

2

Differing tastes

UNIT OBJECTIVES

TOPICS: food and drink, restaurants, relationships

GRAMMAR: past tenses

VOCABULARY: words relating to food, fixed phrases

READING & USE OF ENGLISH PART 2: understanding the task

PART 6: fixed phrases

WRITING PART 2: using linking expressions

LISTENING PART 2: learning to predict answers before listening

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

Reading and Use of English

STARTER

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

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

Suggested answers

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

Part 6

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

Answers

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

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

Answers

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

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

Answers

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

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

Answers

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

Underlining:

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

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

Answers

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

FURTHER PRACTICE

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


Listening

STARTER

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

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

Part 2

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

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

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

Answers

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

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

Exam task answers

1 (shopping) mall 2 businesswoman 3 partner 4 website
5 sleep 6 sandwiches 7 office staff 8 festivals 9 trays
10 profits

Recording script

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

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

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

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

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

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

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

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

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

One environmentally challenging aspect of food truck meals is that they're all takeaways, meaning that they use single-use packaging and cutlery. (9) So, my first step has been to replace plastic trays with new ones made of materials which can be processed and used again. My longer-term aim is to replace plastic forks and spoons with recyclable ones, and to use things like recycled oil in all our cooking.

(10) With growing competition as more and more people go into the food truck industry, plus low running costs now a thing of the past, substantial profits are rare, with many owners barely making enough to live on. It's certainly not a way to get rich quick, and a high percentage quickly go out of business. But it's nearly always fun.

Giving your opinion

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

Grammar


Past tenses

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

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

Answers

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

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

Answers

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

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

Answers

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

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

Possible answers

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

Speaking

STARTER

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

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

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

Answers

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

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

Answers

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

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

Part 2

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

Answers

Photographs 1 and 2

Candidate A: Talk for a minute, comparing their two photos. Say why they think people choose to buy food there.
Candidate B: Say whether they like to go food shopping.

Photographs 3 and 4

Candidate B: Talk for a minute, comparing their two photos. Say what they think would be enjoyable about having a meal there.
Candidate A: Say which of the two kinds of place they prefer to go to and why.

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

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

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

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

Reading and Use of English

Fixed phrases

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

Answers

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

Part 2

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

Answers

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

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

Answers

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

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

Exam task answers

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

- 4** Students work through the task in pairs before checking answers as a class. Explain any problematic words or phrases if necessary.

Answers

Fixed phrases: 0, 1, 4, 5, 8.
Past tenses: 2, 3, 6

FURTHER PRACTICE

Students tell a partner how and when they met their best friend or partner. They should try to use some of the fixed phrases from Exercise 1.

Writing

Linking expressions

- 1** Tell the class that these are expressions which will be useful when writing an article about a series of events. They should know them, but you may want to point out that they are all expressions which refer to time with the exception of one (*to my amazement*). Give students a few minutes to do the exercise before checking answers.

Answers

- 1 At first
- 2 Between those two times
- 3 As soon as
- 4 Immediately
- 5 at the same time
- 6 very surprisingly

Part 2 article

- 2** Ask students if they know or remember anything about Writing Part 2. Use some questions to elicit general information. For example, *What is the difference between Part 1 and Part 2?* (Part 1 is compulsory and in Part 2 there is a choice), *What type of writing might you have to write?* (an article, a report, a review, a letter or email), *How many words do you have to write?* (140–190) *How much time do you have in the exam?* (about 40 mins – there is one hour 20 mins for two pieces of writing).

Focus attention on the exam task and allow students a minute or so to look for the answers to the questions. Elicit answers from the class. Suggest that students should ask themselves questions like these when they first read a Part 2 writing article task.

Answers

- 1 young people who read an international website
- 2 the past
- 3 140–190

- 3** Encourage students to read through the questions before studying the model answer and finding the answers in pairs. Suggest they underline their answers to 2 and 5.

Answers

- 1 yes
- 2 Neutral. Although the model answer uses some informal features such as conversational expressions to address the reader, words such as *fun*, *kid* and *sure*, and exclamation marks, there are no contracted forms and it is written in complete sentences, some of them quite complex.
- 3 The mystery of who is at the door arouses their curiosity and creates suspense.
- 4 The person who sent the text was someone mentioned in the previous paragraph.
- 5 I sat at home ~~watch~~ watching TV, how ~~delighting~~ delighted I was, meeting ~~with~~ people, inviting me out for a dinner

- 4** Give students time to read the article more carefully on their own and ask them to underline or circle their answers to the questions. Point out that these are all characteristics of a good article and that students should include them in their articles.

