

# 1 Family and friends


## Unit objectives

FIRST FOR SCHOOLS	relationships, family
TOPICS	
GRAMMAR	review of present and future tenses, comparisons
VOCABULARY	words often confused, matching expressions with similar meanings
READING AND USE OF ENGLISH	Part 1: meaning and grammar; Part 5: focus of different questions
WRITING	Part 1 essay: giving opinions and reasons
LISTENING	Part 3: listening for general meaning and details
SPEAKING	Part 1: answering questions about daily life Part 2: comparing photographs

## Family celebrations

### Listening

#### Part 3


- 1 Talk about what is happening in the photos with the whole class, e.g. what they think the people are celebrating, how the people are related, whether they are all enjoying themselves, whether these kinds of occasions are always fun.
- 2 Ask students to work in pairs to talk about their own family celebrations. When they've finished, ask a couple of pairs to tell the class what they talked about. Summarise any useful vocabulary as these kinds of photographs are common in Speaking Part 2.
- 3  **02** Tell students to listen for the answers to the questions.

#### Answers

- 1 Emily's family always have a party on New Year's Eve. It's well organised.
- 2 They went to a restaurant this year. Everything went well.
- 3 Nobody disagreed.

#### Recording script


Emily: On New Year's Eve, my family always get together and last year my uncle and his family came over from New Zealand. My mum always plans a party way in advance – she likes cooking and she's really good at organising all the games and everything. Everyone leaves it to her now as she's best at it but my uncle was ahead of her this time and he suggested we should all go out to eat. We'd never thought of doing that, well, just because we never have, but it was fun and everything went smoothly. Everyone agreed though that we really like our traditions so we'll celebrate at home again next year.

- 4  **02** Ask students to look at A–F and decide which one matches what Emily said. Play the recording again so they can check their answers. Go through the options A–F and talk about why each one is wrong. See explanations below.

#### Answers

- E There was a change of plan (*we'd never thought of doing that*) and it was successful (*it was fun and everything went smoothly*). Point out that this tests both understanding of the whole recording (that they changed their plan) and also a detail (it was successful). See Exam tip.
- A There is nothing to suggest that it was less well organised than usual.
- B Going out to eat was a change but it wasn't an unexpected event as it was planned in advance.
- C There is nothing to say it lasted longer than usual.
- D There was no difference of opinion (everyone agreed).
- F There is nothing to suggest that the day started off badly.

#### Exam task

- 3  **03** Students have already matched Emily to E. Now they will hear three more speakers to match to the list A–F. Two of the statements don't match any of the speakers. Play the recording twice.

Go through the answers asking students why they chose them – ask them what they remember the person saying. Point out in the exam there will be eight (A–H) rather than six statements to match as here and five speakers rather than four. There will always be three statements which don't match any of the speakers.

#### Answers

- Speaker 1 D  
 Speaker 2 B  
 Speaker 3 C
- Speaker 1** Check they understand what *that didn't go down well* means. If they don't understand, it is explained in the next sentence – that the aunties were unhappy with the idea. But this isn't the same as F (the disagreement was before the day not on the day). Ask students why they didn't choose B or E (everything was the same as usual in the end).
- Speaker 2** The answer is found in *the weird thing was that this time there was someone making a film on the beach and they asked us to be in the background*. Ask students why A is wrong (it's never very well organised and that didn't change this year).
- Speaker 3** The answer is found in *Usually my grandparents and the others go home when it gets dark but this year was a bit different ... When it got dark nobody moved and we carried on ...* Ask students why B and E are wrong (they stayed longer than usual but there was no unexpected event or change of plan).

#### Recording script

You will hear three people talking about a family celebration. Choose from the list A–F what each speaker says about the celebration.

#### Speaker 1

My granddad's birthday is on Midsummer Day and the whole family meet up and have a picnic. When my cousins and I were

small we loved it, but now we've all got things we do, like I'm in a football team and my cousin has a job in a café. So we suggested we had the party at home instead this year but that didn't go down well. My parents were OK with it but my aunts said it would upset granddad and all the plans were already made, so I had to miss my football match and the team lost – probably not because of me but you never know.

**Speaker 2**

My cousins live in the city and visit us twice a year. There's never any discussion about what we'll do when they arrive. We pile the cars up with loads of stuff and head down to the beach where we have a huge barbecue. Then everyone does what they want – sit and read or play games or swim or whatever. It's usually a really quiet place but the weird thing was that this time there was someone making a film on the beach and they asked us to be in the background. We didn't mind because we just carried on with what we were doing anyway.

