

1 Yourself and others

Unit objectives

TOPICS	daily life, people
GRAMMAR	review of present tenses, present simple in time clauses
VOCABULARY	adjectives ending in <i>-ed</i> and <i>-ing</i> , character adjectives, adjective prefixes and suffixes: <i>-able</i> , <i>-al</i> , <i>dis-</i> , <i>-ful</i> , <i>-ic</i> , <i>im-</i> , <i>-ish</i> , <i>-itive</i> , <i>-ive</i> , <i>-ous</i> , <i>un-</i> , <i>-y</i>
READING and USE OF ENGLISH	Part 7: studying an example item Part 3: word building, gist-reading, studying the example
WRITING	Part 2 informal letter: getting ideas, planning, checking
LISTENING SPEAKING	Part 1: studying an example script Part 1: asking for repetition, giving reasons and examples

Listening

Part 1

- 1 This activity could be done in pairs. Allow a few minutes' discussion time. Then ask students for their overall findings, and whether they think they have a good balance between work/study and relaxation.

Optional activity

Look at the exam task with the class. Make sure that students know what Part 1 consists of. You could ask the following questions. Encourage students to find the answers in the Listening guide on page 94 if they don't already know them.

- How many extracts will you hear?
- Is there any connection between the extracts?
- Do you both read and hear the introductory sentence about each speaker and situation?
- Do you both read and hear each question?

Answers

1 eight 2 no 3 yes 4 no

- 2 Get students to study question 1, but not the transcript in Exercise 3. Check the answers.

Answers

- one male radio journalist reporting from the street
- the focus is place


- 3 Explain to the class that multiple-choice questions in Listening (and Reading) often contain 'distractors' within the text that are designed to mislead them, and that in this task type there are always two distractors for each question. Allow time for students to talk about why C is right, and A and B are wrong, then elicit the answers.

Answers

C is the correct answer: *there isn't anybody in* means the people who live there are not at home, and *by the look of the place* indicates that the reporter is outside the house.

B is the wrong answer: the reporter says *away ... at a luxury hotel in the city centre*, so he is not there.

A is the wrong answer: he uses the conditional *would be* about someone else (the TV crews).

- 4  1.02 Encourage pairs to look at the introductory sentence and question of each item, not the options. If they find it difficult to identify the focus, put the answers on the board in jumbled order. Go through the answers, and suggest that students ask themselves these questions every time they do Listening Part 1. Make sure that everyone reads and understands the Quick steps, then get students to work alone. Remind students to listen to the speakers' tone, as well as to the actual words they use. Play the recording through without pausing.

Answers

- one female talking about travelling by train every day; focus: feelings/attitude
- one female making a phone call; focus: purpose
- one male talking about reading books at home; focus: reason
- female and male (probably) talking in a holiday resort; focus: person
- one male talking about staying healthy; focus: something he's doing
- one female talking about where she lives; focus: place / type of home
- female and male (probably) talking about finding something; focus: feelings

Recording script

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear a reporter talking on the radio.

I'm standing here in Church Avenue with about thirty other media people, but by the look of the place there isn't anybody in. Nobody's quite sure if he'll be back later this afternoon – or whether he's spending the weekend away, perhaps at a luxury hotel in the city centre. What does seem clear, though, is that he's unlikely to play in Sunday's big match – otherwise these TV crews would be waiting at the gates of the club's training ground to film him, not here.

- 2 You hear a woman talking about travelling to work every day.

The traffic into town is getting worse all the time so the train was the obvious alternative. I'd kind of assumed I'd be able to sit back and relax with a newspaper and a cup of coffee, maybe chat with my fellow passengers and so on, but actually most mornings it's standing-room only with everyone squashed together, the conversation usually limited to 'excuse me'. Somebody is always pushing and you spend half your time trying to avoid falling over, so that by the time you arrive you feel as though you've already done half a day's work.

