



Peter Lucantoni
Cambridge IGCSE®
**English as a
Second
Language**

Teacher's Book

Fourth edition

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Introduction

This Teacher's Book supports the *Cambridge IGCSE English as a Second Language Coursebook*, fourth edition. It is assumed that students following this course will be in a position to focus on the examination itself.

The Teacher's Book provides the following:

- full guidance on how to approach all the tasks in the Coursebook
- suggestions for differentiated activities to use with mixed-ability classes
- answers to the exercises in the Coursebook
- sample answers to exam-style questions
- marking and grading criteria for Core and Extended writing and speaking

The Coursebook is divided into 16 units, with each one focusing on particular aspects of the IGCSE English as a Second Language examination. Speaking skills are integrated throughout the book and are practised through discussion work, role play and specific tasks. While it is probably best to follow the units consecutively, there is no reason why teachers should not focus on a particular language skill or exam question.

The material becomes progressively more demanding, with longer and more advanced reading and listening texts in the second half of the book. The exercises in the 'Further practice' section of each unit are particularly useful for homework, for early finishers or for practice outside the classroom, and the exam-style questions at the

end of each unit could be used in class to give students a feel for the examination itself. Note that the word limit for writing activities is 100–150 for the Core curriculum and 150–200 for the Extended curriculum. Throughout this resource, you will find sample answers for most of the exam-style questions, including examples from both the Core and Extended curricula. The author is wholly responsible for the answers to the exam-style questions.

The progressive step-by-step approach of *IGCSE English as a Second Language* – including Top Tips that focus on key examination areas and Language Tips that highlight specific vocabulary and grammar items – will help to build students' confidence in all the main skill areas, while also developing the techniques and additional skills necessary for success in all the papers of the IGCSE E2L exam.

For each activity, suggestions are made about whether students should work on their own, in pairs, in small groups or as a whole class. These are offered as a guide only – the amount of time available and the number of students in the class will determine the best approach. However, it is a good strategy to include activities with different group sizes within each lesson; this offers variety and gives students the opportunity to interact in different ways. To promote confidence, try not to interfere too much when students are working together (whether in pairs or in small groups), but monitor and provide support if requested. You can, of course, make notes to deliver as feedback once students have completed the activity.

Peter Lucantoni

Assessment criteria for writing and speaking

Below are the criteria for Cambridge English as a Second Language IGCSE writing and speaking. For full details, go to the Cambridge International Examinations website.

Writing

Mark band	Content: relevance and development of ideas (AO: W1, W2, W6)	Mark band	Language: style and accuracy (AO: W1, W3, W4, W5)
8–9–10	<p>Highly effective:</p> <p>Relevance: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. Award 10 marks.</p> <p>Fulfils the task, with consistently appropriate register and very good sense of purpose and audience. Award 8/9 marks.</p> <p>Development of ideas: Original, well-developed ideas. Quality is sustained. Outstanding. Award 10 marks.</p> <p>Shows some independence of thought. Ideas are well developed, at appropriate length and convincing. The interest of the readers is sustained. Award 9 marks.</p> <p>Ideas are well developed and at appropriate length. Enjoyable to read. Award 8 marks.</p>	8–9	<p>Precise:</p> <p>Style: Ease of style. Confident and wide-ranging use of language, idiom and tenses. Award 9 marks.</p> <p>A range of language, idiom and tenses. Award 8 marks.</p> <p>Accuracy: Well-constructed and linked paragraphs with very few errors of any kind.</p>
6–7	<p>Effective:</p> <p>Relevance: Fulfils the task with appropriate register and a good sense of purpose and audience. Award 7 marks.</p> <p>Fulfils the task with appropriate register and some sense of purpose and audience. Award 6 marks.</p> <p>Development of ideas: Ideas are developed at appropriate length. Engages reader's interest.</p>	6–7	<p>Competent:</p> <p>Style: Sentences show a variety of structure and length. Attempt at sophisticated vocabulary and idiom. Award 7 marks.</p> <p>Sentences show some style and ambitious language. However, there may be some awkwardness, making reading less enjoyable. Award 6 marks.</p> <p>Accuracy: Mostly accurate apart from minor errors which may include infrequent spelling errors. Good use of paragraphing and linking words. Award 7 marks.</p> <p>Generally accurate with frustrating errors. Appropriate use of paragraphing. Award 6 marks.</p>

Mark band	Content: relevance and development of ideas (AO: W1, W2, W6)	Mark band	Language: style and accuracy (AO: W1, W3, W4, W5)
4–5	<p>Largely relevant:</p> <p>Relevance: Fulfils the task. A satisfactory attempt has been made to address the topic, but there may be digressions. Award 5 marks.</p> <p>Does not quite fulfil the task although there are some positive qualities. There may be digressions. Award 4 marks.</p> <p>Development of ideas: Material is satisfactorily developed at appropriate length.</p>	4–5	<p>Satisfactory:</p> <p>Style: Mainly simple structures and vocabulary but sometimes attempting a wider range of language. Award 5 marks.</p> <p>Mainly simple structures and vocabulary. Award 4 marks.</p> <p>Accuracy: Meaning is clear and of a safe standard. Grammatical errors occur when attempting more ambitious language. Paragraphs are used, showing some coherence. Award 5 marks.</p> <p>Meaning is generally clear. Simple structures are usually sound. Errors do not interfere with communication. Paragraphs are used but without coherence or unity. Award 4 marks.</p>
2–3	<p>Partly relevant:</p> <p>Relevance: Partly relevant and some engagement with the task. Inappropriate register, showing insufficient awareness of purpose and/or audience. Award 3 marks.</p> <p>Partly relevant and limited engagement with the task. Inappropriate register, showing insufficient awareness of purpose and/or audience. Award 2 marks.</p> <p>Development of ideas: Supplies some detail but the effect is incomplete and repetitive.</p>	2–3	<p>Errors intrude:</p> <p>Style: Simple structures and vocabulary.</p> <p>Accuracy: Meaning is sometimes in doubt. Frequent errors do not seriously impair communication. Award 3 marks.</p> <p>Meaning is often in doubt. Frequent, distracting errors which slow down reading. Award 2 marks.</p>
0–1	<p>Little relevance: Very limited engagement with task, but this is mostly hidden by density of error. Award 1 mark.</p> <p>No engagement with the task or any engagement with task is completely hidden by density of error. Award 0 marks.</p> <p>If essay is completely irrelevant, no mark can be given for language.</p>	0–1	<p>Hard to understand: Multiple types of error in grammar/spelling/word usage/punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Award 1 mark.</p> <p>Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Award 0 marks.</p>

Speaking

Give a mark out of 10 for each category (structure, vocabulary, development and fluency), and then add these marks to give an overall total out of 30.

Mark	Structure	Vocabulary	Development and fluency
9–10	The candidate demonstrates ability to use a variety of structures accurately and consistently. The candidate is confidently in control of the structures used.	The candidate shows enough command of vocabulary to respond with precision. Shades of meaning are achieved and some sophisticated ideas are communicated.	The candidate shows sustained ability to maintain a conversation and to contribute at some length. The candidate can respond to change in direction of the conversation. Pronunciation and intonation are clear.
7–8	Structures will be generally sound, but will not be used entirely accurately or with consistent confidence. There will be some errors in attempting to use more complex sentences.	The candidate has a sufficient range of vocabulary to convey information and ideas with competence.	The candidate responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation. Pronunciation and intonation are generally clear.
5–6	The candidate can use simple structures securely but has difficulty venturing beyond them.	Vocabulary conveys simple ideas and information clearly. Errors are noticeable, however, and only partial competence is achieved.	The candidate makes an attempt to respond to questions and prompts. Effort will need to be made to develop the conversation; only partial success will be achieved. There is some lack of clarity of pronunciation and intonation, but it is unlikely to impede communication.
3–4	Structures will generally be very simple, limited and with errors, which will restrict communication.	Vocabulary is not wide or varied and there will be difficulty in conveying simple ideas. There is likely to be hesitation, repetition and searching for words.	Responses tend to be brief and widely spaced. The candidate has to be encouraged to go beyond short responses and struggles to develop a conversation. Pronunciation and intonation cause some communication difficulty.
1–2	Attempts at structured sentences will rarely achieve communication. However, some attempt at a response will be made during the discussion.	Vocabulary will generally be inadequate to convey simple ideas.	Responses are so brief that little is communicated. The candidate hardly engages in a conversation. Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.
0	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.

UNIT 1: Focus on reading skills

Unit introduction

Each unit includes an introduction, explaining which areas of the IGCSE E2L examination will be practised and which specific examination skills students need to develop in order to be successful. There is also information on the content of each unit and the types of activities students will do.

A useful way to start a unit is to ask students to read the introduction, then to identify where the various skills can be found. This will also help students understand how each unit in the Coursebook is put together and what they can expect from each section.

A Speaking and vocabulary

(Coursebook page 7)

1 Pairs or small groups

With this type of question, there are no right or wrong answers and it is worth pointing this out to students. Encourage them to speculate, discuss their ideas and give reasons for their choices. Do not worry too much about language accuracy when students write down their words or phrases, as this may create a barrier to creativity. Use the question to promote discussion in English. You could offer help to students with derivatives of words, for example *relaxing* – *relax*, *relaxed*, *relaxation*.

When students have finished, gather class feedback. Again, remember that there are no right or wrong answers, so encourage all your students to participate – even the weaker ones.

POSSIBLE ANSWERS: having fun, playing sport, meeting up with friends, surfing the Internet, etc.

LANGUAGE TIP

Throughout the Coursebook, you will find Language Tip boxes. The aim of these is to draw students' attention to areas of language (both vocabulary and grammar) that may cause them problems. The tip on page 7 will help students with Activity A2, so make sure you focus on it immediately after students have finished Activity A1.

2 Alone, then pairs or small groups

Again there are no right or wrong answers here. Students work alone and add their own ideas to the table, using the previous activity for help if necessary.

When students have written down their ideas, get them to compare their lists in pairs, identifying similarities and differences.

In class feedback, encourage students to talk not only about their own ideas, but also their partner's, to give them some practice in using the third person singular.

DIFFERENTIATED ACTIVITY

For weaker students, reduce the number of ideas they need to write – perhaps ask for just two or three. Or get them to copy any ideas from Activity A1.

For stronger students, ask them to write complete sentences as in the Language Tip, rather than just notes.

B Reading (Coursebook pages 8–11)

1 Pairs

These pre-reading discussion questions are designed to get students thinking about how they read a text, and there are no right or wrong answers. The purpose is to encourage students to discuss in English (as much as possible), and they should not be corrected if they make mistakes. During feedback, establish that when we read for pleasure, we often read in a different way to when we are trying to find something quickly in a text (for example in an examination situation).

TOP TIPS

Throughout the Coursebook, you will find Top Tips boxes. The aim of these is to draw students' attention to areas of the examination, or particular examination-taking skills, that are especially important. Top Tips boxes can be useful for revision nearer to the examination and can be used by students to test each other on key areas. The first one on page 8 will provide more guidance and feedback to Activity B1.

2 Alone

This exercise gives students an example of how important skim reading is. Give students 10 seconds to answer questions a and b.

ANSWERS: a six, b Datasource NewsFeed

3 Whole class

Get students to tell you how they found the answers in the previous activity. Encourage them to be specific about the reading skill/s they used.

4 Alone

Make sure students understand what the question is asking for, so they know what they should be looking for in the text (the % sign). They do not need to write anything yet.

ANSWER: Datasource Trainer

5 Alone

The purpose of this activity is to show students that they do not need to write long answers for this type of question. While all the options a–e are correct, the best answer here is probably **d** (Datasource Trainer), because it is short and concise. No time would be wasted in writing a long answer. Make sure students understand that they simply need to include **all the necessary information** – which may only be one or two words. Complete, full sentences are not normally necessary.

d a million

e three of (i) get a voucher for \$5, (ii) 21-day money-back, no-questions-asked guarantee, (iii) monthly newsletter, (iv) membership card and number

f NewsFeed

g Comic Fun

DIFFERENTIATED ACTIVITY

For weaker students, tell them in which part of the text they can find the answers to the questions.

For stronger students, get them to work alone when they write their answers to Activity B6. If they finish quickly, ask them to write two or three more questions about the Datasource text, then give them to a partner to answer.

8 Alone

Knowing where a text comes from can help students to understand more about the layout and content. Students quickly look at the text and then choose one of the options in the box. There is no right or wrong answer – the important thing is to encourage students to give a *reason* for their choice. However, because of the internet address at the top of the text, hopefully students will identify this as coming from a website.

9 Pairs

Students need to have an effective strategy for approaching all types of examination questions, and reading the question carefully before doing anything else saves a lot of time.

ANSWER: b, d, c, a

10 Alone

You can follow a similar approach to Activities B6 and B7, but this time students work alone. They do not need to write the answers to the questions yet, but should identify and note down the key word/s in each question.

SUGGESTED ANSWERS: different students may choose different key words. They can check their choices when they come to write their answers in Activity B11.

a Who

b When / next publication

c How many / sections

d maximum number / creative story

e angry

f Which section / how many words

g finished / do

h How long / title

i final box / not receive

**TOP TIPS**

The second Top Tip on page 8 reinforces the point about students not having to write long answers for this type of question. It also draws students' attention to the importance of including symbols or units of measurement in their answers, if required.

6 Pairs

Before they begin this activity, remind students not to write anything yet. Give them time to work through the questions a–g, asking and answering.

7 Pairs

Working together, students write the answers to the questions in Activity B6. Then they exchange their answers with a different pair and check for similarities and differences. During class feedback, you can provide the answers if students have missed anything.

ANSWERS:

a three (Puzzle Finder, Trainer, Comic Fun)

b by signing-up to the Datasource loyalty scheme

c Puzzle Finder

**TOP TIPS**

The Top Tip on page 11 introduces students to the idea of key words in questions.

11 Alone, then pairs

Students write their answers in their notebooks. Remind them to keep their answers brief, but to include all the information that the questions ask for. When they have finished, students discuss and check their answers. Words in brackets below are optional; words separated by / are alternative answers.

ANSWERS:

- a teenagers (who want to share their writing)
- b 31st July
- c four / 4
- d 275
- e My Opinion
- f My Poem
- g complete and submit the form (electronically)
- h (maximum) five / 5 words
- i information about other products

C Language focus: Adjective + noun (Coursebook page 12)

1 Alone

Focus on the position of the adjective before the noun in the examples. Point out that other languages may use a different word order. Also mention that it is possible – and quite common – to have more than one adjective. Then students complete the short definition about adjectives in part a.

ANSWER: *Adjectives are used to provide more information/details about nouns. In English, adjectives usually come before the noun.*

2 Alone, then pairs

The purpose of this exercise is to encourage students to **notice** language in context, so that they can focus on both form and meaning. Allocate two to three minutes for students to skim the two texts (*Datasource* & *You Write!*) and to find at least three more examples. Then they can compare their answers with a partner.

ANSWERS:

Datasource text: new + apps, special + discount + price, normal + download + price, amazing + app, up-to-date + app, online + puzzles, discount + price, amazing + images, amazing + price, incredible + app, fantastic + app, free + minutes, favourite + movies, new + releases,

delightful (but) + simple + app, huge + number, next + purchase, monthly + digital + newsletter

You Write! text: amazing + online + webzine, next + issue, funny (or) + serious + original + creative + stories, interesting + person, unusual + place, funny + pet, extreme + weather, inspired + writing, new + cinema, local + team, recent + match, other + products, such + information

DIFFERENTIATED ACTIVITY

For weaker students, tell them to only look at one of the two texts.

For stronger students, ask them to find more examples. They could also work in pairs, with each student looking at only one text. They then tell each other an adjective (without the noun) from their text, to see if their partner can remember the noun. Then they change roles.

3 Alone, then pairs

Tell students to copy the table into their notebooks, then to fill in as many gaps as possible. Make sure they understand that not all the gaps can be filled. When they have done as much as they can, pair them up to check their answers. Allow them to use paper or digital reference sources for help.

ANSWERS:

Adjective	Noun	Adverb	Verb
amazing	<i>amazement</i>	<i>amazingly</i>	<i>amaze</i>
special	<i>speciality,</i> <i>specialisation,</i> <i>specialist</i>	<i>specially</i>	<i>specialise</i>
incredible	<i>incredulity</i>	<i>incredibly</i>	
delightful	<i>delight</i>	<i>delightfully</i>	<i>delight</i>
funny	<i>fun</i>	<i>funnily</i>	
serious	<i>seriousness</i>	<i>seriously</i>	
original	<i>origin, originator</i>	<i>originally</i>	<i>originate</i>
creative	<i>creation, creator</i>	<i>creatively</i>	<i>create</i>

4 Alone, then pairs

Students choose at least five more adjectives from the texts they have read and add them to their table. Then they add the corresponding noun, adverb and verb for each one. They can use paper or digital reference sources for help, then check their answers with a partner.

5 Alone, then pairs

There are many possible adjective endings. From the previous activities, students should be able to

identify the following: *-ing, -al, -ible, -ful, -y, -ious, -ive, -ent, -ed*, but there are others too. Students then write three words for each adjective ending.

6 Alone

This activity gives students the opportunity to use adjective + noun combinations in their own writing.

DIFFERENTIATED ACTIVITY

For weaker students, reduce the number of sentences they need to write, or tell them to use the adjective + noun combinations from the text in their own sentences.

For stronger students, ask them to write more complex sentences – perhaps with adjective + adjective + noun combinations.

D Speaking: Showing preferences and making suggestions (Coursebook pages 12–13)

Speaking is an important part of many English as a Second Language examinations. In this section, students have the opportunity to listen to and use language to express preferences and make suggestions.

1 Alone

Tell students they are going to listen to a short exchange between two teenagers. As they listen, they need to count how many expressions Maria and Christos use that show a preference or make a suggestion.

TRACK 2

- Maria:** Hi Christos, how are you?
Christos: Hey Maria, I'm really great, what about you?
M: Everything's fine! Why don't we go to the shopping centre later? I want to see if I can get some new trainers.
C: Yes, we could do that, but I'd rather go at the weekend. Can you wait until then?
M: I suppose so, but why?
C: Well, I get paid for my part-time job tomorrow, so I'll have some money to spend.
M: Fair enough! So let's go at the weekend instead. But what are we going to do today?

ANSWER: three (underlined above)

2/3 Alone, then pairs

After listening, students look at page 188 in their Coursebook and identify the three underlined phrases. Then, with their partner, they think of more ways to show a preference and make a suggestion and add them to a copy of the table on page 13. Do not worry about corrections at this stage.

4 Alone

Make sure students understand that giving a reason is an important part of showing a preference or making a suggestion. In this activity, they need to identify the reasons given by Maria and Christos.

ANSWERS: Maria – she wants to get some new trainers; Christos – he'll have some money to spend

LANGUAGE TIP

This is an important tip, because it highlights the structures used after showing a preference or making a suggestion. Show students that there are three possibilities: phrase + infinitive, phrase + 'to' infinitive, phrase + *-ing*.

After students have looked at the information in the box, you could get them to close their books and try to remember which phrases are followed by which ending. Stronger students could work with all three endings, while for weaker students you could allocate just one phrase + ending.

5 Pairs

Before students do Activity D5, make sure they read carefully the information in the Top Tips box. This gives some general advice on how to approach a speaking assessment. You can pair students in various ways for this activity. To support weaker students, you could pair them with someone stronger, but make sure the more confident student does not dominate the conversation. You could also give the role of the person suggesting to a weaker student and the person responding to a stronger student. There are no 'right' answers, so allow students to speak freely without interruptions and corrections. You can gather class feedback once students have finished.

6 Alone, then whole class

This is quite a demanding activity, but it is extremely useful. The purpose is for students to prepare a short speech, which they will deliver to their class, then respond to any questions the class may have about the content of the speech. Allow sufficient planning and preparation time, and provide plenty of guidance where needed – particularly for weaker students.

DIFFERENTIATED ACTIVITY

If you feel that some students may struggle with this activity, get them to work in small groups (maximum three students), made up of one stronger and two weaker students. They could all be involved in the preparation – writing down ideas, making a mind map, thinking of reasons for suggestions and preferences, and so on. The speech itself could be delivered by all members of the group, with different students taking on more or less, depending on their abilities. If there are visuals to support the content, students could be involved by displaying and/or explaining these. During the questions at the end, a weaker student could field (but not answer) the questions.

E Further practice**(Coursebook pages 14–17)**

The Further practice activities are provided for early finishers, as well as for extra practice in particular skills and language. The activities in this section are **not** exam-practice questions – these follow in the final section of each unit. Use the Further practice activities to consolidate skills and to occupy stronger students who may finish a class activity before others.

1 Read and answer

- a 20.00
- b \$600
- c two (Olympic pool and children's starter pool)
- d restaurant
- e four (lose weight, tone up, increase your strength or improve your health)
- f initial consultation with staff
- g regular reviews
- h state-of-the-art machines and user-friendly equipment

2 Investigate and write

Various answers possible.

3 Speak

Various answers possible.

4 Read and write

Suggested key words:

- a minimum price
- b activity
- c How long
- d How far / Victoria Falls
- e see / hotel

- f sleep / Day 2
- g hotels / swimming facilities
- h hotel / best
- i When / animals / natural environment
- j On which day / shopping
- k meal / basic price
- l airline

ANSWERS:

- a \$1999
- b camping under the stars / African music and dance / tennis / squash / badminton / swimming / bowls / relaxing in the gardens / shopping / cinema
- c six nights
- d 30 kilometres
- e breathtaking waters / Victoria Falls
- f under the stars / campsite / in a tent / in the African rainforest
- g Zimbabwe National and Plaza
- h Koningin Hotel
- i day 5
- j day 6
- k breakfast
- l Air Zimbabwe

5 Read and answer

- a provides information about content in video and apps, so users can make choices
- b a + 5, b + 2, c + 4, d + 6, e + 1, f + 3
- c various answers possible but (i) concise = brief, objective = unbiased, neutral, (ii) consumers = people who buy and/or use something, (iii) informed choices = decisions made once something is fully understood

6 Read and answer

- a phone number, home address, date of birth, photograph, marital status, etc.
- b someone else, other than the two people in a situation
- c place or position, even home address
- d being put in a dangerous situation
- e (i) using

Exam-style questions**(Coursebook pages 18–19)**

This final section appears in every unit and provides exam-style practice exercises that focus on the main skills introduced and practised in the unit. These can be used to familiarise students with exam-style questions before they see a complete exam paper, as well as for timed practice.

- 1
 - a nothing
 - b beating the traffic / having fun
 - c children under ten years
 - d under the floor
 - e 15 kilometres
 - f 4–5 hours
 - g built-in stand
 - h foot safety cut-off switch, handlebar brakes
 - i still use the scooter

- 2
 - a because of Aste Nagusia celebrations/festivities
 - b eight days and nights
 - c stone-lifting, log-chopping hay-bale tossing
 - d bus stops and street crossings painted, bright scarves draped on statues
 - e more than 700 years / founded in 1300
 - f on the Nervion River
 - g two (Calle Rodrigo Arias and the airport)
 - h very important

UNIT 2: Focus on reading skills

Unit introduction

This unit continues the focus on reading skills, in particular skimming and scanning, which are important during the early parts of many IGCSE English as a Second Language examinations. The Coursebook unit introduction gives more details about the unit content.

A Speaking and vocabulary (Coursebook pages 20–1)

1 Pairs

With this type of question, there are usually no right or wrong answers and it is worth pointing this out to students. Encourage them to speculate, discuss their ideas and give reasons, without fear of being corrected if they make language mistakes. This is particularly important for weaker students, who may be reluctant to participate if they are worried about being ‘wrong’ or making a mistake. The teacher’s role here is to monitor the discussion and to guide the feedback when students have made their choices.

ANSWERS: 1 soap opera, 2 sport, 3 news, 4 game show, 5 reality show

2 Pairs

Give students a time limit to write a list of other types of television programme. If you have enough time, you could ask students to combine their ideas into one complete list.

3 Alone, then pairs

Students work alone and decide which of the types of television programmes from the previous activities they like or dislike. They need to copy the table in order to do this. Then they should discuss their choices with a partner.

LANGUAGE TIP

Draw students’ attention to the Language Tip **before** they do Activity A4.

4 Pairs or small groups

Students work with their partner to discuss questions a–c.

DIFFERENTIATED ACTIVITY

It is important to make sure that students understand exactly what you want them to do in speaking activities. However, it is even more important to provide them with the vocabulary and structures they need to complete the activity successfully. This is particularly important for weaker students, who may struggle to find the required language resources independently. In order to support students, do a couple of whole class examples, reinforcing the key structures that students could use, for example *It depends on ...*, *It varies ...*, *I usually/sometimes/rarely ...*, *My friends watch the same ...*, *I like/dislike/hate ...*. Write these structures and vocabulary on the board so that students can refer to them.

For stronger students, get them to think of additional questions to use in the activity, for example *Do you think we watch too much TV nowadays?*

5 Alone, then pairs

Refer students back to Activity A2 on page 7 of the Coursebook, in which they made a list of activities they enjoy and don’t enjoy doing. Now for this activity, they need to copy the table into their notebooks and complete the first two columns for themselves. They should then complete the third column by interviewing their partner and making a note of their responses. Make sure students are confident about asking the question *How many minutes each week do you spend (doing something)?*

6 Pairs

Working with a partner, students look at the graph and answer questions a–e. In some IGCSE exam questions, students may be asked to show their understanding of information represented in a graph or chart, so this type of analytical activity is useful preparation.

ANSWERS: **a** Time spent by young people on activities, **b** minutes per week, **c** activities, **d** left-hand is vertical, bottom is horizontal, **e** the exact number of minutes

LANGUAGE TIP

This Language Tip includes an activity for students to complete, focusing on adjectives ending in *-al* and *-ar*, which describe shape or position.

ANSWERS: **a** cylindrical, **b** triangular, **c** diagonal, **d** hexagonal, **e** symmetrical, **f** three-dimensional, **g** oval (egg-shaped), **h** spherical, **i** angular

7 Pairs

Students work in pairs and decide which of the activities are represented in the graph in Activity A6. Make sure students understand that there are four extra activities that they do not need to use.

ANSWERS: **A** doing voluntary work, **B** reading books and magazines, **C** doing homework, **D** doing sport, **E** playing computer games, **F** using Facebook or other social media

8 Whole class

Give students the answers and hold a class discussion. Check if they were surprised by anything. Find out which four activities they did not choose and ask them why.

9 Alone

The final activity in this section requires students to collect information and then display it in a graph or chart. You will need to guide and support students, particularly at the start. Make sure that they understand exactly what the outcome of the activity is (a graph or chart showing how much time students spend on various activities), and explain how they are going to reach that outcome (by collecting and recording the necessary information, then deciding how to represent it). Different students will produce different variations of the outcome.

B Reading (Coursebook pages 22–4)

1 Whole class

Get students to tell you the difference between skim and scan reading skills, then ask them to complete the definitions.

ANSWERS: **a** Skim reading is useful when you want to find *the general idea/gist about something in a text*. **b** Scan reading is useful when you want to find *specific facts/details in a text*.

2 Pairs, then whole class

Students are going to read an internet article about holiday activities for teenagers in the city of Denver, USA. Check if students know where Denver is and find out what – if anything – they know about it. Students discuss questions **a** and **b** in pairs, after which you should gather feedback as a class. Ask students what type of activities they think they will read about in the text.

3 Pairs

This is a research activity, so make sure your students have access to paper or digital reference sources in order to investigate the phrases. If you feel this might be too demanding for your students, provide some visuals to help with the meanings of some of the adjective phrases. You could divide up the phrases if you do not have enough time, allocating the easier ones (e.g. *hard-to-please*, *off-road*) to weaker students and the more complex ones (e.g. *cutting-edge*, *pulse-pounding*) to stronger students.

4 Whole class

Find out what students believe to be the common link between many of the phrases (excitement) and what they predict the content of the article will be.

5 Pairs

This activity will reveal whether or not students have generally understood most of the adjective phrases from Activity B3. Students need to guess which noun A–I best completes each phrase a–i. Focus on the example and make sure students understand what they need to do. In some cases, there will be more than one way to complete the adjective phrase.

ANSWERS:

- a** hard-to-please + teenager
- b** pulse-pounding + rides
- c** cutting-edge + art museum
- d** off-road + trails
- e** heart-shaking + thrills
- f** gravity-defying + rides
- g** two-for-one + attractions
- h** state-of-the-art + rollercoasters
- i** long-standing + Denver institution

6 Pairs

This is another research activity, in which students need to find out the meaning of the adjectives, using paper or digital reference sources. Divide up the list if you think there are too many for students to do, or if there is insufficient time available.

7 Pairs

This is similar to Activity B5, but this time students need to decide for themselves what each adjective could describe in the text. There are many possible answers – the aim is for students to become more familiar with and confident in using adjective + noun combinations. Impress on students how important adjectives are in making both written and spoken language more detailed and descriptive. As before, divide up the list if you think there are too many or there is not enough time for students to complete every one.

8 Alone

Students work alone to read the text and check their answers to Activities B5 and B7.

9 Alone, then pairs

For each question, students should identify the key word/s, then check the words that their partner has identified. There is no need for students to write any answers at this point.

SUGGESTED ANSWERS:

- a four activities / paragraph 1
- b two outdoor activities
- c How much / Denver Skate Park
- d use / skateboarding
- e Why / people in Colorado / Water World / summer
- f How many / professional sports
- g two sports / July and August

**TOP TIPS**

The Top Tip on page 24 highlights the fact that questions about text content often paraphrase the words in the text, rather than simply repeating them. This means that students need to look carefully for synonyms of certain words and rephrasing of particular information.

10 Alone, then pairs

Make sure that students have read and understood the Top Tip before they do Activity B10. Then check they understand what they need to do, and do one or two examples as whole-class activities.

11 Alone, then pairs

Students have already been advised that while they should keep their answers brief, they must also ensure that they include **all the necessary information** in their answers. This activity focuses students on exactly this point, by asking them which of three possible answers to question B9e is the best one. In fact, all three would be acceptable, but (i) and (ii) provide the shortest answers.

12 Alone, then pairs

Students work alone to write the answers to the questions in B9. When they have finished, get them to check answers with a partner. They should ensure that answers are short, but contain all the necessary information.

