

1 Ring the changes

Topic Talking about change

1.1

Exam skills	Listening Paper 3 Part 4 Reading and Use of English Paper 1 Part 1
Vocabulary	Introduction to idioms Phrasal verbs

1.2

Grammar	Perfect tenses
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1.3

Exam skills	Reading into Writing: Summarising ideas – Paper 2 Part 1
Vocabulary	Word formation – suffix endings: -al, -ful, -less, -able, -ive, -ous

Workbook contents

1, 2, 3, 4	Reading
5	Grammar – tenses
6, 7, 8, 9	Vocabulary

1.1 SB pages 8–9

Throughout the unit notes, approximate timings are given for guidance. These relate to two lengths of lesson: SV (short version), corresponding to a lesson of 60–70 minutes, and LV (long version), for a lesson of 90–100 minutes. Below these timings in the *Lesson plan*, there is always an indication of what can be cut out of the lesson (and set for homework) for the short version or, conversely, how the material can be extended in the long version. In these Lesson plans we have used *Introduction* for warm-up activities, which are usually spoken.

Lesson plan

Introduction	15–20 minutes
Idiom spot	10–10 minutes
Listening	20–30 minutes
Vocabulary	10–20 minutes
Use of English	5–20 minutes

SV Set 5 and 6 for homework (but see notes for 6).

LV See Extension activity for 1 and Photocopiable recording script activity for 3.

Speaking

Elicit the two idioms: *a change for the better* and *a change of heart*. *Ring the changes*, the unit title, is also an idiom. Point out that you can also say *a change for the worse*.

- 1 Encourage students to talk at length in this first lesson, so that, if the class is new to you, you can gauge their language ability. The discussion can take place in pairs or small groups, with a class round-up at the end. Write any useful vocabulary that comes up on the board.

Possible answers

When my family moved to a new house, it was definitely a change for the better. That is also the earliest change I can remember. I had my own large bedroom for the first time, instead of having to share with my sister, and there was a much bigger garden too.

When I left home and went to university, I moved to the opposite side of the country, which was very different from where I had grown up.

I used to have a stressful job in investment banking, but two months ago I resigned and went off travelling. This new experience made me think seriously about my future and when I came back, I decided to retrain as a teacher.

I found some old letters the other day, which I had kept for more than twenty years – but I had a sudden change of heart and burnt the lot!

Extension activity

Suggest that some of the life changes described by students are written up as brief texts, to be displayed on the classroom wall or posted on a class website. Each group or pair could be responsible for producing one finished text. Encourage the use of the idioms and phrasal verbs given on pages 8 and 9.

Idiom spot

Idioms are an important area of vocabulary at Proficiency level, so encourage students to record new idioms in a vocabulary notebook and use them occasionally in their writing. The Idiom spot sections in this second edition have been informed by the English Vocabulary Profile (see page 10), to ensure that students learn current idioms that will be useful to them.

Answers

1 b 2 a 3 b 4 b

Listening

- 2 **1.02** Explain to students that this is a 'non-exam' listening task, which trains them to listen both for gist and detailed meaning. The texts are of a similar length to those in Paper 3 Part 4. Before playing the recording, check that students understand the wording of the 'life-changing moments' and elicit predictions about what they might hear.

The relevant parts of the recording script are always underlined in the *Objective Proficiency Teacher's Book*.

Answers

- 1 gaining media attention
- 2 stepping in for someone
- 3 heading the wrong way
- 4 being made redundant
- 5 meeting 'Mr Right'

Recording script

Speaker 1

I've had a really fantastic year. It all started last November, when I was dragged along to a party by a friend. I was in a terrible mood, I remember, and nearly didn't go. Anyway, I was wearing an outfit I'd made myself – in soft black leather and antique lace, quite an unusual combination! Kelly Johns, the presenter of a big daytime TV show, was there and my little number caught her eye. We got chatting and she asked whether I could come up with something original for her to wear on the show. I jumped at the opportunity. That was a real turning point for me and I was soon able to quit my day job and concentrate on the clothes side full time. Through Kelly's show, I've had lots of orders. I've just finished an exclusive range for a top designer and I've even taken on an assistant to help me. Just think if I'd stayed at home that night!

