



OPEN WORLD

B2**FIRST****TEACHER'S
BOOK**with Downloadable
Resource Pack**Claire Wijayatilake**

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THE OPEN WORLD EXAM JOURNEY

The unique exam journey in Open World First allows learners to build their confidence and develop their skills as they progress through each unit, ensuring they are ready on exam day. Along the journey there are ...

Three 'training' exam tasks in every unit, with guidance and tips to ensure students have the skills necessary to understand and do the exam task

Opportunities to fine-tune and practise each exam task again in the Exam focus pages at the end of each unit, confident in the knowledge that the material is checked by the same team who writes the exams

READING

1 Work in pairs and answer the questions.

- Look at the pictures. What are they? What do you think they have in common?
- What do the images tell you about what?
- Would you ever eat or drink something which you have bought from a shop?

2 Read the first paragraph of the article, ignoring the gaps. How does the writer feel about eating/puffer fish?



READING AND USE OF ENGLISH PART 3

1 Read the first part of the article again, ignoring the second group of questions. Write the word or phrase from the list in the boxes under the title in gaps 1–3. Use the tips to help you.

2 Now look at gaps 4–6. Decide which word or phrase is suitable for each gap (person, adjective, adverb etc.). Then complete gaps 7–9.

READING

YOU'RE DYING TO EAT ME!

TIPS

1 To find out what the writer thinks about something, look for words that show his or her feelings.

2 To find out what the writer thinks about something, look for words that show his or her feelings.

3 To find out what the writer thinks about something, look for words that show his or her feelings.

The always enjoyed eating new things. (1) dishes from other countries used to excite (2) as a top tip. In Japan with food, you can eat it raw and eat it cooked and our Japanese guide explained that you can eat a delicious dish of or pufferfish, which, he said, is certainly much healthier than (3) and it is known to be the most dangerous animals in the world. Although I wasn't (4) by his words, when we really have to try it. The guide warned us to be careful and said that as long as the preparation is correct and carefully, fish is quite delicious and (5) .

The pufferfish got its name from (6) to increase the size to look like a large object but when it swells, during eating, it will inflates for protection so it can grow to more than forty centimetres in size. Interestingly, according to the guide and this is the same time when it can grow larger inside. In fact, the pufferfish can move its eyes independently, allowing him to look both in front and at the same time. It can also be found in a variety of different colours.

Although pufferfish has nothing to do with fish, humans have been consuming them for many years. In fact, the Japanese, the dragons are (7) them. But it's not always delicious because for several years, the food brought from Japan didn't taste very good. In 1970, the dragons are (8) of the last few generations will happen every year. They gained popularity with a viral video, that a local restaurant had used around people of the restaurant when it was discovered that the fish, which is highly toxic, hadn't been consumed. This unfortunately killed more than ten (9) before going into the restaurant.

3 Work with a partner and answer the questions.

- What would you have seen if you'd been in the writer's position?
- Why does the guide appear to be so excited to be eating fish unusually?
- Why might tourists want to try this dish?

PARTICULAR RECENT INTENSIFIED HARM ALONE WIDE AWAKE EAST	
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4 Work with a partner and answer the questions.

- What would you have seen if you'd been in the writer's position?
- Why does the guide appear to be so excited to be eating fish unusually?
- Why might tourists want to try this dish?

UNIT 7 WHAT'S IN YOUR FOOD

[illegible]

Exam check
boxes for
students to
complete

Exam facts and tips boxes to remind students how to approach each exam task when doing the task for the first time in the Exam focus pages

Extra practice sections for speaking and writing exam tasks at the back of the book, with preparation exercises and model exam tasks for students to follow

[illegible]

HOW TO USE THE STUDENT'S BOOK

WELCOME TO OPEN WORLD THE COURSE THAT TAKES YOUR STUDENTS FURTHER

Learn about the features in the Student's Book

6 CLOSER TO NATURE

GETTING STARTED

- Look at the photos A-F. Work with a partner and describe what you can see in each photo. Which is your favourite? Why?
- Look at the photos again and the titles of six new books (1-6). Choose the most suitable photo for the cover of each book. There might be more than one correct answer.

1 The Endangered Planet
2 The Amazing World of Wildlife
3 Understanding Animal Communication
4 The Future of Nature
5 The World's Most Amazing Animals
6 The World's Most Amazing Plants

READING

Work in groups. Ask and answer the questions.

- If you were an animal, what animal would you be?
- Are you happy about any animal? Why? Why not?
- Do you enjoy watching videos of animals? Why? Why not?

You are going to read about the sea anemone. Before you read, look at the photo and write three sentences that you think might be true about the sea anemone. Think about:

- what it is
- where you might find it
- what it does

Read the text quickly, ignoring the gaps. Were your ideas correct? Correct or not, write down any answers that you can't find in the text.

READING AND USE OF ENGLISH PART 2

SEA ANEMONE

You may have heard that the sea anemone is a very strange creature. It is not an animal, but a plant. It is a member of the phylum Cnidaria, which also includes jellyfish and corals. The sea anemone is a sessile organism, which means it is fixed in one place. It has a cylindrical body with a central mouth and tentacles at the top. It can move its body and tentacles, but it cannot move from its home. The sea anemone is a very important part of the marine ecosystem. It is a predator, which means it eats other animals. It can catch its food with its tentacles and bring it to its mouth. It can also defend itself with its tentacles. The sea anemone is a very interesting creature and it is worth learning more about it.

VOCABULARY

THE NATURAL WORLD

Look at the words in bold in the text about the sea anemone. Match the words (1-6) with the definitions (a-f).

- sessile
- predator
- defence
- important
- ecosystem
- fixed

a. something that is fixed in one place
b. a plant or animal that eats other animals
c. something that is used to protect oneself from danger
d. a group of living organisms that live and interact with each other in a particular area
e. something that is very important or significant
f. something that is not able to move

DID YOU KNOW?