3 *You overhear a woman talking on the phone.*

Well, I'm very sorry but I'm just not prepared to pay for items I didn't receive. As you say, I ordered the DVDs a fortnight ago, and when I did so I gave your sales department all the details they needed to deliver them to the right address, and it's not my fault if they sent them somewhere else. The only mistake I made was in dealing with your company in the first place. Next time I want things like that, I'll buy them online instead. Like most people do these days.

4 *You hear a man talking about reading books.*

I'm an editor in a publishing company and this month I'm working particularly hard on a rather long novel, so it may seem a little surprising that my favourite way of relaxing in the evenings is to sit down somewhere quiet with a good book. Whenever I can, I go into the study and settle down to read for as long as possible. I just wish I could do so more often as I'm the kind of person who needs to get away from other people for a while, but these days I'm usually just too busy helping out with the housework, and the kids.

5 *You overhear a conversation in a holiday resort.*

Man: The weather's been awful this summer, hasn't it? I'm not surprised people are looking so miserable. Those who haven't already gone home, that is. Non-stop rain spoils everything at the seaside.

Woman: I know. If I were a tourist I would've left too. The place is half-empty and I've already had to reduce the number of staff.

Man: Really? Is it that bad?

Woman: Yes, with so few customers I just couldn't afford to keep paying their wages. I hated having to let them go, especially as I used to be a waitress myself. But what else could I do?

Man: You had no choice. The same thing's happening everywhere round here.

6 *You hear a man talking about staying healthy.*

I was getting a bit worried about my unhealthy lifestyle, so I started spending a few hours each week at the local gym, but it was pretty boring and I haven't been for a while. Then someone suggested I should try going to the office on foot rather than taking the car, and I took her advice. I live a long way out in the suburbs and in fact I go right past the gym every day, but it's really helping me get in shape. And the funny thing is that with all this exercise I get more hungry and I'm actually having bigger meals now, but I'm told it doesn't matter because I'm using up a lot more energy.

7 *You hear a woman talking about her home.*

I'm staying at a friend's apartment downtown, but I'll move back into my place when they finish repainting it, probably on Friday. It's pleasant enough here, though I miss my garden with its beautiful bushes and trees. It's almost like being in the countryside there, even though it's actually on the outskirts of town. It's right on top of a hill, so from my upstairs window you can see the city-centre office buildings in one direction and a rural area not far away in the other. And a south-facing room gets lots of sunshine, too.

8 *You overhear two people talking about finding something.*

Woman: Yes, it's just as well that memory stick turned up when it did. If it'd been missing any longer, I'd be getting a bit worried by now.

Man: I knew it must be somewhere in the living room. If you remember, I suggested looking there the other day.

Woman: Actually, that wasn't where I found it.

Man: No? Where was it?

Woman: It was in the spare room, plugged into that old laptop of yours.

Man: Was it? Oh, I remember now, I was using it last year to copy some files. Sorry about that.

Woman: It doesn't matter now. Forget it.

Exam task answers

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

- 5 Point out that candidates do not lose marks for incorrect answers, as this may not be the case in other exams they have taken. Allow 30 seconds for them to check, then go through the answers.

Grammar

Review of present tenses

- 1 This activity could be done in pairs. Give the class plenty of time to match the extracts, then check the answers. If you're teaching in the southern hemisphere, explain that 3 f seemed always true for the European who said it! Elicit or give more examples of each usage, and of stative verbs.

Answers

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

- 2 Go through the answers when everyone has finished. If there is time, you may want to ask the class why they think each mistake has been made.

Answers

1 you understand 2 having fun 3 you like 4 'm/am waiting
5 I prefer 6 have 7 'm/am standing

- 3 This exercise practises all the uses presented in Exercise 1. If there is time, elicit these from the class, and ask which is a stative verb.