Speaker 2

People often ask me how I got to be where I am today, with sell-out concerts in big stadiums around the world, thinking that I've spent years playing in local clubs, but the truth is, I'm literally an overnight sensation! I don't mean that arrogantly. It was just one lucky break, all down to being in the right place at the right time. There I was, an absolute nobody, hanging around backstage with Arrowhead, when their lead guitarist tripped over a pile of speakers and broke his arm, five minutes before they were due on. I'd been telling them about my awesome guitar style, so naturally, they all turned to me and said 'Kid, help us out here ...' and I did. The place was packed and I can still feel my hands shaking as I played that very first solo. It went OK though, and the rest is ... history.

Speaker 3

I was in Milan visiting friends, trying to cheer myself up after a dismal few months – my long-term boyfriend and I had broken up, plus I'd left a job without another to go to. My money was running out and I was planning to leave a few days later. Anyway, my friends suggested that I should take a look at Verona before going back home and told me what time train I could get from Milan. Well, for some reason, I ended up on a slow train going south, without realising my mistake – both trains had left at the same time. I fell asleep in the compartment and woke just as the train arrived in Bologna! I had a wander round and fell in love with the place, and knew it was where I wanted to be. Everything just fell into place – I found a teaching job, took a room in a beautiful flat and settled in immediately. I lived there for six years and I go back regularly.

Speaker 4

It's funny how you can hit a run of bad luck: one moment, things are moving along quite normally in your life and then, bam, something comes out of the blue and knocks you sideways and then, wham, something else. I'm OK now, but I've had a difficult couple of years. My problem was quite simply that I'd been living beyond my means for a long time and some debts finally caught up with me. Even then, I thought I'd be OK; I arranged to pay them off little by little from my salary, monthly, you know. But then, the place where I was working cut back on its workforce, and they let me go. Well, that was it, I suppose I panicked, I wasn't thinking straight, you know. So I just packed a bag, got on a coach and left town for London, where my life went downhill fast. I got in with a bad crowd, and one thing led to another. It's a miracle my brother ever tracked me down, but he's got me back and sorted, with a roof over my head and a new job on the cards.

Speaker 5

It could be a story in True Romance, but it really happened just like this. Almost twenty years ago to the day, I was waiting for a bus after another mind-numbingly awful day at work, no bus in sight, of course. I was in a rut, my job was going nowhere. Anyway, there I was, staring gloomily at my reflection in a puddle, feeling utterly sorry for myself and thinking: is this really all there is to life? Then I saw two things in that puddle, one imperceptibly after the other. The first was no surprise, huge splashes of rain, as the heavens opened yet again, but then, this enormous red umbrella, appearing behind my head as if by magic! A gorgeous gravelly voice to my left said did I mind, it was big enough for two and he didn't want my hair to get wet. Very fortunately, it was another fifteen minutes before the bus finally turned up and hooray, it didn't stop raining! His name was Terence, though he's been Terry to me ever since – and Dad to our three wonderful children.

- 3 **1 02** Play the recording again to allow students to check their answers. Then elicit brief descriptions about each speaker, building up relevant language on the board. If necessary, ask questions about each speaker, for example:

Speaker 1: *What does she do for a living? How long has she been doing this? What happened at the party she went to? Who did she meet there?*

Photocopiable recording script activity **P** → page 140

Hand out copies of the recording script and ask students to underline examples of informal language. Then ask students to work in groups, each group choosing one of the five extracts and preparing a paragraph of around 100 words about the speaker, in a neutral style.

Suggested answer

Speaker 1

The speaker recalls a party she went to, almost against her will, last November. She describes in detail what she was wearing that night, which was important as it attracted the attention of a famous TV presenter. The presenter commissioned her to design an outfit for her to wear on the show, which gave the speaker useful exposure in the media and led to a number of orders for her unusual clothes. She is now a successful clothes designer and her business is growing in size.

