

1

Living day to day

UNIT OBJECTIVES

TOPIC: daily life, people

GRAMMAR: present tenses, present simple in time clauses

VOCABULARY: adjectives ending in *-ed* and *-ing*, character adjectives, adjective prefixes and suffixes

READING & USE OF ENGLISH PART 3: using context to choose answers

PART 7: understanding the task

WRITING PART 2: using paragraphs

LISTENING PART 1: listening for detailed understanding

SPEAKING PART 1: giving extended answers, tenses

Reading and Use of English

STARTER

With books closed ask the question *How do you spend your free time?* Hold a brainstorm session to elicit responses from the class and write any useful vocabulary on the board.

- 1 Read through the list of ideas with the class and elicit suggestions about one of the photos. Encourage students to speculate using modal verbs such as *might* and *could* and say why they think what they do. Accept all suggestions and help with vocabulary as necessary. Then put students in pairs to make similar suggestions about the people in the other photos.

Part 7

- 2 Before drawing attention to the exam task, elicit anything students know or remember about Reading and Use of English Part 7. Ask what the task looks like and what they have to do. Students look at the exam task in the book to check their ideas and then work through the questions with a partner. Go over the answers with the class.

Answers

- 1 one
- 2 one text in sections
- 3 one person's day
- 4 *In which section does the writer ...?*
- 5 ten
- 6 yes

- 3 Ask students to scan the texts for gist without worrying about understanding the detail at this stage. Set a time limit to encourage them to do this fairly quickly.

Answers

- A travelling, going to the gym and having breakfast
- B attending classes
- C having lunch and seeing a friend
- D studying and working
- E studying, running, having dinner and chatting

- 4 This task introduces the idea of 'distractors' for students by illustrating how words or phrases in more than one text (or section of text) may seem to connect to the question but need to be read around carefully to identify the correct answer. Ask students to read parts A, B and E more carefully, focusing on the sentences which make reference to physical exercise. Allow a few minutes for students to identify the words which help them answer the question. Elicit the meanings of *demanding*, *stroll* and *gentle* and the similarity or difference with *intensive*.

Answers

- A *a fairly demanding workout is a form of intensive physical exercise*
- B *plenty of time to stroll or jog indicates exercise that is not intensive*
- E *a long gentle run is not intensive*

- 5 Go over the Quick steps box with the class and check understanding before allowing around 10 minutes for students to do the exam task under exam conditions, i.e. individually, without conferring. When they have finished, point out the Exam tip box. Students compare their underlined sentences and answers with a partner before class feedback. Point out that underlining where they find the answer is a good habit to get into so that they can easily check their answers in the exam. If time allows, when going over answers elicit some of the distractors present in the other texts to give further examples of how the task is designed and the strategies students need to use.

Answers

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

Underlining

- 1 except on Wednesdays, when I have a three-hour sports psychology lecture in the evenings.
- 2 Before becoming ... which seemed to make everything simpler.
- 3 If I have left my lunch at home or was too busy (lazy?) to prepare food, I will grab a bite to eat at one of the many eateries
- 4 I feel confident I can balance the time commitment with my course.
- 5 You might be wondering why I am taking a Spanish literature course
- 6 the norm here rather than the head-down mutterings common in other countries; another wonderfully Canadian practice
- 7 I am unlike most of my peers in going to bed this early, but sleep is crucial to my overall well-being
- 8 Breakfast varies, in terms of when, if and what I eat.
- 9 a stunning site sticking out into the ocean
- 10 I like to think that I have finally mastered it.

FURTHER PRACTICE

Using the ideas and vocabulary in the reading text, students tell a partner about a typical day in their life now or when they were younger.

Adjectives ending in -ed and -ing

- 6** Ask students to find the four adjectives listed in the texts and then read the sentences around them. Elicit the meaning of *stunning*. In pairs, students complete sentences 1 and 2 before checking answers as a class. If necessary, ask one or two follow-up questions to check understanding, e.g. *How do you feel if you have to read a book you don't like: boring or bored?* (bored), *What adjective can you use to describe a film: exciting or excited?* (exciting).