**Speaker 3**

The first of May is a holiday and my family always have a big meal together at home. Usually the weather is nice and we eat outside. We always play the same games and eat the same food and everybody knows what to expect. Usually my grandparents and the others go home when it gets dark but this year was different because my uncle has a new job in Brazil and he and my auntie and cousins are going to live there for three years. When it got dark, nobody moved and we carried on chatting until midnight because we all knew that they wouldn't be here next year.

## Reading and Use of English

### Part 1

#### Vocabulary – Words often confused

- 1 Look at the Exam tip together. Ask students to do A–D in 1 and then discuss their answers. If they are struggling to see the difference, get them to look the expressions up in their dictionaries and write down some more examples. They could also work in pairs, each pair writing a sentence with one of the expressions. Some of them can then be read aloud and the class can judge whether they have got the right meaning. The best ones could be written on the board as further examples.

Now ask students to do 2, check the answers and ask them what is different about this question. Question 1 tests just meaning whereas Question 2 is dependent on grammar – *depend* and *believe* can be followed by a preposition, *demand* can't be followed by a pronoun (we don't say *He demands us*), whereas *expect* can (*He expects us ...*).

When practising for Reading and Use of English Part 1, to help students remember some common expressions like the ones with *at*, you can get them to use their dictionaries to write down several examples in different contexts.

See the Workbook for further practice on words often confused.

**Answers**

- 1 A at least B at once C at last D at all  
 2 A expects B demands C depends D believes

- 2 Ask students to skim the text very quickly without worrying about the missing words and tell them not to look at the questions 1–8. Tell them you are going to time them – one minute. This is a useful skill for Reading and Use of English, and Listening. Check their answers to the questions. You could ask a couple of extra questions such as:

*What was important to the people in northern countries and why?* (the seasons and the weather because they were hunters)

*What did they use to share?* (meals)

*How did they celebrate?* (they lit fires and candles and sang and danced)

**Answers**

- 1 It is the shortest / longest day.  
 2 that the days will start to get longer and lighter

**Exam task**

Students do the task. Remind them to read before and after the gaps.

- 3 When everyone has finished, tell them to quickly read through the text again to make sure the word they've chosen fits. Sometimes when you read the whole text, you realise something doesn't make sense.

Check the answers and discuss any common mistakes.

**Answers**

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



**CLIL**

Students could choose a country in the far northern hemisphere and find out more information about how the people celebrate midwinter and midsummer there, both today and in the past. Some suggestions are Sweden, Norway, Denmark, Estonia, Finland, Latvia, Lithuania, Canada (Quebec).

Students could research different festivals around the world. You could have a display of each of the festivals chosen with a description and pictures. These could then be used as practice for Speaking Part 2. Students can compare two festivals – clothes, entertainment, food, etc.

## Friends

### Speaking

#### Part 1

- 1 04 In the first part of the exam, students are asked personal information about themselves. The questions are designed to make the candidates feel at ease and give them time to settle into the exam. However, they will of course be marked on what they say.

Students should make sure they can talk about their own lives – school, family, leisure time, future plans, likes and dislikes, etc.

The questions here are examples of the kind they might be asked in the exam. They start by listening to two students answering the four questions. The notes summarise what they will talk about and students should add anything extra they say.


When they have listened, ask students what kinds of things George and Francesca added to the basic information (they talked about when, where, who with, how often, why, and gave more details). Students should get used to asking themselves these questions when they give an answer – is there anything else they can say about when, where, etc.

### Answers

- 1 every Wednesday after school, favourite time
- 2 relax first and watch TV
- 3 Saturdays – friends in city centre, shopping, chatting; Sunday mornings – grandmother
- 4 Saturday – bus to town with friends as usual, probably cinema; Sunday – practise guitar for concert on Tuesday

### Recording script

- Examiner: Hello, George. I'm going to ask you some questions about yourself. Do you do any activities after school?
- George: Yes, I do. I'm learning to dive so I have a lesson every Wednesday after school in the pool. That's my favourite time in the whole week.
- Examiner: When do you do your homework?
- George: When I get home from school, I watch TV. I like to relax for an hour so I prefer to do my homework after dinner.
- Examiner: Francesca, what do you usually do at the weekend?
- Francesca: I usually meet my friends in the city centre on Saturdays and we spend all afternoon shopping and chatting. On Sunday mornings, I go to see my grandmother.
- Examiner: What are you going to do next weekend?
- Francesca: On Saturday, I'm going to get the bus to town with my friends as usual and we'll probably go to the cinema. But on Sunday I'll be practising my guitar most of the day as I'm playing in a concert next Tuesday. I know I need to practise a lot before that!

