

1 My community

UNIT OBJECTIVES

TOPICS: New Year celebrations, family and friends, daily life

GRAMMAR: present and future tenses, comparisons

VOCABULARY: words with similar meanings

READING AND USE OF ENGLISH PART 1: using context to choose answers

PART 5: understanding the task

WRITING PART 1: writing an essay

LISTENING PART 3: listening for details and general understanding

SPEAKING PART 1: giving extended answers

PART 2: making comparisons between two photos, answering the question

Listening

STARTER

With books closed, introduce the topic by writing the word *Celebration* on the board and asking students to brainstorm vocabulary they associate with the word. Encourage them to think about events and dates they celebrate and what they do when they celebrate. Make a note of any useful or new words on the board for students to use when they answer the questions in the Student's Book.

- 1 Focus attention on the photos and elicit answers to the questions from around the class. Encourage students to justify their answers and say whether they agree or disagree with their classmates' answers.
- 2 Tell the class to answer the questions in pairs. Move round the class and provide help with vocabulary if needed. Elicit feedback from a few different pairs.

Part 3

- 3  02 Read through the questions with the class, checking understanding before asking students to listen to the recording to identify the answers.

Answers

- 1 family (including aunts, uncles, cousins)
- 2 her family
- 3 no (it was the most memorable ever because of the sharing of stories)

Audio script Track 02

Anita: I celebrated last New Year's Eve in Mumbai at home with loads of my family, including aunts, uncles and cousins. The first part of the evening went as expected – games followed by dancing to Bollywood songs – but about half an hour before midnight, we'd all had enough. But then my eldest cousin suggested taking it in turns to talk about our year. We all learnt so much about each other from sharing our thoughts on the year just gone – it made us feel even closer as a family. So thanks to my cousin, it became the most memorable New Year's Eve ever!

- 4  02 Check whether students are familiar with the format of Listening Part 3. If necessary, ask questions to elicit details. For example, *How many recordings do you hear in the exam?* (five), *How many people are speaking in each recording?* (one), *What do they have in common?* (They are all talking about the same topic), *How many questions are there?* (five, one for each speaker, with eight answer options to choose from), *How many times do you hear the recording?* (twice).

Go over the exam tips with the class and point out that it is important that students listen for detailed understanding rather than just individual words, which may be used as distraction. It's important to check carefully for the meaning of whole phrases and match them with the question rather than just focusing on single words. Remind them that they will hear the recording twice.

Play the recording again and encourage students to discuss their answers with a partner. Check answers as a class, eliciting explanations for the answer selected.

Answer

C

Exam task

Give students time to read the instructions. Point out that students can eliminate answer option C as they have already used it for Anita in Ex 4.

- 3  03 Play the recording of the two speakers twice and make sure students have checked their answers before going through them with the class.

Exam task answers

Speaker 1 A
 Speaker 2 B

Audio script Track 03

You will hear two people talking about how they celebrated New Year. Choose from the list A–D what each speaker says about how they celebrated it.

Speaker 1: In February, I celebrated Chinese New Year at my grandparents' home in Hong Kong with family. We'd spent several days before it busily preparing, and I felt just as much excitement as when I was a little kid. Grandad had cleaned the house from top to bottom, hung red decorations on the walls, and filled the kitchen with delicious dishes. As we sat down to eat, everyone dressed in red, I suddenly felt a strong curiosity about why we did all these things. So over dinner, I got Grandma to explain what they meant. She's great at telling stories, so we all sat listening to her happily while we were eating.

Speaker 2: Most people here in Bilbao, Spain spend New Year's Eve at home with their families and let off fireworks at midnight to signal the New Year beginning. The last one was special for my family because in September, my sister's going to live in New Zealand for two years. It was a really emotional evening, knowing that when she's gone, we'll have to spend this time of year without her. She did her best to cheer us up, and we had a lovely dinner. Then at midnight we watched the celebrations in Madrid on TV and ate 12 grapes as usual, a custom that's supposed to bring us good luck for the coming year.