Answers

- 1 -ed
2 -ing

- 7** This exercise is an introduction to the task type in Reading and Use of English Part 3 which students will do later in the unit. Tell students that in the Reading and Use of English paper all words need to be spelled correctly. Students complete the sentences and then write answers to the questions. Encourage pairs to ask and answer the questions before checking answers as a class.

Answers

- 1 relaxed 2 amusing 3 stressed 4 depressing
5 motivated 6 worried 7 surprising 8 puzzling

- 8** Hold a brief brainstorming session to find out how much the class remembers about Becky's typical day. Then ask one or two students to talk about something they typically do each day. Ask them how they feel about it, reminding them to use the words from Exercises 6 and 7. Finally, students work in pairs to describe a typical day in their own lives and how they feel about what they do. Move around the classroom monitoring and providing support as necessary.

Listening**Part 1**

- 1** Draw attention to the photos and ask students to work in pairs to answer the questions. Elicit feedback from a few different pairs. Finish by asking the class whether they think they have a good balance between relaxation/fun and study/work.
- 2** Direct students' attention to the exam task and ask them some questions to elicit what they already know about it. For example, *How many recordings do you hear?* (eight), *Are the recordings connected to each other?* (no), *How many speakers do you hear in each recording?* (one or two), *How many times do you hear each recording?* (twice). You could

also take this opportunity to suggest to students that when they read the questions through before listening, they could underline the key words in each question and answer option to help them focus on the main ideas. Read through the questions with the class and check understanding of the words in question 2. Then allow students time to carefully read question 1 in the exam task individually before discussing their answers with a partner. Elicit answers from the class.


Answers

- 1 one speaker, talking about her sleeping habits
2 detail

- 3** Point out that all three answer options are often mentioned in the recording, so students need to be able to understand why each one is right or wrong. It's important they are not distracted by similar words or phrases to the answer options. Encourage them to read the recording script and answer the questions. Elicit the explanations.

Answers

- B correct: 'I can manage on' means *it's enough for me to have* and 'far less than that' refers back to 'the recommended eight hours' sleep'.
A 'lying awake' is the opposite of 'falling asleep'.
C 'in case I'm still asleep' means she may not be awake by then.

- 4**  **01** Students work in pairs to ask and answer the questions in Exercise 2 for each of the exam task questions. Move around the classroom offering support as required before checking answers as a class. Point out that in the exam, students should concentrate on identifying the context or situation (question 1) and the focus of each question (question 2) as they read the questions before listening.

Answers

- 2 two, they're talking about weather conditions; gist
3 one, she's talking about her new home; opinion
4 one, he's talking on the radio; topic
5 one, he's talking about his work; detail
6 two, he's telling a friend about a mistake he made; attitude
7 one, she's making a phone call; purpose
8 two, they're talking about travelling into the city centre; agreement

 **Exam task**

Read through the Quick steps with the class and remind them that each recording is played twice. Students listen to the recording and answer the questions by working on their own under exam conditions. Point out the information in the Exam tip box before checking answers with the class. Try to elicit why the other answer options are wrong in each case.

Exam task answers

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

FURTHER PRACTICE

Students read the recording script and underline the sentences which correspond to the two incorrect options as in Exercise 3.

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 woman talking about her sleeping habits.

Back in my student days, I often stayed up until well after midnight. I needed the recommended eight hours' sleep, so I had trouble getting up the next day and I'd sometimes be late for lessons. Nowadays I can manage on far less than that but I need an alarm clock in case I'm still asleep at six. I also need to stick to a regular bedtime, switching off my laptop and phone well before then, or else I end up lying awake for ages.

2 You hear two people talking about weather conditions.

Woman: It's freezing, isn't it?

Man: Yes, and every winter that north wind brings snow.

Woman: Have you been here long?

Man: Over half an hour. The 92 is running very late.

Woman: It's about time there was a proper shelter here, like the one outside the sports centre. They're always talking about building more, but it never actually happens.

Man: Definitely. People shouldn't have to stand around in weather like this.

Woman: It might be better to take the train.

Man: I don't know. If there's more snow they might stop running completely.

Woman: Though at least at the station it wouldn't be cold and windy like here.

Man: And you could get a coffee. They sell hot food, too.