- 2  04 Ask students to try to remember what the speakers said and fill in the gaps. Play the recording again for them to check. Go through the answers – these will be used in Exercise 3 to discuss the grammar. Give students the recording script (page 78) so they can underline the answers.

### Answers

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

### Grammar – Present and future tenses

- 3 Using students' answers to Exercise 2, ask the class the questions. Revise the difference between the following: present continuous (George's diving lessons are happening over a period of time) and the present simple (habits); when we use *will*, *going to* and the present continuous for the future; when we use the future continuous.

Refer students to the Grammar reference, SB page 78.

### Answers

- 1 present continuous (*I'm learning*)
  - 2 present simple (*get home, watch TV*)
  - 3 *going to* (intention), *will* (uncertain future plan)
  - 4 future continuous as it's over a period of time
  - 5 present continuous (definite plan)
- 4 Elicit from students that the sentences in A are correct because these are all state verbs which cannot be used in a continuous tense. Ask them to think of other verbs which behave like this – see Grammar reference, SB page 78, for examples.
- 5 This exercise practises present and future tenses and state verbs. Check students know that conjunctions like *when*, *after*, *until*, *before*, *as soon as* are followed by the present tense even when there is a future meaning, e.g. *I'm going to do my homework before my friend gets here*. You could follow up this section by checking students' knowledge of prepositions and determiners with days and times. Write some sentences from the listening on the board with gaps, e.g.:
- I have a lesson .... Wednesday (every)  
 What do you usually do .... the weekend? (at)  
 I usually meet my friends in the city centre .... Saturdays (on)  
 .... Sunday mornings I go to see my grandmother. (On)  
 What are you going to do .... next weekend? (-)
- Ask students when we use *on* (before days of the week and dates), *at* (before times e.g. *six o'clock, lunchtime, the weekend, the end of the day*, etc.), no preposition (before *today, tomorrow (morning), this/next (weekend)*), *in* (before months, seasons, years).

### Answers

- 1 're meeting
- 2 want
- 3 normally spend
- 4 're going
- 5 think
- 6 get
- 7 'm going
- 8 go
- 9 'm writing; 'm going to miss
- 10 're coming

See the Workbook for extra practice on prepositions and determiners with days and times.

### Exam task

Get students to spend a few minutes thinking about what they do after school, when they do their homework, what they do at weekends and their plans. They should make some brief notes of extra information they can give.

Students work in pairs, asking and answering the questions in Exercise 1. Remind them to think about *why*, *when*, *who with*, etc.

When they have finished, ask them to think of anything they could do to improve their answers. Discuss any problems with the whole class.

## Part 2

- 6 Ask students to decide which of the words they could use to talk about the first two photographs.

### Suggested answers

energetic concentrate countryside exercise indoors  
 outdoors a quiet spot fresh air



- 7 Students work in pairs to think of advantages of spending time in these ways. Discuss as a class and list the advantages on the board.

### Suggested answers

Photo 1: they're in the fresh air, having fun together, spend less money

Photo 2: getting more exercise, more energetic

- 8 05 Play the recording. Students note down the advantages Francesca gives. If you wish, give students the script on page 78 so they can underline the advantages Francesca mentions. They can then compare them to the list on the board.

### Recording script

Francesca: In both of the photographs the people are exercising but I think the people in the first photograph are probably much happier than the people in the second one. They're riding their bikes in the countryside whereas the people in the second photo are indoors on the running machines in the gym, which isn't as enjoyable as being in the fresh air. Also, in the gym they are doing things separately instead of having fun together. On the other hand, they are probably getting more exercise as they are being more energetic than the people in the first photograph. In the first photograph there is a group of friends or maybe cousins even and they're excited about going somewhere together. They're probably chatting as well. They'll spend less money than going to the gym as cycling is free.

## Grammar – Comparisons

- 9 Ask students to do the exercise and use it to check that they know how to form comparatives. This is very useful for Speaking Part 2 where they always have to compare and contrast two photographs.

