

1

All about me!

UNIT OBJECTIVES

B1 PRELIMINARY FOR SCHOOLS TOPICS: personal identification, school

GRAMMAR: present simple and present continuous, *-ing* forms, modals: *have to*, *don't have to*, *must*, *mustn't*, *can/can't*, *should/shouldn't*

VOCABULARY: words to describe selves, likes and dislikes and school

READING PART 2: understanding the task

PART 5: using context to choose answers

WRITING PART 1: beginning / ending, linking and punctuation

LISTENING PART 2: understanding the task

SPEAKING PART 1: giving personal information

Giving personal information

Reading Part 2

STARTER

Introduce the idea of finding e-pals on the internet and ask students if they've got one or if they have ever thought of having one. Which country would they like an e-pal from? What kind of information could they write about themselves? (e.g. family, home, school, hobbies and interests). Make a list on the board.

- 1 Students read about Javi to see if he wrote about any of the topics suggested on the board. Ask students to read the text about Javi again and then, without looking, try to remember information about him.
- 2 Get students to cover the text and see if they can answer the questions about Javi in pairs without looking at the text.

Answers

Age: 15

From: Mexico

Type of school: high school

Favourite lesson: English

What does he like doing in his free time? *watching American TV shows, using his laptop (for playing games or contacting friends), writing songs, playing them on his guitar*

What sort of person is he? *tidy, friendly*

- 3 Ask students to describe the two pictures to each other in pairs. Put any key words on the board, e.g. *tidy/untidy*. They then decide which room is Javi's. Ask them to give reasons, e.g. *I think Javi's room is B because it's tidy and there aren't many books on the shelves. Also, there is a guitar and paper and pens for drawing. I don't think it's A because Javi is tidy and doesn't like sports.*

Sample answer

I think B is Javi's room because it's tidy, and there are some books, some DVDs and a guitar.

I don't think it's A because Javi doesn't like sport and he's tidy – this room is untidy and has a football poster and a tennis racket.

- 4 Students underline the details and then decide which of the three people is the most similar to Javi. Which one would be the best e-pal for him? (Conor)

Answers

Saskia: sending emails, playing computer games

Conor: someone who's lived in a different country, loves music, being in a band

Ethan: someone who is friendly and likes animals

Exam task

Read the exam tip with the students and remind them that the classmates' requirements must match the e-pals' details completely. As in the previous practice exercise, they should be able to underline three pieces of matching information in each answer they choose. Remind them that they won't necessarily find the answer by 'word spotting', i.e. matching the same words in the people descriptors and in the short texts.

Answers 1 B 2 G 3 E 4 H 5 C

FURTHER PRACTICE

When they have finished the exercise, ask students what they would write about themselves. Get them to discuss it in pairs, and then write a few lines about themselves and their hobbies and interests. Javi describes himself as friendly. Which positive adjectives would they use to describe themselves? Here are some examples – can students add any more?

creative	kind	confident
easy-going	cheerful	sociable
generous	honest	reliable
patient	positive	polite

► See the Workbook and online resources for further practice.


Being at school

Listening Part 2

- 1 Read through the words with the students and check pronunciation. Let them work in pairs to discuss which places they have in their school. If there are any places that they don't have, ask students whether they would like to have them in their school and what they could do there.
- 2 Check students understand the words in the exercise. Students work in pairs to complete the exercise. Check answers as a class.

Answers

- 1 eat a packed lunch at school
- 2 hand in homework on time
- 3 arrive at school late
- 4 wear a uniform every day
- 5 attend classes
- 6 perform on stage
- 7 work hard
- 8 take exams
- 9 go on school trips
- 10 get good grades
- 11 join an after-school club
- 12 take up a new sport

- 3  02 Either ask the students to refer to the Grammar reference on page 78 before they do the exercise or use it to help them check their answers after they have finished. Ask students *Do you wear a uniform to school? Do you have to arrive at school on time?* Check that students understand that *have to* means that it is essential to do something. Remind them that *should* is used more for giving advice. We use *mustn't* when we want to say that something is forbidden. Students listen and find out about the rules at Sarah's school (the first answer has been given).

With a weaker class, you could provide gapped sentences from the audio and ask students to listen and fill in the gaps.

Answers

- 2 She *has to* get good grades (if she can).
- 3 She *doesn't have to* wear a uniform.
- 4 She *has to* hand in homework on time. / She *has to* hand homework in on time.
- 5 She *should* join an after-school club.
- 6 She *mustn't* arrive at school late.