3 You hear a teenager talking about her new home.

It took me a while to get used to being in the centre of things with so many people around, but my room itself is quiet and I love stepping out of my building straight into such a lively area. I've also had to adapt to living in a flat rather than a house and I sometimes miss having a garden, though there is a lovely park nearby. I also wish I were a little nearer my friends and all the places we used to go together. And school, of course. But the art college is just down the road from here so when I start there next year I'll be fine.

4 You hear part of a radio programme about a coastal area.

This stunning part of the coast, once famous for the many seals on its white sands and exclusive properties with magnificent views from the top of its massive white cliffs, is under attack from ever higher tides and increasingly severe weather as our planet heats up. The area has been abandoned by its seal population, and the remaining human inhabitants are starting to follow as storm waves eat away at the land in front of their homes, sending huge rocks crashing down the cliffs. Until relatively recently these houses were worth a fortune, but now the moment when they finally collapse onto the shore below draws closer every day.

5 You hear a man talking about his work.

I used to spend most of the day visiting potential clients in their offices, but now that I can do almost everything online I mainly work from home. I'm still doing what I like best, which is talking to lots of different people, but I no longer have to waste half the day travelling between appointments. The organisation I work for provides language courses for office staff, and I find it just as easy to persuade company managers to sign up on-screen as in person. It helps, of course, that I once worked as an English teacher in Spain, where I quickly realised the importance of learning another language.

6 You hear a man telling a friend about a mistake he made.

Man: I realised I'd locked myself out when I got home yesterday. I'd left the key hanging on a hook next to the front door.

Woman: So what did you do?

Man: I went round to the estate agency. It was late on Friday but fortunately they were still open and I asked if they had a spare key.

Woman: What did they say?

Man: I think someone laughed. But I was quite concerned at the time and I knew I'd have to pay them a fee, so I didn't find it very funny. In the end, though, they found one.

Woman: So you got into your flat?

Man: Yes. I'm so glad about that because otherwise I'd be looking for somewhere else to stay this weekend.

7 You hear a woman making a phone call.

I'm calling about my order for a living-room rug, which I asked to be delivered to my home address between three and four o'clock today. The thing is I've just found out I have to be elsewhere all afternoon, so today's out, I'm afraid. Normally you could leave it with my next-door neighbour, but he's working night shifts all this week and would certainly complain if he were woken up by the doorbell. So rather than cancel the order completely, could we arrange this for another day?

8 You hear two people talking about travelling into the city centre.

Man: On the map the best route into town is along the road by the canal.

Woman: Well, it may not be the shortest but it's the quickest, and that's what matters, surely? In the rush hour there'll be traffic jams and parking will be a nightmare once we actually get there.

Man: So let's leave the house earlier, say at 6.30.

Woman: And arrive an hour before the office opens? I'd rather not.

Man: How about going by bus then? At least they can use the bus lanes.

Woman: Yes, but they're always full. At that time most of them go straight past the stop in our street – they don't even slow down.

Man: So there's really no alternative to driving.

Woman: No, there isn't.

Grammar**Present tenses**


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

- 1** Encourage students to read through the rules 1–7 before matching them with extracts a–g. Students compare their answers with a partner before class feedback.

Answers

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

Read through the Note with the class and elicit or explain the meaning of the example sentence when compared to a sentence with *I think* (e.g. *I think you are very clever*). Refer students to the Grammar reference on page 99 as necessary.

- 2**  Point out that being able to spot mistakes in their own work is a useful skill that students need to develop. Allow students time to work through the exercise before comparing their answers with a partner; encourage students to say why the sentence is wrong, using the rules in Exercise 1. Elicit answers from around the class.

Answers

- 1 ~~are knowing~~ know
- 2 ~~have~~ are having
- 3 ~~are hating~~ hate
- 4 ~~wait~~ 'm/am waiting
- 5 ~~'m preferring~~ prefer
- 6 ~~having~~ have
- 7 ~~stand~~ 'm/am standing

- 3** Remind students to read the whole sentence before deciding which verb form to use. Check answers as a class and elicit which verbs are stative verbs.

Answers

- 1 's/is talking
- 2 are rising
- 3 quite often goes
- 4 always listen
- 5 belongs
- 6 'm/am living
- 7 sets
- 8 's/is waving

Present simple in time clauses

- 4** Refer students to the Grammar reference on page 99, if necessary, before going over the sentences.