Students learn useful tips about the English language

Large images at the start of each unit introduce the topic and get students talking

GRAMMAR ON THE MOVE

Students scan the QR codes to watch grammar animations in their free time to learn about each grammar point

GRAMMAR

PREPOSITIONS

GRAMMAR ON THE MOVE

Work in pairs. Complete the sentences with a preposition.

- The cat was sitting **on** the table.
- The car was parked **in** the garage.
- The book was lying **under** the chair.
- The key was hanging **from** the door.
- The picture was hanging **on** the wall.
- The dog was running **across** the field.
- The plane was flying **over** the clouds.
- The boat was sailing **along** the coast.
- The train was travelling **through** the tunnel.
- The car was driving **past** the house.
- The ship was sailing **between** the islands.

PUSH YOURSELF

COMPLEX PREPOSITIONS

Read the text and underline the complex prepositions.

The sea anemone is a very strange creature. It is not an animal, but a plant. It is a member of the phylum Cnidaria, which also includes jellyfish and corals. The sea anemone is a sessile organism, which means it is fixed in one place. It has a cylindrical body with a central mouth and tentacles at the top. It can move its body and tentacles, but it cannot move from its home. The sea anemone is a very important part of the marine ecosystem. It is a predator, which means it eats other animals. It can catch its food with its tentacles and bring it to its mouth. It can also defend itself with its tentacles. The sea anemone is a very interesting creature and it is worth learning more about it.

SPEAKING PART 2

AN UNFORGETTABLE EXPERIENCE!

Read the text and answer the questions.

The sea anemone is a very strange creature. It is not an animal, but a plant. It is a member of the phylum Cnidaria, which also includes jellyfish and corals. The sea anemone is a sessile organism, which means it is fixed in one place. It has a cylindrical body with a central mouth and tentacles at the top. It can move its body and tentacles, but it cannot move from its home. The sea anemone is a very important part of the marine ecosystem. It is a predator, which means it eats other animals. It can catch its food with its tentacles and bring it to its mouth. It can also defend itself with its tentacles. The sea anemone is a very interesting creature and it is worth learning more about it.

'Training' exam tasks provide guidance and tips on each part of the exam

COMPONENT LINE-UP

WORKBOOK WITH AND WITHOUT ANSWERS WITH AUDIO DOWNLOAD

The activities in the Workbook consolidate the language presented in the Student's Book. It also includes extra exam practice in every unit. Students can access and download the audio files using the QR code or the code in the book.



ONLINE WORKBOOK

The Online Workbook is a digital version of the print Workbook and allows you to track your students' progress, highlighting areas of strength and weakness for ongoing performance improvement.



TEACHER'S BOOK WITH DOWNLOADABLE RESOURCE PACK

This Teacher's Book includes step-by-step activities for each stage of the lesson, with answer keys, background information, audioscripts, model answers and extension tasks. The Teacher's Book also provides access to:

- The Class Audio
- Extra teacher photocopyable resources
- Speaking videos
- Two practice tests

TEST GENERATORS

The Test Generators allow you to build your own tests for each unit, term and end-of-year assessment. They are available at two levels: Standard and Plus.

PRESENTATION PLUS

Presentation Plus is easy-to-use, interactive classroom presentation software that helps you deliver effective and engaging lessons. It includes the Student's Book and Workbook content and allows you to present and annotate content and link to the online resources.

B2 FIRST EXAM INFORMATION

PART/TIMING	CONTENT	EXAM FOCUS
Reading and Use of English 1 hour 15 minutes	Part 1 A modified cloze text containing eight gaps and followed by eight multiple-choice items Part 2 A modified open cloze text containing eight gaps Part 3 A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word. Part 4 Six separate questions, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is given as a 'key word' Part 5 A text followed by six multiple-choice questions Part 6 A text from which six sentences have been removed and placed in a jumbled order after the text. A seventh sentence, which does not need to be used, is also included. Part 7 A text, or several short texts, preceded by ten multiple-matching questions	Candidates are expected to demonstrate the ability to apply their knowledge of the language system by completing the first four tasks; candidates are also expected to show understanding of specific information, text organisation features, tone, and text structure.
Writing 1 hour 20 minutes	Part 1 One compulsory essay question presented through a rubric and short notes Part 2 Candidates choose one task from a choice of three task types. The tasks are situationally based and presented through a rubric and possibly a short input text. The task types are: • an essay • an article • a letter or email • a review • a report	Candidates are expected to be able to write using different degrees of formality and different functions: advising, comparing, describing, explaining, expressing opinions, justifying, persuading, recommending and suggesting.
Listening Approximately 40 minutes	Part 1 A series of eight short unrelated extracts from monologues or exchanges between interacting speakers. There is one three-option multiple-choice question per extract. Part 2 A short talk or lecture on a topic, with a sentence completion task which has ten items Part 3 Five short related monologues, with five multiple matching questions Part 4 An interview or conversation, with seven multiple choice questions	Candidates are expected to be able to show understanding of attitude, detail, function, genre, gist, main idea, opinion, place, purpose, situation, specific information, relationship, topic, agreement, etc.
Speaking 14 minutes	Part 1 A conversation between the examiner (the 'interlocutor') and each candidate (spoken questions) Part 2 An individual 'long turn' for each candidate, with a brief response from the second candidate (visual and written stimuli, with spoken instructions) Part 3 A discussion question with five written prompts Part 4 A discussion on topics related to Part 3 (spoken questions)	Candidates are expected to be able to respond to questions and to interact in conversational English.

LET'S TALK

UNIT OBJECTIVES

Topic:	communication
Grammar:	present perfect review; comparatives and superlatives
Vocabulary:	adjectives to describe emotions
Listening:	a breakdown in communication
Reading:	emojis
Speaking:	getting to know your classmates
Writing:	a story

Remind your students to watch the Grammar on the move videos before each grammar lesson in this unit.

SPEAKING

SB P8

GETTING TO KNOW YOUR CLASSMATES

- If possible, put the 'questions' diagram on the board and show students that the question 1 has been placed in topic 5. Read question 2 and ask where you should write number 2 (topic 4). Students put the rest of the questions into the correct topics and check their answers with a partner. Ask students to come to the board to complete the diagram with the question numbers.