ANSWERS:

- a pulse-pounding rides, shopping, visits to art museums, sports
- b skateboarding, biking (stronger students might pick up on *kayaking* as another outdoor sport, from the name *Confluence Kayaks*)
- c nothing – admission is free
- d a helmet
- e to beat the heat / because of the heat / it's hot
- f seven (**not** eight – there are eight professional sports team, but only seven sports are listed)
- g baseball, (major league) soccer

DIFFERENTIATED ACTIVITY

For weaker students, highlight the section/s they need to look at and remind them of the importance of the key words they identified earlier. You could also reduce the number of questions they need to answer, perhaps removing the final two (f and g), which are more demanding.

For stronger students and early finishers, get them to write two or three more questions based on the text content. They should exchange these with a partner, then answer their partner's questions

C Language focus: Adverbs

(Coursebook pages 24–5)

LANGUAGE TIP

Spend some time going through the content of the Language Tip, but reassure students that they will also be doing practice activities. There is a final question for students to answer: *The italic words are all adverbs. What is the role of each adverb?* In all four examples, the adverbs describe or add meaning to the adjective/s that follow.

1 Pairs

This is a fun activity to start the section. In pairs, students choose any ten consecutive letters from the alphabet and write them vertically on a piece of paper. Then they need to think of an adverb beginning with each of the ten letters. Make this a timed activity and turn it into a race.

DIFFERENTIATED ACTIVITY

- (i) Stronger students need to write two or more adverbs for each letter.
- (ii) Weaker students choose fewer letters (perhaps six or seven).
- (iii) When pairs have completed their ten adverbs, each pair passes its words to a second pair, who have to add other adverbs for each letter. When they finish, once again the words are passed on and the next pair tries to add more adverbs.
- (iv) Stronger students need to write adverb + adjective combinations.
- (v) Give weaker students a bank of the first few letters of adverbs for them to complete, for example *com... = completely*.

2 Pairs

Students should not only check the spelling of their words, but also make sure that the words they have written are actually adverbs not adjectives (for example *lovely* is an adjective, not an adverb).

3 Alone, then pairs

This is quite a challenging activity, and it will help students if you look at the two examples with them first. You could also work through the first couple of questions orally to make sure all students understand what to do. Explain that there are various possible answers.

Students work alone at first, completing as many sentences as they can. While there are seven adverbs provided in the box for students to use, it is fine if they want to use other adverbs of their own choosing.

DIFFERENTIATED ACTIVITY

For weaker students, supply some of the possible endings for them to match to the sentence stems. Alternatively, supply verbs and/or adjectives for students to match to the adverbs in the box, which they then use to complete the sentences.

For stronger students, ask them to change the linking word that appears in most of the sentences. For example in **a**, change *but* to *and* and immediately a different ending is required. Students will need to use more of their own adverb choices in order to do this successfully.

4 Alone

This activity gives students the chance to practise writing their own sentences, using adverb + adjective/verb combinations. Encourage them (especially weaker students) to refer back to the previous activities in this section for ideas and help.

D Speaking (Coursebook pages 25–6)**1 Alone**

The paragraph is intended as a stimulus for students to discuss the idea of pocket money, so do not allow too much time for looking up unknown words or phrases. However, make sure students have a general understanding of the content.

2 Small groups

Put students into small groups to discuss questions a–d. There are no right or wrong answers. Allow students to speak freely without interruptions, but monitor and collect examples of language – both incorrect and correct – to feed back once they have finished their discussions. Also during feedback, discuss the Language Tip.

LANGUAGE TIP

The focus here is on expressions that can be used for polite or formal requests. Make sure students notice the different verb forms (e.g. modal + *have*, *to have*, *if I had*, etc.).

3 Whole class, then alone

This activity encourages students to think about the differences in meaning between the different ways of saying they would or wouldn't be prepared to do something. Go through each expression with the class, highlighting any areas of pronunciation that students may find difficult. Point out how **sentence stress** can help with meaning – for example *Cleaning the car is the **last** thing I'd do!*

If time allows, encourage students to change *cleaning/clean the car* for a different action, to check they understand how the different forms work. After copying the table, they can then write the different forms in the correct column in their notebooks.

ANSWERS:

Would	Wouldn't
<i>I would be prepared to clean the car</i>	<i>Cleaning the car is something I'd never do!</i>
<i>Cleaning the car is fine by me</i>	<i>Cleaning the car is the last thing I'd do</i>
<i>I would enjoy cleaning the car</i>	<i>I can't imagine myself ever cleaning the car</i>
<i>I wouldn't have a problem with cleaning the car</i>	<i>I certainly wouldn't ever clean the car</i>
<i>I wouldn't mind cleaning the car</i>	<i>There's no way I'd ever clean the car</i>
<i>I'd be quite happy to clean the car</i>	

4 Pairs

In this speaking activity, students discuss needing some extra money and what they would or wouldn't be prepared to do to earn it. Encourage students (especially the weaker ones) to use phrases from Activity D3.

E Reading (Coursebook pages 26–8)**1 Whole class, then pairs**

Tell students that they are going to read a newspaper article about Kuala Lumpur. Check what students know about the city and, if you have a classroom map, ask them to identify where it is located. They will find a lot of information in the text, so do not give too much away at this point.

Students work in pairs to answer questions a–d. Once again, there are no right or wrong answers. Encourage students to speak freely, without interruption, but remember to monitor and support where necessary. Provide feedback after the discussion, focusing on positive as well as negative points.

DIFFERENTIATED ACTIVITY

For weaker students, reduce the number of questions they need to answer, and/or do not insist that they give reasons for their answers.

Stronger students can be encouraged to expand their answers.

2 Pairs

This is a research activity. Put students in pairs and get them to work through the vocabulary

in a–h, checking the meaning of each word.

They can use paper or digital reference sources if necessary.

3 Alone

Students work alone and look quickly through the text. They should identify the words from Activity E2 and check that they understand what the words mean.

4 Alone, then pairs

Make sure students identify the key word/s in each question before they write their answers. When they have finished, get pairs to check their answers.

ANSWERS:

- a more than 7 million people
- b because there is so much to do
- c 88
- d 170 metres
- e monkey
- f every shopping experience imaginable
- g because Malaysians take their food very seriously

5 Whole class, then alone

Some English as a Second Language examinations require students to complete forms or notes, and this activity gives some basic practice for this. Do the exercise orally first, showing students that there are various possible answers. They need to refer back to the text and look at it in detail to extract the correct information to complete the notes.

ANSWERS:**KL fact form**

The Petronas Twin Towers: 88 storeys and 450 metres tall, at night both towers fully illuminated/lit up

Skybridge: between towers / 170 metres above street / gives fantastic view of city

Things to see at Batu Caves: monkeys, Hindu Temple and shrine/statue of Lord Murugan / cathedral caves / view of KL skyline

Places to shop: street markets and shopping centres/malls

Food: Malaysian food in Jalan Alor, fast food in Feast Village

6 Whole class, then alone

This section ends with a short writing activity, using information from the text on Kuala Lumpur. Go through the instructions with the class, making sure they understand exactly what they need to do to answer the question. Encourage them to make notes, perhaps using a graphic organiser similar to the one they prepared in Unit 1 Section D, and to use the Internet to find out more information. Encourage students not to worry about language errors, but instead to focus on getting their ideas down on paper – even in note form.

F Further practice

(Coursebook pages 28–9)

1 Write

Adjective	Noun	Adverb	Verb
occupied, occupying	occupant, occupation		occupy
admitted, admitting	admission	admittedly	admit
challenging	challenge		challenge
professional	profession, professor	professionally	profess
enormous	enormity	enormously	
performed	performance, performer		perform
increased, increasing	increase	increasingly	increase
financed, financing	finance	financially	finance
usual		usually	
active	activities	actively	

2 Write

Various answers possible. Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language.

Dear Mum and Dad,

Vienna is definitely one of my favourite cities! Our hotel is right next to a food market and the centre is full of history.

I'm writing to ask if you could send me some more pocket money. We're going to the theatre on Tuesday and I haven't got enough money to pay for the ticket, so it would be great if you could spare some extra cash. Thanks very much!

Love you lots,

Emily

3 Analyse and write

Various answers possible.

4 Read and answer

Various answers possible.

Exam-style questions

(Coursebook pages 30–1)

- 1
 - a within the cloud or between the cloud and the ground
 - b a flash of lightning could turn on a 100-watt light bulb for more than three months; the air near a lightning strike is hotter than the surface of the sun
 - c it's the result of rapid heating and cooling of air near the lightning channel
 - d yes
 - e a lightning strike between clouds
 - f dozens of times
 - g destroying roofs; starting fires
 - h it attracts the bolts of lightning and gives them a path to the ground
 - i he attached a rod to a wire and to a bell, every time rod struck by lightning, the bell would ring
 - j lie on the ground / stay as low as possible / keep away from tall objects / stay indoors / keep away from outdoor open spaces / do not hold metal golf clubs or umbrellas

UNIT 3: Focus on writing skills

Unit introduction

The focus of this unit is writing skills and, in particular, writing an informal letter. The Coursebook unit introduction gives more details about the unit content.

A Speaking (Coursebook pages 32–3)

1 Pairs

With this type of question, there are no right or wrong answers and it is worth pointing this out to students. Encourage them to speculate, discuss their ideas and give reasons, without fear of being corrected if they make language mistakes. This is particularly important for weaker students, who may be reluctant to participate if they are worried about being 'wrong' or making a mistake. The teacher's role here is to monitor the discussion and to guide the feedback when students have made their choices.

2 Whole class

Make sure students understand the title of the internet article they are going to read, then get them to speculate about its content.

3 Pairs

Students work in pairs and decide if they think the statements a–h are true or false, and to give their reasons. Encourage students to discuss freely, without fear of being corrected. They will find out for themselves if the statements about fast-food restaurants are right or wrong when they read the article.

B Vocabulary (Coursebook pages 33–4)

1 Alone

Students (A and B) are in pairs but they should work alone to check the meaning of their four words. They can find the words in the text and thus use context, but they can also use paper or digital reference sources if they need to.

2 Pairs, then whole class

Students A and B now work together to look at each other's words and to explain the meanings. When

they have done this, do class feedback to check everyone has similar ideas.

At this point, draw students' attention to the Language Tip, which focuses on alternative structures for saying *if*: *Providing ...*, *As soon as ...* and *Supposing ...*

3 Alone, then pairs

Give students a couple of minutes to scan the text and check their answers to Activity A1. All of the statements are correct, according to the text.

4 Alone

In this activity, students do some 'free' writing, to practise using some of the words from Activity B1 in context.

DIFFERENTIATED ACTIVITY

For weaker students, reduce the number of sentences they need to write, or choose words that you think they will find easier to use in their own writing. You could also give them some vocabulary to help them write their sentences, for example *cabinet + place, food, stored*.

For stronger students, ask them to use all eight words from Activity B1 and/or ask them to choose two or three more words from the text and to write them in sentences of their own.

C Reading and vocabulary

(Coursebook pages 34–5)

1 Alone, then pairs

For questions a–f in this activity, students work alone, although they can use paper or digital reference sources for help. Once they have completed all the questions, they can join up with a partner and compare answers. The activity requires students to look in close detail at the text.

ANSWERS:

- a (i) decade, (ii) arm, (iii) boost, (iv) potential, (v) exploit
- b set foot = arrive, suspicion = doubt/uncertainty, offensive = campaign/attack, playing to = relying on, commercial = advertisement
- c a = workforce, b = worldwide, c = market share, d = sector, e = target

Noun	Verb	Adjective	Adverb	Noun translation/s
finance	finance	financial	financially	Depends on students
investment (<i>thing</i>) investor (<i>person</i>)	invest	invested		
culture		cultural	culturally	
provision (<i>thing</i>) provider (<i>person</i>)	provide			
dinner (<i>thing</i>) diner (<i>person</i>)	dine			

e f = supplier/seller/producer, g = close/shut down,
h = metres, i = branch/outlet, j = burgers/food/
sandwiches

- f (i) 30% = decrease in foreign investment in Italy since 2007, €350 million = the amount McDonald's plans to spend in Italy in the coming years, 3000 = the number of new jobs to be created
- (ii) 450 = McDonald's restaurants in Italy, €1 billion = estimated annual sales in Italy, 10% = McDonald's market share in Spain and France, 2% = share of 'informal eating out', 3% = target in coming years for 'informal eating out'
- (iii) 5000 = number of people who visited McDonald's on its final day

2/3 Alone, then pairs

Students begin by working on their own to do two things: (1) identify the key word/s in questions a–g, and (2) look at text again and identify where the answers to the questions are. They do not need to write the answers yet. For Activity C3, students compare their answers, then together write the answers to the questions.

DIFFERENTIATED ACTIVITY

For weaker students you could show them in which paragraph to look for the answers, and also reduce the number of questions they need to do.

For stronger students, encourage them not to look back at the text and instead answer the questions from memory.

ANSWERS:

- a pizza-lovers
b (i) open more than 100 new restaurants, (ii) spend €350 million, (iii) hire 3000 people
c they were suspicious
d Italy
e made sandwiches with crusty bread filled with parmesan cheese and sliced ham
f a theme park
g to make way for a new fashion shop

D Writing: Informal letters

(Coursebook pages 36–8)

This is quite a long section, which focuses on developing writing skills and, in particular, on those skills necessary for writing an informal letter. The strategy here is to guide students, providing them with both content and organisational ideas, as well as language resources (vocabulary and structures). This mix of 'product' and 'process' approaches helps to ensure that all students are involved and able to produce something at the end of the section.

1 Small groups

This activity encourages students to discuss fast food and more traditional food, and to consider what the advantages and disadvantages of each might be. Allow students freedom to talk – there are no right or wrong answers. Before their discussion, students should copy the table, then add their ideas to it either during or after the discussion.

POSSIBLE ANSWERS:

Fast-food restaurants		Traditional restaurants	
Advantages	Disadvantages	Advantages	Disadvantages
quick service price availability	limited choice nutritional value packaging	choice atmosphere health value	more expensive slow service availability

2/3 Pairs

We often tell students to ‘read the question carefully’ before writing their answers. We do this because we know that some students may miss the point of the question – or fail to fully grasp what the question is asking them to do – if they haven’t spent a minute or two checking it. Questions often use the words *explain, describe, write, say*, and these two activities ask students to consider what these words mean, then to use them to complete the gaps in an exam-style question.

ANSWERS: a write, b explain, c describe, d say

**TOP TIPS**

The Top Tip on page 36 helps students understand the way in which exam questions may be written, and the things they should look out for.

4 Pairs, then whole class

In pairs, students think of expressions they could use to open and close an informal letter. You could divide the class into groups: one half thinking of expressions to open an informal letter and the other half to think of expressions to close one. During feedback, put all the expressions on the board for students to copy into their notebooks.

POSSIBLE ANSWERS:

Opening phrases	Closing phrases
Hi Satish!	Best wishes
Dear Satish	All the best
Hello Satish	See you soon
Thanks for your letter.	Take care
Lovely to hear from you.	Yours
How are you?	Love
How are things?	Lots of love
Hope you're well.	Speak to you soon

5 Pairs

In this activity, students compare two letters written in response to the previous exam-style question. They do not need to correct the letters, nor rewrite them; the point here is for students to recognise a good answer and a not-so-good answer, and to say why.

ANSWERS:

Letter B is the better of the two because: the layout is easier to follow, the writer has fully responded to all the points in the question, there is no unnecessary content, the level of accuracy is good, good range of vocabulary.

Letter A is not as effective because: the writer has not used any paragraphs and therefore the content is more difficult to follow, not all the points in the question have been dealt with, there is a lot of unnecessary information, there is a higher level of inaccuracy and a limited range of vocabulary.

6 Pairs

Felipe’s letter (A) could be improved by adding more adverbs and adjectives to the relevant content. In this activity, students need to look again at the letter and decide where the addition of adverbs and adjectives would improve it. They do not need to write anything, but make sure you get class feedback and put their ideas on the board – students will need to refer to these in the next activity.

7 Small groups

Divide students into small groups to discuss and plan their own responses to the exam-style question in Activity D3. While they will be writing their letters on their own, discussing the content in groups will give students support if needed. Encourage them to use a copy of the mind map supplied in order to make their notes.

**TOP TIPS**

Before students do Activity D8, focus on the Top Tip on page 37, which gives important information about how to approach this type of question.

8 Alone, then pairs

Set a reasonable time limit for students to write their answers. Remember that this is not a test! The whole purpose of this section is to guide and support students in writing an informal letter, so even at this stage, you should be available to help them. Also, allow students to ask each other for help. If you have Core and Extended students in the same class, remember that they have different word counts. Encourage students, particularly the weaker ones, to look back through the section and make use of some of the opening/closing phrases from Activity D4, as well as their ideas from Activities D6 and D7. They could also refer to Maroulla's letter (B) as a good model of what is required. When students have finished, they can look at each other's answers and provide feedback.

E Speaking: Expressing opinions (Coursebook page 38)

1 Alone

Students listen to a short exchange. As they listen, they need to decide in how many different ways the two speakers express their opinion. There are four examples, underlined in the audioscript here.

TRACK 3

Anna: I strongly believe that fast food restaurants are here to stay.

Terry: I honestly don't agree with that. I am sure that people are beginning to realise how unhealthy fast food is.

A: But it's so convenient! I can't imagine people giving that up.

T: I'm not so sure about that.

2 Small groups

Refer students to the audioscript on page 188 in their Coursebooks to focus on the four underlined phrases. Then they should work together to think of more phrases to express opinions.

POSSIBLE ANSWERS:**Opinion phrases**

I strongly believe that

I honestly don't agree with that.

I can't imagine

I'm not so sure about that.

In my experience

As far as I'm concerned

Speaking for myself

In my opinion

Personally, I think

I'd say that

I'd suggest that

I'd like to point out that

I believe that

What I mean is

3 Pairs, then whole class

Throughout the unit, students have been talking and writing about fast food and traditional food. For this activity, they are going to be involved in a class discussion (led by either the teacher or one or two students) about the advantages and disadvantages of the two types of food.

Give students time to plan their ideas before the discussion begins, referring them back to previous activities in the unit for help. Also take time to look at the Top Tip, which gives some advice on considering both content and language.

F Further practice (Coursebook pages 38–40)

1 Read and answer

- a coffee and dates
- b 1.1 million metric tonnes
- c 80%
- d medicinal properties
- e they are one of the best sources of food and are easy to grow
- f they contain anti-inflammatory properties
- g it is lost
- h shade from the sun, thatching/roofing on huts, support pillars in buildings

2 Write

Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Extended).

Dear George,

How are you? We haven't spoken in ages! It was Alex's birthday the other day and I promised I would cook pizza for him and his friends. Let me tell you all about it!

Alex, my brother, couldn't decide what food to have at his party. Our father came up with the idea of making pizzas. What a brilliant idea! That way, everyone could choose their favourite pizza toppings.

On the morning of the party, I woke up very early to make the pastry and the tomato sauce. Then, Alex and I went to the shops and bought peppers, pineapple, salami, mushrooms, cheese, tomatoes and onions. All these ingredients were the pizza toppings.

By 7 o'clock all of Alex's friends had arrived and they were very hungry, so the pizza-making began! They chose their pizza toppings and then I cooked them in the oven for about 20 minutes.

Everybody ate their pizzas in the garden. My pizza had mushrooms, tomatoes, salami and onions on it. I sat with Alex and two of his friends. Everybody thought the pizzas were delicious and wanted more!

Next time you visit, let's make pizzas together. It'll be so much fun! Hope to see you soon.

Terry

3 Write

Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Core).

'Ambience' is the name of my favourite restaurant. It is a beautiful place, right next to the sea. The best time to visit is in the summer when you can sit outside in the cool, evening breeze listening to the waves.

The food is Mediterranean, with fresh fish, meat kebabs and huge salads! I would recommend having a 'meze', which is a mixture of many small dishes so you can try a little bit of everything!

The décor is very simple. Crisp, white tablecloths and napkins cover the tables, whilst a candle and a single flower in a vase elegantly decorate them. Everything is in soft, stylish colours, which allow the guests to totally relax.

Soft, jazzy music in the background compliments the atmosphere of the restaurant. The furniture is well laid out, with just enough space between the tables so that you do not feel cramped.

I would recommend this restaurant to anyone!

4 Read and answer

- a research into marine life is growing stronger
- b because of the pearls they contain
- c the shores of Dhofar
- d it has only one shell
- e young ones live in small groups underneath medium-sized rocks; adults live in groups of up to 12, in cracks in rocks
- f cold, nutritious water
- g face mask and knife (not fins)
- h fins

Exam-style questions

(Coursebook page 41)

ANSWERS:

- 1** Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Extended).

Dear Alika,

How are you? It's been so long since we met! I'm very sorry I haven't written for such a long time but I have been on holiday in Italy. It was beautiful!

We went to Tuscany, which is a region in central Italy. It is a magnificent part of the country, famous for its food and cheese production. There are also many historical cities to visit, such as Sienna and Florence, which is the capital city of the region.

My mother, father, sister and I travelled to the airport in Rome by plane and then drove to our hotel in Tuscany. Our villa was beautiful! It had a pool and large garden with olive and lemon trees. It also had a courtyard with

a table and chairs where we would sit in the evening and look at the beautiful views of the Tuscan countryside and eat fresh bread and cheese.

It was a lovely holiday, one I greatly enjoyed. We relaxed by the pool, visited beautiful, old cities and ate the most amazing Italian food. What more could you want from a holiday?

If you have not been, I would certainly recommend it!

Hope to see you soon,

Marilla

- 2** Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Core).

Dear Aunty Linda,

Guess what??? I have won a scholarship to study abroad for a year in Germany! I am so excited!

As you know, I am studying Linguistics at university here in England. Stuttgart, which is a city in Germany, has an excellent Linguistics Department which is why I applied for a scholarship there.

I am most looking forward to improve my German! It will also be great getting to learn an entirely, new city which I will make my home for the next year.

I also believe there will be many advantages to my studying abroad for a year. I believe it will help me mature and become more independent as I will be living entirely on my own. I will have to cook for myself every day, wash my own clothes and keep my flat clean!

Please let's meet for coffee before I go.

Lots of love,

Anna

UNIT 4: Focus on listening skills

Unit introduction

The focus of this unit is on listening skills and, in particular, on the skills students may need when listening for specific information.

A Speaking and listening (Coursebook pages 42–4)

1 Pairs

Focus on the four pictures in the Coursebook and quickly check that students can tell you what the types of transport are (from top left clockwise: *train, balloon, camper van, plane*). Then give students a few minutes to make a list of any others they can think of. Set a time limit and encourage them to work quickly. Check which pair has the longest list.

2 Alone, then pairs

Students work alone to identify ten different methods of transport in the word snake. This activity is good for checking spelling and for recognising word boundaries. After finding the ten words, students check with their partner and then see how many of the methods of transport in the word snake they thought of in Activity A1.

3 Pairs

Before students begin this activity, focus on the Language Tip, which reminds students about comparative and superlative forms.

Students discuss with their partner which of the methods of transport they would prefer for going on holiday – and give reasons. They should also discuss if their choice depends on the type of holiday. You may need to prompt them: *skiing holiday, sightseeing holiday, shopping holiday, etc.* Allow students plenty of freedom to do this activity – monitor them, but do not interfere in their discussions. Take a note of anything particularly interesting you hear. Also note down any errors that you feel need to be dealt with in feedback.

4 Alone, then pairs

Students copy and complete the table with their own ideas. They should choose five or six methods from the previous activities, but this will depend on how much time you have available. Stronger students

could make notes about more methods. There are no right or wrong answers. Try to get students to write two or three ideas for each method of transport, then compare their answers.

5 Pairs

Students decide together which method of transport is the most expensive, then make a ranked list. They need to consider all the factors that could make a method of transport more or less expensive. For flying by plane, for example, they might also consider the cost of getting to the airport. If going by car, they should consider the cost of petrol and parking fees.

6 Pairs

Students discuss which of the methods they think they will hear about and try to give reasons for their choices. There are no right or wrong answers.

7 Alone, then pairs

This activity requires students to answer three questions, which are designed to give them a reason for listening and to test basic comprehension. Make sure students understand what they have to do and that they are ready to listen before you start the CD. Allow students to check their answers together before you give feedback.

TRACK 4

Speaker 1

Well, of course, we had booked everything well in advance, because in Britain these services get full very early, and we didn't want to be disappointed. Anyway, we got to the terminus in central London in plenty of time and we stood on platform 13E for Edinburgh. It was a beautiful summer's day. There was me, my wife Julia and the three children. They were still quite young then: three, six and eight, I think. We were supposed to leave at 8.30 in the morning and, as it got closer to our departure time, we all began to get quite excited. By 8.30, we had started to get a little bit anxious because the platform was completely empty, apart from us five with all our luggage. At 9.00, Julia told me to go and find out what was happening, so I went to the booking office to make enquiries. And yes, you can guess what was wrong – we were 12 hours early!

Our departure time was 8.30 p.m., not a.m. I had misread the time on the tickets.

Speaker 2

They call it an airport, but it's really just a field. My sister had booked me a flight as a treat for my 13th birthday, which was May 20th, three years ago, and I must admit that I was absolutely dreading it! I've never really enjoyed flying, and the thought of going up in the air for 30 minutes in a basket really didn't appeal to me. I couldn't understand how the thing was driven and steered, and I think that's what put me off. But once we got up in the air, at 9 o'clock in the morning, it was spectacular – the most beautiful views of the hills, fields and villages below, with the sun sparkling on the river. We didn't want to come down!

Speaker 3

I had investigated all the different options available to me and, in the end, this was by far the cheapest, at only \$275. Of course, it wouldn't be nearly as fast as going by plane, but the cost was far less and I would be able to see something of the countryside. Some friends had travelled the same route the previous year and had said how brilliant it had been, so I wasn't really worried. What they hadn't told me was how uncomfortable these vehicles are when you've been in one for almost two days. It's very difficult to sleep, and there are no toilets or washing facilities, so you've got to hang on until the scheduled stops, usually every four to five hours. When I finally arrived in the south of Spain, after nearly 48 hours on the road, I slept for over 19 hours!

Speaker 4

We set off in the afternoon, as the sun was starting to drop, and with it the temperature, although it was still incredibly hot and humid. We knew the journey would take about two hours, so we had time to reach the oasis before dark, and before the temperature plummeted. With me was my twin teenager sister, Amelia. She was used to riding horses, so this wasn't as difficult for her as it was for me. Even so, she said that riding without a saddle was very uncomfortable, and I had to agree with her! She also complained about not having a riding hat, but I told her she'd look pretty silly if she did! We moved at a leisurely pace – these wonderful animals won't be rushed – and we had time to be amazed by the beautiful scenery all around us and, as dusk fell, in the sky as well. We arrived, made camp, ate and fell into a deep sleep under the stars.

ANSWERS:

- a 1 = train, 2 = balloon, 3 = coach, 4 = camel
- b 2 and 4
- c 2 and 4

8 Alone, then pairs

This activity encourages students to think about **how** they identified the answers to the three questions by asking them what information they focused on. There are no right or wrong answers, but it is important for students to think about their methods for being successful when they do a task.

9 Alone, then pairs

Students listen a second time and answer the questions for each of the four speakers. Allow them to check with their partner before you provide feedback. If you think that students may struggle, you could split the listening into smaller sections, letting them hear just one or two speakers, then checking answers before they listen to the next one/s.

ANSWERS:

Speaker 1

- a platform 13E
- b four
- c (quite) excited
- d the platform was empty
- e went to the booking office to make enquiries
- f misread the time on the tickets

Speaker 2

- a birthday present
- b 16
- c because she had never enjoyed flying
- d 30 minutes
- e exhilarated, delighted (not given – students need to infer)

Speaker 3

- a cheaper, able to see countryside
- b four (slow, uncomfortable, difficult to sleep, no toilets, no washing facilities)
- c every 4–5 hours
- d nearly 48 hours

Speaker 4

- a afternoon
- b hot and humid
- c twin sister
- d slowly (at a leisurely pace)
- e beautiful scenery and the sky

DIFFERENTIATED ACTIVITY

For weaker students, let them look at the audioscript before they listen, as this will provide support for those who face difficulties. Set a time limit so they do not spend too long on this – the idea is for them to skim the audioscript to get an idea of the content and to build up their confidence before they listen. Students who need more support could read as they listen. Another option is to give weaker students the chance to look at the audioscript after they have listened (but before they answer the questions) to check what they have understood.

For stronger students, ask them to write two or three extra pieces of information about each speaker (in addition to answering the questions in the Coursebook).

10 Pairs

Students copy the table into their notebooks, then work together to complete it. Not all the gaps can be filled.

ANSWERS:

	Speaker 1	Speaker 2	Speaker 3	Speaker 4
Departure time	8.30 a.m.	9.00 a.m.		afternoon
Length of journey		30 minutes	48 hours	2 hours
Arrival time				
Weather / time of year	beautiful summer day	sunny, May		hot and humid
Speaker's feelings	excited, then anxious	worried, then happy	not worried, tired and uncomfortable	amazed
Speaker with who?	wife and three children			twin sister
Cost		free (a gift)	\$275	

11 Alone

Students can refer to the audioscript on pages 188–9 for extra support and to check their answers to Activities A9 and A10.

12 Alone, then pairs

There are several stages for this final activity in Section A. Firstly, students need to choose a method of transport (not one of the four they have just been hearing about). They should not tell their partner their choice. Next, each student writes a paragraph of around 100 words about their method of transport, including any information they want,

but not giving away the method of transport (the same as in the listening activity). For weaker students, you could reduce the number of words and/or get them to write five or six individual sentences, rather than a complete paragraph. Next, students write four or five questions about the content of their paragraph for their partner to answer. Finally, students exchange their writing and the questions, then answer the questions and try to guess the method of transport.

B Speaking and listening

(Coursebook pages 44–5)

1a Whole class, then pairs/small groups

Ask students to look at the picture on page 44 and tell you what they can see. Then refer them to Activity B1 and go through the information about the *boda-boda* motorbike taxi. Then, working with a partner, they discuss questions a (i)–(iv). Make sure students understand that there are no right or wrong answers.

1b Different pairs

Put students with a different partner for this next activity, then get them to read the information b (i)–(v) and decide if it is true or false. Once again, it does not matter at this stage if they are right or wrong. The point is to provide them with some key vocabulary relating to the information they are about to hear – and to engage their interest in the subject. All the information is true.

1c Alone, then same pairs

If you can supply dictionaries, or if your school has digital resources, then this activity will work well.

