated by the special speaking icon, most usually found in the left hand margin.

Content Overview

Themes

The unit is concerned with routines, lifestyles and the topic of clothes. The grammar and vocabulary come directly from the reading and listening exercises and are actively practised through the more controlled grammar exercises and freer speaking and writing tasks.

Exam-related activities

Reading and Use of English

Part 7 Multiple matching
Part 4 Transformations (Review)

Writing

Part 2 Informal letter
Part 2 Article (Review)

Listening

Part 3 Multiple matching
Part 1 Multiple choice

Speaking

Part 2 Talking about photos

Other

Language focus 1: Habitual behaviour
Language focus 2: *Be used to, get used to*
and *used to*
Vocabulary 1: Lifestyle
Vocabulary 2: *Get*
Vocabulary 3: Clothes

and *I work full-time*. Encourage students to listen carefully to each other as they do the activity, and point out that this is essential practice in preparing for the *First* exam. Circulate and monitor the activity. Get feedback from each pair when they have finished by asking: *What type of lifestyle does your partner have?* This will check they have been listening.

2 Students discuss the questions in small groups. Circulate and use this activity as a way of getting to know your students. Keep any error correction to a minimum as this might intimidate some students. After the activity, have a brief feedback session with the class by asking a few students to give some information about their group, e.g. *Does anyone in your group want to change their lifestyle? Why?* Write any new or useful vocabulary on the board.

Point out that the collocations in the bullet points are highlighted in **bold**. Explain that this system is used throughout the Coursebook to highlight collocations, and demonstrate this by referring students briefly to Vocabulary 2: *Get* (p11) exercises 1–3 and Vocabulary 2: Sport (p25) exercise 4.

Learner training

Suggest that students buy a notebook to record vocabulary as they go through the course. For homework, they could create a section on lifestyles in their notebooks and write the collocations from exercise 2 with an example sentence for each one.

Speaking

Part 2

Talking about photos

Page 7

Vocabulary 1: Lifestyle

Page 6

Lead-in

Books closed. Write *lifestyle* on the board and elicit different types from the class, e.g. a busy lifestyle. Put students' suggestions on the board.

1a Refer students to the verbs and adjectives and check for understanding, e.g. *Which word describes a lifestyle in which you are often sitting down?* Point out that *life* can be used instead of *lifestyle* in all collocations. Model and check pronunciation of *chaotic*, *luxurious* and *sedentary*.

1b Give a brief description of your own lifestyle as an example to start students off, e.g. *I've got a very busy lifestyle because I've got two children*

Lead-in

Books closed. Either show students two flashcards or project two photos onto the screen, e.g. a doctor in a hospital and a gardener. Write the following expressions on the board:

Both pictures show ...

In the first picture ..., whereas in the second picture ...

I get the impression ...

I expect ...

He/She probably ...

I doubt that ...

Perhaps ...

He/She might/may ...

Ask students what they think the people in the flashcards might find difficult about their lifestyles. Explain that they should use the expressions on the board. Elicit answers from various students. At this stage, don't overload them with too much language: contrasting linkers such as *however*, *while* etc can be introduced later on in the course.

1 Books open. Students read the instructions and the How to go about it and Useful Language boxes. Explain that in the exam, Student A talks for one minute and Student B for about 30 seconds. However, as this is their first experience you can allow them longer.

Students carry out the speaking task using photos 1 and 2 on page 6. Remind them to mention a few of the topics such as daily routine, working hours, etc. Circulate and check students are following the instructions correctly.

2 Students switch roles and carry out the same speaking task, using photos 3 and 4 on page 7. To get some feedback, ask students which lifestyle they chose when they were Student B. Ask some pairs how they feel they performed in this speaking task.

Reading and Use of English

Part 7

Multiple matching

Page 8

This reading continues the theme of lifestyles, using the same jobs as those in the photos on pages 6 and 7. Present tenses, frequency adverbs and the uses of *get* are introduced in a natural way. It provides a springboard for students to talk about their own routines and lifestyles (allowing them to get to know each other as they begin the course). It also links well to the writing task in the review section on page 17, so you could set this writing task for homework.

Lead-in

Write the following words on the board in random order: *craftspeople*, *rehearse*, *farm*, *port*, *mug*, *scripts*, *lambs*, *crew*. Ask students to match them with the jobs that are represented in the photos.

Pre-teaching vocabulary in this way is a confidence-building activity in the first few classes, but students should gradually be weaned off this as

the course progresses and encouraged to guess unknown words by using contextual clues.

Students read the instructions and the How to go about it box. This is designed to help them with their first multiple matching task. On the next occasion they see this task type, in Unit 5, this advice is summarized in a Don't forget! box.

Once students have read the information in the box, ask them to close their books and summarize the suggested procedure orally with their partner. After this, mention that the text contains distractors and that the students need to read carefully to check that the answers they choose are correct.

Before they do the reading task, check their understanding of the following items of vocabulary in the questions: *untidy* (1), *unpredictable* (3), *keen on* (4). Ask: *What's another way of saying a person is untidy?* (e.g. *not well organized/disorganized*).

If students ask you for the meaning of other vocabulary during the reading activity, encourage them to try and answer the questions without trying to understand every word.

Have class feedback and if students have made mistakes, show the importance of noticing and avoiding distractors, e.g.

B *I would crawl out of bed in the morning and go straight into the garage, which I'd converted into a studio.*

(does not have to go far to get to their place of work)

C *So now I don't get as much exercise as I'd like to.* (is not particularly keen on taking exercise)

D *I get lonely if I'm away from her for longer than a week or so.*

(used to feel lonely while working)

Alternative approach

If you would like to make the reading more communicative, you could start the activity by asking students to work in groups of four. Each student reads one of the texts and then gives an oral summary of the information to their group.

Answers

Question 4 is answered by the underlined parts in Text A.

Questions 1 and 7 are the other questions answered in Text A. See key below.

- 1 A** *at home there are usually scripts lying all over the place. It's a bit of a mess, I'm ashamed to say.*
- 2 D** *... I can't see myself in any other profession. There's nothing else I'd rather do.*
- 3 C** *I love my job, especially the variety and not knowing what you'll be doing from one day to the next.*
- 4 A** *I'll sometimes go for a run after I get up, though it's not really my idea of fun. None of that fitness business is ...*
- 5 B** *I have to get up early and my morning routine is dull and conventional, the same one that's played out in millions of households.*
- 6 D** *My flat overlooks the port, so it's just a short walk to the Ellie May.*
- 7 A** *I always fall asleep as soon as my head hits the pillow.*
- 8 B** *Working at home was such a solitary business and I hated the fact that I would often go for days without speaking to anyone.*
- 9 C** *But being a vet – any type of vet – is not what people think it is. It's not all cuddly lambs and cute little pigs. We have to do some pretty unpleasant things sometimes ...*
- 10 B** *I often get to bed later than I would like.*

Reacting to the text

Students discuss the question in pairs. You could finish the activity by telling the class which person you would like to change places with yourself.

Language focus 1: Habitual behaviour

Page 10

A General tendencies

1 When students have read about *tend to* in the Grammar reference on page 209, explain that the structure *used to* + infinitive can only be used for past habits and states which no longer occur or exist now. Stress that we use *usually* with the present simple for present habits. In monolingual

classes, you could ask a student to translate the following sentences:

I usually play tennis twice a week.

I used to play tennis when I was a child.

Answers

use to be

2 Students work in pairs. If your students are fairly strong, they could respond orally. However, if they are weaker, they should write the three statements. Elicit statements from various pairs.

B Frequency adverbs

1a Write the following on the board:

Position of adverbs

1 before the main verb

2 after the verb to be

3 after the auxiliary

Ask students to read the sentences in the book and to match each one with one of the rules on the board. Elicit answers.

1b Note that the adverbs at either end of the scale – (*almost*) *always, rarely, seldom, hardly ever, never* – cannot be placed before the subject in this way.

Answers

1

- a** immediately before the main verb; after the auxiliary verb and the verb *to be*
- b** *always* and *never* are incorrectly placed

2 Students do the exercise as suggested. Remind them to use the Grammar reference on page 209. Elicit answers from various students.

Answers

- 1** correct
- 2** I usually have my dinner in front of the television.
- 3** I never spend more than ten minutes doing my English homework.
- 4** correct
- 5** I hardly ever play computer games – I prefer reading.
- 6** correct

3 Ask students to work in pairs. Encourage them to add some extra information to each of their

sentences. Their partner could also ask some follow-up questions, e.g. *Where do you normally go? Do you usually go out with your friends or members of your family?* Circulate and help students to self-correct any errors with the use of the adverbs. You could also ask more questions related to the statements and tell them something about yourself. Have class feedback in which you mention some interesting information you have heard about various students.

C Used to and would

1 Write on the board: *I would crawl out of bed and go straight into the garage.* Ask students what time this is referring to. Elicit that it is a past habit. Ask students whether the sentence could be expressed in a different way. Elicit *used to crawl*.

Focus students' attention on the sentences in the book. Students answer the question. Remind them to refer to the Grammar reference on page 209. Elicit the answer.

Answers

Would + infinitive can refer to past habits, but not states. It is not used with stative verbs such as *have* to refer to the past.

2 Before students do the task, instruct them to read the text quickly to find out how this family's life has changed. Then focus students' attention on the instructions and read the first sentence in the text together. Elicit the answer. Ask students to complete the exercise. Correct the exercise together.

Answers

1 b 2 a 3 a 4 a 5 b 6 c 7 b 8 c 9 c
10 a

3 Write two sentences on the board about things which have changed in your life over the past five years, using *would* and *used to*, e.g. *I used to live in a really small flat, but I have moved to a bigger place outside the city. I would have breakfast in a café near my flat every morning before going to work.*

Ask students to write similar sentences about themselves. Circulate and check that they are using the structures correctly. Then get some feedback by asking a few students to read out one or two of their sentences. Encourage the other students to think of some follow-up questions about the changes in their lives.

