

## 8

## The only way is up

## UNIT AIMS

Exam preparation in Unit 8:






- understand implication in blog posts
- listen for words and phrases expressing opinion in a short talk
- express and justify my opinions in a discussion
- understand how nouns are formed and use them in word-formation exercises
- explain things so other people can understand them in a letter / an email






## TEACHER'S PRESENTATION KIT

- Talk2Me videos
- Speaking test videos
- Class and Workbook audio
- Workbook pages and answer key

## UNIT OVERVIEW

Student's Book / Digital Student's Book 		Workbook / Online Workbook 
LESSON / EXAM TASK	EXAM SKILLS / LANGUAGE FOCUS	CONSOLIDATION
Reading Multiple matching	Understanding implication Blog posts	Workbook, pp 60–61, Exercises 1, 2, 3 Unit 8, Reading, Exercises 1, 2, 3
Grammar 1	The passive	Workbook, p 62, Exercises 1, 2, 3 Unit 8, Grammar 1, Exercises 1, 2, 3
Vocabulary	Words connected with <i>geographical features</i> Nouns formed from verbs Words + prepositions	Workbook, pp 62–63, Exercises 1, 2, 3 Unit 8, Vocabulary, Exercises 1, 2, 3
Listening  Sentence completion	Listening for opinion	Workbook, p 64, Exercises 1, 2, 3 Unit 8, Listening, Exercises 1, 2, 3
Grammar 2	Review: countable/uncountable nouns, articles, quantifiers	Workbook, p 63, Exercises 1, 2 Unit 8, Grammar 2, Exercises 1, 2
Speaking   Discussion	Expressing and justifying opinions	Workbook, pp 64–65, Exercises 1, 2, 3 Unit 8, Speaking, Exercises 1, 2, 3
Use of English Word formation	Nouns (2)	Workbook, p 65, Exercises 1, 2, 3 Unit 8, Use of English, Exercises 1, 2, 3
Writing A letter / An email	Explaining	Workbook, p 66, Exercises 1, 2, 3, 4 Unit 8, Writing, Exercises 1, 2, 3, 4
Progress check	Check language progress for Units 7 and 8	Workbook, p 67, Progress check and Cumulative progress Progress check and Cumulative progress

## Additional material

PRESENTATION KIT 	TEACHER'S / STUDENT'S RESOURCE CENTRE 	TEST GENERATOR 
Talk2Me video <i>If you ask me ...</i>	<b>Unit 8 worksheets:</b> <i>Optimise your grammar</i> (Standard and Higher), <i>Optimise your vocabulary</i> (Standard and Higher), Talk2Me video, <i>Say it right</i> <b>Units 7–8 worksheets:</b> CLIL, Culture, Everyday English (TRC only), Grammar communication (TRC only)	Unit Test 8 (Standard and Higher) Progress Test (Standard and Higher)

## READING

### Multiple matching | Blog posts

→ Student's Book, pages 80–81



### Lesson aims

- Identify information that is implied
- Practise a multiple-matching exam task

#### Lead-in

Ask students to look at the unit title **The only way is up**, and ask them if they have ever heard of this expression (*it was made famous in a 1980s pop song by Yazzy*) and what it means (*things can only get better – it's an expression that's often used when things are bad or have hit an all-time low*). Ask students what they think this lesson and the unit are going to be about (*mountains and height*).

- 1 In pairs or small groups, students complete the exercise. Elicit some answers in open class and try to develop a class discussion on precautions they should take before they climb a mountain (*prepare physically beforehand, tell someone what you are doing, look at the weather forecast, etc.*).

#### Suggested answers

Problems you could have on the way up and down: *you could get lost, the weather could change suddenly, you could fall and injure yourself, etc.*

Things you should take with you: *compass, map, guidebook, flashlight, batteries, ropes, a backpack, a helmet, insulated clothing, hiking boots, climbing harness, a mobile phone, hat, gloves, axe, water bottles, knife, camera, lighter, first aid kit, etc.*

### EXAM SKILL

#### Understanding implication

Ask students to read the tips.