The idea is for students to work alone, researching the meaning of the words in either column A or B. Once they have an idea about their words, students should work together and discuss what they have found out. All the words appear in the next listening text.

2 Alone

Students listen for the first time and check if their decisions for Activity B1b were correct. If you want to make this less challenging, you could tell the students to call out when they hear the part of the text that confirms the information in Activity B1b. As all the information in B1b contains a number – (i) 40%, (ii) 62%, (iii) twice, (iv) 3343 and 2011, (v) 1800 – you could tell students to listen out for these particular numbers.

TRACK 5

For many years, *boda-bodas* have been called Uganda's silent killers. *Boda-bodas*, our country's ubiquitous motorbike taxis, snake through traffic jams, navigate potholed roads and provide much-needed employment for young people. They are also injuring and killing thousands every year, monopolising hospital budgets and destroying livelihoods. Since they appeared on the streets of Uganda in the 1960s, the number of *boda-bodas* has swelled. One recent news report estimated that there were more than 300,000 bikes operating in the capital, Kampala.

As a result, the number of motorbike accidents has increased dramatically. According to the Injury Control Centre, there are up to 20 *boda-boda*-related cases at Mulago National Referral Hospital in Kampala every day and the strain on the country's limited health budget is growing. About 40% of trauma cases at the hospital are from *boda-boda* accidents. The treatment of injured passengers and pedestrians accounts for almost two-thirds of the hospital's annual surgery budget.

While *boda-bodas* are helping to reduce youth unemployment – one recent study estimated that 62% of young people in Uganda are jobless – the impact of a serious injury can be catastrophic for riders and their families. Ali Niwamanya, 25, a *boda-boda* driver, spent three months in Mulago hospital and another five at home recovering after a collision with a car in the capital in September. Niwamanya is now in debt after taking out a 3 million Ugandan shilling loan (that's about 1200 US dollars) for a new bike.

While the human impact of the *boda-boda* craze is evident in the packed hospital wards, the strain that road fatalities could have on the economy is worrying politicians. The death toll on Uganda's roads is twice the average across the rest of Africa. There were 3343 road deaths in 2011, but the World Health Organization believes the figure could be more than double that. Some people are warning that, in the very near future, the death toll from Uganda's roads will be higher than that from diseases such as malaria.

Some measures are being taken to try to halt the problem. Last month, the government announced that more money would be available to improve and maintain roads. Even though road safety measures were not specifically included within the budget, the government is establishing a national agency to run campaigns and manage roads. In Kampala, the Capital City Authority is introducing regulations, including registration of drivers, first-aid training, reflector jackets and helmets, and a monthly fee of 20,000 Ugandan shillings paid by the city's 250,000 motorbike taxis.

Other initiatives are also springing up. The Global Helmet Vaccine Initiative is holding a one-day workshop for 100 riders, part of a national scheme under which it has trained 1800 *boda-boda* riders in basic road safety. On completion, each participant receives a yellow helmet bearing the slogan: 'Your life is your wealth.'

Adapted from www.theguardian.com

3 Pairs

Using the numbers in the box, students work together and complete the gaps in a–f. Then they listen again to check their answers. If students need practice in saying numbers and dates in English, get them to try saying aloud the completed sentences in Activity B3.

ANSWERS: a (i) 1960s, b (ii) 300,000, c (iii) 20, d (iv) 25, e (v) 20,000, (vi) 250,000, f (vii) 100

C Language focus: Tenses (Coursebook page 46)

1 Alone, then pairs

Getting students to recognise aspects of grammar in context is an effective learning strategy. Activity C1 asks students to look at four sentences from the audioscript and decide which verb time (tense) is

referred to by the underlined verbs. Let them work alone and then check their answers with a partner.

ANSWERS: **a** present perfect, **b** simple past, **c** present continuous, **d** 'will' future

2 Pairs

With a partner, students complete the rules for the four tenses and decide what the function is for each one, **as they are used in the listening text**. Remember that structures/tenses can have more than one function – for example one function of the present continuous is to describe actions happening at the moment of speaking, but in 1c, the function is different.

ANSWERS:

b past simple	<i>regular verbs add -ed, many irregular forms</i>
Function =	<i>to talk about a complete action in the past</i>
c present continuous	<i>am/is/are + verb -ing</i>
Function =	<i>something happening around this time, a trend</i>
d 'will' future	<i>will + infinitive</i>
Function =	<i>making a prediction based on evidence</i>

3 Alone, then pairs

In this activity, students decide which is the most suitable tense for the verbs in brackets, in order to complete sentences a–g. In some cases, there might be more than one possible answer, so make sure students are able to give reasons for their choices. Let them work alone and then share their answers with their partner.

ANSWERS: **a** will get, **b** have seen, **c** are thinking, **d** told, caught, **e** is trying, **f** will be, **g** has had

D Speaking (Coursebook pages 46–7)

1/2 Alone

These two activities focus on giving students some clear models of structures to show surprise. Get students to listen once, then to listen again and write down the four phrases that show surprise:

The thing that surprised me more than anything ...

What surprised me most was ...

I couldn't believe ...

I had no idea about ...

TRACK 6

Male teenager: The thing that surprised me more than anything was the number of *boda-bodas* on the roads.

Female teenager: What surprised me most was the number of injuries and deaths.

MT: I couldn't believe how long Ali Niwamanya was in hospital for.

FT: I had no idea about the rate of unemployment.

3 Small groups

Students discuss the three questions a–c. Encourage them to use the phrases from the previous activities during their discussions. As with all speaking activities, make sure you provide feedback and do not just focus on students' errors. Give them positive feedback about their ideas and the way in which they practised the key phrases.

4 Alone, then small groups

Many exams require students to look at information given in a table or other graphic format and to show that they have understood certain elements. This is also an important life skill, as we often need to look at graphs and interpret the data shown. The table in this activity contains a lot of information, both in words and numbers. Before students attempt the questions, give them a few minutes to just look at the table and check they understand what it shows. Then, in small groups, they can answer the questions. There is no need for any writing – this is a speaking activity.

For the final question (g), students need to create a graph based on some information from the table. This could be a bar graph, a pie chart, a line graph or similar. Help students to select information from the table (e.g. the statistics for dangerous driving from January to November, or all the statistics for one particular month such as June), then create a graph or chart that displays the information.

ANSWERS:

- a** the information is still being checked and is not final
- b** deaths; everyone has to pay the same amount
- c** RTA = Road Traffic Act and detention is when the police take charge of a vehicle
- d** an offence is something done against the law, so this refers to illegal actions by road users (drivers)
- e** 'Careers'
- f** leaflets, papers, books, articles

5 Pairs

Students now discuss the information in the table by asking each other five questions. Go through the example in the Coursebook first, making sure students understand that they need to ask a follow-up question (*What surprises you most ... ?*) in order to practise the key phrases from earlier in this section. Monitor and give feedback.

6 Small groups

This activity extends the speaking practice for this section. If time permits, you could turn this into a class debate, with students offering different responses to the question *If you were in charge of solving traffic problems and reducing the accident rate, what would you do?*

E Listening (Coursebook page 48)**TOP TIPS**

The Top Tip on page 48 advises students to read the questions and underline key words in listening activities, and it is worth reinforcing this. Give students plenty of opportunities to practise thinking about the type of answer that a question requires – for example a number, a nationality, a street name, and so on.

1 Pairs

After focusing on the Top Tip, students should practise identifying what information questions a–d require in their answers

ANSWERS:

- a (i) an article, something
(ii) a number
- b (i) type of weather
(ii) a number of degrees
- c (i) location, somewhere
(ii) activity
- d (i) name of sport
(ii) price

2 Alone

Students work alone and decide which of the answers given could match the questions in Activity E1.

ANSWERS:

- a d (ii) – price
- b c (i) – location
- c b (i) type of weather
- d a (ii) a number
- e a (i) something

f b (ii) a number of degrees

g d (i) – sport

h c (ii) – activity

3 Alone

Prepare students for listening and answering the questions in Activity E1. Remember that they have already decided what type of answer is required and seen some possible answers for all the questions.

TRACK 7**A**

Woman: Good morning, Mega Music Store, how can I help you?

Gregory: Hi, I'd like to know if I can order something from you.

W: Yes, of course – we can help you with DVDs and MP3 downloads, as well as other software and tablets, and so on.

G: Actually, I don't want any of those; I just want to order a power cable. The product number is CD39 dash 2BK. Can you do that?

W: Certainly. Let me take your details ...

B

Here is the weather forecast for tomorrow for your local area. There will be some light rain overnight, turning to sunny spells in the early morning and there will be high clouds by the end of the morning. Heavy showers are forecast for the late afternoon and evening. The top temperature is expected to be 18 degrees Celsius.

C

Marina: Hello, could I have some information about your evening classes, please?

College secretary: Of course. Are you interested in anything in particular, or do you want details of everything we offer?

M: I'm interested in learning a new language. I want to learn Italian!

CS: If you look over there, behind those bookshelves, you'll find leaflets about all our evening classes, or you could use one of the computers to check online.

D

Thank you for calling the Health and Fitness Sports Centre, the home of tennis, squash, badminton, futsal and swimming. The Sports Centre management has just introduced new prices for using the tennis facilities, so for non-members a

weekend court will now cost €12 an hour, while during the week, the daytime price is €8 and €10 after 6 p.m. For members, the price is €9 at any time during the week, and €11 at the weekend.

ANSWERS:

- a (i) power cable, (ii) CD39-2BK
- b (i) high clouds, (ii) 18 degrees Celsius
- c (i) information office/library, (ii) learn Italian
- d (i) tennis, (ii) €9

4 Pairs

Students compare their answers and then look at the audioscript on pages 189–90 to check.

F Further practice

(Coursebook pages 48–50)

1 Read and answer

- a 1 = Distractions, 2 = Visibility, 3 = Protection, 4 = Road position and signalling, 5 = Maintenance, 6 = Laws of the road
- b because they are more vulnerable
- c identifies you to other road users
- d keep clear of the kerb and do not ride in the gutter; give space on the left, and don't hug the kerb if a car behind you gets impatient; don't weave between lanes or change direction suddenly; show drivers what you plan to do in plenty of time; always look and signal before you start, stop or turn
- e make eye contact with drivers and let them know you have seen them
- f on the tyre itself
- g all road users
- h ride across a pedestrian crossing

2 Read and decide

- a reason
- b date
- c reason
- d activities
- e transport

3 Listen and answer**TRACK 8**

Modern-day Turkey covers an area that has stood at the crossroads of history for thousands of years, leaving it with an incredible number of fantastic sights for visitors to explore. With so many options,

selecting the top tourist attractions in Turkey is tough. However, I've put together a selection of some of Turkey's most famous attractions, along with a couple of gems that I feel you really should know about. No matter what you're looking for in Turkey, whether it's a relaxing beach holiday, a city-break or a journey into the country's ancient past, something or somewhere will inspire you.

Firstly, and probably the most famous tourist attraction in Turkey, the Hagia Sophia is one of the best-preserved ancient buildings in the world. Built in the 6th century CE by the Byzantine Emperor Justinian, the building was converted to a mosque with the Turkish conquest and today operates as a museum.

Turkey is awash with ancient cities, making it tough to select just one. However, the most popular of these attractions is Ephesus near the modern town of Selcuk. It contains some of the best-preserved Greek and Roman ruins in the world. Impressive attractions at Ephesus include the Library of Celsus, the Temple of Hadrian and the ancient theatre.

If you've had enough history, the Istanbul Dolphinarium presents you with a unique chance to explore the fascinating world of sea mammals. Here, by taking a closer look at these magnificent creatures, you will get to know them better and realise their importance. You can watch the marine mammals' exciting show, swim, interact or scuba dive with the dolphins. Also, there are individual dolphin-therapy sessions for the kids with special needs.

Finally, there are many reasons why you should visit the Princes' Islands. For starters, all of the islands are car-free, and you can rent a bike and cycle around the islands, without fear of getting knocked over. If you go in the spring, you'll enjoy fresh air and green space, while in the summer, think about bringing your swimming things as the weather will be warm enough to think about having a dip in the sea.

Enjoy Turkey!

Adapted from www.historvius.com, www.tripadvisor.co.uk and www.travelsavvymom.com

- a Turkey's history goes back thousands of years
- b 6th century
- c because there are so many to choose from
- d swim/scuba dive with dolphins, attend dolphin therapy sessions
- e bike

Exam-style questions

(Coursebook page 51)

TRACK 9

Question 1

And now for the prices and opening times at the Star Cinema. All tickets are priced at \$10 for adults and \$6.50 for students and children. Our weekend opening time is two o'clock in the afternoon and on weekdays we open one hour later, at three.

Question 2

Daniela: Do you sell street maps?

Shopkeeper: Well, yes, we do, but I'm afraid we've sold out.

D: Do you know where I can get one?

S: Try the newsagent's on the other side of the park. Or the shop at the bus station will have plenty.

D: Isn't there anywhere closer than the bus station?

S: Let me think ... Oh yes, the supermarket across the road from here.

Question 3

Jason: Excuse me! Sorry to trouble you but I'm completely lost! This is my first day working here and I can't find where I need to go!

Woman: You must be the new part-time helper, right? Don't worry, you'll soon find your way around. This is the staff room. But where do you want to go?

J: I'm trying to find the supervisor's office. I need to give him my contact details.

W: Well, you're not too far away. Look, you see the lift over there? Go up to the second floor and when you get out of the lift, turn left and left again at the end of the corridor. The supervisor's office is the first door on the right.

J: Thanks so much.

Question 4

Welcome aboard our city sightseeing bus. First, let me tell you about the tour. We're going to travel through the most historic parts of the city for about an hour, with lots of opportunities for you to take photos, or just admire the wonderful buildings and scenery. Then we'll drop you off near the market place. You can visit the museum, which is very interesting, or why not buy some fruit and cheese from the market and have a snack in the park next

to the museum? But please please please come back promptly to the bus after one hour – we can't wait for any latecomers!

Now for some safety information ...

- 1 a Star Cinema
b 3.00
- 2 a street map
b supermarket, nearby
- 3 a supervisor's office
b take lift to second floor, turn left, and left again at end of corridor, then first door on right
- 4 a visit the market and get a snack
b one hour

UNIT 5: Focus on reading skills

Unit introduction

The focus of this unit is on reading skills and, in particular, on those skills required for more detailed comprehension of longer texts.

A Speaking (Coursebook page 53)

1 Small groups

Ask students to think about language schools (i.e. somewhere people go to learn/improve a language) and make sure they understand what *facilities* means. In small groups, they look at and discuss the three pictures, then answer questions a and b. Monitor, but do not interfere with the discussions. Provide feedback afterwards.

2 Alone

If you have access to the Internet, you could get students to search for 'language schools', either in their own country or somewhere else, and check the facilities that they offer. If you can't use the Internet, prompt students with some questions – for example *Where could you borrow a book from?* Students should make a list of facilities and then put them into rank order.

Next, get your students to convert their list into a graph or chart. They did a similar activity in the previous unit, so this activity should not present too many problems. Each student needs to prepare their own graph or chart for the next activity.

3 Small groups

Using their own graph or chart, students now say three things about it to the others in their group, then answer any questions. Use the example in the Coursebook to check that students understand what they have to do. Monitor, but do not interfere. Provide positive, encouraging feedback once students have finished talking about their graphs and charts.

4 Small groups, then whole class

Students need to agree on a final list of language school facilities. Each group should share their ideas with other groups then, as a whole class, draw up a complete list.

B Reading (Coursebook pages 54–5)

1 Pairs

The first activity in this section focuses on vocabulary. Students work in pairs to find out the meaning of the ten words and phrases. During feedback, make sure that there is general agreement on the meanings.

DIFFERENTIATED ACTIVITY

For weaker students, reduce the number of words and phrases they should look up. Alternatively, you could supply them with the correct definitions and get students to match them to the words.

For stronger students, once they have agreed on the definitions, ask them to do some word building, for example *extensive* (adjective) – *extend* (verb) – *extensively* (adverb) – *extension* (noun).

2 Alone, then pairs

The headings in the box are all services and facilities that a language school might offer. Students skim the text and decide which heading goes with each of the five paragraphs, then check with their partner. There are three extra headings that students do not need to use.

ANSWERS: 1 = IT Centre, 2 = Library and Multimedia Resource Centre (LMRC), 3 = Counselling service, 4 = Cafeteria, 5 = Accommodation and welfare

DIFFERENTIATED ACTIVITY

For weaker students, you could point out which headings are not needed (Banking facilities, Social and leisure programme and Sports centre).

For stronger students, tell them to cover up the box in Activity B2 and think of their own headings for the five paragraphs.

3 Alone, then pairs

Students skim the text again and identify which facilities and services the school offers, then check if these are the same as the ones they listed in Activity A2. Working with a partner, they can add more facilities and give reasons for choosing them.

4 Pairs

For this activity, students find the words in the text from Activity B1 and check if the meanings they agreed on were correct and make sense.

5 Alone, then pairs

This is an information-transfer activity, similar to the type of question found in many examinations. Students need to read the text carefully in order to complete their copy of the table. All the missing information relates to the opening and closing times of three facilities.

ANSWERS:

Facility	Time	0600	0700	0900	1600	1700	1900	2100	2200
Café		Opens M-F		Opens weekends	Closes weekends			Closes M-F	
IT facilities			Opens M-F	Opens weekends		Closes wkend			Closes M-F
LMRC				Opens M-F			Closes M-F		

DIFFERENTIATED ACTIVITY

For weaker students, ask them to complete the information for only two (or even one) of the facilities, rather than all three. Additionally, you could highlight which specific time slots they need to complete.

For stronger students, when they have completed the table, ask them to use the information to write one or two sentences about each of the facilities.

6/7 Alone, then pairs

This is quite a challenging activity, so consider reducing the load for weaker students and/or supplying them with prompts to help them to complete some of the questions.

Forming questions in English is a challenge for many learners, due to the sometimes complex word order used and the use of auxiliary verbs, so this activity provides useful practice. Do a couple of examples first, then get students to work alone to write the questions. Once they have finished, let them work in pairs to see if they have written the same questions. Let them ask and answer, as this is an effective way to check how logical their questions are.

SUGGESTED ANSWERS:

- a How often do students get IT lessons?
- b When is the IT centre/are the IT facilities open at weekends?
- c What does the special software help you practise? / What can you practise in the IT centre?
- d How many volumes/books/titles are there in the LMRC/library?

- e What do many books have so that you can listen to the story?
- f Where can you purchase/buy books and audio files?
- g What does the counselling service use to help you choose a career?
- h What can you use to access English language magazines and newspapers in the cafeteria?
- i How many people can help you with accommodation and welfare?
- j Why is staying with an English-speaking family a popular option?

8 Alone, then pairs

Ask students to write their own questions. Afterwards, they should ask a partner their questions.



TOP TIPS

Students are often asked to interpret information presented in visual format, such as a graph or a table. Students will be alerted to this by questions that begin with *According to the chart/picture/graph, etc.*

C Language focus: Prefixes and suffixes (Coursebook pages 55–6)

LANGUAGE TIP

Spend some time reviewing the Language Tip on page 55, as it is an important area for students to understand and they will need to refer to it for the activities that follow. Note that we use the term *affix* to describe both prefixes and suffixes.

1 Alone

All the phrases are taken from the article students read in the previous section, so they will have already seen them in context. Students need to decide if they change the grammar or the meaning of the words. Refer them to the Language Tip on the previous page for help if they need it.

ANSWERS:

... <u>self</u> -study lessons	prefix – meaning
... facilities including <u>Internet</u>	prefix – meaning
... lactose <u>int</u> olerant	prefix – meaning
... one <u>weekly</u> timetabled lesson	suffix – grammar
... from <u>beginner</u> to <u>advanced</u>	suffix – meaning
... <u>suitable</u> for	suffix – grammar

2 Pairs

With a partner, students look at the prefixes and decide what each one means, then they think of more examples of words beginning with each prefix. You could make this into a class competition and allocate prizes for the students who can think of the most words. Some are very challenging (e.g. *pro-*). Remember – the prefix *self-* is always followed by a hyphen (-), as is *ex-* (for example, *ex-president*) and the prefix *multi-* is often, but not always, followed by a hyphen.

ANSWERS:

- a by yourself, alone (self-portrait, self-employed)
- b having many (multi-storey, multi-purpose)
- c between/among (international, intercom)
- d with/together (conversation, contact)
- e relating to hearing/sound (audio-visual, audio-lingual)
- f opposite (disapprove, disrespect)
- g for/support/approve (proactive)

3 Pairs

Students now create new words using the prefixes and words given in the table.

ANSWERS: automatic, hypermarket, submarine, transcontinental, equidistant, biannual, monolingual, antidote, ex-president, contradiction

4 Alone, then pairs

Now that students have practised prefixes, we move on to suffixes. Go through the information in Activity C4, making sure students understand the role of a suffix, then get them to complete the task. In some cases, there is more than one possible answer. Point out the importance of checking spelling very carefully (e.g. *happy + ness = happiness*). Give students some time to check their answers with a partner before you give feedback.

ANSWERS:

accidentally = adverb
 availability = adverb
 cheaply = adverb
 exciting = adjective, excitement = noun
 guidance = noun
 happiness = noun, happily = adverb
 imagination = noun, imagining = verb
 lovely = adjective, lover = noun, loving = adjective
 luxurious = adjective, luxuriously = adverb
 saying = noun

5 Alone

Make sure students clearly understand what they have to do in this activity. Firstly, they must create ten words using the suffixes in the box (there are two examples), then they should choose five words to use in complete sentences.

DIFFERENTIATED ACTIVITY

For weaker students, reduce the number of words they need to create by giving them some of the answers. Another possibility is to give your students gapped sentences, which they need to complete once they have created the words.

For stronger students, increase the challenge of this activity by telling them that they still have to write five sentences, but that each sentence must contain **two** words from the ten, thereby using all the words that they have created.

D Speaking: Giving advice (Coursebook page 57)

1 Small groups

Students are going to read a newspaper article called *Why can't teenagers get up in the morning?* Put students into small groups to discuss questions a–c and tell them that they should be prepared to present their ideas to the class.

Monitor, but do not interfere, then offer positive feedback on their discussions.

2 Small groups

Still in their groups, students look at the five sentences and decide if they are true or false, giving reasons if possible. If time is limited, you could split the class into five small groups and allocate one sentence to each group for discussion.

3 Alone

Tell students that they will hear seven expressions that give advice. For each one, they need to decide if the expression is followed by *to* or infinitive without *to*. Put the first two on the board as examples:

If I were you I'd + infinitive without to (e.g. *If I were you I'd take the bus*)

I think it would be better + to (e.g. *I think it would be better to take the bus*)

After listening, ask students how many they can remember. If necessary, play the audio again.

TRACK 10

If I were you, I'd ...
I think it would be better ...
It might be a good idea ...
Why don't we ... ?
I don't think she should ...
I strongly advise you ...
My advice would be ...

ANSWERS:

It might be a good idea + to

Why don't we + infinitive

I don't think she should + infinitive

I strongly advise you + to

My advice would be + to

4/5 Pairs

Students are going to think about the advice they would give to someone who cannot get up in the mornings. Focus on the example in the Coursebook first, then students work with a partner, using the advice phrases from the previous activity. Afterwards, they can join up with different pairs

and share their advice, using reporting verbs if possible (as in the example). Get the class to choose the best piece of advice.

LANGUAGE TIP

The Language Tip on page 57 focuses on two words that are commonly confused: *advice* (noun) and *advise* (verb). Spend some time going through the information, checking that students fully understand the difference between the two words in spelling and meaning.

E Reading (Coursebook pages 57–9)

1 Pairs

Students should be used to these vocabulary activities by now. Make sure they have access to either paper or digital reference sources. Remember that for weaker students you may want to reduce the number of words and phrases they need to check.



TOP TIPS

The Top Tip on page 58 advises students to put some variety into their spoken language, as this will help to give them more fluency and make them more confident.

2 Pairs

Students discuss which words and phrases in the box they think will appear in the text. This prediction activity will encourage students to think about text content and to make connections with what they already know about a topic.

3 Alone, then pairs

Go through the three things that students need to know when they read the text for the first time. Firstly (a) they need to find out what Dr Ralph advises (*Schools and universities should ideally not start before 11 a.m.*), then (b) check if the statements in Activity D2 are true or false (*they are all true*) and (c) check if the phrases from Activity E2 appear (*they all appear*). Set a time limit for this activity and encourage students to read the text quickly. When they have their answers, get them to compare with a partner.

DIFFERENTIATED ACTIVITY

For weaker students, point out the paragraphs in which they will find the answers to the questions. Alternatively, you could ask them to answer just a and b, or just a and c.

For stronger students, after they have answered questions a–c, get them to cover the text and discuss where in the text they found the words and phrases from Activity E2. Alternatively, tell them to continue to Activity D4 on the next page and fill in the gaps. When they have finished, they can share their answers with the class.

4 Alone, then pairs

Students use the eight words and phrases from Activity E1 to complete the gaps in the text, and then check with their partner. If stronger students have already done this activity, team them up in groups with other students and let them ‘teach’ each other.

ANSWERS: i moan, ii out of sync, iii trivial matter, iv sleep deprivation, v jeopardises, vi bleak, vii metabolism, viii succumb to sleep

5 Alone, then pairs

The comprehension questions include one that requires students to interpret data in a pie chart. Get students to read through the questions and find this one. Then get them to underline the key words before they attempt to answer. When they have finished, allow time for them to check their answers with each other before you give feedback. For weaker students, you could omit question i.

ANSWERS:

- a refuse to go to bed at a decent hour, moan about getting up for school, lie in bed for hours at weekends
- b body clock is out of sync
- c future prospects, health and lives
- d because teenagers perform very poorly in the mornings
- e changing sleep cycle had shocking consequences
- f 50%
- g in the morning at school, in class
- h 6–7 hours
- i how the human sleep cycle works: hormones stimulated by light stop us falling asleep during the day; in the evenings, the human body produces

melatonin which makes us sleepy; also body temperature drops; metabolism slows down how teenagers are different: pressure to fall asleep is more gradual; easier for teens to stay awake later; melatonin produced an hour later than usual.

F Further practice
(Coursebook pages 59–60)**1 Write**

Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Extended).

Dear Umar,

How are you? It's been ages since we met up! I have something to ask you: a friend of mine is having trouble waking up in the mornings and it's been causing her a lot of problems. Nearly every day, she misses the bus and so she arrives late at school. You can imagine what problems that causes! She constantly gets sent to the Headmaster's office and over the course of the term her grades have got worse and worse. I feel really sorry for her, Umar, because she's not doing it on purpose and she hates seeing her parents so disappointed. I can tell it's really affecting her and I wish I could help. I've already told her to try and get to bed earlier, but even that doesn't seem to work. I don't know what else to suggest, so I was wondering whether you would have any ideas to help her with this annoying problem of hers. If you do have any suggestions, send them to me in a letter when you find time to answer. Thanks for hearing me out, Umar. I hope we get to see you soon!

Lots of love,

Afrah

2 Read and answer**ANSWERS:**

- a all levels
- b word-for-word transcript, mini-glossary, other information
- c a few hours each month
- d www.languagelearning.eu

- e Bonjour!
- f journalist
- g \$207.99 (99 + 29 + 35 + 39 + 5.99)
- h two (cheque, credit card)

Exam-style questions

(Coursebook page 61)

- 1
- a replace batteries completely / offer a clean alternative power source for portable devices
 - b national electricity grid not always reliable and people are relying heavily on their mobile phones for both work and personal use
 - c the technology of normal batteries has not kept pace with the innovations in the devices they power
 - d it weighs 620 grams, produces/has 5 watts of power, in two pieces
 - e five
 - f can charge devices as fast as a mains electricity connection
 - g this saves energy and ensures a longer life for the device's battery itself.
 - h because of initial high cost
 - i power shortages, electricity grid is unreliable, internet access much lower than global average, tenfold increase predicted

UNIT 6: Focus on reading and writing skills

Unit introduction

The focus of this unit is on the skills needed for making notes based on a text.

A Speaking (Coursebook pages 62–3)

1 Whole class

Get students to look at each picture. Ask them to describe what is happening in each picture and what job each one shows. For example, in the first picture, a *policeman* is arresting someone and the second picture shows a *teacher* teaching a class of students. Allow students freedom to express themselves and do not worry about language errors. Afterwards, ask students if they would like to do any of these jobs and why.

2 Pairs

In pairs, students discuss questions a–c. Some teenagers have no idea about their future career, so be prepared to prompt them. Monitor the discussions, but do not interfere; be ready to give positive feedback at the end of the activity.

3 Alone, then pairs

Working on their own, students unjumble the letters to identify the seven jobs, then match them with the pictures 1–7. When they are ready, students can check their answers with a partner.

ANSWERS: a accountant, b pilot, c chemist, d comedian, e gardener, f footballer, g astronaut

4 Alone, then pairs

Students work alone and write a short definition or description for each job. Look at the example first (comedian). Students can compare their sentences when they have finished. If time permits, you could turn this into a competition by asking students to write their definitions with gaps for the jobs (e.g. *A ... is someone who tells jokes and makes people laugh*). They then exchange their writing and fill in the gaps in their partner's sentences.

5 Whole class

Finish off this section by asking students which of the jobs in the previous activity they would most

or least like to do. Get them to give reasons. Once again, allow students the freedom to express themselves without interfering; provide feedback at the end.

B Reading (Coursebook pages 63–5)

1 Pairs

Give students a few minutes to decide what a cosmetic scientist does (or might do). There are no right or wrong answers at this stage, so encourage students to speculate without correcting them. This will not only increase their confidence when speaking, but also improve their fluency. Feedback and corrections can be given at the end of the activity.

2 Pairs

Make sure students understand what a cosmetic scientist does, then get them to look at statements a–g and decide if they are true or false (they are all true). Allow students to use dictionaries or digital sources to check any unknown words.

3 Alone, then pairs

This text is quite long so you may decide to use a differentiated activity to help weaker students. If the whole class is a similar level, set a time limit for students to skim the text and check if the information in Activity B2 is true or false. They should then give reasons and correct any incorrect information. Remember that in fact all the information is correct!

DIFFERENTIATED ACTIVITY

For weaker students, you could point out in which paragraphs they will find the information from Activity B2. Also, make the task smaller by distributing the seven pieces of information among several students.

For stronger students, when they have finished, tell them to find three or more pieces of information in the text and write them down with an error in each one. They then exchange their writing with a partner, who has to identify and correct the errors.