2 Education and work 3 Hobbies and interests
4 Family and friends 5 Daily life 6 Hobbies and interests
7 Education and work 8 Where you're from
9 Daily life 10 Family and friends

- Students work individually to match the phrases to the questions in Exercise 1. These are useful phrases to answer the questions in Exercise 1. Do one together as an example.

1 Where are you from? 2 How many brothers and sisters do you have? 3 What's your favourite subject?
4 What's your favourite part of the day? 5 What do you like most about your hometown? 6 What job would you like to have in the future? 7 What do you like to do at weekends? 8 What's your favourite hobby? 9 Who are the most important people in your life? 10 What's your favourite kind of food?

- Ask students to add a question of their own to each topic. Go around the class, checking that their questions are grammatically correct and helping where necessary. Encourage them to check their questions with other students.

When they are ready with their questions, ask all students to stand up and take their books and notebooks and a pen or pencil. They mingle around the class, asking one or more questions to all the other students in the class.

When most students are finished, ask them to make groups of three or four and share some of the information with their group members. Finish the exercise by inviting students to share the most interesting answers they got to their questions.

VOCABULARY

SB P9

ADJECTIVES TO DESCRIBE EMOTIONS

- Ask students if they know what an emoji is and confirm their answers by looking at the picture. Do they use the same or a similar word in their own language? Give students a few minutes to ask and answer the questions with their partner. Share ideas as a class.
- Ask students which emoji represents the adjective *annoyed*? Show them where they should write the number 5. They do the same for the other adjectives. Ask them to compare their answers with their partner before checking with you.

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

- Students demonstrate that they understand the meaning of the adjectives by explaining a situation in which they felt that emotion. Tell students that they should question their partner, if they feel his or her story doesn't match the stated emotion. For each emotion, ask one student to talk about the last time they felt that emotion. Invite others to ask follow-up questions, e.g. *What happened next?* or *How do you feel about that incident now?* Ask other students to comment on whether they would feel the same way in that situation.

EXTENSION

Ask students to list three more adjectives to describe emotions. Is there an emoji for that emotion? Can they design their own?

Examples: *excited, interested, amused, confused, surprised, nervous*

READING

SB P10 AND P11

EMOJIS

- Students match the questions with the text messages. Ask them whether they reply to messages in this way. Which of the emojis in the messages would they use?

1 D 2 A 3 E 4 B 5 C

- 2 Allow students to work in pairs to replace the emojis with words. After the exercise, ask how easy they found the exercise. Are emojis always clear?

Suggested answers

A – We danced all evening. It was great!
B – Yes! I've just bought a new pair of shoes. Do you like them?
C – Thanks for the reminder. I can't believe they've been married for 30 years!
D – I've been running all day. I'm so tired!
E – No! I've lost my keys and now I can't get into my car.

- 3 Students practise reading for gist- the overall message of the blog post. To encourage the appropriate reading style, set a time limit of two minutes. Tell students not to worry about every detail and to ignore any unknown words.

2 There are a lot of benefits to using emojis.

- 4 Read out 1 and ask students to underline the sentence where the answer is located (Beginning of Paragraph 2 – *Initially, I was a bit sceptical*). Although this tells us that the statement is false, it contains two words students might not know (*initially* and *sceptical*). Tell students that if they continue to read the paragraph, they will find more information to confirm their answer (*My friend used them all the time. My first impression was that they were a bit, well, childish*).

Elicit the synonyms used for *At first* that are used in the text (*Initially, my first impression*). Tell them that the statements and text are unlikely to use the exact same words, so they should look out for synonyms and paraphrase. Point out that where they do see the exact same words (e.g. *used them all the time*), they should be cautious as it is likely to be a distractor.

Students complete the exercise and compare their answers with a partner.

1 False 2 True 3 True 4 False 5 True
6 False

FAST FINISHERS

Ask students to find examples of synonyms or paraphrase which helped them complete the exercise.

Suggested answers

2 Miranda didn't understand why her friend used emojis – Why was she putting pictures all over her messages?
3 noticed – I was always looking at her posts first.
4 it's harder for people who speak different languages to understand emojis – they're universal, meaning that people who speak different languages to me can still understand
5 less unfriendly – friendlier
6 people should always use emojis instead of words – It doesn't mean that every word can be replaced by an emoji

- 5 Ask students to discuss the questions in pairs. Bring the class back together and invite them to share their ideas.

- 6 This activity can be done using students' phones. Tell students to start by writing what they want to say in their notebooks. If they have their phones, they can try to find emojis to express their ideas. If not, they can make up emojis of their own on a piece of paper and pass them to other groups to see if they can understand the message.

After the activity, ask students whether they have changed their views on emojis.

GRAMMAR

SB P11

PRESENT PERFECT REVIEW

- 1 Refer students back to the text messages in Exercise 1 of the Reading section. Ask them which tenses they use (present perfect simple, present perfect continuous, past simple). Ask students to match the messages with the uses 1–5. Tell them to refer to the Grammar reference on page 204 if necessary.

1 We danced all evening. It was great! 2 No! I've lost my keys and now I can't get into my car. 3 Thanks for the reminder. I can't believe they've been married for 50 years! 4 I've been running all day. I'm so tired! 5 Yes! I've just bought a new pair of shoes. Do you like them?

- 2 Tell students to use the Grammar reference for this exercise as well. Students should find and correct the errors individually and then work with a partner to explain their corrections. Explaining the corrections will help them understand and apply the rules.

1 I've been knowing **known** Richard for about ten years. 2 I've sent him a message yesterday.
3 A You look really tired. B Yes, I am. I've painted **been painting** the flat all afternoon. 4 I've got my first phone when I was eighteen years old. 5 I didn't see **haven't seen** the new film yet. 6 Have you watched **Did you watch** the documentary on TV last night? 7 I lived **have been living** in London for the past five months. 8 I've already **been drinking drunk** three cups of coffee this morning.