Vocabulary

- 4 Refer students to the Exam spot. Remind students to be careful with word order when using phrasal verbs. The verb and particle cannot be separated:
- when it is a three-part phrasal verb
I caught up with Jack further down the road.
 - if the phrasal verb is used intransitively (without an object)
All my hard work paid off.
 - when the particle is a preposition
Sally jumped at the chance of visiting Rome.

Answers

break up (Speaker 3)	jump at (Speaker 1)
catch up with (Speaker 4)	pay off (debts) (Speaker 4)
cheer sb up (Speaker 3)	run out (Speaker 3)
come up with (Speaker 1)	settle in (Speaker 3)
cut back on (Speaker 4)	take on (staff) (Speaker 1)
end up (Speaker 3)	track (somebody) down (Speaker 4)
get in with (Speaker 4)	turn up (Speaker 5)
hang around (Speaker 2)	
help out (Speaker 2)	

5

Answers

a was / had been paid off	e broke up
b tracked (me) down	f getting in with
c jumped at	g turned up
d cut back on; were / have been taken on	h help (me) out

- 6 Refer students to the Exam spot and explain that this text is an example of the type of text that appears in Paper 1 Part 1, the multiple-choice cloze. Phrasal verbs are commonly tested in this part of the paper.

Answers

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

1.2 SB pages 10–11

Grammar clinic

Lesson plan

Introduction	5–15 minutes
Grammar	55–75 minutes

SV Set 5 for homework; reduce discussion time in 4.
LV See Extension activity for 2.

- 1 Give students time to read both texts and check understanding. The texts relate to the unit theme of change – knitting items to cover objects in cities and changing career to become a busker.
 Ask students to identify the areas of grammar highlighted in the texts. They illustrate areas that C2 level students still have problems with.

Answers

Yellow = Perfect tenses
 Blue = Passive forms
 Pink = Relative clauses
 Green = Reported speech

- 2 Explain to students that although they may 'know' these areas of grammar, learner evidence suggests that they are areas that students at this level still commonly make mistakes in. Suggest that students refer to the Grammar folder on pages 178–188 if they are unsure of a point covered in any unit.
 Here is a checklist of things students should watch out for:
- subject–verb agreement
 - choice of modal verb
 - tense in conditional structures
 - choice of past/present/future tense

- choice of preposition
- punctuation in relative clauses
- structure with reporting verbs, e.g. *insist on doing*, *urge someone to*.

Elicit other problem areas that students may have.

Extension activity

Extend the 'grammar clinic' idea by asking students to review the contents pages of a suitable advanced grammar practice book, such as *Advanced Grammar in Use* by Martin Hewings. Discuss other ways in which they could practise 'weak' grammar areas independently.

Corpus spot

These sentences come from the *Cambridge Learner Corpus*, a large collection of candidates' scripts from past sessions of various exams, including *Cambridge English: Proficiency*. While writing this course, we have made extensive use of both this and the *Cambridge English Corpus*. Reference to the scripts in the *Cambridge Learner Corpus* has given us a much fuller picture of what Proficiency-level students can and cannot do.

Answers

a went to b has been used c had never seen
 d were measured e I've been practising, (I've been) trying / I've tried f you have bought g they had got married h people care

- 3 Allow students a few minutes to discuss their views in pairs, before eliciting answers.

Answers

- a *has gone* = he is still there
went = he is no longer there
 b *has been suffering* = ongoing situation, i.e. unemployment is still high
was suffering = continuous situation at unspecified time in the past
 c *were given* = one specific instance in the past
have been given = task is ongoing
 d *have been dealing* = continuous action that is not yet completed
have dealt = action completed, i.e. problem successfully handled
 e No difference in meaning
 f *I've thought* = focus is on the result, implies that a decision has been taken
I've been thinking = focus is on the activity, implies that person is still thinking
 g *could have done* = past speculation
will have done = future forecast, e.g. 'I'm writing up our annual report – is there anything else we will have done (by the end of the year)?'
 h No difference in meaning, though the future perfect continuous tense is more common, as 'living here' is continuous and ongoing.