Recording script


We go to school from 8.00 a.m. to 2.30 p.m. every day, with an hour off at 12 when we eat our lunch. (1) We have to attend classes every day unless we're sick, and (2) we have to get good grades if we can. But (3) we don't have to wear a uniform – we can wear our own clothes. (4) We have to hand in homework on time, and our teachers always tell us (5) we should do things outside of school, too – like join an after-school club or play football. And one very important thing – (6) we mustn't arrive at school late!

- 4 Students listen again and answer the question. Check answers as a class.

Answer B is correct. Sarah says she has *an hour off at 12 when we eat our lunch*.

- 5 After the students' discussions in pairs, elicit a few examples from different pairs to write up on the board. Try to elicit a sentence with each verb to write on the board.

Exam task

-  03 Read through the exam tip with the class. Encourage students to use the time they are given in the exam to read through the questions. Before playing the recording, give students one minute to read the questions. Ask them to underline important words to help them listen for the correct information. Tell them that they should do the same in the exam.

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

Recording script

1 *You will hear two friends talking about their new school hall.*
 F: Hi, Ben. What do you think of the new school hall?
 M: Well, it wasn't finished before the summer holidays, was it, so I really didn't know what to expect. But it's much better!
 F: I love the colours they've used to paint it all.
 M: Yeah, they're your favourites, aren't they? And now they've put in more windows, it's a bit brighter in there than in the old hall. But it's just so much larger than what we had before – incredible! That means we'll be able to use it in lots of different ways!
 F: Absolutely.
 2 *You will hear a girl talking to her brother about a concert.*
 F: Have you decided yet about going to the school concert, Jamie?
 M: Oh, I'll be there – but they're asking people to pay for concert tickets this year!
 F: Well, it's to raise money for charity – and if money's a problem, I can get one for you. Anyway, if you took part, you could go for free!
 M: Is that what you're going to do, then?
 F: Absolutely! I'm singing! Come on! Loads of your friends'll come and watch – they love it when you play guitar.
 M: Well, OK – but only if my mates get tickets!

3 You will hear two friends talking about the new school they've just moved to.

M: Do you like our new secondary school, Hazel?

F: Yeah, it's cool! The thing is, I came from a really small primary school, so it's taken me a while to feel at home here – but it's better now than when I started.

M: Yeah, it's a big place, isn't it?

F: Huge! But at least they're not at all strict about our uniforms and stuff. And my mum and dad said it was just like that when they studied at the school, too – and they got really good results!

M: Well, that's good to hear, because that's why my parents chose it for me!

4 You will hear a boy telling his friend about problems learning the piano.

F: How's the piano playing going, Mark?

M: Well, I'm really enjoying playing, but I'm not making much progress. My teacher's a bit disappointed, I think.

F: Well, having a teacher is a great way to learn – but maybe you could try just taking a favourite song, say, and learn to play that really well, before you move on and try playing something else. I mean, you've got loads of piano music on your laptop – you're always listening to that. So just choose something from there.

M: Yeah, it'll be easy to find something I like. Thanks!

5 You will hear two friends talking about a hockey match that the girl played in.

M: How did the hockey match go, Karen?

F: Well, I arrived at the sports field late, so I didn't have much time to prepare. But the match started and all of our team played brilliantly – including me! I mean, we didn't actually manage to beat the other team because no one scored. But that means we're going to play them again next week – so you can be there this time. It wasn't the same without you in the crowd!

M: I know – but don't worry. I'm really looking forward to watching your next match!

6 You will hear two friends talking about breaking up for the summer holidays.

M: Wow! The school summer holidays start soon!

F: I know! I'm helping Dad in his shop, so I'll be really busy!

M: Mm, I'm going to do something like that – I'm going to be bored otherwise. And lots of people we know in our class are going away for the holiday, so it'll be really quiet.

F: I know what you mean ... I hate not seeing them during the holidays. Anyway, I'm just off to get the library books we need for our school reading project. I'm looking forward to it!

M: Really? I've read most of them already – but I'll come with you!

Speaking Part 1

1 Choose students to say the letters. Ask others if they are correct. To help them remember the correct pronunciation, ask students to group the letters by sound:

A J C G B E P I Y W

Answers A /et/ C /si:/ G /dʒi:/ I /aɪ/ B /bi:/ E /i:/ V /vi:/ J /dʒeɪ/ W /dʌbəl ju:/ Y /waɪ/ P /pi:/ Z /zed/

2 04 Students work in pairs to spell out the names. Then play the recording so they can check their answers.

Ask individuals to spell out the names after they have listened. Help students correct each other.

Recording script

- 1 S-M-I-T-H
- 2 J-O-H-N-S-O-N
- 3 W-Y-A-T-T
- 4 G-O-R-D-O-N
- 5 V-E-A-Z-E-Y

3 After students have completed the exercise, check their answers and get them to ask and answer the questions in pairs. Then, as a whole-class activity, give students a question number and get them to choose other class members and ask the questions.

