

# OPEN WORLD

Lisa Darrand

**B1**

**PRELIMINARY**

**TEACHER'S  
BOOK**

with Downloadable  
Resource Pack



**Cambridge University Press**  
www.cambridge.org/elt

**Cambridge Assessment English**  
www.cambridgeenglish.org

Information on this title: [www.cambridge.org/9781108565387](http://www.cambridge.org/9781108565387)

© Cambridge University Press and Cambridge Assessment 2019

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2019

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Spain by GraphyCems

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-56538-7 Teacher’s Book with Downloadable Resource Pack

The publishers have no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and do not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but the publishers do not guarantee the accuracy of such information thereafter.



# CONTENTS

Exam letter	4
Exam journey	5
How to use the Student's Book	6
Component line-up	8
Exam information	9
<b>Starter</b> Personal profile	10
<b>Unit 1</b> Getting away	16
<b>Unit 2</b> Entertain me	29
<i>Progress check 1</i>	40
<b>Unit 3</b> Dining out, eating in	41
<b>Unit 4</b> City living?	53
<b>Unit 5</b> Picture of health	64
<i>Progress check 2</i>	76
<b>Unit 6</b> Online, offline	77
<b>Unit 7</b> What's your style?	89
<b>Unit 8</b> Into the wild	101
<i>Progress check 3</i>	113
<b>Unit 9</b> Always learning	114
<b>Unit 10</b> Travelling well	126
<b>Unit 11</b> A great location	138
<i>Progress check 4</i>	150
<b>Unit 12</b> The perfect job	151
<b>Unit 13</b> Get involved!	164
<b>Unit 14</b> On top of the world	177
<i>Progress check 5</i>	188
Grammar reference answer key	189
Phrasal verb bank answer key	192
Writing bank answer key	193
Speaking bank answer key	194
Workbook answer key and audioscripts	197
Links to Student's Book video and Push Yourself audio	213



# DEAR TEACHERS

---

**I'm delighted that you've chosen our official preparation materials to prepare for a Cambridge English Qualification.**

**We take great pride in the fact that our materials draw on the expertise of a whole team of writers, teachers, assessors and exam experts. These are materials that you can really trust.**

***Our preparation materials are unique in many ways:***

- They combine the skills and knowledge of the teams at Cambridge Assessment English, who create the tests, and the teams at Cambridge University Press, who create the English Language Teaching materials.
- They draw upon the experience of millions of previous exam candidates – where they succeed and where they have difficulties. We target exercises and activities precisely at these areas so that you can actively 'learn' from previous test takers' mistakes.
- Every single task in our materials has been carefully checked to be an accurate reflection of what test takers find in the test.

In addition, we listen to what you tell us at every stage of the development process. This allows us to design the most user-friendly courses, practice tests and supplementary training. We create materials using in-depth knowledge, research and practical understanding. Prepare for Cambridge English Qualifications with confidence in the knowledge that you have the best materials available to support you on your way to success.

**We wish you the very best on your journey with us.**

With kind regards,



**Pamela Baxter**  
Director  
Cambridge Exams Publishing

PS. If you have any feedback at all on our support materials for exams, please write to us at [cambridgeexams@cambridge.org](mailto:cambridgeexams@cambridge.org)



# THE OPEN WORLD EXAM JOURNEY

The unique exam journey in Open World Preliminary 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 ...

Two '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 PART 6 TRAINING**

- Look at the photo of a man called Sam Green. How would you describe him? What is he doing?
- Look at the news article about Sam below. How many parts of the body can you find in the article?
- Read the article again and answer these questions. Don't fill in the gaps.
  - How far did Sam run?
  - How long did it take him?
  - Why did he do this run?
  - How did he feel after the run?

**SAM GREEN – A RECORD-BREAKING RUNNER**

Twenty-year-old student Sam Green (1) \_\_\_\_\_ just became one of the youngest people to run the whole length of Great Britain. That's a total distance of nearly 1,400 km, or the same (2) \_\_\_\_\_ running 38 marathons one after the other.

Superfit Sam says, 'I only started running a few years (3) \_\_\_\_\_ when I injured my shoulder and had to stop playing tennis. Amazingly, he was able to do the run in only 31 days. He did this to raise money for a charity (4) \_\_\_\_\_ helps young people and their families.

When he had finished, Sam said, 'It was brilliant. It was a great experience and I enjoyed every minute, although it was painful. My knees are a bit sore, and I've torn a muscle, but I'm fine apart (5) \_\_\_\_\_ that.'

Look at gap 1. The words 'just became' after the gap tell us that this is a verb in the present perfect tense talking about a recent event. The subject before the gap is 'Sam Green', so the missing word is HAS.

Now look at gaps 2-5. Read the tip and think about the kind of words which are missing. For each question, write the correct answer. Write one word for each gap.

Work in pairs and discuss the questions.

- Do you think that doing challenges like this are a good way to help charities?
- Have you ever done a sporting activity for charity?
- Do you think that long-distance running is a good way to keep fit?
- What other ways are there to keep fit?

UNIT 5 PICTURE OF HEALTH 65

**READING PART 6**

**EXAM FACTS**

- You need a text of about 120 words which has six gaps in it. Six words have been removed from the text.

**EXAM TIPS**

- Before you try to fill the gaps, read each sentence carefully. Look at the words before and after the gap and think about what kind of word is missing. Think about the grammar of the word. Does it have to agree with a singular or plural noun? You will find the answers to these questions by looking at the rest of the sentence.
- Read the sentence again with the word you have chosen. Check that it makes sense and that it fits grammatically.
- When you have filled all the gaps, read the whole text again to make sure you have chosen the correct words.

For each question, write the correct answer. Write one word for each gap.

**The Health Benefits of Laughter**

We all know that it's fun to laugh. But did you know that laughing is good for you, too?

Several recent studies (1) \_\_\_\_\_ shown that laughter has health benefits. Laughing not only makes people feel happy and relaxed, but it reduces stress, too. What's more, it helps you to flow, and so protects (2) \_\_\_\_\_ from heart disease.

According to scientific research, people (3) \_\_\_\_\_ spend a lot of time laughing with family and friends are likely to live longer. In fact, a study done at a university in Japan suggests that people with a good sense of (4) \_\_\_\_\_ humour may even live longer.

It seems that laughter really is (5) \_\_\_\_\_ best medicine.

Now look at gaps 1-5. Read the tip and think about the kind of words which are missing. For each question, write the correct answer. Write one word for each gap.

**EXAM TIPS**

- Before you hear the listening, read the notes or sentences and try to predict the type of word which you need to write in each gap. Is it a number, or the name of a place, a person, or an object? For example? Check whether a singular or plural word is needed.
- Look at the words before or after the gap. These will tell you when you should listen carefully for each answer.
- Listen for the first time and try to fill each gap. If you don't catch the word, don't worry – just move straight on to the next question.
- Be careful of words which could fit in the gap but are not the correct answer. You hear these words either before or after the correct answer.
- Listen for the second time to check that you heard correctly and to fill in any words which you missed the first time.
- Check what you've written. Have you spelled the word correctly? Does it fit correctly in the gap?

Now for each question, write the correct answer in the gap. Write one or two words or a number or a date or a time. You will hear a radio announcement about a new bike hire club.

**City Bike Hire Club**

You join at the beginning of (1) \_\_\_\_\_

Colour of bikes for adults (2) \_\_\_\_\_

Unlock bikes by using a (3) \_\_\_\_\_

Collect / leave bikes at city (4) \_\_\_\_\_

Cost of annual membership (5) \_\_\_\_\_

Get information from where (6) \_\_\_\_\_

**HOW WAS IT?**

Gave it a go \_\_\_\_\_

Getting there \_\_\_\_\_

Acad it! \_\_\_\_\_

UNIT 5 PICTURE OF HEALTH 72

**READING PART 6**

**EXAM CHECK**

1 Complete this information using the correct words in the box. There are four words you don't need.

five grammar options questions sentence six text vocabulary

Reading Part 6 tests your 1 \_\_\_\_\_ in this part. You have to complete a 2 \_\_\_\_\_ by filling in gaps. You have to put one word in each of the 3 \_\_\_\_\_ gaps. As there are no 4 \_\_\_\_\_ to choose from in this part, you have to think of the word yourself!

2 For each question, write the correct answer. Write one word for each gap.

**What is happiness?**

What is happiness? This question has interested writers and thinkers for thousands of years. Most people agree that happiness is more (1) \_\_\_\_\_ (just a temporary good feeling or positive mood). According to experts, we are happiest when (2) \_\_\_\_\_ lives have purpose and meaning.

It seems that money can (3) \_\_\_\_\_ people happier, but only up to a certain point. Research shows that people already have enough money to buy food, clothes and accommodation don't become any happier when they become richer. (4) \_\_\_\_\_ fact, studies suggest that the happiest people have interests and challenges, as well as (5) \_\_\_\_\_ goals which they set and achieve. But the most important thing of all, it seems, is to have close relationships with family and friends.

**LISTENING PART 4**

**EXAM CHECK**

1 Join the beginnings and endings of these sentences about Listening Part 4.

- You have to listen to \_\_\_\_\_
- You have to answer \_\_\_\_\_
- You have to choose the correct answer \_\_\_\_\_
- You should answer all the questions \_\_\_\_\_
- You will hear the recording \_\_\_\_\_

a from three possible options  
b six questions about what you hear  
c a person interviewing someone  
d two times  
e as you're listening to the interview.

2 121 For each question, choose the correct answer. You will hear an interview with a woman called Alisha Bennett, who teaches yoga.

- What does Alisha say about yoga?  
A It's not as difficult as it looks.  
B It's suitable for a wide range of people.  
C It became more popular in recent years.
- Alisha took up yoga because she thought it would help her  
A learn to relax.  
B make new friends.  
C recover from an injury.
- Why did Alisha decide to become a full-time yoga teacher?  
A She wanted to work for herself.  
B She needed a career change.  
C She had to earn some more money.
- Alisha says her students are often surprised when  
A their fitness improves.  
B their attitude towards life changes.  
C their energy levels increase.
- What benefit of yoga teaching does Alisha mention?  
A She has become more confident.  
B She is now a more cheerful person.  
C She has developed a good sense of humour.
- What does Alisha intend to do in the near future?  
A write a book  
B post videos online  
C set up another school

**HOW WAS IT?**

Gave it a go \_\_\_\_\_

Getting there \_\_\_\_\_

Acad it! \_\_\_\_\_

UNIT 14 ON TOP OF THE WORLD 127

Exam check boxes where students can check their understanding before doing an exam task for the second time in the Exam focus pages

How was it? boxes on every Exam focus page to allow your students to assess their results as they progress through the exam tasks

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

**SPEAKING PART 2**

1 Listen to Pablo describing a photo. What guesses does he make about the people?

**KEY LANGUAGE AND IDEAS FOR DESCRIBING A PHOTO**

Say what you can see:  
The picture shows ... I can see ... There's a ... He has ...  
There are some ... but you can't see ... She's got ... He has ...

Describe where things are in the picture:  
at the front in the background on the left on the right in the middle  
behind in front of next to

Use the present continuous:  
He's wearing ... She's running ...  
I'm long / short hair young old

Talk about the people:  
tall long / short hair young old

Talk about the place:  
indoors outdoors attractive comfortable safe

Talk about the weather:  
sunny cloudy wet

When you don't know the word for something:  
It's a kind of ... It looks like a ...  
Make guesses:  
He looks like ... He seems to be ... I guess he's probably ... I think maybe ...  
It might be ...



**WRITING PART 2: AN ARTICLE**

1 Read the exam task. What should your article be about? What information should it include?

**Articles wanted!**

**My favourite city**

What's your favourite city?  
What's so special about this city?  
What city would you love to travel to in the future?  
Tell us what you think!  
Write an article answering these questions and we will publish the most interesting ones on our website.

2 Choose the best introductory sentence in *italics* for each opening paragraph.

- There are many benefits to keeping fit. I don't really do enough exercise. Doing regular exercise is good for your heart, and it helps you to lose weight. It can also improve your mood, especially if you are feeling tired or unhappy.
- Some older people are not used to the internet. The internet has changed people's lives in many ways. People can now go online to do their shopping and book restaurants and holidays. Students also have access to lots of information that was difficult to find before the internet.
- Teaching is a very difficult job. I would like to become a teacher. Students are not always interested in learning, and teachers have to work hard to encourage their students to study. Also, there are sometimes problems with bad behaviour from students.