4 Alone, then pairs

Look at the seven headings for the paragraphs in the text and get students to tell you what information they think will be in each one. They have already skimmed the text, but they may not remember too many details. Then they need to read the text again and select an appropriate heading for each paragraph. When they have finished, they can check their choices with a partner.

ANSWERS: a 6, b 5, c 1, d 2, e 7, f 4, g 3

5 Pairs

For this activity, students look at the underlined phrases in the text and check that they understand them. Make sure all students understand them before moving on.

C Writing: Making notes and writing a paragraph (Coursebook pages 65–6)

1 Alone

This activity helps students to identify key information in a text and to write that information in note form. Some students may find these skills challenging, so begin by looking at the example and get students to show you where the information is in paragraph 1. Make sure they realise that the notes **paraphrase** the text – in other words, the information from the text is written in a different way when making notes. Get students to read the text again and write two notes for each paragraph.

DIFFERENTIATED ACTIVITY

For weaker students, either ask them to write just one note for each paragraph, or allocate two or three paragraphs to each student, thereby reducing how much they have to do. You could also identify the important information in each paragraph that students need to write in note form.

For stronger students, ask them to try to write **three** notes for each paragraph. Another option is to put students into pairs: Student A reads one paragraph aloud and Student B writes notes. Then they swap roles. Finally, they look at their notes and compare them with the original text.

2 Pairs, then whole class

Students should now compare their notes to see if they wrote the same or different things (there are

many possible answers). They should also try to agree on the most important information contained within each paragraph. When each pair has made its decisions, have a whole-class discussion on each paragraph and agree which pieces of information Take over the most important.

**TOP TIPS**

Before moving on to Activity C3, go through the Top Tip on page 65 with the class, highlighting the key things for students to remember.

3 Alone, then pairs

Using their notes from the previous activities, students work alone to complete a copy of the notes. They can look back at the text if necessary. Give them time to check with a partner when they have finished.

ANSWERS:

- a Masters or PhD
- b growing
- c can't afford it
- d Quality Control Chemist and Synthesis Chemist
- e Sales
- f CV or resumé
- g HR departments
- h careers offices and Internet
- i post career
- j names of companies

4 Whole class, then alone

Students move on to writing a summary of the text, using their notes from Activity C3. It is a good idea to do the summary orally first, so ask students to tell you about the text, using their notes. When they have gone through the whole form from Activity C3, students can start their summary writing. Give them a short introductory sentence to get them started, for example *There are many things you can do to become a cosmetic scientist. Firstly, ...*

DIFFERENTIATED ACTIVITY

For weaker students, get them to expand just two or three of the headings from Activity C3, rather than attempting to write a complete summary. You could allocate different headings to different students to write, then get them to join all the writing together to make one summary. This will give these students a sense of achievement.

For stronger students, tell them that they are not allowed to refer to the text, so their summary will be based solely on their notes from Activity C3.

5 Pairs

To conclude this section, students compare their summaries and check the content, making sure all the important information has been included.

D Speaking: Giving advice

(Coursebook page 66)

1 Alone, then pairs

In Unit 5, students looked at phrases for giving advice and some more examples are given here. Prepare students for the listening activity by going through the instructions for Activity D1. Refer them to the audioscript on page 191 to check their answers.

TRACK 11

Sipho: What do you think about this cosmetic scientist career?

Tendani: Well, you know me, I love biology and chemistry ...

S: Yes, I do too, but I'm not sure it's something that I want to do.

T: OK, but if I were you, I'd think seriously about it.

S: Why?

T: Well, for one thing, there are so many job possibilities.

S: Yes, you're right, but how do I know if it's the right thing for me?

T: You ought to speak to the careers advisor at school.

S: Yes, I know, I have done, but she always asks me the same question: 'What do you want to do when you leave school?'

T: Why don't you make a list of ideas before you see her?

S: Hmm, good idea! I should, shouldn't I?

T: What about speaking to your parents? I'm sure they could help.

S: Yes, absolutely. I'll speak to them tonight and then make a list! You know something, Tendani? You should be a careers advisor!

LANGUAGE TIP

Language fillers, like the ones in Language Tip on page 66, are important for students to try to use, as they can make spoken language sound more natural and fluent.

2 Alone, then pairs

Students need to 'notice' the key elements for each of the advice structures. If they find it difficult to remember, refer them once again to the audioscript.

ANSWERS:

a You ought + *to* + *infinitive*

b Why don't you + *infinitive*?

c What about + *gerund* (-ing)?

d You should + *infinitive*

3/4 Alone, then pairs

Get students to add any other advice phrases they can think of, including any they can remember from Unit 5. When they have done this, they need to look back at their ideas for jobs from Activities A1 and A2, then give each other advice, using the phrases they have learnt whenever possible.

5 Small groups

For the final activity in this section, tell students to choose one of the jobs in the box. If they are not happy with the selection, they can choose another job! They should then talk in groups about their chosen job, giving advice and offering reasons for this advice. As with all speaking activities, monitor but do not interfere; be ready to give positive feedback at the end and highlight any language errors that need attention.

E Listening and speaking

(Coursebook page 67)

1 Pairs

Make sure students have some idea about what NASA is and does before they start this activity. In pairs, they should discuss the two questions. Tell them not to worry if they do not know very much – they will find out more during the listening activity.

2 Whole class, then pairs

Quickly go through the questions orally to check that students understand what is being asked and to clarify the type of answer required. Then, in pairs, students discuss each question and try to predict the answers. Give them plenty of freedom to speculate – they will find out the real answers when they listen.

3 Alone

Prepare students for the listening activity. They do not need to find the answers to the questions in Activity E2 on the first listening, but should focus on Take over questions a and b.

TRACK 12

Baruti Ngwani: Welcome to this week's show.

Today we're going to talk about careers and, in particular, one career which some of you may believe is only for men: working for NASA, the National Aeronautics and Space Administration in the USA! My guest is Kagiso Abaka, a careers advisor for NASA, based here in Joburg. Welcome!

Kagiso Abaka: Hi, Baruti.

BN: So, what does a young woman need to do in order to work for NASA?

KA: The same as a young man, of course! For anyone who likes finding out how things work, solving puzzles and problems, or creating and building things, then why not consider a career in science, technology, engineering or maths? Within NASA, women work in all of these areas, and there is information available on careers and how you can prepare for them.

BN: Interesting But what is an engineer? What does an engineer actually do?

KA: Good question! Engineers are the people who make things work, using power and materials. Engineers have moved the world into skyscrapers, high-speed cars, jets and, of course, space vehicles. They make our lives interesting, comfortable and fun. Everything in our daily lives relies heavily on the work of engineers: computers, television, satellites

BN: Is there just one type of engineer, then?

KA: No, there are many types, including aerospace, chemical, civil, computer, electrical, industrial, mechanical, and so on. Obviously each type specialises in a particular area.

BN: Hmm, I see. So is an engineer a scientist?

KA: Not really. Scientists are knowledge seekers, who are always searching out why things happen. They are inquisitive, which means that they are always asking questions. Nature, Earth and the universe are what fascinate the scientist. The scientist questions, seeks answers and expands knowledge.

BN: What career options are available for people like this?

KA: There's an amazing variety. Careers are available in both the life and physical sciences.

BN: For example?

KA: For example . . . becoming a biologist, medical doctor or nutritionist would all require studies in life sciences, whereas a job as an astronomer, chemist, geologist, meteorologist or physicist would all involve studying the physical sciences.

BN: OK, I see. I've also heard about technicians. What do they do? Is it different from engineers and scientists?

KA: Technicians are an important part of the NASA team. They work closely with scientists and engineers in support of their research. Their skills are used to operate wind tunnels, work in laboratories, construct test equipment, build models and support many types of research.

BN: Most of our listeners are still at school, studying hard, so what should their focus be, if these types of careers are interesting to them?

KA: Well, obviously, education is a critical requirement. Mathematics and science are the basis for most NASA careers and the decisions you make in school can affect your future career possibilities.

BN: And after high school?

KA: It can seem like a long journey, but a career as a scientist or engineer requires four to seven years of college study after high school. A bachelor's degree requiring four years of study is the minimum necessary. Colleges and universities also offer graduate programmes where students can obtain master's and doctoral degrees. The master's programme usually takes two years. An additional two to four years is needed to earn a doctorate.

BN: And for anyone who likes the idea of a career as a technician?

KA: Well, technicians typically earn a two-year Associate of Science degree. Some may continue for two additional years and obtain a bachelor's degree in engineering technology. Others may earn a bachelor's degree in engineering or one of the physical sciences.

BN: So for those of you who want to think about a career with NASA, it may seem a long way off, but study hard and who knows? One day one of you might be walking on the moon!

Adapted from <http://spaceflightsystems.grc.nasa.gov>

ANSWERS: a three (engineer, scientist, technician),
b walking on the moon

4 Alone, then pairs

The second time they listen, students should make notes about the interviewer's questions in Activity E2.

ANSWERS:

- a same as a young man
- b make things work, using power and materials, everything in our daily lives relies on the work of engineers
- c no, many types – aerospace, chemical, civil, computer, electrical, industrial, mechanical
- d no – scientist is knowledge seeker, finding out why things happen, asking questions
- e support scientists and engineers – they operate machines, work in labs, construct equipment, build models, support research
- f education – maths and science are important at school, then college or university for a degree and Masters

5/6 Pairs

Using the questions and answers from Activities E2 and E4, students take on the roles of the interviewer and the careers advisor and interview each other. When they have finished, they can check the audioscript on pages 191–2 to see how much they remembered.

F Reading and writing: Note-taking (Coursebook pages 67–9)

1 Pairs

In Unit 5, students practised note-taking and summary writing. In this section, they are going to focus again on note-taking. First, students work in pairs and discuss which four of the six paragraph headings they think are possible in a text about certified athletic trainers. It does not matter at this point if students are not sure – and do not tell them yet if they are right or wrong.

2 Alone, then pairs

Students skim the text and decide which heading goes with which paragraph, then they check answers with their partner.

ANSWERS: a (v), b (vi), c (ii), d (i)

3 Groups of four

For this activity, students need to be in groups of four (A, B, C, D), with each person in the group looking at

one section (a, b, c or d) from the text. If that is not possible, you could allocate two sections to some (stronger) students. When each student knows which section they are working on, they should read it carefully and write **two** notes about the content, using a copy of the template on page 69 of the Coursebook. Remind them how they did this in Unit 5.

4 Groups of four, then whole class

When each student has written their two notes, the group puts all its notes together and compares them with those of other groups. Try to agree on the best notes for each section of the text. Note that if you have Core and Extended candidates, the number of notes they need to make is different (seven and nine respectively).

ANSWERS:

Role of athletic trainers

- Healthcare providers
- Prevent, diagnose, treat, rehabilitate
- Do not develop training programmes or prescribe exercises

Women and athletic training

- Nearly 50% members of NATA are women
- First female trainer 1972
- 1976 first female trainer joined US Olympic medical staff
- 2000 first female NATA president

Female trainers and pro sports

- Under-represented in pro sports
- 2002 NFL hired female assistant athletic trainer
- NBA employs two female assistant athletic trainers
- 2011 LA Dodgers employed Sue Falsone as first female head athletic trainer

Athletic trainer qualifications

- Must obtain BA or MA from accredited athletic training programme
- Continue ongoing studies
- More than 70% of ATCs hold MA

5 Alone

Finally, students use their notes to write a summary of the text. This reinforces their practice from Unit 5.



TOP TIPS

The Top Tip on page 69 reminds students about the need to be aware of keeping the style of their writing formal in summaries.

G Further practice

(Coursebook pages 69–71)

1 Read and complete

First name: (student)

Family name: (student)

Address: (student)

Delivery day: Wednesday

Delivery time: morning

Equipment required:

1 T2 trampoline 400 cm 120 kg \$700

2 AK2 anchor kit \$59

3 cover \$59

The box at the bottom should be ticked

3 Read and write

a 16th October

b 23rd November

c 3152

d rain

e freezing cold

f hotel

g mosque

h breakfast / hot water for washing / money

4 Read and write

a discrimination and disrespect from other athletes

b they do not develop training programmes or prescribe exercises

c about 17500

d first female trainer, first female trainer with US Olympic medical staff

e they face problems

f first female head trainer of LA Dodgers

g obtain BA/MA and continue ongoing education

Exam-style questions

(Coursebook pages 72–3)

1 Information about the Pushkar fair

■ Five days

■ Major tourist attraction

■ 8000 camels in 2011 / camels sell for around \$230 each / used on farms or as transport [Extended only]

Raikas and their camels

■ Most prominent camel herders

■ Believe it is religious responsibility to rear camels

■ Consider relationship with camels as sacred / only herders not to slaughter camels [Extended only]

Impact of modernisation on camel trading

■ Camel population has dropped by 50% in last 30 years

■ 1982 – 1 million camels nationwide

■ 2007 – dropped by 50% / over 80% live in Rajasthan / value of camels is less with spread of technology

UNIT 7: Focus on writing and speaking skills

Unit introduction

The focus of this unit is on writing skills and, in particular, on formal letter writing, as well as strategies for developing speaking skills.

A Speaking (Coursebook pages 74–5)

1 Whole class, then pairs

Students are often confused about the differences between British English (BrE) and American English (AmE). While the first two activities in this section highlight some of those differences, it is also worth pointing out to students that there are far more similarities than differences.

Get students to look at the seven pictures and make some guesses about what they show. Try to elicit the following words and write them on the board. Use BrE spelling (as given here):

1 *colour/s*, 2 *theatre*, 3 *traveller*, 4 *centimetre*, 5 *litre*, 6 *licence*, 7 *analyse*

Then get students to work with a partner to copy and complete the table in Activity A1 by writing the AmE spellings of the seven words.

ANSWERS: 1 *color*, 2 *theater*, 3 *traveler*, 4 *centimeter*, 5 *liter*, 6 *license*, 7 *analyze*

2 Pairs

Students discuss the words in the box and decide if they have BrE or AmE spellings, using their table from Activity A1 as a guide, where possible. Ask students if they can add any other words.

ANSWERS:

fiber = AmE (AmE spelling often favours *-er* endings rather than BrE *-re*)

favour = BrE

labor = AmE (*-our* endings are more common in BrE than AmE)

paralyze = AmE (AmE prefers *-ze* to BrE *-se*)

fuelled = BrE (BrE tends to use double *l* whereas AmE uses single *l*)

defense = AmE (some AmE endings are *-se* but in BrE they are *-ce*)

dialogue = BrE (BrE uses *-logue* whereas AmE prefers *-log*)

LANGUAGE TIP

Apart from spelling, students should be aware that in some cases, completely different words are used in BrE and AmE for the same thing: *pavement* and *sidewalk*, for example. There are also some differences in tense usage. It does not matter which system students use (nor which one you teach), as long as you and they are consistent.

3 Pairs

Students may struggle with the correct spelling of English words. You do not need to be overly concerned about misspellings, but it is worthwhile drawing students' attention to words that often cause difficulties. In this activity, get students to work together and correct the spelling of the words a–j.

ANSWERS: a *because*, b *completing*, c *decent*, d *reasonable*, e *literacy*, f *especially*, g *university*, h *achieve*, i *surprising*, j *extremely*

4/5 Alone, then small groups

Working on their own, students think and make notes about questions a–c. Then, put students into small groups to discuss their ideas.

6 Small groups

Students continue their discussions by deciding which of the strategies in the list is the best method for recording vocabulary. There are no right or wrong answers, because everyone has their own preferences – all the methods can be useful. However, you can advise students that the following are some of the most effective:

- having a separate book for recording vocabulary
- putting words into thematic groups
- recording words in a sentence.

These are also useful:

- writing the part of speech and how to pronounce the words
- writing the translation of words
- writing words in alphabetical order.

B Reading and vocabulary

(Coursebook pages 75–7)

1 Pairs

Students work together to check the meaning of the words and phrases in the box. If you prefer, split the words into two groups of four (or even four groups of two words) and allocate them to different students to check.

2 Pairs

The paragraphs in the text *Why is learning to spell important?* are in the wrong order. Students work in pairs and use the clues (i)–(v) to reorder the paragraphs. Remind them that they do not need to worry about the gaps for the moment.

ANSWER: 3, 2, 5, 4, 1

3 Whole class

Check with students how they decided on the correct order, apart from the clues given in Activity B2.

4 Alone, then pairs

Students work alone, focusing on the gaps a–h and deciding what type of word or phrase (and information) is needed to complete them. Then they refer back to Activity B1 and use those words and phrases to complete the gaps. Finally, they can compare their answers with a partner.

ANSWERS:

- a crucial (adjective)
- b correspond (verb)
- c an effective level (adjective + noun)
- d fundamental (adjective)
- e a good impression (adjective + noun)
- f the vast majority (adjective + noun)
- g abbreviations (noun)
- h a cause for concern (noun phrase / adjective + noun)

5 Pairs

Now students can check if they spelt the words in Activity A3 correctly.

6 Alone, then pairs

As this is quite a challenging vocabulary exercise, you may want to allocate words to different students, particularly those who are struggling.

ANSWERS: a grasp, b correspond, c reasonable, d fundamental, e decent, f impression, g proven, h concern, i overall, j struggle

C Speaking and listening

(Coursebook pages 77–8)



TOP TIPS

Most examinations at this level require an assessment of speaking skills, either through a face-to-face interview with an examiner or through coursework. Whichever assessment is being used, students need plenty of opportunities to improve both their fluency and accuracy, as well as their confidence.

1/2 Small groups

Students will no doubt have some thoughts about their speaking assessment, so this activity allows them to share these ideas, making notes if necessary. Then they can join up with another group and compare their thoughts. If time permits, give students some large sheets of paper to make a poster with information about the speaking exam.

3 Small groups

Tell students to copy the table into their notebooks, then add their ideas from the Activities C1 and C2 in the correct column. Make sure they understand the difference between *advice* and *information*.

4 Whole class, then alone

Prepare students for listening to Fatima and Abdullah, who are discussing their speaking exam. Look at questions a and b, advising students that the first question tests their general understanding, while the second question is asking for a specific detail. Get students to predict the answers, then play the audio. Check their answers.

TRACK 13

Fatima: OK, Abdullah, let's do some practice for our speaking exam.

Abdullah: Good idea, Fatima. You go first – what's your presentation about?

F: Come on, Abdullah, you should know by now that we don't have to do a presentation or give a speech in the exam.

A: Really? I thought that's what we have to do. So what is it then?

F: We have a discussion with the examiner about a topic. It lasts about 10 to 15 minutes, I think.

A: Great! I'm going to talk about fast-food restaurants and I guess you would choose animals or becoming a vet.

- F:** Unfortunately, we don't get to choose our topic, Abdullah. The examiner has a set of topic cards and we have to talk about the one he or she chooses for us.
- A:** But what if I don't know anything about the topic? I won't be able to say anything! Fatima, that's mean!
- F:** But it's not a test of knowledge about the topic. The topic is just to give us something to talk around. We are being tested on how well we can communicate in English.
- A:** OK, fair enough. What happens when we see the topic card? Can we make written notes?
- F:** No, but there are some ideas on the topic card which we can use and we have a couple of minutes to prepare. We should use that time properly, to think and plan for the discussion.
- A:** And then what happens? We start talking about the topic, right?
- F:** Yes, that's right. The examiner will ask us some questions, too, about the topic.
- A:** Do I lose marks if I get the answers wrong?
- F:** No, Abdullah, there are no right or wrong answers – the examiner just wants to hear you speaking in English. Try to use expressions like: *In my opinion ...*, *I believe ...*, *On the other hand ...*, *On the whole ...*, and so on.
- A:** Hmmmm, so answering with 'yes' or 'no' is probably not a good idea, right? We need to use 'because' as much as possible.
- F:** Right! We need to explain ourselves with more ideas and reasons.
- A:** What happens if I don't understand something? Maybe the examiner will think I'm not very good.
- F:** Come on, Abdullah! Just tell the examiner if you don't understand, or you could ask them to give you an example, or say something like: *Do you mean ...?*, or ask the examiner to repeat something.
- A:** Like: *Sorry, could you say that again, please?*
- F:** Exactly!
- A:** OK, so let's have a look at one of these topic cards, then, so we can practise.
- F:** There are plenty in the back of our Coursebook, Abdullah ...

ANSWERS: a Fatima, b in the back of the Coursebook

5/6 Alone, then pairs

Students listen again and add information and advice to their table in Activity C3. Let them compare with a partner, and then read the audioscript on pages 192–3 to check they have noted all the important advice and information.

ANSWERS:

Advice	Information
Use preparation time to think and plan for discussion.	Don't have to do presentation or make a speech.
Use expressions like <i>In my opinion ...</i> , <i>On the other hand ...</i> , etc.	Discuss topic with examiner, about 10–15 minutes.
Avoid yes/no answers.	Students can't choose topic.
Use <i>because</i> as much as possible to explain and give reasons.	Not a test of the topic, test of communication skills in English.
Tell examiner if something not understood, or ask for clarification.	Students cannot make written notes
	Use topic notes to help prepare (about two minutes).
	No right or wrong answers.

7/8 Whole class, then small groups

Talk through the activity with the class, making sure they understand what they have to do. Also look at the topic card so students are familiar with it, and ask them to decide who in their group is going to prepare which of the five points.

Then, working alone, students prepare notes about their point/s on the topic card. Set a time limit for this and then each group member shares their ideas with the rest of the group. Group members should ask each other questions. Use the example in the Coursebook to guide students.

DIFFERENTIATED ACTIVITY

For weaker students, just allocate one point on which to make notes. You may also want to provide them with a few words or phrases to get them started or put them in pairs so they can support each other.

For stronger students, try to allocate at least two points from the topic card and ask them to write at least three notes for each.

D Writing: Formal letters

(Coursebook pages 78–81)

1 Pairs, then whole class

In Unit 3, students wrote an informal letter, so a good way to start this section is to briefly review what they can remember about the format. Then, working in pairs, students discuss the questions in D1. Follow this with a brief class discussion to check that everyone agrees.

2 Pairs

Students think about how to start a formal letter. Refer them to Activity D4 in Unit 3, in which they wrote a list of possible closing phrases, then get them to decide which endings would be suitable for a formal letter.

3 Alone, then pairs

Students read the email on page 79 and decide if the layout is similar to the one they discussed in activity D1. Guide students if they are struggling to detail the similarities and differences.

people who want to improve their spelling. I would like to be able to throw away my dictionary and not worry any more about making spelling mistakes. I would like to help my friends and work colleagues with their spelling.

I am a student who is studying English in college and my spelling is not very good so I want to improve and write better English. I need to write compositions in English and I do not have time to use a dictionary all the time at home and at school. Please will you send me some information about your courses, the prices and length and the materials you will send me and tell me when I can start a course with ESS. I look forward to hearing from you as soon as possible.

7/8 Pairs

Next, students think about the content and layout of the letter in Activity D6 and decide where and how it could be improved. There are many possible ways to do this and, when students reach Activity D8, they will see a better example. Ask students to make comparisons between the two letters and identify which is better and why.

9 Alone

This activity gives students the chance to write an answer to an exam-style question, using the same format and style as discussed in the unit so far. Go through the question carefully, making sure students understand exactly what they have to do, and the important information they should include to make their answer effective.

Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Core).

Dear Sir/Madam,

I am writing this letter to apply for the job vacancy that your company placed in the local newspaper. I have always been very interested in fashion, and during my study years, I wrote a fashion column for my college newspaper. I also work part-time as a fitness instructor and so have a clear understanding of fitness. I believe I could be an ideal candidate for this job, as I have a very good understanding of both fashion and fitness.

I am available at any time over the next few weeks for the interview, so please inform me when it is most



TOP TIPS

Students sometimes worry about whether or not they should include addresses and a date when they write a letter, so this Top Tip clarifies the issue for them.

4 Alone, then pairs

Students look at the list of phrases and decide which would be appropriate in a formal letter.

ANSWERS: a, d and f would all be appropriate

5 Pairs

Tell students to read the exam-style question (the *Improve your spelling!* text and the instructions beneath it), then agree with their partner about what they have to do. They do not need to write anything yet.

6 Pairs

Working with a partner, students look at the letter written by an IGCSE student, then identify and correct any spelling and grammar mistakes. They do not need to rewrite the letter.

ANSWERS (underlined):

I saw your advertisement today in my local newspaper OR magazine and want to get more information from you about the courses you offer

convenient for you. I would be willing to begin work from 1st September, as I will be away before that.

Thank you for your time, I hope to hear from you promptly.

Yours faithfully,

Emily Lantos

E Speaking: Job interview (Coursebook pages 81–2)

1/2 Groups, then pairs

Put students into A/B pairs for this activity. For the preparation stage, you could put all the As (the job applicants) together and all the Bs (the interviewers) together, so that group members can help one another. Make sure students have sufficient time to prepare, and allow them to make written notes using a copy of the Student A/Student B table on page 82. When everyone is ready, each A joins with a B and they act out the interview. If you have the facilities to make a video or audio recording of the interviews, playing this back to students is a very effective way for them to see and hear their strengths and weaknesses.

F Further practice (Coursebook pages 82–4)

1 Read and answer

- a business and social functions, casual conversation
- b in the book *Adventures in Speaking and Writing*
- c by what you say and how you say it
- d it has certain fundamental rules and principles
- e to acquaint readers with easy-to-follow rules for developing speaking and writing skills
- f email, visit the website

2 Understand and write

Various possible answers.

3 Write

Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Extended).

Dear Sir/Madam,

I saw your advertisement, looking for a writer for your magazine 'Teen Weekly', and decided to send in my application. I believe I could be ideal for this job, as I have previous experiences in writing for magazines and

newspapers. During my time in university I had a column in the monthly newspaper and I also sent a few articles to a large newspaper. Also, I am still quite young and I believe I can still relate to teenage mentality.

If it is convenient, I would like to know more about what the job includes. Also, if it is not too much to ask, it would be very helpful if you could give me some more information about the application procedure. I have enclosed my CV, but if you should require anything more, please inform me. Thank you for your time, I hope to hear from you very soon.

Yours faithfully,

Andres Ghenti

4 Read and write

Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Core).

Dear Editor,

After reading the letter printed in your newspaper about the 'young hooligans' as the writer so plainly put it, I would like to complain about the stereotypical image this person is creating for young men and women.

I believe we all know it to be true, that this generation of teenagers is highly different from what we are used to, but I think it is very close-minded of us to believe that all teenagers and young persons have this bad and lazy attitude towards life.

The writer of the letter seems to be very set in their views, but I would like to remind them that these days it is extremely difficult for unqualified men and women to find work and perhaps it is not entirely their fault, for wasting their lives away, standing in the streets.

Yours faithfully,

David Christou

Exam-style questions (Coursebook page 85)

- 1 Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Extended).

Dear Sir/Madam,

I am writing this letter to congratulate you on the opening of the new cinema, here in our town. It is nice to finally have a modern, clean cinema with a very relaxing atmosphere. Previously, going to the cinema was an unpleasant event, where you were made to sit on dirty, dusty chairs and had a very limited choice of films to watch.

Now, it is very enjoyable to go with the family for weekend trips to the cinema and choose from a large array of films. Not to mention that there are also cafés, restaurants and shops and we are able to have very enjoyable afternoons and evenings.

It is also a very good place for young teenagers to spend their time with friends. Now they can watch a film with their friends and go round the shops, without their parents worrying about where they are going and whether or not they will be safe. Congratulations once again on this successful build, I wish you all the best.

Yours faithfully,

Cheri Khando

- 2 Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Core).

Dear Sir/Madam,

After hearing about the course on healthy meals and eating that you are offering at your supermarket, I and a few of my friends are very eager to take part. I am interested to know how much this food course will cost and where it will actually take place. Also, I would like to know if there are any age restrictions for this course or if anyone is able to join, as my younger brother is interested in taking part.

We are very excited about the course and are hoping to gain a few cooking skills from it. Furthermore, it would be very helpful to gain an insight into healthy eating and cooking as unhealthy diets are a major issue of the 21st century! All in all we are very excited about the food course that you are providing and hope to learn a lot of new things from it. Thank you for your time, I hope to receive an answer from you very soon.

Yours faithfully,

Nayati Patel

UNIT 8: Focus on listening skills

Unit introduction

The focus of this unit is on general listening skills, but also on answering multiple-choice questions.

A Speaking (Coursebook pages 86–7)

1 Whole class, then pairs

You could introduce this unit by asking if any students have (or would like to have) a part-time job. Then, get students to look at the five pictures and discuss and answer questions a–d. There are no right or wrong answers. Monitor the discussions, but do not interfere – and be ready to provide positive feedback.

ANSWERS: 1 ice-cream seller, 2 babysitter, 3 lifeguard, 4 gardener, 5 shop assistant

2 Pairs

Check if students know what the abbreviation CV stands for (*curriculum vitae*). This is a Latin phrase meaning ‘path of’ (*curriculum*) ‘life’ (*vitae*) and it is used to give employers detailed information about a person’s life to date.

3 Small groups

Students agree on what information a CV should include. Obviously ‘Education’ is an important part – other headings are mentioned in the next activity.

4 Pairs

Students look at the list and compare it with the one they made in the previous activity. They should also think about the best order for the headings to appear in a CV.

B Listening: Radio interview (Coursebook pages 87–8)

1 Alone, then whole class

Prepare students for the listening activity. Ask them who Janine Mesumo is (a careers advisor) and what they think her job involves (e.g. giving advice to students about future careers and about studying). Then students listen to the interview and check the order of the headings in Activity A4.

TRACK 14

Pablo Selles: We are very lucky to have in our studio today Janine Mesumo, who works as a careers advisor at an international school in Madrid. Her main role is to advise students who have recently completed their IGCSEs, AS and A Levels on what they should do next. Part of this is giving them advice on writing their first CV. Have I got that right, Janine?

Janine Mesumo: Absolutely, Pablo. Actually, a great deal of my time is spent in helping students draw up their CV, which can be quite problematic when you haven’t yet had any work experience.

PS: What areas should first-time CV writers include?

JM: I think the key here is not to try to include too much. Prospective employers need to be able to get a quick overview, rather than a detailed biography of someone’s life – that can come at the interview. However, there needs to be enough information, so that the employer can decide whether or not to call the applicant for an interview.

PS: Hmm, I see. So what information would you say is essential?