Answers

1 's/is writing (something happening right now)
2 are rising (a situation that is changing or developing)
3 quite often goes (a routine or habit)
4 are always shouting (something irritating or surprising)
5 belongs (stative verb)
6 'm/am staying (a temporary situation)
7 sets (something which is always true)
8 's/is having (something happening right now)

Present simple in time clauses

- 4 The students' first language may use a future form in these clauses, so it's important they realise that in these extracts we are using the present simple with future meaning, as in first conditional forms. Elicit the answers and then some more examples with a variety of time expressions such as *before*, *after* or *until*.

Answers

yes, present simple

- 5 Give students a little time to study the sentences, then go through the answers.

Answers

1 I'll get, go 2 I'll wait, come 3 ends, 'll catch 4 won't, start
5 arrive, 'll be 6 'll talk, get

- 6 Allow a minute or two for students working on their own to write their answers, then get them to work in pairs. Elicit some answers for each question.

Suggested answers

1 I get home. 2 I go on holiday. 3 I have enough money.
4 I'm thirty. 5 I pass Proficiency. 6 I finish my homework.

Reading and Use of English

Reading Part 7

- 1 This activity could be done in pairs. Allow plenty of time for discussion of the daily lives of the people in the photos. The four people talk about their lives in the Reading text, but don't mention this yet – it will give students an extra reason for reading later on.
- 2 Give the class a minute or two to look at the instructions, the prompt *Which person*, the question numbers and the text layout. Then check the answers.

Answers

1 four 2 one text in four sections 3 four people's daily lives
4 which person does or thinks particular things
5 ten 6 yes

- 3 Give students two or three minutes to skim the text for the answers to the two questions. Then check the answers.

Answers

1 B Assistant Sales Manager
2 A University student
3 C Website Designer
4 D Tour Guide
earliest B, latest C

- 4 Explain that in many cases, there are 'distractors' – words or sentences in the text which appear to give the right answer if they are not read carefully. This activity raises awareness of how distractors work. Go through the answers once students have had enough time to study the three highlighted parts.

Answers

B: Correct – if lunch is the first meal of the day for her, she can't have eaten breakfast.
A: If there's time he has tea and toast, so it's not true to say he never has breakfast.
D: Usually she skips (misses) breakfast, but not always – she sometimes has 'cereal or something'.

- 5 Make sure that everyone studies the Exam tip and answer any questions about this. Then give students about 20 minutes to do the multiple-matching task on their own, in exam conditions. If you don't want them to underline in the book, tell them to note down the first few words of each relevant phrase or sentence. Go through the answers, and elicit the relevant phrases and sentences. If there is time, also elicit some of the distractors, e.g. A's reference to missing the train relates to the past, not the present (7).

Exam task answers

1 C 2 A 3 C 4 B 5 A 6 D 7 A 8 B 9 D 10 B

Underlining

A

- (5) 'Assuming I don't oversleep, which can happen
(7) I do the uphill walk into town, which wakes me up and enables me to plan what I'm going to do in the morning and afternoon
(2) I sometimes head for the gym, but not as often as I should

B

- (4) a dash to the station to catch the 7.15
(10) dealing with client queries, which for me is one of the most interesting, challenging and worthwhile aspects of the job
(8) At first I found working here pretty stressful, but I'm used to it now and it doesn't bother me.

C

- (3) the previous evening. 'If I have a creative peak,' he says, 'that's when it is
(1) having a 20-minute lie-down after lunch. Then, when I wake up

D

- (9) It's the custom here to have a sleep after lunch, but I haven't got time for that. In any case, I'm not tired then
(6) can be a bit irritating if I end up doing unpaid overtime

Adjectives ending in *-ed* and *-ing*

- 6 Give students time to study the context of each word and work out the rules. If necessary, explain the meaning of the B2-level words (*exhausted, fascinating, challenging, refreshed, distracted, irritating*) as listed by English Profile. Check the answers and elicit the corresponding *-ed/-ing* adjective for each of the eight words, then elicit further examples such as *amazed/amazing* and *bored/boring*.