- 4 Encourage students to answer in complete sentences, using the perfect tenses featured in the questions. Refer students to the section in the Grammar folder if they still seem unsure about these.

Possible answers

- a I've been learning English for ten years.
 b I've never done a course in deep-sea diving, though I would really like to.
 c One particular street in the centre has been closed to private cars, which has made traffic in other parts of the town much worse.
 d My quality of life would be improved by the purchase of a dishwasher because then I wouldn't have to wash everything up by hand.
 e I may have moved to another city for work.

- 5 Ask students to complete the text on their own and then compare answers. Elicit their views on the final paragraph of the text – what may happen by 2025.

Answers

- 1 have been continually transformed
 2 being improved / improving / having improved / having been improved
 3 was further stimulated / was stimulated further
 4 would have been able to
 5 even have thought / have even thought
 6 be being used constantly / constantly be being used
 7 have embraced / be embracing
 8 have been depleted / be depleted

1.3 SB pages 12–13

Reading into Writing: Summarising ideas

Lesson plan

Introduction	5–10 minutes
Vocabulary	15–30 minutes
Summarising ideas	40–60 minutes

- SV Keep discussion in 1 brief.
 LV See Extension activities for 2 and 6.

Explain that Paper 2 Part 1 of *Cambridge English: Proficiency* requires candidates to summarise and evaluate two short texts. As this is a compulsory task, *Objective Proficiency (Second Edition)* contains ten lessons that develop the relevant skills and language for Part 1. These are 1.3, 3.3, 5.3, 7.3, 9.3, 11.3, 13.3, 15.3, 17.3 and 19.3. This Reading into Writing lesson looks at summarising ideas, which is a particularly important area for students who are studying an academic subject through English.

- 1 The pictures on the left show the same location in New Orleans during and after Hurricane Katrina in 2005 and the ones on the right show school children working in an IT suite and school children using tablets in a class.

Background information

Hurricane Katrina is the costliest natural disaster to take place in the USA to date. New Orleans suffered huge devastation and most of its major roads were damaged. A 2007 report found design flaws in its flood protection levees.

Suggested answers

The pictures on the left show a natural disaster that has caused a change in the environment. The road is flooded in one picture and people are using small boats to get around, so they may have lost their homes. In the other picture, things are back to normal although the road is still wet so the weather conditions must be bad. Other environmental changes include the effects of global warming – flooding again, or dry river valleys – and the results of deforestation, although that could also come under the commercial category?

The pictures on the right show technological change, in the space of only a few years I suspect? The children in the computer room are working with clunky big machines, whereas the kids using tablets are working in their normal classroom. There are countless other recent technological changes in the world around us, for example wind turbines and solar panels for generating electricity would not have been prevalent twenty years ago.

Vocabulary

English Profile

C2 English Profile

Using the English Vocabulary Profile (see Introduction to the Second Edition on page 10), you can run an advanced search for words containing individual prefixes and suffixes at each level of the Common European Framework. The Word family panels within English Vocabulary Profile entries also indicate the level at which members of a word family are likely to be known – anything in italics is probably restricted to learners at C1 and C2 level.

- 2 Elicit the formation rules.

Answers

commerce – ial (drop the 'e' and add 'ial')
 technology – ical (drop the 'y' and add 'ical')
 create – ive (drop the 'e' and add 'ive')
 vary – iable (change 'y' to 'i' and add 'able')

Examples of *-ous*: ambitious, luxurious, monotonous, nutritious, rebellious, suspicious

Examples of *-ful*: doubtful, eventful, fruitful, pitiful, resourceful, thoughtful

Examples of *-less*: countless, faultless, helpless, priceless, tactless, tasteless

Extension activity

This would be an ideal opportunity to brainstorm further adjectives within the suffix groups, perhaps by using an English–English dictionary.

Further examples you could elicit from the relevant nouns or verbs are:

-al: accident, continent, geography, president, season

-able: adore, compare, manage, recognise

-ive: compete, imagine, offend, protect

-ful: grace, thought, waste

-less: air, brain, end, heart, seed, spine, tact

Students should list these adjectives in a notebook under each suffix, including any negative prefixes, for example:

-able

(in)advisable

(un)comfortable

impressionable

- 3 Suggest that students complete a–j in pairs, each doing alternate sentences if time is short.