Vocabulary 2: Get

Page 11

This is the first of a number of sections on verbs which have a variety of different meanings. Other verbs include *take* (Unit 4), *give* (Unit 9), *put* (Unit 11), *make* and *do* (Unit 14). These verbs are common in English and often tested in the *First* exam.

1a Do the exercise as suggested in the book.

Alternative approach

Students work in groups of three. Explain that they are going to have a race to try to remember which of the people from the reading text on pages 8 and 9 said each sentence. Explain that if they can't remember, they should look at the texts. Set a time limit of three minutes. The team with the most correct answers is the winner.

Answers

b the actor	c the farm vet
d the fisherman	e the potter
f the actor	g the fisherman
h the potter	

1b Students work in pairs. Elicit answers from various students.

Answers

b get up	c do exercise
d become/grow lonely	e catch the train
f arrive at/reach the theatre	g makes us do
h receive requests/am asked	

Learner training

For homework, suggest that students record these meanings of *get* in their vocabulary notebooks. Considering the meaning of the whole phrase with *get* (and similar verbs) is a useful tool when paraphrasing. Paraphrasing is important in all papers of the *First* exam.

2 This exercise is similar to Reading and Use of English Part 1 in that students have to choose the correct answer from four options.

Do exercise 2 as suggested. When students have finished, ask which sentence the picture is related to, then elicit the answers to the questions from various students.

Answers

- | | | |
|---------|-----------|--------|
| 1 touch | 2 chance | 3 paid |
| 4 ready | 5 trouble | 6 over |
| 7 by | 8 on | |

3 Students discuss the questions in pairs. Explain that they will have to answer similar questions in Parts 1 and 4 of the Speaking exam.

You could ask students the difference between *anger* and *angry* (*anger* is the noun, *angry* is the adjective). Circulate as the students speak and record any common errors. Write these on the board after the activity and elicit the corrections from various students.

Some of these questions link in well to the writing task in the Review section on page 17.

Vocabulary 3: Clothes

Page 12

Lead-in

Ask students the type of clothes people wear in their country for weddings, work, in their free time, or for different professions.

1 Focus students' attention on the photos. Ask them to work in pairs and to write down the items of clothing. Elicit answers from the whole class.

Answers

- 1** hat, top hat, suit, jacket, tie, shirt, jeans, trainers, dress

2 Students work in pairs. Monolingual dictionaries could be used. Mention that some of the adjectives can not only be used to describe clothes, but also people and hair, e.g. *scruffy*, *trendy*. Circulate and if students ask the meaning of a word, encourage another student from a different pair to give a definition. Model and check pronunciation of *unfashionable*, *scruffy* and *casual*.

Answers

Possible answers:

- 1** formal, smart
2 scruffy, casual, baggy (jeans), plain (shirt)
3 colourful, sleeveless (dress)

Additional activity

After this activity, get students to play a descriptions game. Organize students into A/B pairs. Student A

describes the clothes of a student in the class and student B has to guess who they are describing. Then they swap roles.

Listening 1

Part 3

Multiple matching

Page 12

Ask students to read the exam instructions, then focus their attention on the What to expect in the exam box. Ask a few general comprehension questions, e.g. *What should you do during the 30 seconds before listening to the piece? What are distractors?*

Prediction

1–2 Students do exercises 1 and 2 as suggested in the Coursebook.

Answers

- A** a wedding: guest, witness, priest, best man, in a church, in a registry office
B a birthday party: guest, host, at home, in a disco
C a classical ballet: audience, ballerina, dancer, director, in a concert hall, in an opera house
D a sporting event: spectator, competitor, star, opponent, in a stadium, at a sports centre
E a film premiere: star, audience, director, producer, at a cinema
F an examination: candidate, invigilator, in an examination hall
G a job interview: candidate, interviewer, panel, in an office or other place of work
H a special family meal: guest, host, relative, relations, in-laws, at home, in a restaurant

3 Students work in pairs and have short conversations about each occasion. For example, A: *If I was going to a wedding I would buy an expensive dress. I would probably wear high-heeled shoes.*

B: *Really? I wouldn't wear high-heeled shoes, because I like dancing and I'd be uncomfortable.*

Listening task

Play the recording twice and let students compare their answers together after the first listening. Explain that they should briefly discuss what they heard if their answers are different.

After they have listened a second time, ask students

what made them choose their answers, in order to see if they can distinguish between the distractors and clues. This will also follow up the prediction work done in the pre-listening stage.

Possible distractors are:

wedding: *trainers and sports top*

birthday: *costume, Coco the clown*

interview: *examination results, serious candidate*

sporting event: *French star, stars of the silent movies, long heavy dresses*

The post-listening question provides an opportunity for personalization. Students work in pairs and discuss the question. Get some brief class feedback.

Point out that the listening script includes language covered in the unit. Draw students' attention to the listening script on page 222 and ask them to work in pairs to underline some examples.

Answers

1 A 2 F 3 D 4 G 5 B (C, E and H not used)

Listening 1: Listening script 1.1–1.5

Speaker 1

After we got the invitation, my mum and I kept having huge rows about what I was going to wear for the big event. She's always criticizing me for my taste in clothes and she'd bought me this long, bright red dress to wear on the day. Of course, I refused. I went instead in a short black skirt, trainers and a sports top, thinking I'd look really cool and trendy. But of course, when we got to the church and I saw all the other guests in their smart new clothes and expensive hats, I just felt really, really stupid and embarrassed. The bride and groom looked quite surprised when they saw me, so I spent most of the time at the reception trying to avoid them.

Speaker 2

We really had no other option but to send her home to get changed, dye her hair back and take out the nose stud. We have rules and the rules are there to prepare young people for the reality of the world of work. I don't know of many jobs where you could turn up with scruffy old clothes, green hair and a pierced nose. We insist on uniform from the first day until the last, and that includes when sitting exams. It's unfair on other candidates who respect the regulations, and distracting for them at a time when they need maximum concentration.

Speaker 3

... Indeed attitudes were already beginning to change in the first half of the century. In 1919, the young French star Suzanne Lenglen caused a sensation at the British championships by wearing a calf-length, sleeveless dress. Her unconventional, yet practical clothing shocked spectators, who were used to seeing women play in the long heavy dresses which were typical of that period. As a result, Lenglen attracted the kind of

attention from the world's press which was normally reserved for the stars of the silent movies. She silenced her critics, however, by beating her opponents and going on to win several major titles.

Speaker 4

He clearly has ability. You only have to look at his examination results to see that. And he used to live in France, which means he probably wouldn't mind changing countries, if we needed him to. No, what concerns me is his appearance. If he's prepared to turn up for something as important as this, wearing what can only be described as casual clothes, what would he be like with our clients? If he really is a serious candidate and we decide to take him on, then he will have to get used to wearing something a little more formal.

Speaker 5

They had to have their little joke, didn't they. 'Jane's having a little celebration at her house for her "coming of age" and she wants everyone to go in fancy dress.' That's what they said. So I thought about it for ages, what I was going to go as and everything. I spent more time thinking about my costume than about what present I was going to get for Jane. Of course, when I turned up at the house dressed as Coco the Clown and everybody else was wearing normal clothes, I don't know who was more surprised, me or Jane.

Additional activity 1

As a post-listening activity, ask students to work in groups of three. Explain that they are going to describe a true or invented situation in which someone's appearance caused them embarrassment. The other students in their group can ask some follow-up questions and decide whether they believe the situation or not.

Additional activity 2

As a post-listening activity, divide students into groups of three. Write the following on the board:

party clothes to the First exam

formal clothes to a football match

a Dracula fancy dress outfit to a wedding

Students should choose one situation each and then invent information to explain why they wore these clothes to the occasion. After the activity they should vote which story was best.

Learner training

Suggest students record some of the vocabulary from the Prediction section in their vocabulary notebooks. You could also model and check the word stress of the following words.

spectator competitor candidate invigilator opponent

Language focus 2: *Be used to, get used to and used to*

Page 13

1–3 Students work through exercises 1–3 in pairs. Get whole-class feedback.

Answers

- 1** 1 a 2 b 3 a
- 2** *Be used to* + -ing/noun in the affirmative describes the state in which one no longer finds situations new or strange, e.g. *I am used to the heat* means 'it is no problem for me now'.
Get used to + -ing/noun in the affirmative describes the process of reaching normality with a new or strange situation, e.g. *I am getting used to the heat* means 'it is less of a problem for me now than before'.
- 3** the gerund

Additional activity

The differences between *used to*, *be used to* and *get used to* can be an area of confusion for some students, so you may need to give some further examples. If so, write the following on the board:

1 *I've just started working as a nurse and I'm finding it hard to get used to working at night.*

2 *I have lived in Spain for six years so I am used to eating late in the evening.*

3 *I used to work in a bank.*

Ask students in which sentence:

used to refers to a past state or habit; (3)

the speaker no longer finds the situation new or strange; (2)

the speaker is in the process of adapting to a new situation. (1)

If you have a monolingual class, you could ask students to translate the expressions.

4 If your students are strong you should do this activity orally as suggested in the book. However, if your students are weaker ask them to write out the sentences. Circulate and check students understand the structure. Elicit examples from various students.

5a Find out if any of your students have been to Britain. Elicit one or two aspects of life that they might find difficult to get used to. Then ask them to think of other examples in pairs.

5b Students follow the instructions. Explain that reading through exercises like this to get their general meaning is a good habit to acquire for many sections of the *First* exam.

5c Read through the instructions together and check students understand that some of the gaps can be left blank. Students complete the exercise in pairs. Circulate and help them with any problems.

Elicit answers from various students. If they are still having problems you could ask concept questions for the ones they got wrong, e.g.

Did he find the habit of eating at 1pm strange?

Was cooking for himself one of his past habits?

Does he still find English food strange?

In a monolingual class you could ask students who have grasped the concepts to translate certain expressions for their peers.

Answers

- 1** get, having **2** – , cook **3** is, eating
4 – , write **5** get, being **6** be, driving
7 get, driving

5d Students discuss the question in groups of three. If you have a multilingual class, put students from different countries into each group as this will make the discussion more interesting. Give them some general categories (e.g. *times, food, people's character, transport, relationships*) to help them develop their discussions.