Answers

Yes, they all refer to the future. We use the present simple after time expressions such as *when*.

- 5** Students choose the correct options before class feedback.

Answers

- 1 'll buy, go
- 2 'll wait, come
- 3 finishes, 'll call
- 4 won't, start
- 5 arrive, 'll be
- 6 'll take, get

- 6** Draw attention to the time expressions in the sentences and then allow students a few minutes to complete them. After students have read their sentences to their partner, ask different students around the class to read a sentence out.

Suggested answers

- 1 I get home.
- 2 I go to town.
- 3 I'm thirty.
- 4 I have enough money.
- 5 I finish my homework.
- 6 I go for a walk.

Speaking**Part 1**

- 1** Before focusing attention on the task, elicit anything students know or remember about Speaking Part 1. If necessary, ask questions such as *How long is this part?* (two minutes), *Who do you speak to?* (the examiner), *What types of topics might be covered in the questions?* Read through questions 1–6 with the class before eliciting answers to the questions. Point out that candidates are always asked to say their name and answer the first question in the list, but then they will be asked a few other questions about studies/work, leisure time and future plans.

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** Draw attention to the conversation and elicit what is wrong with the answers. If necessary, say that the two mistakes are to do with verb tenses. Point out the Quick steps and allow students time with a partner to make suggestions to improve the replies.

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** Go over the task with the class before allowing them a few minutes to answer the questions individually. Feedback as a class, eliciting some more examples of frequency expressions, e.g. *twice a day, once a month, etc.*

Answers

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

- 4** Read the Exam tip box with the class and remind them that the exam is an opportunity to demonstrate to the examiner how much they know. They will get a better result if they use a variety of structures and words. Put students in pairs to do the task. Encourage students to think about whether their partner gave extended answers with reasons or examples and not just one- or two-word responses, and whether they used a range

of grammar and vocabulary. Elicit any suggestions of good words students heard their partner use to share with the whole class. Remind students to be polite and give positive comments as well as to give ways that their partner could improve. Refer students to the Speaking bank on pages 128 and 138 for further information and practice.

Character adjectives

- 5 Go over the instructions and allow time for students to ask and answer the questions in the quiz.
- 6 Students work in pairs to do the task and discuss their answers to the questions.

Answers

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

FURTHER PRACTICE

Ask students to talk about people they know, saying which adjectives describe them and giving examples of why.

Reading and Use of English

Forming adjectives

STARTER

Write the word *impatient* from Speaking Exercise 6 on the board. Ask the class how many other words they can make by adding or removing prefixes and suffixes. You should be able to elicit *patient*, *patiently*, *impatiently*, *patience* by asking them for the adjective, noun and adverb. You can point out that *patient* is a noun (a person in hospital) and an adjective (a person who has patience).

- 1 Remind students that in the exam they may have to transform the words into nouns, adjectives or other parts of speech, but in this exercise the focus is on adjectives only. Students work in pairs to complete the task. Once students have identified and underlined all the words in Speaking Exercise 6, elicit the word which has both a prefix and suffix.

Answers

ambitious, bossy, childish, decisive, impatient, optimistic, practical, sensitive, thoughtful, unpredictable
Unpredictable has both a prefix and suffix.

FURTHER PRACTICE

Ask students to identify the base word for each of the adjectives they have formed and which part of speech they are, e.g. *reason* (noun), *practice* (noun), *organise* (verb), etc.


- 2 Go over the first word with the class and point out the spelling change that is necessary, before putting students in pairs to complete the task. When checking answers, ask students to spell the words they have listed.

Answers

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

FURTHER PRACTICE

Ask students to describe people they know using the adjectives.

- 3  If necessary, point out that each sentence uses the wrong form of an adjective. Students work individually before checking answers as a class.

Answers

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

- 4 Encourage students to read the whole sentence before completing the gaps with the correct form of the words. Check answers by asking students to say and spell the words they added. For further practice, students can be asked to write a sentence with each of the adjectives.

Answers

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

Part 3

- 5 Direct students' attention to the exam task and allow them a few minutes to answer the questions. Go over the answers with the class.

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 Read through the Quick steps with the class, checking understanding. Then tell them they should always use this approach when doing a word formation task and should work through the exam task using these steps. Students work in pairs to answer the questions before checking as a class.