JM: Start with personal details: name, address, contact details. You’d be surprised how many people forget to put their telephone number and email address on their CV! Then, education and qualifications. Some people recommend combining these two areas; so, for example, you might say ‘1999–2001, International School, Madrid, six IGCSEs in Maths, English ...’, and so on, rather than listing the qualifications in a different section.

PS: That’s an interesting idea – I like that! What comes next?

JM: Well, this is where some students become rather worried, because usually the next section is work experience.

PS: But often students don’t have any work experience!

JM: Exactly, and so they worry about leaving a blank. But as a school- or college-leaver, nobody is going to expect you to have an

employment history, so there really is no need to worry. However, it is worth mentioning weekend or after-school jobs, or any work for charities, or voluntary work.

PS: OK, and after that? What about hobbies and interests?

JM: Yes, it is important to include leisure interests, but a common mistake is simply to list things, for example: 'reading, football, music'.

PS: So what should our listeners do?

JM: Instead of simply giving a list, explain in what way these things interest you or what skills you have developed through them. For example, if you put reading, give details about what you like to read ...

PS: ... and if you list music, what types of music you like listening to.

JM: Exactly, but also, music might mean playing an instrument, so give that information as well. Or if you're the captain of a sports team, include that information as it demonstrates leadership skills.

PS: Any other sections that need to be included?

JM: Well, two really. The first should include any skills which have not been mentioned before, such as IT skills, proficiency in other languages (don't just put 'French!'), and details of any organisations or clubs which you belong to. And finally, give the names, addresses and contact details for two referees.

PS: Which are what?

JM: A referee is a person who would be willing to write about you in a positive way! Always check with the person before you put their name on your CV.

PS: Janine, we're coming to the end of our time. Thank you very much for a very informative chat. If any listeners would like more information on writing their CV, just go onto our website and you'll find everything you need.

ANSWERS: Personal details, Education and Qualifications, Work experience, Hobbies, Languages, Referees

TOP TIPS

Remind students to read all three options before they choose the best one.

2 Alone, then pairs

Students read through the multiple-choice questions a–h, and predict the answers (A, B or C) for each one. Encourage them to look for key words in the questions, but they do not need to finalise their answers yet. Allow some time for students to check with their partner.

3 Alone, then whole class

Play the audio again and get students to confirm their predictions as they listen. Then gather class feedback, checking that everyone understands the reasons for the answers.

ANSWERS: a B, b B, c A, d C, e A, f C, g C, h A

4/5 Pairs

Students work in pairs to remember and write notes about some of the content of the interview. Students need to answer four of the interviewer's questions. Refer them to the audioscript on page 193 to check their answers.

C Writing (Coursebook pages 88–9)

1 Pairs

In this section, students will finally write their own CV. Before doing this, they look at the example in Activity C1 and identify the mistakes that the writer (Sophie Labane) has made in her own CV. She has omitted some important information (such as her phone number) and has put some information in the wrong place (e.g. referees should appear at the end).

POSSIBLE ANSWERS:

Curriculum Vitae

Personal details

Name: Sophie Labane

Email: labane.sophie@swazimail.com.sz

Phone number: 54928519278

Address: PO Box 4321, Manzini, Swaziland

Education & qualifications

2011–today: Manzini High School, Swaziland

Studying for High School leaving certificate as well as IGCSEs in three different subjects:

Maths, French, and Music.

I received grade B for IGCSE English as a Second Language in 2014

Before 2011: Manzini Primary School, Swaziland

Work experience

None so far

Hobbies and interests

I love reading books and watching my favourite basketball team the Bosco Steels

Other skills

I speak Swazi and English, but Swazi is my first language, and I am competent in all skills in both languages

I am a member of the Bosco Steels fan club

Referees

Wonder Thembu, Head Teacher, Manzini High School,
PO Box 1234, Manzini, Swaziland

w.thembu@mhs.ac.sz

Doctor Masia Lemba, PO Box 6789, Manzini, Swaziland
lembamasia@swazimail.com.sz

June/July 2013: Examination invigilating for Notting Language Centre

July 2012: Volunteering at KISA Summer School for refugee children

Hobbies and interests

Writing: short stories

Horse riding during summer months

Fitness: active member of a gym

Other skills

Fluent speaker of English and Greek

Fair knowledge of Italian

Knowledge of Microsoft Word, Microsoft Access, Microsoft PowerPoint, Microsoft Excel and Visual Basic

Member of WWF

Referees

Jack Glimst, PO Box 464, Nicosia, Cyprus
jglimstt@cymail.com

Barry George. Notting Language Centre, Nicosia, Cyprus
bgeorge@nottingmail.ac.cy

2 Pairs

In pairs, students should discuss the information that could go into their own CV. They should also consider information that they would **not** include.

3 Whole class, then alone, then pairs

Go through the template with the class, checking that they understand what needs to be written in each section. If students genuinely feel they do not have enough to write, tell them that they can make up some of the details (e.g. for the sections on Education and Qualifications). Then students can share their CVs and check the content.

Here is a sample answer written by a student.

Personal details

Name: Hinata Nakagawa

Address: 15 Kaltonou, Kaimakli, Nicosia 1022, Cyprus

Email: hinakagawa97@hotmail.com

Telephone: 00357 97648203

Education and qualifications

Terra Santa College:

2014: A Level English Literature, A Level English Language, A Level Modern Greek

2012: PLIDA examinations A2

2011: PLIDA examinations A1

Work experience

June/July 2014: Examination invigilating for Notting Language Centre

D Listening: Job interview

(Coursebook pages 89–90)

LANGUAGE TIP

There are quite a few 'person' nouns in English with the suffix *-ee* or *-er*, with a change in word stress, but many are not relevant for your students. However, check if they can think of any besides the two given (*employee* and *interviewee*) – for example *evacuee*, *nominee*.

1/2 Pairs, then whole class

Refer students to the job advertisement on page 81 of the Coursebook and explain that they are going to listen to a student being interviewed for the job with Winning Sports. In pairs, they should write down possible questions the interviewer might ask the interviewee (two examples are given). Students should then move on to think about the possible answers the interviewee might give. Each pair of students will have **similar** questions and answers, but they will not be exactly the same, so you could spend some time asking the class which questions and answers they think are the best.

3 Alone, then pairs

Students listen to the interview and make notes about the interviewee's technique when answering the questions. She does not perform very well, using inappropriate language in many places (e.g. *Nope ... I checked it out ... , Er, yeah*) and she does not supply all the information the interviewer asks for. Give students some time to compare their notes with a partner.

TRACK 15

Interviewer: Good morning, Miss Gupta. Please take a seat.

Abha Gupta: Thanks.

Int'er: Did you have any problems getting here?

AG: Nope, I found the address very easily. I checked it out yesterday.

Int'er: I see. Now, you've just left school with four IGCSEs. Is that correct?

AG: Yeah.

Int'er: And the subjects?

AG: Oh, right, err, let me think now ... Science, English, Art and Music.

Int'er: Thank you. Which of those was your favourite subject at school?

AG: I didn't really like any of them. The teachers were not very interesting. I must've been really lucky to pass them.

Int'er: And which school did you attend?

AG: The new one, behind the park at the start of the motorway.

Int'er: I see. Now, tell me something about your interests, the things that you do in your free time.

AG: Well, not much really. I like riding my bike. That's why I think this job would be good for me.

Int'er: Because you like riding a bike?

AG: Er, yeah. The job's to do with sport, isn't it?

Int'er: Yes, Miss Gupta, it is. Have you had any work experience yet – for example a weekend job?

AG: Well, yes, I had a job with my brother washing cars. We used to do it in our free time. We got loads of money to spend on clothes and DVDs, or for going to the cinema and other things.

Int'er: What personal qualities do you think you could offer us here at Winning Sports?

AG: Well, like I told you, I like sports, especially riding my bike, and every weekend I go to the match, if they're playing at home, of course. What else do you want to know?

Int'er: I think that's all for the time being, Miss Gupta.

AG: Is that it?

Int'er: Yes, thank you very much, Miss Gupta. That's all. Goodbye.

AG: Did I get the job?

Int'er: I'll be in touch. Goodbye.

4 Alone, then pairs

Students listen to four of the interviewer's questions, without any answers. This time they need to answer the questions themselves, using their notes from Activity D2, then compare their own answers with their partner's responses.

TRACK 16

Int'er: Did you have any problems getting here?

Int'er: Now, tell me something about your interests, the things that you do in your free time.

Int'er: Have you had any work experience yet – for example, a weekend job?

Int'er: What personal qualities do you think you could offer us here at Winning Sports?

E Listening (Coursebook page 90)**1/2 Alone, then pairs**

Prepare students to listen to the first part of another job interview. Refer them back to the *Teen Weekly* advert on page 83 to remind themselves about the job. As they listen, students need to write down three positive things about the interviewee's performance. Go through the example in the Coursebook to make students fully understand. After listening, students can compare their ideas with a partner.

TRACK 17**Part A**

Lan Huang: Hello, have a seat. My name's Lan Huang. And you are ... Mr Hairilombus Papachristofer [*hesitantly*], is that correct?

Bambos: Hello, pleased to meet you. Actually, the pronunciation is Haralambous Papachristoforou. Most people call me Bambos, for short. I'm Greek, on my father's side.

LH: Really? How interesting! Did you have any trouble finding our office, ummm ... Bambos?

B: Not at all, Ms Huang. I came yesterday to make sure I knew exactly how to find you, and to check how much time I would need. And today I used Google maps on my smartphone, just in case. I arrived two hours early!

LH: That shows good initiative! Now, what is it about the job that interests you?

B: Well, first of all, I visited your website when I saw the advertisement, and discovered more about the format of *Teen Weekly*, and that really interested me.

LH: It did? Why?

B: Basically, I just love writing. Ever since I was a child, I've been writing stories and trying to write poems too. I've also won three writing competitions.

LH: Congratulations! Is there anything else that demonstrates your love for writing?

B: Well, I've been editor of our online school webzine for two years, and I also publish my own monthly blog.

LH: Excellent! Now, obviously our readership is teenagers, young people who are still at school. What do you think are the main interest areas for your age group?

B: I guess for many teenagers, myself included, the most interesting topic is celebrity gossip and stories about film stars and musicians, sports people, important people – where they are, what they are doing, and so on. But not just gossip. I think many teens are interested in their society and culture, as well as global issues like the environment.

LH: Good. Anything else?

B: Well, for many teenagers, becoming an adult is a scary thought, and they often want to discuss their future education and careers.

LH: Thank you, Bambos. Now, is there anything you would like to ask me?

B: Well, yes, Ms Huang, I have some questions. I made a note on my phone – can I check them?

LH: Please, go ahead ...

POSSIBLE ANSWERS: Bambos introduces himself politely; he gives some information about himself; he speaks clearly and accurately; he answers the questions fully; he uses a relaxed style, but is still quite formal and polite; he has questions prepared for the interviewer

3 Pairs

Students work in pairs and predict the questions that Bambos might ask the interviewer, as well as Lan Huang's possible answers. Go through the example in the Coursebook before they start.

4/5 Alone, then pairs

Students listen to the audio and compare their predictions with what Bambos and Lan Huang actually say. They can work together and compare their answers, then use the audioscript on pages 194–5 to make a final check.

TRACK 18

Part B

Bambos: OK, firstly, what is the commitment in terms of time? I assume it's a part-time position, as I'm still at school?

Lan Huang: Yes, of course. It's very part-time, so only 20 hours per month.

B: Great. Secondly, would I be able to work from home?

LH: Absolutely! In fact, we prefer you to do that. We would probably need you here for a meeting once every two to three months.

B: Perfect. Umm ... thirdly, the advertisement mentions 'competitions'. What type of things do you ask your readers to do for these?

LH: Good question! To be honest, this is a new idea and something that we want the successful applicant for the job to consider.

B: Really? That's awesome. OK, finally, is the salary paid weekly or monthly?

LH: As it's a part-time job, based on monthly hours, the company pays at the end of each calendar month.

B: Thank you. That answers all my questions.

LH: Thank you, Bambos. It was a pleasure meeting you.

6 Whole class

Ask the class whether they think Bambos got the job. Make sure they give full reasons for their answers.

F Speaking (Coursebook page 91)

1/2/3 Alone, then pairs

In this speaking section, students are going to interview each other for the Youth Club job on page 91. Firstly, they need to read through the advertisement and check they understand everything (e.g. who should apply, what the job involves, how they can apply). Then, students prepare for the interview.

Student A should use the CV they wrote earlier in the unit and their ideas on interview technique in order to prepare themselves. Student B should draw up some questions to ask Student A – again using ideas from the unit, and should refer to Student A's CV during the interview itself. You could put all the As together and all the Bs together during the preparation stage, so that they can help and support each other.

When everyone is ready, students pair up (A + B) and carry out the interview. If you can video or audio record the interviews, this is an effective way for students to see and hear their spoken language. If time permits, students A and B can exchange roles.

ANSWERS: a qualify, b traits, c on-the-job, d ethic, e current, f maintain, g ahead of the game, h pursue, i restrict

4 Alone

Students now answer questions a-i on their own. If students are struggling, guide them to where they can find the answers in the text.

ANSWERS:

- a not qualified for many jobs; there aren't any jobs available
- b they do not pay enough money
- c they may be re-employed in the future
- d three of: job history, work experience, achievements at school, club memberships, social activities
- e A Why do you want the job?, B What skills do you have that will allow you to perform this job successfully?, C Why should we pick you over other candidates?, D When are you available to work?, E How long do you intend to stay with this job?
- f perhaps to buy clothes, sports equipment, CDs, etc.
- g helps make decisions about career choices
- h laws restrict the number of work hours
- i employers like to re-hire teens with good work history

G Reading (Coursebook pages 91–3)

1 Whole class, then pairs

Go through the information a–h with students, making sure they understand all the statements, then give them a few minutes to decide with a partner if the information is true or false. They will find out when they read the text.

2 Alone

Get students to skim the text and check their answers to Activity G1. Make sure they can provide reasons, or at least show you in the text where the information is given.

ANSWERS:

- a false (the text says *You may be concerned that ...*)
- b false (the text says *low-paid jobs, such as ...*)
- c true
- d true
- e true
- f false (the text says *Most teen jobs will require you ...*)
- g true
- h true

3 Pairs

If time is an issue, divide the words among groups of students.

H Further practice (Coursebook pages 93–4)

3 Listen and analyse

TRACK 19

Speaker 1

My home country, Nigeria, can be very hot at times, but nothing like the temperatures here in Dubai. I'm not sure I will ever get used to it! Thank goodness that everywhere has air conditioning, but even that doesn't help in the really hot summer months, when it is almost impossible to be outside during the heat of the day. At least the heat forces me to stay indoors to study, and that's the real reason why I'm here – to study and get my degree. I just wish I'd chosen somewhere a little cooler!

Speaker 2

Dubai is so cosmopolitan – it doesn't matter what you like or what you want to do, you can find it here somewhere. It's impossible not to be active doing something every minute of every day because there is just so much to entertain you. My biggest

problem is making a choice! When I've done enough studying, it's time to think about which shopping mall to meet my friends at, or which café to go to for some much-needed relaxation. Now that's a challenge!

Speaker 3

My family told me that, in this digital age, I would never be apart from them when I came on my own to study in Dubai. Yes, we chat online every day, and send each other instant messages constantly, and I'm forever downloading photos of my sister's new twin babies, but it's not true – I am alone, and I miss them so much. I've made some friends, it's true, but at the weekends I don't go out much. I just think about my family and how much I miss them all.

Speaker 4

I thought studying here in Dubai would be much easier than back home in Sweden, but you know something? I've never studied so much in all my life! We have so much to read and so many assignments to complete every month, and there always seems to be yet another quiz or test to prepare for. I know it will all be worthwhile in the end, don't get me wrong, and I'm not afraid of hard work, but I'm still young and I want to enjoy this experience as much as possible. There never seems to be enough time for anything apart from studying. And do you know something? I haven't even been to the top of the Burj Khalifa yet, and I've been in Dubai for nearly two years!

Speaker 5

My reason for choosing Dubai as a place to study is mainly because of its location. I thought about a college in Europe, probably the UK, because obviously I speak English, but I decided against it. Not only is it difficult and expensive to travel outside Europe from there, but also the weather is awful! I'm from Brazil, remember?! So, now that I'm here in Dubai, it's easy to travel either east or west. I've already been to Egypt, but next trip I want to go east, maybe to the Maldives, or perhaps further. I'm not sure yet, but the sky is the limit!

Speaker 6

I tried at high school to start learning Arabic because I find the language and culture so incredibly interesting, but I failed miserably. It was so difficult to find a good teacher and to meet up with other people trying to learn Arabic so that we could practise together. I almost gave up. But then my dad suggested that I could combine learning Arabic with studying abroad, and that's how I ended up here

in Dubai. At first I didn't want to leave home and, unfortunately, being in an international university means that nobody here uses much Arabic. But at least there are plenty of good teachers readily available, and there are plenty of opportunities to practise. An excellent choice I think! Now I love living and studying in Dubai, and my Arabic has really improved.

ANSWERS: a 6, b 1, c not used, d 2, e 5, f 3, g 4

Exam-style questions

(Coursebook page 95)

TRACK 20

Interviewer: There used to be more than 20,000 tigers in India, but today, despite heroic efforts by conservationists to protect these great wild cats, there are fewer than 2000 left, in remote areas south-west of Delhi. Sanjit, why is this?

Sanjit Roy: Well, we have managed to deal with hunters who kill tigers for their wonderful fur, but we are now faced with a much greater problem. Cosmetics manufacturers in the West are struggling to meet the demand for products made from talcum powder, and this is bringing the Indian tiger to the point of extinction.

Int'er: So does talcum powder come from tigers?

SR: No, not at all. This white powder comes from marble and other stones, and is used in beauty products, such as eye make-up, lipstick, soap and deodorant. The global market for these products is worth literally billions of dollars to the cosmetics industry.

Int'er: But I still don't see the connection with tigers. Surely these products are harmless.

SR: Oh, yes, the products themselves are harmless. The problem is that the marble which talcum powder is made from is found in the tigers' last natural habitat. This habitat is being destroyed as the marble is extracted.

Int'er: Now I understand, Sanjit. So how serious is the problem?

SR: I predict that, within ten years, the Indian tiger will be no more. It will be lost forever. And all because of our desire to look and smell more beautiful.

Int'er: But surely the tigers could be moved to a sanctuary or a reserve before it's too late. Aren't these protected by environmental laws?

SR: Oh, yes, they certainly are. However, you should not underestimate the impact of the processes used to get marble for talcum powder. Dynamite is used to blast open the ground which borders the tigers' habitat. Great towers of waste are left to litter the landscape. And large areas of forest are destroyed to make way for the mining operations.

Int'er: So what does this loss of habitat actually mean for tigers?

SR: It means that the tigers don't have enough food and water because their hunting area has been drastically reduced in size. Remember also that the territory of an adult male tiger can be anything up to 100 square kilometres.

Int'er: Sanjit, what can be done to save the Indian tiger?

SR: Probably very little. Some of the world's biggest cosmetics manufacturers purchase their talcum powder from India and they are not easily convinced of the damage they are doing to the environment, and to the Indian tiger in particular. However, the Indian government has started to investigate the mining of marble and has begun to order the closure of several mines. But we need more action, and we need it now, before it's too late for the tiger.

Int'er: Sanjit, thank you.

- 1 a C 2000
 b C companies that make cosmetics
 c C marble and other stones
 d A is found where tigers live
 e B Indian tigers will be extinct
 f A waste and forest destruction
 g C they don't have enough food and water
 h B not very much

UNIT 9: Focus on reading skills

Unit introduction

The focus of this unit is on detailed reading skills, in order for students to obtain a better understanding of text content.

A Speaking (Coursebook pages 97–8)

1 Whole class, then pairs

Many students will be familiar with *Guinness World Records*, so there are plenty of ways to lead in to this topic. With books closed, check their understanding of what *record* means, then, in pairs, get them to discuss any records they know about. If necessary, prompt them with some well-known examples (e.g. Usain Bolt's 100-metre world record speed).

2 Whole class

Tell students to open their books and focus on the three pictures in Activity A2. Ask them what records they think are being broken. Allow any answers at this stage – they will find out what the records are later in the unit.

3 Pairs, then whole class

Students discuss the questions in pairs, then give feedback to the whole class.

4 Alone, then pairs

There are eight records for students to read about, including the three from the pictures in Activity A2. Quickly check that students understand what each record is about, as some vocabulary may be problematic (*held in captivity*, *squirted milk*, *with the back*, etc.). Then instruct students to choose which of the four options given best completes the records. Do the first one or two with the class as examples. When everyone has finished, students can check their ideas in pairs. Encourage them to speculate – wild guesses are fine!

ANSWERS: a 263, b 7.67, c 979, d 279.5, e 12, f 25, g 33, h 5.43

LANGUAGE TIP

Before moving on, focus on the Language Tip, which highlights superlative forms. Most of the records in Activity A4 contain a regular superlative: **a** *The fastest ...*, **b** *The longest ...*, **c** *The highest ...*, **e** *The fastest ...*, **f** *the longest ...*, **h** *The fastest ...*. Point out the examples with *the most/least*, as well as the phrases that can follow a superlative: *in/of/on* + noun phrase (e.g. *in the world*, *on the planet*).

5/6 Whole class

Now, students have to form correct questions to find the answers to Activity A4. Look at the example together, then encourage students to ask the questions. Do not give the answer if the question is not correctly formed. Afterwards, check how many they got right and ask which world record surprised them the most. Make sure they give reasons.

B Reading (Coursebook pages 98–100)

1/2 Pairs, then whole class

Students discuss the questions in Activities B1 and B2. Make sure they look carefully at the five pictures, particularly 2 and 4, as they are not what they first appear to be! Get their ideas, but do not tell them yet if they are right or wrong.

3 Alone, then pairs

Put students into pairs and tell them who is A and who is B. Give them time to check the meaning of the words in their list. If you prefer, you could put all the A students into one group to work together and all the B students into one group. This will save time and will offer support to weaker students. When everyone is ready, pair them so that they can share their findings.

4 Alone, then whole class

Students skim the text and use the words from Activity B3 to fill in the gaps. In preparation for this, tell the students to first think about the **type** of word needed in each case – noun, adjective, verb, etc.

ANSWERS: a debut, b misleading, c resemble, d precursor, e ignoble, f slain, g sabre, h braided, i precise, j premise

DIFFERENTIATED ACTIVITY

For weaker students, ask them to complete just five gaps (the ones from their list in the previous activity). You also need to tell them which five gaps they do **not** need to complete. Another way to support less able students is to tell them the part of speech for each word in their list, as well as the type of word needed in their five gaps.

For stronger students, after they have completed the gaps, ask them to rewrite some or all of the sentences/phrases that contain a gap, using their own words. They can use their ideas from Activity B3 if they need to.

LANGUAGE TIP

This Language Tip reminds students that in English, adjectives have only one form: they do not change from feminine to masculine nor from singular to plural. Go through the information with the class and check their understanding.

5 Pairs

Students work in pairs to fill in a copy of the table. Not all the gaps can be filled. They will need to look again at the text, this time in more detail, in order to find all the necessary information. You could put the answers on the board or on a chart/poster for students to check.

ANSWERS:

Sport	Olympic debut (where + when)	Final Olympic appearance	Equipment	Other information
Solo synchronised swimming	Los Angeles + 1984	1992	none	swimmer performs 'water ballet'
Live pigeon shooting	Paris + 1900	1900	gun	300 birds killed, 21 shot by winner
Club swinging	? + 1904	1932	clubs	only in two Olympics
Roller hockey	Barcelona + 1992	1992	roller skates	only in one Olympic Games
Swimming obstacle course	Paris + 1900	1900	boats, pole	held only once, using River Seine
Trampolining	? + 2000	On-going	trampoline	men and women compete
La canne	1924	1924	cane	similar to fencing
Tug-of-war	1900	1920	rope	country could win multiple medals



TOP TIPS

Before students answer the questions in Activity B6, focus on the Top Tip to remind them about looking for the key word/s in questions, in order to help them find the answers.

6 Alone, then whole class

Students can now write the answers to the seven questions in their notebooks. When everyone is ready, conduct class feedback.

ANSWERS:

- a two (solo synchronised swimming and swimming obstacle course)
- b club swinging, tug-of-war, live pigeon shooting, *la canne*
- c trampolining (2000)
- d tug-of-war, live pigeon shooting, swimming obstacle course (all stated); rope-climbing (implied)
- e tug-of-war ('teams'), roller hockey ('Argentina took the gold')
- f race walking (since 1904)
- g swimming obstacle course (200 metres), race-walking (men: 20 and 50 kilometres, women 20 kilometres)

C Reading and vocabulary

(Coursebook pages 101–2)



TOP TIPS

The Top Tip on page 101 reminds students that they do not need to understand everything they read in a text and offers some suggestions for things to do (strategies) for working out what a word means.

1 Whole class, then alone

Go through the information about Robert Scott in Activity C1, then get students to do the matching task.

ANSWERS:

stumbled = walked unsteadily and almost fell

blizzard = severe snow storm

dissuade = try to stop someone from doing something

amputation = the action of cutting off a person's arm or leg

rations = a fixed amount of food or water

depot = a place where food and other things are stored

legible = written clearly enough to be read

Not needed: full of liquid or gas; a situation where something cannot continue

2 Alone, then pairs

Tell students to skim the text on the next page in order to find the words from Activity C1 and to make sure that they understand them in context. Then they need to find five more words that they find difficult to understand. They should discuss these with a partner to decide on their meanings. Do not allow students to choose more than five words!

3 Alone, then pairs

Students skim the text again and answer questions a and b, then check with their partner.

ANSWERS: a four (Wilson, Scott, Bowers, Oates),
b Scott

4 Alone

For this activity, students need to look at the text in more detail in order to complete a copy of the table. When students have finished, let them compare their table with a partner's.

ANSWERS:

Date	What happened
16th or 17th March	Oates wanted to stay in his sleeping bag, but struggled on when others insisted
day after	Oates left tent and disappeared
20th March	raging blizzard, Scott's right foot a problem, blizzard stopped them continuing
29th March	Scott made last diary entry
12th November	search party found tent

DIFFERENTIATED ACTIVITY

For weaker students, give them the key dates that they need to make notes about: 16th or 17th March, day after, 20th March, 29th March, 12th November. Alternatively, give them the 'what happened' information and get them to match it with the correct dates.

For stronger students, encourage them to find and make notes about more information for the second column. Another approach could be to tell students to read the text in detail, without making any notes, then to complete the table with their books closed.

5 Students should scan the text and note down brief answers to questions a–j.

ANSWERS:

a Wilson was too weak

b they lost track of the days

c there was a blizzard

d frostbite

e the blizzard

f he wouldn't kill himself

g sent to his wife

h buried in snow

i eight

j he was starving and frozen

D Speaking (Coursebook pages 102–3)

1 Whole class, then small groups

Now that students have read about Robert Scott, they should be quite well prepared for this section of the unit, which focuses on speaking skills. First of all, go through questions a–f, checking that students understand each point and supplying any key

vocabulary and phrases to support their discussions. As always with these types of activities, the teacher's role is to monitor but not to interfere, although giving encouragement and supplying any necessary language is important. Be prepared to give positive feedback after the discussions, and focus on any key language errors that you feel need to be mentioned.

2 Alone, then whole class

After the discussion, prepare students to listen to two students talking and giving their opinions about Scott. After students have listened, they need to decide if they think Scott was a hero or not – and to give their reasons.

TRACK 21

Student 1

I really think Scott was a hero because of the incredible difficulties that he faced. Firstly, during his attempt to return home after reaching the South Pole, he and his team had very little food and no oil for burning. Also, the weather was extremely cold and Scott was forced to stay in his tent, even though it was only 11 miles to base camp. Can you imagine how that must have felt? Eventually Scott and his team all died in the tent, unable to move outside. They all showed great courage, strength and bravery, but it was such a tragic ending.

Student 2

For me, Scott was not a hero because what he did was simply a hobby for him. I think a hero is someone who shows special qualities when doing something which is not a leisure activity, like a firefighter, for example. I believe what Scott did was hard work – and it was certainly dangerous – but he did it because he wanted to and he enjoyed it. Just think about it: there was no pressure on him and his team to suffer in the way that they did. Sure it was a tragedy, but they did not need to die in such a terrible way, or put other people's lives in danger.

cold, had to stay in tent, showed courage, strength, bravery

Student 2: his hobby, should show special qualities, did it because he wanted to, he enjoyed it, no pressure on him to suffer

2 Alone

Students work alone and choose someone they consider to be a hero/heroine, then make a list of at least three reasons for their choice. They should also rank the reasons in order of importance.

3/4 Alone

Help students to start off their writing, referring them to the audioscript for the introductory sentence (although they can use their own words if they want to). Then students continue the paragraph, including the reasons they thought of in the previous activity.

Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language.

I truly believe that Angelina Jolie is a heroine. She is not like other actresses who only care about fame. She has six children, three of them adopted and three of her own. The humanitarian work she does is very impressive and receives much recognition. This allows many of her fans to learn about subjects and world problems they would not usually know about, such as starvation, refugees, and world hunger. She continuously gives money to worldwide charities and is a hugely recognised film star that uses her fame for the good of the world.

DIFFERENTIATED ACTIVITY

For weaker students, encourage them to use the two audioscripts as models for their writing. You could underline the key phrases, which they can then use in their writing (e.g. all the signpost words (*firstly, then*)).

For stronger students, ask them to write about **two** people: one they consider a hero/heroine, and one they think is not.

E Writing (Coursebook page 103)

1 Alone, then pairs

Students read the audioscript on pages 196–7 and identify the different reasons the speakers give for their opinions. Then they exchange their ideas.

ANSWERS:

Student 1: faced incredible difficulties, had very little food, no oil for burning, weather extremely

F Further practice (Coursebook pages 103–4)

1 Write

Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language.

Scott's widow must have felt very sad on finding out her husband was dead, but at the same time she must have felt very proud knowing Scott had managed to get this far. Scott's widow would have been greatly saddened by the fact that her husband had died on the return journey. He was nearly home, but never managed to get there – Scott and his companions were only 11 miles from a food camp before they died. She will have felt happy to have known that Scott had kept her in his thoughts continuously until the very end and that his last thought in his diary was of her.