**MODEL ANSWER**

The first paragraph answers the first question and gives a reason.

My favourite city is Paris because it is so lively and interesting. It is also full of surprises.

Paris is a city of variety. It has many beautiful old buildings, but it also feels modern. You can visit expensive designer shops or small, traditional markets. There are hundreds of restaurants which serve French food, or different food from around the world. You can meet all kinds of people, too. There is something for everyone.

I would love to travel to New York in the future because I've seen the city in so many films, and I would love to visit it in real life.

Adjectives make the article more interesting to read.

The second paragraph gives more details and answers the second question in the task.

Paris is a city of variety. A good job should be creative. Photography is a great hobby.

The third paragraph is about a city the writer would like to go to in the future.

**KEY LANGUAGE AND IDEAS FOR ARTICLES**

Use adjectives for describing people and things:  
attractive brave calm cheerful convenient

Use linking words and phrases:  
although and as well because but so

Use an introductory sentence for each paragraph:  
Paris is a city of variety. A good job should be creative. Photography is a great hobby.

Give your opinion:  
I think ... It seems to me that ... I would say that ...

226



# 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

**8 INTO THE WILD**

**VOCABULARY**  
ENVIRONMENTS AND LANDSCAPES

1 In pairs, describe what you see in the photos (A-D). Have you ever been in landscapes like these? Can you guess where the photos were taken?

2 See Paul and Liz are looking for a sports adventure in an exciting environment. Listen and match each part of their conversation with one of the photos.

3 Now complete the sentences from their conversation with the words in the box. Listen again and check.

branches bushes caves cliff glacier icebergs leaves rainforest riverbank sand dunes shore stones waterfall waves

1 Liz: It looks freezing! Is that an \_\_\_\_\_? I've never seen one. You can go \_\_\_\_\_ of ice. I like \_\_\_\_\_, but I want to be \_\_\_\_\_ at all here. And the big \_\_\_\_\_ would make me feel sick.

2 Paul: Don't you see those beautiful \_\_\_\_\_? Yeah, but I don't see any trees with \_\_\_\_\_ that could give us some shade. Those little \_\_\_\_\_ wouldn't help.

3 Liz: OK, how about a race through the \_\_\_\_\_? If it gets too hot, we could have a shower under this \_\_\_\_\_.

4 Paul: Yeah, or we could fall down that \_\_\_\_\_ or break a leg on those \_\_\_\_\_.

5 Put the adjectives in the box into three pairs of opposites. Then, with a partner, say which of them could describe the places in the photos.

dense dry empty humid noisy quiet

**READING**

1 Read the introduction and scan the four texts, paying attention to the sports challenges that Liz and Paul discussed. Find where in the world each one takes place.

2 Read the texts again. Which race do the sentences describe?

1 This is the longest of the four races.  
2 Competitors in this race will get very hot and very wet.  
3 Speed is not the most important thing in this world.  
4 This race lasts for one week.

3 Underline sentences in the text that give you this information.

1 The Jungle Ultra runners may have breathing problems.  
2 Some animals in the Gobi desert may soon disappear.  
3 You have to understand the dangers of the natural world if you want to finish the Alaska race.  
4 The Volvo Ocean Challenge can also be dangerous for the competitors.

4 Work in small groups and discuss one of the four events. What would be the hardest thing about it? What would be good about it? Would anyone in your group really like to do it?

5 Do you know about any challenging races in your country? Tell the class.

**FOUR SPORTS CHALLENGES THAT COULD CHANGE YOUR LIFE**

So you think you're sporty, but have you ever pushed yourself to the limit? Have you ever wondered just how far you can go? Here are four ideas for people who want a real challenge.

**A** The Jungle Ultra run takes you through 230 kilometres of some of the world's most exciting landscapes, and some of the most dangerous. The daily race through the Montu National Park in Peru. You'll see parrots, monkeys and beautiful butterflies. You'll push past the leaves, branches and huge flowers of the rainforests, run through rivers, and climb up onto down mountain paths. The humid air of the rainforest, and the fear of the unknown, will be a new challenge. Are you ready?

**B** The Gobi Desert is held in the Gobi desert in Mongolia, and it is one of the '4 Deserts' series. There is sand in the Gobi desert, but there are also rocky paths, and huge areas of grass. The temperatures can be extremely cold as well as extremely hot. This seven-day, 250-kilometre race takes you through many different landscapes and temperatures. You will see camels and wild horses. (You probably won't see a Gobi bear as, like some other animals here, this is an endangered species.) You will need to be determined, and very fit, if that describes you, go for it!

**C** You don't have to be especially fast for the Alaska Mountain Wilderness Classic – an adventure challenge. All you have to do is complete the course, but only the fittest people will manage it. You have to climb mountains, cross glaciers and trudge down icy rivers. You can carry anything you want, how many heavy things do you want to carry? One thing that everyone must carry is a satellite phone. This is a truly dangerous trip and people sometimes have to be rescued. You won't meet many people on the course, but you may see a moose or even a bear. Respect nature! That's the key to completing this amazing challenge.

**D** You should be an experienced sailor if you want to take part in the Volvo Ocean Challenge. And you need to have quite a lot of time. It takes about nine months to sail around the whole world. What will you see on the way? Four different oceans, storms, waves, whales, sharks, dolphins, endless water and endless skies. This race tests competitors in so many ways. Your family may be very worried about you, and there are good reasons for this. However, you will later be able to tell them that this was the best

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.

## PUSH YOURSELF

Students learn and practise more challenging language and skills that take them to the next level

**VOCABULARY**  
ANIMALS AND THEIR HABITATS

Tropical forests  
Temperate forests  
Polar regions

1 Match the photos (A-J) with the words in the box.

arctic wolf gruffe green iguana hedgehog kangaroo orangutan penguin polar bear red deer red squirrel

**A** **B** **C** **D** **E** **F** **G** **H**

2 Work in pairs and discuss in which habitats and countries or continents the animals are found.

Griffes and kangaroos are both grassland animals but you find griffes in Africa and kangaroos in Australia. Yes, and in African grasslands you also find ...

3 Work in groups and talk about animals and their habitats in your country.

In Germany we have a lot of forests, so we have animals like deer and squirrels ...

**PUSH YOURSELF B2**

**VOCABULARY: ANIMALS' BODIES**

1 Listen to five people talking about their favourite animal. Which of these animals (A-F) is each person describing?

**A** **B** **C** **D** **E** **F**

2 Listen again and write the body parts for each animal. Use the words in the box.

antlers beak claws feathers fur hoof mane paw tail trunk tusks whiskers

3 Look at the animal parts and their names. Answer the questions.

1 What animals in the photos have hooves?  
2 What types of animal generally have a beak?  
3 How many of the animals in the photos have a tail?  
4 What covers the skin of a tiger and a deer?  
5 What other animals do you know with paws and claws?

**I** **J**

**GRAMMAR**  
MODALS OF SPECULATION

**GRAMMAR ON THE MOVE**  
Watch the video

1 Read the sentences and then complete the rules with a modal verb.

You weren't scared. You must be a very brave person!  
A snake might bite me!  
I might not be fit enough.  
I may have problems with the temperatures.  
You may not be strong enough to keep going.  
In a few years, it could be too late.  
It can't be a tiger. There aren't any tigers here.

2 Choose the correct verbs to complete the sentences.

A: When's Tim? I've tried to call him, but I just got his voicemail.  
B: I don't know. He *might/must* be at college.  
A: Don't be silly. It's Sunday so he *can't/might* be at college.  
B: Yes, but sometimes they have special weekend projects that they do in the library, so he *can't/might* be there.  
A: I really don't think it's open on a Sunday. But he *may/might* have football training. I think he plays football.  
B: He *can't/might* be at the sports centre.  
A: Yes, but he told me he *can't/might* stop playing football because he's tired and he needs to sleep more on weekends.  
B: OK, if he's sleeping, he *may/might* not want me to phone him. I'll send him a message. Oh, look, he's online. He *must/might* be awake now!

**DID YOU KNOW?**

British English speakers say that someone is at college or at school. They only say in the school if they are talking about the school building, e.g. There was a fire in the school. In the USA you can say they're in college to mean she is attending school.

1 Say the sentences in a different way. Use a modal verb. Sometimes more than one modal is possible.

Maybe I'll go to college next summer.  
I could/might be going to college next summer.  
1 I feel sure that Paul is an exciting country.  
2 Maybe I'll go to college next summer.  
3 But I'm sure that the lights are not cheap.  
4 It's possible that I don't have enough money.  
5 Maybe I'll ask my parents to pay for the flight.  
6 But then it's possible they'll want to come with me.

2 ELISION  
Listen to these sentences below. Do you hear the *in* must, might or can't?

The *in* must often disappears between two consonants. This is called elision. A *in* sound also often disappears between two other consonants.

1 Listen and repeat these sentences.  
Cross the *in* or *it* sounds that disappear.  
1 I'm the first person to arrive.  
2 I don't want eggs.  
3 I don't want weak.  
4 I could be a star!  
5 He bought a used car.

## DID YOU KNOW?

Students learn the differences between British English and American English



### SPEAKING PART 2 TRAINING

1 Here is a photograph. It shows a man and a yak. Work with a partner and discuss where you think the photograph was taken.

2 014 Listen to an exam candidate describing the photo. Tick what the candidate does.

3 014 When you look at a photo, some things are facts and some are your opinions. Match sentences (1-6) with sentences (a-f). Listen again and check.

4 Work in pairs. Student A, describe one thing in this photo. Student B, speculate about it. Use must, could, may, might and can't. Then swap and respond to your partner's statement.

### WRITING PART 2 TRAINING

#### AN ARTICLE

1 Work in pairs and answer the questions. Use the words in the box for ideas.

2 To write an article you have to think about content and structure. Look at this task.

3 The article needs some adjectives to make it more interesting. With your partner, choose adjectives for the gaps. You can use these words or your own ideas.

4 There are several linking words and phrases in the article about Sardinia. Underline them.

5 Look again at the exam task in exercise 2. Write an article about a beautiful part of your country.

Follow these steps:

- brainstorm ideas (you don't have to use all of them)
- organise the ideas in a plan and write the text
- make sure you answer the three questions in the task
- use some adjectives to make the article more interesting
- use linking words
- make sure to give your personal opinion
- check your spelling and punctuation

### A BEAUTIFUL PART OF MY COUNTRY

My favourite part of Italy is Sardinia.

Sardinia is an island, so it has a long coast. You can find cliffs as well as sandy beaches. The landscapes are and you can see wildlife. Although it's popular, Sardinia is not as full of tourists as many parts of Italy.

For me, the best thing to do in Sardinia is swimming in the sea. Then, when you're really hungry from the exercise, you can eat fish. What's more, there are excellent restaurants on the coast. At night, you can look at the stars over the water and feel very

## EXAM TRAINING

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

## EXAM CHECKS

test what students remember about the exam

## EXAM FOCUS

Students read exam tips and facts and do two complete practice exam tasks after every unit

## EXAM FOCUS

### WRITING PART 2

#### AN ARTICLE

1 EXAM FACTS

Question 2, you read a notice from an English language magazine or website which is asking students to write an article on a particular topic.

2 There are usually about three questions on this topic in the notice.

3 You write approximately 100 words.

1 EXAM TIPS

- Remember to answer all of the questions in the notice.
- You can answer the questions in any order, but make sure that the content of your article is presented in a logical order, begins with a general comment or introduction and ends with some kind of conclusion.
- Include linking words and phrases to connect your ideas.
- Include adjectives and adverbs to make your writing interesting.
- When you have written your article, read it again to check that grammar, spelling and punctuation are correct.

Do the task.

You see this notice in an English language magazine. Write your article in about 100 words.

Articles wanted!

Wildlife

Tell us about a time when you saw some interesting wildlife! Would you rather see animals in the wild in their natural environment, on a TV documentary, or in a zoo? Why? The best article will win a prize.

→ SPEAKING BANK pages 230-231.

### SPEAKING PART 2

#### EXAM CHECK

1 Answer the questions.

2 In Part 2 of the Speaking test, you have to:

- describe what is in a photograph.
- discuss a photograph with your partner.