### Answers

- The people in the first photo are probably much happier than the people in the second one.
- They will spend less money than going to the gym.
- The people in the second photo are indoors, which isn't as enjoyable as being in the fresh air.
- They are probably getting more exercise.
- They are being more energetic than the people in the first photograph.

Refer students to Grammar reference, SB page 78.

See the Workbook for further practice on comparisons.

- 10 Students work in pairs to build up a bank of words and expressions that they could use to talk about the other two photos.

### Exam task

Students work in pairs, choosing two of the photos each (it is best if they don't compare the same two that were used in the recording). Ask them to think for a minute about what they will say and suggest they can look up some vocabulary if they need to. Make sure they know they need to describe the advantages as well as comparing the photographs. Tell them they are each going to talk for a minute. If everybody starts together you can time them for a minute each.

When everybody has finished, you could ask a couple of students to talk about their two photographs to the whole class.



In the exam, when one student has finished talking about two photographs, the other one will be asked a question connected to the topic. Get students to ask each other, in their pairs, the extra question or ask around the class.

## Reading and Use of English

### Part 5

- 1 Ask the class to look at the picture and discuss the questions.
- 2 Tell students they are going to skim the text very quickly to get an idea of what it is about. They should look for the answers to the questions. Time them for two minutes.

#### Answers

- 1 Sierra's brother is going on a trip and has asked her to go too. She is very excited.
- 2 Amy feels annoyed that Sierra is going on another trip when she doesn't go anywhere.
- 3 The trip they are all going on.

#### Exam task

Ask students to read the text again more carefully and answer questions 1–4 as they read. They should underline the words which give the answer to each question. Each question has a tip to help them. When they have finished, they should compare their answers with the students sitting near them. If they think they have made a mistake, they should go back and have another look.

Go through the answers, talking about the tips. For each question, ask students which words gave the key and why they chose it. Make sure you explain the following:

- Question 1** Tell students that the questions are always in the same order as the text so when they have found the answer to question 1 then they can look at the next question.
- Question 2** One question usually tests a word or phrase whose meaning can be found from the context.
- Question 3** Students should always make sure they are reading the right part of the text. There will be something in the question or a line number to direct them to the right paragraph.
- Question 4** There is usually a reference question and this often requires reading several sentences or a whole paragraph to find the answer.

#### Answers

1 B 2 A 3 D 4 B

### Vocabulary – Matching expressions with similar meanings

- 3 Ask students first of all to look at the picture and guess what is happening. Then ask them to read the text. Check they have understood by asking:

*How has Marcus's attitude towards Jake changed?  
 How do the two boys react when Jake talks to them?  
 What does Marcus decide to do?*

Ask students to work in pairs to find the parts of the text which match the expressions 1–7. When they are ready, read the text aloud and ask the students to stop you when you come to the part of the text which matches each expression. If time is short, you could ask pairs of students to look for one expression only. Explain that this is a very useful skill because sometimes one word in a question may mean the same as a whole line in the text.

If appropriate, you could follow this up with a discussion about whether Marcus did the right thing.

#### Answers

- 1 keen to get his approval
- 2 (He) really thought he was better than the rest of them
- 3 very unsure and worried
- 4 relaxed, glad that it wasn't him who had been chosen
- 5 rather annoyed
- 6 suddenly made up his mind
- 7 tackle

## Writing

### Part 1: Essay

- 1, 2, 3 Tell students they are going to think about Writing Part 1, the compulsory essay task. Ask them to do the introductory exercise individually first, then discuss their answers with a partner. Questions 1 and 2 ask them to describe their own situation regarding family and friends. There are no correct answers to question 3, although many students will answer A to the first three questions, and B to the remaining three. You can ask students to raise their hands to show whether they would choose family or friends as the answer to each question. Remember to ask them whether what they say relates to all ages, or only a particular stage in their lives. Get students to agree and disagree with opinions expressed, and give reasons for their choices. Elicit what answers they would give for themselves as teenagers. Make sure they have a few phrases to do this (*In my opinion ...; I think that ...; For me ...; I agree / don't agree with that because ...*)
- 4 Give pairs two or three minutes to discuss the True/False statements. Go over the answers as a 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 Make sure that students understand that point 3 'your own idea' means simply another idea, different from points 1

and 2. In exercise 3, the ideas of ‘takes care of you / gives you advice / teaches you’ overlap with the idea of giving support (point 2) so could be included with that point, but not used as a separate point.

The idea of ‘spend most time with’ is given as the first point, so ‘have most fun with / get on best with’ would be ideas to use as ‘your own idea’.