Answers

- 1 Have you ever felt, You can imagine, I think you will agree
- 2 past continuous: *was going*; past perfect: *had given*, *had been*; past perfect continuous: *had been talking*
- 3 a at the moment b before long c eventually

- 5** Go over the ideas in the Quick steps and the Exam tip with the class before reading Exercise 5. Students can write their articles in class or as homework. Remind them to plan what they are going to write in each paragraph before they start and to check their writing carefully when they finish. In the exam they will have 40 minutes to plan, write and check their work. Refer students to the Writing bank on page 124 for further information and practice.

Model answer

Out at night
I've had several great nights out in my life, but one that sticks in my memory is when I did actually have a great night out – and I mean out!
I was sixteen years old. My parents couldn't afford holidays abroad, so they encouraged me to go camping overnight with three friends. I'd never been camping before and we immediately got off to a bad start. We couldn't read a map, so we lost our way. Then my feet began to hurt, so we arrived late and in the dark at the place where we had decided to camp. You might think that the whole trip was a disaster but as soon as we put the tents up, things changed. We cooked a meal on our stove and made a hot drink. Then Lorenzo got out his guitar and we started singing. Can you imagine singing 'Starry, Starry Night', lying on your back and looking at the stars above you? We never got into our sleeping bags. It was a great night out!

DIGITAL CLASSROOM



Practice Extra Unit 2



Test Generator Unit 2 test

Test and Train Exam Practice

3

Changing places

UNIT OBJECTIVES

TOPICS: travel and tourism, transport, festivals and customs

GRAMMAR: modal verbs, adverbs of degree

VOCABULARY: dependent prepositions

READING & USE OF ENGLISH PART 5: reading for detailed understanding, focusing on the writer's purpose

PART 1: dependent prepositions

WRITING PART 1: essay, understanding the task, using linking expressions

LISTENING PART 3: identifying key words

SPEAKING PART 3: understanding the task, making suggestions and using modal verbs to speculate

Reading and Use of English

STARTER

Brainstorm suggestions to explain the term *sustainable tourism*. If necessary, point out that *sustainable* here does not just refer to not damaging or changing the environment but actually having a positive impact on the place, its economy and society.

- 1 This task introduces the topic of the reading text, which focuses on sustainable tourism. Draw attention to the photo and allow students a few minutes to discuss the questions with a partner. If appropriate, students can talk about tourism in the area where they live. Elicit feedback by asking some pairs to tell the class their ideas.

Part 5

- 2 Ask students to look at the exam task for a few minutes and think about how they should approach it. Discuss suggestions as a class. If the following points don't come up in the discussion, explain that they should always read the rubric and the introductory phrase, which tells them the topic of the text (in this case, an article about tourists doing conservation work). Then they should read through the text quickly to get a general idea of the content before focusing on the questions.

Give students a few minutes to answer the questions. After checking answers, go over the Quick steps and ask

students why they should read the questions without the answer options initially (because three of the options are wrong and in fact are written to distract students, so they may relate to the text but give incorrect information).

Point out that the questions are always in the same order as the information in the text with the exception of the last question, which sometimes asks about the theme or ideas in the text as a whole.

Answers

- 1 a single article
- 2 direct questions, incomplete statements, questions on reference words, questions on the meaning of particular words
- 3 three

- 3 Ask if anyone knows where the Faroe Islands are (north of Scotland between Norway and Iceland, but they are Danish). Set a time limit for students to skim read the article to encourage them to read quickly.

Answer

B

- 4 Students read the first two paragraphs after reading question 1. Tell them to underline the information which gives the correct answer in the text and discuss with a partner why the other answers are wrong.

Answers

C is correct: *without the tunnel it* (i.e. the village of Gásadular) *would probably have become one of the Faroes' abandoned villages.*

- A There is no suggestion of this.
- B The people had to do this before it was built, but not after.
- D There already was boat service, although it was infrequent and there were cliffs to climb.

Read through the Exam tips, checking understanding and pointing out questions 2 and 4 in the exam task, which focus on vocabulary. Encourage students to underline the words in the text which help them identify the answers to each question. Remind students that in the exam there are no negative marks for incorrect answers, so they should always write an answer by eliminating the options they can and then using the information they have to select one. Allow 15 minutes for students to complete the task under exam conditions. Go over answers with the class, asking students to explain their choices.