- Understanding implication is what we mean by 'reading between the lines', because the suggestion, rather than the actual words, carries the meaning. Implication is the implied meaning that is not directly stated but can be deduced from clues. Understanding implication (inference) requires students to link existing knowledge to what is being read at the time.
- Readers use both stated and unstated ideas to draw logical conclusions and understand implication. They use the facts, the contextual clues, and their prior knowledge to piece together meaning. The facts and clues lead to assumptions, which then lead to conclusions.
- Writers often imply information in texts: a point that makes us think and use our imagination has a greater impact on us than one that is obviously stated.

- 2 Ask students to complete the exercise. Check their answers in open class.

#### Answers

1 strenuous 2 visit it 3 to visit movie locations 4 impressed

### OPTIMISE YOUR EXAM

#### Multiple matching

Ask students to read the tips.

- This task focuses on detail, opinion, specific information and implication. Remind students to paraphrase the ideas in the questions to help them identify the answer in the text.
- Point out to students that it is a good idea to read the questions first and underline the key words, then look for that information in the text. Remind them to skim read everything first to get an overall impression and understanding of it.
- In class, always ask your students to tell you why a particular part of the text matches a question. This helps them check their choices carefully.

#### Exam task

- 3 2.18 **Note: The reading text is also available on the audio CD. You may want to have students listen and read the text before doing the exam task.**

Ask students to complete the exercise. Don't check answers yet as students will compare their answers in Exercise 4.

#### Mixed ability

Pair up weaker students and give them the option of only reading two sections and working together to answer the questions. Challenge more advanced students who finish early by asking them to write three questions about the text. These can then be given to another early finisher to answer and then passed back to the original student for marking.

- 4 In pairs, students complete the exercise. Check answers in open class.

#### Answers

- 1 B (*Sir Edmund Hillary trained here for his amazing 1953 Everest climb.*)
- 2 C (*I tried to be happy for my family's sake, but I only relaxed once we were back on the ground.*)
- 3 D (*... pack your winter clothing!*)
- 4 A (*I visited it as part of a school project ...*)
- 5 C (*Every time I looked down, I felt dizzy, and as a result, I lost my appetite.*)
- 6 D (*I had expected to see the huge film sets but of course, they were dismantled once filming had finished.*)
- 7 A (*If you are interested in doing the trail, book in advance as there are limited places, avoid the rainy season (October–April) and consider taking tablets to deal with the altitude.*)
- 8 B (*There are six main routes – some more difficult than others ...*)

- 5 Ask students to complete the exercise. Check answers in open class.

#### Suggested answers

1 the average level of the sea in relation to the land 2 the height of a place or thing above sea level 3 going up 4 a very tall machine used for lifting or moving heavy objects and building tall buildings 5 the benefit or good of someone or something 6 the scenery and props as arranged for shooting a film 7 natural things such as trees, hills and lakes that you can see in a particular place 8 extremely impressive or beautiful

Students can research in class if you have access to the internet, or they can do this for homework. They could do their quizzes in class or at the start of the next lesson.

### Optional extension 2.18

Play the recorded text and ask students to underline words or phrases in the text that they don't fully understand. Tell them to select the items that they think are the most important or the most interesting.

Ask them to work in pairs and compare the items they have selected to see if their partner can explain the meaning. If dictionaries are available, let students research the vocabulary they have highlighted. This stage could be set as homework if the resources are not available in the classroom. Do a feedback session in open class, and ask students to share some of the items they chose and explain what they mean.



### Homework

Assign students Reading exercises 1, 2 and 3 on pages 60–61 of their Workbook.



## GRAMMAR 1

### The passive

→ Student's Book, page 82



### Lesson aims

- Understand the correct usage of the passive
- Practise using the passive form

### Lead-in

Read out clues about K2, the second highest mountain in the world, that figures in Exercise 3. Keep going until someone guesses which mountain you are talking about. Start with the most difficult ones to guess from first:

*The name of this mountain was given in 1852 by the British surveyor T.G. Montgomerie.*

*The mountain range is called Karakoram.*

*The mountain is known by other names such as 'Large Mountain' in Balti – a Tibetan language.*

*This peak is located on the border between Pakistan and China.*

*It has also been nicknamed 'The Savage Mountain' because so many climbers have been killed there.*

*It has never been climbed during the winter.*

*It's considered to be less commercial than Everest.*

Ask students to recall some of the sentences you said. Write them on the board and ask different students to come up and highlight the passive grammatical forms and how the passive voice puts the object first in the sentence and the subject second. Tell students that they will learn more about the passive tense and K2 in today's lesson.