Answers

To argue that people can become close friends despite having different characters.
para 1 Our ideas about who become close friends might be wrong.
para 2 Different personalities complementing each other.
para 3 Friends becoming more alike as they get to know each other better.

- 7 Go through the example with the class, checking understanding at each stage. Point out that sometimes it is necessary to read the sentences before or after the gap in order to decide on the answer. Give students ten minutes to work through the task individually under exam conditions, reminding them that in the exam they

should always write their answers in capital letters. When checking answers, encourage students to explain their choice by asking them what part of speech is needed and why, as well as by eliciting the prefix and suffix which is used in each case. Ask students to spell the words to the class.

Answers

- 1 adjective
- 2 what causes a feeling
- 3 *-ing*
- 4 it drops the final *e*

Exam task answers

- 1 romantic 2 popularity 3 confidence 4 addition 5 alike
6 adventurous 7 cautious 8 competitive

Writing**Part 2 informal email**

- 1** Ask students to read through the exam task and then summarise what they have to do. Allow students a few minutes to answer the questions with a partner before class feedback.

Answers

- 1 an English friend, Alex
- 2 write an email in reply 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** Read through the Quick steps with the class. Elicit suggestions from the class to respond to the prompts in the box. Then read questions 1–8 with the class, checking understanding. Ask students to read Lydia's email and answer the questions. Check answers with the class.

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 Many thanks for your message; It was great to hear from you; Please tell me more in your next email; Write soon; Best wishes, etc.

- 3** Students work individually or in pairs to make notes. Encourage them to refer back to the character adjectives if necessary.
- 4** Refer back to Lydia's email and point out the different topics which are included in each paragraph. Then read through the instructions and explain that the headings here will be different paragraphs when they start writing. Monitor students as they complete their notes, offering support as necessary.
- 5** Read through the Exam tip box and the checklist, pointing out that the examiner will be checking all these aspects of their writing in the exam. Allow no more than 40 minutes for students to complete their writing, including time for checking their work using the checklist at the end. Point out that this checklist can be used every time students do a piece of exam writing. Students can write the email at home or in class. They can exchange their work with a partner for peer feedback (using the checklist) before handing it in. Refer students to the Writing bank on page 120 for more information and practice.

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

DIGITAL CLASSROOM

Practice Extra Unit 1



Test Generator Unit 1 test

Test and Train Exam Practice

2

Differing tastes

UNIT OBJECTIVES

TOPICS: food and drink, restaurants, relationships

GRAMMAR: past tenses

VOCABULARY: words relating to food, fixed phrases

READING & USE OF ENGLISH PART 2: understanding the task

PART 6: fixed phrases

WRITING PART 2: using linking expressions

LISTENING PART 2: learning to predict answers before listening

SPEAKING PART 2: making comparisons between two photos, giving your opinion

Reading and Use of English

STARTER

To introduce the topic of the unit, initiate a brief class discussion to elicit whether students prefer eating at home or in a restaurant and why.

- 1 Draw attention to the photos on page 14 and put students in pairs to ask and answer the questions. Move around the class helping with vocabulary as students speak. Ask different pairs to tell the class their answers to round off the task, writing any new vocabulary on the board.

Suggested answers

- 1 location, quality of food, quality of service, value for money, decor, cleanliness, online reviews
- 2 They can try new dishes and flavours, these restaurants tend to be reasonably priced, they are often open longer hours, they attract a diverse clientele.
- 4 You can repeat watch as often as you like, take notes, check details online, watch anywhere, make the meal anytime, find out how to cook a particular type of food by doing an online search and finding a relevant video.

Part 6

- 2 Ask students what they remember or know about Reading and Use of English Part 6. Read through the questions with the class and elicit any suggestions students make to answer them. For question 1 ask them to suggest what type of texts they may read in this part. Note down their ideas on the board before allowing a few minutes for students to read the exam task instructions to check their answers. Underline the ideas on the board which were correct and add any other missing information.

Answers

- 1 an article with six sentences removed
- 2 the missing sentences
- 3 no – only six of them

- 3 Go over the questions with the class, checking understanding. Set a time limit for students to read the text to encourage them to read quickly. Tell them not to worry about understanding every word at this stage, but just to get a general idea and find the answers to the questions.