3 You talk about a photograph which:

- the examiner has given to you.
- you have chosen yourself.

4 You must talk about the photograph:

- for as long as possible.
- for about a minute.

5 If you don't know how to say something, you should:

- try to describe it using other words.
- ask the examiner for the right words.

6 If you have finished saying what you are sure you can see, you can:

- start to talk about a topic which is related to the photograph.
- talk about things which you think might be true about the photograph.

2 The examiner gives you this photograph and says, 'Here is a photograph. It shows people doing an activity. Please tell us what you can see in the photograph.' Talk for about one minute.

→ SPEAKING BANK pages 236-240.

## REAL WORLD

pages take you outside the classroom and into the real world

### REAL WORLD

#### VISITING A NATIONAL PARK IN ... WYOMING

1 Look at the photos of Yellowstone National Park, in the US. What can you see? What activities do you think are popular in the park? What do you think tourists need to be careful of?

### YELLOWSTONE NATIONAL PARK

Keep yourself safe, keep the park safe  
Yellowstone Park is safe to amaze you: don't let it kill you. Protect yourself by following a few simple rules.

Stay on boardwalks  
The hot water in Yellowstone's geysers and hot springs has injured more people than any other natural feature in the park. Stay on the boardwalks so you don't get too close to the hot water.

Keep your distance from animals  
The safest way to watch wildlife is from inside your car. Always stand at least 100 yards (91 metres) away from bears and wolves, and at least 25 yards (23 metres) away from bison and deer.

Never feed wildlife  
Animals that get used to receiving food from humans may become dangerous. This is bad for people, and also for the animals, as they have to be killed to keep visitors safe. Keep all food and garbage packed away.

Keep an eye on the weather  
Calm, sunny mornings in Yellowstone can quickly turn into stormy days. If you see a storm approaching, move away from mountain tops and open places. Forests offer the best protection from lightning.

Take a map  
The trails in Yellowstone can be hard to follow. We strongly recommend that if you are hiking, you take a map with you, and make sure you know how to use it.

Learn about bears  
Ask at the visitor center about any recent bear activity. Always carry bear spray, which is safe and works well. Read the information on bears, or ask a park ranger for advice.

Don't drink the water  
We recommend that you boil or chemically treat all drinking water. Although water may look fresh, it may not be safe to drink.

Be aware of ticks and mosquitoes  
Ticks can attach themselves to your skin and cause infections. Wear tick repellent on your boots, socks and pants legs. Tuck your pants into your socks and your shirt into your pants. Mosquitoes in Yellowstone do not carry diseases, but they can be annoying, so carry insect repellent.

## PHRASES YOU MIGHT USE AND HEAR

Students learn and practise phrases they might use and hear when they are using English in the real world

Students scan the QR codes to watch videos of different locations around the world on their mobile phone or tablet

## LIFE COMPETENCIES

Students develop important skills, knowledge and attitudes that they can use in their daily life

### UNIT 8

#### MODALS OF SPECULATION

Indirect questions are a polite way of asking for information. We use modals to ask questions about the future.