FURTHER PRACTICE

Put students into small groups to tell each other about the most recent or the best celebration they have had with family or friends, and tell the other members of the group to ask questions to elicit as much detail as they can.

Reading and Use of English**Part 1****Vocabulary – Words with similar meanings****STARTER**

Elicit anything students know or remember about Reading and Use of English Part 1. Ask what the task looks like and what they have to do. Students look at the exam task in the book to check their ideas. Point out that in order to select the correct answer, students need to identify the differences between words with similar meanings.

- 1 Direct students' attention to the instructions and give pairs two or three minutes to complete the task, then check answers together.

Answers

1 distinguish 2 highlight 3 enhance 4 expose
 5 distinguish

- 2 Read through the instructions with the class. Point out that students need to use the underlined words to decide which answer is correct. This exercise is checking whether students can identify which preposition follows each verb. In the exam task the words are not underlined but students should learn to look for and identify these clues. Allow a few minutes to read the sentences and choose the correct answer before checking answers as a class.

Answers

1 consisted 2 involved 3 contributed 4 participated

FURTHER PRACTICE

Students can work in pairs to make their own sentences using some of the words in Ex 1 and 2.

- 3 Draw attention to the photo and the title of the text and elicit suggestions as to what International Youth Day is. Set a time limit of one or two minutes to encourage students to read the text quickly to find the answers to the questions. Students can check their answers with a partner before class feedback. Point out that in the exam students should read through the text quickly to get a general idea of what it is about before focusing on the gaps.

Answers

1 12th August every year
 2 conferences, concerts, sporting events, parades and mobile exhibitions

Exam task

Read through the instructions with the class, reminding them to think about the differences in meaning in the four answer options and to carefully read the words before and after each gap in the text before making their choice. Read through the exam tip with the class and remind students of the grammar they practised in Ex 2 (dependent prepositions). They should also look at the grammatical forms which may follow the word in the gap, such as typical linking words like *despite* or *although*. Go over the example with the class, eliciting why the other words do not fit the gap (incorrect meaning). Allow students ten minutes to complete the task.

- 4 Explain how important it is for students to check their answers when they finish. This is especially important in an exam when they might be nervous. Go over the answers with the class, encouraging students to explain why they eliminated the incorrect answer options each time.

Exam task answers

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

Speaking**Part 1****STARTER**

Before focusing attention on the task, elicit anything students know or remember about Speaking Part 1. If necessary, ask questions such as *How long is this part?* (two minutes), *Who do you speak to?* (the examiner), *What types of topics might be covered in the questions?* (school, leisure time, future plans, etc.).

- 1** **04** Draw attention to the exam tip and explain that they will hear two candidates giving extended answers to the questions in the box. After students have read the questions, play the recording and ask them to make notes under the Extra information heading as they listen. Students compare their notes with a partner before listening to the recording again if necessary.

Answers

- 1 every Wednesday after school, favourite time
- 2 relax first and play video games
- 3 (Saturdays) friends at the cinema, watching movies, eating popcorn; (Sunday mornings) grandmother
- 4 (Saturday) cycle to town to meet friends as usual, probably go shopping; (Sunday) practise piano for concert on Thursday

- 2** **04** Allow a few minutes for students to read the extracts from the recording and complete the gaps from memory. Repeat the recording before checking answers as a class.

Answers

- 1 'm learning
- 2 get; play
- 3 'm going to cycle
- 4 'll probably go
- 5 'll be practising
- 6 'm playing

Audio script Track 04

Examiner: First, we'd like to know something about you. Do you do any activities after school, Luca?

Luca: Yes, I do. I'm learning to play tennis, so I have a lesson every Wednesday after school on the tennis court. That's my favourite time in the whole week.

Examiner: When do you do your homework?

Luca: When I get home from school, I play video games. I like to relax for an hour, so I prefer to do my homework after dinner.