Answers

- 1 The original chef left at very short notice.
- 2 It has greatly improved.

- 4 Go over the Quick steps. Point out that they have already studied the instructions and read the text for general understanding or gist, so now they should look at sentences A–G. Read through the questions with the class and elicit answers.

Answers

Her refers back to *she*, *favourites* and *those* refer back to *YouTube videos*, and the *chef Ying Sak* is referred to by *him*. Sentence E describes a process (the meals were *being prepared*), which would not make sense in the context of paragraph 2.

- 5 Remind students to underline the words and phrases in sentences A–G and in the main text that help them identify the correct answers. This helps them justify their answers and, in the exam, check their answers more quickly. Remind students that they should never leave questions without an answer in the exam. It's worth trying to answer every question. Point out the Exam tip and explain that checking that the extra sentence doesn't fit is another way of confirming answers. Allow ten minutes for students to complete the task under exam conditions.

Answers

1 E 2 C 3 A 4 G 5 F 6 B not needed: D

Underlining:

- 2 very hot food / It / too spicy / such strong flavours; man / him
- 3 very popular, so many / all; customers / them; let them all down / not about the money
- 4 critic Marina O'Loughlin / Other reviewers; most exciting / flawless; dishes / These
- 5 struggle; repossessed / relief; May / her; building / location / premises; YouTube / the company / its; her / she
- 6 her / she; didn't take very much interest / amazed; growing up / since then

- 6 Encourage students to read through all the definitions before looking back at the text and suggesting possible answers. When they have checked the text, allow them to compare their answers in pairs before class feedback.

Answers1 recipes 2 cuisine 3 ready meals 4 critics 5 struggle
6 premises 7 counter 8 tips 9 reviewers 10 authentic**FURTHER PRACTICE**


Ask students to write some sentences of their own using the words in Exercise 6. If there is time, they could read their sentences to a partner, leaving out the key word, and the partner can suggest the word which is missing.

Listening**STARTER**

Elicit examples of some of the terms used in the questions and the words in the vocabulary list. For example, *street food* (food cooked outdoors to be eaten immediately), *junk food* (unhealthy food that is quick to eat), *a takeaway meal* (a meal cooked in a restaurant but taken to eat at home or elsewhere), *convenience food* (food which can be prepared easily and quickly). Elicit the difference between *vegan* (no animal products) and *vegetarian* (no meat or fish). Note any new vocabulary on the board.

- 1** Go over the questions with the class and encourage them to use the words on the board as they discuss their answers in pairs. Round off the discussion by asking students where and when they might see food trucks or street food in their country.

Part 2

- 2**  **02** Draw attention to the exam task and ask a few questions to elicit information about Listening Part 2. For example, *How many people do you hear?* (1), *How many spaces are there?* (10), *How many words can you write in each space?* (1–3), etc. Then initiate a brief class discussion on the best strategy for approaching this type of listening activity. Remind students that they have 45 seconds to read through the task before the recording starts. Ask them what they should do while they are reading (try to predict the answers by deciding what type of word goes in each gap).

Read through the Quick steps with the class to check understanding, and then allow students some time to try to identify the kind of information (person, place, object, etc.) and, if possible, some suggestions of the possible answers for each gap. Point out the Exam tips, telling students they will hear the exact word on the recording and they do not need to change the form of any words they hear to fit the text.

Before listening, elicit students' suggestions and write them on the board. Point out that the answers in Part 2 are usually nouns or noun phrases.

Answers1 a noun, a place
2 2 person 3 person 4 object 5 a verb 6 objects
7 people 8 places/events 9 objects 10 objects

Encourage students to check grammar and spelling carefully, especially focusing on singular/plural agreement. When going over answers with the class, remember to check the predicted answers on the board and point out, if possible, that it is sometimes possible to predict the correct answer before listening.

Exam task answers1 (shopping) mall 2 businesswoman 3 partner 4 website
5 sleep 6 sandwiches 7 office staff 8 festivals 9 trays
10 profits**Recording script**

You will hear a young man called Dave Simpson talking about selling meals from a food truck. For questions 1–10, complete the sentences with a word or short phrase.