1 Can you tell me if it will rain tomorrow?

2 Could you tell me if you will be home at 7 o'clock?

3 Would you mind if I borrowed your car?

4 Should I go to the gym?

5 Would you like to go to the cinema with me?

6 Could you tell me if you will be home at 7 o'clock?

7 Would you mind if I borrowed your car?

8 Should I go to the gym?

9 Would you like to go to the cinema with me?

10 Could you tell me if you will be home at 7 o'clock?

11 Would you mind if I borrowed your car?

12 Should I go to the gym?

13 Would you like to go to the cinema with me?

14 Could you tell me if you will be home at 7 o'clock?

15 Would you mind if I borrowed your car?

16 Should I go to the gym?

17 Would you like to go to the cinema with me?

18 Could you tell me if you will be home at 7 o'clock?

19 Would you mind if I borrowed your car?

20 Should I go to the gym?

21 Would you like to go to the cinema with me?

22 Could you tell me if you will be home at 7 o'clock?

23 Would you mind if I borrowed your car?

24 Should I go to the gym?

25 Would you like to go to the cinema with me?

26 Could you tell me if you will be home at 7 o'clock?

27 Would you mind if I borrowed your car?

28 Should I go to the gym?

29 Would you like to go to the cinema with me?

30 Could you tell me if you will be home at 7 o'clock?

31 Would you mind if I borrowed your car?

32 Should I go to the gym?

33 Would you like to go to the cinema with me?

34 Could you tell me if you will be home at 7 o'clock?

35 Would you mind if I borrowed your car?

36 Should I go to the gym?

37 Would you like to go to the cinema with me?

38 Could you tell me if you will be home at 7 o'clock?

39 Would you mind if I borrowed your car?

40 Should I go to the gym?

41 Would you like to go to the cinema with me?

42 Could you tell me if you will be home at 7 o'clock?

43 Would you mind if I borrowed your car?

44 Should I go to the gym?

45 Would you like to go to the cinema with me?

46 Could you tell me if you will be home at 7 o'clock?

47 Would you mind if I borrowed your car?

48 Should I go to the gym?

49 Would you like to go to the cinema with me?

50 Could you tell me if you will be home at 7 o'clock?

51 Would you mind if I borrowed your car?

52 Should I go to the gym?

53 Would you like to go to the cinema with me?

54 Could you tell me if you will be home at 7 o'clock?

55 Would you mind if I borrowed your car?

56 Should I go to the gym?

57 Would you like to go to the cinema with me?

58 Could you tell me if you will be home at 7 o'clock?

59 Would you mind if I borrowed your car?

60 Should I go to the gym?

61 Would you like to go to the cinema with me?

62 Could you tell me if you will be home at 7 o'clock?

63 Would you mind if I borrowed your car?

64 Should I go to the gym?

65 Would you like to go to the cinema with me?

66 Could you tell me if you will be home at 7 o'clock?

67 Would you mind if I borrowed your car?

68 Should I go to the gym?

69 Would you like to go to the cinema with me?

70 Could you tell me if you will be home at 7 o'clock?

71 Would you mind if I borrowed your car?

72 Should I go to the gym?

73 Would you like to go to the cinema with me?

74 Could you tell me if you will be home at 7 o'clock?

75 Would you mind if I borrowed your car?

76 Should I go to the gym?

77 Would you like to go to the cinema with me?

78 Could you tell me if you will be home at 7 o'clock?

79 Would you mind if I borrowed your car?

80 Should I go to the gym?

81 Would you like to go to the cinema with me?

82 Could you tell me if you will be home at 7 o'clock?

83 Would you mind if I borrowed your car?

84 Should I go to the gym?

85 Would you like to go to the cinema with me?

86 Could you tell me if you will be home at 7 o'clock?

87 Would you mind if I borrowed your car?

88 Should I go to the gym?

89 Would you like to go to the cinema with me?

90 Could you tell me if you will be home at 7 o'clock?

91 Would you mind if I borrowed your car?

92 Should I go to the gym?

93 Would you like to go to the cinema with me?

94 Could you tell me if you will be home at 7 o'clock?

95 Would you mind if I borrowed your car?

96 Should I go to the gym?

97 Would you like to go to the cinema with me?

98 Could you tell me if you will be home at 7 o'clock?

99 Would you mind if I borrowed your car?

100 Should I go to the gym?

101 Would you like to go to the cinema with me?

102 Could you tell me if you will be home at 7 o'clock?

103 Would you mind if I borrowed your car?

104 Should I go to the gym?

105 Would you like to go to the cinema with me?

106 Could you tell me if you will be home at 7 o'clock?

107 Would you mind if I borrowed your car?

108 Should I go to the gym?

109 Would you like to go to the cinema with me?

110 Could you tell me if you will be home at 7 o'clock?

111 Would you mind if I borrowed your car?

112 Should I go to the gym?

113 Would you like to go to the cinema with me?

114 Could you tell me if you will be home at 7 o'clock?

115 Would you mind if I borrowed your car?

116 Should I go to the gym?

117 Would you like to go to the cinema with me?

118 Could you tell me if you will be home at 7 o'clock?

119 Would you mind if I borrowed your car?

120 Should I go to the gym?

121 Would you like to go to the cinema with me?

122 Could you tell me if you will be home at 7 o'clock?

123 Would you mind if I borrowed your car?

124 Should I go to the gym?

125 Would you like to go to the cinema with me?

126 Could you tell me if you will be home at 7 o'clock?

127 Would you mind if I borrowed your car?

128 Should I go to the gym?

129 Would you like to go to the cinema with me?

130 Could you tell me if you will be home at 7 o'clock?

131 Would you mind if I borrowed your car?

132 Should I go to the gym?

133 Would you like to go to the cinema with me?

134 Could you tell me if you will be home at 7 o'clock?

135 Would you mind if I borrowed your car?

136 Should I go to the gym?

137 Would you like to go to the cinema with me?

138 Could you tell me if you will be home at 7 o'clock?

139 Would you mind if I borrowed your car?

140 Should I go to the gym?

141 Would you like to go to the cinema with me?

142 Could you tell me if you will be home at 7 o'clock?

143 Would you mind if I borrowed your car?

144 Should I go to the gym?

145 Would you like to go to the cinema with me?

146 Could you tell me if you will be home at 7 o'clock?

147 Would you mind if I borrowed your car?

148 Should I go to the gym?

149 Would you like to go to the cinema with me?

150 Could you tell me if you will be home at 7 o'clock?

151 Would you mind if I borrowed your car?

152 Should I go to the gym?

153 Would you like to go to the cinema with me?

154 Could you tell me if you will be home at 7 o'clock?

155 Would you mind if I borrowed your car?

156 Should I go to the gym?

157 Would you like to go to the cinema with me?

158 Could you tell me if you will be home at 7 o'clock?

159 Would you mind if I borrowed your car?

160 Should I go to the gym?

161 Would you like to go to the cinema with me?

162 Could you tell me if you will be home at 7 o'clock?

163 Would you mind if I borrowed your car?

164 Should I go to the gym?

165 Would you like to go to the cinema with me?

166 Could you tell me if you will be home at 7 o'clock?

167 Would you mind if I borrowed your car?

168 Should I go to the gym?

169 Would you like to go to the cinema with me?

170 Could you tell me if you will be home at 7 o'clock?

171 Would you mind if I borrowed your car?

172 Should I go to the gym?

173 Would you like to go to the cinema with me?

174 Could you tell me if you will be home at 7 o'clock?

175 Would you mind if I borrowed your car?

176 Should I go to the gym?

177 Would you like to go to the cinema with me?

178 Could you tell me if you will be home at 7 o'clock?

179 Would you mind if I borrowed your car?

180 Should I go to the gym?

181 Would you like to go to the cinema with me?

182 Could you tell me if you will be home at 7 o'clock?

183 Would you mind if I borrowed your car?

184 Should I go to the gym?

185 Would you like to go to the cinema with me?

186 Could you tell me if you will be home at 7 o'clock?

187 Would you mind if I borrowed your car?

188 Should I go to the gym?

189 Would you like to go to the cinema with me?

190 Could you tell me if you will be home at 7 o'clock?

191 Would you mind if I borrowed your car?

192 Should I go to the gym?

193 Would you like to go to the cinema with me?

194 Could you tell me if you will be home at 7 o'clock?

195 Would you mind if I borrowed your car?

196 Should I go to the gym?

197 Would you like to go to the cinema with me?

198 Could you tell me if you will be home at 7 o'clock?

199 Would you mind if I borrowed your car?

200 Should I go to the gym?

201 Would you like to go to the cinema with me?

202 Could you tell me if you will be home at 7 o'clock?

203 Would you mind if I borrowed your car?

204 Should I go to the gym?

205 Would you like to go to the cinema with me?

206 Could you tell me if you will be home at 7 o'clock?

207 Would you mind if I borrowed your car?

208 Should I go to the gym?

209 Would you like to go to the cinema with me?

210 Could you tell me if you will be home at 7 o'clock?

211 Would you mind if I borrowed your car?

212 Should I go to the gym?

213 Would you like to go to the cinema with me?

214 Could you tell me if you will be home at 7 o'clock?

215 Would you mind if I borrowed your car?

216 Should I go to the gym?

217 Would you like to go to the cinema with me?

218 Could you tell me if you will be home at 7 o'clock?

219 Would you mind if I borrowed your car?

220 Should I go to the gym?

221 Would you like to go to the cinema with me?

222 Could you tell me if you will be home at 7 o'clock?

223 Would you mind if I borrowed your car?

224 Should I go to the gym?

225 Would you like to go to the cinema with me?

226 Could you tell me if you will be home at 7 o'clock?

227 Would you mind if I borrowed your car?

228 Should I go to the gym?

229 Would you like to go to the cinema with me?

230 Could you tell me if you will be home at 7 o'clock?

231 Would you mind if I borrowed your car?

232 Should I go to the gym?

233 Would you like to go to the cinema with me?

234 Could you tell me if you will be home at 7 o'clock?

235 Would you mind if I borrowed your car?

236 Should I go to the gym?

237 Would you like to go to the cinema with me?

238 Could you tell me if you will be home at 7 o'clock?

239 Would you mind if I borrowed your car?

240 Should I go to the gym?

241 Would you like to go to the cinema with me?

242 Could you tell me if you will be home at 7 o'clock?

243 Would you mind if I borrowed your car?

244 Should I go to the gym?

245 Would you like to go to the cinema with me?

246 Could you tell me if you will be home at 7 o'clock?

247 Would you mind if I borrowed your car?

248 Should I go to the gym?

249 Would you like to go to the cinema with me?

250 Could you tell me if you will be home at 7 o'clock?

251 Would you mind if I borrowed your car?

252 Should I go to the gym?

253 Would you like to go to the cinema with me?

254 Could you tell me if you will be home at 7 o'clock?

255 Would you mind if I borrowed your car?

256 Should I go to the gym?

257 Would you like to go to the cinema with me?

258 Could you tell me if you will be home at 7 o'clock?

259 Would you mind if I borrowed your car?

260 Should I go to the gym?

261 Would you like to go to the cinema with me?

262 Could you tell me if you will be home at 7 o'clock?

263 Would you mind if I borrowed your car?

264 Should I go to the gym?

265 Would you like to go to the cinema with me?

266 Could you tell me if you will be home at 7 o'clock?

267 Would you mind if I borrowed your car?

268 Should I go to the gym?

269 Would you like to go to the cinema with me?

270 Could you tell me if you will be home at 7 o'clock?

271 Would you mind if I borrowed your car?

272 Should I go to the gym?

273 Would you like to go to the cinema with me?

274 Could you tell me if you will be home at 7 o'clock?

275 Would you mind if I borrowed your car?

276 Should I go to the gym?

277 Would you like to go to the cinema with me?

278 Could you tell me if you will be home at 7 o'clock?

279 Would you mind if I borrowed your car?

280 Should I go to the gym?

281 Would you like to go to the cinema with me?

282 Could you tell me if you will be home at 7 o'clock?

283 Would you mind if I borrowed your car?

284 Should I go to the gym?

285 Would you like to go to the cinema with me?

286 Could you tell me if you will be home at 7 o'clock?

287 Would you mind if I borrowed your car?

288 Should I go to the gym?

289 Would you like to go to the cinema with me?

290 Could you tell me if you will be home at 7 o'clock?

291 Would you mind if I borrowed your car?

292 Should I go to the gym?

293 Would you like to go to the cinema with me?

294 Could you tell me if you will be home at 7 o'clock?

295 Would you mind if I borrowed your car?

296 Should I go to the gym?

297 Would you like to go to the cinema with me?

298 Could you tell me if you will be home at 7 o'clock?

299 Would you mind if I borrowed your car?

300 Should I go to the gym?

301 Would you like to go to the cinema with me?

302 Could you tell me if you will be home at 7 o'clock?

303 Would you mind if I borrowed your car?

304 Should I go to the gym?

305 Would you like to go to the cinema with me?

306 Could you tell me if you will be home at 7 o'clock?

307 Would you mind if I borrowed your car?

308 Should I go to the gym?

309 Would you like to go to the cinema with me?

310 Could you tell me if you will be home at 7 o'clock?

311 Would you mind if I borrowed your car?

312 Should I go to the gym?

313 Would you like to go to the cinema with me?

314 Could you tell me if you will be home at 7 o'clock?

315 Would you mind if I borrowed your car?

316 Should I go to the gym?

317 Would you like to go to the cinema with me?

318 Could you tell me if you will be home at 7 o'clock?

319 Would you mind if I borrowed your car?

320 Should I go to the gym?

321 Would you like to go to the cinema with me?

322 Could you tell me if you will be home at 7 o'clock?

323 Would you mind if I borrowed your car?

324 Should I go to the gym?

325 Would you like to go to the cinema with me?

326 Could you tell me if you will be home at 7 o'clock?

327 Would you mind if I borrowed your car?

328 Should I go to the gym?

329 Would you like to go to the cinema with me?

330 Could you tell me if you will be home at 7 o'clock?

331 Would you mind if I borrowed your car?

332 Should I go to the gym?

333 Would you like to go to the cinema with me?

334 Could you tell me if you will be home at 7 o'clock?

335 Would you mind if I borrowed your car?

336 Should I go to the gym?

337 Would you like to go to the cinema with me?

338 Could you tell me if you will be home at 7 o'clock?

339 Would you mind if I borrowed your car?

340 Should I go to the gym?

341 Would you like to go to the cinema with me?

342 Could you tell me if you will be home at 7 o'clock?

343 Would you mind if I borrowed your car?

344 Should I go to the gym?

345 Would you like to go to the cinema with me?

346 Could you tell me if you will be home at 7 o'clock?

347 Would you mind if I borrowed your car?

348 Should I go to the gym?

349 Would you like to go to the cinema with me?

350 Could you tell me if you will be home at 7 o'clock?

351 Would you mind if I borrowed your car?

352 Should I go to the gym?

353 Would you like to go to the cinema with me?

354 Could you tell me if you will be home at 7 o'clock?

355 Would you mind if I borrowed your car?

356 Should I go to the gym?

357 Would you like to go to the cinema with me?

358 Could you tell me if you will be home at 7 o'clock?

359 Would you mind if I borrowed your car?

360 Should I go to the gym?

361 Would you like to go to the cinema with me?

362 Could you tell me if you will be home at 7 o'clock?

363 Would you mind if I borrowed your car?

364 Should I go to the gym?

365 Would you like to go to the cinema with me?

366 Could you tell me if you will be home at 7 o'clock?

367 Would you mind if I borrowed your car?

368 Should I go to the gym?

369 Would you like to go to the cinema with me?

370 Could you tell me if you will be home at 7 o'clock?

371 Would you mind if I borrowed your car?