Answers 1 is 2 do 3 is 4 Do 5 Have 6 Are 7 did 8 Can (*Do* is also possible, but both instances of *do* from the word box have already been used)

4 Now get students to match their completed questions from Exercise 3 with the likely answers.

Answers 1 c 2 g 3 a 4 f 5 h 6 e 7 d 8 b

5 After checking answers to Exercise 4, ask students to come up with their own answers to the questions in Exercise 3.

6 Encourage students to develop their answers to questions in Part 1 of the Speaking Test, rather than just giving short answers. Remind them that the examiner can only judge their English on what they actually say in the test, so they must speak as much as they can.

Answers


Question	A	B
1 Do you like English?	Yes.	The grammar is difficult, though.
2 Where do you live?	Italy.	In a small town called Chiavari.
3 Tell us about your English teacher.	Her name's Tina.	She's young and friendly and she makes us laugh!
4 What do you enjoy doing in the evening?	Watching TV.	My favourite programmes are music shows.
5 Tell us about your family.	There are three of us.	My mum's a nurse and my dad works in an office.

- 7** This exercise encourages students to develop their answers as fully as they can.

Sample answers

- I'm from Madrid in Spain. Madrid is the capital of Spain and it's a beautiful city.
- At the moment, I'm studying English, maths, science, art and lots of other subjects at school. But in the future, I'd like to study art at college.
- I live in Paris. It's a very big city – it's the capital of my country – but I like it.
- In my spare time, I go to an after-school club for tennis lessons. And on Saturdays I play football.
- In my family, there are five people altogether – my mum and dad, my two brothers and me.
- Last Saturday, I went shopping with my friends. Then we went to the cinema to see a film. It was great!

Exam task

 **05** Read the exam tip with the class. Play the first question and pause the recording. Ask different students to respond. Encourage them to develop their answers as much as possible. Continue with the rest of the questions in the same way. Write up any useful phrases or vocabulary on the board.

Recording script

- Where are you from?
- What are you studying?
- Where do you live?
- What do you do in your spare time?
- Tell me about your family.
- What did you do last Saturday?

FURTHER PRACTICE

Write the questions on the board and ask students to work in pairs to ask and answer them.

Grammar - Present simple & present continuous

- 1** Either ask the students to refer to the Grammar reference on page 79 before they do the exercise or use it to help them check their answers after they have finished.

Answers

- things we do regularly (routines); something that is always true
- things that are happening now
- the present continuous

- 2** Tell students they should read through the complete text before they start the exercise. Give them three minutes to read it through silently. Tell them not to think about choosing the correct words at this stage – they should only try to understand the gist of the text. Ask them to say what it is about (what Tan is doing at the moment). Students then read it again and make their choices. They can compare their answers with a partner before you check as a class. Choose students to read whole sentences aloud.

Answers

These are the correct forms:

- I'm sitting
- watching
- I watch
- I get
- I'm trying
- I'm writing
- Mum's cooking
- she usually makes
- she never has
- we're working and studying

- 3** Listen to check for accuracy and understanding of the task (monitor) as students discuss what is happening in Tan's house now and what happens regularly.

Then suggest some verbs to help students describe what might be happening now or what happens regularly in their house or at school.

sit	watch	cook	read
talk	go	eat	look
listen	visit	meet	wear

Get them to also make some negative sentences, and ask their partner questions, e.g. *What are you doing in the classroom at the moment? I'm not writing a diary. I'm talking to you. Say Tan is talking about a Friday evening. What do you usually do then?*

Sample answer

Happening now: writing this blog post, sitting on my bed, watching TV, trying to drink something, writing at the same time, cooking the dinner, working and studying hard
 Happens regularly: watch it every Friday, get home from swimming club, makes roast chicken every Friday, never has time during the rest of the week

- 4** Students correct the sentences individually. Before they do the exercise, remind them that we use the present continuous to talk about what is happening now or to talk about a plan for the future. The present simple is used to talk about routines or habits and is used with those verbs which are stative, i.e. cannot be used in the continuous.

Answers

- organise – 're/are organising
- am going – go
- writing – writing
- are meeting – meet

► See the Workbook and online resources for further practice.

-ing forms

- 5** Students decide which words mean *like* and *dislike*, then add the prepositions to the other words. Suggest that they learn the adjective plus preposition combinations.

Answers

+ 😊	- 😞
enjoy, like, love, quite like	hate, can't stand, dislike

afraid of
 interested in
 look forward to
 worried about
 fond of

- 6** Point out the verbs used after these words take the *-ing* form or a preposition plus *-ing* form.