Elicit other possible ideas from the class for the third point e.g. family often stays the same throughout your life, good friends may be as close as family, some teenagers may not have much family so depend on friends, etc.

- 6 Ask two students to read the essays aloud, then ask all students to complete the chart with the help of a partner.

**Answers**

Which is more important to teenagers?	Essay A	Essay B
Main points		
1 time	friends	friends
2 support	family	both
3 ?	teenagers get on better with friends	family is there throughout your life, friends change
Conclusion	friends	family

Go through the chart, then ask students which essay is closer to their own idea. Make it clear that there is no correct answer, and that you can express whatever opinion you like in the points, as long as they are relevant. You can also draw whatever conclusion you like. Explain that your conclusion could be that family and friends are equally important to teenagers; the important thing is that you write about three points and express a clear view.

The essay should always be written in a formal style. Essay B is slightly less formal than essay A because it contains some short forms and takes a more personal approach. It is still formal enough to be acceptable, and answers the question clearly.

If there is time, you could have a brief class discussion about family and friends, and which is more important to the students personally.

- 7 Go through the answers with students. There is a follow up exercise in the Workbook.

**Answers**

Essay A: In addition, they play sport; Yet all teenagers still rely heavily; In general though, I would say; Therefore, I personally think

Essay B: overall I spend slightly more time; As for support; Yet my best friend also helps me; In contrast, some of the friends you make; For that reason, I think that

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

- 8 Look at the exam task with the students. Point out that essay tasks will not always be in the same format. The first task was in the form of a direct question, while this one

gives you a statement, and you have to say whether you agree or disagree with it, and give reasons for your opinion. There are always two points given, and you have to think of the third and reach a conclusion.

Ask the students to plan their essays individually, and then to discuss the ideas in pairs. If they find it difficult to think of a third point, you can brainstorm ideas on the board, e.g. (agreeing with the statement) grandparents/older people sometimes have more time to talk than parents; they may be able to teach practical skills like cooking or making things; they have a different view of the world, so you hear different opinions; (disagreeing with the statement) their ideas/experience are out of date/not relevant; they think modern attitudes/fashions are wrong; they have little in common with young people

Set the essay task as homework. Discuss timing. They have to answer two questions in 80 minutes, so should spend 40 minutes on each. If they allow five minutes for planning each question, and five minutes for checking what they have written, this means they should try to write their essay in 30 minutes. As they already have a plan, it’s a good idea for them to time themselves and give themselves 30 minutes maximum when they do their homework, then spend five minutes checking their work.

**Model answer**

Older people can certainly tell us a lot about the past and how the world has changed during their lifetimes. My father’s great aunt is 97; she has memories of a time when there were few opportunities for girls, and has lived through wars and political crises that I have only read about in history books.

However, many people also say that older people are out of touch with the modern world of technology. I really don’t think it’s possible to generalise about this. For example, my own grandparents are still at work and they use computers every day. They send me text messages, and my grandmother has a Facebook page which she uses to catch up with friends and family.

In addition, I would like to say that I have learnt a huge amount about people and feelings from my grandparents. They have a lot of experience and they are very wise. If I have a problem, I talk to them about it, and the advice they give me is usually good.

Therefore, I would like to say that I agree very strongly that we can learn a huge amount from grandparents and older people.

See the Writing Extra in the Workbook for more exercises on writing essays.

# 2 Exploring the world

## Unit objectives

FIRST FOR SCHOOLS	travel, places
TOPICS	
GRAMMAR	past tenses, prepositions of time, adverb formation
VOCABULARY	cities, towns and villages, adjective suffixes
READING AND USE OF ENGLISH	Part 2: identifying part of speech needed Part 3: changing nouns and verbs into adjectives Part 6: checking references in gapped sentences
WRITING	Part 2 story: prompts, past tenses, collocations
LISTENING	Part 1: underlining words which give the answer
SPEAKING	Part 3: discussing preferences, agreeing and disagreeing Part 4: talking about where you live

## Adventure and travel

### Reading and Use of English

#### Part 6

- As an introduction, students discuss the photos, their own experiences and whether teenagers are attracted to dangerous activities. They are going to read a text about a boy who went on a potentially dangerous expedition to the North Pole, so you could extend the discussion by asking students if they would consider doing things like this, e.g. climbing mountains, sailing around the world alone.
- The titles of reading texts often help to give an idea of what the text will be about.

#### Answers

The title tells you he tried to get to the North Pole but he didn't succeed.