## Grammar in context

Ask students to complete the task. Then they check their answers in the article. Refer students to the *Remember* box if they aren't sure.

Remind students that they can find more information in the Grammar reference, Unit 8, page 155.



### Answers

1 are 2 been 3 is 4 were

### Language note

#### The passive

The passive is an important grammatical structure that appears in every form of written and spoken English. Knowledge of this construction is vital for reading and writing English in everyday life. Students are often tested on their knowledge of the passive in sentence transformation and multiple-choice cloze exam tasks.

To really understand the passive, students must understand the difference between a subject and an object in a sentence. The subject is the thing doing something. The object is the thing having something done to it. The passive reverses the roles of subject and object, so that instead of the subject doing something, it now has something done to it. The subject becomes passive to the action in the sentence.

In some languages, the passive is not used as often as in English, or is used in a different way. It is useful to point out to students that we use the passive when we are interested in the action and we don't know the name of the person who did/does the action.

Many English passive sentences do not contain *by* + agent after the verb. Encourage students to omit the agent wherever possible. In many cases *by* + agent sounds wrong and adds no extra information to the sentence, i.e. *The train has been used since 1908 by people* (the agent is completely unnecessary).

Passive constructions sometimes contain a form of the verb *to get*, e.g. *I got robbed*.

Students will see the passive form again in Unit 11 (the causative).

### Extra support

Ask students to draw a timeline in their notebooks and write an example sentence (positive, negative or question) for all of the tenses. Once they have finished, draw a timeline on the board, to include these tenses: past perfect, past continuous, present perfect, present perfect continuous, past simple, present simple, present continuous, future simple, *be going to*, future perfect and future continuous. Invite students to the board to add one of their sentences into the timeline at the correct place.

1

Ask students to complete the exercise. Check answers in open class.



### Answers

1 dozens of people are rescued from the steep slopes 2 are usually taken to hospital by helicopter / are usually taken by helicopter to hospital 3 was carried up the mountain by ponies / was carried by ponies up the mountain 4 the path to the summit made 5 should only be climbed in spring and summer / should be climbed only in the spring and summer / should be climbed in the spring and summer only

- 2** Ask students to complete the exercise. Check answers in open class.

 **Answers**

1 by 2 of 3 with 4 as 5 in/with 6 by

- 3** Ask students to skim through the text and think of a good title, e.g. *K2 – The savage mountain*. Ask students to complete the exercise. Ask students to compare in pairs before you elicit answers in open class.

 **Answers**

1 is/'s called 2 is/'s located 3 has never been reached / is never reached 4 is often referred / has often been referred 5 is considered 6 are usually attempted / have usually been attempted 7 was first conquered 8 has been reached 9 have been killed / were killed

THINK | RESEARCH | CULTURE | **LEARN** | ME

In pairs, students discuss the questions. Elicit answers in open class.

 **Homework**

Assign students Grammar 1 exercises 1, 2 and 3 on page 62 of their Workbook.



## VOCABULARY

Topic vocabulary | Word formation | Word patterns

→ Student's Book, page 83




Refer students to the Vocabulary reference, page 165, for more information on topic vocabulary.

- 2** Ask students to complete the exercise. Check their answers.

 **Answers**

1 stream 2 path 3 summit 4 slopes 5 cliff 6 coast

## Nouns formed from verbs


- 3**  2.20 Ask students to complete the exercise. Play the audio for students to listen and check their answers.

 **Answers/Audioscript**

- Our *arrival* at the summit was greeted with cheers.
- Their *departure* from base camp was delayed due to bad weather.
- We've got no *choice*. We'll have to turn back.
- I want everyone on their best *behaviour*.
- I loved her *description* of the view from the top.
- We'd better find a *solution* soon or we'll be stuck here all night.
- There's a huge *variety* of plants and flowers on the lower slopes.
- We need to make a *decision* about our geography project.
- I've come to the *conclusion* that rock climbing isn't for me.
- You'll notice a wide *variation* in temperature from day to night.

Refer students to the Vocabulary reference, page 165, for more information on word formation.