Answers 1 going 2 to getting 3 in learning 4 cycling
 5 at making 6 about failing

- 7** Students work in pairs. Monitor the students, checking for correct use of the *-ing* form and prepositions. Then, elicit some examples to write on the board. For example:

- A: What kind of books are you interested in reading?
 B: I'm interested in reading history books and I really like reading novels.

► See the Workbook and online resources for further practice.

Reading Part 5

- 1** Encourage students to read through the sentences first, and then before they look at the options, try to think of a word that could fit the gap. Don't go over the answers yet.
- 2** Students compare their answers to Exercise 1. Encourage students to talk about why their choice is correct and the other options are wrong. Go over the exam tip, pointing out that it is important to look at what comes both before and after each gap.

Answers

- 1 *C encouraged* is followed by an object + *to*, which the other verbs aren't. Here, *shown* would need to be used with *how to*, e.g. *He showed me how to do it*.
- 2 A If you *get rid of* something, you throw it away or give it away, because you no longer need it. You can't use *rid of* with the other verbs.
- 3 D A *pitch* is the part of a sports field where you play hockey or football. You play golf on a *course*, you run on a *track*, and you play tennis or basketball on a *court*.

Exam task

Remind students to read through the whole text before beginning to answer the questions. Students work alone to complete the task. Allow them ten minutes. Check answers as a class.

Answers 1 C 2 D 3 B 4 D 5 A 6 B

- 3** Students work in pairs to answer the questions. Encourage them to give detailed answers. Monitor as they are speaking, helping where necessary.
- 4** Discuss as a class. Elicit differences from the class.

CLIL Ask students to do some research into other famous people who were not successful students but who are/ were successful in life. Have them choose one and write a short biographical profile of this person that mentions their experience in education and what they achieved in life despite this.

Writing Part 1

- 1** Ask students to read through the email in pairs first and summarise what they have read, then answer the questions to test their understanding.

Answers

- 1 The email is from Sam. It's about going to a basketball game together, how they'll get there, what they'll take and what they'll do afterwards.
 2 You have to cover four points, corresponding to the four notes in red.

- 2** Students work in pairs to answer the questions, imagining what they would write to Sam. You could give them the following examples: *I'm so pleased that your dad is going to let you come. That's great! I'm really happy that ... I'd prefer to go on the bus because ... I'd rather cycle than go on the bus, because ... Why don't we take ... Let's take some ... , shall we? How about taking some ... ? I'm really sorry, but I'm afraid I can't ...*

Sample answers

- 1 I'm so pleased that your dad is going to let you come. That's great! I'm really happy that ...
 2 I'd prefer to go on the bus because ... I'd rather cycle than go on the bus because ...
 3 Why don't we take ... ? Let's take some ... , shall we? How about taking some ... ?
 4 I'm really sorry, but I'm afraid I can't ... because ...

- 3** Students read Jake's reply and work in pairs to complete the exercise. Check where students have underlined the text.

Answers

It should be underlined as follows:
That's great! I'm so happy you're able to come! I know we'll have a good time.
I'd rather go on the bus than cycle, if that's OK with you, because my bike is broken at the moment.
Why don't we take some sandwiches with us? I'll ask my mum to make some. Could you bring some bottles of water?
 I'm really sorry, but I'm afraid I can't come to your house afterwards, because my grandparents are coming to visit then. But thanks for asking me – maybe I could come next week instead?

Beginnings & endings

- 4** Go through the beginnings and endings, pointing out that some phrases you would only use with friends, but some are more formal and could be used with a teacher, for example. The more formal ones are *Dear Sam* and *Best wishes*. Before students do the exercise, ask them

to look back at the two emails and tell you what the relationship between Sam and Jake is. (They are friends, but not very close friends – Jake says *I'm really sorry, but I'm afraid I ...* and *if that's OK with you*, which are quite formal/polite structures. Therefore, *Dear Sam*, *Sam* and *Best wishes* are too formal and *lots of love* is too informal.)

Answers

Jake could begin his email by saying:

Hi, Sam!

Hello, Sam

and end it by saying:

See you soon

Bye for now

The other phrases are too formal for this situation.

- 5** Check that students know what each of the verbs in the box means. Then, get students to match the verbs to the sentences.

Answers 2 thanking 3 advising 4 describing
 5 suggesting 6 apologising 7 inviting 8 explaining
 9 offering

FURTHER PRACTICE

As a follow-up, get each pair of students to write down another example for each of the verbs. They could then read them to another pair, who have to identify which verb it is an example of.