- 3 In this exercise, all the questions relate to the present perfect simple or present perfect continuous. Do the first question together on the board. Write or type the question and tell students that they must rewrite the sentence using the word *living*. Elicit which tense they need to use (present perfect continuous) and the missing words (*have been living*). Ask students to complete questions 2–5 and compare their answers with their partner.

EXAM INFORMATION

This type of activity can be found in the Reading and Use of English paper and is known as a key word transformation exercise. In the exam, a range of different phrases and structures are tested.

- 1 have been living here 2 have you been doing
3 have never eaten 4 seen each other for 5 have been married

- 4 Elicit the difference between the present perfect simple and present perfect continuous (present perfect simple focuses on the results of a completed action; present perfect continuous focuses on the action rather than the result). Draw students' attention to the example (1) and ask them to make questions 2–7.

- 2 How long have you been learning English? 3 Have you ever visited another continent? 4 How long have you been living / have you lived in your present home?
5 What blogs have you read / have you been reading recently? 6 What's the most exciting thing you've ever done? 7 Have you ever met a famous person?

- 5 Ask students to work with a different partner to ask and answer the questions. Go around the class, listening to students and noting down any errors you hear with the use of tenses. After they have finished, write the errors you heard on the board and elicit corrections.

BACKGROUND INFORMATION

Students often have difficulty with the present perfect simple and present perfect continuous because many languages don't have an equivalent tense. Latin languages do have a present perfect tense, but it is used differently and students often apply the rules from their own language to English, resulting in errors. It is therefore important to continue to point out examples and provide ongoing opportunities for practice.

LISTENING

SB P12

A BREAKDOWN IN COMMUNICATION

- 1 Tell students they are going to hear about an incident that happened in Poland. Before they open their books, ask what they know about Poland. Students open their books and study the information about the country. Give an example of a similarity and a difference between Poland and your country or the UK:

Both Poland and the UK have football as their most watched and played sport.

Poland is colder than the UK in winter.

Students share their comparisons in groups.

- 2 002 Give students time to read through the questions and options before you play the audio. Encourage them to clarify any doubts about the meanings of words. Check they understand *flatmates* (people they live with who are not family members) and *kiosk* (a small hut with an open front for selling snacks, newspapers, tickets, etc.). Show them the picture of a Polish kiosk. Play the audio twice, unless students are confident about their answers after just one listening.

1 B 2 A 3 B 4 B 5 A

AUDIOSCRIPT 002

Andrew: A funny thing happened to me when I was living in Poland. When I arrived there, I didn't know any Polish, and so my Polish flatmates always helped me, like when I needed to buy something. Anyway, one day I needed to go into the city centre. As my flatmates were all watching a film on TV – and it was raining – I didn't want to ask them to come outside with me and help me buy a ticket for the tram into town. So instead I asked them to tell me what to say at the street kiosk to buy tickets into town and back. I practised saying it a couple of times, and they wrote it down on a piece of paper for me so I'd remember. I left the flat and went to the kiosk. An old woman was sitting inside, so I asked for two tram tickets in Polish. She said something and made a face at me which told me that she had no idea what I was saying. So I said it again. Still no luck. I realised I probably wasn't pronouncing it very well, but I was determined to buy those tickets. And when she saw that I was holding a piece of paper, she pointed at it so that she could see what I wanted. I didn't give it to her, but instead, tried one more time to ask for the tickets. Finally, she gave a big smile and her eyes opened wide. 'At last' I thought, 'she understands me! I'm going to get my tickets after all.' She then gave me a magazine, a chocolate bar and a packet of toothpaste! I had to laugh, as my attempts to speak Polish had gone badly wrong. So in the end I showed her my piece of paper. I thought that if I wasn't able to make myself understood, then it was time to take a Polish language course. So I did. And I'm pleased to say that I can now buy tickets for the tram!

- 3 Students give a personal response to the story they have just heard. If students can't remember an incident that happened to them, ask them to talk about a communication difficulty they have heard or read about. Bring the class back together and ask them to share any interesting experiences they talked about and any ideas for communicating with someone whose language they don't speak.

COMPARATIVES AND SUPERLATIVES

- 1** This is a good opportunity to get students to 'retell' the story. Give them some time to read the story and say whether they have ever experienced something similar. Tell them that they are going to pretend to be Alice telling her story to someone else. Give them a minute to read the story again. They then close their books and take turns telling the story as Alice. Their partner listens and responds by adding any details the speaker missed or correcting any inaccuracies.
- 2** The students are now very familiar with the text and should focus on the grammar of comparatives and superlatives. If possible, put the text up on the board and elicit the first comparative or superlative adjective (*funniest*). Ask them to find and underline all of them.

The funniest thing happened to me and my friend on a recent trip to Germany. We went to Berlin, which is the biggest city in Germany. Actually, it's as big as my home city in terms of land area, but it has a smaller population.

After a few days of exploring the city, we wanted to take the train to Hannover, which is about an hour and a half away from Berlin. My friend is much more confident than me and actually speaks better German, so she went to the ticket office to buy two train tickets. We decided to take the express train as it was faster than the regional train. It was nicer and more relaxing, too. We sat down in our seats and the train departed. We chatted the whole way and admired the beautiful view from the train window.

After an hour and a half, we arrived at our final destination. Hamburg! We realised then that we had somehow got on the wrong train. I couldn't believe it! We ended up having a great time, even though we had originally planned to visit Hannover.

- 3** Tell students to read the seven patterns and find one or two examples for each from the words they underlined in Exercise 2.

1 faster, smallest **2** nicer **3** funniest **4** more confident, more relaxing **5** the biggest **6** better
7 as big as

FAST FINISHERS

Ask students to add one or two more adjectives for each rule.

Possible examples

1 kinder, smartest **2** larger, cutest **3** sunnier, happiest **4** more important, the most dangerous
5 thinner, the fattest **6** worse, the best **7** as strong as, as expensive as

- 4** Refer students to the Grammar reference on comparatives and superlatives on page 205. Tell students that each of the questions contains an error, which they should find and correct. Do the first one on the board as an example:

*What is the ~~better~~ **best** film you have ever seen?* (The student has written a comparative instead of a superlative.)