372 Should I go to the gym?

373 Would you like to go to the cinema with me?

374 Could you tell me if you will be home at 7 o'clock?

375 Would you mind if I borrowed your car?

376 Should I go to the gym?

377 Would you like to go to the cinema with me?

378 Could you tell me if you will be home at 7 o'clock?

379 Would you mind if I borrowed your car?

380 Should I go to the gym?

381 Would you like to go to the cinema with me?

382 Could you tell me if you will be home at 7 o'clock?

383 Would you mind if I borrowed your car?

384 Should I go to the gym?

385 Would you like to go to the cinema with me?

386 Could you tell me if you will be home at 7 o'clock?

387 Would you mind if I borrowed your car?

388 Should I go to the gym?

389 Would you like to go to the cinema with me?

390 Could you tell me if you will be home at 7 o'clock?

391 Would you mind if I borrowed your car?

392 Should I go to the gym?

393 Would you like to go to the cinema with me?

394 Could you tell me if you will be home at 7 o'clock?

395 Would you mind if I borrowed your car?

396 Should I go to the gym?

397 Would you like to go to the cinema with me?

398 Could you tell me if you will be home at 7 o'clock?

399 Would you mind if I borrowed your car?

400 Should I go to the gym?

401 Would you like to go to the cinema with me?

402 Could you tell me if you will be home at 7 o'clock?

403 Would you mind if I borrowed your car?

404 Should I go to the gym?

405 Would you like to go to the cinema with me?

406 Could you tell me if you will be home at 7 o'clock?

407 Would you mind if I borrowed your car?

408 Should I go to the gym?

409 Would you like to go to the cinema with me?

410 Could you tell me if you will be home at 7 o'clock?

411 Would you mind if I borrowed your car?

412 Should I go to the gym?

413 Would you like to go to the cinema with me?

414 Could you tell me if you will be home at 7 o'clock?

415 Would you mind if I borrowed your car?

416 Should I go to the gym?

417 Would you like to go to the cinema with me?

418 Could you tell me if you will be home at 7 o'clock?

419 Would you mind if I borrowed your car?

420 Should I go to the gym?

421 Would you like to go to the cinema with me?

422 Could you tell me if you will be home at 7 o'clock?

423 Would you mind if I borrowed your car?

424 Should I go to the gym?

425 Would you like to go to the cinema with me?

426 Could you tell me if you will be home at 7 o'clock?

427 Would you mind if I borrowed your car?

428 Should I go to the gym?

429 Would you like to go to the cinema with me?

430 Could you tell me if you will be home at 7 o'clock?

431 Would you mind if I borrowed your car?

432 Should I go to the gym?

433 Would you like to go to the cinema with me?

434 Could you tell me if you will be home at 7 o'clock?

435 Would you mind if I borrowed your car?

436 Should I go to the gym?

437 Would you like to go to the cinema with me?

438 Could you tell me if you will be home at 7 o'clock?

439 Would you mind if I borrowed your car?

440 Should I go to the gym?

441 Would you like to go to the cinema with me?

442 Could you tell me if you will be home at 7 o'clock?

443 Would you mind if I borrowed your car?

444 Should I go to the gym?

445 Would you like to go to the cinema with me?

446 Could you tell me if you will be home at 7 o'clock?

447 Would you mind if I borrowed your car?

448 Should I go to the gym?

449 Would you like to go to the cinema with me?

450 Could you tell me if you will be home at 7 o'clock?

451 Would you mind if I borrowed your car?

452 Should I go to the gym?

453 Would you like to go to the cinema with me?

454 Could you tell me if you will be home at 7 o'clock?

455 Would you mind if I borrowed your car?

456 Should I go to the gym?

457 Would you like to go to the cinema with me?

458 Could you tell me if you will be home at 7 o'clock?

459 Would you mind if I borrowed your car?

460 Should I go to the gym?

461 Would you like to go to the cinema with me?

462 Could you tell me if you will be home at 7 o'clock?

463 Would you mind if I borrowed your car?

464 Should I go to the gym?

465 Would you like to go to the cinema with me?

466 Could you tell me if you will be home at 7 o'clock?

467 Would you mind if I borrowed your car?

468 Should I go to the gym?

469 Would you like to go to the cinema with me?

470 Could you tell me if you will be home at 7 o'clock?

471 Would you mind if I borrowed your car?

472 Should I go to the gym?

473 Would you like to go to the cinema with me?

474 Could you tell me if you will be home at 7 o'clock?

475 Would you mind if I borrowed your car?

476 Should I go to the gym?

477 Would you like to go to the cinema with me?

478 Could you tell me if you will be home at 7 o'clock?

479 Would you mind if I borrowed your car?

480 Should I go to the gym?

481 Would you like to go to the cinema with me?

482 Could you tell me if you will be home at 7 o'clock?

483 Would you mind if I borrowed your car?

484 Should I go to the gym?

485 Would you like to go to the cinema with me?

486 Could you tell me if you will be home at 7 o'clock?

487 Would you mind if I borrowed your car?

488 Should I go to the gym?

489 Would you like to go to the cinema with me?

490 Could you tell me if you will be home at 7 o'clock?

491 Would you mind if I borrowed your car?

492 Should I go to the gym?

493 Would you like to go to the cinema with me?

494 Could you tell me if you will be home at 7 o'clock?

495 Would you mind if I borrowed your car?

496 Should I go to the gym?

497 Would you like to go to the cinema with me?

498 Could you tell me if you will be home at 7 o'clock?

499 Would you mind if I borrowed your car?

500 Should I go to the gym?

501 Would you like to go to the cinema with me?

502 Could you tell me if you will be home at 7 o'clock?

503 Would you mind if I borrowed your car?

504 Should I go to the gym?

505 Would you like to go to the cinema with me?

506 Could you tell me if you will be home at 7 o'clock?

507 Would you mind if I borrowed your car?

508 Should I go to the gym?

509 Would you like to go to the cinema with me?

510 Could you tell me if you will be home at 7 o'clock?

511 Would you mind if I borrowed your car?

512 Should I go to the gym?

513 Would you like to go to the cinema with me?

514 Could you tell me if you will be home at 7 o'clock?

515 Would you mind if I borrowed your car?

516 Should I go to the gym?

517 Would you like to go to the cinema with me?

518 Could you tell me if you will be home at 7 o'clock?

519 Would you mind if I borrowed your car?

520 Should I go to the gym?

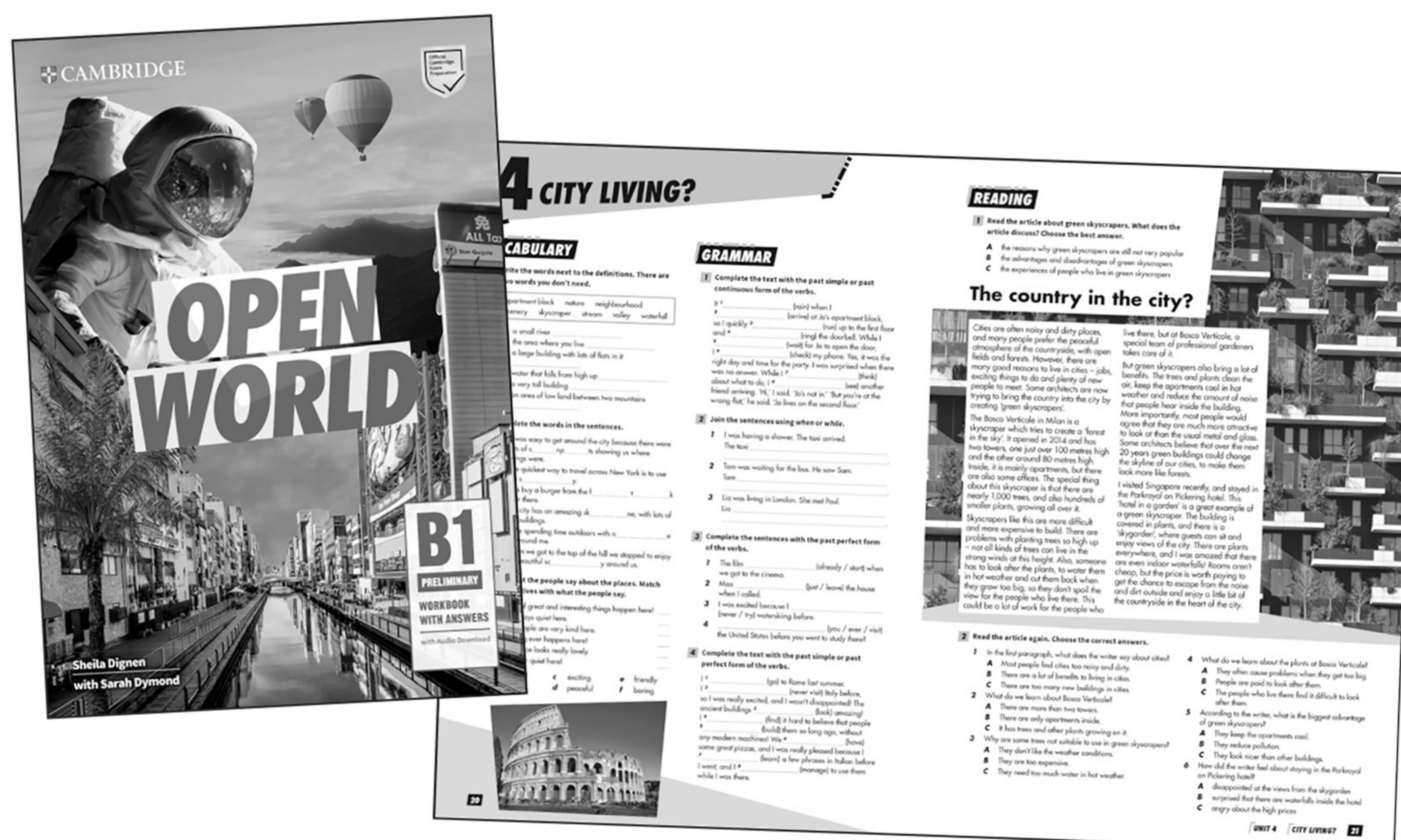
521 Would you like to go to the cinema with me?



# 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, model answers and extension tasks. The Teacher's Book also provides access to:

- The Class Audio
- Extra teacher photocopiable 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.



# B1 PRELIMINARY EXAM INFORMATION

PART/TIMING	CONTENT	EXAM FOCUS
<b>1</b> <b>Reading</b> 45 minutes	<p><b>Part 1</b> Five very short texts: signs and messages, postcards, notes, emails, labels, etc. followed by five three-option multiple choice questions.</p> <p><b>Part 2</b> Five descriptions of people to match to eight short texts.</p> <p><b>Part 3</b> Longer text with five four-option multiple choice questions.</p> <p><b>Part 4</b> Gapped text where five sentences have been removed. Candidates must select the five correct sentences from a list of eight.</p> <p><b>Part 5</b> Four-option multiple choice cloze text with six gaps. Candidates select the word which best fits each gap.</p> <p><b>Part 6</b> An open cloze text consisting of a text with six gaps. Candidates think of a word which best suits each gap.</p>	<p><b>Parts 1–4 and Part 6:</b> Candidates are expected to read for the main message, global meaning, specific information, detailed comprehension, understanding of attitude, opinion and writer purpose and inference.</p> <p><b>Part 5:</b> Candidates are expected to show understanding of vocabulary and grammar in a short text, and the lexico-structural patterns in the text.</p>
<b>2</b> <b>Writing</b> 45 minutes	<p><b>Part 1</b> An informal email. Candidates write an email of about 100 words in response to a text.</p> <p><b>Part 2</b> An article or story. There is a choice of two questions. Candidates are provided with a clear context and topic. Candidates write about 100 words.</p>	<p>Candidates are mainly assessed on their ability to use and control a range of Preliminary-level language. Coherent organisation, spelling and punctuation are also assessed.</p>
<b>3</b> <b>Listening</b> approximately 30 minutes	<p><b>Part 1</b> Short monologues or dialogues with seven three-option multiple choice questions with pictures.</p> <p><b>Part 2</b> Six short unrelated dialogues with six three-option multiple choice questions.</p> <p><b>Part 3</b> Longer monologue. Candidates complete six sentences with information from the recording.</p> <p><b>Part 4</b> Longer interview. Six three-option multiple choice questions.</p>	<p>Candidates are expected to identify the attitudes and opinions of speakers, and listen to identify gist, key information, specific information and detailed meaning, and to identify, understand and interpret meaning.</p>
<b>4</b> <b>Speaking</b> 12 minutes	<p><b>Part 1</b> A short conversation with the interlocutor. The interlocutor asks the candidates questions in turn, using standardised questions.</p> <p><b>Part 2</b> An individual long turn for each candidate. A colour photograph is given to each candidate in turn and they talk about it for about a minute. Each photo has a different topic.</p> <p><b>Part 3</b> A two-way conversation between candidates (visual stimulus with spoken instructions). The interlocutor sets up the activity.</p> <p><b>Part 4</b> A discussion on topics related to the collaborative task in Part 3. The interlocutor asks the candidates the questions.</p>	<p>Candidates are expected to be able to ask and understand questions and make appropriate responses, and to talk freely on topics of personal interest.</p>



# S PERSONAL PROFILE

## UNIT OBJECTIVES

<b>Topic:</b>	daily life and personal information
<b>Grammar:</b>	present simple and present continuous; adverbs of frequency; present continuous with <i>always</i>
<b>Vocabulary:</b>	personal interests; habits and routines; occupations
<b>Listening:</b>	note taking: celebrity profiles
<b>Reading:</b>	open cloze: profile of a blogger
<b>Speaking:</b>	introducing yourself
<b>Writing:</b>	a personal profile
<b>Pronunciation:</b>	intonation to show interest

Ask your students to watch the Grammar on the Move videos on pages 10 and 12. You can use these to present or reinforce the present simple and present continuous and adverbs of frequency.

## VOCABULARY

SB P8

### PERSONAL INTERESTS

#### WARMER

Read the title of the unit to the class. Ask one or two volunteer students to tell the class about their daily life: *what do they do, where do they go, who do they see?* Put students into groups of three to discuss. Give students 2–3 minutes to talk, then elicit some information from individual students about someone in their group.

- 1 Draw students' attention to the photos in the Student's Book and ask them to say what they can see in each of the photos. Write any new and interesting vocabulary on the board for students to note down (e.g. *selfie, mountains, underwater, snorkeler*).

#### Suggested answers

- A** sport, snorkelling  
**B** travel, trekking, holidays, walking  
**C** art and crafts, pottery    **D** shopping, fashion

- 2 Read the title with the class and elicit what the text might be about (writing a blog). Students read the blog first, then match the photos to the words in colour. Allow students to check their answers in pairs and if they have different answers, they should try to find the correct answer together. Check answers with the class.

- A** sports    **B** travel    **C** arts and crafts    **D** fashion

- 3 Write any new and interesting words on the board for students to note down in their books. For stronger classes, ask students to put the interests and hobbies into two groups of things they do on their own and things they do with friends.

- 4 Read the sentence and the rule in the box with the class. Elicit any more verbs like *like/love/enjoy* that we can use with the *-ing* form to talk about activities (e.g. *don't like, hate*).

*-ing*

## + EXTENSION

Students stay in the same groups as they were in Exercise 3 and talk to each other about the different personal interests and hobbies they brainstormed using *like/love/enjoy, don't like/hate* and the *-ing* form where appropriate. Monitor and note any good use of the language to elicit during class feedback.

- 5 Ask students if they have a blog. If so, ask them what it's about. If no one writes their own blog, ask students if they read anyone else's blog. What kind of blogs do they read? Students discuss the question in the Student's Book. Tell them to try to give reasons or examples for their answers. Allow students around three minutes for discussion, then elicit some ideas.

## READING

SB P9

- 1 Read the title of the blog with the class and ask students what they think the text will be about (a description of a blogger's day). Students can read the blog quickly to find out if they were right.

Students read the blog (again) on their own and complete the answers. They can then check answers with a partner. Remind students to go back over any answers which differ and try to find the right answer together. Check answers around the class and ask students to say why the answer is correct, e.g. 1 *with* is the preposition we use when talking about living *with* someone.

1 with    2 of    3 in    4 every    5 to    6 my

- 2 Give students one minute to reread the text and decide which parts of the text support their opinion for the first question. Students can then refer to these when they are discussing the questions in their groups. Give students 3–5 minutes to discuss the questions, then conduct class feedback. Ask students if they were surprised by anyone else's opinion.



## VOCABULARY

SB P9

### HABITS AND ROUTINES

**1** Go through the words in the box and check students' understanding of *hang out with* (spend time with) and *meet up* (meet someone). For weaker classes, go through the box together and add to the table the things which everyone does every day, e.g. *have breakfast/lunch/dinner*. When students have completed the activity, they can share their routines in pairs, then ask individuals to share with the class what they do every day/most days/sometimes.

**2** Students work alone to complete the sentences, then check answers in pairs before you check the answers around the class. Students could work in pairs to take turns saying the sentences but changing the information so that they are true about them.

**1** eats out   **2** get up   **3** hangs out with  
**4** meet up   **5** work out

**3** Give weaker classes a couple of minutes to prepare and write down their sentences before they share them in groups of three. Allow students no more than three questions each, time permitting. Monitor and at the end of the activity, invite students who fooled their groups to share their sentences with the class.

## GRAMMAR

SB P10

### PRESENT SIMPLE AND PRESENT CONTINUOUS

**1** This section should be revision for most students but for weaker classes, you might like to present the grammar on the board. With Student's Books closed, write the three sentences on the board, labelling them 1–3, and a timeline arrow pointing from left to right. Draw a perpendicular arrow in the middle of the timeline and write *now* on it. Ask a student to read the sentences. Elicit from the class which sentence is happening right now: *Martina – she is sitting at her desk and feeling very happy*. Write '3' on the *now* line. Draw more perpendicular lines along the time line in the past, present and near future to denote a habit. Elicit from the class which one of the sentences is a habit, i.e. something Martina does often/every day: *Martina gets up early*. Write '1' on each of the lines. Finally, draw a shaded block around the present to denote a temporary action and elicit which one of the sentences this belongs to: *She's creating information pages for her blog*.