Answers

a predictable b alternative c hopeful

d philosophical e experimental f speechless

g noticeable h flawless i disposable j disastrous

Adjectives formed from the four remaining words: adventurous, identifiable, massive, understandable

- 4 Refer students to the Exam spot and stress the importance of summarising ideas from the texts in the exam task. Explain that underlining important information is a vital first step in planning any kind of summary, as it pinpoints which ideas must be included.

Answers

Extract 3

Rather than burgers and fries being a product of the social changes seen over the last fifty years in America, the author suggests that fast food brands were to a large extent responsible for these changes, as they profoundly affected both lifestyle and diet.

Extract 4

Tiny holes found in human teeth estimated to be over 8,000 years old are now believed to be the earliest evidence of dentistry, for when these holes were examined with an electron microscope, researchers found their sides were too perfectly rounded to be caused by bacteria and have therefore proposed that they were drilled by prehistoric dentists.

- 1 The sentence summarises the general idea that people pick up on things through facial features, but it omits any reference to health and social status, which means it is less clear than the original text.

- 2 The word *judge* could be replaced with *assess* or *evaluate*.

- 3 The underlined words in text 2 that could be replaced are: *produced* (developed, concocted, made); *chance* (accident); *revolutionised* (changed, updated, modernised); *innovations* (new techniques/inventions); *significantly* (notably, importantly). A word like *mauve* or *aspirin* cannot be paraphrased, as it is something very specific.

- 5 Allow students to work through the sentences on their own or in pairs, then elicit their views on the most successful sentence.

Answers

- c is the best choice, as it captures all the important information, uses new words not in the text where possible, is written in a suitably neutral register and is concise (13 words).

Comments on the other sentences:

- a Omits reference to Perkin and does not highlight the fact that aspirin was the most significant innovation.
 b Unduly informal, with use of phrasal verbs; quite wordy.
 d Unnecessary reformulation of *mauve* leads to lack of clarity and wordiness; other words are lifted from the text, e.g. *revolutionary*, *innovation*; too long a sentence.
 e Wrong focus of information (aspirin); incomplete.
 f Good attempt at reformulating, but lacks precision due to omission of *mauve*; register slightly too informal – better if sentence started ‘Commercially’ rather than ‘Commercially-speaking’.

- 6 Suggest that students compare their draft sentences in pairs and then produce a final version together, stating the number of words used.

Suggested answers

- 3 According to the author, fast food has caused social change recently, by influencing how Americans live and changing their diet. (20 words)
 4 Research has uncovered evidence of prehistoric dentistry, as minute, round holes in 8,000-year-old teeth cannot have been caused by bacteria. (20 words)

Extension activity

Do similar work at sentence level with other factual texts on subjects of interest to the class. Students may also like to surf the Internet for suitable texts: research papers often have short abstracts accompanying them, which are clear examples of concise writing.

Exam folder 1

SB pages 14–15

Paper 1 Part 3 Word formation

Refer students to the information box.

- 1 This exercise is to give practice in the range of different affixes that are commonly tested. Ask students to work through a–o. They should take particular care to take note of plurals.

Answers

- a extracurricular b beneficial c opinionated
 d kingdom e compulsive f apparent
 g innovators h constraints i consumption
 j Domesticity k strengthened l misfortune
 m irreplaceable n disapproval o occupants

- 2 Compounds are also tested in this part of the paper. For exercise 2, there is sometimes more than one answer.

Answers

framework; update/upturn; outfall/outbreak; windfall/windbreak/windproof; rainfall/rainproof; creditworthy; downfall/downturn

- 3 Refer students to the Exam advice. For this part of Paper 1, students will need to write their answers in CAPITAL LETTERS on their answer sheet in the examination. American spelling is accepted.

The photos are of:

- a young woman with tattoos and piercings
- a man with traditional designs on his face and body.