Students find and correct the errors in 2–6 and compare their answers with a partner. They should try to explain what is wrong in their own words.

- 1** What is the ~~better~~ **best** film you have ever seen?
2 What is the ~~difficuldest~~ **most difficult** thing about learning English? **3** Would you prefer to live in the coldest or ~~hottest~~ **hottest** place on earth? **4** Is it ~~easier~~ **easier** to learn a musical instrument or learn a new language? **5** Do you think that nurses should be paid as much money ~~than~~ **as** footballers? **6** What's the ~~more~~ **most** expensive thing you have ever bought?

- 5** Students use the grammar in context by answering the questions with their own ideas. Encourage them to explain their ideas in detail.

ALTERNATIVES

You might decide to do the activity in one of the following two ways:

- 1** Assign each student one of the questions. Ask them to mingle and ask their question to all the other students (unless your class is very large – in such a case, tell them to ask at least ten students). They note down their responses and return to their groups to share the answers they got from other students.
- 2** Arrange the students in two lines facing each other. Give them a minute to discuss the first question with the student opposite them. After the minute, ask the students in one of the rows to move one place to their left (the student on the end will walk down and join the other end of the line). They then have a minute to discuss the second question with their new partner. Repeat the process until they have discussed all six questions with six different partners. If students are enjoying the activity, elicit from them some more questions that contain comparatives and superlatives, and continue.

EXTENSION

Students create a fact file about their country using comparatives and superlatives.

A STORY

- 1 Ask students to look at the four pictures and put them in order. Ask them to make a few notes about what they think happens in the story and then share their ideas with their partner.
- 2 Students read the story and find similarities and differences with their own stories. What was the actual order of the pictures? Students then find and correct the eight spelling mistakes.

While I was walking back home, I came across a **brite** **bright** blue suitcase just behind a café next to my house. It was quite large and had a pink ribbon on the side of it. I looked for a label to see who it belonged to but it didn't have one. As I only lived next door, I **desided** **decided** to take it home, open it up and see if there was a name or **adress** **address**, anything that would help me to find the owner.

The first thing I noticed when I opened it was a **gorgeous** **gorgeous** green dress. It was beautiful. So beautiful, in fact, that I tried it on!

I went back out, still wearing the dress. I was just turning the corner when I bumped into an old **frend** **friend**, who I hadn't seen for a while. She was in town visiting her sister.

"Hey, nice dress!" she said. "I have one just like that. Well, **actuly** **actually**, I had one just like that."

"What do you mean?" I asked.

"I left my suitcase here about 15 minutes ago. I walked off and just **completly** **completely** forgot about it. I don't know where it is!"

"I think I know where it might be." I said, feeling extremely **embarassed** **embarrassed**.

- 3 Put the two sentences with *when* and *while* on the board:

While I was walking back home, I came across a bright, blue suitcase ...

I was just turning the corner **when** I bumped into an old friend ...

Elicit the tenses that follow *while* (past continuous) and *when* (past simple). Point out that this is a common pattern, but both *when* and *while* can be used with either tense when talking about two things happening at the same time: *While I was watching/watched television, Jenny was cooking/cooked dinner.*

Do 1 on the board as an example. Draw a timeline to show that a longer action (watching TV) was interrupted by a shorter action (the phone rang).



Students complete 2-4 and compare their answers with a partner.

- | | |
|-----------------------|------------------------|
| 1 was watching, rang | 2 was sitting, was |
| 3 walked, was talking | 4 broke, was preparing |

- 4 Write the sentence on the board. Brainstorm ideas about what students would do if they were in that situation. How could the story develop? How could it end? If students have difficulty with ideas, feed in some of the following:

- Try to find the owner? How? Give it in at the police station? Keep it?
- Returned to owner and a reward given / made a new friend.
- It turned out to be a magic ring, which could grant wishes.
- Couldn't find the owner, sold it and went on holiday / started a new business.

Tell students they should use narrative tenses (past simple, past continuous and past perfect). Elicit some time phrases they could use (*when, while, as, then, after that, next, a few minutes/hours/days later, before/after... ing, etc.*). Suggest they use some of the adjectives to describe emotions presented earlier in the unit. Elicit that the story they read has direct speech. Ask students why story writers often use the characters' exact words (to make the reader more involved and make it more interesting). Suggest they use some direct speech in their own stories.

Either students write the story individually in class or for homework, or they write it in pairs. If you have just started teaching the class, you might use this writing task to evaluate the students' writing against B2 writing criteria.

When students have written their stories, get them to swap with another student (or another pair) and evaluate their partner's writing using the following questions.

- Is the writing easy to follow or are any parts unclear?
- Which tenses has the writer used? Are they used accurately?
- Which time phrases have been used? Are there any errors in their use?
- Is the story divided into paragraphs and is it punctuated correctly?
- Has any direct speech been used?
- Have any adjectives to describe emotions been used?

Whichever way the stories are written, make sure you give feedback on them. Feedback should focus on features they have studied in the lesson or any others you have highlighted. In this case, make sure they have included narrative tenses and time phrases.

As this is their first writing task, you could introduce a correction code so that you can highlight errors. However, students need to correct them.

Example correction code

Gr – grammar

P – punctuation

WW – wrong word

WO – word order

WF – word form

R – register (too formal or informal)

^ – word missing

T – tense

? – unclear

✚ EXTENSION

Ask students to type up their stories with the corrections and add a picture. Make a wall display of the stories and invite students and teachers from other classes to view it.

1 FIGHTING FIT

UNIT OBJECTIVES

Topic:	health and fitness
Grammar:	gerunds and infinitives; comparing and contrasting ideas with linkers
Vocabulary:	health and fitness; idioms
Listening:	understanding distractors
Reading:	Part 7: multiple matching
Speaking:	Part 2: individual long turn
Writing:	Part 1: essay
Pronunciation:	weak forms: the schwa
Exam focus:	Reading and Use of English Part 7; Writing Part 1; Speaking Part 2
Real world:	Being active in ... Zurich

Remind your students to watch the Grammar on the move videos before each grammar lesson in this unit.