Students open their books and complete the grammar box.

**1** c   **2** b   **3** a  
**1** simple   **2** continuous   **3** continuous

**2** Weaker students can do this activity in pairs, finding one example each and swapping their ideas. Encourage students to write the sentences in their notebooks and the rule in the grammar box, circling the parts of the sentence which relate to the form. Ask one student for each sentence to come up to the board and write the form and the example sentence, circling the language and the form.

Present simple: Why do I get up so early?  
Present continuous: So what am I writing?  
**1** do   **2** does   **3** be

**3** Students work alone to complete the questions, then check answers in pairs. Stronger classes can also say which tense and use each question is, e.g. *1 present simple – things that are generally true*.

**1** do; do   **2** does; work   **3** is; working  
**4** is; having

**4** As before, weaker students can do this activity in pairs, finding one example each and swapping their ideas. Elicit feedback from the class. In both cases, ask students to underline the auxiliary verbs in the sentences.

Present simple: I don't go to bed late.  
Present continuous: It's the autumn term now, and I'm not travelling.  
**1** doesn't   **2** isn't

**5** For stronger classes, get students to work in pairs to decide the tense and the use, then elicit the answers around the class before students complete the blog with the correct tenses.

**1** write   **2** do you earn   **3** 'm not earning  
**4** 'm working   **5** Do you interview  
**6** don't understand   **7** is getting

**6** In the same pairs, students discuss the questions. Encourage students to try to use the present simple and continuous carefully in their answers and give reasons or examples for their answers. Give students two minutes for discussion, then students feedback their ideas to the class. Ask some extra questions, e.g. *Would you like to be a paid blogger? Why/Why not?*

Refer students to the Grammar reference on page 196 for further information/practice on the present simple and present continuous.

### + EXTENSION

If students have access to the internet in class, they can do an online search to find out how much money a successful blogger can earn and find an example of a famous blogger. If students do not have access to the internet in class, they could do the task for homework.



## VOCABULARY

SB P11

### OCCUPATIONS

- 1** Read the title of the section with the class and elicit another word for *occupation* (job). Students can do the matching exercise alone or in pairs for support. Weaker classes can match the words in the box to the pictures first, then match them to the descriptions in 1–6.

Ask students if they know anyone who does any of the jobs shown and whether they like their job.

- 1** D police officer   **2** F hairdresser   **3** A chef  
**4** C gardener   **5** B mechanic   **6** E sales assistant

- 2** **002** Read the instructions with the class. To help weaker students, tell them that it is one of the occupations from Exercise 1. Play the recording, then elicit the answer. Ask students to say what part of the recording made them choose their answer.

He's a waiter.

#### AUDIOSCRIPT 002

I get up at about eight or nine o'clock. Then, I have a shower and a cup of coffee. I leave my flat at half past eleven. At work, we get a small lunch from the restaurant before we start, and at twelve thirty the first customers arrive. I finish serving lunch at about four o'clock, and I have a break of two hours. I often go to the gym and work out, or I hang out with friends. Then I go back to work at six in the evening and serve dinner for the next three or four hours. Sometimes, I can go home at about ten o'clock, but it's often much later: eleven p.m. or even after midnight on Saturdays if big groups of people have eaten in the restaurant. But that's OK. I like working with the relaxed customers in the evenings.

- 3** Weaker classes can use the jobs in Exercise 1, otherwise students could also use a different job. Remind students that the listening didn't mention the man's job or a restaurant/café. Encourage students to do the same here, i.e. give clues but don't make the job too easy to guess. Give students one minute to make their notes, then put them in groups of three to share their working day. If no one guesses the job, the student should not tell them what it is. Instead when everyone has shared their job, ask if there were any jobs no one guessed, then invite those students to share their working day with the class to see if someone can guess it.

## LISTENING

SB P11

### BACKGROUND INFORMATION

People call Simone Biles the greatest gymnast of all time. She won four gold medals in Rio de Janeiro at the 2016 summer Olympic Games. She has also won the World Championships a number of times in different disciplines.

Tom Holland is a dancer and an actor, performing both on the stage and in TV and cinema. He has recently starred in a number of box office films and is now a famous star. Tom would like to move from acting to directing one day.

- 1** **003** Draw students' attention to the photos of the two people in Exercise 3 and elicit if anyone knows who they are and what they do. Students listen and write the names in the profiles.

- A** **1** Simone   **2** Biles  
**B** **1** Tom   **2** Holland

#### AUDIOSCRIPT 003

Successful, famous and still very young ... Today, we are announcing this year's Young Celebrity of the Year. We asked which young celebrities our listeners like and respect the most. Hundreds of you wrote to us. Thank you for all your tweets and messages. We now have the two most popular young celebrities, successful in very different ways. From the world of film, our listeners really love Tom Holland and sports fans have chosen gymnast Simone Biles. And today we want listeners to vote for one winner.

- 2** Write *Holland* on the board, underlining 'll' and elicit how we say it: 'double-l'. Ask students to ask and answer using *How do you spell ...? I think it's ...* for both first names and surnames.

- 3** **004** Before students listen, ask students what they will need to write for *Place of birth* (a town or city) and *Siblings* (how many brothers or sisters they have). Students can now listen individually and complete the full profiles. Allow students to compare their answers before you check the answers around the class. Ask the class where Belize is and if you have a map, invite a student to show the class where it is.

- A**  
**3** (gymnast)   **4** 14th March 1997  
**5** Ohio   **6** (Belizean and) American  
**7** one sister and two brothers  
**8** reading, history and spending time with friends  
**B**  
**3** actor   **4** English   **5** 1st June 1996   **6** London  
**7** three brothers   **8** watching football



## AUDIOSCRIPT 004

OK, let's start with sport now. Simone Biles is a gymnast. She was born on the 14th of March 1997 in Ohio in the USA, but she grew up in Texas, where she still lives today. She's American, but she also has Belizean nationality, as her mother was born in Belize. Simone has a sister and two brothers. Simone's teachers saw her talent for gymnastics when she was six years old, and she quickly started winning competitions. She has won in the World Championships many times, and in 2016, she won gold four times at the Olympic Games.

Simone's successful because she does a *lot* of training, but she also likes to sit down with a good book. She enjoys reading and is very interested in history.

We love Simone because you have to work really, *really* hard to be a world-class gymnast, but she finds time for friends, hobbies and fun, too.

Our second young celebrity is the English actor Tom Holland and he was born on the 1st of June 1996 in London, where he grew up with his three brothers.

Tom started acting, and also dancing, when he was very young. He started working in theatre and then went on to having parts on TV and in films. Tom Holland is most famous for playing *Spider-Man* in several hugely successful films. He still lives in London. In his free time, he likes watching football – he supports Arsenal – but we don't think he has a lot of free time at the moment!

We love Tom because although he's very rich and very famous, he's also such a normal, nice guy.

So now it's time for you to vote. Who is your Young Celebrity of the Year? You can message us...

- 4** Tell students to write in sentences rather than single words as in Exercise 3. Students could do the task for homework and use the internet to find out more information about their celebrity to include in their profile. As before, if the partner can't guess the celebrity, the student can open it up to the class during class feedback.

### Model answer

This person is an actor from my country, Mexico. He was born in 1978 so he's a bit older than the celebrities in the listening. I don't know if he has siblings but he has two children. He started acting when he was a child. He's had roles in the theatre, on television and in films. Most of his films are Mexican but some of them are famous all over the world. One famous film that he starred in was *Babel*.

(Answer: Gael García Bernal)

## GRAMMAR

SB P12

### ADVERBS OF FREQUENCY

- 1** Ask a student to read the sentences to the class, then elicit which word in each sentence tells us how often the action takes place (*usually, never, sometimes*). Elicit what type of words these are (adverbs of frequency). Ask students to look at the first two sentences again and elicit where the adverbs of frequency come in the sentence (before the verb). Look at the third sentence together and ask if that's true here (no, the adverb of frequency comes after the verb). Elicit that this is because the verb *be* is different. Explain that otherwise adverbs of frequency always come before the verb.

- 1** between the subject and the main verb  
**2** it comes after the verb

- 2** Read the instructions and give students one minute to complete the task while you replicate the line on the board. Elicit ideas and encourage students to talk it through if there are any disagreements on the order.

- 1** rarely   **2** often   **3** hardly ever   **4** usually

- 3** Students complete the sentences alone then compare in pairs. Encourage students to extend their answers and give reasons why in each case, e.g. *I usually get up before 6 o'clock on a weekday so I can take my dog for a walk before work, but at the weekend I don't get up before 9 am.*

- 4** Give weaker classes a minute to prepare and make notes, then put students into different pairs from usual to ask and answer the questions. After a few minutes, elicit feedback by asking students to give you information about their partner.

Refer students to the Grammar reference on page 197 for further information/practice on adverbs of frequency.

### PRESENT CONTINUOUS WITH ALWAYS

- 5** Read the example sentences and the rule with the class. Ask students to complete the rule and check answers with the class. Then elicit from the class where the stress appears in the sentences (on *always*). Ask students why they think this is (to emphasise/stress that the speaker doesn't like it / it happens too often. Drill the sentences then students practise saying them in pairs. Listen and check they are saying the stress correctly.

- 1** continuous   **2** verb



- 6** Students complete the sentences on their own, then check answers as a class. Students can then practise saying the sentences and stressing *always*.

- 1** I'm always forgetting my telephone number.
- 2** My sister is always taking my phone.
- 3** Our teacher is always giving us extra homework.
- 4** He's always complaining about my work.

- 7** Give students an example from your own experience, then invite students to do the same.

Refer students to the Grammar reference on page 197 for further information/practice on the present continuous with *always*.

## WRITING

SB P12

### A PERSONAL PROFILE

- 1** Students can do the task in class or for homework. If students complete the task for homework, they can spend more time on correction/feedback during the lesson.

Students should aim to write 100–150 words. When students have finished their paragraph, they can swap it with their partner for feedback. Their partner can check for spelling mistakes, grammar and whether they have included all the points in the question.

#### Model answer

Hello! My name is Ricardo. Welcome to my blog. I'm 20 years old, Spanish and a student at the University of Valencia. I study Political Science and I share a flat with three other students. My room is tiny but life in our little flat is fun.


I have a typical student life. From Monday to Friday I work very hard. I get up early every day and go to lectures or to the university library. We have a lot of exams and essays so I'm always busy. I usually meet up with my friends at lunchtime but only for one hour. I hardly ever go out in the evening.

However, at the weekend, everything changes! I never get up early on Saturday or Sunday. On Saturday afternoon I work out at the gym or in summer I often go swimming at the beach. In the evening I eat out with friends or go to a party. I'm usually very lazy on Sundays. I hang out with the others in my flat and we sometimes cook together. We all need our energy for the next week at university.

## SPEAKING

SB P13

### INTRODUCING YOURSELF

- 1** Read through the questions with the class to check students' understanding, then allow students to discuss in pairs for 3–4 minutes. Monitor and help students with any vocabulary they might need. Elicit ideas from the class. Accept any good ideas and discuss reasons why any ideas wouldn't be appropriate with the class.
- 2** Read the instructions with the class and elicit what *small talk* is (polite conversation when you first meet someone). Give students 30 seconds to tick the topics they think are good topics to talk about, then compare answers in pairs or groups of three. If students have different answers, then they should try to justify their answers by giving reasons. Elicit ideas from the class and elicit why some of the topics are not good topics for small talk.
- 3**  005 Before you start the activity, elicit when students might have to use small talk when they meet someone new for the first time, e.g. going out with a group of people and you don't know all the people. Elicit from the class what kind of small talk they use in this kind of situation.

Read the instructions and the list with the class, then play the recording for students to choose their answers.

Elicit answers from the class, then play the recording again to check, pausing after each expression.

Read through the note on pronunciation with the class. Students make a note of where the intonation goes up when the speakers try to sound interested.

### + EXTENSION

Students practise saying the conversation. Tell students to remember to use the correct intonation to sound interested when they are talking and to listen to what their partner is saying.