Exam task answers

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

- 5 Students re-read the text to find the answers. Check as a class. If there is time, ask them to make their own sentences with the words.

Answers

1 initiative 2 renovated 3 sustainable 4 in collaboration (with) 5 asset 6 flattered 7 lose sight of 8 adamant 9 tangible

- 6 Hold a class discussion to answer the questions. Encourage students to give reasons for their ideas and opinions.

FURTHER PRACTICE

If time allows, students could research some of the negative aspects of voluntourism and then hold a debate to discuss the pros and cons of this type of volunteering.

Listening

STARTER


Ask students to tell the class about the most impressive places they have visited or seen on TV. Encourage them to think about natural landscapes or scenery. Note any new vocabulary on the board.

- 1 Focus attention on the photos and ask if anyone recognises the places shown. Read the instructions and match the names to the photos as a class. Students work in pairs to discuss the other questions before reporting their ideas back to the class.

Answers

1 Victoria Falls 2 Manarola 3 The Uxmal Pyramid 4 Harbin 5 The Wave rock formation

Part 3

- 2  03 Check whether students are familiar with the format of Listening Part 3. If necessary, ask questions to elicit details. For example, *How many recordings do you hear?* (5), *How many people are speaking in each recording?* (1), *What do they have in common?* (They are all talking about the same topic.), *How many questions are there?* (the same question for all speakers with eight answer options to choose from), *How many times do you hear the recording?* (twice).

Go over the Quick steps with the class, using the exam task to illustrate each point. Referring back to the idea of key words in the answer options, read answer option A with the class. Point out that identifying key words helps them understand what to focus on when listening, and thinking about synonyms and antonyms of these may help them predict the words used in the recording. Students work through the task in pairs before checking ideas as a class.

Go over the Exam tips box and point out that it is important for students to listen for detailed understanding rather than just individual words, which may be used as distraction in some recordings. It's important to check carefully for the meaning of whole

phrases and compare them with questions rather than just focusing on individual words.

Play the recording and encourage students to discuss their answers with a partner before listening for a second time. Check answers as a class. If possible, elicit explanations for the answers chosen.

Suggested answers

- B technical: equipment, camera, power, etc.; prevented: stopped, ended, allow, let, etc.
C travelling: bus, drive, train, etc.; longer: delay, late, schedule, etc.
D difficult: hard, so many, so long, etc.; permission: permit, pass, allow, forbid, etc.
E dangerous: risk, safe, etc.; certain: particular, other, different, etc.
F too crowded: full, packed, empty, people, etc. good: bad, clear, quality, etc.
G wrong: right, mistake, only, etc.; time of year: season, month, summer, etc.
H temperature: heat, hot, cold, freezing, etc.; unexpectedly: surprise, normal, etc.; extreme: high, low, excessive, etc.

Exam task answers

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

FURTHER PRACTICE

Put students into small groups and ask them to research one of the places in the photos or one of the other places mentioned in the initial class discussion or in answer to question 4 in Exercise 1. They could then give a short presentation about it to the class. Encourage them to use the useful vocabulary on the board and to use dictionaries to look up other words, if necessary.

Recording script

You will hear five short extracts in which people are talking about their visits to famous locations to take photos. For questions 1–5, choose from the list A–H the difficulty each speaker had getting the photos they wanted. Use the letters only once. There are three extra letters which you do not need to use.

Speaker One

I was walking through the desert to photograph The Wave, an amazingly beautiful rock formation in Arizona USA. After having so many online applications to visit it turned down, at last I had my pass. Fortunately, I'd been given a date well before the extreme heat of summer, although soft sand and the real risk of getting lost somewhere with no mobile phone coverage meant there were still dangers. But I arrived without incident or delay; with just 20 visitors a day allowed there it was hardly crowded and the rock formations were breathtaking. I spent hours taking photos, including a great one of The Wave when the sun hit it without any shadows.

Speaker Two

In January we reached the Chinese city of Harbin, famous for its spectacular snow sculptures and a colourful city made entirely of ice. Obtaining visas had been straightforward, and the eight-hour train journey from Beijing seemed brief in comparison to what it would've taken in earlier times. A temperature of minus 25 degrees came as no surprise, but its effect on my camera did. The battery quickly lost power and it automatically shut down, ending my day's photography session. All the buses and eating places were busy, but it's such a huge area it was usually possible to get clear pictures, unlike – I'm told – at Chinese New Year, when everywhere is crowded.