GETTING STARTED

SB P14

WARMER

Ask students to keep their books closed. Write *Healthy Living* on the board and tell students it is the title of a magazine. Ask them if they would like to read a magazine with this title. Students work in groups to discuss what might be included in a magazine with this title (healthy recipes, types of exercise class, information about dietary supplements, etc.). Get them to share their ideas by writing them on the board as a mind map around the title.

- 1 Ask students to open their books and look at the five headlines. Do they relate to any of the ideas on the board? In groups, ask students to discuss what each article might be about. What would they like to clarify about each one? You could give them some phrases for clarification, e.g.:

I wonder what you would do on a health holiday?

I'd like to know how you think yourself fit.

What do you think they are referring to in the last headline?

What do they mean by 'apps to shape up'?

Get students to choose which article they would most like to read. Which is the most popular with the class as a whole? Why do they find it an interesting topic? Which is the least popular? (Elicit reasons for their answers.)

- 2 003 Tell students they are going to listen to two people talking about one of the headlines. Point out that they might not hear all or any of the words in the headline, but they should be able to link the conversation to one of the headlines using clues from the dialogue. This is a gist task, so at this stage, students don't need to focus on every word.

No prize for finishing first

- 3 003 Ask students to read the sentences and try to guess what the missing words and phrases are. They could pencil in any ideas. Play the audio and students correct any guesses and write in what they hear. Give them time to compare answers in pairs and play again to check.

1 plenty of 2 junk food 3 obesity 4 calories, consume

Check students' understanding of the words and phrases. Note: *Consume calories* and *count calories* are common collocations. We don't say *eat calories*.

- 4 Students discuss the questions in groups. Conduct class feedback by eliciting some of the groups' answers. Did all of the groups have the same answers?

ALTERNATIVE

Give students a few minutes to read and think about the questions without discussion. Read out the first question. Ask those who say *Yes* to go to the left and those who say *No* to go to the right of the classroom. With others of the same opinion, they share their reasons. Then they find someone on the opposite side (numbers might not be even so it could be one *Yes* and three *No*'s for example). They have mini-debates on the question. Repeat for the other two questions.

AUDIOSCRIPT 003

- Matt:** Hey Daniel, I thought the plan was to wander around the park, sit down and enjoy our lunch. We've got plenty of time.
- Daniel:** Yeah, I know, Matt. I just can't help it. Even when I was younger, I always ate too quickly.
- Matt:** Don't you get indigestion?
- Daniel:** Sometimes, though I think that depends on what I'm eating to be honest. I get a bit of heartburn if I eat too much junk food.
- Matt:** You know that speed-eating's not good for your health, right?
- Daniel:** Oh? Why not?
- Matt:** Well, research suggests there's a link between obesity and eating quickly.
- Daniel:** I don't believe you!
- Matt:** It's true. Your brain doesn't get the chance to tell your stomach it's full.
- Daniel:** That sounds ridiculous!
- Matt:** No, really. It takes a while for your stomach to send messages to your brain that you've had enough. Therefore, the quicker you eat, the more calories you'll consume.
- Daniel:** Oh!
- Matt:** Yeah. You might clear your plate quickly, Daniel, but in the long run, it could harm your health!
- Daniel:** Hmm ... Matt? Are you going to eat that sandwich? I'm still hungry!

WEAK FORMS: THE SCHWA

It is important to raise awareness of weak forms because they can cause students to misunderstand what they hear. In English, unlike many other languages, each word of two or more syllables has one syllable that is stressed more than others. Words that carry meaning are stressed while 'grammar words' such as prepositions, articles and auxiliary verbs are usually unstressed (weak).

- 5 004 Put the first sentence on the board. Ask students to predict which words might be pronounced weakly. Remind them that they are not going to be the words that carry the main meaning (*time, dinner*). Play the first sentence and ask students where the weak forms are:

It's time **for** dinner.

Model and get students to repeat the sentence with the weak forms.

Ask students to look at sentences 2–5 and decide where the weak forms will be. Play the audio as many times as students need to check their answers.

Suggested answers

(The sounds in bold are weak)

- 1 It's time **for** dinner. 2 It's **a** health **and** fitness book. 3 How long **has** she worked there? 4 I **can** play tennis on Saturday. 5 We've got quite **a** lot **of** work **to** do.

Get students to practise the sentences with a partner. Check they are saying the weak forms correctly. Monitor, support and make a note of common errors.

It is a good idea to come back to this idea of weak forms regularly, for example when you hear mistakes and when practising a dialogue.

VOCABULARY

SB P15

HEALTH AND FITNESS

WARMER

Tell students you are going to list a few habits and after each one they have to say 'healthy' or 'unhealthy'. Include some habits that might be questionable, e.g.:

- eating lots of fried food (unhealthy)
- driving everywhere (unhealthy)
- riding a bicycle (healthy)
- drinking milk every day (?)
- eating red meat (?)
- going to the gym (healthy)

- 1 Tell students to read Mauro's blog quickly to find out whether his lifestyle is healthy or unhealthy. Set a time limit of one minute to encourage the correct reading style.

healthy (He used to live an unhealthy lifestyle, but now he leads a healthy lifestyle.)

Can students remember anything about the unhealthy things he used to do and the healthy things he does now?

- 2 Students work independently to match the definitions with the words in bold from the text. Give them a few minutes to check with a partner.

- 1 cut down 2 keep up 3 keeping track
4 overweight 5 overdid 6 rate 7 aching

EXTENSION

If you have a strong class, you might want to raise their awareness of some of the word types in the exercise. Highlight words with the prefix *over-*. Can they think of any others? (*overpay, overworked, overdue*, etc.). Point out that they share the meaning of 'too much'. What is the opposite of *overweight*? (*underweight*). What are the phrasal verbs in the exercise? (*cut down, slim down*). What are the opposites of these words? (*increase, put on weight*). Can they think of any others with *down*? (*back down, break down, calm down*, etc.). If necessary, recommend that some students use dictionaries to help them with this exercise.