DVD Resource: Unit 1

Additional activity

As this area of grammar is a complicated one, you should recycle the structures in future classes. One way of doing this is to prepare envelopes with cut up cards. Write a sentence with an error on each numbered card and stick a piece of paper with the correct answers on the back of the envelope. Hand out the envelopes to pairs of students and have them discuss what they think the error is in each sentence. They can then check their answers on the back of the envelope.

You should save these envelopes as they can be reused closer to the exam along with envelopes on other topics which you prepare during the course. If other teachers in your school are teaching the same level you could prepare them as a team and share them.

Writing
Part 2

Informal letter

Page 14

This section is intended as an introductory training exercise for writing informal letters in Part 2 of the Writing paper. The language presented and information given is also relevant to emails. In the exam, students would read a short extract of a letter, rather than a whole letter, as in this writing section. (Students have exam-style practice of writing informal letters or emails in Unit 7).

Notice that the letter includes language from the unit. This will allow students to see structures such as *get used to*, *getting late*, *tend to* etc in a natural context.

- 1 Students do exercise 1 as suggested in the book. Elicit answers from various students. You could also ask some further questions as a way of recycling language studied in the unit, e.g.
How does he feel about milking the cows?
How do they normally spend the day after breakfast?
What time of day did he write the letter?

Answers

Mark wants to know how I am settling in to the new house. He wants to know if I can help him in the summer.

- 2 Students very often have problems organizing their written work into paragraphs. This section ensures that the purpose of paragraphing and its importance is focused on from the start of the course.
Students do the exercise in pairs. Elicit answers from various students.

Answers

Paragraph 2: to describe how he spends a typical day
Paragraph 3: to give news and invite you to visit
Paragraph 4: to finish and ask for a reply

- 3 Ask students to read the instructions. Check they understand that three expressions cannot be used. Mention that *Yours sincerely* is used when we know the name of the person and *Yours faithfully* when we use *Dear Sir/Madam*.

Answers

2 a
3 no, because this expression is too formal
4 c
5 g
6 no, too formal
7 no, too formal
8 d
9 b
10 f

Exam note

It is important that students are aware of appropriate register or level of formality when they are writing. A common problem is for students to misuse or mix the use of formal and informal expressions. Candidates lose marks if they do this.

- 4 Students do exercise 4 as suggested.

Answers

1 while 2 as 3 and/so, as well
4 but 5 so

- 5 Ask students to read the instructions and to underline the key information they will need to include in their letter. Then focus their attention on the How to go about it box and ask a few questions, e.g. *How could you begin your letter? Should your letter be formal or informal? How should your letter be organized?* Then get students to work in pairs and brainstorm ideas for their letters. Finish by asking a few questions, e.g.
Where is your new house? What's it like? How are you settling in? Is there anything you are finding hard to get used to? What do you do on a typical day?

Suggest they look at the model of an informal letter on page 197 before writing their own.

Sample answer

Dear Mark,
I'm writing to you to tell you that I'm not going to go to your farm in summer because of my new work. However, I'll try to see you as soon as possible.

As you know, I moved to a new house six months ago and since then I've met new people.

I think that living there is better than I thought and with regard to my new surroundings I must say that they are excellent. I usually get up at half past seven and I went to work. Then I have a breakfast with my friends and I go to improve my English spoken in the afternoon in a specific classe. In the evening, I'm used to going to the cinema because here it's cheaper.

After all, I think is good have a new experience in your life and this is an example to explain it. As far as I'm concerned, I don't know if I'll have to return to my city, but it doesn't matter so much in these moments.

I hope you write me as you did.

All the best,

Luis

186 words

Examiner's comment

Content: Adequate coverage of points.

Communicative achievement: Register is awkward at times – *with regard to my new surroundings* (too formal for the context), and some confusion is evident in the use of *After all* and *As far as I'm concerned*. The overall effect on the target reader would be reasonably positive: the information asked for has been provided and the tone, although inconsistent at times, would not cause problems.

Organization: An abrupt beginning but the letter is organized into paragraphs. Successful use of simple sequencing in the third paragraph – *then, in the afternoon/evening*.

Language: Errors do not obscure communication, but they may distract the reader – *I'm used to going to the cinema* is not appropriate here, the use of *went* instead of *go* in the third paragraph, the omission of the subject in *I think is good* are some examples of inaccuracies. Vocabulary is generally appropriate except for *a breakfast, a specific classe*. Tenses are generally correct – *since then I've met new people*.

Mark*: Good pass

*Note on marking

Each of the four categories is awarded a mark out of 5. These marks are then added up to give a total score out of 20.

For the purposes of this course, the sample answers have been graded according to the following scale: **borderline, pass, good pass, and very good pass.**

Learner training

You might want to set up a correction system.

Explain that when students do writing tasks you will use correction symbols in your feedback. These will help them to work out the correct language for themselves. Make a worksheet with different types of errors, e.g. word form, preposition, verb tense etc and decide on your symbols, e.g. word form – WF. Get students to correct the errors and to record the symbols in their notes. When you give them back their first writing task, they should refer to the symbols and try to correct their own work.

Listening 2

Part 1

Multiple choice

Page 15

Refer students to the instructions and the What to expect in the exam box. Play the recording twice and let students compare their answers after the first listening.

Additional activity

After this you could refer students to the listening script on page 222 and ask them to underline distractors and circle the parts which give them the answers. This will enable you to highlight how distractors are used to make the task more challenging.

Answers

1 C 2 B 3 B 4 C 5 A 6 A 7 B 8 A

Listening 2: Listening script 1.6–1.13

1 You hear two people talking about a friend of theirs.

M = Man W = Woman

M: How many houses has Mike got now?

W: Four I think. This one here, the flat in Brighton, the country cottage, and ...

M: ... and the villa in Spain.

W: That's right.

M: Hmm. Easy for some, isn't it?

W: I'm not so sure. I get the impression he's a bit fed up with it all – always moving around. I wouldn't be surprised if he got rid of everything over here and lived in Spain permanently.

M: Is that what he's said he'll do?

W: Well, you know Mike. It's not like him to talk much about his plans. But he did say he might settle down one day – stay in one place. And you know how much he likes Spain.

2 You overhear a man talking to a friend on his mobile phone.

I'm stressed out, to be honest, what with work and the problems with the house and everything. I need to do something to help me relax ... Well, I wanted to do yoga, but the class is on Friday and I play squash then. And then I saw they do Pilates on Tuesdays and Thursdays, which would be ideal for me ... I know. You did it for a couple of years, didn't you? ... So anyway, I was wondering if you could tell me what it was like, what sort of things you did. I had a look on the Internet, but it's always better to talk to someone with first-hand experience.

3 You hear a woman talking about her family's financial situation.

We just about get by, but it's always a struggle to get to the end of the month. Frank – my husband – hasn't had a job for over a year and I've got the two children to look after. Frank said he'll look after the kids and I can go out and look for work. Trouble is, he's useless around the house and he can't cook to save his life. But there's no alternative, really. Both our mums aren't very well these days, so we can't get either of them to come and help out. And we haven't got any family jewels we can sell. So, this weekend I'll be teaching Frank to cook and writing a few application letters.

4 You overhear a man and a woman talking about their morning routine.

W = Woman M = Man

W: Don't you just hate it when the alarm goes off in the morning?

M: I usually wake up before the alarm goes off. I'm an early riser.

W: That sounds worse. Aren't you tired for the rest of the day?

M: No, I just don't need to sleep so much. I take the dog out for a walk, talk to him about this and that ...

W: You talk to your dog?

M: Sure. Much easier than talking to people – he doesn't answer back or ask questions, like people do. I find that much harder to cope with first thing in the morning. I'm the same in the car – most people can't stand the journey to work, but I have a good old chat with myself.

W: Weird.

5 You hear a woman on the radio talking about her experiences in a foreign country.

On my travels, I've got used to eating all sorts of weird and wonderful things, so I was prepared for things like fried insects and scorpions. I don't particularly like them, but I'll eat them if I have to. And it's very hot and humid there, so I was also ready for the rather slow pace of life and relaxed way they go about doing things, like work, for example. What I wasn't expecting was the way they dress

out there. In my experience it's unusual for people in that part of the world to take so much care over what they wear. Colour, style, fashion – it all mattered to them. I was positively scruffy by comparison.

6 You turn on the radio and hear the following.

The world today is faster and more dynamic than when our great-grandparents were alive, but as a result, life is often more stressful and unhealthy. Self-help books offer people the hope of finding a solution to their problems, improving their health and well-being, and generally making their lives better. The author of *Back to basics* says his book will help you achieve all these things in a matter of weeks. He's lying – the only thing it's good for is sending you to sleep, and you'd be wasting your money if you bought it, and your time if you read it.

7 You hear two people talking about the village they both live in.

M = Man W = Woman

M: Are you enjoying it here in the village?

W: Yes, I am. I think I know nearly everyone now. When I came here last year everyone went out of their way to introduce themselves and make me feel welcome.

M: That's good. So you feel comfortable here, then?

W: Yes, I do. And the children have settled in well, too. I just get a bit nervous about the traffic sometimes.

M: What, on the main road?

W: Yes, and a couple of other spots as well. There are certain places I won't let the children go without me. Some drivers just don't slow down for them.

8 You hear a man talking about his job.

I don't get to wear a uniform – you know, with a cap and all, like they do at some of the other hotels, but I do wear a suit. A decent one – tailor made – not just any old suit. Inside, at the front desk – in reception – they reckon I look smarter than the boss. I'm not so sure about that, but I do like to look good for the guests – I'm the first person they see before they go into the hotel. And I've got this long black overcoat, as well – it can get pretty cold standing outside on the steps in winter, I can tell you.

Learner training

The Workbook can be used in a number of ways. Set activities for homework as you cover various sections of the unit or get students to complete the corresponding unit of their Workbook at the end of each unit in the Coursebook. Explain that they should correct the Workbook themselves and ask you if they have any questions. Whichever method you choose, it's a good idea to ask students to bring in the Workbooks so that you can check they are up to date. Try to keep a record of the units each student has done.