## Word + prepositions

- 4**  2.21 Ask students to complete the exercise. Students compare their answers in pairs to see if they agree or not before they check their answers. Play the audio for students to listen and check their answers.

 **Answers/Audioscript**

- She *warned* me *against* going rock climbing and abseiling.
- She said: 'Carol, what's the *purpose* of going all the way up, just to come down again?'
- But when Angie picked me up, I actually felt *optimistic* *about* it and thought we'd have a great day.
- What I was *lacking* *in* experience I'd make up for with enthusiasm.
- I wasn't worried at all – I knew the instructors *specialised* *in* dealing with novices.
- After we'd checked there was nothing *wrong* *with* the way I'd attached my harness, I started my descent.
- I didn't realise you've got to be careful not to *crash* *into* the rock face as you go down, and secondly that you can get stuck.
- After I'd been hanging there for several minutes – with no *shelter* *from* the driving rain – I knew I was in serious trouble.

### Mixed ability

Give less confident students the prepositions in a jumbled order and two extra ones (*on, in* × 2, *against, for, of, about, with, in, into, from*). Challenge more advanced students who finish early by asking them to select three new items of vocabulary, look them up in their dictionaries and write them up on the board, with definitions.

## Lesson aims


Understand the correct usage of:

- words connected with geographical features
- nouns formed from verbs
- word patterns with prepositions

### Lead-in

Ask students to think of one or two questions for a geography quiz on the natural world, using the passive. Divide the class into two teams. Teams take turns to ask and answer the questions for a point. The team with the most points wins the game.

## Words connected with *geographical features*

- 1**  2.19 Ask students to complete the exercise. Play the audio for students to listen and check their answers.

 **Answers/Audioscript**

1 a volcano 2 a cliff 3 coast 4 a path 5 a slope 6 a summit 7 a valley 8 a mountain range 9 a waterfall 10 a stream

Refer students to the Vocabulary reference, page 165, for more information on word patterns.



### Homework

Assign students Vocabulary exercises 1, 2 and 3 on pages 62–63 of their Workbook.

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## LISTENING

### Sentence completion

→ Student's Book, page 84

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### Lesson aims

- Listen for phrases expressing opinion
- Practise a sentence-completion exam task

### Lead-in

Ask students to make a mind map of words from the previous lessons related to climbing. They write the word *CLIMBING* in the centre of a blank page and think of as many words as they can for each category (*people, adjectives, nouns, verbs*). Set a time limit of five minutes and elicit answers from students around the class.



### Suggested answers

**People:** instructor, novice, mountaineer, walkers, etc.  
**Adjectives:** steep, dangerous, treacherous, challenging, etc.  
**Nouns:** summit, descent, ascent, harness, slopes, top, rock face, altitude, ropes, path, rescue, shelter, route, etc.  
**Verbs:** climb, abseil, pull back, give up, keep up with, get stuck, etc.

- 1** In pairs or as a group, ask students to complete the exercise. Elicit answers from different students around the class. Accept all sensible suggestions.



### Suggested answers

Environment, living conditions, agriculture, percentage of Earth that is mountainous, mountain activities, mountains on other planets, famous mountain ranges, tourism, endangered animals, national parks, hydroelectric power, the origins of mighty rivers, volcanoes, etc.  
 There are many other possibilities; accept all sensible suggestions.

## EXAM SKILL

### Listening for opinion

Ask students to read the tips.

- A fact is a statement that can be proven to be true. An opinion is an expression of a person's feelings that cannot be proven. Opinions can be based on facts or emotions, and sometimes they are meant to deliberately mislead others.
- It is important that students are aware of the speaker's purpose and choice of language. Opinions are often (though not always) preceded with terms such as *I think*, or with adjectives, comparatives and superlatives, such as *good, better, the best*.

**2**

2.22 Play the track for students to listen and complete the exercise.

Point out that *I don't disagree with you ...* essentially means you don't want to contradict the other person and you don't really have a strong opinion either way. It is neutral, and *I agree* is a stronger, clearer statement.



### Answers

**1** tend **2** sense **3** seems **4** disagree **5** mind **6** ask **7** Personally  
**8** view

## OPTIMISE YOUR EXAM

### Sentence completion

Ask students to read the tips.