3 Read and analyse

- a true
- b false
- c false
- d true
- e false
- f false
- g true
- h true

- i can affect people who do not have allergies or asthma
- j change the product
- k keep room clean and dust free, wash bed sheets weekly, remove feather pillows, cover mattress and pillows, remove carpets and curtains, put stuffed animals in another room

Exam-style questions

(Coursebook pages 105–7)

- 1
 - a Seychelles
 - b very limited
 - c shower
 - d wastes more water than one person needs to drink in a week
 - e vegetables washed with plug in sink
 - f if they have leaks
 - g undergo regular training in environmental issues
 - h two from: cleaning and washing water recycled, gardens watered using recycled water, dishwashers and washing machines only switched on when full
- 2
 - a breathing tubes, lungs
 - b nobody knows
 - c everyone has different triggers
 - d varies
 - e allergens: mould, dust mites, cockroaches, pollen, animal skin flakes, saliva, urine, feathers; irritants: perfume, aerosol sprays, cleaning products, smoke, paint or gas fumes, air pollution, scented candles, glue
 - f get doctor's advice
 - g a hospital visit
 - h males 0–14

UNIT 10: Focus on reading and writing skills

Unit introduction

The focus of this unit is on the reading and writing skills that students need to develop in order to make notes and write a summary based on a text.

A Speaking (Coursebook page 108)

1/2 Whole class, then pairs

Focus on the four pictures and check that students know who the people are. Then allow students to work in pairs to discuss what they know (if anything) about the four people and why they are successful and famous. If students find this difficult, tell them to look at the information in Activity A2, which gives two pieces of information for each person.

ANSWERS:

Sarah Attar	Saudi Arabian	competed in 2012 Olympics
Zaha Hadid	Iraqi-British architect	studied at American University Beirut
Mark Zuckerberg	born 1984	co-founder of Facebook
Bruce Lee	film actor	died 1973

3 Pairs

Students continue their discussions, thinking in more detail about what qualities or characteristics make a person successful and famous. If necessary, prompt them with some ideas – for example *luck*, *money*, *skills*, etc.

4 Pairs

Students discuss questions a–c, then join up with other pairs to compare answers. Is there any general agreement?

B Reading and writing: Making notes (Coursebook pages 109–10)

1 Whole class, then pairs

Make sure students know who Eusébio was. Perhaps show them a video clip from YouTube or focus on the picture on page 109 (but don't let them

read the text yet). Then get them to work in pairs to check the meaning of the words and phrases in the box.

2 Alone, then pairs

Students read phrases a–g on their own and decide if they will see them in the text (all the information appears in the text). Then, with their partner, they give reasons for their decisions.

3 Alone

Students skim the text and check their answers to Activities B1 and B2. They do not need to write anything yet.

4 Whole class, then alone, then pairs

Go through questions a–g, making sure students understand everything, including the vocabulary. Get students to tell you the key word/s in each question and remind them that this will help them to find the answers in the Eusébio text. They should also think about the **type** of answers required (e.g. 4c = a reason). When they are ready, students write the answers in their notebooks, then check with a partner.

ANSWERS:

- a Portuguese
- b Mozambique and Angola were both Portuguese territories
- c because of his physical and mental strengths
- d 1966 World Cup
- e European Golden Boot
- f speed, technique, athleticism, accurate right-footed shot
- g his fair play and humility

5 Alone, then pairs

Writing effective notes or a good summary requires a clear understanding of the content of the text. In this activity, students need to decide (on their own) which three of the five headings given would help them to write their notes. They should be prepared to give reasons to a partner.

The three best headings are *Nationality and family*, *Physical skills* and *Achievements in football*, because most of the content of the text is about these three areas of Eusébio's life. There is very little information about his home and education, nor about his hobbies and interests.

**TOP TIPS**

Students' vocabulary and grammar is not usually assessed in note-writing exercises, but the **content** of the notes is. Only brief notes are required, but students must provide all the necessary information.

**TOP TIPS**

Make sure students appreciate that a text may often contain more information than is required to answer the question. They should know that if there are three bullets for a particular heading, then there are three marks available – and only three pieces of information are needed (even if there are four or five pieces of information in the text).

6 Alone, then pairs

Students work alone first, to write three notes under each of the three headings: *Nationality and family*, *Physical skills* and *Achievements in football*. Before doing so, they should read the text in more detail, underlining the important information for each heading. Then they need to rewrite that information in note form. It is best if students paraphrase rather than copy the text, but as long as they identify the relevant information and write it under the correct heading, they will receive the marks available. When they have finished, allow students to check with a partner.

ANSWERS:

Nationality and family: (1) born in Mozambique, (2) Angolan father, (3) Portuguese nationality

Physical skills: (1) speed (100 metres in 11 seconds), (2) athleticism, (3) accurate right-foot shot, (4) great free-kick taker, (5) prolific goal scorer (733 goals in 745 matches)

Achievements in football: (1) top goal scorer 1966 World Cup, (2) Bronze Ball award, (3) winner of Ballon d'Or, (4) played for Benfica for 15 years, (5) 638 goals in 614 matches for club

DIFFERENTIATED ACTIVITY

For weaker students, reduce the number of headings under which they should make notes. You could also provide the answers jumbled up, so that students have to decide which note goes with which heading. You could also direct students to the relevant paragraphs in the text.

For stronger students, ask them to find more information about each area, rather than the three pieces of information required. Another possible activity would be to get students to use their notes to write a short paragraph under each heading.

C Reading (Coursebook 110–13)**1/2 Pairs**

With a partner, students look at the words and phrases in Activity C1 and predict what type of person they are going to read about. There are no right or wrong answers, so encourage students to speak freely and to give reasons for their choices. As soon as they are ready, they can look at the possible job types in Activity C2 and select the one they think they will read about. Try not to let students look at the text on the next page while they are doing these two activities.

3 Alone, then pairs

Tell students to skim the text on page 111 to check their predictions and ideas from Activities C1 and C2. They should not worry about the gaps at the moment.

ANSWERS: all the phrases from Activity C1 are in the text, which is about a charity worker

4 Whole class, then pairs

Check that there are no comprehension problems with phrases a–j, seven of which have been removed from the text (so there are three extra phrases that students will not need to use). Then let students work with a partner to look at the text again and decide where to put the missing phrases.

ANSWERS: a 3, b not used, c 2, d 4, e not used, f 6, g 7, h not used, i 5, j 1

LANGUAGE TIP

The Language Tip on page 112 focuses on adverbs ending in *-ly*, which are very common in English. However, students also need to know that some words ending in *-ly* are **not** adverbs.

5 Pairs

For this activity, which is divided into four vocabulary-based questions, students work with a partner. They should be allowed to use paper or digital reference sources to help them find the answers.

ANSWERS:

a (i) a soprano sound, (ii) automatically, without thinking, (iii) without protest, (iv) causing a feeling of respect, (v) full of, (vi) at risk, (vii) decide what is the most important thing to do

b (i) rectify, (ii) donations, (iii) ticking over, (iv) frustrated, (v) unhindered

c

Adjective	Adverb	Noun	Verb
different	differently	difference	differ
<i>divided</i>		divisions	<i>divide</i>
safe	<i>safely</i>	<i>safety</i>	<i>save</i>
<i>routine</i>	routinely	<i>routine</i>	
		<i>offer, offering</i>	offers
crucial	<i>crucially</i>		

d (i) particularly, instinctively, riotously, seemingly, privately, suddenly, tirelessly, approximately, annually, increasingly, simply, routinely, clearly, frequently, accordingly
(ii)

Adverb	Adjective	Noun
particularly	particular	
instinctively	instinctive	instinct
riotously	riotous	riot
seemingly		
privately	private	
suddenly	sudden	
tirelessly	tired	
approximately	approximate	approximation
annually	annual	
increasingly	increased	increase
simply	simple	simplification
routinely	routine	routine
clearly	clear	clarity
frequently	frequent	frequency
accordingly	accorded	accord

DIFFERENTIATED ACTIVITY

For weaker students, allocate just one or two questions (from a, b, c or d) to work on, and/or reduce the number of words they need to find.

For stronger students, extend how much they have to do by getting them to produce their own sentences using some of the words from Activity C5. A challenging alternative is to get students to complete as much as they can in 5c **without looking back at the text.**

6 Alone, then pairs

Students work on their own to answer questions a–h. Encourage them to find the key word/s in each question first, and to think about the **type** of answers required. Let students check their answers with a partner when they have finished.

ANSWERS:

a she lets out a high-pitched noise

b politicians

c £24 million

d donations

e frustration with social services

f teaching teens, provides safe houses, offers hot meals, provides food vouchers, take children to dentist and doctor

g 361

h preparation for later life

D Writing: Making notes
(Coursebook page 113)**1 Pairs**

Ask students to focus on the exam-style question and to discuss exactly what they have to do in order to write an effective answer. They should not write anything yet.

2 Alone, then pairs

Students are going to write notes about the life of Camila Batmanghelidjh. Before they do so, they should match the three pieces of information (i–iii) with the correct heading (a–c), and then check with a partner.

ANSWERS: a + iii, b + i, c + ii

3/4/5 Alone, then pairs

Make sure students work alone to write their notes about Camila Batmanghelidjh. As they work through Activities D3 and D4, check that they have found at least two or three pieces of relevant information

for each heading. Then they can join a partner to compare the information they have found. Note that there is more information than would be required in an exam note-making question.

SUGGESTED ANSWERS:

Early years: (i) family left Tehran late 1970s, (ii) moved to UK, (iii) did well at school, (iv) became psychotherapist

Facts about Kids Company: (i) started charity in 1996, (ii) charity has centres in London and Bristol, (iii) children are focus on charity

How Kids Company helps children: (i) teaches troubled teens, (ii) provides safe houses, (iii) offers hot meals and food vouchers, (iii) accompanies children to the doctor and dentist, (iv) 361 full-time staff, (v) 11,000 volunteers

6 Alone

When students are satisfied that they have most of the information, they can use their notes to write a summary of the text about Camila Batmanghelidjh.

Here is a sample answer written by a student.

This attempt would probably score in the top mark band for both content and language.

Camila Batmanghelidjh's family left Tehran in the late 1970s and moved to the UK, where Camila did well at school. After studying, she became a psychotherapist. Her business, Kids Company, started in 1996 and has offices in both London and Bristol. The focus of the charity is on looking after children, and it helps them by offering lessons to troubled teens. It also provides safe houses as well as hot meals and food vouchers. If necessary, children can be accompanied to the doctor and the dentist. There are 361 full-time staff and around 11,000 volunteers.

E Reading and vocabulary (Coursebook pages 113–16)

1/2 Whole class, then pairs

Focus on the map on page 114 and the picture with the text on page 115. Explain who students are going to read about (Nelson Suresh Kumar) and what he did (rode his motorbike on the world's highest motorable road). Ask students to predict what this involved and then in pairs they can work through questions a–g and Activity E2.

Make sure you provide class feedback on all the questions, but remember that students have

not yet read the text, so accept all their ideas and speculations.

3 Alone

Students work alone and check their ideas from Activities E1f and E1g only. They do not need to worry about the gaps in the text at the moment.

ANSWERS: 1f (Bactrian) camels, **1g** the world's highest battlefield

4 Alone, then pairs

Now students need to look at the text in more detail to check their answers to Activity E1e, then to complete the gaps in the text with the words and phrases from Activity E2. Give them time to check their answers with a partner afterwards.

ANSWERS: 1e all the features are mentioned, **a** biodiversity, **b** entire, **c** feat, **d** fuelled his passion, accessible, **f** *en route*, **g** resembles

5 Finally in this section, students answer questions a–h. Remind them to find the key word/s first and to think about the type of answer required by each question.

ANSWERS:

- a India
- b 91 days
- c during the solo ride
- d a battle took place
- e glaciers, valleys, mountain passes, snow, plains, mud, slush, snow, desert, lakes
- f world's highest battlefield, villages, monasteries, water crossings, highways, narrow roads
- g covered in snow for other 8 months
- h double-humped

F Writing (Coursebook pages 116–17)



TOP TIPS

The Top Tip on page 116 highlights the need for students to read questions very carefully, to make sure they understand exactly what is required of them. Summary-type questions do not usually ask students to summarise **everything** in a text. Usually students are directed to summarise specific parts.

1 Whole class

Read through the question as a class and refer students to the Top Tip. Make sure they understand what the summary question is asking them to do.

2/3 Alone, then pairs

Students need to look back at the text on page 115 to identify and make notes about the geographical features that Kumar describes on the Himalayan Moto Adventure. Make sure they look carefully at the examples in the question first. When they have made their notes, they can check with each other.

SUGGESTED ANSWERS:

Khardung La is the highest motorable pass in the world
Gateway to Siachen Glacier, second highest glacier in the non-polar world

Beautiful valleys with many mountain passes

One of most remote areas in the world

Snow-covered from September–June

Khardung La 5000 metres above sea level

Water crossings with mud, slush and snow

Deserts, valleys and lakes

Nubra Valley has white sand dune deserts

4 Pairs

In order to combine the notes from the previous activity, students will need to include a variety of ‘signpost’ words in their writing – usually words that show *in addition*, rather than *contrast*.

5 Pairs

Students look at the sample answer and check how many of their ideas from Activity F2 are included, as well as identifying the signpost words the writer has used.

6/7 Whole class, then alone, then pairs

Go through the guidelines a–e about how to approach writing the summary, then give students time to complete their answer. When they have finished, let them check each other’s work.

Here is a sample answer written by a student.

This attempt would probably score in the top mark band for both content and language.

Khardung La, the world’s highest motorable road, is one of the most popular rides. It starts in Chandigarh and goes to Shimla, and then Kalpa, using first highways and then smaller narrow roads. The route continues to Khardung La at 5000 metres above sea level. To get there, riders travel over 30 water crossings as well as ride in bad road conditions, and through deserts and valleys. Some riders continue to the Nubra valley to see the white sand dune deserts and the rare Bactrian camels. Kumar would recommend this ride to anybody who wishes to experience a ride of their lifetime.

G Listening and speaking
(Coursebook page 117)**1/2 Pairs, then alone**

Tell pairs to look at questions a–d and predict the answers. Make sure they think about the type of answer required for each question. Students then listen and answer the four questions, then compare their answers with their partner’s.

TRACK 22

Khardung La Pass is at an altitude of 5359 metres and is 39.7 kilometres from Leh. The drive from Leh to Khardung La is about three hours up on a winding road, interrupted by minor landslides and avalanches. Higher up, the mountains are covered with snow that melts slowly into slush and mud. The army maintains this road throughout the day.

The pass is an important gateway to the Nubra and Shyok Valleys, as well as to Siachen Glacier. Construction work for the pass began in 1976 and was first opened 12 years later. Today, it is a two-way road. Though motorable road came late, it has long been navigated by traders. A caravan of about 10,000 horses and camels navigated this road annually on their way to Kashgar in Central Asia.

Hundreds of bikers take this road daily. Some more adventurous travellers drive up to Khardung La and peddle back on their bicycles. The idea of conquering the highest motorable road seems to be on many people’s agenda while traversing this pass. Travellers often stop to have their photo taken along with the signpost that proclaims Khardung La Pass to be the highest motorable pass in the world. The pass cuts through the mountain peak and so it offers amazing views of Leh and mountains surrounding the valley.

Adapted from www.mapsofindia.com

ANSWERS: a about three hours, b the army helps, c 1988, d Khardung La Pass (highest motorable pass in the world)

3 Small groups

For this activity, allow students the freedom to discuss the questions in small groups. Monitor but do not interfere, and make sure you have time for feedback so that students can share their ideas with the whole class.

H Further practice

(Coursebook pages 117–18)

2 Read and answer

- a 35
- b given up for adoption as part of experiment
- c 2003
- d they had been dropped from the survey
- e asked lots of questions, continued his study
- f records of study are sealed until 2066
- g because twins are very close

3 Write and present

Important dates and times

- 2003 contacted agency
- records of study sealed until 2066

How the twins met

- Elyse contacted agency
- looked similar, but each unique

The twins' feelings now

- have to get to know a stranger
- challenging but joyful experience

4 Read and summarise

Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language.

Elyse and Paula were separated at birth when they were given up for adoption to different families as part of an experiment in the United States. By 2003, Elyse wanted to find out what had happened to her sister. An agency managed to find her and the two first met in a café in New York. When they met each other, they were happy to see how alike and yet how different they were. After their first few meetings they realised that they wanted to know why they had been separated. They met Dr Peter Neubauer to find out why, but he refused to give them many answers. Both sisters are now happy to have found one another and they can now call one another family.

Exam-style questions

(Coursebook pages 119–20)

- 1
 - a Maldives: development of tourism
 - attempted to avoid tourism's negative effects on local economy and environment
 - strict controls on development of resorts
 - only certain islands can be developed
 - b Maldives: scuba-diving
 - plenty of dive sites
 - one of best diving regions in world
 - warm water
 - excellent visibility up to 50 m
 - abundance of sea life
 - c Mauritius and Réunion: geography
 - volcanic islands
 - beautiful beaches
 - lunar-like landscapes
 - central plateau of Mauritius surrounded by mountains
 - d Seychelles: the islands
 - more than 90 islands
 - abundant in coral reefs
 - 40 are mountainous
 - over 50 are coral islands
 - only largest islands inhabited
 - tropical climate (heavy rainfall but plentiful vegetation)
- 2 Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language.

Pizza was first eaten in Roman times, and was called picea. Many years on, the name pizza was finally being accepted, but it was very different to the pizza we know today. In 1858, it began to look a little more like we know it. It was a piece of dough rolled out into a flat shape, using either your hands or a rolling pin. It was then covered in any food that was around, drizzled with olive-oil and then baked in the oven. Today, pizza is so popular that it has even been mentioned in Guinness World Records. It is eaten all over the world and can be found anywhere, from village restaurants to supermarkets in large cities.

UNIT 11: Focus on writing skills

Unit introduction

The focus of this unit is on writing skills and, in particular, the skills that students need in order to write longer pieces of writing.

A Speaking (Coursebook page 121)

1 Pairs

Get students to focus on the five pictures and discuss the questions. If necessary, provide them with any key vocabulary.

2 Pairs

The five icons are from an activity holiday web page. Students need to decide what the icons represent, then match them to the pictures in Activity A1.

ANSWERS: icons from left to right represent pictures 1, 2, 4, 3, 5

3 Pairs

Students look at the six icons, which represent different parts of the world, then answer the questions.

ANSWERS: a (left to right) North America, South America, Africa, Australasia, Europe, Middle East

B Reading (Coursebook pages 122–3)

1 Whole class, then pairs

Go through the instructions for this activity carefully, checking that students fully understand what they need to do. Clarify that this travel company arranges summer adventure holidays in four different locations around the world: Galapagos and Ecuador, Leeward Islands, British Virgin Islands, Australia. For each location, students need to make notes about: location, size, population, climate, geography, fauna and wildlife, etc. Students will need access to paper and digital reference sources to find the information.

2 Whole class

If you have a classroom map or a projector, students can show you exactly where the four locations are. Alternatively, get them to point to the relevant place on the map on page 122.

3 Alone, then pairs

Students read the four pieces of information and decide which of the four locations each piece of information matches. They can then see if a partner came up with the same answers.

ANSWERS: a Galapagos and Ecuador, b British Virgin Islands, c Australia, d Leeward Islands

4 Groups of four

Each person in the groups of four reads about **one** of the four locations discussed so far in this section. The four texts are on page 129, but you could photocopy the page and cut up the texts, if you prefer. Students need to skim their text but not look at the other texts, then check which of the pieces of information from Activity B3 it includes.

5 Alone

Students read through questions a–h and decide which two refer to their text. Make sure they understand that there are **two** questions for each of the **four** texts, so there are **eight** questions in total. When they have decided which two questions refer to their text, they write the answers.

6 Groups of four

Students tell each other which destination they have read about, then ask each other the remaining six questions in Activity B5 to find the answers.

ANSWERS:

- a Great Barrier Reef (Australia)
- b Sir Francis Drake Channel (British Virgin Islands)
- c Galapagos Archipelago (Galapagos and Ecuador)
- d Australia (Great Barrier Reef)
- e Leeward Islands
- f Galapagos and Ecuador
- g British Virgin Islands
- h Leeward

7 Groups of four, then whole class

Students work together and discuss questions a–c. Monitor but do not interfere, and make sure there is sufficient time for each group to report back to the whole class. Give positive feedback.

8 Alone, then groups of four

This activity could be set as a homework task. Students need to find out at least two more pieces of information about their destination, then report this back to their group.

C Listening (Coursebook pages 123–4)

1 Pairs

In pairs, students discuss what they know about WAGGGS – the World Association of Girl Guides and Girl Scouts. If you think students may struggle with this, prepare some picture prompts to give them some ideas.

2/3 Whole class, then pairs

Go through the information with students, checking that they fully understand all the details – in particular what HARP is and where it operates, as well as who students are going to listen to. Then they work in pairs, discussing the words and trying to agree on possible meanings, before using paper or digital reference sources to check.

4 Alone

Prepare students for the listening activity, checking that they understand who they are going to hear and making sure that questions a and b are clear. Students listen and answer the questions, but there is no need for them to write anything.

TRACK 23

Kigongo Odok: Hello, my name is Kigongo Odok. Welcome to another edition of ‘Youth Uganda’. Today I am very happy to welcome Namono Alupo, the Project Coordinator for the HARP project here in Uganda. Welcome, Namono!

Namono Alupo: Thank you so much for inviting me, Kigongo!

KO: Namono, adolescents can be a very vulnerable group of people as they make the transition to being an adult. But what exactly is an adolescent?

NA: Good question! Well, neither children nor adults are adolescents: they are young people in the years where their bodies and minds are changing and growing very quickly. Because of this, adolescents are often overlooked by existing health programmes.

KO: Is it the same for refugee adolescents?

NA: It’s often worse, I’m afraid. The child–adult transition is made even harder for refugee adolescents because of living in a new place, where they may have no family to give them support and guidance.

KO: I guess also that some refugees may have witnessed violent situations, or had to live in poor conditions?

NA: Yes, that’s very often the case. Unfortunately, some refugees not only witness, but also experience, violence themselves. Furthermore, their health may have been compromised by poor living conditions, a lack of knowledge about where to go and seek help, and the limited number of health workers able to provide adequate services.

KO: Are there specific problems that adolescent refugee girls face?

NA: Yes, of course. It’s known that they are often subject to the same problems as their adult counterparts ...

KO: Such as?

NA: Well, preferential feeding practices discriminate against girls and women, and food aid frequently neglects the special nutritional requirements of girls and women.

KO: I see. What else?

NA: Well, health services are often inaccessible to women and adolescent refugees, family violence is prevalent, and we need to be aware of safety while seeking water. On top of all that, neither animal feed nor cooking fuel is always readily available – and basic sanitary protection and soap are often unavailable.

KO: So what is HARP doing to help these vulnerable adolescent girls?

NA: HARP provides education on a range of health issues, such as nutrition, physical and emotional changes through adolescence, hygiene, preventing disease, and self-esteem. Refugee girls and young women learn about these topics through the use of Girl Guide and Girl Scout methods. So they create posters, songs, poems and role plays, whatever they feel happy and confident to do. They also create a flipbook, which contains drawings and explanations of the topics.

KO: And how does HARP deal with different ages?

NA: There are three curricula for different age groups and, once the girl has completed the curriculum, she gains a badge. Leaders from the local refugee community are trained to be able to deliver the HARP programme.

KO: So how do the girls help their communities?

NA: Well, the second part of the project then challenges each girl to take the messages they have learned out to the local community through peer education ...

KO: Meaning ... ?

NA: Meaning that they use the flipbook and the songs, poems and role plays that they have created to teach their friends about the topics they have covered. Each girl is challenged to reach 25 of her peers. This peer education earns them bronze, silver and gold certificates. So, through the network of peer educators, the health messages have the potential to reach tens of thousands of adolescent girl refugees.

KO: It really is an amazing project that you are involved in. I'm sure all our listeners join me in wishing you continued success with HARP.

NA: Thank you!

Adapted from www.wagggsworld.org

ANSWERS: a young people in the years where their bodies and minds are changing and growing very quickly, b 25

5 Alone, then pairs

Students listen a second time, this time writing down the words from Activity C2 in the order that they hear them. Then they can check with a partner.

ANSWERS: n vulnerable, m transition, b compromised, a adequate, c counterparts, i preferential, e discriminate, f neglects, g nutritional, j prevalent, k sanitary, l self-esteem, d curricula, h peer

6 Alone, then pairs

Put students into A/B pairs, then allocate different parts of the audioscript to each one. Student A should look from the beginning until Namono's answer: *Well, preferential feeding practices discriminate ...* Student B should read from Kigono's next question (*I see. What else?*) until the end. Each student writes five questions based on the information in their part of the audioscript for their partner to answer.

LANGUAGE TIP

Either ... or and *Neither ... nor* often cause confusion, so use this Language Tip to clear up any questions students may have about this structure.

D Writing (Coursebook pages 124–5)

1/2 Pairs

Get students to think about the words that have been removed from the exam-style question: *explain*,

describe, *suggest*, *write*, then ask them to decide if the words all mean the same thing. Students need to agree on what they should do to answer the exam-style question.

ANSWERS: a write, b describe, c explain, d suggest

TOP TIPS

The Top Tip on page 124 focuses on the importance of reading questions carefully, to make sure that all parts of the question are addressed in the answer.

3/4 Pairs

Students work together and read the sample answer to the exam-style question. It is not a perfect answer and there are things that need to be addressed. Students should identify anything they think is wrong. Remind them not to just focus on grammar and spelling, but to look at the content too and decide whether or not the writer has answered the question. Go through the five bullet points with your students.

TOP TIPS

Many questions of this type give the student prompts in the form of comments about the topic, or even pictures.

5/6 Alone, then pairs

Students now write their own answer to the exam-style question, using the notes to help them, but including their own ideas if they can. When they have finished, they can exchange their writing and, using the checklist in Activity D4, give each other some feedback.

Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language.

I met Fatima Jawali last week when she met up with me to talk about HARP. She is 17 years old and she lives in a small village in Uganda with her three brothers, two sisters and parents who have recently gone missing due to recent conflicts.

She started working with HARP two years ago, using flipbooks with all her knowledge, posters, songs and poems. With HARP, she told me, she learns about the problems refugees from Zambia and her own country face, such as food and hygiene issues.

She wants to educate her friends, using the flipbook with all her knowledge and with each person she teaches, she receives points. Her aim is to teach 25 friends of HARP's work, so she can earn a prize for her hard work.

She enlightened me about the terrible situation in these countries and gave me ideas about how HARP can offer their aid to those affected, with the help of more fortunate people such as ourselves. The ideal solution, would be for richer countries to donate funds, but ideas such as a sponsored car wash, a charity fair or even a book sale at school could all make a difference.

DIFFERENTIATED ACTIVITY

For weaker students, allocate two or three points from the notes in Activity D5 to different students. Or allocate different parts of the exam-style question to different students. Each of these approaches reduces the amount that students need to write. They can then join their pieces of writing together to make one complete answer.

Stronger students can write the answer without using the notes given in Activity D5, then use the notes to check that they have included all the necessary information.

E Speaking (Coursebook page 125)

1/2 Pairs, small groups or whole class

There are two discussion questions in this section, which students could talk about in pairs, small groups or as a whole class.

F Further practice (Coursebook pages 126–7)

1 Write

Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Extended).

Dear Lydia,

How are you? Let me tell you my news! As you know, I have joined a new youth group called 'Youth Power'. It is a brilliant organisation, run by youth for the youth. I joined a few months ago and I am so glad I did! We meet every Friday from 15:00 to 17:00 for a two-hour programme

filled with fun, educational activities! At the weekend we sometimes go camping or go on a nature-trail. It would be great if you joined too, what do you think?

Anyway, I'm writing to let you know that next week we are organising a charity car-wash. People will bring their cars and we will clean them, inside and out! The cost for washing a car will be £7. The money we raise will be given to a shelter for animals as the organisers desperately need the money to buy more food and beds for the animals.

I am helping as much as I can, sending out leaflets and informing everyone I know of the event. It has been a mad rush! If you could please let your family know about it and inform all your friends, the more people, the better. Hope to see you soon,

Peter

4 Read and answer

- a to offer knowledge and new ideas to the youth of Cyprus, to reinforce the ideals of good citizenship, to raise awareness of environmental issues
- b an elected council
- c into five groups / by age
- d experience of working with children of all ages, graduates, people with high ideals, desire to offer something back to society
- e maps and compasses
- f European Union, United Nations
- g regular visits to archaeological sites, traditional villages and museums

Exam-style questions (Coursebook page 128)

- 1 Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Extended).

Dear Nicole,

It's been so long since we've seen each other after you moved away to Scotland! I hope your new life is amazing and you're enjoying every single minute of it. It's a shame that you didn't manage to come to my end-of-year performance, so let me tell you all about it.

My friends and I all play musical instruments, as you know I play the violin, so we decided to form a band and play in the end-of-year performance. We were rehearsing every single day, for hours on end. It was very tiring!

But guess what? We won! We actually won! It felt brilliant after so many hours of rehearsing. The audience really enjoyed our performance and everybody clapped madly when we finished. The judges gave us a score of 9 out of 10. It was the highest they gave to anybody!

It was an amazing night and I can't wait to see you,

Helen

2 Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Core).

Choosing where to go on holiday can be a daunting task. Why not take the stress away and simply not go abroad? Your country has an amazing array of places to go to, with beautiful countryside and sandy beaches. This is not the only reason you should decide to stay here. By giving your country a chance and staying here on holiday, this will create more jobs for the people who live here, thus improving the local economy.

By putting money back into the local economy, it will allow small businesses to grow and evolve in a way they would never have had the chance to if we, as tourists, keep giving our money elsewhere. Our country has so many amazing places it is a shame to go anywhere else! Take a chance this year, don't go abroad, taste the delights of this country. Enjoy the sunshine at home!

UNIT 12: Focus on listening skills

Unit introduction

The focus of this unit is on listening skills, with students practising the specific skills they need for multiple-choice and note-completion questions.

A Speaking (Coursebook pages 130–1)

1 Pairs

Students look at the three pictures and, after checking that they understand what each picture shows, they make a list of as many words and phrases as possible connected with the topic (i.e. healthcare). There are two examples to get them started. You could set a short time limit for this activity and turn it into a competition to see which pair can write the longest (correct) list in the shortest time. Carry out class feedback to compare ideas.