Nice to meet you.

Really?

Me too.


What do you do?

That sounds interesting.



### AUDIOSCRIPT 005

**Zoe:** Hi, I'm Zoe. What's your name?  
**Anne:** I'm Anne.  
**Zoe:** Nice to meet you! Anne ... are you Karl's friend from the film club?  
**Anne:** No, that's Anne McDonald. I'm Anne Dumont. I was at school with Karl. How do you know him?  
**Zoe:** He's my cousin so I've known him all my life. And we sometimes play tennis together.  
**Anne:** Really? You play tennis? Me too! I go to the new club in Green Park. Where do you play?  
**Zoe:** Oh, we just play in the park near the swimming pool. It's not great, but it's cheap. I'm a student, so I don't have much money. What do you do?  
**Anne:** I'm a journalist.  
**Zoe:** Oh, that sounds interesting. Is it hard to be a journalist nowadays, with all the bloggers ...

- 4**  006 Read the instructions with the class. Tell students to use the first listening to decide on their answer and the second listening to check. Play the recording the first time, then allow students to compare their answers. Tell students that if they got any different answers from their partner, they should listen more carefully to those dialogues on the second listening and change their answer if necessary.

1 b    2 a    3 a

### AUDIOSCRIPT 006

**1, A**  
**Karen:** I go swimming every morning.  
**Sam:** [flat intonation] Really?  
**1, B**  
**Karen:** I go swimming every morning.  
**Sam:** [interested, rise-fall intonation] Really?  
**2, A**  
**Karen:** I think everyone should have a hobby.  
**Sam:** [interested, rise-fall intonation] I agree.  
**2, B**  
**Karen:** I think everyone should have a hobby.  
**Sam:** [flat intonation] I agree.  
**3, A**  
**Karen:** I love watching winter sports on TV.  
**Sam:** [interested, rise-fall intonation] Me too.  
**3, B**  
**Karen:** I love watching winter sports on TV.  
**Sam:** [flat intonation] Me too.

- 5** Allow students two minutes for their conversation. Encourage students to use intonation to sound interested in what the other student is saying. Monitor and note any interesting conversations and ask students to role play these for the class during class feedback.

### + EXTENSION

Tell students you're having a party right now and they are all invited but they are not allowed to talk to their usual partner. Split the class into two groups of 'interested' and 'uninterested'. Students stand up and mingle around the classroom making small talk. All the interested students should use intonation to sound interested and also to listen with interest to what the other student is saying; the uninterested students should use flat intonation to make it clear they are not interested in what the other person is saying. Give students two minutes to talk, then tell them to swap roles so that the interested students are now uninterested and vice versa. At the end of the activity, elicit class feedback. Ask students if there were any conversations where both students were 'interested' and elicit feedback on how that compared to the other conversations where only one person was interested or neither student was interested. Elicit how the different conversations made students feel.

➔ **WORKBOOK** / *Workbook, Starter Unit, page 4*



# 1 GETTING AWAY

## UNIT OBJECTIVES

<b>Topic:</b>	travel and holidays
<b>Grammar:</b>	comparatives and superlatives; <i>so</i> and <i>such</i> , <i>too</i> and <i>enough</i>
<b>Vocabulary:</b>	holiday activities; easily confused travel words; weather; environment
<b>Listening:</b>	listening for gist and detail: a talk about Madagascar
<b>Reading:</b>	Part 2: matching holidays and people
<b>Speaking:</b>	Part 3: making and responding to suggestions, negotiating agreement Part 4: questions about holidays
<b>Writing:</b>	review of a holiday
<b>Pronunciation:</b>	<i>to</i> and <i>too</i>
<b>Exam focus:</b>	Reading Part 2; Speaking Parts 3 and Part 4
<b>Real world:</b>	where can I stay in Auckland?

Ask your students to watch the Grammar on the Move videos on pages 16 and 18. You can use these to present or reinforce comparatives and superlatives and *so*, *such*, *too* and *enough*.

## VOCABULARY

SB P14


## HOLIDAY ACTIVITIES

### WARMER

Read the title of the unit to the class. Ask students what they think 'getting away' means (travelling away from home or going on holiday). Elicit the difference (*travel* means going from one place to another and can be for fun, for work or for something else; *holidays* means a long visit away from where you live for fun, not for work or anything else). Ask students to work in pairs to tell each other if they travel or go on holidays and which one they like more. Why? Go around the class and note any interesting answers and elicit these during class feedback.

- 1 Draw students' attention to the photos in the Student's Book and ask them to say what they can see in each of the photos. Write any new and interesting vocabulary on the board for students to note down. Keep these on the board for use in Exercise 2. Allow students to discuss in pairs for a minute, then draw their attention to the words in the box and ask them to match them to the photos. As this is the first lesson, allow students to work in their pairs to do this. Check answers.

**A** hiking    **B** buying souvenirs    **C** sunbathing  
**D** sightseeing; taking photos

- 2  007 Read the instructions with the class, then look at the photos again. Refer students to the vocabulary you wrote on the board in Exercise 1. Ask the class to say what words from the board they think they might hear on the recording for each picture, e.g. *sightseeing*, *map*, *camera*, *tourist*. Can they add any of their own words? Play the recording, then allow students to compare their answers in pairs before checking with the class. How many words did they guess correctly?

**1** B    **2** C    **3** A

## AUDIOSCRIPT 007

1

**Woman:** It's what I always do on the last day of my holidays. I like having something to take home with me. It reminds me of my holiday, and I get presents for my friends and family, too.

2

**Man:** No, I never do that. It looks so boring – just lying there doing nothing. I prefer being active when I'm on holiday, doing sports and things.

3

**Man:** That's my favourite thing! I really like spending time outdoors when I'm on holiday. I love fresh air, doing some exercise and seeing the countryside.

## + EXTENSION

Play the recording again and ask students to note down any words they heard which the class didn't predict. Ask students to say if each word helped them find the answer or not.

- 3 Ask students to discuss the question in pairs and try to incorporate any of the vocabulary which they brainstormed in Exercises 1 and 2. Ask volunteers to share their ideas with the class.
- 4 Draw students' attention to 3b in the quiz. Ask them what they think a *lively café* might be like (e.g. full of people and sounds). Ask: *What do people do when they go exploring?* (They look for new and interesting places.)

Students can do the quiz on their own or in pairs, taking turns to ask each other each question or to interview each other. At the end, ask students to total up their partner's score and turn to page 192 to find out what kind of holidaymaker they are. Conduct feedback around the class. Ask students to say what kind of holidaymaker their partner is and whether they agree or disagree with the answer.



What kind of holidaymaker are you?  
Mainly As? You're the kind of person who goes on holiday to RELAX  
Mainly Bs? You're the kind of person who goes on holiday to have FUN  
Mainly Cs? You're the kind of person who goes on holiday to have ADVENTURES

- 5** If students did the quiz in pairs in Exercise 4, ask them to focus on asking their partner their own questions. Read through the example with the class first and elicit answers from one or two strong students. Allow students 2–3 minutes to discuss, then ask students to share their ideas around the class.

### ⊕ EXTENSION/ALTERNATIVE

In their pairs, students write four more questions like the one in the quiz, then join another pair to ask each other their questions. Can they guess what kind of holidaymaker they are from their answers?

## READING PART 2

SB P15

### ✓ EXAM INFORMATION

Part 2 of the Reading paper is a multiple-matching task. Here students have to match the people in 1–4 with the places or things in the six texts A–F. They need to be careful to match *all three* things mentioned in each of the paragraphs about the people to one of the texts. This section teaches the students that underlining the key words in the descriptions of the people will help them in this task. In the exam, students will have to match five people to eight places/things.

- 1** As an extra task, you might like to ask students to keep their books closed at the beginning of the lesson and write the text about Lauren and Abby on the board. Ask students to work in pairs to decide what the key words are in the three sentences, then share ideas as a class. Do they all agree? If students disagree, ask them to try to justify their choice to their classmates. Tell students that this is a Preliminary exam-style task. Ask students to open their books and refer them to the words in orange.

Alternatively, refer students first to the six texts on page 15. Give them a few seconds to look at the title and texts and tell you what they are about (six different holiday destinations by the sea). Then refer students to the four texts about the people. Ask the class what they have to do (match parts of the texts to the people).

For weaker classes it might help to break the exercise down into three parts:

- a)** Read the text about Lauren and Abby without looking at the holiday destination texts. Ask students to work in pairs to think about what words they might look for in the texts that match the keywords highlighted in yellow, e.g. relax – sunbathe; hot – warm.

- b)** Ask pairs to match the key words to the highlighted sections in the text – did anyone predict the words correctly?
- c)** Ask students to count how many things are matched in each paragraph about the destinations. How many texts match all three things? (One – Text E.) Explain to students that in the exam it's important that they find the text which matches all three things the people need.

Ask students to repeat the process with 2, the text about Birgit and Oscar. Read through the instructions and make students understand they should highlight the text themselves. Students can do this in their pairs again or they can attempt the task on their own. Get feedback from the class. When you are confident students understand what is required from Reading Part 2, allow them to continue with questions 3 and 4 on their own. Otherwise, continue breaking down the process for each question as in the three steps above.

- 1 E** relax on the beach = sunbathe on the soft sand by the edge of the sea; shopping for clothes = market where you can buy ... the latest fashions; somewhere they can dance = with nightclubs and discos
- 2 A** fond of the countryside = green hills and valleys; like to go hiking = ideal for walkers; want ... souvenirs = buy ... unusual gifts
- 3 D** sightseeing = exploring the castles and interesting historic places; suitable for their small children = safe for all the family; cook their own meals = a grocery store selling local fruit, vegetables and fresh fish
- 4 C** watersports = surf, windsurf and dive; meet new people = great place to make friends; try some typical dishes from the region = restaurants ... famous for their traditional local cooking

- 2** Ask students to discuss the questions in pairs. Then ask volunteers to share their ideas with the class.

## GRAMMAR

SB P16

### COMPARATIVES AND SUPERLATIVES

#### WARMER

Put students into pairs and ask them to look at the map and tell each other about any places they know and point them out on the map.

If you didn't do the lead-in activity, refer students to the pictures now. Ask students to find England and Scotland on the map. Ask students what they know about Edinburgh (some students may have heard of the university). Do students recognise any of the places in the photos? Ask them to say what they can see (Edinburgh Castle and a street performer).



- 1** 🎧 008 Read the instructions with the class. Elicit the meaning of a *couple* (two people who love each other and live together or are going out together). Ask students to underline the keywords in the questions (*London, Edinburgh, how, travel*). Put students into pairs to compare their answers and then think of what they might hear in the recording that matches the keywords they have underlined.

by train

### AUDIOSCRIPT 🎧 008

- Emma:** Hey, Tim. Let's talk about our weekend trip to Edinburgh next month. I'm so excited about going to Scotland.
- Tim:** Me too.
- Emma:** I really want to take a tour of Edinburgh castle.
- Tim:** So do I. It looks great.
- Emma:** So, what about transport? How shall we go?
- Tim:** Do you want to go by car? It's much easier than taking a bus or a train.
- Emma:** Hmm, I'm not sure about that. Edinburgh is such a long way from London! It's 650 kilometres, you know. The journey will take us at least seven hours. We're only going for three days, so that'll only leave us one full day in Edinburgh.
- Tim:** I see what you mean. It's too far to drive for the weekend. So ... how do you think we should go?
- Emma:** Maybe by plane? It's fast. The flight is just over an hour.
- Tim:** Yes, but the tickets are often so expensive. If we fly, we won't have enough money to have fun in Edinburgh.
- Emma:** Mmm, that's true. Air travel costs a lot.
- Tim:** You know, if we want to save money, we could drive. Driving is cheaper than buying two air tickets. In fact, it's even cheaper than buying two train tickets.
- Emma:** Yes, but going by train is much faster than going by car – it only takes four hours by train.
- Tim:** Does it? That's not too bad.
- Emma:** And what's more, the train's much greener than either driving or flying.
- Tim:** Yeah, you're right. Let's do that.

- 2** Read through the instructions with the class. For weaker classes, check students' understanding by asking questions: *How many types of transport do you write for each answer? (one); Can you use each type of transport once or more than once? (more than once)*. Play the recording twice if necessary, pausing the recording the second time after each answer to check the answers around the class.