- 6** Ask students to work in pairs and think about what they could say in each situation. (They don't need to write the whole email.) Elicit some answers from around the room, and write some correct examples on the board.

Sample answers

- 1 I'm so sorry I was late yesterday.
- 2 Shall we meet tomorrow at 5 p.m.?
- 3 I've just got a new yellow T-shirt with a silver star on it. It's cool!
- 4 I can't go out at the weekend, because I'm visiting my grandparents. Really sorry!
- 5 It was really kind of you to invite me to your party!
- 6 If I were you, I'd try to hand in my homework on time.
- 7 I'd rather go to the cinema than stay at home tonight.

Linking words

- 7** Elicit examples with each linking word (*and*, *but*, *so* and *because*) to make sure students understand them. Students complete the exercise in pairs. Check answers as a class.

Answers

- 2 I arrived home and (I) opened the door.
- 3 I shouted hello, but no one was at home.
- 4 I was hungry, so I made myself a sandwich.
- 5 My sandwich wasn't very nice because I'd put too much salt in it.
- 6 I wanted to make toast, but I'd used all the bread.

FURTHER PRACTICE

Ask students in pairs to write two more sentences for each linking word. Choose students to write their sentences on the board (leaving out the linking word) and ask the class to suggest the missing linking word.

- 8** This exercise uses two linking words that weren't covered in Exercise 7: *although* and *despite*. Elicit examples of sentences using *although* and *despite* to check students' understanding, and tell them that they should use these linking words in their answers. Then, students work individually to complete the sentences before checking as a class.

Answers 1 so 2 and 3 because 4 but 5 Although
 6 Despite

Punctuation

- 9** Ask students to explain when we use a full stop (at the end of a sentence). Ask *What do we use at the end of a question?* (a question mark). *When do we use a capital letter?* (at the beginning of a sentence and for people's names, e.g. *Amy*. We also use a capital letter if we're talking about our own relatives without using *my*, e.g. *Mum said I can come* or *Granddad's sitting in the garden*, but not when we use *my*, e.g. *My mum said I can come* or *My granddad's sitting in the garden*.)

Ask students to read through the email first and then add the punctuation. They can check with a partner before you check as a class.

Answers

Hi, Robyn

I'm sorry, but I can't come to the cinema tomorrow because I have to go to the dentist. I'd forgotten all about it until my mum reminded me. I don't think I'll be home in time for the film. My appointment's at two o'clock and the film starts at three, doesn't it? Maybe we could go on Saturday instead. What do you think? Let me know. See you soon!
 Jennie

Exam task

Read through the exam tip with the students. Then read through the exam task. Ask students to imagine the answers to the following questions to help them write a complete answer: *Which would you prefer – walking or horse riding? What would be useful to take? When could you meet?*

Answers

Hi, Jo

That's great news! I'm really glad you can come! I know we'll have a great time.
 I'd rather try horse riding than do some walking, because I've never done it before and it sounds fun! What about you? What would you like to do? Will your parents let you go horse riding? How about taking some snacks in case we get hungry? We should also pack a warm sweater in our bags, because it might be cold. And don't forget your camera!
 Yes, it's a good idea to meet. How about next Saturday if you're free then? Would that be OK for you?
 See you then!
 (108 words)

2

Winning & losing

UNIT OBJECTIVES

B1 PRELIMINARY FOR SCHOOLS TOPICS: sport, hobbies and leisure

GRAMMAR: review of past simple and past continuous tenses

VOCABULARY: sports, phrasal verbs with *in*, collocations for phrases to do with winning/losing

READING PART 4: understanding the task

PART 5: understanding the task

LISTENING PART 3: focus on numbers

WRITING PART 2: planning a story

SPEAKING PART 3: phrases for agreeing and disagreeing

Sport

Reading Part 4

STARTER

Ask students to look at picture A on page 14. Elicit the name of the sport (*swimming*). In pairs or small groups, ask students to look at pictures B–F and name the Olympic sports.

Answers

B athletics C gymnastics D cycling E BMX biking
 F (field) hockey

- 1** Ask students to make a list of as many Olympic sports as they can.

Make a list on the board of students' suggestions. Pay attention to pronunciation of the words for sports. Ask students which Olympic sports they enjoy / don't enjoy watching.

Answers The current list of Olympic sports is as follows. Sports from the B1 Preliminary Vocabulary List are shown first. Other sports are shown in italics.