Answers

1 -ed 2 -ing

- 7 Point out that this exercise is partly a preparation for Word Formation in Reading and Use of English later in this unit, and that spelling is important, e.g. dropping the final *e* in some cases. Both parts of the exercise could be done individually or in pairs. Encourage brief answers to the questions, using the words given. Check answers to the sentence-completion part of the exercise, and elicit some answers to the questions. Also elicit the other form of each adjective.

Note: one of the forms of all eight adjectives is listed as B2 level by English Profile.

Answers

1 relaxed 2 amusing 3 worried 4 depressing 5 motivated
6 terrified 7 astonishing 8 puzzling

- 8 Where possible, students should work with others they don't know very well, using the prompts from Exercise 7 and as many *-ing/-ed* adjectives as they can.

Speaking

Part 1

Optional activity

Make sure that students know what Part 1 consists of. You could ask the following questions. Encourage students to find the answers in the Speaking guide on page 97 if they don't already know them.

- 1 How many examiners are there?
- 2 Do you answer questions from just one examiner?
- 3 How many candidates are there?
- 4 Do you talk to the other candidate(s) in Part 1?

Answers

1 two 2 yes 3 usually two, but occasionally there may be three 4 no

- 1 Explain that in the exam students may be asked questions about future plans and ambitions, and that these will be practised in Unit 5. You may also want to point out that candidates are always asked the first two questions here, while the others are taken from lists that examiners may choose from.

Answers

- 1 your town
- 2 what you like about your town
- 3 your family
- 4 your favourite season, and why
- 5 what you like doing on holiday
- 6 what you use the Internet for (all questions are about you)

You would use the present simple to reply, although in some cases you may also need to use the present continuous, for example to say a relative is studying abroad.

- 2 Focus attention on the Exam tip before students start this activity, and perhaps mention that the two mistakes are both incorrect uses of verb tenses. Allow time for pairs to work on this, then elicit the answers.

Suggested answers

- 1 One-word answer. He gives examples when asked *in what ways*, but he could have done this without being prompted.
- 2 The verb form should be *I stay*.
- 3 She doesn't give a reason. She could reply as she does after the examiner asks *why* without being prompted.
- 4 The verb form should be *I go*.
- 5 Not polite. He could say *Could you repeat that, please?*
- 6 He doesn't give a reason for not liking newspapers. He could say something like *because there's too much in them about politics or I listen to the radio news, so I don't need to*.

- 3 Students should be familiar with all the basic frequency adverbs like *usually*, and aware that these normally go before the main verb. Elicit the answer to the first question, then tell the class to look at the six expressions and answer the questions. Go through the answers, and elicit more examples such as *twice a month* and *every few minutes*. Point out that *hardly ever* is quite often tested in Reading and Use of English and other parts of the exam.

Answers

- 1 at the end (*hardly ever* goes before the verb)
- 2 hardly ever
- 3 from time to time / now and then

- 4 If possible get everyone to sit with somebody they don't know very well: this activity can be a useful ice-breaker. Monitor pairs and feed in language where necessary.
- 5 Tell pairs to be polite and constructive in their comments about each other's speaking. Allow a minute for this, and then elicit some comments on the students' own performance (not on their partners' speaking), and note any particular difficulties.

Character adjectives

- 6 Point out that this is a light-hearted activity with no 'right' or 'wrong' answers – or 'key' purporting to analyse their personality. Give students a couple of minutes each to answer.
- 7 These adjectives are all B2 level as shown by English Profile. Encourage the use of dictionaries if students have any difficulties, then check that everyone has the right answers. They then compare their impressions of each other using some of the adjectives. Advise students to be careful not to upset their partners, avoiding answers such as *always bossy*, even if it's true! Monitor pairs to make sure that they do so, and to avoid possible embarrassment don't elicit answers when everyone has finished. Finally, students use modals such as *could*, *might* and *may* to speculate about the character of the people in the photos. Elicit some answers, and point out that the language used in this activity is useful practice for Writing later in this unit.