- Even though Part 6 has missing sentences, it is still worth skimming the text to get a general idea. Check the answers to the questions with the class to make sure they have understood what they read.

#### Answers

- 180 km
- a guide called Doug
- windy and cold
- gaps in the ice were too wide for them to cross

- This text is shorter than a normal exam task but it gives good practice in the skills required to decide which sentence fits in each gap. Give students time to do the task and check their answers. Discuss any wrong answers after they have done Exercise 5.

#### Answers

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

- Students should make sure their answers link forwards and backwards. Read through the Exam tip with the class. Point out that this exercise looks at pronouns and the adverb *there*. Look at any wrong answers and establish why they don't fit in the gap. Ask the class the following questions:

*Why doesn't A fit in 1?* (because no distance is mentioned and 'previously' doesn't refer to anything).

*Why doesn't E fit in 3?* (there is nothing in the text before the gap which makes sense with 'as bad as').

#### Answers

- 'there' in A refers to the North Pole / his destination
- 'them' in B refers to the few people who had skied to the North Pole
- 'they' in C refers to temperatures
- 'him' and 'his' in D refer to Doug
- 'that' in E refers to gaps in the ice
- 'these' in F refers to cracks

#### Exam task

Point out to students that the Exam task has one sentence removed from each paragraph as in the exam (but there are only four gapped sentences here instead of six). There is also one sentence which doesn't fit anywhere as in the exam.

#### Answers

1 E 2 A 3 B 4 D

- When students have checked their answers, ask them to look at any mistakes they made and decide why they were wrong. They should then underline words in the answers which help them fill the gaps. Discuss why C doesn't fit ('they were not the only ones' and 'that' don't fit anywhere). You could also ask the following questions, pointing out that the sentences after the gap are often just as important as those that come before:

*In A, what does 'those details' refer to?* (there aren't any bears in the Amazon or tigers in the Sahara)

*In B, who are 'they'?* (the first sea explorers)

*In D, what does 'that last attempt' refer to?* (cycling down the steepest hill and 'that' is also picked up in the sentence which follows)

*In E, what do 'most of it' and 'the main theme' refer to?* ('most of it' – the book about adventurers and explorers; 'the main theme' – the reference to doing things no one else had done is after the gap)

### Answers

- A Of course, at some point I realised that I'd got some of those details muddled.  
 B They knew they could be killed at any moment through their lack of knowledge or poor judgement.  
 C doesn't fit anywhere  
 D That last attempt ended in disaster, for the only thing I achieved was broken bones.  
 E Most of it went over my head, but the main theme stayed with me.

### Grammar – Past tenses

- 7 Ask students to go back to the text 'My future as an explorer' and underline an example of each of the following: present perfect, past simple, *used to*, past continuous. Go over the answers with the class:

present perfect: *'ve always wanted* (ask students why the writer doesn't say *I wanted* – the writer suggests they still want to be an explorer so uses the present perfect)

past simple: *was, asked, wanted, knew*

*used to*: *used to lie, used to think* (ask about *used to* – something the writer often did in the past but doesn't do now)

past continuous: *was sleeping* (ask students why this tense is used – to show the activity continued over a period of time in the past).

Students then complete the exercise which practises the difference between the past simple and past perfect. They could compare their answers in pairs.

When they have checked their answers, ask the following questions to check they understand the difference between the past simple and the past perfect:

*Look at the verbs about what Parker did on the trip. Which tense are these in?*

*Which verbs are in the past perfect? What are those sentences about?*

Refer students to the Grammar reference, SB page 79.

### Answers

- 1 attempted 2 had reached 3 had travelled 4 went  
 5 had been 6 were 7 hadn't / had not seen 8 flew

See the Workbook and CD ROM for further practice on *for / since / ago* with past tenses. There is also practice in the Writing extra section of the Workbook.

**CLIL** Students could research a young person who has broken a record or attempted to do so, e.g. sailors Laura Dekker, Jessica Watson, Mike Perham, Zac Sunderland, Abby Sunderland, mountaineers George Atkinson, Jordan Romero, Arjun Vajpai, Leanna Shuttleworth.

## Reading and Use of English

### Part 2

#### Grammar – Tenses and prepositions

- 1 Prepositions are often tested in Part 2. Ask students to do the exercise and then check their answers. They can use the Grammar reference SB, page 79 if they need help with the tenses. Ask what the difference between *during* and *for* is (*during* is used for when something happened – *during the night/summer*, etc.; *for* is used to say how long – *for three weeks/two hours*, etc.)