Review 1 Answers Pages 16–17

Reading and
Use of English

Part 4

Transformations

- 1 getting rid of
- 2 got used to wearing
- 3 always borrowing my things without
- 4 is/s unusual for Simon to
- 5 not/n't like Helen to be
- 6 looking forward to seeing

Vocabulary

A Adjectives

- 2 high-heeled
- 3 tight-fitting
- 4 sleeveless
- 5 baggy
- 6 long-sleeved

B Expressions crossword

Across

- 1 thanks
- 5 forward
- 8 way
- 9 love
- 12 taken

Down

- 2 know
- 7 better
- 11 hear

Expressions with *get*

Across

- 3 rid
- 4 on
- 10 touch
- 13 paid

Down

- 1 trouble
- 3 ready
- 6 dressed

C People

- 1 e
- 2 f
- 3 a
- 4 b
- 5 d
- 6 c

- 1 competitor, spectators
- 2 host, guests
- 3 bride, groom
- 4 audience, performers
- 5 doctor, patient
- 6 candidates, invigilator

Each unit in the Coursebook has a review section. As this is the first unit, some activities are suggested below. These are designed to give you ideas on how to exploit future reviews.

Additional activities

Transformations

Page 16

As this is the first example of a transformations exercise you could do it in class rather than for homework. Ask students to read the instructions and the What to expect in the exam box. You could ask a few comprehension questions. For example, *Can you change the form of the word given in the answer sentence?* (No)

How many words should you use? (between two and five words)

What does 'paraphrase' mean? (to express the same idea using different words)

What aspects of English are tested in transformation? (grammar, vocabulary and collocation)

Students complete the exercise. Elicit answers from various students and go over any problem areas.

Vocabulary A, B and C

Pages 16 and 17

Make the review into a class quiz. Ask students to close their books. Divide them into groups of three. Get each group to think of a name, e.g. *The Smart team*, *The Clever Kids*, etc.

Each team uses a piece of paper as a score sheet to write down their answers. Explain that they are allowed a little time to confer for each question. At the end of the quiz, teams swap score sheets. Go through the answers as a class. Count the scores to find the winner. Bring some sweets as a prize.

After the quiz ask students to complete the exercises in the review section for homework.

Part 1 of quiz (A Adjectives)

Write *DRESS* on the board and ask:

Which of the following words does not normally collocate with *dress*?

evening *afternoon* *fancy*

You may need to repeat the words. Allow teams some time to confer. Continue by asking about the remaining collocations.

Part 2 of quiz (B Expressions crossword)

Explain that the teams must guess the missing word in sentences related to letter writing. Read out the clues, substituting a 'beep' for the gap. For example, *1 Many (beep) for your letter.*

2 I'm looking (beep) to hearing from you.

Allow time between questions for the teams to confer.

Part 3 of quiz (C People)

Give students definitions for the twelve items of vocabulary in Exercise C. The teams must guess what the word is in each case.

1 What do you call a person who watches students during an exam to check they don't cheat? (invigilator)

2 What do you call someone who has guests to their house? (host)

As pronunciation is marked in the Speaking exam, you could also add a few activities like the ones below.

Part 4 of the quiz: Pronunciation from Unit 1

Word stress

Write the following sets of words on the board and ask: *Which is the odd one out?*

- 0 *celebrity* *luxurious* *variety* *information*
 1 *comfortable* *maintenance* *candidate* *opponent*
 2 *spectators* *teenager* *sedentary* *villages*
 3 *candidate* *exciting* *relaxing* *museums*

Ask students to look at the sets of words and to decide which word in each group has different word stress. Do the example (0) together: *information* is the odd one out, because the stress is on the third syllable.

Allow time for the teams to confer.

Answers:

- 1 *opponent* 2 *spectators* 3 *candidate*

Part 5 of the quiz: Pronunciation from Unit 1

Phonemes

Write the following on the board and ask: *Which is the odd one out?*

- 0 *they* *day* *village*
 1 *chaotic* *daily* *active*
 2 *buy* *quiet* *advertisement*
 3 *busy* *cottage* *scruffy*

Ask students to look at the sets of words on the board and to decide which word in each group has a different phoneme. Do the example (0) together: *village* is the odd one out, because the *a* is pronounced /ɪ/.

Answers:

- 1 *active* /æ/ 2 *advertisement* /ɪ/ 3 *scruffy* /ʌ/

Content Overview

Themes

The unit deals with the themes of entertainment, music and sport. The listening and reading materials provide a contextualized source for the grammar and vocabulary which will be focused on in the unit.

Exam-related activities

Reading and Use of English

Part 6 Gapped text
Part 3 Word formation (Review)

Writing

Part 2 Letter of application
Part 2 Article

Listening

Part 2 Sentence completion
Part 4 Multiple choice

Other

Language focus 1: Indirect ways of asking questions
Language focus 2: Gerunds and infinitives
Vocabulary 1: Music
Vocabulary 2: Sport
Word formation: Affixes

Reading and Speaking Pages 18 and 19

Lead-in

Books closed. Ask students what shows are on in town at the moment and whether they have been to one recently. Get them to describe what it was like. Books open. Focus students' attention on the photos and ask them which show looks the most original. Let students read the instructions and then brainstorm a few expressions for making suggestions, agreeing and disagreeing, e.g. *Would you like to go ... / What about ... / I don't really want to ... / Yes, that's a good choice.* Write the expressions on the right-hand side of the board and do not rub them off as you will need to refer to them later in the lesson.

Students carry out the speaking and reading task. As feedback, ask various pairs which show they chose. You could also ask if they have ever been in a musical and get them to describe their experience.

Vocabulary 1: Music

1a Elicit the names of the musical instruments in the photos and write them on the board. Mention that *fiddle* is a less formal term for a *violin*. Model and check pronunciation of *violin*, *viola*, *cello* etc.

Answers

violin, cello, drums

1b This task focuses on common music-related collocations. Circulate and monitor the activity. Have class feedback. Highlight the word stress of *vocalist*, *guitarist*, *record*, *performance* and *percussion*.

Point out that when *record* is a verb the word stress changes to *record*.

Answers

1 lead	2 a song	3 musician
4 on	5 play	6 live*
7 in	8 instrument	

*pronunciation /laiv/

2 This is a memory activity. Students try to remember the word combinations in exercise 1b.

Alternative activity

Make the exercise more competitive by dividing students into groups of three and asking them to try and memorize the combinations. Student A then acts as a referee, while students B and C close their books. Student A reads out one of the words, e.g. *talented*, and the first of the other two students to complete the phrase correctly scores a point. When students have completed the activity, have class feedback and ask various groups who the winner was.

You could also get students to work in pairs to write four questions using the vocabulary in exercise 1b. Then they ask another pair their questions.

3 This activity is similar to Part 3 of the Speaking exam, where students have to take part in a discussion with another candidate. It tests students' ability to talk about different possibilities, make suggestions, express opinions, give reasons and come to a final decision. Ask students to read the instructions. Check they understand *raise money*, *workshop* and *donate*. Focus students' attention on the expressions which you wrote on the board earlier in the lesson. Get them to add some more

expressions, e.g. *Shall we ...*, *Maybe you're right ...*, *I think it might be better to ...*, etc.

Tell students to start the speaking activity. Circulate and record any common errors. In class feedback, ask groups which two events they chose and why they chose them. Write a few of their errors on the board and correct them together.

Conclude the activity by asking if anyone has ever raised money for charity and having them explain how successful they were.

Listening 1

Part 2

Sentence completion

Page 19

This listening continues the theme of entertainment. The radio presenter gives a review of the four shows from the Reading and Speaking activity on pages 18 and 19.

1a When students have read the instructions and information, ask them to close their books. Explain that you are going to read out some statements related to the What to expect in the exam box and that they should work with their partner to decide whether they are true or false. As you read out each statement, allow a short time for students to confer. Ask one pair the answer and then continue with the next statement.

1 You need to write more than three words for each answer. (false)

2 You mustn't make any spelling mistakes. (false)

3 The words you read in the question may not be the same as the words you hear on the recording. (true)

4 The words you need to write are heard on the recording. (true)

5 If you hear information that fits the gap this will definitely be the answer. (false)

1b Ask students to do the exercise in pairs. Explain that this is useful practice for the exam, where they will be given 45 seconds to read the questions. They should use this time to predict the type of answers they will hear. You could write some expressions for hypothesizing on the board, e.g. *perhaps*, *maybe*, *it could be*, *it's probably*, etc.

1c Play the recording twice and let students compare their answers together between listenings.

Answers

- | | |
|-----------------------|------------------|
| 1 whole family | 2 Mexico |
| 3 country and western | 4 interval |
| 5 1999 | 6 four/4 million |
| 7 Photo/photo gallery | 8 Rain/rain |
| 9 bikes | 10 excitement |

Listening 1: Listening script 1.14

Hello, Jim Dunne here, with a look at what's on in the area this coming week. And I'm delighted to be able to tell you that *Pagagnini* is in town, with its own special mix of music and comedy. It's great fun and I can guarantee the whole family will enjoy watching these four guys. They play all those bits of classical music that everyone knows, but sometimes can't put a name to – and they have a laugh at the same time.

Pagagnini is actually based in Madrid, but the show tours a lot and I was lucky enough to see it last year with my wife and our two girls when we were in Mexico. They're a really versatile bunch of musicians. At one point, they start using their violins and cellos as guitars, mandolins and even percussion instruments. And they move away from classical into rock, blues and country and western. Very impressive and we're all looking forward to seeing them again. They're on stage for about ninety minutes, but it's a very intense hour and a half, I can tell you. It's exhausting just watching them, and they don't stop for an interval, either.

Now, for those of you who like Irish dancing there's *Rhythm of the Dance* at the Apollo Theatre. Most of you will know about *Riverdance*, which began way back in 1994 – at the Eurovision Song Contest in Dublin, curiously enough. But *Rhythm of the Dance* goes back a long way too. It started out just five years later in 1999 in Norway. It's a similar kind of thing: the traditional music, the step dancing and so on, but there's a theme running through it. It's a kind of history of the Irish Celts. I haven't seen it yet, but I certainly will do – they're clearly very popular. It says here in the publicity that *Rhythm of the Dance* has played to live audiences totalling well over four million in no fewer than forty-four countries. And if you want to find out more about the show, go to their website. There isn't any Reviews section to look at there, but if you click on where it says 'Photo gallery' you get a pretty good idea of what to expect.