Answers

- 1 antiquity 2 dominant 3 customising/izing
 4 kinship 5 apparently 6 underline 7 Arguably
 8 infinitely

2

Expectation

Topic Expectations

2.1

Exam skills	Reading and Use of English Paper 1 Part 7
Vocabulary	Collocations with <i>traveller</i>

2.2

Grammar	Aspects of the future
Vocabulary	Prepositional phrases <i>have no + noun</i>

2.3

Exam skills	Listening for detail Speaking Paper 4 Part 1
Pronunciation	Homophones
Vocabulary	Phrases – nouns with related verbs

Workbook contents

1, 2, 3	Listening
4	Grammar – future tenses
5	Punctuation
6, 7	Vocabulary
8	Use of English Paper 1 Part 3
9	Use of English Paper 1 Part 2

2.1 SB pages 16–17

Lesson plan

Introduction	10–15 minutes
Reading	30–30 minutes
Vocabulary	15–45 minutes

- SV** Keep discussion in 1 brief.
LV See Extension activities for 4.

Speaking

- 1 Elicit reactions to the photographs and ask students to discuss the questions in pairs or groups.

The photos are of:

- a campsite
- an expensive hotel
- Barbados – Bottom Bay
- Machu Picchu

Background information

Barbados is an island in the Caribbean.

Machu Picchu is a 15th-century Inca site located in a mountainous region in Peru, South America. It is often referred to as the 'Lost City of the Incas'.

Possible answers

Beach scene: be able to chill out; end up spending a fortune; be in the lap of luxury

Machu Picchu: possibly have to rough it; get by on a shoestring budget; enjoy being a culture vulture; get back to nature

Campsite: get off the beaten track; possibly have to rough it; get by on a shoestring budget; get back to nature

Expensive hotel: end up spending a fortune; be in the lap of luxury

Reading

- 2 Refer students to the advice in the Exam spot. If they are not familiar with multiple-matching questions, more advice and a sample of this part of the exam is in the Exam folder on pages 64–65.

Ask students to read through the article to get an idea of what it is about. Tell them to ignore the highlighting for now. They should focus on the question: What does the writer think about holidays?

Answer

The writer thinks that holidays away from home are overrated and that thinking about them is probably better than actually going on one.

- 3 Ask students to do the example question and read the guidance that goes with it. Students should read the questions and then try to find the paragraphs that contain the information. Ask them to underline the word or phrase that contains the information.

Answers

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

Vocabulary

- 4 Collocations are frequently tested at Proficiency level.
 Ask students to decide which of the two options collocates with *traveller/travellers*.

Answers

a frequent b independent c Seasoned
 d intrepid e weary f discerning
 g an armchair h inveterate i unwary

Extension activity 1

Explain what a simile is – a figurative device in language where something is referred to explicitly to make writing more descriptive or interesting. There are many in English which are fixed expressions. However, writers often make up their own similes to suit their own purposes. In his article the writer says that his worries and regrets acted 'like panes of distorting glass between myself and the world'. This simile is the writer's own. He has used it to make his writing more interesting. Ask students to make up similes to describe the following:

EXAMPLE: *The setting sun was like a drop of blood in the sky.*

- the setting sun • a lake
- snow • a full moon
- a child • a storm
- a club night • a burning house

There are also some similes in English which are fixed expressions. Ask students to use one of the similes from the box below to describe a person, object or event. Check that they understand the vocabulary and allow them to use an English–English dictionary.

EXAMPLE: *The child's behaviour was perfect all weekend.*

The child was as good as gold all weekend.

as good as gold
 as thin as a rake
 fits like a glove
 as light as a feather
 like chalk and cheese
 as white as a sheet
 as red as a beetroot
 as stubborn as a mule
 as cool as a cucumber
 as fit as a fiddle
 as flat as a pancake
 like water off a duck's back

You can then ask students to discuss whether they have similar expressions in their own language and to discuss them with a partner.

Extension activity 2

Ask students to choose a famous landmark in their country and write a paragraph about it. They should try to see it as if through the eyes of a first time visitor. Would the visitor be impressed or would they feel let down? Is the building as beautiful or interesting as it is said to be? Ask them to use at least one simile of their own in the description.