- Remind students that they have brainstormed different aspects that could be included in a talk on mountains in Exercise 1. This should help them predict what type of information they are going to listen to.
- Note-taking skills are vital – students need to write down the actual words heard in the recording. Here, 'word spotting' is an important skill; students need to listen out for a word, or words, used in the listening to help them identify the area the gap refers to. They need to listen carefully to what is said around this area.
- Point out that in Unit 2 Listening, students saw that most answers in this type of exercise are concrete pieces of information, e.g. names, numbers and proper nouns. Ask students to read through the notes and try to predict what type of words are in each gap (adjectives, nouns, verbs, etc.).

### Exam task

**3**

2.23 Play the track for students to listen and complete the exercise. Don't check answers at this stage because students are going to check their answers in Exercise 4.

**4**

2.23 Play the track again for students to check their answers. Elicit answers and check correct spelling.



### Answers

**1** climate(s) **2** (different) scientific organisations **3** define  
**4** Europe and Asia **5** complicated **6** (complete) (mountain) range  
**7** valley **8** 21,000 / twenty-one thousand metres

### Extra support

Play the track again and ask students to say 'Stop' at the parts of the text that helped them decide on their answers. Elicit which answers are facts (F) and which ones are stated opinions (O), and highlight the common phrases for expressing opinions.

In pairs or groups, ask students to discuss the questions. Elicit the best strategies for giving presentations in open class.



### Homework

Assign students Listening exercises 1, 2 and 3 on page 64 of their Workbook.



## GRAMMAR 2

Review: countable/uncountable nouns, articles, quantifiers

→ Student's Book, page 85



### Lesson aims

- Focus on nouns, articles and quantifiers
- Practise using countable/uncountable nouns, articles and quantifiers

#### Lead-in

Ask students to recall items they would pack to take with them on a mountain expedition. Draw two columns (do not label them countable and uncountable at this stage) and write the items in the correct column as students call them out, e.g. *some chocolate, some money, some matches, some batteries, a hat, a mobile phone*. Elicit the names of the two columns and the basic explanation that you can add a number in front of countable nouns, but you can't do that to uncountable ones. Briefly explain that sometimes the same noun can be both countable and uncountable (the uncountable form usually refers to the *general idea*, and the countable form usually refers to a *specific item*).

### Grammar in context

Ask students to complete the task.

Remind students to refer to the information in the *Remember* box if they aren't sure. Check their answers.

Remind students that they can find more information in the Grammar reference, Unit 8, page 156.



#### Answers

1 topic 2 mountains 3 geography, research

### Language note

#### Countable/uncountable nouns

Although it is sometimes connected to actually being able to count something, *uncountable* is a grammatical term that simply means you *cannot* put a number directly in front of the noun, unless the meaning is 'kinds of' as in *There are seven gases in this experiment*. This also means that uncountable nouns don't take +s or other plural forms and that they take the singular form of verbs.

Some nouns are countable in other languages but uncountable in English. They must follow the rules for uncountable nouns. The most common ones are: *accommodation, advice, baggage, behaviour, bread, furniture, information, luggage, news, progress, traffic, travel, trouble, weather, work*.

Remind students to be careful with the noun *hair*. It is normally uncountable in English, so it is not used in the plural. It can be countable only when referring to individual hairs.

#### Extra support

In a less confident class, spend some time reviewing countable and uncountable nouns by saying the different quantifiers (*many, few, some, any, a little*, etc.) and asking students to form sentences using them together with an appropriate noun.

- 1 Ask students to complete the exercise. Remind students to look at the *Remember* box if they aren't sure. Ask students to compare their answers with a partner before checking as a class.



#### Answers

1 is 2 was 3 were 4 's/is 5 amazes 6 look

- 2 Ask students to read the text quickly. Elicit the definition of *dangling* (*hang or swing without anything stopping you*). Ask students to complete the exercise. Check in open class.



#### Answers

1 time 2 little 3 few 4 much 5 many 6 a few

- 3 Ask students to complete the exercise. Ask students to check in pairs before you check their answers in open class.



#### Answers

1 – 2 a 3 the 4 the 5 – 6 the/an 7 – 8 – 9 the 10 – 11 the 12 a 13 the 14 an 15 –

Ask students to share their ideas in open class.



### Homework

Assign students Grammar 2 exercises 1 and 2 on page 63 of their Workbook.