Now, the circus is back in town. Not just any circus, but the hugely talented Cirque Éloize from Canada. They're at the Regent Theatre again. The show's called *iD* and it promises to be every bit as good as the one they put on the first time they were there. That one was called *Rain* – as in, the wet stuff that falls from the sky. And there was plenty of water on stage, as you'll remember if you went to see it.

Now I've been looking at the video for *iD* on the show's website and I can tell you it has a totally urban setting. There's hip-hop and breakdance, electronic music and rock, and some of the artists moving around the stage on bikes and Rollerblades™. There are no animals, and no clowns, either. It's not your traditional kind of circus. And judging from the press reviews, it's well worth going to see. One that I have here in front of me says that it's an excellent show, full of originality, energy and excitement.

And if you want even more energy, then those Australian tap dancers, the Tap Dogs are on their way. They'll be at the Orion from Wednesday ...

2 Students discuss the question in pairs. Have class feedback and ask a few more questions, e.g. *Have your tastes in entertainment changed in the last five years? Is your country/region famous for any particular type of entertainment?*

Language focus 1: Indirect ways of asking questions Page 20

Students will have the chance to put this language point into practice in the speaking task in exercise 4a and b. It will also be useful when writing formal letters.

1–3 By looking at the target language and transforming the question into a direct form, students should be able to deduce the rules for forming indirect questions. Mention that the expressions *I'd like to know/we'd be interested to know/I was wondering if* do not need a question mark. Ask them to work through exercises 1, 2 and 3 in pairs. Get class feedback after each of these exercises. In exercise 3, check students understand the meaning of *clown around* (do silly things in order to make people laugh). Circulate and help students with any problems they may have.

Answers

1

- 1** When did *Rhythm of the Dance* start performing?
- 2** Why do you call the show *iD*?
- 3** Are the Tap Dogs planning to come here?

2

- a** The auxiliary verbs *did* and *do* are not used in the indirect question form. *Start* changes to *started*; *call* does not change, as the second person present simple form is the same as the infinitive form.

b In the direct question form, the auxiliary verb comes before the subject (*Are the Tap Dogs planning ...?*).

In the indirect form, the subject comes first, as in the normal word order for a statement (*the Tap Dogs are planning*).

c *If* (or *whether*) has to be added.

3

Possible answers:

- a** Could you explain why you are called 'Pagagnini'?
- b** I'd be interested to know when you started performing together.
- c** Could you tell me if/whether you have ever toured outside of Europe?
- d** Would you mind telling us what type of music you prefer playing?
- e** I was wondering if you could tell me how many hours you practise your instrument each day.
- f** We'd like to know if/whether you clown around when you're off stage as well.

4a Before preparing the roleplays, give an example to show students that they can invent information. Write an indirect question on the board, e.g. *We'd like to know if you have ever made a mistake on stage.*

Get a student to ask you the question. Then give your answer, e.g.

Well, actually we've made a lot of mistakes, but the worst was when someone had dropped water on the stage and I slipped and ended up in the front seats of the theatre!

Students prepare their questions. They could refer to the listening script on page 223 for ideas.

4b Before students do the roleplay, brainstorm some expressions which are used for giving yourself time to think. Write the following jumbled expressions on the board and then elicit the correct expressions.

Think let me.

That's an question interesting.

I never have before thought about that.

Encourage students to use these expressions during the roleplay.

Alternative idea

Students work in pairs. They invent a music or dance group and brainstorm information about

themselves. After this they write the name and the type of group on a piece of paper. They pass this to another pair, who has to prepare interview questions. Encourage them to use indirect questions. Then the pairs interview each other.

Writing 1

Part 2

Letter of application

Page 20

Ask students if they have ever applied for a job. Discuss the typical information included in a letter of application.

1 Students work in pairs. Check they understand the meaning of *ignore*. Have class feedback on the candidate's suitability for the job. You could also ask whether the students would like to do the job in the advertisement and why they think they would or would not be suitable.

2–3 Students work through exercises 2 and 3 individually. Check answers as a whole class. Stress that using the correct register is very important in the *First* exam, so they should always think carefully about who the target reader is.

Answers

2

- 2 I have seen
- 3 I would like to apply
- 4 I have also been attending
- 5 I have no experience
- 6 a number
- 7 I feel
- 8 well-suited to
- 9 I would love to have the opportunity to
- 10 I look forward to hearing

3

Although, In addition, as

4 Students discuss the purpose of the paragraphs in pairs. Have class feedback.

Answers

Paragraph 2: relevant skills

Paragraph 3: relevant experience

Paragraph 4: suitability for the job

5 Students read the task. Check they understand the meaning of *volunteer*. Ask a few questions about the information in the How to go about it box on

page 202, e.g. *Should you write a plan? Can you invent information? How many paragraphs could you use? Should you use an informal style? What should you do when you have finished writing the letter?*

Students make notes in pairs and write their letters for homework.

Sample answer

Dear Mr Groves,

I have seen your advertisement in the last edition of 'English News' and I would like to apply for the post of volunteer at the pop and rock festival.

After reading the advertisement, I think I have the relevant experience to work at the festival. I am in my first year in the university where, I study music. I play guitar, violin and drums and I am also a member of a rock band that last year my friends and I created.

Furthermore, I have some experience to work with people because I used to have a job as waitress in a busy music café. I enjoyed meeting different people and helping the public in general, and I learned a lot in this position.

I would love to have the opportunity to volunteer at the pop and rock festival. I feel I would be well-suited in this role and I would like to help other people enjoy music as I do. Finally, I believe I would learn a lot from hearing different bands styles and this would benefit my study.

I look forward to hearing from you.

Yours sincerely,

Claudine Diallo

194 words

Examiner's comment

Content: All points covered and the writer builds on the information given, e.g. *I am also a member of a rock group, I used to have a job as a waitress, I would like to help other people enjoy music.*

Communicative achievement: Register is appropriately formal for a letter of application, and the writer would have a positive effect on the target reader.

Organization: The letter is well organized with suitable paragraphs and the writer uses linking devices, e.g. *After reading, Furthermore, finally.*

Language: Generally accurate. Grammatical errors do not obscure meaning, e.g. *I have some experience*

to work (of working) with people, work as (a) waitress, my study (studies).

Punctuation and minor spelling mistakes do not distract the reader, e.g. *where, I study, relevant, stiles*. There is a good range of appropriate expressions and vocabulary for the task: *would like to apply for the post of, I used to have a job, opportunity to volunteer, I look forward to hearing, Yours sincerely, apply, drums, busy, well-suited*

Mark*: Very good pass

***Note on marking**

Each of the four categories is awarded a mark out of 5. These marks are then added up to give a total score out of 20.

For the purposes of this course, the sample answers have been graded according to the following scale:

borderline, pass, good pass, and very good pass.

Additional activity

In the next lesson, ask students to exchange their letters. After reading them, they prepare questions and interview each other for the position. Get some feedback from the students, and ask whether they would offer the job to their partner.

Reading and Use of English

Part 6

Gapped text

Page 22

Lead-in

Books closed. Ask students what the most popular sport in their country is and whether they play or watch this sport. Ask if rugby is popular in their country. Books open. Focus students' attention on the photographs and elicit some vocabulary, e.g. *score, pass, tackle, goal, kick, team*, etc.

1 Students do exercise 1 in pairs. Have class feedback. Ask if they know anything about the origin of the game. (It started in 1823 when William Webb Ellis broke the rules of football at Rugby school by taking the ball in his arms and running with it.)

Point out that the reading is about Rugby Union, and not Rugby League. The two games are very similar but there are differences in some of the rules relating to tackles.

2 Students do exercise 2 as suggested. Have class feedback. Mention that reading the base text for gist is a good habit as it ensures they have a general idea of the text before doing the matching task.

3 Ask students to read the instructions and the How to go about it box. Mention that they should also check that the verb forms in the missing sentences agree with the ones in the base text. Suggest that they cross out the missing sentences as they choose them, so that they have fewer and fewer choices.

Then students do the reading task. If they ask you the meaning of specific vocabulary, encourage them to guess from context by reading what comes before and after the word. You could refer to the photos during the feedback as these illustrate many of the rules of rugby.

Answers

1 C 2 F 3 D 4 A 5 G 6 E B not used

Additional activity

Write up the following phrasal verbs from the text,

- a** *team up with* (line 9)
- b** *be made up of* (line 14)
- c** *run into* (line 22)
- d** *end up* (sentence E)
- e** *run out of* (sentence F).

Students work in pairs. Ask them to look at the phrasal verbs in context and to come up with a definition or a translation.

Answers

- a** join with other people in order to do something
- b** consist of; be composed of
- c** begin to experience
- d** be in a particular place, after or because of doing something
- e** use all of something so that none is left

Then ask students to write five sentences using the phrasal verbs, but putting a gap in each sentence in place of the verb. Make sure they jumble the phrasal verbs. Students pass their sentences to another pair who complete them. Students correct each other's sentences. Get feedback from the class and get students to read out some of their sentences.

For homework suggest that students add five words related to sport to their vocabulary notebooks.

Reacting to the text

Students work in pairs to discuss the questions. You could add an extra question, e.g. *How could a sport like rugby help people in other areas of their life, for example at school or work?*

Language focus 2: Gerunds and infinitives

Page 24

1 The language discussed in this section comes directly from the text students have been working on. Ask them to read the sentences and also to refer to the Grammar reference on pages 209–10. By doing this they should be able to work out the rules. You could also highlight examples in the Grammar reference of the gerund as a subject, object and complement.

