

1 Lifestyle

Content Overview

Themes

The unit is concerned with routines, lifestyles and the topic of clothes. The grammar and vocabulary come directly from the reading and listening exercises and are actively practised through the more controlled grammar exercises and freer speaking and writing tasks.

Exam-related activities

Reading and Use of English

Part 7 Multiple matching
Part 4 Transformations (Review)

Writing

Part 2 Informal letter
Part 2 Article (Review)

Listening

Part 3 Multiple matching
Part 1 Multiple choice

Speaking

Part 2 Talking about photos

Other

Language focus 1: Habitual behaviour
Language focus 2: *Be used to, get used to*
and *used to*
Vocabulary 1: Lifestyle
Vocabulary 2: *Get*
Vocabulary 3: Clothes

Vocabulary 1: Lifestyle

Page 6

Lead-in

Books closed. Write *lifestyle* on the board and elicit different types from the class, e.g. a busy lifestyle. Put students' suggestions on the board.

1a Refer students to the verbs and adjectives and check for understanding, e.g. *Which word describes a lifestyle in which you are often sitting down?* Point out that *life* can be used instead of *lifestyle* in all collocations. Model and check pronunciation of *chaotic*, *luxurious* and *sedentary*.

1b Give a brief description of your own lifestyle as an example to start students off, e.g. *I've got a very busy lifestyle because I've got two children*

and I work full-time. Encourage students to listen carefully to each other as they do the activity, and point out that this is essential practice in preparing for the *First* exam. Circulate and monitor the activity. Get feedback from each pair when they have finished by asking: *What type of lifestyle does your partner have?* This will check they have been listening.

2 Students discuss the questions in small groups. Circulate and use this activity as a way of getting to know your students. Keep any error correction to a minimum as this might intimidate some students. After the activity, have a brief feedback session with the class by asking a few students to give some information about their group, e.g. *Does anyone in your group want to change their lifestyle? Why?* Write any new or useful vocabulary on the board.

Point out that the collocations in the bullet points are highlighted in **bold**. Explain that this system is used throughout the Coursebook to highlight collocations, and demonstrate this by referring students briefly to Vocabulary 2: *Get* (p11) exercises 1–3 and Vocabulary 2: *Sport* (p25) exercise 4.

Learner training

Suggest that students buy a notebook to record vocabulary as they go through the course. For homework, they could create a section on lifestyles in their notebooks and write the collocations from exercise 2 with an example sentence for each one.

Speaking

Part 2

Talking about photos

Page 7

Lead-in

Books closed. Either show students two flashcards or project two photos onto the screen, e.g. a doctor in a hospital and a gardener. Write the following expressions on the board:

Both pictures show ...

In the first picture ..., whereas in the second picture ...

I get the impression ...

I expect ...

He/She probably ...

I doubt that ...

Perhaps ...

He/She might/may ...

Ask students what they think the people in the flashcards might find difficult about their lifestyles. Explain that they should use the expressions on the board. Elicit answers from various students. At this stage, don't overload them with too much language: contrasting linkers such as *however*, *while* etc can be introduced later on in the course.

1 Books open. Students read the instructions and the How to go about it and Useful Language boxes. Explain that in the exam, Student A talks for one minute and Student B for about 30 seconds. However, as this is their first experience you can allow them longer.

Students carry out the speaking task using photos 1 and 2 on page 6. Remind them to mention a few of the topics such as daily routine, working hours, etc. Circulate and check students are following the instructions correctly.

2 Students switch roles and carry out the same speaking task, using photos 3 and 4 on page 7. To get some feedback, ask students which lifestyle they chose when they were Student B. Ask some pairs how they feel they performed in this speaking task.

Reading and Use of English

Part 7

Multiple matching

Page 8

This reading continues the theme of lifestyles, using the same jobs as those in the photos on pages 6 and 7. Present tenses, frequency adverbs and the uses of *get* are introduced in a natural way. It provides a springboard for students to talk about their own routines and lifestyles (allowing them to get to know each other as they begin the course). It also links well to the writing task in the review section on page 17, so you could set this writing task for homework.

Lead-in

Write the following words on the board in random order: *craftspeople*, *rehearse*, *farm*, *port*, *mug*, *scripts*, *lambs*, *crew*. Ask students to match them with the jobs that are represented in the photos.

Pre-teaching vocabulary in this way is a confidence-building activity in the first few classes, but students should gradually be weaned off this as

the course progresses and encouraged to guess unknown words by using contextual clues.

Students read the instructions and the How to go about it box. This is designed to help them with their first multiple matching task. On the next occasion they see this task type, in Unit 5, this advice is summarized in a Don't forget! box.

Once students have read the information in the box, ask them to close their books and summarize the suggested procedure orally with their partner. After this, mention that the text contains distractors and that the students need to read carefully to check that the answers they choose are correct.

Before they do the reading task, check their understanding of the following items of vocabulary in the questions: *untidy* (1), *unpredictable* (3), *keen on* (4). Ask: *What's another way of saying a person is untidy?* (e.g. *not well organized/disorganized*).

If students ask you for the meaning of other vocabulary during the reading activity, encourage them to try and answer the questions without trying to understand every word.

Have class feedback and if students have made mistakes, show the importance of noticing and avoiding distractors, e.g.

B *I would crawl out of bed in the morning and go straight into the garage, which I'd converted into a studio.*

(does not have to go far to get to their place of work)

C *So now I don't get as much exercise as I'd like to.*
(is not particularly keen on taking exercise)

D *I get lonely if I'm away from her for longer than a week or so.*

(used to feel lonely while working)

Alternative approach

If you would like to make the reading more communicative, you could start the activity by asking students to work in groups of four. Each student reads one of the texts and then gives an oral summary of the information to their group.