Answers

- 1 thoughtful 2 optimistic 3 childish 4 bossy 5 practical
- 6 impatient 7 ambitious 8 sensitive 9 decisive
- 10 unpredictable 11 reasonable 12 disorganised

Reading and Use of English

Forming adjectives

- 1 Get students to note down the words and then underline them if you don't want them to write in the book. Make sure that everyone has the right answers. You may want to elicit the base words, e.g. *ambition*, *boss*, etc., pointing out that some are nouns but others are verbs and adjectives.

Answers

reasonable (also unpredictable), practical, disorganised, thoughtful, optimistic, impatient, childish, sensitive, decisive, ambitious, unpredictable, bossy

- 2 Elicit that when adding a suffix beginning with a vowel, we drop the final *e*, e.g. *adventure* – *adventurous*. Encourage the use of dictionaries to find antonyms and check spelling. Remind students to add both a prefix and suffix, e.g. *unadventurous*, where possible. Then elicit all the answers, possibly putting them on the board or OHP. Elicit more adjectives (not necessarily of character) with each of these prefixes and suffixes, plus their meanings and possibly also their opposites.

Answers

(un)adventurous, aggressive, anxious, artistic, cautious, cheeky, competitive, (un)emotional, energetic, (un)enthusiastic, foolish, greedy, (un)helpful, dishonest, pessimistic, impolite, unpopular, (un)reliable, (dis)respectful, (un)sympathetic

Optional activity

Encourage discussion about whether some of these adjectives describe positive or negative characteristics, pointing out that in certain cases, e.g. *pessimistic*, *cautious*, the answers are subjective. Elicit answers from the class, making sure that all the words are understood.

Suggested answers

'good' – *artistic, energetic, enthusiastic, helpful, honest, polite, reliable, sympathetic*

'bad' – opposites of the above (*unenthusiastic, unhelpful, unreliable, unsympathetic*), plus *aggressive, cheeky, foolish, greedy, dishonest, impolite, unpopular*

'good' or 'bad' – *adventurous, anxious, cautious, competitive, emotional, pessimistic* and *respectful* could be positive or negative in certain circumstances

Part 3

- 3 Explain that all the mistakes in these sentences involve prefixes and suffixes students have studied in this unit, though in most cases with different adjectives. Elicit answers when they have finished. You may want to ask what students think the most common mistakes are by speakers of their first language(s).

Answers

1 charming 2 impolite 3 healthy 4 disorganised 5 sociable 6 stressful

- 4 Like Exercise 1, this exercise focuses on prefixes and suffixes studied in this unit. Students have also seen all the base words, although they will have to be careful which form to choose as two or three prefixes and/or suffixes may be possible. Explain that this is in effect a sentence-level version of Word Formation, although of course in the exam it is unlikely that all the target words would be adjectives requiring prefixes and suffixes. Go through the answers once students have finished, highlighting spelling.

Answers

1 optimistic 2 challenging 3 depressed 4 unsympathetic 5 refreshed 6 unenthusiastic

- 5 Tell the class to read the instructions carefully and look very quickly at the way the text and the words in capitals are laid out. Then go through the answers.

Answers

1 eight
2 a word formed from the word in capitals at the end of the same line
3 mainly vocabulary (especially prefixes and suffixes)

- 6 Set a time limit for this of no more than a minute, and advise students to do this every time they do a Word Formation task. Explain that some answers may require an understanding of more than one sentence, or the text as a whole. Check the answers and deal with any comprehension difficulties that relate to the gist of the text, but not the detail.

Answers

The purpose of the text is to show how different people from the same family can be.

paragraph 1: to introduce the topic

paragraph 2: to describe one of the daughters

paragraph 3: to describe the other daughter

paragraph 4: to describe the son

- 7 Explain that students should look at the example and its context every time they begin a Word Formation task, as this will give them an introduction to the text, and also remind them of what they must do in this task type. Go through the answers with the class.