Assign students the Flipped classroom tasks on page 86 of their Student's Book if you'd like them to prepare for the next lesson. To complete this task, students need to watch the *Talk2Me* video which can be found on the Resource Centre.



## SPEAKING

### Discussion

→ Student's Book, page 86



### Lesson aims

- Focus on expressing and justifying opinions
- Practise having a discussion

The *Talk2Me* video in this unit focuses on activities. People talk about different adventure activities and say how they feel about them.

Students answer some comprehension questions and then listen out for phrases used to express and justify opinions.

The video can be used in one of two ways:

#### Flipped classroom

##### Flipped classroom option

Using this approach, students watch the video and complete the exercises for homework. This prepares students for the speaking lesson by introducing them to the topic and the key phrases to use in the exam task. Teachers who use this method will find they have more class time to spend on activating the target language and developing fluency for the final task.

##### *Talk2Me* worksheet

Ask students to also complete the *Talk2Me* worksheet on the Resource Centre for more detailed comprehension exercises and more practice of the key phrases.

#### Classroom option

- 1 Ask students to spend a minute or two reading the questions. Play the *Talk2Me* video for students to complete the exercise. Play the video again, if necessary, before checking their answers.
- 2 Play the *Talk2Me* video again, so students underline the phrases in the *Phrase expert* box. Pause the video from time to time if necessary. Check answers in open class.

##### *Talk2Me* worksheet

Ask students to also complete the *Talk2Me* worksheet on the Resource Centre for more detailed comprehension exercises and more practice of the key phrases.

##### Answers

The transcript and answer key for the *Talk2Me* video exercises and Worksheet can be found on the Teacher's Resource Centre.

#### Lead-in

Write the following statements on the board: *Activities like rock climbing and abseiling aren't dangerous and teenagers should be encouraged to do them. Activities like rock climbing and abseiling are too dangerous for teenagers and only trained professionals should be allowed to do them.* Divide the class into 2 groups and allocate a statement to each group. Have a class discussion – students can only make points that reflect the statement for their group.

- 3 Ask students to complete the exercise. Elicit answers from different pairs or groups around the class.

### EXAM SKILL

#### Expressing and justifying opinions

Ask students to read the tips.

- To score high marks in the discussion section of speaking exams, students need to show a range of strong and weak opinions, including agreement and disagreement. Remind students that they don't have to reach agreement, but they do have to show their ability to negotiate and compromise in an attempt to find something that they can all agree on.
- In an exam, students should give their opinion with examples, using signposting words and expressions to help the examiner follow their argument, e.g. *In my opinion, sport is important for people in lots of ways. For example, it's a way to keep fit of course, but we also meet new people and can get a lot of enjoyment from a sport ...* Students studied speaking phrases for giving preferences in Unit 6.
- Remind students that if they disagree, they should do so politely, e.g. *I see what you mean, but ...; I can see your point, but ...; But don't you think ...*

- 4 Ask students to complete the exercise. Check answers as a class.

##### Answers

1 In 2 tend 3 ask, don't 4 concerned 5 say

#### Optional extension

In pairs or groups, students discuss the adventure activities mentioned in Exercise 4, and practise disagreeing with each other politely.

- 5 Remind students that the activities discussed in the *Talk2Me* video in Exercise 1 were rock climbing, skiing, abseiling and water skiing. Ask students to complete the exercise by making notes on their answers and being ready to share their opinions. Elicit answers from different students around the class.

### OPTIMISE YOUR EXAM

#### Discussion

Ask students to read the tips.

- Remind students that good turn-taking skills also score points. In the next exercise, students will practise discussing the activities in a small group or as a class. This is an opportunity for them to practise interrupting politely and persuading reluctant partners to speak.
- Point out that students gain points for placing stress on the right parts of words and on the right words in sentences. They can also score highly if their voice goes up and down at the right times. They will look at some of this in the *Say it right* section.

## Exam task

- 6** In small groups or as a class, students complete the exercise. Walk round and monitor students, noting down errors and good use of language to go over in a feedback session at the end of the activity. Write any errors on the board and go through them with students, eliciting corrections from them where possible. After the class feedback, students could then repeat this activity with another partner to try to improve their performance.