Speaker Three

To reach the stunning Victoria Falls we bought inexpensive multi-entry Zimbabwe visas as we also planned to visit the Zambian side, and boarded a crowded bus. It was March, a time when the Zambezi River is full and the Falls are a truly amazing sight – especially from viewing points that others might consider dangerously close to the edge. But the massive volume of water crashing into the deep valley below created so much rising mist that even in the bright sunshine only one section was visible, when I'd hoped to get shots of the entire Falls. To do that I'll have to return outside the rainy season.

Speaker Four

On a previous visit to the five villages of Italy's Cinque Terre, I'd stayed at a campsite, but as the last bus left before sunset I couldn't take pictures in the evening light. This time, despite high-season tourism, I managed to get a room in Manarola. I'd wanted to shoot the town from the hill across the bay, but the risk of falling rocks had closed the footpath and I had to make do with photos from other angles. I was also concerned that taking my camera from my cool hostel into the summer heat outside might result in foggy pictures, though I got round that by leaving it on the terrace overnight.

Speaker Five

I'd always wanted to photograph one of Mexico's ancient Maya cities and my initial preference was for Chichén Itzá, but the likelihood of big crowds put me off and I opted for the UNESCO World Heritage Site of Uxmal instead. So, on a beautiful April morning I arrived at Mérida bus station aiming to catch the six am bus there, only to find it was full up. There wasn't another until nine, which meant I began my visit to Uxmal well behind schedule. By then the sun was really beating down, though I was used to that, and I took some fantastic shots, particularly of the thousand-year-old Pyramid of the Magician.

Grammar

Modal verbs


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

- 1 Give students plenty of time to read the Grammar reference on page 101, select the correct options and discuss their answers with a partner. When you go through the answers, make sure students can explain why the other option is wrong in each case.

Answers

- 1 correct: *could have walked* (past possibility); *could walk* is for past ability
- 2 correct: *mustn't* (prohibition); *don't have to* is for no obligation
- 3 correct: *might have dropped* (past possibility); *had to drop* is for past obligation
- 4 correct: *must* (obligation by the speaker); *have to* is for external obligation
- 5 correct: *don't have to* (not necessary); *shouldn't* is for something that is the wrong thing to do
- 6 correct: *may have been* (past possibility); *must have been* is for certainty about the past

- 7 correct: *needn't have got* (did something unnecessarily); *didn't need to get* is for something not done because it was unnecessary
- 8 correct: *shouldn't have* (the wrong thing to do in the past); *can't have* is for a past impossibility

- 2  Tell students to do this task individually before comparing their answers with a partner. When checking, elicit explanations from students.

Answers

- 1 ~~could find~~ was able to find (one occasion)
- 2 ~~mustn't~~ don't have to spend (wrong negative modal verb)
- 3 ~~must have been~~ should / could have been (it didn't actually happen)
- 4 ~~must~~ had to take (wrong past form of the modal)
- 5 ~~don't have to drive~~ mustn't drive (not allowed)
- 6 ~~needn't to~~ didn't need / have to (wrong past form of modal)
- 7 ~~can~~ might/may have to stand (possibility, not ability)
- 8 ~~might already heard~~ may/might have already heard (past possibility)

- 3 After allowing time to complete the conversation, encourage students to role-play it to focus on intonation in particular.

Answers

- 1 must have missed
- 2 could have got
- 3 might have left
- 4 can't have done
- 5 had to walk
- 6 must have switched off
- 7 might even have forgotten
- 8 must have had

- 4 Go over the first comment, eliciting as many answers as possible to check understanding of the task, and highlight that there is more than one possible answer (e.g. *they must be related, it must be her mother/ aunt, it must be a relative of hers, it must be someone from her family*, etc.). Tell students to do the task in pairs, with each person giving a different answer to each question.

Suggested answers

- 1 They must be related.
- 2 You should have gone to bed earlier last night.
- 3 You didn't have to wear a uniform.
- 4 Someone must have stolen it.
- 5 You could have saved some money.
- 6 You shouldn't do that.
- 7 You can't have done!
- 8 You might have spent / lost it.