Summer: athletics, badminton, baseball, basketball, boxing, (road and track) cycling, climbing, diving, (field) hockey, football, golf, rugby (sevens), sailing, shooting, skateboarding, surfing, swimming, table tennis, tennis, volleyball
archery, BMX, canoeing, equestrian (dressage, eventing, jumping), fencing, handball, judo, karate, modern pentathlon, mountain biking, rowing, softball, synchronised swimming, taekwondo, trampolining, triathlon, water polo, weightlifting, wrestling

Winter: skiing (Alpine, cross-country, freestyle, Nordic combined) skiing, (figure) skating, ice hockey, snowboarding, (speed) skating
biathlon, bobsleigh, curling, skeleton, ski jumping

- 2** Check students know the meaning of *athlete*, *championship* and *competition* and ask them to complete the table in pairs. Drill the words paying attention to correct word stress.

Answers

1 champion 2 athletics 3 competitor 4 competitive

- 3** Ask students to complete the exercise in pairs. Tell them to identify what kind of word is missing. If it is a noun, should it be singular or plural? If it is an adjective, what ending should it have? Remind students what a noun, a verb and an adjective is. Explain that understanding how these word types are used will help them do Part 4 in the Reading Test.

Answers

1 athletes 2 championship 3 competitive 4 athletic

- 4** Ask students to complete the exercise in pairs. Tell them to decide which sentence, a–c, follows sentence 1–3. Tell them to check their answers by reading all the sentences in order to see whether they make sense as a coherent paragraph.

Answers 1 c 2 a 3 b

- 5** Students work in pairs. Make it clear that they should look for the answers in sentences 1–3. Explain that being able to identify what words pronouns are referring to will help students do Part 4 in the exam.

Answers

a *These* refers to *events*.
 b *It* refers to *the Olympic Games*.
 c *there* refers to *Athens*.

Exam task

Ask students if they know when football became an Olympic sport for men and for women (1908 for men, 1996 for women). Tell them to read the text quickly to find out.

Look at the instructions for the Part 4 task with the class. Give the class time to read the first two paragraphs of the text. Then ask them to discuss with a partner which sentence (A–H) fills gap 1. Check the answer with the class and elicit the reasons why the answer (sentence E) is correct (the topic of the second paragraph is the first proper football competition at the Olympics; sentence E uses the pronoun *it*, which refers to this football competition, and explains how the competition grew after this time).

Read through the exam tip together. Ask the class to read the rest of the text and do the task individually. Students check their answers with a partner. It may be a good idea to pair

weaker students with stronger students so they can provide support.

Answers 1 E 2 F 3 H 4 B 5 C

Grammar Past simple

- 1** Students work in pairs. If you have a weak class, it may be a good idea to elicit some examples of past simple forms before doing the exercise. Give them a time limit of three or four minutes to complete this task. Then check answers as a class.

Answers

- Any three of: organised, included, defeated, changed, helped, decided, happened, continued, impressed (NB *attracted* is not correct because it is part of the past perfect, not the past simple.)
- Any three of: was, were, took part, won, had to, could, meant
- wasn't
- Any one of: didn't become, didn't win, could not

- 2** In pairs, students choose the answers. Get them to check the Grammar reference on page 80 when they have finished. Check answers as a class. Ask students to explain why the other verbs are wrong.

Answers 1 like 2 were 3 won 4 became

- 3** Students do the exercise individually and then compare with a partner. Check the answers with the class. If some students are having difficulty it may be necessary to give them some remedial work on the past simple.

► See the Workbook and online resources for further practice.

Answers 1 played 2 didn't / did not learn 3 won
 4 did Lauren buy 5 Was 6 weren't / were not

Past continuous

- 4** Look at the examples with the class. It may be helpful to draw timelines on the board to illustrate these concepts.

- _____x
- x_____x
- _____x_____

Answers a sentence 2 b sentence 1 c sentence 3

- 5** Elicit the forms of the past continuous: *was/were + -ing*, *wasn't/weren't + -ing*. Students do the exercise individually and then check their answers with a partner.

Answers

- Were you going; saw
- were winning; scored
- was doing; was also watching
- Was Dan singing; arrived
- was skiing; broke
- walked; was talking

- 6** Students take turns asking and answering the questions with a partner. Monitor as they are working, taking note


of any mistakes. Choose some pairs to ask and answer a question in front of the class. Go over any mistakes with the class, asking them to try to correct them.

Answers

- Were you having breakfast at 8.30 a.m.?
- Were you studying maths at 10.30 a.m.?
- Were you having lunch at 12.30 p.m.?
- Were you walking the/your dog at 2.30 p.m.?
- Were you watching TV at 6 p.m.?

► See the Workbook and online resources for further practice.


Listening Part 3

- 1**  **06** Explain that in Listening Part 3 it's often necessary to write down numbers and/or spell names. Ask students to say the numbers aloud before they listen. Highlight any pronunciation difficulties or problems with saying dates. Play the recording.