Answers

- a** *to score*: the infinitive with *to* is used after certain adjectives, in this case, *hard(er)*
Note the structure: adjective + *for* someone to do something
- b** *be done*: an infinitive without *to* because it follows a modal verb, in this case, *can*
throwing: a gerund is used after a preposition, in this case, *by*
- c** *passing*: a gerund is used after certain verbs, in this case, *keep*
- d** *to look*: an infinitive with *to* is used after certain verbs, in this case, *need*

2 Students fill in the gaps and check them with the Grammar reference. Mention that *help* and *can't help* take different forms.

Answers

- 1** going, to meet **2** smiling, to hit
3 to enjoy, buying **4** to take, studying
5 to let, asking

3 When correcting this exercise, ask whether the sentences where more than one verb is possible change their meaning according to the form used. Give students examples of sentences to illustrate the other meaning of the verbs, e.g.

I stopped drinking coffee, because I could never sleep at night. (gave up)

I remember playing tennis with my grandfather. (recall)

I tried to learn all the new phrasal verbs, but it was impossible! (attempted)

If you have a monolingual class you could ask if the gerund and infinitive in these sentences is the same or different in their language, e.g. *try to do* and *try doing*.

Answers

- 1** to rain/raining **2** to have
3 to play/playing **4** run/to run
5 to drink **6** using

Additional idea

Students work in pairs. Draw the following table with the verbs on the board.

0 expect hope admit agree	1 promise offer refuse finish	2 remember begin forget manage
3 want would like feel like decide	4 keen on interested in tend to fond of	5 can't afford can't imagine can't help can't stand

Explain that in each of the groups, one of the verbs is grammatically different from the other three. Students decide whether the verbs take the gerund, the infinitive or both, in order to discover which verb is the odd one out. Do the first one (0) together as an example: *admit* takes the gerund, whereas the others take the infinitive.

Explain that they can use the Grammar reference on pages 209–10 to help them.

Answers

- 1** finish (+ gerund)
2 manage (the others can take gerund or infinitive)
3 feel like (+ gerund)
4 tend to (+ infinitive)
5 can't afford (+ infinitive)

Learner training

Students find this grammar point tricky, so you will need to recycle it in future lessons.

Suggest that students divide one page of their vocabulary notebook into three columns. In each column they can make lists of verbs that take the gerund, infinitive or both.

4 Elicit the verbs at either end of the scale, then ask students to work in pairs to fill in the rest.

Answers

detest, hate, can't stand, don't like, don't mind, quite like, really enjoy, love, absolutely adore

5 Students do the exercise in pairs. Check that they understand the meaning of *keen* and *fond*.

Answers

interested *in*, fond *of*, good/bad *at*, bored *with*, excited *about*

6 Give the students some examples about yourself, e.g. *I'm really good at cooking curries. I can't stand getting up early in the morning. I started to learn Spanish when I was thirty.* Students then do the exercise individually.

7 Students read the instructions. Ask a student to read out one of the sentences they wrote in exercise 6, and elicit possible follow-up questions from other students. Then students do the exercise in pairs.

Additional activity

Students find prepositions hard to remember so you will need to recycle them frequently throughout the course. As students are writing their sentences in exercise 6, circulate and take some notes on what they have written, e.g. *Victor/fond of watching horror movies; Angela/bad at art*, etc. Keep this information, and in another lesson write a gap-fill where you personalize the sentences. It's more memorable if you write the opposite, e.g. *Angela is really good _____ art*. In the feedback you can ask her to correct the information and illustrate corrective stress, e.g. *No, I'm really **bad** at art*.



DVD resource: Unit 2

Vocabulary 2: Sport

Page 25

Lead-in

Focus students' attention on the photos. Ask if their country has ever hosted an important sporting event. If so, find out how successful it was.

1 Students do exercise 1 in pairs. Remind them that they can refer back to the reading text on rugby. In feedback, model and practise the pronunciation of *opponent* and *obstacles*. You

could also ask some additional questions about the distractors, e.g.

In which sport do you fire something? (shooting)

In which sport do you use a stick to hit the ball? (hockey)

Which sport do you play on a court? (tennis/squash, etc)

Answers

a kick, posts **b** score **c** passed
d pieces **d** pitch

2 Ask students if they do any of the sports in the pictures. They then do exercise 2 as suggested. In feedback, ask if they can work out any rules, e.g. *go* + gerund; *play* + sports with a ball; *do* + other sports.

In some languages it is correct to say *practise sport*. However, in English we say *do* or *play sport*. Explain that we *practise* one aspect of a sport in order to improve, e.g. *I spent the lesson practising my backhand*.

Answers

do gymnastics
go skiing, cycling, swimming
play volleyball, tennis, basketball, football, golf

3 Students work in groups of three. This will increase the chances of someone in the group knowing the vocabulary. If you have access to monolingual dictionaries, get students to look up the difficult words. This will give them useful practice of reading definitions and seeing the words in context. As you get feedback, ask if there are any words students are still not sure of, and elicit a definition or an example sentence with the word from the rest of the class.

Answers

3a
2 football **3** golf **4** skiing
5 athletics **6** cycling
3b
1 service **2** red card **3** fairway
4 lift **5** triple jump **6** gears

4a Students work in pairs. Have class feedback. After this write *beat*, *win* and *draw* on the board and check students know the meaning.

beat + another player or team; *win* + a game/match/competition; *draw* = have the same score.

Answers		
1 take	2 beat	3 win
4 hit	5 take	6 draw

Additional idea

Do a short word stress activity. Draw the word stress table below on the board.

●●	●●●	●●●	●●●
----	-----	-----	-----

Write *goggles, helmet, referee, peloton, saddle, opponent, racket, athletics* and *hockey* below the table, and ask students to put them into the correct word stress groups. Do an example first with the class. Circulate as students are doing the activity and model any words they are having problems with. Have class feedback and then choral drill the words. This will help with pronunciation and will also help students remember the new words.

Answers

●●	●●●	●●●	●●●
racket	referee	peloton	opponent
goggles			athletics
saddle			
helmet			
hockey			

4b After correcting the exercise, ask which member of their group knew the most about sport.

Answers
1 ice hockey, figure skating, curling
2 Spain
3 silver
4 tennis, badminton, squash
5 five
6 none

5 Students do the roleplay as suggested.

Alternative activity

Students play a yes/no game in groups of three. Student A thinks of a sport. Students B and C ask questions, e.g. *Do you use a ball? Is it a team game? Do you need a racket? Do you usually wear white shorts and a T-shirt?* Student A answers *yes* or *no* until either Student B or C guesses the sport.

Students change roles until each student has had a chance to think of a sport.

Learner training

Remind students to add some of the sports vocabulary to their vocabulary notebooks with either a definition, a translation or an example sentence.

Listening 2

Part 4

Multiple choice

Page 26

1 Focus students' attention on the photos of strange sports. Students work in pairs. Explain that they must hypothesize about what the contestants have to do, and that they will have to speak for a full minute. Brainstorm useful expressions, e.g. *they might be, must be, could be, it looks as if they are, maybe*, etc. One student in each pair then speaks for a minute. If you have access to the Internet in the classroom, start the activity and time it using a stop watch on the computer screen. If not, you can use the alarm on a mobile phone. Time a second minute for the other student in each pair to speak. In feedback, ask what ideas they came up with and how well they think they performed. Mention that they will have to keep talking for this length of time in Part 1 of the Speaking exam.

2 Ask students to read the instructions and the What to expect in the exam box. Elicit the correct answer (A). Suggest that they underline the key words in the questions or sentence beginnings before listening, as this will help them focus on the information they need to listen for. Do the first question as an example. After they have read the questions ask if there is any vocabulary they don't understand. Possible words might be *skilled, breath, fitness, wrestling*. Encourage students who know the words to give a definition to those who don't. Play the recording twice and let students compare their answers after the first listening.

Answers

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

Listening 2: Listening script 1.15

M = Mike Taylor I = Interviewer

I: Octopushing, elephant polo, ice racing or cheese rolling. Our sports correspondent, Mike Taylor, has been finding out about some of the world's strangest sports. Which is the most unusual one for you, Mike?

M: Well, I think it has to be chess boxing, because it's such a bizarre combination. A match starts off with a four-minute round of speed chess, followed by a three-minute round of boxing. There can be up to six rounds of chess and five of boxing before a **winner** is decided. Now you may think this is just a bit of fun, but when I watched two men competing in a match on German television last year, I was amazed by their level of skill in each of these two very different disciplines. After all, boxing is such an aggressive, violent sport – it's about using the body, whereas chess is all about using the brain. You don't expect a boxer to be good at chess, or a chess **player** to be good in the ring.

I: Have you found any other unusual combinations like that?

M: No, but at the beginning you mentioned octopushing, which is underwater hockey – so it's an unusual setting for a familiar game. I haven't seen it played, but I've read that it's a very exciting **spectator** sport – major tournaments have TV screens which show the images captured by underwater cameras. I've also read that you don't have to be very fit to play. But I'm not convinced, to be honest – it seems physically very demanding to me. The good thing, though, is that because it's a team sport, no individual player has to stay underwater for long periods at a time. People like me who can't hold their breath for very long can keep coming up for air.

I: Hmm, not one for me, though, I'm afraid. What else have you got?

M: Well, there's wife carrying. That's where **competitors** race over a 250-metre course with a woman on their back. The female **participant** has to weigh more than 49 kilos, but she doesn't actually have to be the man's wife. So it would be more accurate to call it 'woman carrying', I suppose. Anyway, if she isn't heavy enough she has to wear a rucksack with some kind of weight in it. The regulations are surprisingly strict.

I: Now that sounds alright. Fancy carrying me, Mike?

M: Er ... no. Bad back, I'm afraid. Actually, there are quite a few sports like this one that rather irritate me.

I: Why's that?

MT: Well, they're a bit ridiculous, to be honest. Wife carrying, retro running, pea shooting, egg throwing ... they all seem very childish to me. I'm sorry if that upsets **listeners**, but they're just not sports I'd want to do or even watch.

I: So which one is the silliest?

M: Well, it has to be toe wrestling, where you have to force your opponent's foot to the ground. It's fine for kids, and a toe wrestling competition is the kind of thing you might expect them to organize in the school playground. But for grown men and women to hold a World Championship every year, and then for **organizers** to apply for toe wrestling to become an Olympic sport – well, it's too daft for words. I'm just pleased the application wasn't accepted.