- 5 Point out that these modal verbs can be used when talking about the photo in Speaking Part 2 to speculate about the situations shown and sometimes to answer questions such as *How do you think they might be feeling?*

Students work in pairs, taking turns to speculate about the situations in the pictures. Elicit some example answers from around the class.

Speaking

Adverbs of degree

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

- 1 Elicit or explain the value of using adverbs of degree in speaking and writing. (They allow us to be more specific about meaning and add detail.) In the speaking test students can demonstrate a wider range of language and express more precise meaning. Go over the rules in the Grammar reference section on page 103 and allow students time to complete the dialogue. Don't go over the answers yet.
- 2  04 Play the recording for students to check their answers, and then put them in pairs to suggest alternative adverbs of degree for each answer except 5. If time allows, students could role-play the dialogue, focusing on intonation.

Answers

- 1 pretty (also fairly, quite)
- 2 slightly (also a bit, a little)
- 3 rather (also quite, a bit, a little, extremely, very, really)
- 4 quite (also rather)
- 5 really
- 6 a bit (also slightly, a little, quite)
- 7 rather (also quite, really)
- 8 quite (also absolutely)
- 9 totally (also quite, absolutely, completely, really)
- 10 absolutely (also quite, completely, really, totally)
- 11 fairly (also pretty, rather, quite)
- 12 extremely (also really, very)

Recording script

- Sam: So how was your journey to the mountains?
- Jess: It was pretty good, overall. The train was slightly late, though only ten minutes, and I was rather tired after quite a long day, but once we got out into the countryside I really started to relax.
- Sam: Yes, sometimes I'm a bit surprised to find that I rather enjoy train journeys, though the bus is much cheaper.
- Jess: Yes, you're quite right, but it was totally impossible to get a bus ticket, because we booked the trip so late.
- Sam: I know what you mean. I was absolutely astonished to see how quickly tickets for the mountain bus sell out on a Friday evening. But, anyway, it sounds like the train was fairly comfortable.
- Jess: Actually, it was extremely comfortable! I slept most of the way.

Part 3

- 3 Hold a brief brainstorming session to elicit what students know or remember about Speaking Part 3 before focusing attention on the exam task and the questions.

After students have checked their answers using the Speaking bank on page 134, answer any questions they may have.


Answers

- 1 the other candidate
- 2 about three minutes in total: two minutes on the first question and about one minute on the second
- 3 a booklet with written prompts: a diagram containing a question plus various options

- 4 Focus attention on the exam task and elicit answers from the class. Point out that students only have two minutes to discuss the question before the examiner stops them, so it may not be possible to discuss all the options and they must allow time for their partner to speak. It's usually better if students select one idea, starting wherever they want, and then give their opinions by agreeing and disagreeing with each other before moving on to another idea and so on until the examiner tells them the time is up.


Answers

Your town wants to attract more tourists.
You have to talk to your partner for about two minutes about how the things in the diagram can help bring in more tourists.
You then have about one minute to decide which two things would attract most visitors to the town.

- 5  05 Introduce the recording and ask students to read the questions. Point out that they should look at the exam task materials while they listen in order to follow the conversation. After listening, elicit answers from the class.

Answers

- 1 yes
- 2 yes
- 3 They both choose the museum of local culture, but whereas Elisa's second choice is the music festival, Carlos's is the local cooking.

- 6  05 Check understanding of *speculate* (to guess possible answers to a question when you do not have enough information to be certain). Before playing the recording for the second time, ask students to try to complete the expressions. If possible, they can check their answers by looking at the recording script. In some cases, there may be other possible correct answers. For example, 1 *Can I start? / Would you like (me) to start? / Do you want to start?* etc. If time allows, students could be asked to suggest other answer options for each gap.

Answers

- 1 shall I
- 2 that could be
- 3 how about
- 4 probably a good idea
- 5 Let's look at
- 6 I'd go for

Recording script

Teacher: Now, I'd like you to talk about something together for about two minutes. I'd like you to imagine that a town wants to attract more tourists. Here are some things that may help make a town more attractive to visitors. You now have some time to look at the task. Now talk to each other about how each of these things can make a town more attractive to visitors.

Carlos: Right, shall I start?

Elisa: Yes, go ahead.

Carlos: Well, first there's the outdoor sports. I think that could be quite a good one, because in most towns, there's somewhere you can go running, cycling or walking. It's the sort of thing people do in a town to get some exercise.

Elisa: Yes, but that's the sort of thing people are probably already doing wherever they live – why should they go to another town to do it?