Students compare answers with a partner. Then elicit the answers from the class.

Recording script

- My birthday's on the 30th of April.
- My brother was born in 1990.
- It costs £3.15.
- We moved here in 2011.
- I'm 1.68 metres tall.

- 2**  **07** This exercise gives students practice in listening to numbers in context. Ask them to read the information about Simone Biles. Read through the exam tips with the class and elicit suggestions about what kind of information they will need, e.g. 1 a date, 2 a number, 3 a year, 4 a number, 5 a number. Then play the recording. Students compare answers before listening again if necessary.

Answers

1 14(th) 2 15 3 2013 4 1.42 5 62

Recording script

Simone Biles was born on the 14th of March, 1997, in Columbus, Ohio. She started having lessons in gymnastics when she was only six years old and entered her first competition in 2011. She became national champion at the age of 15. She became world champion for the first time in 2013. Many people agree that she is the most talented gymnast in history. Although she is only 1.42 metres tall, she is incredibly strong. The world really fell in love with her at the 2016 Olympics, when she won five gold medals, scoring more than 62 points out of a possible 65.9.

- 3** Pre-teach *talent*, *luck* and *ambition* and then ask students to discuss the questions in small groups. Ask one person in each group to report back to the class on their group's opinions.

Exam task

08 Look at the listening task with the class. Explain that it's not just numbers/spellings that are tested. Remind the students of the exam tips and then ask them to identify the kind of information that's missing in the task with a partner. Go over the answers as a class before they listen (1 a date, 2 a surname, 3 the name of a sport, 4 something you have to do in school, 5 something you can train – a noun, 6 something you organise – a noun)

Play the recording twice. Students compare answers before the second recording.

If you anticipate students will find the listening difficult, photocopy the recording script (see page 50) and allow students to read and listen.

Answers

- 1 22(nd) April / April 22(nd)
- 2 Simpson
- 3 hockey
- 4 homework
- 5 mind
- 6 time

Recording script

You will hear a man called Len Bartle talking about a special sports school on the radio.

Thanks very much for the opportunity to tell your listeners about the International Sports Academy, or ISA, in Florida, USA. My name's Len Bartle and I'm a senior coach at the ISA, one of the best sports schools in the world. We have 500 talented young athletes aged 12 to 18 studying with us from dozens of countries. If you're interested in starting here on September 18th, you'll need to have an interview, either here at the Academy, or by phone, on **(1) April 22nd**. Please arrange this with my assistant. Call him on 0998 354678. His name's Jed **(2) Simpson**. That's S-I-M-P-S-O-N.

The programme at the ISA is busy and varied. You can choose one main sport from all the usual sports, such as soccer, football, tennis and swimming, and also **(3) hockey**, which you can do from the start of the next school year. As well as doing normal school lessons, you spend ten hours a week practising your main sport after school. As well as your training programme, we expect you to find time for **(4) homework**. And if you need extra help with English, we have classes in that, too. Students also learn how to perform well in competitions – that means learning to control the **(5) mind**, as well as making sure they are strong and fit enough to compete.

So you need to be prepared to work very hard. But you don't need to worry about how you'll manage being away from home for the first time. Each student has a personal coach who helps them manage their **(6) time** and talks about any problems they may have.

If you're talented, confident and believe in yourself, we'd love to hear from you.

- 4** Students discuss the questions in pairs. Discuss with the class what the advantages/disadvantages of going to a school like this might be.

Vocabulary

- 1** Explain that it's important to learn phrasal verbs as they can be tested in Reading Part 5. Ask students to work

with a partner. You could allow students to check their answers by using an L1 dictionary if available. Remind students to keep a note of new phrasal verbs they came across.

Answers

2 believed in 3 join in 4 get in 5 staying in 6 give in

- 2** Students look at the two cartoons and say what is happening. Teach *good/bad loser*. Ask them to give you some examples of good or bad losers. Give your own example if they are struggling. Then either pre-teach any unfamiliar vocabulary or let students use dictionaries to check the meaning of words and phrases in the activity. Students work in pairs to complete it. Check answers as a class.

Answers

A: 2, 4, 6, 7, 9
 B: 1, 3, 5, 8, 10

- 3** This exercise practises some common collocations for phrases to do with winning/losing (in questions 1, 2 and 5). Collocations are often tested in Reading Part 5. It may be useful to encourage students to note down new words/phrases under the topic of *Sport* in a vocabulary notebook. Also remind students that there is a Wordlist on page 118 for this unit which they need to learn.

Students do the exercise individually before checking answers with a partner. Then check answers as a class.

Answers

1 beat 2 won 3 failed 4 defeat 5 achieve 6 succeeded

FURTHER PRACTICE

Ask students to write sentences with the verbs which were not used in the exercise.