- 3 Students need to read the whole sentence carefully to decide which word is needed and which form it should be in. Draw their attention to the first sentence and ask what type of word is needed (verb). Ask which form they will need to use (verb -ing). Elicit the answer (*overdoing*).

Ask students to first decide what type of word is needed, then choose the word and finally, decide on the correct form of the word for 1–7. Give students the option of working individually or in pairs. If they choose to work on their own, get them to check with a partner afterwards.

- 1 overdoing (verb - ing form) 2 overweight (adjective) 3 keep up (verb - base form) 4 ache (verb - base form) 5 cutting down (verb - ing form) 6 keep track (verb - base form) 7 rate (noun)

- 4 Read through the task with the class and elicit a few examples of the kind of questions they could ask, making sure they use words from the previous exercises. Prompt them if they are having difficulties. Put students into pairs to work on their five questions. Both students should write the questions down. Monitor, checking students' use of the language, grammar, spelling, etc., making suggestions when needed. Set a time limit of seven to ten minutes. Some pairs might not have time to complete all five questions.

Example questions

Was it difficult to **keep track of** what you were eating?
What type of food did you **cut down on**?
Did you use an app to **monitor** your progress?
How did you cope with muscle **ache**?
Did you ever **overdo** it at the gym?

- 5 Form new pairs and ask students to interview their partner, noting down their responses. Monitor, listening to the students' answers, and note down any repeated or significant errors for correction at the end of the activity.

EXTENSION

When both students have asked their questions, ask them to return to their original partners. Ask them to compare the answers they received to each question. Can they remember what questions they were asked and how they answered?

EXAM PREPARATION

It would be useful at this point to discuss ideas for recording and storing vocabulary and the importance of students reviewing their vocabulary notebooks or files regularly. This habit is also good preparation for the B2 First exam. You could ask students to discuss these questions:

- Do you store vocabulary in a notebook, on your computer or on another device?
- What information do you need to record about a word? (meaning, collocations, pronunciation, spelling, part of speech, level of formality, how common it is, translation, etc.)
- How can you make your vocabulary notes user-friendly? (space words out, write clearly, use colours, etc.)
- How often should you review your vocabulary? (after the class where you learn it, the following day and then weekly until you are confident of it)

READING AND USE OF ENGLISH

PART 7 TRAINING

SB P16

- 1 Elicit a stereotypical view of older people (staying at home, inactive, unhealthy, dependent on others, etc.). Refer students to the photos and ask them to compare the peoples' lifestyles in pairs. Encourage them to talk about any active older people they know. Share ideas as a class.
- 2 Tell students that in Part 7 they often have a number of related short texts to work with. They will have to adopt different reading styles for different questions. For example, they will sometimes have to read a part of a text in detail and sometimes read the whole text fairly quickly to identify the writer's opinion. Tell them that for this task they ONLY have to match the photos to the texts. This requires quick skim reading. Ask them to raise their hand when they're done to encourage speed.

Photo 1: Text D Photo 2: Text C Photo 3: Text A

- 3 Tell students they are now going to practise the skills needed for Part 7. They are now reading for specific information. Ask them to start by reading the questions and highlighting the most important words, i.e. the words they will be looking out for when reading. Remind them that the exact words may not be in the texts, so they will need to look for words with a similar meaning too (1 *relax* (note: present tense not past); 2 *brain, body, good health*; 3 *most senior, graduated, university*; 4 *addicted*; 5 *recovered, rapidly*). Encourage students to read in order to answer the questions, skipping parts of the texts that are not relevant.

1 D 2 B 3 B 4 A 5 C

EXTENSION

Ask students to identify distractors. If students got any of the questions wrong, they may have already have found them.

Possible answers

1 A – Peggy took a few years out to rest but that was in the past. 2 Any could be distractors – all talk about brain OR body. Only Allan talks about both. 3 A – Peggy was the oldest person to graduate from Bristol University, but the question is more general. 4 B – The text says *perhaps* he's *obsessed* whereas Peggy *is* *hooked*. Both *obsessed* and *hooked* are synonyms for *addicted*. 5 A – Peggy also had to recover from an illness but there is no mention that what she is doing is making her recovery faster.

- 4 Give students a few minutes to talk in groups about what they admire about the people in the texts. You could provide some useful phrases if you think it will help:
- *What I admire about ... is*
 - *I am amazed that s/he still ...*
 - *I really respect people who ...*
 - *I've never heard of anyone who has ...*
 - *I admire the fact that s/he ...*
 - *I find ... really inspirational.*
- 5 Point out that the four people from the texts are real people and they are going to find out more information about them. Either give each student a free choice or put them in groups of four, assigning one person to each student. Set a time limit of ten minutes for research and note-taking. Students share what they have learnt and decide who they find the most inspirational.

VOCABULARY

SB P17

IDIOMS

- 1 Ask students to match the five highlighted phrases in the texts to definitions A–E.

A – back on her feet B – keeps in shape C – touch and go D – recharge his batteries E – keep his brain sharp

Remind students that in this kind of idiomatic expression, the words cannot usually be changed except to change a pronoun, e.g. *her* to *his*. Ask: *Can we say 'go and touch'?* (not with the same meaning), *Back on her toes?* (no) *Recharge her batteries?* (yes).

- 2 Point out that this Key Word Transformation is designed to practise the idiomatic expressions from the previous exercise, but in the exam a wide range of grammatical and lexical items is tested. Ask students to read the instructions. Ask: *How many words can you write?* (2-5) *Can you write one word?* (no) *Can you write three words?* (yes) *Can you write six words?* (no). Read through the first question, which has been done as an example, with the students. Remind them that they may have to change the form of any verbs to make the sentence grammatically correct.

Get students to work individually to complete sentences 2-4 and check with their partners.

- 2 keeping my brain sharp 3 recharging her batteries
4 to keep in shape

SPEAKING PART 2 TRAINING

SB P17

EXAM INFORMATION

Part 2 of the Speaking paper requires students to compare and contrast two photos and answer a question about them. They speak alone for a minute. The other candidate then comments on the photos for up to 30 seconds.