1 plane 2 car 3 car 4 plane 5 train

Ask students to look at 1–5 in Exercise 2 again. Ask: *Why is 4 different from the others?* Elicit that it is a longer adjective and we use *the most* with longer adjectives. Read through the grammar box with the class. Superlatives should be revision for the class but check understanding by drawing a two-column table on the board and writing *the -est* above one and *the most* above the other. Give students different adjectives and ask them to tell you which column they go in. Write them on the board. When you have finished, ask them to make superlative sentences using the adjectives on the board.

Alternatively, and if you think your class might need a bit more support, present comparatives together on the board: write *Mount Etna (3,350 m)* on the board and elicit the sentence: *Mount Etna is 3,350 m high*, then add: *Mount Kilimanjaro (5,895m)*. Write a gapped comparative sentence, e.g. *Mount Kilimanjaro is ..... Mount Etna*, and elicit the comparative sentence: *Mount Kilimanjaro is taller than Mount Etna*.

Finally, add *Mount Everest (8,848 m)* and elicit: *Mount Everest is the tallest*.

- 3** Ask students to do the task alone or in pairs if they need the support. Check the answers around the class. Again, ask students why we use adjective + *-ier* in 1 and *more* + adjective in 2. Elicit the answer, then read through the second grammar box with the class.

### LANGUAGE NOTE

Remind students that we use *than* in comparative sentences as a preposition and conjunction to join the two parts of the sentence. Students should not confuse it with *that*, which we use to refer to something we mentioned earlier or that the person we are talking to already knows about, e.g. *She went to that school*.

1 easier 2 more 3 quickly 4 better

- 4** Stronger classes can work through the two parts of the activity together, otherwise break each part down and check the answers to the gapped sentences before moving on to the rule.

Fast finishers can see how many more adjectives they can add to each category and share these with the class when you check the answers.

1 bigger 2 the largest 3 more slowly  
4 the worst 5 more comfortable 6 better  
7 more quietly 8 better



- 5 Read through the sentences and rule with the class. Then elicit answers.

1 a smaller amount    2 a different amount  
3 the same

Refer students to the Grammar reference on pages 199–201 for further information/practice on comparatives and superlatives.

## WRITING

SB P17

### A REVIEW

- 1 Students read the text quickly to find out if the writer liked Salzburg.

Although the writer says the train journey was expensive and that Salzburg Zoo is a long way from the city centre, everything else he says is positive. In particular he says, “We spent three great days in Salzburg ...” which tells us he enjoyed the trip.

- 2 Ask a student to read the first two sentences out to the class. Read the second sentence beginning *Although ...* again and elicit whether the first part of the sentence agrees with the second part of the sentence (no, they contain opposing or contrasting information). Ask a student to read the next sentence and ask the same question (this time the second clause adds more information). Ask students to do the same in pairs with the remainder of the text. Check students’ ideas and for each linking word, elicit what part of the text it refers to, e.g. *too* in the second line adds information to ‘fast and comfortable’.

Adds more information: and, too, also, What’s more,  
As well as  
Contrast: Although, but, though

- 3 For weaker classes, draw a two-column table on the board, with the titles *add info* and *contrast*, and elicit the linking words from the text to go in each column. Students then have a clear reference to aid them in completing the sentences.

1 but    2 Although    3 and    4 What’s more  
5 As well as    6 too    7 also    8 though

- 4 Ask students to write around 100 words. Students can do this task in class or for homework. If they do it for homework, there will be more time in class for peer marking: ask students to swap reviews and provide feedback. Ask them to focus on their partner’s correct use of linking words and phrases and whether they liked the review.

## VOCABULARY

SB P17

### EASILY CONFUSED TRAVEL WORDS

#### WARMER

Put students into pairs and ask them to read the speech bubbles together, noting the words in bold. Students tell each other about an experience for each of the words in bold. Give pairs two minutes to discuss, then ask individuals to report back on one of their partner’s experiences.

In their same pairs, ask students to look at the words in bold again and come up with a definition for each word. Tell students to make sure that the definitions show the difference between that word and the other word.

#### Suggested answers

trip: a journey in which you go somewhere, usually for a short time, and come back again

tour: to a place or area, especially when you look around the place and learn about it

transport: a system of vehicles such as buses, trains, aeroplanes, etc. for getting from one place to another

travel: make a journey, usually over a long distance

journey: the act of travelling from one place to another, especially in a vehicle

- 1 Ask students to complete the sentences either on their own or in pairs for support. Go through the answers as a class.

1 trip    2 transport    3 tour    4 journey    5 travel

#### FAST FINISHERS

Fast finishers can pair up and begin discussing the questions in Exercise 2.

- 2 You might like to mix up the pairs for this activity so that students have the chance to talk to someone different. Fast finishers can ask each other their own questions using the words in bold.

## GRAMMAR

SB P18

### SO AND SUCH, TOO AND ENOUGH

#### WARMER


Ask students to look at the photo and say what they think the people are doing (looking at a timetable and planning their journey). Ask students what kinds of journeys you need to plan (long journeys, journeys with lots of connections, etc.). Ask: *In your country, how do most people make long journeys? Why? How do you like to travel?*

Put students into groups or pairs to discuss the questions. Give them two minutes then check students’ ideas around the class.



- 1** Read the instructions with the class and ask students which adjectives *best* and *worst* come from (*good, bad*) and elicit the comparative forms (*better, worse*). Look at the reviews with the class and ask students how they can find out which hotel has the best/worst comfort/service/food (by looking at the stars). Allow weaker students to find the information in pairs, then feedback as a class.

Campbell House has the best food.  
Drumcraig Lodge is the smallest.  
Hotel Glenross has the worst service.

- 2**  009 For weaker classes, explain to students that they won't hear the two people making a decision, just the things that are important to them. The students have to choose the best hotel for them and say why. Play the recording, then elicit the answer.

Drumcraig Lodge because it's not too noisy and it's fairly close to the city centre. The quality of food doesn't bother them because they're planning to explore lots of different restaurants.

### AUDIOSCRIPT 009

- Emma:** Right, so, what about a hotel? We want to do lots of sightseeing, so we shouldn't stay anywhere that's too far from the city centre.
- Tim:** Yes, but we don't want anywhere too noisy – I hate it when you can't get enough sleep at night.
- Emma:** So do I. And we want somewhere that serves good food.
- Tim:** Do we? We're going to explore lots of different restaurants, aren't we? Edinburgh has such great places to eat. The hotel restaurant doesn't matter so much.
- Emma:** No, I guess it's not so important. Now, let's look at some reviews.

- 3** Read the section in the grammar box on *so/such* with the class and elicit the answers. Elicit or point out that when we are making a sentence using *such* with a singular noun we use *a/an*: *Edinburgh is such a great city*. Ask students why we use *so/such* (to make the adjective stronger). Ask students to make other sentences with *so/such* in pairs or around the class. Correct any mistakes relating to the formation of *so/such*.

Then go through the section on *too/enough*. Explain to students that *enough* can also go before a noun: *Did the students have enough pens?*

**1** such   **2** so   **3** too   **4** enough

- 4** Ask students to try to complete the sentences on their own. Weaker students can refer to the grammar box to help them but stronger students should try to complete the exercise alone. Allow students to compare answers in pairs and if they have different answers, they should try to look back over the grammar box together to find the correct answer. Check answers around the class.

**1** so   **2** such   **3** enough   **4** enough   **5** too  
**6** too

- 5** Follow the steps for Exercise 4.

**1** so   **2** too   **3** such   **4** enough   **5** too

### FAST FINISHERS

Fast finishers can try to make more gapped sentences from the hotel reviews and swap them with another fast finisher to complete. Ask the rest of the class to check these when you check the main key.

Refer students to the Grammar reference on page 201 for further information/practice on *so, such, too* and *enough*.

- 6** Before students discuss the question, brainstorm a few alternative places to stay and write these on the board to help students. Give students a couple of minutes for discussion, then elicit answers around the class.


### + EXTENSION

Ask students to look again at the online reviews and talk in pairs about which hotel they would like to stay at. They should give each other reasons for their answers, using comparatives and superlatives.

### + EXTENSION

Put students into groups of three or four and ask them to each think of two adjectives each (or more depending on the time you have available) and write these on small pieces of paper. Students should place the pieces of paper in a pile in the middle of the table face down. They take turns to turn over an adjective and make a sentence using *so, too/enough* or a comparative or superlative adjective.

### P TO AND TOO

- 7**  010 Stronger classes could attempt this listening with their books closed and try to write down the word they hear. Play the recording again and drill the words chorally and individually.

They sound the same.

### AUDIOSCRIPT 010

too   to



- 8 🎧 011 Point out that students are listening for the word which *sounds* shorter and they should try not to think about how they are spelled. Play the recording and elicit the answer, then drill the sentence if necessary.

to is shorter

### AUDIOSCRIPT 🎧 011

It's too far to drive.

- 9 🎧 012 Read the instructions with the class then play the recording. Drill the sentences once with the class then allow students to practise in their pairs.

### AUDIOSCRIPT 🎧 012

It's too small to stay in.

It's too far from the city centre.

Do you want to go by car?

That's not too bad.

## LISTENING

SB P19

### WARMER

Refer students to the map and the photos and ask them what they can see and what they show (Madagascar). If students have access to the internet in class, they could spend a few minutes doing an internet search to find some interesting facts to share with the class.

- 1 Match the photos with the landscapes as a class. Invite students to compare the photos using the comparative and superlative structures they covered in the previous lesson, e.g. *The rainforest is wetter than the mountain region.*

A rainforest    B dry and rocky  
C high and mountainous

- 2 Put students into pairs to brainstorm. If you are short on time, split the class into three and have groups look at just one photo, then feedback to the rest of the class on their photo.

- 3 🎧 013 Draw the four points of the compass on the board and elicit the words for each point. Write them on the board. Then do the same for *north-west*, *south-east*, etc. Read the instructions with the class and check that students understand they have to match the parts of the island with the photos from Exercise 1. Play the recording, then check answers as a class.

A the east    B the south    C the centre

### AUDIOSCRIPT 🎧 013

Hi, I'm Jo, and I want to tell you about my trip to the sunny island of Madagascar. I went there last year for a university geography project. The island has just two main seasons – a dry season, and a rainy season. But even in the rainy season, there's still plenty of warm sunshine, especially in the morning. Then in the afternoon, there are often storms. But the most interesting thing about Madagascar's climate is the incredible variety – in fact, it's completely different in every part of the island.

For example, the south of Madagascar is warm, dry and windy. The temperatures drop down to about twenty-three degrees in the dry season from May to October. And because there's so little rainfall in the south, the landscape is really dry and rocky. I took some photos of scenery that looks exactly like the moon! It was amazing.

That's very different from the northwest of the island, where it rains a lot. It's especially wet at the beginning of the year. But then, from May to October the northwest is pretty dry too. And because it's not so windy, it's warm all year round.

Then there's the east coast, where there's plenty of rain all year, with an average of two or three hundred millimetres of rain a month. So it's always warm and wet on the east coast. And because the weather is so humid, there are thick rainforests in this part of the island. These are home to lots of fantastic wildlife, especially monkeys!

Finally, there's the centre of the island, which is different again. Here, the temperatures are only around twenty-two degrees in the warmer part of the year, and it's fairly cool between May and September. It rains quite a lot from December to March, and then much less in the dry season. The island's high and mountainous in the centre, and there are farms on the hillsides. I went on a trip to a rice farm, which was really interesting. Madagascar is a truly amazing place!

- 4 🎧 013 Give students a few moments to read and underline the keywords in the six questions. Play the recording, then check answers around the class. For weaker classes, play the recording a second time and pause after each answer for the students to say the answer.

1 False. The island has two main seasons.  
2 True    3 False. It's warm, dry and windy in the south of Madagascar.    4 False. It's warm all year round in the northwest.    5 True    6 True

- 5 Students choose which one of the three areas they would like to go to and give reasons why it's the best place to go to. Their partner should use polite language to disagree and put forward their own choice.

### + EXTENSION

In their pairs, students choose one of the places in the photos they want to visit. They then have to decide what items they are going to pack in their suitcases which are suitable for the trip. Students report back to the class – *Did everyone pack the same thing? Did anyone forget to pack something important?*