I: Alright. But you seem to like chess boxing and octopushing. Are there any more that impress you?

M: Well, how about the Man Versus Horse Marathon, which takes place every July in Wales? Human **runners** race cross-country against **riders** on horseback for twenty-two miles – that's around thirty-five kilometres – and on two occasions in the last thirty years, a human **contestant** has won. Now that's not as astonishing as it might seem – horses are fast in short races but not so good over long distances. But it does seem a little unfair that the human victories are not mentioned in the same breath as some of the world's more famous sporting achievements. These people are heroes, but they're virtually unknown outside Wales.

I: Yes, it's the first time I've heard of the race. You're a runner, aren't you, Mike?

M: I was, but I damaged my knee when I was skiing and had to stop. I was a real enthusiast – used to run for a couple of hours after work every evening – but even then, I wouldn't have beaten a horse, that's for sure.

I: There's no shame in that! Right, thanks Mike. Time now for ...

3 Ask students to discuss the questions in pairs. If you have a multilingual group, get students to tell the whole class about their country's strange sport.

Alternative idea

Students work in groups of three. They each choose a different sport from the listening and pretend that they want to try it. They read the listening script for their sport. Then they have to convince the other members of their group that the sport is interesting. Encourage the students to ask each other questions during the activity, e.g. *Is it dangerous? Do you have to be fit? What are the rules?* Explain that they can invent information.

Word formation: Affixes

Page 27

1 This is the first in a series of exercises in the book aimed at exposing students to the different aspects of word formation.

Books closed. Write *win*, *spectate* and *participate* on the board. Ask students if they know how to form the words for people from these verbs, and elicit answers. Then tell them to open their books and do exercise 1.

Answers

boxer, player, spectator, competitor, participant, listener, organizer, runner, rider, contestant

2 After students have completed the noun formation, ask them to mark the word stress on all the words, e.g. *employ/employee*. Model and drill the pronunciation.

Answers

employee/trainee, electrician/politician, novelist/scientist, mountaineer/engineer

3 Look at the example and then do number 2 together, so that students realize all three prefixes are the same in each group. After the exercise, ask if they can see any general rules.

In many words beginning with *l*, *m* or *r* the initial consonant is doubled after the *i*. Words beginning in *p* are usually made negative by adding *im*, but notice that the negative prefix for *pleasant* is *un*. These are only general guidelines – it is always worth checking if unsure.

Answers

1 un	2 in	3 il	4 im
5 im	6 ir	7 dis	

4 Students do the exercise in pairs. If you think your students will find this hard, you could write the definitions on the board in jumbled order and ask students to match them to the words.

after *too little/not enough* *wrongly* *again*
too much/excessive(ly) *before* *outside or beyond*
very big *very small* *former*

Answers

under	too little/not enough
over	too much/excessive(ly)
pre	before
post	after
hyper	very big
micro	very small
mis	wrongly
re	again
ex	former
extra	outside or beyond

Additional activity

Students work in pairs. Ask them to write five questions using the words from exercises 1, 2, 3 and 4, e.g. *What qualities do you need to be a good mountaineer? Do you prefer being a spectator or a participant in sports?* Circulate and help students with any problems. Then students join with another pair and ask their questions.

Writing 2

Part 2

Article

Page 27

Students read the instructions. Check that they understand the expression *take something up*. Ask who will read the article and what style they should use. Refer them to the model of an article on page 202 and ask them to read this and complete the activities. Ask some follow-up questions, e.g. *Does the writer use full or contracted forms? Are the linkers formal or informal? Does the writer use any questions?* Students answer the questions on page 27 for paragraphs 1 to 4 in pairs. Then they should spend some time writing notes for each paragraph. Explain that in the *First* exam, they will be awarded marks for their use of vocabulary, so they need to include words related to the sport they choose. Students write the article for homework. In the next lesson they could read another student's article and give it a mark out of five for vocabulary.

Answers

2
 Paragraph 1 c Paragraph 2 a
 Paragraph 3 d Paragraph 4 b

3
 It is written for readers of *International Sports Weekly* magazine.

4 The style is informal.
a Contractions: *doesn't, you've, you'll, I'm, you're, don't, they're*
b Informal linkers: *So, And, Also*
c Direct questions: *Have you ever seen a smile on the face of a long distance runner? So what is the attraction of running?*
d Phrasal verbs: *give up, take up, put off*

5
1 c 2 a 3 b

Sample answer

In the world, as I know, there are a lot of sports that are very interesting and everyone can occupy with them like, for example, football, basketball, volleyball and so on. But in my opinion, the most famous and the most interesting, in the world, is football. Firstly, I extremely fond of this kind of entertainment (I say this because for me and my friends, football is the same thing with the entertainment).

We play football everyday and everywhere. We love it and anything else apart from football is boring for us. Once again I love it. Secondly, football has many particularities. Special equipment and special clothes are useful. Although the professionals teams play in big football courts, the children play football everywhere. If you want to become a good and a famous football player you must go into training everyday with many efforts but because of the injuries you must be careful.

For all these reasons, I have the impression that this particular sport is lovely and I believe that there is nobody who watch this sport.

By Loukas Geronikolaou
178 words

Examiner's comment

Content: Adequate coverage of points 1 and 3 but point 2 (*why do you like it?*) not really dealt with. The question incites a personal response but the information given is mostly rather general again.

Communicative achievement: Consistently neutral register in an acceptable article format. The message would not be entirely clear to the target reader; certainly some enthusiasm conveyed, but why does the writer like football so much? Some awkwardness of expressions may distract target reader, and the final sentence is obscure.

Organization: Four paragraphs including an introduction and conclusion. Conventional paragraph links (*Firstly, Secondly*). Some sentence links (*although, if, because of*).

Language: Reasonably accurate. One missing verb (*I extremely fond of* – a slip?), one spelling mistake (*usuful*), one false agreement (*professionals teams*). The problem is awkwardness rather than pure inaccuracy (positive error). Final sentence doesn't communicate. Doesn't have all the vocabulary (*occupy with them, many particularities, big football courts*) though makes good attempts (*fond of, anything else apart from football, go into training, because of the injuries*). Some variety of structures, some complex sentences.

Mark*: Pass

*Note on marking

Each of the four categories is awarded a mark out of 5. These marks are then added up to give a total score out of 20.

For the purposes of this course, the sample answers have been graded according to the following scale: **borderline, pass, good pass, and very good pass.**

Review 2 Answers Pages 28–29

Word formation

1

- 1 undersleep 2 overlittle 3 oversing
4 missucceed 5 dislove 6 unglad

2

- 1 undercharged 2 overgrown
3 overslept 4 misspelt/misspelled
5 disappearance 6 uncommon

Reading and Use of English

Part 3

Word formation

- 1 spectators 2 distance
3 participants 4 walker
5 extraordinary 6 performance
7 unlikely 8 physically

Gerunds and infinitives

- 1 to write 2 getting 3 tapping
4 to have 5 talking 6 to study
7 to open 8 putting

Vocabulary

A Sport

- 1 course, hole 2 referee, pitch
3 hit/get, racket/racquet 4 lift, slope(s)/run(s)
5 part, place 6 beat, draw

B Music

- 1 on the radio 2 play a tune
3 in the charts 4 session musicians
5 in tune 6 mime a song
7 on tour 8 play a track

Additional activity

The review could be adapted to make a quiz similar to the one suggested in Unit 1.



Progress Test 1

1

Photocopiable activity

Lifestyle questionnaire

Find someone who ...

1 ... seldom eats in restaurants.

2 ... is always losing things.

3 ... usually takes a long time to get ready in the morning.

4 ... tends to worry too much.

5 ... hardly ever went abroad when they were a child.

6 ... used to watch a lot of television.

7 ... didn't use to like vegetables when they were a child.

8 ... is getting used to their new timetable.

9 ... can't get used to getting up early.

10 ... is used to living alone.

Remember to use the correct question form for each prompt.

Example:

seldom eats in restaurants.

How often do you eat in restaurants?

You should also ask some follow-up questions to find out more information.

You can only use the same person's name twice.

Unit 1 Lifestyle questionnaire

Teaching notes

Activity

Whole class: speaking

Aim

To find someone who matches each sentence

Grammar

Language for habitual behaviour in the present and past

Preparation

Make one copy of the sheet for each student.

Time

15–20 minutes

Lesson link

Unit 1, page 13

Procedure

- Tell students that they are going to mingle and get to know each other.
Write an example prompt on the board: *Find someone who never walks to school.* Ask students what question they would need to find this information and elicit: *How often do you walk to school?* Write the question on the board.
- Ask one student this question and continue the conversation as an example:
Teacher: *How often do you walk to school?*
Student: *I never walk to school.*
Teacher: *So, how do you come to school?*
Student: *I always take the bus.*
- Explain the task and hand out one worksheet to each student. Point out that they should only write down a person's name if the prompt is true for them and that they should not use the same name more than two times.
- In a stronger class, allow students a little time to look through the statements before asking them to mingle and carry out the activity.
- In a weaker class, ask students to work in pairs to make suitable questions for each prompt. Monitor to help as necessary.
- As students are mingling, circulate among them and quietly make a note of any errors you would like to address later.
- When students have completed their sheets, ask them to return to their seats and ask each student to tell you something about another student.
- Finish the activity by doing some error correction with the class.