- 1 Student discuss the questions to generate interest and ideas before doing the Speaking Part 2 task. Allow students up to five minutes to share their ideas with their partner and do brief whole-class feedback.
- 2 005 Before students focus on the questions, ask them to look at the photos and describe what they see. If you feel it is needed, you could review phrases for describing, e.g.:

- On the right/left of the picture ...
- In the background there's ...
- In the top/bottom right/left hand corner ...

Refer students to the questions relating to the pictures. Point out that although students can describe what they see, they also need to give opinions and suggest what they think might be happening. After giving the students adequate time to discuss the questions in pairs, elicit an answer to each question from one pair, allowing other students to add their own ideas.

Students listen to Maria, a student, doing a Part 2 task. Ask students to read the three questions, listen and decide which one Maria is answering.

2

- 3 005 Focus students on the use of phrases to compare and contrast the two pictures in Maria's long turn. Point out that all these phrases are useful for this part of the text. Students listen and tick the words and phrases that Maria uses.

both, while, looks like, rather than, look as though, even though

EXTENSION

Ask students to read the audioscript and highlight the phrases. What phrases could also be used?

both – in each photo
while – whereas
even though – although
look as though – look as if
looks like – appears to be
rather than – instead of

AUDIOSCRIPT 005

Well, in **both** photos, food is being consumed. The first photo shows two women sitting in a restaurant or café, enjoying what looks to be fast food, **while** the second photo shows a woman eating on the move. I think the women in the first photo have decided to eat this type of meal because they enjoy it. **Even though** they look happy, it doesn't **look as though** the food they're eating is too healthy. The woman in the second photo appears to be eating fast food, possibly a burger or a sandwich. It **looks like** she's commuting to or from work and so it's possible that she doesn't have the time to sit down and enjoy her meal. Personally, I think the women in both photos should try to eat a more balanced meal **rather than** food which is high in salt and fat.

- 4 Tell students that this exercise relates to common errors students make in this part of the Speaking test. Tell them the errors are grammatical. Give students time to identify and correct the errors and compare with their partners. If possible, show the sentence on the Smartboard or whiteboard and get a different student to come up and correct each one. Ask other students whether they agree with the correction.

1 At In the first photograph, you can see a picture of two people eating in a restaurant. 2 The second photo appears to show a woman eating on a bus. 3 It looks as like / as though two people are enjoying a meal together in the first photo. 4 I think the woman eats is eating a burger or a sandwich in the second photo. 5 A lot of people tend being to be quite busy at work, so they don't have much time to eat.

- 5 Suggest to students that they might like to record their own long turn on their phone so that they can reflect on their performance at home. Suggest that the listener act as time keeper.

After students complete the task, allow them time to reflect on how they performed. Did they manage to say everything they wanted to say, did they keep talking, did they manage to use any of the language from Maria's model answer?

LISTENING

SB P18

UNDERSTANDING DISTRACTORS

WARMER

With books closed, ask students what their favourite apps are and whether they have used any apps relating to health and fitness. If they haven't, ask how they think apps could be used in this area.

- 1 Ask students to look at the photos of the apps and discuss the questions in groups of four or five. As the purpose of this exercise is to generate interest before listening, there is no need to do whole class feedback or correct errors.
- 2 006 The first time they listen, all students need to do is identify which app Chloe is trying out. This mirrors exam tasks in that all the apps are mentioned and rejected for some reason.

A

- 3 006 Read through the information in the box with the class. Tell students that there will usually be some mention of each option or other distractors to 'tempt' them away from the correct answer. Therefore, they need to keep listening and see whether an idea that is mentioned is later rejected by one of the speakers. Play the audio again and give students an opportunity to compare answers before checking.

1 They are too expensive. 2 the app that measures your sleep 3 the app that measures your heart rate 4 the app that measures your food intake 5 Ali is surprised because he thought Chloe hated cycling.

AUDIOSCRIPT 006

Chloe: Hello Ali.
Ali: Hi Chloe.
Chloe: Ali, I'm going to get myself in shape!
Ali: But you're not overweight.
Chloe: Well, I do need to slim down a little. Anyway, as you know, I've wanted to buy a smart watch for ages.
Ali: Yep. You said they were too expensive and that you decided not to get one.

Chloe: True. I was thinking about a cheaper option. I know they have lots of free apps you can download, like the ones some people use to measure whether they're getting a good night's sleep.

Ali: Yes. That's a great idea, though you never get up until mid-morning, so I don't think you really need that one.

Chloe: I agree. You can also get one that checks your pulse. You know, measures your heart rate. I thought about downloading it but I don't think I have any problems with my blood pressure and anyway, it isn't very user-friendly.

Ali: I see.

Chloe: There's even one where you type in what you're eating and it tells you how much fat, protein and carbohydrates you've consumed. Brilliant if you're trying to cut down on calories.

Ali: So, you're getting that one then?

Chloe: Err no, it's far too time-consuming entering all that data. I'd be bored after a few days.

Ali: So?

Chloe: I've discovered a great app for cyclists.

Ali: Hold on a second, I thought you hated cycling?

Chloe: I know. But it includes other physical activities too, like walking, running and swimming. So, I've downloaded it and I'm starting now.

Ali: Err, Chloe, was that you? I think someone's calling you.

Chloe: Nope, that's just my phone telling me to get moving. See you, Ali. I'm off to get fit ...

EXTENSION

Get students to read through the audioscript and highlight the sections where the other apps are eliminated:

App B – ... but I don't think I have any problems with my blood pressure and anyway, it isn't very user-friendly.

App C – Err no, it's far too time consuming entering all the data. I'd be bored after a few days.

App D – ... so I don't think you really need that one.

- 4 007 Ask students whether they think Chloe succeeded in getting fit using the app. Tell them that she has now given up. Check the meanings of the phrases and get students to predict the reason Chloe gave up. Students listen to the audio and check their predictions.

didn't lose weight

- 5 007 In the audio, all the potential reasons for giving up are mentioned and discounted. Students listen and note down why they are discounted. Let them listen a third time if necessary and/or read the audioscript.