2 Pairs

There are eight phrases describing things that nurses do. Students work together to check the meaning of each phrase, using paper or digital reference sources. To save time, you could divide up the phrases and allocate them to different pairs of students, then do class feedback.

3 Alone

Students read the short paragraph and find the phrases from Activity A2, checking that they have understood them correctly.

4 Whole class

Focus on the word *paramedic* and check that students understand its meaning. Make sure they know how a paramedic's work differs from that of a nurse.

5 Pairs

These six words should not be too challenging for students, but ensure that they understand the meanings. They can use paper or digital reference sources for help.

6/7 Alone, then pairs

Prepare students for the listening activity. Before they listen, get them to predict which of the words

from Activity A5 could complete the gaps a–e in the notes. Then play the audio so students can confirm their predictions. They can read the audioscript on page 198 if necessary.

TRACK 24

Paramedics provide an immediate response to emergency medical calls. They are usually the first senior healthcare professional on the scene, and they are responsible for assessing the condition of a patient and providing treatment and care prior to hospital admission. A paramedic will attend emergencies, including minor injuries, sudden illness and casualties arising from road and rail accidents, criminal violence, fires and other incidents. They are usually in a two-person ambulance crew, with the other crew member being an ambulance technician or emergency care assistant who helps them. Some will work alone, however, using an emergency response car, motorbike or bicycle to get to a patient.

Adapted from www.prospects.ac.uk

ANSWERS: a emergency, b patient, c care, d casualties, e incidents

8 Pairs

Give students some time to compare the job of a paramedic and a nurse, using the words and phrases from the previous activities.

B Listening (Coursebook pages 131–3)

1 Whole class, then pairs

Check that students know who Florence Nightingale was. If they are unfamiliar with her work, use some pictures (including the one on page 131) as prompts.

2 Pairs

In pairs, students look at the information in a–f and decide if it true or false, giving reasons where possible. You do not need to tell them if they are right or wrong at this stage, as they will find out the answers during the listening activity.

**TOP TIPS**

Before working on Activity B3, go through the Top Tip on page 132 with the class, as it contains useful information about multiple-choice questions.

3 Pairs, then alone

Prepare students for the listening activity. Make sure they understand who they are going to hear (John is a nursing student and Dr Mary Winterson is a nursing specialist), and what the context is (i.e. an interview with questions about Florence Nightingale). Before they listen, students should read questions a–h and the possible answers (A, B, C) and consider which of the three options might be correct. Encourage them to give reasons if they can.

ANSWERS: a B, b A, c C, d B, e A, f A, g C, h C

4 Alone, then pairs

Students listen to the interview and answer the questions in Activity B3. They should also check if the information in Activity B2 is true or false. Then they compare answers with a partner (they can refer to the audioscript on pages 198–9 if necessary).

TRACK 25

John: Dr Mary, what can you tell us about Florence Nightingale's early years?

Dr Mary Winterson: Well, Florence Nightingale was born in Italy on 12th May 1820 and was named Florence after her birthplace. Her parents, Fanny and William, were wealthy and spent a considerable amount of time touring Europe.

J: How did she do at school? Did she get good grades?

MW: Yes, she did. As a schoolchild, Florence was academic and rarely had problems with her studies. She was attractive and the expectation was that she would marry and start a family.

J: But that didn't happen, did it?

MW: No, it didn't. Florence had different ideas. As a teenager she became involved in the social questions of the day, making visits to homes for sick people in local villages, and she began to investigate hospitals and nursing.

J: How did her parents react to this?

MW: Not very well, I'm afraid! Her parents refused to allow her to become a nurse as, in the mid-19th century, it was not considered a suitable profession for a well-educated woman. Because of the conflict which arose between

Florence and her parents, it was decided to send her to Europe with some family friends, Charles and Selina Bracebridge.

J: Not such a bad punishment! Where exactly did they go?

MW: The three of them travelled to Italy, Greece and Egypt, returning to England through Germany in July 1850. While in Germany, they visited a hospital near Dusseldorf, where Florence returned in the following year to undergo a three-month nurse training course. This enabled her to take a post at a clinic in London in 1853.

J: Wasn't Britain at war around this time? With Russia?

MW: Yes, you're absolutely right. In March 1854, Britain was at war with Russia. While the Russians were defeated in the autumn of that year, British newspapers criticised the medical facilities for the soldiers wounded during the fighting. In response to the criticism, the government appointed Florence Nightingale to oversee the introduction of female nurses into British military hospitals in Turkey and, on 4th November 1854, she arrived in Scutari with a group of 38 nurses.

J: What an amazing story! What happened when they got to Scutari?

MW: Well, initially, the doctors did not want the nurses there because they felt threatened but, within ten days, many more casualties arrived and all the nurses were needed to cope with this sudden influx of wounded soldiers.

J: So the doctors were forced to accept the female nurses? Were the nurses successful?

MW: Yes! The introduction of female nurses in military hospitals was an outstanding success, and the nation showed its gratitude to Florence Nightingale by honouring her with a medal in 1907. Throughout her life, she continued tirelessly to campaign for better conditions in hospitals and for improved health standards.

J: When did she die?

MW: She died on 13th August 1910, having been a complete invalid herself and totally blind for 15 years. She was a national heroine. Her far-sighted reforms have influenced the nature of modern health care, and her writings continue to be a resource for nurses, health managers and planners.

J: Yes, she was certainly an inspiring woman.

ANSWER: all the information in Activity B2 is correct

LANGUAGE TIP

The Language Tip on page 133 highlights the 'future in the past' and, in particular, the tenses and structures that are mostly used to indicate this concept (i.e. two past events, with time moving forward for the second event).

5/6 Whole class, then pairs

Go through the notes about Florence Nightingale, checking with students that they understand what type of information is required to fill each gap. Then in pairs they complete the notes, using a single word or a short phrase in each gap. Play the audio again for students to check their answers, or let them read the audioscript.

ANSWERS: **a** academic, no problems, **b** hospitals and nursing, **c** considered suitable for educated woman, **d** Germany, **e** Greece, **f** Egypt, **g** 1853, **h** 38 nurses, **i** number of soldiers, **j** medal, **k** blind

C Reading (Coursebook pages 133–5)**1/2 Alone, then pairs**

Working on their own, students recall the information about paramedics from Activity A6, matching the sentence halves. Then they check their answers in pairs and put the complete sentences into the same order as in Activity A6. Refer students to the audioscript to double check their decisions.

ANSWERS: 3 + e, 5 + c, 1 + d, 2 + a, 4 + b

3 Whole class, then alone

Make sure students understand what they are going to read: an internet article about the qualifications needed to become a paramedic. On their own, students think about what they would like to find out (about the entry requirements) and write three questions. Focus on the example on page 133 first.

4 Alone

Students skim the text and check if any of their questions from the previous activity are answered. They do not need to read the text in any great detail at this stage.

5 Alone, then pairs

Remind students to identify the key word/s in each question and to think about the type of answer that each question requires. Then they write the answers to the questions in their notebooks. When everyone has finished, they can check with a partner.

ANSWERS:

- a** secure a student paramedic position with an ambulance service trust, or attend an approved full-time course in paramedic science at a university
- b** work their way up with experience and additional training
- c** English and maths
- d** Full manual driving licence
- e** successfully complete an HCPC-approved programme in paramedic science.
- f** from two to five years
- g** students on full-time courses in paramedic science

D Speaking (Coursebook page 135)**1/2 Whole class, then pairs**

Most students will be familiar with the ICRC (the International Committee of the Red Cross/Crescent), but if this is not the case, use some pictures – including the ones in the Coursebook – as prompts. Give them a few minutes to come up with ideas in response to Activity D2.

3 Pairs

Students work together to check the meaning of the words and phrases given. Some of this is quite demanding so be prepared to provide assistance if necessary.

4 Pairs

Students look at questions a–d and predict what the answers might be. If time is an issue, or if you think some students may struggle with four questions, allocate different questions to different students and then do class feedback.

E Listening (Coursebook page 136)**TOP TIPS**

Focus on the first Top Tip on page 137 **before** students do Activities E1–E3. This Top Tip highlights the importance of checking the number of words required, as well as using the correct grammar and part of speech when answering listening questions.

1/2/3 Alone, then pairs

Students listen and check their predictions in Activity D4. Then they listen to the audio a second time and fill in the gaps, writing one or two words for each gap. Finally, students can check with a partner or refer to the audioscript on page 199.

TRACK 26

Marianna Milutinovic: Today we welcome Alvaro Solomou, one of the 1200 relief workers with the Red Cross, the ICRC, who is going to talk to us about the ICRC's approach to giving assistance. Welcome to the programme, Alvaro.

Alvaro Solomou: Hello, Marianna, and thank you for inviting me.

MM: Alvaro, can you tell us about how the ICRC assists victims of famine and drought and other natural disasters?

AS: Well, we should remember that, all too often, natural disasters happen in areas where there is already some other sort of problem, such as an economic crisis, or a period of political instability. Put the two together and the people involved become even more insecure and desperate.

MM: I imagine that different contexts also create extra problems, don't they?

AS: Yes, geographic context, as well as ethnic, political and economic, all translate into different needs and, therefore, the response the ICRC makes must be adapted to suit the context.

MM: How is that done?

AS: We use what is called the 'Assistance Pyramid'. This establishes that preference must be given in any relief situation to the foundations of the pyramid – in other words, to food, water and essential goods – before anything else is done.

MM: What about healthcare? Isn't that a priority?

AS: Hygiene and medical care take second and third places in the pyramid. Obviously, if a person is starving and thirsty, it does not matter how good the healthcare is.

MM: I see. Does the ICRC only assist when there is a crisis?

AS: No, not at all. In fact, in recent years, it has been the policy to provide help in developing countries once a crisis has passed, or even before one has occurred.

MM: How is that actually done?

AS: Well, for example, the ICRC assistance programmes have been extended, so that they now include seed and tools distribution, and the provision of veterinary care. The ICRC identifies priorities in a region, in order to provide the best possible assistance.

MM: Going back to the issue of water for a moment, isn't it true that millions of people across the world have difficulties gaining access to water? What can the ICRC do about this?

AS: Oh yes, that's absolutely true and, of course, in many places the water that is available is actually extremely unhealthy and may carry waterborne diseases, such as cholera and typhoid. The ICRC has a programme of assistance, which includes construction, engineering and providing access to water, along with hygiene and environmental protection, thus ensuring that water is clean and safe to use.

MM: Is it dangerous working for the ICRC?

AS: Well, in any crisis situation there are dangers, but all of us are strongly motivated by humanitarian work, and hopefully we can all cope with the stress and the pressures which are bound to exist.

MM: Alvaro, thank you for giving us such an interesting insight into the work of the ICRC.

ANSWERS: a famine, b drought and other natural disasters, c economic crisis, d political instability, e ethnic, f political, g economic, h food, i water, j essential goods, k hygiene, l medical care, m before, n after, o seeds, p tools, q cholera, r typhoid, s construction, t engineering, u humanitarian work, v stress/pressure

F Speaking (Coursebook page 137)

1/2 Whole class, then pairs or small groups

If you prefer, students could work together in small groups to work through the discussion questions in this section. You should briefly go over the questions first, checking that students understand what they need to do.

DIFFERENTIATED ACTIVITY

For weaker students, give them some time to look back through the unit and at their notes in order to prepare for the discussion. It is also a good idea to reduce the number of questions that they need to talk about.

For stronger students, tell them that they will need to make a written summary of their discussions after they have finished.

G Further practice

(Coursebook pages 137–8)

1 Write

Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Extended).

Dear Sir/Madam,

Having read about the job opening from the Head of the Human Resources department, I have decided to inform you that I would be interested in being considered as a relief worker.

I believe I would be an excellent candidate for the relief-worker post as I have a degree in Social Sciences and a Masters in Human Resources. I have previously worked with the Red Cross in Uganda and Cambodia and have been a member of the UNHCR helping out with refugees in Syria. I have particular experience working with adults, an area which I gain the most satisfaction and feel I can truly help.

I believe the ICRC will benefit from me being a relief worker as I feel I am mentally mature to deal with the daily tasks needed and ready to leave for any destination at a moment's notice. I am extremely motivated; I want to do as much as I possibly can for others who need our help. I also know that by joining your team I will be able to develop and grow as a person as I gain more experience and life lessons.

I look forward to hearing you from you soon,

Samsita Satar

4 Complete

Here is a sample answer written by a student.

Application form

1 Personal details

Course applied for: Diploma in Nursing

Family name (please write in block capitals):

SATAR

Given name: SAMSITA

Sex (please tick box): Female

Date of birth: 8/6/1993

Full address: KALYMNOU 17, KAIMAKLI, NICOSIA, CYPRUS

Postcode: 1022

email: samsita-satar96@gmail.com

Mobile tel.: +357 99 123456

2 Academic background

Is English your first language? (please tick box):

Yes

Schools attended (please list two, starting with the most recent):

1 St. Mary's School for Girls

2 Nicosia College

List any certificates or qualifications you hold:

1 IGCSE A' Level Biology A

2 IGCSE A' Level Mathematics A

3 CELTA course B

4 Linguistics Degree – University of Cyprus

Please tell us why you wish to follow this course.

Do not write more than 50 words.

I have wanted to be a nurse ever since my grandmother fell ill and I saw how important nursing was in order to help her recover. I have always been uncertain of my future, however, I now feel I know what I was meant to do. I think nursing is the right path for me.

Exam-style questions

(Coursebook page 139)

Part A

TRACK 27

The world's transport crisis has reached such catastrophic proportions that road-traffic accidents now kill more people each year than malaria. I predict that by 2030, 2.5 million people will be killed on the roads in developing countries each year and 60 million will be injured. Even today, 3000 are killed and 30,000 seriously injured on the world's roads every day.

These are really frightening statistics, but, of course, it isn't only road-traffic accidents which concern me. Air pollution from traffic claims 400,000 lives each year, mostly in developing countries, and some 1.5 billion people are exposed every day to levels of pollution well in excess of World Health Organization recommended levels.

We need to be aware of this because the damage being caused to people now, and especially youngsters, will follow them through until later life, and directly affect not only their health, but also their economic potential, and the health budgets of already strained national administrations.

Research shows us that the problems of the world's poor are multiplied by the car. It's a simple basic fact. Deaths and injuries take place mainly in developing countries and mainly to pedestrians, cyclists, bus users and children. The poor suffer disproportionately. They experience the worst air pollution and are deprived of education, health, water and sanitation programmes because the needs of the car now soak up so much national income. Advances in vehicle, engine and fuel technology are more or less irrelevant in Asian and African cities, where the growth of car and lorry numbers is dramatic and where highly polluting diesel is widespread.

Fortunately, I can report that in certain places, such as in parts of South America, something is being done. Transport budgets have been reallocated to improve the quality of life of poorer citizens and the results have been staggering. Bicycle- and pedestrian-only routes were planned, and cars were banned from certain areas. Parks were built on derelict land and car-free days implemented. This policy was radical and has improved the quality of life for the poor. This needs to be repeated all over the world.

The cause

Road-traffic accidents are just one problem; the other is *air pollution* from traffic.

The problem is greatest in *developing* countries.

1.5 billion people suffer from excess levels of pollution daily.

The damage

Young people's health and also *economic* potential affected.

Cars increase problems for poor people as deaths and injuries occur mainly to pedestrians, cyclists, bus users and children.

Their levels of education, health, water and *sanitation* as cars take economic priority over people.

The solution

Reallocation of *transport budgets* in South America has improved lives of poorer people.

Solution should be repeated all over the world.

Part B

TRACK 27

Male teenager: Didn't that guest speaker give an interesting talk about traffic problems yesterday? It will really help us with that school project we have to do this term.

Female teenager: Yes, she was very interesting and she gave me some good ideas for our project too. I've already done some research.

MT: Since yesterday morning? Wow, that was quick!

FT: Well, I found out from my aunty, who's a police captain, that in the UK, the number of people killed in road accidents has fallen dramatically since 2000.

MT: Really? By how much? Maybe we can use the data?

FT: Well, in 2000, 3409 people died, including pedestrians, cyclists, motorcyclists and all vehicle users, but last year that had dropped to less than 1800.

MT: That's incredible! That's nearly a 50% drop. I read somewhere that the annual death rate from road accidents in the UK is about five per 100,000.

FT: So for every 100,000 people, five die? That doesn't seem very high, even though, of course, it should be 0. I know that in some countries in Africa, it's more than 40 per 100,000.

MT: I think we could design a graph for our project – a line graph – showing how the death rate from road traffic accidents has changed over the past ten or 15 years.

FT: And we need to make it clear that nearly half of people killed are pedestrians, cyclists or motorcyclists – my aunty told me they are called 'vulnerable road users'.

MT: So they are more at risk because a car or a lorry gives you more protection. And we know that in South America even more 'vulnerable road users' are killed ...

FT: ... Yes, I spoke to the speaker yesterday and she told me the figure is nearer to 70%.

MT: I think we could put some focus on the effectiveness of bicycle- and pedestrian-only routes, and what happens when cars and other vehicles are banned from certain roads.

FT: Good idea. I know that locally more and more people are using their bikes to get to and from school and work, using the new cycle paths ...

MT: ... and that new pedestrians-only area downtown has really increased the number of shoppers. Banning cars has to be the way ahead.

FT: I agree. Well, I think we have enough to be going on with. Let's Skype later and discuss how to proceed. Bye!

MT: Great, talk later ...

Information about problems with traffic

In the UK, death from road accidents has fallen by nearly 50% since 2000.

For every 100,000 people in some *countries*, more than 40 people die on the roads.

Deaths involve *pedestrians*, cyclists and motorcyclists.

These are the *vulnerable* road users who are more at risk

More emphasis needed on bicycle- and people-only paths and roads

In many places, banning cars has resulted in more people going *shopping*.

UNIT 13: Focus on reading skills

Unit introduction

The focus of this unit is on reading skills and, in particular, on looking for information in graphs and charts, as well as in other sources of information.

A Speaking (Coursebook page 141)

1 Whole class, then pairs

You might like to enlarge the graph and project it on a classroom screen, if you have the facilities available. If not, get students to focus on the graph on page 141 and check that they understand what it shows. Try not to give away the answers to a–d, which students should discuss with a partner.

ANSWERS: a iii, b y axis is vertical, numbers represent different sets of data, x axis is horizontal, numbers show how much (in %) teenagers use different social media, c sets of data represent different social media, d data from 6, 12 and 18 months ago

2 Small groups

Students work in groups to answer questions a–e. Monitor, but do not interfere; be ready to provide feedback after the discussions.

ANSWERS: i = Facebook, ii = Twitter, iii = Instagram, iv = Google+, v = Tumblr, vi = Pinterest, vii = Other

3 Pairs

Make sure students understand what they are going to read, before they look at the four statements and decide if they are true or false. Check that there are no vocabulary issues.

B Reading (Coursebook pages 142–3)

1 Alone

Students skim read the text and check if their predictions for the four true/false statements were correct (all the statements are true).

2 Pairs

Together, students should find words or phrases in the text that have a similar meaning to the definitions in a–f.

ANSWERS: a influential, b outdone, c garnered, d obsessed, e concur, f niche

3 Whole class, then pairs

For each number in the text, students need to specify what it refers to. Do the first one as an example with the class, checking that they understand what they need to do – then students can work in pairs. Get them to write their answers in their notebooks.

ANSWERS:

23 = percentage of teens who rated Facebook as most influential this year

26 = percentage of teens who rated Twitter as most important

23 = percentage of teens who voted for Instagram

12 = last year's Instagram percentage vote

4 Alone, then pairs

Students now work alone to answer the questions. Remind them to find the key word/s in each question and to think about the type of answer required before they write their answers. Afterwards, they can check their answers with a partner.

ANSWERS:

a 3%

b Facebook and Instagram

c teen spending patterns, fashion brands, brand preferences, media preferences

d parental and adult use, over-sharing, drama

e participation is important for teen socialising

f electricity

g SnapChat and Vine

5 Whole class, then alone

Students are going to design their own graph, based on the 'green' data (i.e. the most recent) that they saw in Activity A1. They can design a chart, table or other visual representation of the data – leave it up to them – but be prepared to assist where necessary.



TOP TIPS

The Top Tip on page 143 gives students advice on how to approach questions that refer to a graphic, such as a chart or a table.

6 Alone or pairs

Students can either work alone or in pairs for this activity. If the latter, they can exchange their graphs in order to answer the questions.

C Writing (Coursebook pages 143–4)

1/2/3 Whole class

Describing graphs and charts often requires specific vocabulary. This activity gives students the chance to practise some. They need to find words in the box that have similar meanings (a decrease / a reduction / a decline / a drop / a fall / a dip, then a rise / a peak / an increase). Then they need to identify which word changes when it is used as a verb (reduction becomes reduce).

In Activity 3, they find the phrases which have similar meanings (remain the same / remain stable / remain constant). The other two phrases (reach a peak / fall to the lowest point) are opposites.

4 Alone, then pairs

Working on their own, students create adverbs from the word stems given, then check with a partner.

ANSWERS: a considerably, b steadily, c slightly, d gradually, e relatively

5 Alone, then pairs

Now students need to create adjectives from the adverbs in Activity C4.

ANSWERS: a considered, b steady, c slight, d graded, e related

6 Alone

Using the data in the table, students design a line graph. By now they should be able to do this without too much assistance, but be prepared to help if necessary. Make sure they produce a **line** graph, not a chart or a table.

7/8 Alone, then pairs

For this activity, students need to describe the data in their line graph, writing six sentences that should include as many of the words and phrases as possible from the previous activities. Students can then exchange their writing to see if they had similar ideas.

D Speaking and vocabulary (Coursebook pages 144–5)

1 Pairs

Students work together to make a list of mobile-phone functions, for example *send or receive text messages*. Set a time limit for this and make it into a competition to see who can think of the most functions.

2 Pairs

Students now match the verbs with an appropriate noun or noun phrase to find various mobile-phone functions. Note that some of the verbs can be

matched with more than one noun or noun phrase. Afterwards, get students to compare their answers with the list they made in Activity D1.

3/4 Pairs

All the functions from Activity D2 are listed in the text, and students need to read it quickly and check their own choice of functions.

5 Whole class, then pairs

Explain to students that they are going to read a longer text about the future of smartphones, but before they read they should talk to their partner about how they think the next generation of smartphones will improve. There are, of course, no right or wrong answers to this, so allow them to express their ideas freely.

LANGUAGE TIP

The Language Tip on page 145 focuses on two very useful pieces of language: *According to ...* and *Depending on ...*, both of which can have several meanings.

E Reading (Coursebook pages 145–6)

1 Alone

The text discusses two main developments in smartphones: battery life and desirability. Give students about a minute to quickly skim the text to identify these developments, to see if they are the same as the ones they thought of in Activity D5.

2/3 Alone, then A/B pairs

Students should first work alone to check the meaning of the words and phrases in their list. They can use paper or digital reference sources and refer to the text for help. When they are ready, they can share their ideas with their partner, making sure that they both understand both sets of words and phrases.

4 Alone, then pairs

Students write the answers to the questions, but before they begin, remind them to find the key word/s in each question and to think about the type of answer that each question requires.

ANSWERS:

- a four (speak directly to smartphones, ask them for the latest weather forecast, take a high-definition video, upload it to the Internet)
- b personal preference, availability of apps, price
- c we have to travel with chargers and adaptors and spare batteries, and ration phone use
- d slim, light handsets

- e basic functions but longer battery life
- f they are expensive and good-looking
- g it deactivates the phone, only the user can reactivate it
- h fingerprint and voice recognition

F Speaking (Coursebook page 146)

1/2/3/4 Small groups

These activities provide invaluable practice for any type of speaking assessment, so make sure students are properly prepared. You could allocate different activities to different groups of students if time is an issue, but the most effective approach would be for all the groups to answer all four questions. You could then give them the opportunity to feed back their ideas to the whole class. Your role is to monitor, but not to interfere. Be prepared to provide positive feedback, as well as suggestions on areas for improvement.

G Further practice (Coursebook pages 147–9)

1 Listen

TRACK 28

Roland: Welcome to this week's 'Science Chat Show'.

My guest today is Leteris Christou, an expert on mobile-phone technology, who is based in Athens. Welcome, Leteris!

Leteris Christou: Hello, Roland, great to be with you.

R: I've been reading that the smartphone of the future will be a device that stays in our pockets, and it will act as a server for devices which we wear, such as a watch, glasses, a heart-rate monitor or other health-related sensor, or even a microchip in your brain! Is this really true, Leteris?

LC: Yes, Roland, it is. These wearable devices will become like personal assistants, anticipating your every need, but they will be powered by your smartphone. And this solves the big issue with wearable technology right now, which is the challenge of meeting the power requirements of these small devices without sacrificing battery life and affordability.

R: I think I understand ...

LC: Look ... by offloading the processing and connectivity issues to the smartphone, the wearable device can be small and inexpensive. Problem solved!

R: So, in the future, my smartphone will be the brain of my various wearable devices?

LC: Exactly! It will provide the power, storage and the data connection. Your wearable device won't need cellular connectivity because your phone will provide that. Your wearable device will connect to your phone via Bluetooth or Wi-Fi and you will be able to connect to the Internet, or call friends and actually speak to them, via that connection.

R: That's amazing!

LC: Another really important feature provided by your smartphone will be its ability to accurately understand and transcribe your voice input. You won't be able to type on that screen.

R: Because it's too small, right? And it's in your pocket too!

LC: That's right, Roland. Wearable technology is forecast to make a big impact over the next few years and, as that technology evolves, so will our smartphones. They will have to race to keep up! The battle of the smartphones will no longer be about the size and resolution of the screen, but the way your watch, glasses or other devices communicate with it.

R: So, might there come a time when our wearable devices no longer need our smartphone to be the server in your pocket? And could there be a not-too-distant future when our wearable devices connect directly to the network around us without piggybacking off our phones?

LC: I think the answer is 'yes'. The race among smartphone manufacturers right now is to make bigger and better screens, so it seems contradictory that we would start to move towards even smaller screens.

R: Is there a possibility to send information to a different screen? I mean, not the screen on our phone?

LC: That's a very good question! Right now, when we get a message on our iPhone, we can also see it on our Macs and our iPads. The next screen outlet for the data that we currently check on our smartphone could be the television in the living room or the kitchen. When we no longer need the server in our pocket, the need for the smartphone may diminish.

R: It really is incredible technology and it's coming our way very soon! Thank you, Leteris, and we hope to welcome you back one day soon ...

Adapted from www.pcadvisor.co.uk

ANSWERS: a B, b C, c A, d B, e C, f B, g C

2 Write

Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Core).

Smartphones have changed the way people of the 21st century live. With free Wi-Fi almost everywhere and millions of apps to pick and choose from, it seems as though the whole cyber world is at our feet.

New technology enters our world daily and allows us to complete unimaginable tasks, from hailing a taxi to counting how many calories we have just eaten. And all this with a simple touch of a finger!

Smartphones have changed the world as we know it and even though they have many negatives such as cyber-bullying and an addiction to the phones in our hands, I believe smartphones provide more benefits than negatives.

The best way to deal with our smartphones is to be smart. Don't let them overhaul your life or become an addiction, but use them cleverly and let them make life easier for you and of course, have fun with them!

3 Describe

- a (i) portable games console and desktop computer/laptop
- (ii) 46%
- b (i) a electronic equipment, b music
- (ii) four (clothes, food and drink, footwear and electronic equipment)

- d temperature
- e because of local climate conditions, local demand
- f from its height
- g they are not yet established
- h roots loosen from soil, leave and trunk get banged and damaged
- i once a week
- j they provide a tropical atmosphere and tolerant of a wide range of interior conditions, and one advantage very easy to control, no leaves to clear up; one disadvantage is they can grow very tall

Exam-style questions

(Coursebook pages 150–1)

- 1 a ancient cities of Petra in Jordan and oases in Saudi Arabia
- b any time of the year
- c National Museum
- d \$46
- e Egypt
- f Kenya, Gabon
- g Tunisia
- h call or visit website
- 2 a outside front doors, on balconies and inside the home
- b the right soil mix, a fertiliser and plenty of irrigation
- c books, garden centre

UNIT 14: Focus on reading and writing skills

Unit introduction

The focus of this unit is on reading and writing skills, with students practising making notes under headings, as well as writing a summary.

A Speaking (Coursebook pages 153–5)

LANGUAGE TIP

Focus on the Language Tip on page 153 before students attempt Activity A1, as it contains useful language that they can use when they talk about the pictures.

1 Pairs, then whole class

In pairs, students look at the four pictures and work through questions a–d. During class feedback, students can compare their ideas. Make sure they are using the forms from the Language Tip correctly.

2 Pairs

Students work with a partner and decide if the names in the box refer to a continent, a country or region, or something else. They should then locate them on the blank map on page 154.

ANSWERS: the Arctic = region, the Atlantic Ocean and the Pacific Ocean = areas of water, Europe = continent, Canada = country, Russia = country, Asia = continent, North America = continent

3 Pairs

There is quite a lot of challenging vocabulary in these statements, so be prepared to provide support if students need it. They should look at each statement and decide if the information is true or false, giving reasons for their opinions. Do not tell them yet if they are right or wrong – they will find out for themselves when they read the text.

4 Small groups

In their groups, students look at the four headlines and then answer questions a–e.

ANSWERS:

- a South Pole, continent
- b northernmost point of planet Earth, opposite South Pole

c the ice covering the Pole

d various

e a route or 'sea road' frequently used by ships

5 Alone, then pairs

In this activity, students are checking their understanding of key vocabulary that they will see in the text on page 156. They need to match the words in the first column with the definitions in the third column, and write them in a copy of the table in their notebooks. They do not need to worry about the middle column yet. When they have done the matching, students can check their answers with a partner.

ANSWERS: 2d, 3g, 4e, 5f, 6j, 7c, 8b, 9a, 10h

B Reading (Coursebook pages 155–7)

1 Alone, then pairs

Students skim read the text and check which of the four headlines from Activity A4 would be most suitable. They should be prepared to offer reasons for their choice.

ANSWERS: the original headline was (iv) *Shipping lanes could open over the North Pole due to climate change*

2 Alone, then pairs

Students read the text in more detail and check if the statements they looked at in Activity A3 are true or false (they are all true).

3 Alone, then pairs

This activity requires quite detailed reading and understanding of the text. Students will also need to think back to their ideas in Section A. They should then make a list of other things that they did not know about global warming before they had read the text.