- 5 Ask students to discuss the questions.

2.2 SB pages 18–19

Aspects of the future

Lesson plan

Grammar 50–60 minutes
 Vocabulary 10–30 minutes

SV Set 6 for homework.

LV See Extension activity for 4.

- 1 Go through the information about the future. Explain what is meant by 'aspects of the future' – that in English the future is not just about using the *will/shall* tense. Refer students to the Grammar folder on pages 178–179 of the Student's Book if they are unsure about which tense is used to express a particular aspect.

Possible answers

- a To talk about arranged plans for this evening; things you have already organised or booked, e.g. a cinema or theatre visit or friends for dinner.
- b To talk about plans which are not organised and maybe are just ideas or spur of the moment plans. These could include plans which might change depending on circumstances, e.g. If it rains, I'll watch TV instead of playing tennis.
- c To talk about your intentions this evening; something which you are thinking of doing but haven't quite got around to booking/planning in detail.
- d Usually used to talk about a specific time in the future, e.g. What will you be doing at 8.00 this evening? I'll be washing my hair.
- e To talk about what will have happened by a certain time in the future. You are looking into the future and saying 'this will have happened', e.g. I will have finished all my homework by 10 tonight.
- f To talk about plans which have been abandoned for one reason or another, e.g. I was going to play tennis tonight, but now I have to stay in to babysit my little sister.

- 2 Ask students to do the exercise in pairs. Only one answer is correct.

Answers

a he's going to get b will be c leaves
 d is going to get e I'll go f I'm not going
 g will you be doing h will have travelled
 i is not allowing j will do k will have been painting
 l will have finished m he'll feel n will you do o is
 p am having q arrive r will be arriving s Shall

- 3 Ask students to continue working with a partner and to decide which tense they would use for situations a–g. Sometimes more than one answer may be correct, depending on what exactly is meant.

Possible answers

- a I'm going to clean my car tomorrow.
 b It's going to rain.
 c It will rain next week.
 d I'm having salmon and salad for dinner tonight.
 e My government will have found a solution to pollution by the year 2050.
 f I'll be a doctor in 10 years' time. / I'm going to be a doctor in 10 years' time. Note that you can't say *I'll be being a doctor in 10 years' time*.
 g The flight to Singapore leaves at 6.00 on Fridays.

- 4 Ask students to discuss statements a–c using the expressions given. Explain that *to be bound to* expresses a strong feeling of certainty. Students should make a note of this as it is often tested at Proficiency level.

Possible answers

- a I expect that we will be able to travel to the USA in less than a couple of hours and to the other side of the world in a maximum of four hours. Travel within a country will be very rapid, which will mean that you will be able to live quite a distance away from your work.
 b I am unlikely to have become a millionaire by the middle of the century, but I hope I will be reasonably comfortable. I am bound to have been to university and trained to become a doctor. I am also likely to have married and had three children.
 c I think you can expect to have a good time in my town. There's quite a bit to see and there are many cafés and restaurants to have a coffee or a snack in. The people will be quite friendly, especially if the sun is shining. There's a good bus service and lots of taxis but they are quite expensive. In the afternoon, you'll be able to walk alongside the river or even go out on a boat.

Extension activity

Students can go on to talk about the following before doing a small piece of writing.

What changes do you expect to happen in your country in the next thirty years? Think about social/educational/cultural/governmental changes.

Write a short paragraph on the types of changes you expect to happen in your country in the next 30 to 40 years.

- 5 Explain how to use the expressions *to be about to* and *to be on the brink/point/verge of*. Ask students to write sentences using these expressions and including the words/phrases given.

Possible answers

Lack of rain will leave parts of Africa on the verge/brink of a disaster.
 I'm about to go to bed.
 Some animals are on the verge/brink of extinction.
 The country is on the brink of revolution.
 She was on the verge of leaving home when she received the news.
 I am about to leave home to get the bus.
 I'm about to get married.
 Scientists are on the brink/verge of a scientific breakthrough.