### Mixed ability

Appoint a note-taker for each group. They should only listen and take notes. After the discussion, they feed back to the whole class. If the strongest students are the note-takers it will prevent them from dominating, but still give them an important role. If a weaker student takes this role, the pressure is taken off them to produce language spontaneously, but they can prepare something to say at the end, which will provide a sense of achievement.

### SAY IT RIGHT

Stress in opinion phrases

For the *Say it right* pronunciation activity and instructions, go to the Teacher's Resource Centre.



### Optional extension

To also give more realistic exam practice, you could do the exam task first in open class, but without realistic timing. Then ask students to repeat the activity in pairs or groups of three under real exam conditions. After being given the instructions, students are given three minutes to work on the task, or slightly longer if there are three candidates.



### Homework

Assign students Speaking exercises 1, 2 and 3 on pages 64–65 of their Workbook.



## USE OF ENGLISH

### Word formation

→ Student's Book, page 87



### Lesson aims

- Focus on nouns and how they are formed
- Practise a word-formation exam task

### Lead-in

Write the following on the board: *Words to describe mountains, Countable nouns, Uncountable nouns, Mountain sports activities, Opinion phrases*. Point to the categories at random and ask students to give a suitable word or phrase each time.

- 1** In pairs, students complete the exercise. Elicit answers from different students around the class.

## EXAM SKILL

### Nouns (2)

Ask students to read the tips.

- Point out that students can guess the correct noun form by adding various prefixes and suffixes until they get something that sounds right and obeys the rules of word formation. Often, while they are doing this, they find the one that 'sounds right' and suddenly realise that they were familiar with it after all. This routine should also be used when you go through the answers.
- Suffixes are commonly used to make nouns from adjectives and verbs. Remind students that they have formally studied words ending in the suffixes *-ment*, *-ity*, *-ness*, *-ance*, *-ence* and *-ship* in Units 3 and 7. They have also come across many of the other common suffixes during the course, e.g. *-al*, *-th*, *-ent*, *-ive*, *-ous*, *-less*. There are lots of standard noun suffixes, but students will also have to learn many non-standard ones too.
- Highlight that the suffix often causes a spelling change to the original word.

Refer students to the Vocabulary reference, page 165, for more information on word formation.

- 2** Ask students to complete the exercise. Check their answers.

### Answers

1 depth 2 death 3 growth 4 length 5 strength 6 truth 7 warmth  
8 width 9 youth

- 3** Ask students to complete the exercise. Check their answers.

### Answers

	positive noun	negative noun
<b>mature</b>	maturity	immaturity
<b>perfect</b>	perfection	imperfection
<b>possible</b>	possibility	impossibility
<b>responsible</b>	responsibility	irresponsibility

## OPTIMISE YOUR EXAM

### Word formation

Ask students to read the tips.

- Suffixes are often tested in key word transformation tasks such as Exercise 4. Remind students that there are usually three or four conversions from verb to noun and at least one negative in this type of word-formation task.
- Remind students to read through the whole text again with their answers completed to make sure it makes sense and sounds correct. The type of mistake they will often pick up at this point is that they haven't changed words to the negative to fit in with the meaning of the text. By reading the whole text they will see that it is grammatically correct but it doesn't make sense in the context.



## Exam task

- 4** Ask students to complete the exercise. Check answers in open class.



### Answers

1 death 2 choice 3 responsibility 4 behaviour 5 arrival  
6 treatment 7 departure 8 description(s)

### Optional extension

Encourage students to think of what they should or shouldn't do in such a situation.

You should: *call for professional help, keep the casualty warm, stay calm, get as much information as you can, etc.*

You shouldn't: *move the casualty, take the helmet or boots off unless the casualty's life is in danger, panic, give alcohol, etc.*



### Homework

Assign students Use of English exercises 1, 2 and 3 on page 65 of their Workbook.



## WRITING

### A letter / An email

→ Student's Book, pages 88–89



## Lesson aims

- Focus on language for explaining
- Plan and write an informal email

### Lead-in

Play **Hangman** with the word *snowboarding*. Divide the class into two teams and have them compete against each other.

- 1** In pairs, students complete the exercise. Elicit answers in open class.

## EXAM SKILL

### Explaining

Ask students to read the tips.