4 Alone, then pairs

The gaps in the text can be completed using the words from Activity A5. Students should do this alone, then check with a partner. Finally, they need to complete the middle column of the table on page 155, saying which part of speech each word is.

ANSWERS: a fragile = adjective, b carve = infinitive verb, c skirt = infinitive verb, d shrinking = continuous form, e counteract = infinitive verb, f flourish = infinitive verb, g hulls = plural noun, h vessel = singular noun, i crucial = adjective, j absorbs = present tense verb

5/6 Alone, then whole class

Students should now be prepared to answer the questions. Remind them to find the key word/s and to think about the type of answer each question requires before they write their answers. When they have finished, students work with a partner, checking each other's answers and producing final versions that both are happy with.

ANSWERS:

- a fragile
- b 55 million years ago
- c cut journey times and costs
- d wildlife in danger, drilling might come to area
- e the Gulf Stream
- f from fossils
- g it's 40% shorter
- h 20%
- i signed a petition
- j from the ice at the top of the world

C Writing (Coursebook pages 157–8)**TOP TIPS**

The Top Tip on page 157 reminds students about the bullet points used in note-taking questions.

1 Pairs

Students read the exam-style question carefully and agree with a partner about what the question is asking them to do. They do not need to write anything at this stage.

2 Pairs

Students look at the sample notes and decide with their partner under which heading each of the notes should appear. Make sure they understand the meaning of the headings and what **type** of information should go under each one.

ANSWERS:**Predictions for 2050**

- journey times and costs reduced
- cargo ships will avoid the North Pole
- disagreements between shipping countries

Environmentalists' worries

- ice melting because of humans
- oil drilling
- ice sheet fragile so icebreakers can cut through it

Greenpeace

- 2.8 million petitioners
- wildlife at risk
- ice reflects sun's heat and keeps planet cool

3 Pairs

Students should be able to identify at least one more piece of information to add to each heading.

TOP TIPS

Go through the important information in the Top Tip on page 158, reiterating that notes should be brief and **only** about information in the text – in other words, they should not include the student's own ideas or opinions.

4 Pairs

Make sure students understand that in an exam, they might be asked to write a summary from the notes they have written. For this activity, they should look at the exam-style question and identify at least three important things that they need to be aware of and respond to.

ANSWERS: use ideas from notes, write a summary, 70–80 words, use own words

5 Alone, then pairs

Now students write their summary, using their notes from Activity C2. When they have finished, students can read each other's answers and check that all the necessary information has been included.

Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language.

Even though most cargo ships avoid the Arctic, by 2050 the ice sheet will be fragile enough for icebreakers to cut through. This will allow cargo ships to journey through the Arctic with their journey times and costs reduced. This has left environmentalists concerned as this could mean disagreements between shipping countries and putting wildlife at risk. Greenpeace is also worried about oil drilling in the Arctic and has raised 2.8 million petitioners against it. It has stated that the ice melting is happening because of humans. This puts us at great risk as it is the ice at the top of the world which reflects the sun's heat and keeps the planet cool.

D Speaking and vocabulary (Coursebook pages 158–9)**1 Pairs**

Students work together and, after reading the four phrases, they should decide what they think the text will be about. Give them freedom to speculate – they will find out when they read the text.

2 Pairs

Based on their ideas from Activity D1, students make a list of words and phrases that they think might appear in the text.

3 Small groups

The words and phrases in the box all appear in the text. Students can use paper or digital reference sources to check the meanings if they cannot agree.

E Reading (Coursebook pages 159–60)**1 Alone**

Students work alone and skim read the text, checking if their predictions in Activities D1 and D2 were correct. Tell them not to worry about the gaps in the text at this stage.

2 Alone, then pairs

For this activity students need to read the text in more detail, and complete the gaps with the words and phrases from Activity D3. When they have finished they should check with their partner.

ANSWERS: a ecology, b impacts, c exotic, d mild winters, e storm surges, f curtail, g vulnerable, h ambitious, i bloc, j future prosperity

3 Alone, then pairs

Students write the answers to the questions. Before they begin, remind them to find the key word/s in each question and to think about the type of answer each question requires. After they have finished, students can give their answers to a partner for checking.

ANSWERS:

- a they are already suffering from the impact of climate change
- b affects our daily lives
- c [Students' own answers]
- d mild winters stop them migrating to warmer climates
- e because they are low-lying
- f significant snow loss, greater chance of avalanches
- g the areas worst affected by flooding due to rising sea levels
- h due to combination of geographical and economic factors
- i EU will adopt ambitious targets for reducing carbon emissions
- j damage to societies, the environment, future prosperity

F Writing (Coursebook page 160)**TOP TIPS**

The Top Tip on page 160 reminds students that summary questions usually direct students to a specific part or parts of a text to summarise.

1 Pairs

Students read the exam-style question carefully and decide exactly what they have to do. Make sure they are aware that the summary is about *the impacts of climate change in Europe*. Also check the number of words required (100–120) and point out that students should use their own words as far as possible, as marks are awarded for language (up to 5) as well as content (up to 6).

2 Alone

Students now re-read the text and locate the relevant information. There is some in paragraphs 1 and 6, but the main information students need to use can be found in paragraphs 2, 3, 4 and 5. Their brief notes should include the following:

- countries in Europe being affected by climate change, environments and economies at risk
- Lithuania – birds dying because not migrating due to mild winters/warm weather
- low-lying areas, Nordic Europe at risk of flooding
- North Sea countries also at risk of flooding
- 50% of Danes worried about safety of their homes
- ski tourism industry in French Alps and Pyrenees depressed, snow loss and more possibility of avalanches
- some ski resorts may shut down

3 Alone, then pairs

Now students should be well prepared to write their summary. They should use the notes they have just written and can refer back to the text if necessary. When they have finished, students exchange their summaries and check each other's answers.

Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language.

Europe is experiencing changes to its climate, many of which are putting its environments and economies at risk. Climate change is no longer being felt by far-off countries, it is happening in some of the world's most powerful countries. Examples of climate change can be seen in Lithuania, where birds are dying because of the

warmer weather. The later arrival of winter means that they do not manage to migrate early enough before the cold hits. Another example is the Nordic region of Europe where many of the countries are now facing the risk of flooding as sea levels rise. France is also facing changes as the weather becomes warmer and there is less snow in the Alps and the Pyrenees for tourists to enjoy.

G Speaking (Coursebook page 161)

1 Small groups, then whole class

This activity asks students to discuss the topic of water in some detail, and questions a–f are designed to support them through the discussion. Briefly run through the questions, helping with any difficult vocabulary and making sure students know what they have to do at each stage. When they have finished their group discussions (allow plenty of time for this), open up the discussion to the whole class, making sure each group gets a chance to contribute. Your role is to monitor and not to interfere unless students specifically ask for your help. Be ready to provide positive feedback, as well as to comment on any language areas that you feel need attention.

H Further practice (Coursebook pages 161–2)

1 Write

Here is a sample answer written by a student.

Europe is beginning to take measures to reduce climate change. It has managed to almost reach its 2020 target of 20% reduction in greenhouse gases, whilst many are asking politicians to go beyond this by the end of the decade. Europe has also released a package of measures to deal with climate change in 2030 which recommends a reduction in emissions by 45%.

4 Make notes

Results of hyponatraemia

- dizziness and mental confusion
- nausea

People at risk

- very young and very old
- people who exercise for a long time
- people in nightclubs

Advice about drinking water

- everyone should drink water, especially during hot and humid weather
- we should drink liquids with carbohydrates in them
- drink sports drinks when exercising

Exam-style questions (Coursebook pages 163–5)

- 1 Two notes under each heading. For example:
 - a 3 billion years ago
 - did not exist as a separate continent
 - connected to South America and Australia
 - b Between 150 million and 70 million years ago
 - separation of continents
 - Antarctica became isolated
 - land mammals began to populate all the continents of the world
 - trees suited to cooler temperatures flourished
 - c Between 4 and 1 million years ago
 - trees died out
 - Antarctica became glaciated
 - d 1977 to today
 - covered by polar ice
 - fossils show plant and animal life
 - susceptible to earthquakes
- 4 Here is a sample answer written by a student.

A cyclone is a form of extreme weather. It travels very fast, reaching up to 118 kilometres per hour. A distinct feature of a cyclone is its 'eye' which can reach 15 kilometres in diameter. Cyclones can travel over land. The fewer obstructions it finds in its path, the stronger it becomes. In Vietnam, a cyclone will die out quickly as it faces many mountains. The exact opposite happens in Australia where the ground is flat. Nowadays, any cyclone can be detected by a satellite. This is helpful in the North Atlantic, as many of its areas are prone to cyclones during the early summer months. During the late summer months, cyclones will return to the Caribbean and the Gulf of Mexico.

UNIT 15: Focus on writing skills

Unit introduction

The focus of this unit is on writing skills and, in particular, on the skills students need when writing articles and discussions.

A Speaking (Coursebook pages 166–7)

1 Small groups, then whole class

Quickly check that students know some chewing gum-related words and phrases, for example *chew, stick, piece/stick/packet of gum, make a mess, blow bubbles*, then put them in pairs to discuss questions a–d. Students can compare their ideas during class feedback.

2 Small groups

There is quite a lot of challenging vocabulary in these statements, so before students decide if the statements are true or false, make sure they understand everything.

3 Small groups, then whole class

All the statements in Activity A2 are true. Students continue in their groups and discuss questions a–d. Give them the freedom to express themselves – monitor but do not interfere. Make sure you give positive class feedback when the group discussions are over.

4 Small groups

The graph shows the daily percentage confectionary intake of teenagers in Asia. Students refer to the graph and discuss the points.

B Writing (Coursebook page 167)

1/2 Alone, then pairs

Students use the information from the previous section to write a ‘fact file’ about chewing gum. They do not need to include all the information, only facts that they feel are important or particularly interesting. Make sure they do not exceed the 100-word limit (stronger students may want to write more). When they have finished, students exchange their writing and see if they included the same or different information as others in their class.

C Speaking and vocabulary (Coursebook pages 167–8)

1/2 Alone, then pairs

Make sure students understand that they are going to read an article with the title *Chewing gum to chew on*. They need to decide what they think the article might be about, and choose from the ideas a–d. When they have chosen, students can check what their partner thinks.

ANSWER: d Interesting facts about chewing gum

3 Pairs

In the box there are ten words and phrases from the text, which students need to understand. They can work together and use paper or digital reference sources to find out the meanings.

4 Pairs

There are six paragraphs in the article and each one has its own heading. Students should read the headings and try to decide in what order they actually appear in the text, without cheating by looking! It is quite a challenging activity, but do not give any help at this stage. They will find the answers in the next section.

5 Pairs

Students talk together and predict the content of each paragraph, using the headings from Activity C4 to help them. Then they predict in which of the paragraphs they think they will read the words and phrases from Activity C3. They will find out in the next section, so there is no need to supply any answers yet.

D Reading (Coursebook pages 168–9)

1 Alone

Students scan the text and decide which headings from Activity C4 fit with each paragraph 1–6. They should try to give reasons. Remind them not to worry about the gaps in the text at this stage.

ANSWER:

- 1 Let's begin with gums ...
- 2 The first chewing gums
- 3 The invention of modern chewing gum

- 4 How is it made?
 5 It's not just chicle
 6 ... and finish with viscosity

2 Alone, then pairs

Students read the text again, this time in more detail, and fill in the ten gaps using the words and phrases from Activity C3. Then they can check with a partner to see if they agree.

ANSWERS: a substance, b adheres, c self-adhesive, d entrepreneur, e rubber bands, f pliable, g syrup, h mixing vat, i synthetic, j friction

3 Alone, then pairs

Students work alone and write the answers to the questions a–i. Remind them to identify the key word/s in each question and to think about the type of answer each question requires. After they have written the answers in their notebooks, students can pair up and compare what they wrote.

ANSWERS:

- a makes a sticky mess of our fingers
 b postage stamps, toothpaste, ice cream, chewing gum
 c the Sapodilla tree / Central America
 d not sweet enough, not chewy enough
 e he heated chicle
 f to remove impurities / things which shouldn't be there
 g cheaper
 h water molecules are small and very little friction between them
 i too much gum



TOP TIPS

Effect and *affect* are commonly confused. This Top Tip highlights the difference between the two and gives students clear examples about how to use the words.

E Listening (Coursebook page 169)

1 Alone

Prepare students for the listening activity by checking that they understand who (a dental expert: Dr Bealing, and Thomas) and what (an interview about chewing gum) they are going to listen to. Play the audio while students listen to get a general understanding and answer the question.

TRACK 29

Thomas Sampson: Welcome to our weekly programme on health issues for young people. Today I have with me in the studio Dr Maria Bealing, a dental expert. Hello, Dr Bealing.

Dr Bealing: Hello, Thomas, and thank you for inviting me.

TS: Dr Bealing, people have been chewing gum since the ancient Greeks used the bark from mastic trees as a breath freshener. And today, gum is chewed for many more reasons, such as when we feel hungry, or to get a nicotine hit if you're trying to give up cigarettes. But is chewing a stick of gum actually harmful to the body?

DB: Well, the moment a person unwraps a piece of gum and tosses it into their mouth, the brain is alerted that the digestive process is about to begin, and bells start ringing up there! During what's called the cephalic stage ...

TS: Sorry, the what?

DB: The cephalic stage ... c-e-p-h-a-l-i-c ... this is when the body anticipates the arrival of food and ...

TS: Sorry to interrupt again but how does the brain know that food is on its way?

DB: Through the senses: we either see the food, in a cupboard or in the supermarket fridge, or smell it in a restaurant, or hear someone chopping it up in the kitchen, or hear a gum wrapper being opened, and so on.

TS: OK, I understand.

DB: And then the brain releases saliva to help us chew whatever is coming.

TS: That's why we use the expression 'mouth-watering'? It means that our saliva, the juices in our mouth, is ready to receive food?

DB: Exactly. And this gets our stomach juices excited too. But because no real substance is ever delivered, some people argue that gum chewing tricks the brain, which upsets the stomach.

TS: I've heard that people can lose weight through gum-chewing. Is that correct?

DB: Scientific studies haven't successfully proven that gum can stave off hunger and lead to weight loss. Chewing gum jump-starts the digestive process and so it may, in fact, increase hunger, and this may, in turn, lead to weight gain.

TS: So are there any benefits in gum chewing?

DB: Well, researchers have found a benefit. Recent studies have shown that chewing gum during a task can increase cognitive function. In other words, chewing while doing can help some people concentrate.

TS: I must admit that I'm a bit of a gum-chewer, so should I stop, or can I carry on?

DB: My advice, if you really want to chew, is to try sugarless gum, but only after a meal. The saliva it helps to produce will clean your teeth and the minty or fruity flavour of the gum will sweeten your breath and possibly satisfy a sweet tooth.

TS: Thank you doctor, that sounds very sensible to me!

ANSWER: if you really want to chew, try sugarless gum, but only after a meal

2/3 Alone, then pairs

Go through the notes with students, checking that they understand everything and reminding them that they can only write one or two words in each gap. Stronger students may be able to remember some information from the first listening. Students listen and complete the notes, then work with a partner to check their answers. They can refer to the audioscript on pages 201–2.

ANSWERS:

- In cephalic stage brain alerts body to arrival of *food*
- Brain uses senses to see, smell or hear food
- *Saliva* released to prepare mouth for chewing and *stomach juices* also prepare to receive food
- No proof that gum-chewing leads to weight loss
- One benefit: chewing can increase *cognitive function*, the ability to concentrate during a *task*

F Writing (Coursebook pages 170–1)



TOP TIPS

The Top Tip on page 170 refers to opinion-writing questions and shows students that they will usually be given some prompts – either as pictures or a list of ideas – as a way of helping them.

1 Pairs, then whole class

Students read the exam-style question carefully and decide exactly what they have to do. Make sure they are aware that they do not have to use the ideas given – if possible, they should include some of their own ideas (as long as they stick to the topic). When students have discussed questions a–c, do class feedback to check that everyone understands how to approach this type of writing question.

LANGUAGE TIP

Focus on the two Language Tips on page 170 before students attempt the other activities in this section.

2/3 Pairs

Students look at the choices given for introductory and concluding paragraphs, then decide which they think are the most effective, and why.

SUGGESTED ANSWERS: Introduction = b, Conclusion = f

4/5 Alone, then pairs

Students write their own introduction and conclusion for the exam-style question in Activity F1, then share their writing with a partner. Students should be checking for a statement of purpose and opinion in the introduction and a restatement in the conclusion.

6 Alone

Now students need to complete the main part of their article. This is often referred to as the 'body'. Check with students about how many paragraphs they need to write. While there is no set number, they will probably need to write two or three more paragraphs, making four or five in total (including the introduction and conclusion).

7 Whole class

Let students read as many as possible of their friends' articles, as they can learn a lot from each other. Do not focus on the 'best' piece of writing, as this can demotivate students who struggle with writing.

G Reading (Coursebook pages 171–3)

1 Pairs

Students work together to discuss the two questions. You could ask them to write notes and discuss their ideas with other students during class feedback.

2 Whole class, then pairs

Quickly go through the list of food types, checking that students understand what each one is. Then, with a partner, students answer questions a and b. You can check answers during class feedback.

3 Whole class, then pairs

There are six phrases from the text, which students need to match with three of the food types in Activity G2 (two phrases for each food type). Read through each phrase, checking for understanding, and then students in pairs discuss which phrase goes with which food type. Do not give any answers as they will find out in the next activity.

4 Alone, then whole class

Students work on their own and read the text in order to complete the gaps using the phrases from Activity G3. They will also be able to check their answers to this previous activity. When students are ready, let them work with a partner to check their answers.

ANSWERS: Ac, Ba, Cd, Df, Eb, Fe

5 Groups of three

Each student in a group chooses one of the three food types they have just been reading about: sugar, fast food and rice. They should research their chosen food type, using paper or digital reference sources. In the final part of the activity, they report back to the group and when all three group members have reported back, the group decides who found out the most interesting facts. You could then extend this to the whole class, if time permits.

H Speaking (Coursebook page 173)

1/2/3 Small groups, then whole class

These types of questions are topical and require students to personalise their responses. Furthermore, students need to give reasons for their ideas, while practising words and phrases from the unit. Make sure you allow enough time for students to work through the questions as well as for class feedback.

I Writing (Coursebook page 173)

1/2/3 Alone, then pairs

Give students some time to read the exam-style question carefully and to think about the important instructions that they must follow, for example *word length, no address required, try to include own ideas*. Then students write their letter or email, and when

they have finished, they exchange with a partner and give each other feedback.

Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Extended).

Dear Anna,

How are you? I had to write to you because I have just finished writing a project where I was researching how the production of food impacts on the environment. I must say, it has left me quite horrified!

I had to conduct the research for a school science project I was doing. We were allowed to choose any subject we liked. My friends and I decided to write about cereal production. We went to different factories in our city to see how the food we eat for breakfast affects the environment we live in.

The most interesting information we found is how the tractors used for farming are causing great damage to the environment. The massive need for food and over-eating that we all have has caused the industry to not be able to support itself any longer.

This has meant that the companies have had to buy many more tractors to support our massive need for cereal. Many more tractors need much more fuel. Much more fuel means much more oil. And much more oil means destroying more of Earth's valuable resources.

Let's meet up so I can tell you more about it!

See you soon,

Susan

J Further practice (Coursebook page 174)

TOP TIPS

The Top Tip on page 174 highlights the importance of planning before writing, even if time is limited. Underlining key words, making brief notes, putting ideas into logical order, are all effective strategies.

1 Write

Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Extended).

We are surrounded by food. Markets, restaurants, fast-food chains, any time your stomach complains of hunger, it is as easy as 1, 2, 3 to find whatever your taste buds desire. But where does it come from? What role has science played in the creation of this food and should we be concerned?

After hearing many views on this topic, from 'If I'm hungry, I'll buy and eat anything I want' to 'I only eat organic, locally grown produce', I have decided that my view on this topic will be all about each person making the right decisions for himself.

We know that science plays a large role in making sure we have enough food to eat. We also know that many of our foods are laden with chemicals. Thus, I believe that when it comes to buying food, we should know what we are buying and make the right choices.

Obviously we want to be as healthy as possible, so it may be a good idea to eat as much organic produce as possible, which will allow us to avoid many chemicals. However, it is much better to eat non-organic fruit and vegetables rather than avoid them, so make the choice that is right for you!

2 Read and answer

- a transportation
- b ten
- c tropical ecosystems near the Equator
- d destroys natural habitats, uses water intensively, discharges polluted wastewater
- e has an impact on air quality
- f fish
- g more than half the world's population
- h intensive irrigation

4 Write

Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Extended).

There is no way I can agree that television is chewing gum for the eyes. I think whoever said that does not have a very good understanding of what television offers us in the way of entertainment. I agree that it keeps us entertained, but it does a whole lot more than that too. I want to discuss two things: news and education.

Firstly, television is the place I go to for up-to-date and breaking news. Yes we have internet phones and tablets for this as well, but nothing can beat a television picture

for drama, along with reporters and interviews. That personal touch always wins for me.

Secondly, nobody can call educational programmes, such as National Geographic, just 'entertainment'. I have learned so much from watching science programmes on television. The way the information is provided is so much better than the Internet or even in the classroom at school. Television experts are so knowledgeable and enthusiastic about their subject that it is impossible not to be impressed.

Of course, I watch television for entertainment too, but rarely nowadays as there are so many other outlets for this. For me, television is vital for news and education.

Exam-style questions (Coursebook page 175)

- 1 Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Extended).

During the second term of this school year, our science teacher gave us a project to design and build our own ecosystem. An ecosystem is a community of living things – people, plants, animals, organisms, insects, or a combination of some or all of these, which depend on each other for their own survival.

For our project, we had to create a freshwater ecosystem, and my group chose to build an aquarium. We visited our local zoo and spoke to the scientists there, and they gave us lots of information as well as some advice on how to begin. We went to the local pet shop and the owner gave us an old fish tank which made the perfect aquarium.

After a few attempts, we soon learned what type of plants and fish could survive together in the aquarium, as well as the right temperature for the water. We even tried out different types of rocks and sand.

During parents' evening we presented our ecosystem. We put the aquarium in the room and as people came to look at it we told them about our experiment and showed them our research notes. The headmaster was very pleased and my group got a special certificate.

- 2 Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Core).

I think there are two sides to the discussion about using animals for medical research, and to be honest I am not sure which side I agree with most.

On the one hand, we should acknowledge that animals are no better or worse than humans. They have feelings just as we do, and we should respect that. There seems to be no valid reason to harm animals and cause them fear by testing chemicals on them, just to make human lives more comfortable. There are plenty of people who will accept money to be used for testing.

On the other hand, with so many dangerous diseases around today, we need to find medicines quickly and if using animals is the answer, then perhaps we should do this. Or maybe just test animals for life-saving medicines and not for beauty products.

It's a dilemma and I am not sure what the answer is.

UNIT 16: Focus on speaking skills

Unit introduction

The focus of this unit is on speaking skills.

A Speaking (Coursebook pages 176–7)

1/2 Pairs, then small groups

Activities A1 and A2 provide prompts for students to discuss various aspects of fashion. As this is the final unit, students should now be ready for their speaking assessment, with the language skills and vocabulary to have this discussion with confidence.

In the first activity, students work in pairs, using the four pictures and three statements to give them some initial ideas. For the second activity, change the interaction and put students into small groups. Obviously there are no right or wrong answers, and students should have the freedom to express their ideas without interruption. Monitor but do not interfere. Give support if necessary and offer positive feedback at the end.

3/4/5 Pairs

Students work together to decide if the statements a–e are true or false. They need to give reasons. Do not tell them if they are right or wrong – they will find out for themselves when they read the text. They should also say if any of the statements surprise them, again giving reasons.

B Reading (Coursebook pages 177–9)

1 Pairs, then whole class

Students check the meaning of the five words from the text. They will need to use paper or digital reference sources to help them. Check that everyone has correctly understood the words before moving on.

2 Whole class

Get students to show you where the items are on the jacket. Again, these words are important in understanding the text.

3/4 Alone, then pairs

Get students to read questions a–k on their own and identify the key word/s in each one. They should also decide what type of answer is required and predict the answers. When they are ready, they should check their ideas with a partner.

5 Alone, then pairs

Students read the text in detail and write their answers to questions a–k in Activity B4. Give them time to check with a partner before doing class feedback.

ANSWERS:

- a the fibres used in producing materials
- b four
- c GHK – mobile phone and MP3 technology, GC – designer, Jeane Company - manufacturer
- d in the hood or collar
- e MP3 player automatically stops
- f using a keypad under the pocket flap
- g collection of 50,000 garments
- h military
- i face-recognition camera
- j provide information about people you meet, and parents could watch their children
- k because people like to look good in the clothes they wear

LANGUAGE TIP

This Language Tip highlights the use of *although* and some alternatives for it.

6 Groups of three

Put students into groups of three to complete the set of notes. They need to write one or two words in each gap. They should **not** refer back to the text they have just read.

ANSWERS: a cutting / sewing, b jackets, c MP3 / collar, d keypad, e washing machine, f 50,000, g camera / submerged / invisible, h beautiful / space

7 Groups of three

Student A takes the role of Tammy Smith and Student B takes the role of Giovanni Conte. As they role play the interview, Student C listens carefully and checks the notes they made in Activity B6.

C Writing (Coursebook pages 179–80)

1 Pairs

Students read the exam-style question, which contains not only information about what the students have to do, but also the advertisement text. They do not need to write anything yet, but think carefully about exactly what the question requires.

2/3 Alone

Working alone, students make notes for each of the three sections in the question: *reasons for wanting to win the jacket, how they would use the technology in the jacket and why they deserve to win the prize.* Remind them to be as imaginative as possible – this is a competition entry. When they are ready, they can write their email and, if possible, email it to you, their teacher.

Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Extended).

Winning the techno-jacket would be a dream come true for me. Why? Well, I'm always losing things and forgetting where I put things, so the techno-jacket with built-in phone and MP3 player would be the answer to all my problems! I would no longer have to worry about where I had put my phone, or search my brain for how I lost my MP3 player.

If I won it I would be able to listen to my favourite music and downloaded internet shows and podcasts without anyone else knowing that I was doing it. Maybe I could sneak it into class and tune in to something more interesting than a lesson?! How cool would that be?! And having my phone hidden from everyone would be amazing. And I can just throw the whole thing in the washing machine when it gets dirty? Wow!!!

Why do I deserve to win the prize? Well, apart from the fact that I really do have problems remembering where I've put things, I think I'd be able to think of really new and exciting ways to use the phone and MP3 player that nobody else would believe.

4 Pairs

Distribute sets of all your students' competition entries to pairs of students, who then read each one and decide which is the best one to win the prize. They need to give reasons.

D Speaking (Coursebook pages 180–1)**1 Pairs**

Students look at phrases a–h and decide which ones might appear in a discussion about fashion. Make sure they offer reasons for their decisions.

2 Pairs

Now students try to match the six pictures with the words and phrase from Activity D1. It does not

matter if they are not sure, but encourage them to speculate and give reasons for their ideas.

3 Pairs

Once again, students need to speculate about which person from Activity D2 may have said the six comments and to give their reasons.

4 Alone, then pairs

On their own, students select three people from the previous activities, and write down two words or phrases that they think each person might say (making a total of six). There are no right or wrong answers. Afterwards, students take it in turns to say each of their words or phrases, while the other person guesses which person it refers to and explains why they think this.

5 Pairs

Students need to read the exam-style question carefully and then answer the questions a–g with their partner.

ANSWERS: a six, b fashion, c seven, d in the box, e once, f nothing, g six

E Reading (Coursebook pages 181–2)**1 Pairs**

In this activity, students discuss the issue of wearing a school uniform and think about jobs where people have to wear a uniform. If wearing a school uniform is of particular interest in your school/country, you might prefer to use this activity for a class discussion.

2 Pairs

Students work together to check the meaning of the words and phrases given – all of which appear in the text they are going to read on page 182. They can use paper or digital reference sources for help.

3 Alone, then pairs

The article offers arguments both for and against the wearing of school uniforms. Students copy the table and then complete it with notes as they read. When they have finished, they can check their answers with a partner.

4 Alone, then pairs

Students read the text again in more detail, then answer the questions. Remind them to identify the key word/s first and to think about the type of answer required.

ANSWERS:

a professionalism

b a uniform removes the distractions of fashion

- c makes everyone part of a team
- d because the uniform does not change, unlike fashion
- e it leads to success

F Speaking (Coursebook page 183)

1 Small groups

Put students into small groups to discuss the questions, then allow each group to share its ideas with the whole class.

G Further practice (Coursebook page 183)

1 Write

Here is a sample answer written by a student. This attempt would probably score in the top mark band for both content and language (Core).

Dear Marios

Hope you are OK. Remember I told you I was going to visit a shoemaker? Well, last Tuesday the school organised the visit to one in Old Street in London. We met a man called Thomas Radkin who has been making bespoke shoes for nearly 50 years! He showed us the equipment he uses – nothing electrical – everything is done by hand in the same way it's been done since his great grandfather more than 120 years ago! There are more than 25 different tools he uses in the process.

I think bespoke shoes are beautiful, but so expensive there is no way I could ever buy a pair! But I guess you pay for quality, not like the shoes we get in the shops nowadays which don't last very long.

I'll email you some of the pictures I took.

Hope to hear from you soon,

Pavlos

Acknowledgements

p. 22 adapted from www.theguardian.com/global-development/2013/aug/13/uganda-motorbike-deaths-road-safety-boda-bodas, © Amy Fallon/the guardian.com; p. 25 adapted from www.historvius.com/features/tourist-attractions-in-turkey, www.tripadvisor.co.uk/Attraction_Review-g293974-d1787137-Reviews-Istanbul_Dolphinarium-Istanbul.html and <http://www.travelsavvymom.com/blog/five-favorites/istanbul-turkey-5-family-favorites/>; p. 36 adapted from http://spaceflightsystems.grc.nasa.gov/girlscouts/gsusu_careers.html; p. 62 adapted from <http://www.mapsofindia.com/india-tour/jammu-and-Kashmir/is-khardungla-pass-the-highest-motorable-road-in-the-world/>; pp. 65–66 adapted from www.wagggsworld.org; p. 69 adapted from www.prospects.ac.uk/paramedic_job_description.htm; p. 78 adapted from <http://www.pcadvisor.co.uk/opinion/mobilephone/3466728/future-of-smartphones/>, courtesy of PC Advisor (2013).