So, I'll tell you how my business of selling food from a food truck started. For some time I'd been taking an interest in the food trucks parked close to my flat; from my window I would try to work out whether they were selling enough meals to make a decent living. By my calculations it seemed unlikely, and the same was true of the trucks by the local station. On that evidence I didn't feel it was worth getting myself one, but (1) that all changed when I noticed all those by the shopping mall had queues stretching right along the pavement.

Once I'd made that decision, the next step was to raise the money to get started. My first thought was to try a bank, but a chat with a (2) businesswoman who had recently done just that quickly put me off the idea. She was, though, quite impressed with my project and agreed to invest a sufficient amount to get it off the ground. That was a relief, as the only alternative would have been to ask a relative.

When I was drawing up my plans, (3) I felt it was essential to find a business partner. I had no experience of things like doing accounts so I asked my friend George, who used to run a market stall with a neighbour, what he thought about it. He said that working with someone you don't really know can be risky, so I decided to drop the idea and go it alone instead.

Getting publicity was a priority but I didn't have any real IT skills. I'd found setting up a blog pretty straightforward but to reach a wider market and give updates on our location, menu and opening times (4) I needed my own website. After many setbacks and hold-ups, I eventually managed to build one, and our customers really appreciate knowing where and when they can find me.

Of course, some parking spots are far better for sales than others and (5) the only way to make sure you're in a top city-centre location when opening at, say, seven am is to find one the night before and leave the truck there. Or even sleep in it, which can get a bit cold in the middle of winter.

I'd expected my biggest-selling dish to be burgers, or possibly pizzas – which many other trucks sell in huge numbers. (6) But perhaps surprisingly, it's my sandwiches that regularly come out on top, with pancakes almost as popular in winter, and steadily increasing demand for vegetarian meals.

That's particularly true in the middle of the day, when most of my sales are either to those studying at the city's two universities or to people who don't get enough time to have a sit-down restaurant meal, unlike many of the shoppers or tourists. (7) In other words, office staff, who tend to take their food back with them and carry on working.

Being able to go where the customers are gives me a huge advantage over fixed-site restaurants. (8) Whenever the city puts on festivals, there are lots of hungry people around and the atmosphere's great. I also do fairly well at pop concert venues, though strong competition and heavy security has made them a bit less appealing these days.

One environmentally challenging aspect of food truck meals is that they're all takeaways, meaning that they use single-use packaging and cutlery. (9) So, my first step has been to replace plastic trays with new ones made of materials which can be processed and used again. My longer-term aim is to replace plastic forks and spoons with recyclable ones, and to use things like recycled oil in all our cooking. (10) With growing competition as more and more people go into the food truck industry, plus low running costs now a thing of the past, substantial profits are rare, with many owners barely making enough to live on. It's certainly not a way to get rich quick, and a high percentage quickly go out of business. But it's nearly always fun.

Giving your opinion

- 3** Ask students in which part of the Speaking test they will be asked to give their opinions (Parts 3 and 4). Point out that there is not a correct or incorrect opinion, but students should be able to justify what they think by giving reasons and explanations. Read through the questions with the class and elicit one or two answers, encouraging students to use the expressions in the box. Then allow them time to continue the discussion in pairs. You could brainstorm a few expressions to express agreement and disagreement and ask students to say whether they agree or disagree with their partner's ideas and why.

Grammar


Past tenses

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

- 1** Ask individual students to read out the extracts from the recording and say the name of the underlined verb forms. Then allow students some time to answer the questions below. Check answers as a class, eliciting more examples of each past tense form. Refer students to the Grammar reference on page 100, as necessary.

Answers

- 1 d past simple
- 2 e past continuous
- 3 a past perfect
- 4 f past perfect continuous
- 5 b used to
- 6 c would

- 2**  Point out that students need to get used to checking through their own work to try to correct any mistakes. Students work individually before checking their answers with a partner.

Answers

- 1 ~~carried~~ was carrying
- 2 left 'd / had left
- 3 ~~used to be~~ was
- 4 organised 'd / had been organising
- 5 was had been
- 6 walked was walking
- 7 ~~didn't used to~~ didn't use to
- 8 ~~used to wanted~~ used to want

- 3** Encourage students to refer back to Exercise 1 and the different uses of each of the verb forms before working through the task. Remind them to read the whole sentence before choosing the option. When checking answers, elicit the reasons why each answer is correct.