Suggested questions:

- 1 *How often do you eat in restaurants?*
- 2 *Do you often lose things?*
- 3 *How long do you take to get ready in the morning?*
- 4 *Do you tend to worry too much?*
- 5 *How often did you go abroad when you were a child?*
- 6 *Did you use to watch a lot of television?*
- 7 *Did you use to like vegetables when you were a child?*
- 8 *Do you have a new timetable? Are you used to it?*
- 9 *Do you have to get up early? Are you getting used to it?*
- 10 *Do you live alone? Are you used to living alone?*

2

Photocopiable activity

Dominoes



spending my summers here as a child.	Before doing this exercise, you should ...	read the rules in the Grammar reference.	Did the secretary manage ...
to photocopy all of the reports?	After speaking about the economy, she went on ...	to criticize plans to increase taxes.	We can't afford ...
to stay in a hotel, so we're camping instead.	When you learn new words, you should try ...	writing them in a notebook to help remember them.	Oh no! John has forgotten ...
to take his sandwiches. He'll be hungry!	If you want to get really fit, it will mean ...	giving up chocolate.	I couldn't help ...
laughing when Terry slipped on the banana skin.	He promised not ...	to tell anyone the secret.	The police tried ...
to catch the burglars, but they got away.	I was extremely surprised ...	to hear that she lost the tennis match.	We think that your hair needs ...
cutting, so do something about it!	The teacher accused me of ...	copying my essay from the Internet.	The driver was angry, and he refused ...
to show the police his licence.	I am very much looking forward to ...	hearing all about your holiday.	The doctor has advised me ...
to drink less coffee.	It's so hot! Would you mind ...	opening one of the windows?	After reading the reviews, we decided ...
not to see the new play.	When cycling a bike, it's important ...	to wear a helmet at all times.	Because of the rain, my sister suggested ...
staying at home to watch a film.	Why don't you stop ...	eating bread if you are allergic to it?	I love this town. I'll always remember ...

Unit 2 Dominoes

Teaching notes

Activity

Group work: reading

Aim

To use all the dominoes

Grammar

Gerunds and infinitives

Preparation

Make and cut up one copy of the dominoes game for each group of three students. (Be careful to cut along the dotted lines as indicated).

Time

15–20 minutes

Lesson link

Unit 2, page 24

Procedure

- Photocopy and cut up one set of dominoes for each group of three students. Make sure you mix up the dominoes.
- Pre-teach *wheat* and *tax*.
- Divide students into groups of three and give each group one set of dominoes. Ask them to clear a space on their desk so they have room to play the game.
- Students share out the dominoes. The student who has one extra domino should start the game.
- The next student should try to make a sentence by putting one of their dominoes before or after the first domino. If they can't make a sentence, the turn passes to the next student.
- Students continue adding dominoes to make new sentences.
- Move from group to group checking that they are matching the dominoes correctly. Encourage them to use the Grammar reference section on pages 209–10 of the Coursebook during the game.
- The winner is the student who uses all of their domino cards. However, the group should continue the game to find the runner up.
- When all of the dominoes have been played, students should have a chain of sentences. Check that each group has the correct answers by asking students to take turns to read out the connected sentences.

Extension activity

Working in their groups, students write five gapped sentences using verbs from the dominoes game. The gaps should be a gerund or an infinitive. They then pass their sentences to another group, who have to fill in the gaps. After this, the sentences are returned to the original group for correction.

Ready for First

Progress Test 1: Units 1–2

Reading and Use of English

Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space **in the same line**. There is an example at the beginning (0). Write your answers in **CAPITAL LETTERS**.

Example: 0 ACTORS

Don't put them down

It's easy to criticize amateur theatre productions. (0) _____ are **ACT**
sometimes miscast or (1) _____, and technical aspects can often **EXPERIENCE**
go wrong too. However, in my opinion, I think this sort of criticism is
(2) _____ unfair. It's true that amateur productions do experience **USUAL**
problems such as these, but not because the people involved are
(3) _____ actors or directors. We must remember that drama is **COMPETENT**
a hobby for them, not a job, and tickets aren't that (4) _____ **EXPENSE**
to attend a (5) _____. Many of the amateurs have talent but not **PERFORM**
always the training, and we mustn't (6) _____ their enthusiasm, **ESTIMATE**
dedication and above all stamina. In last night's production of *Streetcar*
named Desire, a (7) _____ from the local secondary school played **TEACH**
the lead role of Blanche Dubois after a full day's work. I thought she
was (8) _____ and will definitely go and see her act again. **ORDINARY**
So, support your local drama group and book a couple of tickets now.

Reading and Use of English

Part 4 Transformations

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Write the missing words in **CAPITAL LETTERS**. Here is an example (0).

Example:

- 0 I don't usually listen to the radio in the evening.

UNUSUAL

It's UNUSUAL FOR ME TO listen to the radio in the evening.

- 1 Our teacher is preparing us for a difficult examination next month.

READY

Our teacher is _____ a difficult examination next month.

- 2 My boss said that I couldn't take the files home.

LET

My boss refused _____ the files home.

- 3 It will be so good to see the band live on stage next Friday.

LOOKING

I _____ the band live on stage next Friday.

- 4 Driving this new car still isn't easy for me.

GET

I can't _____ this new car.

- 5 I have to dance when I hear that song.

HELP

I _____ when I hear that song.

- 6 If we want to get there by 6pm, we need to catch the 5.15 train.

MEANS

If we want to get there by 6pm, _____ the 5.15 train.

Reading and Use of English

Part 7 Multiple matching

You are going to read an article about four people who have recently moved house. For questions **1–10**, choose from the people (**A–D**). The people may be chosen more than once.

Which person

- | | |
|--|---------------------------------|
| helps family members with transport? | <input type="text" value="1"/> |
| moved to a house that was easier to look after? | <input type="text" value="2"/> |
| finds transportation more difficult than before? | <input type="text" value="3"/> |
| has to do more housework than she'd like? | <input type="text" value="4"/> |
| had expected to miss her previous house more than she did? | <input type="text" value="5"/> |
| regrets not moving before? | <input type="text" value="6"/> |
| has some meals cooked for her? | <input type="text" value="7"/> |
| was concerned she had made the wrong decision to move? | <input type="text" value="8"/> |
| enjoys the scenery in the new location? | <input type="text" value="9"/> |
| has returned to live in the same place as she did before? | <input type="text" value="10"/> |

A Katy Brown

Quite honestly, our recent decision to move out of the city was probably the best one my husband and I have ever made. It wasn't an easy decision by any means as moving to a village was like stepping into the unknown. And it's true that once the decision had been made and the sales on both the properties were going through, the doubts began to set in. Would it be too quiet? Would we miss the constant noise of the traffic and the crowds of people? Unsurprisingly, we didn't! It was a wonderful change to sleep right through the night. Getting around in the countryside is not without its problems, but paying extra for petrol to get to work is certainly worth it. The view we have over fields and trees and the clean, fresh air all around us is a whole world away from the noise, stress and pollution that a life in the city brings.

B Janet Saunders

Last year I was living in student accommodation at the university, but a month ago I moved out to share a flat in town with three of my fellow students. I have to say that I wish I'd done it sooner! Obviously there are some downsides to looking after a house. My housemates aren't that tidy and I seem to be the one who clears up after everyone, which is a pain. Also, we have to do the cooking. When I lived in student accommodation, my room was cleaned for me and I ate all my meals in the cafeteria! But there are so many good things about sharing. We all get on very well. We take turns to cook and if I get stuck doing an assignment, there's always someone to help. One of my housemates has a car and can give us lifts into university, otherwise there's a bus stop just a few houses away. Also, we can have parties and we invite the neighbours so no one can complain about the noise!

C Penny Barker

Most people can't wait to leave home and get their own place to become independent. I did just that when I started my first job at the age of twenty-four after university. However, I recently asked my parents if I could move back in! It wasn't because I didn't have enough money or didn't like doing the housework and cooking. I actually enjoyed those aspects of having my own flat. The truth is that I missed my family. It was just too quiet. I'm much happier now that I'm back. I learned a lot from the experience and my mother appreciates the help I can give her in the house. My brothers are pleased that I'm home too as they like to borrow my car from time to time! That's fine with me as long as they pay for the petrol!

D Ruth Markham

We'd put off the decision for a long time but in the end we had to move. My husband and I loved the big old family house where we'd brought up three children but it was really far too big for us. It was also getting very difficult and expensive to maintain. The move to a smaller, more modern house was a relief in the end and nowhere near as stressful or emotional as we had imagined. We now live near the town centre so it's easy to walk to the shops. We still live quite close to two of our children and their families and see them a lot. So, really we have no regrets at all. My husband certainly doesn't miss cutting the grass in that huge garden!

Listening**Part 3 Multiple matching**

You will hear five people talking about doing sport at school. For questions **1–5**, choose from the list **A–H** what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

A I stopped doing a sport I was good at.

B I read a lot of books about sport.

C I found one sport particularly tedious.

D I couldn't do a lot of sport because of illness.

E I became successful because of good training.

F I blame my lack of talent at school for my dislike of sport.

G I worried about the selection procedure for sports teams.

H I disliked doing sports outside in certain weather conditions.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

Vocabulary

Choose the correct alternatives to complete each sentence.

- 1 Today a lot of people get back problems because of their *sedentary/simple* lifestyles.
- 2 My dad used to *direct/lead* a very active social life, but he now spends more time at home.
- 3 Sam knocked over the board and all the chess *bits/pieces* fell on the floor.
- 4 I always find *getting/going* out of bed on a Saturday morning very difficult!
- 5 I recently took up the flute. I'd wanted to play a *stringed/wind* instrument for years.
- 6 It's important not to look *scruffy/baggy* when you go for a job interview.
- 7 If I don't wear *goggles/a helmet* when I swim, my eyes get red and sore.
- 8 At the wedding reception the *bride/groom* gave an amusing speech about how he first met his new wife.
- 9 The singer was criticized for *miming/imitating* a song when everyone thought she was singing live.
- 10 I feel sad every time I hear that *record/track* on the album.
- 11 He *hit/passed* the golf ball so hard that it disappeared into the trees.
- 12 You've never been asked to join a choir because you can't sing in *tune/song*!
- 13 Our club isn't *making/taking* part in the tournament this year because we haven't got enough good players.
- 14 She has to finish her homework tonight or she'll *go/get* into trouble.
- 15 I tend to run faster if I'm in the middle *lane/path*.

Writing

Part 2 Article

You have seen this announcement on a website for international students.

I'd love that lifestyle!

Is there a famous person whose lifestyle you would like to have?

Write us an article saying why you would like to have the same lifestyle as this person and we will put the five best entries on the website. You could even win £500!

Write your **article** in **140–190** words.