Hobbies & leisure

Reading Part 5

- 1** Ask the class what team games they play, e.g. football or hockey. Ask them if they prefer team games or individual sports like tennis. Encourage them to give reasons for their answers.
- 2** Read the instructions and look at the first sentence with the class. Elicit which verb doesn't go with the phrase *fit and healthy* (reach). Tell the class that this exercise practises collocations. Explain that collocations are words which are used together very frequently. Point out that collocations can have similar meanings but not exactly the same meaning, e.g. *get/stay fit and healthy*. *Getting fit* is the process of becoming fit, *staying fit* means keeping the same level of fitness. Suggest that students learn common adjective-noun, noun-noun and verb-adverb collocations, as well as verb-noun and adverb-

adjective collocations, as practised here, as set phrases/expressions. They should make a note of them in their vocabulary notebooks whenever they find them.

Ask students to complete the exercise in pairs. Then check the answers with the whole class.

Answers

Verbs to be crossed out:

1 reach 2 make 3 got 4 ask 5 make 6 supply

Exam task

Look at the instructions for the task and the exam tip together. Remind the class to read the whole text before trying to do the task. Students do the task individually and then compare answers with a partner. Check answers as a class. Then ask the class if they agree with the opinions in this text.

Answers

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

CLIL You could ask the class to research an Olympic team sport (current team sports include: water polo, football, field hockey, basketball, volleyball and handball. Ice hockey and curling are in the winter Olympics. In the Paralympics, there is wheelchair basketball and rugby, volleyball, five-a-side football and goalball. Baseball is included from the 2020 Summer Olympics). Each group could do a mini-presentation on a different team sport. They could find out when it became an Olympic sport, which country has won the gold medal most frequently, what the rules of the game are, etc. A debate into whether other sports, such as cricket or squash, should become Olympic sports could also be fun.

Writing Part 2

1 Look at the instructions for the story in the exam task. Explain that the story was written by a student and that it contains some mistakes. Ask the class to read the story and then look at the teacher's comments (1–4). With a partner, students decide whether the comments are true or false.

Point out that although there are some basic mistakes, there is a good variety of adjectives and tenses in the student's story.

Answers

1 True 2 True 3 False (The story is much too long, at more than double the required length – students won't be penalised in the exam for writing something which is a little over length, and it's more of a problem if they write too little.) 4 False

2 Ask students to work in pairs and to find the mistakes in the story. Check the answers with the class and elicit the correct forms.

Answers

1 ~~It's not~~ **It wasn't** really a letter, ~~it's~~ **it was** more like ... on the first page of the card it ~~say~~ **said** ... The only thing on the card ~~is~~ **was** the address ... we all ~~think~~ **thought** it would be very adventurous ... We went in the house and ~~look~~ **looked** around ...
 2 ~~recieved~~ – received
~~arrievd~~ – arrived

3 Ask students to read the exam task. Get them to think about the ideas to help them plan their story with a partner. Then discuss the ideas as a class.

Look at the exam tip together. Elicit some suggestions from students on how to begin and end the story. You can also refer students to the Writing bank, SB page 100.

4 Ask students to complete the sentences individually and then compare with a partner. In class feedback, write some good examples of students' sentences on the board.

Sample answers

1 ... I knew that I was the best runner / chess player, etc.
 2 ... I suddenly began to have a lot of doubts.
 3 ... enormous and very unfriendly / much older than me.
 4 ... the other team's best player fell over and hurt her leg / the lights went out and we couldn't see anything.
 5 ... my dad started crying.
 6 ... was too tired to feel anything.

5 Students write their story in class or for homework. Tell them to make sure they follow the advice in the exam tip.

Sample answer

When I woke up, I was very nervous because I wanted to win the competition so much. When I arrived at the swimming pool, I got changed and waited for my race. It felt like hours and hours.
 Then it was my turn. Suddenly, I felt calm. 'It's only a race,' I said to myself. I dived in. It was a perfect dive. Everything felt right as I started to swim. I was enjoying myself. I forgot about the competition until the last second. Then it was over. I looked up and saw that my opponents were all behind me. I was the winner!
 (104 words)

6 Ask students to check each other's stories using the questions. Tell them to count how many tenses and adjectives there are. Is it possible to include any more? They should think of alternatives if their partner has repeated the same word several times.

7 Ask students to discuss the questions in pairs. Encourage them to give reasons for their answers. Ask a few students for their opinions in class feedback and find out if the majority think sports competitions at school are a good/bad idea.

Speaking Part 3

1 Explain to the class that in this part of the test they have to discuss something with their partner. They will need