Answers

- 1 A 2 B 3 C 4 C 5 B 6 C

- 4** Point out that students have to use the verb form given and choose an appropriate verb. There may be more than one correct answer. Check answers as a class.

Possible answers

- 1 was walking along the road.
- 2 had been crying.
- 3 used to eat a lot of junk food.
- 4 was doing a summer job.
- 5 had gone back to the office.
- 6 would play lots of games.

Speaking

STARTER

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

- 1** Remind students that they always have to compare the two photographs and point out that there are different ways of making comparisons. It's important for students to understand that some of the expressions in this exercise can be useful in introductory sentences when they are comparing the two photographs in the exam, but they should not be encouraged to list differences and similarities. One strategy could be to make an initial comparison of the photos and then to focus on answering the question at the top of the page for the first photo, then the other one. This will elicit longer stretches of discourse. Alternatively, they could choose to speak for

around 15 seconds about one photo, remembering to answer the question rather than describe what they can see, before moving on to the second photo. Encourage students to read through all the sentences before completing them with words from the list. Check answers as a class.

Answers

2 other 3 similar 4 similarity 5 both 6 different
7 difference 8 other

- 2** Focus attention on the photos and allow students a few minutes to answer the questions in pairs.

Answers

a different
b different
c different
d different
e different
f similar

- 3** Give pairs a few minutes to note down their answers and then elicit suggestions from the class, making sure that students use the language from Exercise 1 to make the comparisons.

Part 2

- 4** Refer the class to the instructions in the exam task and the Quick steps before checking answers.

Answers**Photographs 1 and 2**

Candidate A: Talk for a minute, comparing their two photos.

Say why they think people choose to buy food there.

Candidate B: Say whether they like to go food shopping.

Photographs 3 and 4

Candidate B: Talk for a minute, comparing their two photos.

Say what they think would be enjoyable about having a meal there.

Candidate A: Say which of the two kinds of place they prefer to go to and why.

- 5** Focus on the Exam tip and point out that if they describe the pictures they will not have time to make comparisons and answer the question.

Explain that one student in each pair will play the 'examiner' and one the 'candidate' so that they each have a turn to talk about the photographs. The examiner reads out the instructions and listens to their partner to check they are making comparisons and answering the question. They can also keep an eye on the time to make sure their partner speaks for one minute. When they have finished, the listening partner has to speak for up to 30 seconds when answering the follow-up question.

- 6** Students swap roles and repeat the task. Remind the listening student to focus on whether their partner is answering the question appropriately and not just describing the pictures.

- 7** Students should consider the following questions. *Did your partner compare the photos and answer the question? Did they continue speaking for a minute without too much hesitation? Did they spend too much time describing the photos?* You could also ask students whether their partner used any interesting vocabulary. Elicit some feedback from the class and address any particular difficulties they had. Refer students to the Speaking bank on pages 130 and 138 for further information and practice.

Reading and Use of English**Fixed phrases**

- 1** Explain that these expressions are the kinds of phrases that may be tested in Reading and Use of English Part 2. Give students time to complete the task, and after checking answers, elicit more example sentences with one or more of the expressions.

Answers

1 at ease 2 get on my nerves 3 lose touch
4 at first sight 5 break my heart 6 takes me for granted
7 is attracted to 8 propose to someone 9 leave me alone
10 keep you company

Part 2

- 2** Before focusing attention on the exam task, elicit what students know or remember about Reading and Use of English Part 2. Then ask pairs to work through the questions together. Check answers as a class.

Answers

1 eight
2 one
3 no – you must think of them for yourself

- 3** Before reading the Quick steps, ask students for some ideas as to how best to approach the task. If necessary, ask some guiding questions such as *What should you read first? What can help you choose the correct answer?* Give students time to read the text through for gist to answer the questions. Then put them into pairs to decide which type of word (noun, preposition, etc.) goes in each space.

Answers

1 How the writer and Mateo became a married couple.
Yes: *I don't regret a thing.*
2 a first-person narrative

Go over the Exam tips with the class before asking them to complete the text under exam conditions in about ten minutes.

Exam task answers

1 my 2 had 3 been 4 at 5 me 6 would 7 on 8 to