Examiner: Julie, what do you usually do at the weekend?

Julie: I usually meet my friends at the cinema on Saturdays and we spend all afternoon watching movies and eating popcorn. On Sunday mornings I go to see my grandmother.

Examiner: What are you going to do next weekend?

Julie: On Saturday I'm going to cycle to town to meet my friends as usual, but we'll probably go shopping. And on Sunday I'll be practising my piano most of the day as I'm playing in a concert next Thursday. I know I need to practise a lot before that!

Exam task

Point out to students that the exam is an opportunity to demonstrate to the examiner how much they know. They will get a better result if they use a variety of structures and words. Remind students to use their own ideas to answer the questions and extend their answers with extra detail. Encourage students to listen carefully to their partner's answers and think about whether they gave extended answers with reasons or examples and not just one- or two-word responses. Ask one or two students to report their partner's answers to the class and highlight any good vocabulary or structures they used. Refer students to the Speaking bank on page 108 for further information if needed.

FURTHER PRACTICE

Ask students to think of two or three more questions about habits and plans. They then take turns asking and answering those questions with their partner.

Part 2**STARTER**

Ask the class what they know or remember about Speaking Part 2. Try to elicit the key points by asking questions, if necessary. For example, *What do you have to talk about? (two photos), How long do you have to speak for? (one minute), What do you have to say about the photos? (compare them and answer the question at the top of the page), What happens when you finish your turn? (your partner is asked a question about your photos and can speak for up to 30 seconds).*

- 3** Draw attention to the photos and put students into pairs to do the task. Elicit answers from around the class and allow students to add any other appropriate words or expressions they know.

Answers

a quiet spot, concentrate, countryside, energetic, excited, exercise, fresh air, in the distance, in the shade, indoors, outdoors, relax

- 4** **05** Explain that this is an example of the type of question students may have to answer about the photos. Point out that generating ideas is an important part of being able to answer the question appropriately in the exam. Younger students often need practice in thinking what to say in this part of the exam as well as how to say it. Allow two or three minutes for students to make notes of some advantages of each situation and then play the recording to listen to Julie's answers. Ask if anyone listed the same ideas as Julie. Remind students that all advantages they think of are valid and there is not only one correct answer.

Answers

Photo A: they're in the fresh air, having fun together
 Photo B: getting more exercise, more energetic

Audio script Track 05

Julie: In both of the photographs the people are exercising but I think the people in the first photograph are probably much happier than the boy in the second one. They're walking in the countryside, whereas the person in the second photo is inside doing a workout at home, which isn't as enjoyable as being in the fresh air. Also, this person is doing things on his own instead of having fun together. On the other hand, he is probably getting more exercise as he is being more energetic than the people in the first photograph. In the first photograph there is a group of friends or maybe classmates and they're excited about going somewhere together. They're probably chatting as well. They'll spend more time walking than doing an online workout.

Exam task

Read through the exam tip with the class to remind them they have to answer the question and compare the photos within one minute. Go over the instructions and explain that one student in each pair will play the 'examiner' and one the 'candidate' so that they each have a turn to talk about the photos. The 'examiner' should keep an eye on the time rather than the 'candidate'. In the exam, students will not be able to look at a clock so it is helpful to get to know what it feels like to speak for one minute. When they have finished, the listening partner has to speak for up to 30 seconds when answering the follow-up question. Remind students that if they can't remember a word, they should continue speaking by paraphrasing if possible. It's important for them to be able to continue speaking without too much hesitation even if they don't know or remember a specific word. Monitor the class as they do the task. When everyone has finished, elicit some feedback about how they and their partner performed, and address any particular difficulties they had.

Refer students to the Speaking bank on page 110 for further information if needed.

Grammar

Present and future tenses

Students can use the QR code(s) to access *Grammar on the Move*, a short, animated video with explanations and examples of the grammar focus of this unit. If you wish, you can ask students to watch the video before the lesson, or it could be used as a follow up for reinforcement or extra practice. Students do not need to have seen the video in order to do the tasks in the book.