Carlos: That's true. I hadn't thought about that. I mean tourists might still want to do it, but it's not why you choose a place to go, is it?

Elisa: Not really. So how about the next one, the music festival? Think of all the people who go to Coachella or Glastonbury. Maybe the town would get crowds like that. Or a bit like them, anyway.

Carlos: Er, well, the weather has to be pretty good in summer for that, I mean it rains at Glastonbury sometimes.

Elisa: Yeah – that's true ... Talking about summer, the theme park's probably a good idea for the town. It could be based on a local legend, say. That would look pretty good in the town's brochure: rides that tell an exciting story; young people and kids laughing and having fun in the sunshine. Stuff like that.

Carlos: Yeah – but not everyone likes theme parks. I mean, they're all the same really. The local cooking might work better. If there's some really tasty traditional dishes from the local region and if they've got good chefs working in the restaurants. They could include some great photos of the meals, and of visitors enjoying them.

Elisa: Yes, and they could then use social media, especially Instagram, to get people's attention. Although there'd be a lot of competition from other places out there.

Carlos: Hmm, you may be right, but even so ... OK, that's four of them done. Let's look at the last one, the museum of local culture.

Elisa: I quite like that one. Maybe the town's produced some wonderful musicians and writers – or famous artists?

Carlos: Yeah, and maybe some of them have painted local scenes – they're always popular with tourists.

Elisa: Right.

Teacher: Thank you. Now you have a minute to decide which two things would attract most visitors to the town.

Elisa: OK, I'll start this time if you like.

Carlos: Fine.

Elisa: Which two shall we choose? I'd go for the museum of local culture and the music festival. I think that would make a lot of people want to come to the town. And you?

Carlos: Definitely the museum of local culture. But instead of the music festival, I'd choose the local cooking. It's a bit easier to organise, I think.

Elisa: OK, so we agree on one but not the other. That's fine.

Carlos: I agree.

- 7** For this first practice of the exam task you could, if you wish, ask students to speak for a little longer than the two minutes allowed in the exam to give them an opportunity to practise, including some of the expressions and discussing as many of the ideas as possible. For the second phase, where they have one minute in the exam, it is probably more useful for them to get used to speaking for the correct amount of time as it requires some practice to be able to complete the task effectively in one minute.

Go over the Quick steps information before students start, and remind them to listen carefully to what their partner says and to respond to that by giving their opinion rather than just taking turns to speak. Remind students not to choose the best, worst, etc. during the initial two-minute phase; if they do so, they may end up repeating themselves in the second phase. If possible, students should also try to include some of the adverbs of degree.

Students need to learn to be aware of how long their turns are and whether they are doing enough to encourage their partner to contribute, so they need to listen to what their partner says. They should both be speaking for approximately the same amount of time. Elicit some suggestions for what they can do if this was not the case. For example, remember to ask questions. Refer students to the Speaking bank on pages 128 and 138 for further information and practice.

Reading and Use of English

Dependent prepositions

- 1** Dependent prepositions are those which always follow a verb, noun or adjective. They are often either not translated or used differently in other languages, so students need to learn expressions and phrases as fixed 'chunks' of language. Use the examples given from the recording to highlight this.

Students then work in pairs to match the correct prepositions with the expressions listed. It's useful for students to understand that if they don't know the answer there is no rule to help them. It's just a matter of learning them. Go over the answers and, if time allows, encourage students to make a sentence for each expression. Then elicit any other phrases they know which use the same prepositions.

Answers

word/phrase + to:


in relation, in response, obliged, prepared, required, sensitive, supposed, with regard (*also* about, belong, bound, compared, object, opposed, tend, thanks)

word/phrase + with:

familiar, fed up, in connection, involved, (have) nothing to do, obsessed, the trouble (*also* agree, along, associated, beginning, compared, disappointed, have a word, pleased, satisfied)

word/phrase + of:

ashamed, capable, conscious, in need, in place, in terms, in view, informed, sort (*also* afraid, approve, aware, jealous, no sign, proud, take care)

- 2**  In Reading and Use of English Part 1, dependent prepositions are sometimes tested. This task gives students a chance to practise some exam-style multiple-choice questions. Check answers as a class.

Answers

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

Part 1

- 3** Focus attention on the exam task and elicit answers to the questions from the class.

Answers

- 1 eight
- 2 four
- 3 All four are the same kind of word with some kind of link in meaning.