Answers

1 an adjective 2 what causes a feeling (to friends of the family) 3 -ing 4 drop the final *e*

Point out that students have already seen some form or other of all the target words in this exam task. You may also want to give some clues or further tips before they begin - for instance, the need to watch out for plural forms. Allow ten to twelve minutes for students working on their own to fill in or note down their answers. Remind them to make sure they have changed all the words in capital letters. Then check answers. Elicit the prefixes and suffixes used, and highlight the use of two of these in question 4. Pay particular attention to spelling in 1, 5, 6, 7 and 8.

Exam task answers

1 personalities 2 motivated 3 ambitious 4 unemotional 5 sensitive 6 sympathetic 7 adventurous 8 anxious

Writing

Part 2 informal letter

- 1 When the class has had time to look at the exam task, elicit the answers.

Answers

- 1 an English friend / Alex
- 2 write back saying: how important friends are to you, who your best friend is, what you like about him or her
- 3 informal
a *I've, don't, I'd, Who's*; b *kid, do*; c *So, and*;
d exclamation mark; e *Looking forward to hearing from you*

- 2 Give students a few minutes to read the model answer and answer the questions. Elicit the answers.

Answers

- 1 yes
- 2 no
- 3 Dear Alex, Best wishes
- 4 Introduction: she thanks Alex for his/her message and comments on this.
Conclusion: she talks about the future and asks Alex to write back soon and give her more information.
- 5 Yes: the importance of friends in the first main paragraph, who her best friend is in the second main paragraph, a description of her friend's personality in the third main paragraph.
- 6 Informal expressions such as *thanks, just down the road, mates, a bit*; dash and exclamation marks; contracted forms: *they're, who's, we've, she's*; linkers: *and, but*; friendly expressions: *It was great to hear from you, Write soon*
- 7 *indecisive, practical, bossy, thoughtful, sympathetic*
- 8 *tell each other, can be ... at times, whenever I ... she's always, cheer me up, sense of humour, have the chance, etc.*

- 3 Refer the class to the instructions in the exam task, and to the Exam tip. This is very much a personal task and best done individually – point out there are no 'right' or 'wrong' answers to these questions, either. Monitor students' work and make suggestions where necessary, especially for question 1, but don't elicit answers.

- 4 Get students to make their plan quickly, using very brief notes.

- 5 Give the class no more than 40 minutes to write their answers, as that is what they will have in the exam and they have already studied the task and planned their work. Tell students always to leave at least five minutes at the end of each Writing task to check their work, and to refer back to these five points in future units and other Part 1 and Part 2 tasks. Checking could be done as a peer correction activity, although of course this will not be possible in the exam itself.

Model answer

Hi Alex,

It's always great to hear from you!

You're absolutely right about how much friendship matters. Life just wouldn't be the same if we didn't have friends, would it?

My very best friend is called Luis and we've grown up together, really. We first met at primary school and he's been my best mate ever since.

We're quite similar in a lot of ways. For instance, we're the same age, almost exactly the same height and weight, and we're both crazy about sports, especially basketball and swimming.

Like me, he can be rather shy at times, though he's perhaps a little more talkative than me. He's also someone you can rely on to help you if you're in trouble or worried about something. He's a fantastic friend and I'm sure you'd get on really well with him.

Hope to hear from you again soon!

Bye for now,

Enrique

Revision

1 Answers

- 1 'm/am staying, 'm/am working
- 2 usually eat, 're/are having
- 3 'm/am waiting, seems
- 4 is changing, are getting
- 5 is, 's/is always complaining
- 6 own, don't live
- 7 gets, 'm/am thinking

2 Answers

- 1 greedy 2 dishonest 3 artistic 4 impolite 5 energetic
- 6 cautious 7 pessimistic

3 Answers

- 1 unpredictable 2 sympathetic 3 unreasonable
- 4 challenging 5 thoughtful 6 decisive

4 Answers

- 1 relaxing 2 reliable 3 practical 4 terrifying
- 5 astonished 6 aggressive 7 competitive 8 childish
- 9 puzzling 10 exhausted

Remind students that there is more practice on the CD-ROM.