- 1** Encourage pairs to reread the sentences in Ex 2 on page 8 before working together to answer the questions. Go through the answers with the class, eliciting more example sentences for each tense/use. Refer students to the Grammar reference on page 81 as necessary.

Answers

- 1 present continuous ('m learning)
- 2 present simple (get home, play video games)
- 3 intention ('m going to cycle); *will* – uncertain future plan ('ll probably go)
- 4 future continuous as it's over a period of time ('ll be practising)
- 5 present continuous – definite plan ('m playing)

- 2** Allow students a few minutes to read the sentences and then elicit the answer and explanation.

Answer

A is correct in each case as they are all state verbs which cannot be used in continuous tenses.

- 3** It may be necessary to remind students or explain that some of these verbs can be used in the continuous form when they are used with a different meaning. For example, *think* when expressing an opinion is different to *think* when describing mental activity (compare: *I think that film is great!* and *I'm thinking about my homework*). Also *have* in expressions such as *have breakfast*, *have a shower*.

Students work individually to choose the correct answers before checking their answers with a partner. This is a general review of present and future verb forms so students need to think about state verbs but also about the appropriate tense in each sentence. Go over the answers with the class, eliciting explanations of why students chose each answer. Refer students to the Grammar reference on page 81 to review rules as needed.

Answers

- 1 want 2 usually stay 3 're meeting 4 're going
 5 think 6 arrive 7 'm having 8 leave
 9 'm writing; 'm going to arrive 10 're going

Comparisons

Before or after the lesson refer students to the QR code to access *Grammar on the Move*.

- 4** Elicit or explain how to make the comparative form of shorter and longer adjectives (adjective + *er* / *more* + adjective + *than*). Then try to elicit other structures used to make comparisons. For example (*not*) *as* + adjective + *as*, *less* + adjective + *than* or *more/less* + noun + *than*. Students should look at the photos as they put the words in the correct order in each sentence. Allow time for students to compare their answers with a partner before class feedback. Refer students to the Grammar reference on page 82 as necessary.

Answers

- 1 are probably much happier than
- 2 will spend more time walking than
- 3 isn't as enjoyable as being
- 4 are probably getting more exercise
- 5 is being more energetic than

- 5** Refer students to the photos and encourage them to use a range of comparative structures and the words in the box to write sentences about them. Students read their sentences to a partner before class feedback.

Suggested answers

Playing video games is much less fun than playing miniature golf with friends.
 Playing video games can be far more expensive than miniature golf, at first.
 Playing miniature golf isn't as thrilling as playing an exciting video game.

Reading and Use of English

Vocabulary - Matching expressions with similar meanings

STARTER

Ask one or two questions to introduce the topic of the text. For example, *Where did you first meet your friends? Do you think it's better to have a large group of friends or just one or two close friends?* Lead a brief class discussion to answer the questions, encouraging students to say why, and note any useful vocabulary on the board.

- 1 Read the instructions with the class, explaining that when the reading comprehension questions have multiple-choice answer options, students need to be able to find words in the text which have similar meanings to those in the options. Students work individually to complete the task before checking their answers with a partner. Go over the answers with the class.

Answers

1 insecure 2 a consequence of 3 nature 4 characters
 5 circle 6 find yourself 7 anxiety

Part 5

- 2 Draw attention to the photo and encourage students to speculate about the people they can see. Remind them to use modal verbs such as *may*, *might* and *could*. Tell students that they should try to use a range of structures when they are speaking as this will help them get a better result in the Speaking test. Elicit some suggestions from around the class.

Suggested answers

- 1 friends – similar age, having fun
- 2 having fun, posing for a photo, taking a photo, walking outside
- 3 may post it on a social networking site, e.g. Instagram, Facebook, to show friends and family what they are doing (and possibly what a great, fun life they have / how popular they are!)