### Answers

- 1 bought  
 2 until  
 3 looked; was happening  
 4 during  
 5 've been trying; haven't finished  
 6 was coming; saw  
 7 at  
 8 'd forgotten  
 9 for  
 10 had disappeared

- 2 Look at the illustration together. If students know anything about the Bermuda Triangle, talk about what the text might be about. Alternatively, students could be asked to find some information about the Bermuda Triangle before the lesson, and write a short paragraph about it. Students should skim the text for understanding before they do the task but at the same time they can practise deciding what kind of word fits in each gap (in this Exam task they are mostly parts of verbs or prepositions but there will be more variety in the exam).

### Answers

- Prepositions: 0, 3, 4, 5  
 Parts of a verb: 1, 2, 6, 8  
 (7 is a pronoun)

#### Exam task

Students do the task and compare their answers. When you have checked the answers, point out that 1 tests a fixed phrase as well as the verb tense and 3 tests a phrasal verb. Both fixed phrases and phrasal verbs are commonly tested in this part.

### Answers

- 1 taken 2 was 3 across 4 At 5 until 6 had 7 none  
 8 have

**CLIL** Students could do a history project on the Bermuda Triangle. Groups of students could look at different things that happened and then they could have a debate or discussion on some of the theories.



### Part 3

#### Vocabulary – Word building (1)

3 These are quite common adjective endings.

##### Answers

-ABLE: bearable, considerable, desirable, fashionable, forgettable, predictable, reliable, remarkable, suitable  
 -AL: accidental, central, controversial, cultural, logical, natural, universal  
 -OUS: adventurous, furious, mysterious

4 Suggest that students make a list of words they have problems spelling so they can revise them regularly.

##### Answers

Nouns and verbs ending in -y usually change the -y to an -i (*reliable, furious, mysterious*).  
 Nouns and verbs ending in -e usually drop the -e (*desirable, central, cultural, natural, universal*).

#### Exam task

Ask students to read the text through first to see what it is about. Remind them that the title will help them. Ask them which part of speech they need for each gap (1, 2, 3, 7 and 8 adjectives; 4, 5 and 6 nouns). Remind them also of the information in the Exam tip.

##### Answers

1 adventurous 2 exciting 3 cultural 4 choice 5 locations  
 6 photographer 7 natural 8 unforgettable

See the Workbook for practice on the suffixes: *-ism, -ship, -ness* with nouns; and *-able, -ish, -ful* and *-less* with adjectives.

## Where you live

### Speaking

#### Part 3

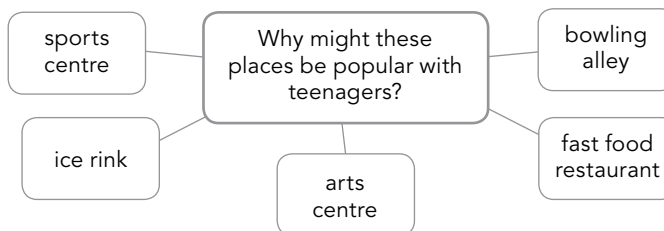
- As preparation for the Speaking task, students think about their own experiences.
- They compare their lists in groups and explain their choices by using some of the expressions.
- They can talk about these questions in their groups and then come together as a class to compare their answers.
- Students work in threes. They categorise the expressions which they should then try to use in the Exam task. Direct them to the Exam tip.

##### Answers

A  
 I agree with you.  
 That's what I think too.  
 I think you're right.  
 D  
 I don't think that's a good idea.  
 I think it would be better to. ...  
 I disagree.

#### Exam task

Tell the students that there are always two things they should do – they should talk about each of the suggestions in relation to the situation (whether the places would be popular with teenagers) and then try to come to a decision (which two places they think should be built).



#### Part 4

- Students tick the words and expressions they could use. Tell them they can add any others they can think of.
- In pairs they answer the questions.

#### Exam task

Brainstorm some possible opinions if you think your students will struggle to come up with them. Then ask them to work in pairs. Tell them they should ask their partner 'why?' if they don't give a reason for their opinions. Have a round-up of what everybody said when they have finished.

## Listening

#### Part 1

- Ask students to think about what it would be like living in the three cities and how they are different. They are:  
 A Sydney B London C Venice.

Have a brief class discussion about how different these places are from where the students are living now.