Vocabulary

- 6 Explain the meaning of any of the phrases that students are not familiar with.
- in the region of – about
 - on the brink of – to say when something good or bad is about to happen
 - to some extent – partly
 - in conjunction with – together with
 - on behalf of – instead of
 - in vain – without success
 - on the verge of – to say when something good or bad is about to happen
 - on the grounds (that) – because
 - with the exception of – not including

Now ask students to complete the exercise.

Answers

a on the grounds b on behalf of c to some extent
 d on the verge of e on the brink of f in the region of
 g in vain h in conjunction with i with the exception of

- 7 Students should learn the construction *have no + noun* as it is often used and frequently appears in Paper 1 Reading and Use of English.

Answers

- a I have no interest in going somewhere like Las Vegas. ...
 b I have no regrets about spending too much money on my last holiday. ...
 c I have no recollection/memory of childhood holidays. ...
 d I would have no hesitation in booking a cruise. ...
 e I have no alternative/choice/option but to stay at home this year rather than go away. ...
 f I have no intention of ever going to Disneyland. ...
 g I have no time to look at lots of travel brochures. ...

Refer students to the Exam spot and encourage them to keep a vocabulary notebook.

2.3 SB pages 20–21

Listening and Speaking

Lesson plan

Listening	20–20 minutes
Phrase spot	10–30 minutes
Speaking	20–20 minutes
Pronunciation	10–20 minutes

SV Set sentences in Pronunciation for homework.

LV See Extension activity for Phrase spot.

- 1 This is a pre-listening activity to help students with possibly unfamiliar vocabulary. Ask students to work in pairs to decide what the meaning of the words and phrases in italics is.

Suggested answers

- a annoy me b overexcited c pay d large
 e limited f be unrestrained / go unchecked
 g determined to h similar to

- 2 **1.03** The extracts each only have one question, unlike in Paper 3 Listening, where there are three short extracts, each with two questions. Ask students to read through the questions and then play the recording twice.

Answers

Extract One B Extract Two C Extract Three B

Recording Script

Extract One

There was a mad excitement about standing in front of a world map and tracing a circumnavigation with my fingertip. Everything seemed possible and my family's nagging doubts really got my goat. I'd say you can't really go *wrong* when choosing the stops on a round-the-world trip, but I found that some routes worked out better than others. You need a good variety of destinations. You might love the beach, but a trip that stops in California, Australia and Thailand, all for the sun and sand, does get a bit repetitive. At the same time, I didn't want to get carried away trying to see the whole world.

Next, I knew I would have to fork out a pretty hefty sum for the plane ticket as I didn't intend to be thumbing lifts. My budget was tight so I had to play around with my route to get the best value for money. I also had to research my destinations to see what the average daily costs would be and figure out a budget (adding a good 10 or 20 per cent buffer to be on the safe side). I decided to spend longer in cheaper countries and have a relatively short stay in more expensive places, which was sometimes quite a difficult decision as there were so many things I wanted to see. In fact, planning the trip was just as much fun as the actual travelling. I really let my imagination run wild and the trip itself was everything I'd expected.

Extract Two

I really hope to make it as an entrepreneur and I guess the person who's influenced me most has been a well-known British businessman. I was given a copy of his autobiography for my fourteenth birthday and it really made a huge impression on me. He had an amazing childhood. Apparently, when he was just four years old his mother stopped the car a few kilometres from their house and made him find his own way home. Then when he was eleven or twelve his mum decided that he should cycle seventy kilometres to another town to teach him the importance of stamina and to learn a sense of direction! He said he felt great when he'd done it but his mum wasn't worried or relieved or anything – just acted calm as you like and told him to go and help someone in the village chop some logs. His family seemed to thrive on challenges – physical ones rather than educational, which I think's quite unusual. I know my family are dead set on my getting a degree but quite a few entrepreneurs start out without one and look at them!

Anyway, there was another occasion he mentions when his aunt had promised him some money if he learnt to swim. He spent a holiday trying desperately, but just couldn't do it. Then, on the way home in the car, he spotted a river. He made his father stop the car and just dived into the river in his underpants. The river was quite fast-flowing and it seemed like he was going