- 3 Go over the exam tip, explaining that the title helps to focus on the topic of the text before they start reading. Then read the questions with the class and set a time limit of two minutes to encourage them to read the text quickly and find the answers without trying to understand every word. Check answers as a class.

Answers

- 1 B how the writer and others feel about their friendships
- 2 two classmates, Lyla and Jonathan

Exam task

Ask the class what they know or remember about Reading and Use of English Part 5. Read through the instructions and questions with the class, pointing out that this task is different from the task in the live exam in two ways. It is shorter and there is some extra information about the questions to help guide students through the different types of question they may find. Explain that the incorrect answers in this part of the exam are often 'distractors' which are designed to tempt candidates into giving the wrong answer, so they should try to eliminate incorrect answers as well as selecting the correct ones. With a less confident class you may choose to read each explanation and subsequent question as a group and work through the questions, gradually checking understanding as you go. Alternatively, you could check understanding and then allow students time to look for the answers individually before checking them as a class.

Exam task answers

1 C 2 C 3 D 4 D

FURTHER PRACTICE

Using the ideas and some of the vocabulary in the text, students talk to a partner about which person in the text they are most similar to, and why.

Writing

Part 1 essay

- 1 2 3 Read through questions 1, 2 and 3 with the class, dealing with any queries, and then put students into pairs to ask and answer the questions. Encourage students to extend their answers, saying why and giving examples in question 3. Monitor and provide support as needed. Elicit some answers from around the class and make a note of any useful or new vocabulary on the board so that students can use it in their essays.
- 4 Ask students if they know or remember anything about Writing Part 1. Ask one or two questions to elicit general information. For example, *What is the difference between Part 1 and Part 2?* (Part 1 is compulsory and in Part 2 there is a choice of questions), *What type of text do you have to write?* (an essay). Then ask students to read the true/false questions in pairs before looking for the answers in the exam task opposite. Go over the task with the class, encouraging students to justify their answers. Point out that the format for Writing Part 1 is always the same with a question to answer, two points to include and another point to add. Before asking students to read the model answer, elicit suggestions for the 'your own idea' prompt from around the class.

Answers

- 1 F (You have no choice. There is one essay task and you have to do it. It's compulsory.)
- 2 F (You have to write between 140 and 190 words. 190 is the maximum.)
- 3 T (It gives you the topic.)
- 4 T (family and friends)
- 5 T (Yes, you are asked to give a general opinion, although you can give examples from your own life and experience as well.)
- 6 T (Yes, it should be a fresh idea.)

- 5** Direct students' attention to the model answer and ask them to read it through quickly to identify whether the writer thinks friends or family are more important to young people. (friends). Then put students into pairs to complete the table. Discuss whether the style of the essay is formal or informal and ask students to identify examples to support their ideas. (Formal style is indicated by the use of the linking expressions, the lack of contractions, and some of the vocabulary such as *rely heavily*, *share the same tastes*.)

Answers

- 2 family
 - 3 teenagers get on better with friends
- Conclusion: friends are more important than family
 The essay is written in a formal style.

- 6** Explain that the expressions in the box are useful in an essay or any other piece of formal writing in order to help organise the text and allow the reader to follow the ideas more easily. In the exam students should try to use a range of different linking words and expressions. Ask students to find and underline the expressions in the essay and read the words around them to understand how they are used.

Answers

By the time they are about 14, young people probably spend more time with their friends than with their family. They are at school every day and therefore in the company of their friends. In addition, they play sport with these friends, go into town with them or go round to their houses at the weekend. Yet all young people still rely heavily on their families, and their parents especially, for support and advice. Parents have more experience and more knowledge to share than friends, and can help with important decisions. For many people family are always part of their life. In contrast, some friendships can get forgotten as people get older. In general though, I would say that most young people get on better with their friends than their families. They are the same age; for that reason they often share the same tastes in music and clothes and so on. As for ideas, those are often similar too. As a result, parents are often much less important to their children at this stage. Overall, I personally think that for most teenagers, their friends are more important than their family.