- 4** Set a time limit to encourage students to read the text for gist without trying to complete the gaps initially. Go over the Quick steps with the class. Look at the example together and elicit an explanation for the correct answer (*the battle is held* is an example of a collocation – words which often go together). Read the Exam tip and allow time for students to complete the task before reading through the whole text. As you check answers, elicit explanations from the students for each answer.

Answers

A traditional Italian festival which involves people throwing oranges at each other.

Exam task answers

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

- 5** Brainstorm the names of different carnivals or other special events in the students' country/countries or region(s) before putting them into pairs to compare their event to the Ivrea carnival. Elicit feedback by asking two or three pairs to report their ideas to the class.

Writing**Part 1 essay**

- 1** Explain that linking words and expressions help organise ideas clearly and make it easier for the reader to follow the argument. Students work in pairs to complete the task before checking answers as a class.

Answers

- 1 First of all, For one thing, In the first place
- 2 For another thing, Next
- 3 Lastly
- 4 On balance, To conclude

- 2** Tell students they have to write an essay in Writing Part 1. Ask some questions to elicit anything they know about the question format. For example: *What register or style should you use?* (you should write a formal essay), *How many words do you have to write?* (140–190), *How much time do you have in the exam?* (approx. 40 mins – one hour 20 minutes for two pieces of writing), *What must you include in your answer?* (two points which are listed and another idea of your own).

Focus attention on the exam task instructions. This may be the first time students have seen a Part 1 Writing task so allow plenty of time for them to read it carefully and answer the questions. Point out that the format is always the same, with a question to answer, two points to include and another point to add. It's important to underline that students have to include an idea of their own, otherwise they will lose marks in the exam. After checking answers as a class, elicit suggestions for the 'your own idea' prompt.

Answers

- 1 you have had a discussion in an English class and you have been asked to write an essay: the advantages and disadvantages of taking holidays near home rather than travelling abroad
- 2 your teacher
- 3 whether it is better to have holidays near home rather than travel abroad
- 4 which is cheaper, which is better for the environment, and your own idea
- 5 reasons for your point of view

- 3** Ask students to read the model answer quickly to identify the extra idea that the writer added (young people want to travel to learn about other cultures and problems in other societies). Then read through the questions with the class and check understanding. Give students time to read the model essay and then answer the questions with a partner. Go through these, taking any additional questions that come up. Point out that the way the points are separated into paragraphs here is a good model for any answer to the Part 1 Writing essay task.

Answers

- 1 holidays abroad
- 2 2nd: cheaper, 3rd: better for the environment, 4th: own idea
- 3 to begin with, secondly, finally, to sum up
- 4 First of all, Next, Then, Lastly, In conclusion, To conclude, On balance, etc.

- 4** Encourage students to suggest formal alternatives to the words and expressions listed before re-reading the essay to find the answers.

Answers

- 1 should not
- 2 however
- 3 locations
- 4 inexpensive (*also*: budget, economical)
- 5 can be done
- 6 cannot
- 7 I am absolutely convinced (that)

5 and **6** Go over the Quick steps and the Exam tip with the class, checking understanding. If necessary, you could elicit some suggestions on how students should write a plan for their essay. Remind them to use notes rather than complete sentences, to think about how to organise their ideas into paragraphs, and to brainstorm some useful words and expressions on the topic.

Students can do the writing in class or at home. They should check their work as mentioned in Exercise 6, but there could also be a peer-correction activity, giving pairs a few minutes to check each other's work and give feedback. Refer students to the Writing bank on page 118 for further information.

Model answer

These days many people are choosing not to travel abroad for their holidays. There are several reasons for this.

The main reason is financial. In the current economic climate, people have less money for their leisure pursuits. Holidays abroad are not cheap. Additional expenses include the purchase of a visa for some countries, and the need to buy travel insurance and foreign currency.

Another important reason for holidaying at home is the effect foreign travel has on the environment. Air travel produces more pollution than any other form of transport, so is the least green.

People also feel safer in their own country. They are used to the food and water, so they feel they are less likely to become ill. And, if necessary, they can more easily return home.

This year I have decided to stay at home. In fact, I'm going to sleep in my own bed every night. There are many beautiful places in my country which foreign visitors come to see. I want to enjoy these places too. And some of them, I can visit by bike!

DIGITAL CLASSROOM



Practice Extra Unit 3



Test Generator Unit 3 test

Test and Train Exam Practice