- 06 Play the recording and check the answer.

Play the recording again and this time ask students to write down the words which helped them match the speaker with the picture. Talk about any useful vocabulary in the other two pictures.


##### Answers

Picture C (Venice) – bridges over the canals, pedestrian side streets, beautiful buildings, museums, flooding

#### Recording script

##### Speaker 1

Yeah well, I've lived here all my life, and I think that makes me really lucky! There's water all around you and bridges over the canals and lots of little pedestrian side streets. And then there are lots of beautiful buildings, palaces and churches – some of them are museums now. It's very flat everywhere though, so we get flooding.


- 3  07 Play the recording of an example of a Part 1 and check the key.

### Answers

C

#### Recording script

Girl: Well, it's my hometown and I love it! People eat out quite a lot here and you'll find everything from Brazilian food to Spanish tapas. But if I go out with my family, we usually eat Italian: pasta and pizza. What I find absolute magic about the city though is the street celebrations – they take place all year. In winter, when the snow falls and the days get shorter, we have the Lights Festival in the main square, which is really fantastic. And then of course there's the underground city which is basically a huge shopping mall. I often go there with my sister – she just adores it, but I find it a bit too big!

- 4  07 Play it again and, if possible, give the students a photocopy of the text (page 78) or write it on the board.


They underline the words which give them the answer (What I find absolute magic = what she particularly likes; the street celebrations = the outdoor festivals).

Ask why A and B are wrong.

A is wrong because the shopping mall is what the girl's sister likes; she thinks it's too big.

B is wrong because the girl simply says she eats out, not that she particularly likes it.

#### Exam task

 08 Give students a minute or two to read through the questions. Tell them the question always tells them who is talking and what about. It also asks them something specific so it's really important they read carefully before they listen. Play the recording twice.

### Answers

1 A 2 C 3 B 4 C

#### Recording script

You will hear people talking in four different situations. For questions 1–4, choose the best answer A, B or C.

1 You hear a boy talking to his aunt about his new school.

Woman: So, Peter, are you happy at your new secondary school?

Peter: Yeah, very. I've made lots of new friends. It's good because we work well together in class, too, everyone does, there's no messing about ... although we are occasionally the students that get told off for chatting too much!

Woman: Right ...

Peter: ... and it's great learning a language. I'm doing Chinese this year. We've got a lovely teacher, who's really enthusiastic about her subject.

Woman: Sounds good.

Peter: And it's a modern building, with a sports field and a cafeteria. There's a big courtyard too, where you can sit outside and relax between lessons. There was nowhere like that at my last school ...

2 You hear two teenagers talking about a film they have just seen.

Girl: So, what did you think then?

Boy: Great, really exciting ... I loved the car chases and all that stuff where he was leaping over the roofs. Much better than too much talking ...

Girl: But the characters were really good. What they said was quite funny at times. You like fast-moving films then, do you, with a bit of adventure?

Boy: Yeah, doesn't everyone?

Girl: Well, not everyone. I do though. That and some nice scenery to look at – loved the mountains in this one.

Boy: Oh, didn't notice. Liked the film though.

3 You hear a girl talking about a school trip she has been on.

Girl: Yeah, well, we went on a cool trip last week to a modern art gallery. It was in a fantastic building with amazing architecture. It used to be an old factory, and there was just, like, so much space everywhere. There was a sort of library with lots of books and film clips, and it was just so comfortable, with all these big cushions you could sit on. I found out a lot about the background of the person who designed the stuff in the special exhibition on textiles. They were beautiful to look at ... really rich colours. I'd love to know what inspired the shapes and patterns on them.

4 You hear two teenagers talking about a friend.

Boy: Hi, Lauren. Have you seen Mike recently?

Lauren: Yeah, his leg's still in plaster. Such a shame he broke it just before the big match. He's in good spirits though, not being miserable, even though he missed his big chance. I think that's fantastic. It was such a shame he couldn't take part in the final though.

Boy: I know. He's one of their regular players, so I bet the football team missed him. I'm pleased he's reacted okay.

Lauren: Yeah ... he'll be able to play again in a few months. That must be encouraging for his team-mates.

Boy: I suppose so. Let's hope they get some goals tomorrow.

Lauren: Right, we can always hope ...

## Writing

### Part 2: Story

- 1 Students look at the pictures and discuss in pairs the order they should go in. When they have decided, check the order:

#### Answers

The order is: 1 E 2 B 3 D 4 A 5 C