- 7** Deal with any queries about use or meaning before asking students to read the text and choose the correct linking expression in each case.

Answers

- 1 in general
- 2 As for
- 3 In fact
- 4 For that reason
- 5 Yet
- 6 In contrast

- 8** Read the exam tips with the class. Students may need support in making a plan. Point out that they should not write long sentences but just make notes of their ideas and brainstorm some useful vocabulary as well as thinking about what idea to include for point 3. It is a good idea to separate the notes into paragraphs before starting to write. Encourage students to show their plan to a partner and explain their ideas.

 **Exam task**

Set a time limit of about 30 minutes for students to write and then check their essay. In the exam students will have 40 minutes to plan, write and check their work.

Refer students to the Writing bank on page 96 for further information if needed.

Model answer

Leaving home to go to university when you are young can be a very exciting time. However, it may be the first time you have lived away from your parents, so it can also be stressful. When you live with parents, you are given support in many ways. They help you emotionally, financially and with practical things like cooking meals or giving you lifts. It is hard to learn to live without such support, so continuing to live at home is easier. Your parents carry on taking care of you, and you are able to concentrate on your studies. On the other hand, if you live in student accommodation with friends, you have far more freedom to do what you want. You don't have to live by your parents' rules. Learning to manage your money and keep a home are essential life lessons, which you can learn better if you are living independently. Furthermore, if you live in accommodation with other students, it is easier to make friends. The young people you live with are all facing the same challenges as you, which may lead to the development of strong friendships that can last a lifetime. In conclusion, there are benefits and disadvantages to living away from the family. But learning to be independent is an important life skill.

2

Home and away

UNIT OBJECTIVES

- TOPICS:** adventure and travel, where you live
GRAMMAR: adverb formation, past tenses
VOCABULARY: word building, cities, towns and villages
READING AND USE OF ENGLISH PART 6: using nouns and pronouns to understand cohesion
PART 2: understanding the task
PART 3: adjective suffixes
WRITING PART 2: writing a story
LISTENING PART 1: listening for detail
SPEAKING PART 3: agreeing and disagreeing
PART 4: expressing and justifying opinions

Reading and Use of English

STARTER

Introduce the topic of the unit by asking the class to suggest the names of some activities that they would classify under the heading of *Adventures*. Note any new vocabulary on the board.

- 1** Elicit the names of the activities in the photos (polar trekking, base jumping, rock/free climbing) before putting students into pairs to answer the questions. After a few minutes, elicit some answers from around the class to compare ideas.

Answers

- A polar trekking
 B base jumping
 C rock climbing

Part 6

- 2** Draw attention to the text and the title and ask students to read and find the answer to the question. Set a time limit of one minute to encourage them to scan the text for the answer without trying to understand every word at this stage.

Answer

They do a long training programme and then go on a trip to Iceland followed by a ten-day trek across Greenland.

- 3** Focus students' attention on the exam task (on page 15) and give them a few minutes to read the instructions. Then ask for suggestions on how best to approach this type of task. If possible, elicit that it is a good idea to

read the title and then the whole text quickly to get an idea of the topic. Then, students should look at sentences A–G. Finally, they should read the words around the gaps in the text to find links such as verb tenses, pronouns and linking expressions. Tell students that before they do the exam task they are going to work through some preparation exercises to practise these steps.

Read the exam tip with the class and tell them that this exercise gives them a chance to practise the skill described. If necessary, go through the first question with the class, asking *Who is the explorer?* to check understanding and then allow students time to complete the exercise individually. Check answers as a class.

Answers

- Gemma Mann
- The Nordic Exploration Club
- students who are selected for the trek
- the trip to Iceland and trek across Greenland
- the training and the trek
- those who have done the trek

- 4** Point out that this exercise asks students to use the same skill as in Ex 3 as they identify the nouns that the pronouns refer to. Students can work in pairs or individually before checking answers as a class.