- Rudyard Kipling wrote a short poem outlining a powerful set of questions:  
*I keep six honest serving men  
(They taught me all I knew);  
Their names are What and Why and When  
And How and Where and Who.  
I keep six honest serving men,* Rudyard Kipling (1902)
- You could teach students this poem and, whenever they need to focus on explaining things, they can refer to these question words.
- Elicit what type of responses we expect for each question word:
  - *What?* often asks for noun responses, seeking things that are or will be. They may also prompt for verbs when they seek actions.
  - *Why?* seeks cause and effect and logical connections. Remind students that *Why not?* can also help them think of explanations.
  - *When?* implies a specific time or a duration or a period of time.
  - *How?* seeks verbs of process and looks at deeper detail of what has happened or what will happen.
  - *Where?* locate an action or event in space.
  - *Who?* asks students to connect actions and things with people. The *Who* of many situations includes 'stakeholders', who are all the people with an interest in the action.

- 2** Students complete the exercise. Check answers in open class.



### Suggested answers

- 1 *It was lovely to hear from you!*
- 2 *I'm glad you're settling in well at your new school.*
- 3 *So, your project on mountains sounds interesting!*
- 4 *As you know, I live in the city ...*
- 5 *... which is a two-hour drive from where I live.*
- 6 *We went there on a school trip recently.*
- 7 *It's great because it's really high, but there's a railway up to the top so you don't have to spend hours walking and climbing to get there. The view is stunning – you can see for miles. They have lots of telescopes up there, so you can see things far away in great detail.*
- 8 *There are loads of things you can do there, including horse-riding, rock climbing, mountain biking and even whitewater rafting.*
- 9 *We didn't do anything like that on our trip ...*
- 10 *I hope that's useful for you.*

## OPTIMISE YOUR EXAM

**A letter / An email**

Ask students to read the tips.

- In many writing exams, students will be asked to write a situation-based letter or email. Students are provided with information about the context, topic, purpose and target reader. It is typically informal – usually between people who know each other fairly well. In addition to giving news, they are often used to request information, congratulate people, give advice and ask questions.
- There are a lot of similarities between informal letters and conversation. Informal letters ask a lot of questions, show interest and enthusiasm, and imagine a lot of shared information. Elicit that in informal emails and letters, students should use informal expressions, e.g. *Thanks so much for your kind letter*, contractions and short sentences for each idea.

**Exam task**

- 3** Ask students to complete the exercise. Walk round, monitoring students and helping them with vocabulary if necessary.

For more information on writing an informal letter/email, refer students to the Writing reference, page 171.

**Answers**

1 informal 2 one 3 yes

- 4** Ask students to complete the exercise.
- 5** In pairs, ask students to tell each other what they're going to write about. Tell students to give each other advice.

**Optional extension**

Before students give each other advice on how to improve their email, you could go over some key points on how to give effective feedback.

Only positive feedback: students only make suggestions about what their partner might add to or develop in his/her email. Feedback should give students a clear idea of how to improve.

Give a reader response: encouraging students to say what they expect to read in the email.

Limit feedback: A few main ideas is enough; three or four specific, clear ideas at the most.

- 6 Plan** Ask students to complete the paragraph plan. You may want to look at students' plans, if this is possible, to check them and give advice and suggestions for improvement before students take the next step.

- 7 Write** Students write their email in 140–190 words in an appropriate style. Depending on time, it may be a good idea to set this and the subsequent checklist exercise for homework.

- 8 Check** Students complete the checklist before they hand in their email.

**Homework**

Assign students Writing exercises 1, 2, 3 and 4 on page 66 of their Workbook and Progress check 8, page 67.

**Answers** PROGRESS CHECK Units 7–8**Exercise 1**

1 existence 2 relationships 3 friendship 4 encouragement  
5 assistance 6 behaviour 7 choice 8 decision

**Exercise 2**

1 is 2 much 3 isn't 4 number 5 few 6 was 7 are 8 a little  
9 are 10 iron

**Exercise 3**

1 – 2 a 3 a 4 an 5 the 6 – 7 The 8 the 9 – 10 a

**Exercise 4**

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

**Exercise 5**

1 be given 2 has just been climbed 3 was built 4 are always  
checked 5 being rescued 6 to be given

**Exercise 6**

1 was given to us by 2 had been climbing for 3 warned you  
against taking 4 are lacking in experience 5 find a solution to