Answers

- many teenagers had very little self-confidence and lacked motivation
- the major trek across the Arctic
- Greenland
- other people
- the participants'

Exam task

Remind students of the importance of reading the instructions carefully as well as looking at the picture and the title as these provide the context for the reading text. Set a time limit of around 15 minutes for students to complete the task. Don't go over the answers until students have completed Ex 5.

- 5** In pairs, students discuss their answers and justify their choices by explaining which words and phrases the answer options connect to in the text. Go over the answers to the exam task as a class, eliciting this information at the same time.

Exam task answers

1 F 2 C 3 A 4 E 5 G 6 B

FURTHER PRACTICE

Students could research other young people who have achieved important goals in their lives and then tell their classmates about the person whose story they find most inspiring and why.

Speaking

Part 3

STARTER

Initiate a brief class brainstorm to name some typical leisure facilities found in a town or city. Note down on the board any that are not already listed in the box in Ex 1.

- 1 Students work on their own to answer the questions before telling a partner their answers.
- 2 Check understanding of the phrases in the box by eliciting sentences from different students around the class about their personal preferences. Then put students into groups to compare opinions.
- 3 Lead a brief class discussion to answer the questions.
- 4 Students do the task on their own and then check answers with a partner before class feedback.

Answers

A I agree with you. That's what I think too. I think you're right.
 D I think it would be better to ... I disagree.

Exam task

Ask the class what they know or remember about Speaking Part 3. If necessary, use questions to elicit details. For example, *How many phases (parts) are there? (two), Who do you speak to? (your partner), What do you have to talk about in each phase? (the question written in the centre of the page in phase 1 and then a summing-up type question in phase 2), How long should you speak for? (two minutes in phase 1 and one minute in phase 2), Do you have to discuss all the ideas on the page? (No, but you should aim for a minimum of three), Do you have to agree with your partner? (no).*

Read through the instructions and look at the question with the class, clearing up any doubts they may have. Point out that the Speaking test is usually done with a partner, but at the end of an exam session, if there is an odd number of candidates there will be a group of three so they should practise doing Speaking Part 3 with one and two partners. If there is a group of three, the time is extended from two to three minutes in phase 1 and from one to two minutes in phase 2 to allow each candidate the same opportunity to speak. They will have about 15 seconds to read the question before starting.

It is important for students to understand that the examiner manages the timing of the two phases and they should not attempt to answer the phase 2 question (*Now decide which two places should be built*) during phase 1.

Before starting the task remind students that they should listen to their partners' ideas and then agree or disagree with them, giving reasons, before moving on to talk about another place. Time the interaction so that students start to get an idea of how long they have to speak for. After three minutes, interrupt the discussions and allow another two minutes for students to answer the phase 2 question.

Hold a brief feedback session to comment on any aspects of performance you noticed while monitoring, and to give students the chance to ask any remaining questions about the task.

Refer students to the Speaking bank on page 114 for further information if needed.

Part 4

Elicit anything students know or remember about Speaking Part 4. If necessary, explain that the examiner asks each candidate to express their opinion on topics related to the discussion in Part 3. Sometimes candidates may be asked to discuss their ideas with their partner and other times they may be asked to comment on their partner's ideas. Part 4 lasts for four minutes, so each candidate will be asked approximately three or four questions.

- 5 Allow students time to read through the words and phrases in the box and select those that can be used to describe where they live. Help with any unknown vocabulary or pronunciation as necessary.
- 6 Go over the examples with the class before putting students into pairs to answer the questions. Elicit some answers from around the class.

Exam task

Read the exam tip with the class before putting students into pairs to ask and answer the questions. Encourage them to agree or disagree with their partner, giving reasons. Elicit some feedback from students on their partner's performance by asking questions such as *Did they extend their answers with reasons and examples? Did they use some of the expressions to agree or disagree with your ideas? Did they give examples to support their ideas or opinions?*

Refer students to the Speaking bank on page 116 for further information if needed.