Answers

Question 4 is answered by the underlined parts in Text A.

Questions 1 and 7 are the other questions answered in Text A. See key below.

- 1 A** ... *at home there are usually scripts lying all over the place. It's a bit of a mess, I'm ashamed to say.*
- 2 D** ... *I can't see myself in any other profession. There's nothing else I'd rather do.*
- 3 C** *I love my job, especially the variety and not knowing what you'll be doing from one day to the next.*
- 4 A** *I'll sometimes go for a run after I get up, though it's not really my idea of fun. I'm not a fitness fan.*
- 5 B** ... *I have to get up early and my morning routine is dull and conventional, the same one that's played out in millions of households.*
- 6 D** *My flat overlooks the port, so it's just a short walk to the Ellie May.*
- 7 A** *I always fall asleep as soon as my head hits the pillow.*
- 8 B** *Working at home was a solitary business and I hated the fact that I would often go for days without speaking to anyone.*
- 9 C** *But being a vet – any type of vet – is not what people think. It's not all cuddly lambs and cute little pigs. We have to do some pretty unpleasant things sometimes, ...*
- 10 B** ... *I often get to bed later than I would like.*

Reacting to the text

Students discuss the question in pairs. You could finish the activity by telling the class which person you would like to change places with yourself.

Language focus 1: Habitual behaviour

Page 10

A General tendencies

1 When students have read about *tend to* in the Grammar reference on page 209, explain that the structure *used to* + infinitive can only be used for past habits and states which no longer occur or exist now. Stress that we use *usually* with the present simple for present habits. In monolingual classes, you could ask a student to translate the

following sentences:

I usually play tennis twice a week.

I used to play tennis when I was a child.

Answers

use to be

2 Students work in pairs. If your students are fairly strong, they could respond orally. However, if they are weaker, they should write the three statements. Elicit statements from various pairs.

B Frequency adverbs

1a Write the following on the board:

Position of adverbs

1 before the main verb

2 after the verb to be

3 after the auxiliary

Ask students to read the sentences in the book and to match each one with one of the rules on the board. Elicit answers.

1b Note that the adverbs at either end of the scale – (*almost*) *always, rarely, seldom, hardly ever, never* – cannot be placed before the subject in this way.

Answers

1

a immediately before the main verb; after the auxiliary verb and the verb *to be*

b *always* and *never* are incorrectly placed

2 Students do the exercise as suggested. Remind them to use the Grammar reference on page 209. Elicit answers from various students.

Answers

1 correct

2 I usually have my dinner in front of the television.

3 I never spend more than ten minutes doing my English homework.

4 correct

5 I hardly ever play computer games – I prefer reading.

6 correct

3 Ask students to work in pairs. Encourage them to add some extra information to each of their sentences. Their partner could also ask some follow-

up questions, e.g. *Where do you normally go? Do you usually go out with your friends or members of your family?* Circulate and help students to self-correct any errors with the use of the adverbs. You could also ask more questions related to the statements and tell them something about yourself. Have class feedback in which you mention some interesting information you have heard about various students.

C Used to and would

1 Write on the board: *I would crawl out of bed and go straight into the garage.* Ask students what time this is referring to. Elicit that it is a past habit. Ask students whether the sentence could be expressed in a different way. Elicit *used to crawl*.

Focus students' attention on the sentences in the book. Students answer the question. Remind them to refer to the Grammar reference on page 209.

Elicit the answer.

Answers

Would + infinitive can refer to past habits, but not states. It is not used with stative verbs such as *have* to refer to the past.

2 Before students do the task, instruct them to read the text quickly to find out how this family's life has changed. Then focus students' attention on the instructions and read the first sentence in the text together. Elicit the answer. Ask students to complete the exercise. Correct the exercise together.

Answers

1 b 2 a 3 a 4 a 5 b 6 c 7 b 8 c 9 c
10 a

3 Write two sentences on the board about things which have changed in your life over the past five years, using *would* and *used to*, e.g. *I used to live in a really small flat, but I have moved to a bigger place outside the city. I would have breakfast in a café near my flat every morning before going to work.*

Ask students to write similar sentences about themselves. Circulate and check that they are using the structures correctly. Then get some feedback by asking a few students to read out one or two of their sentences. Encourage the other students to think of some follow-up questions about the changes in their lives.

Vocabulary 2: Get

Page 11

This is the first of a number of sections on verbs which have a variety of different meanings. Other verbs include *take* (Unit 4), *give* (Unit 9), *put* (Unit 11), *make* and *do* (Unit 14). These verbs are common in English and often tested in the *First* exam.

1a Do the exercise as suggested in the book.

Alternative approach

Students work in groups of three. Explain that they are going to have a race to try to remember which of the people from the reading text on pages 8 and 9 said each sentence. Explain that if they can't remember, they should look at the texts. Set a time limit of three minutes. The team with the most correct answers is the winner.

Answers

b the actor	c the farm vet
d the fisherman	e the potter
f the actor	g the fisherman
h the potter	

1b Students work in pairs. Elicit answers from various students.

Answers

b get up	c do exercise
d become/grow lonely	e catch the train
f arrive at/reach the theatre	g makes us do
h receive requests/am asked	

Learner training

For homework, suggest that students record these meanings of *get* in their vocabulary notebooks. Considering the meaning of the whole phrase with *get* (and similar verbs) is a useful tool when paraphrasing. Paraphrasing is important in all papers of the *First* exam.

2 This exercise is similar to Reading and Use of English Part 1 in that students have to choose the correct answer from four options. Do exercise 2 as suggested. When students have finished, ask which sentence the picture is related to, then elicit the answers to the questions from various students.

Answers		
1 touch	2 chance	3 paid
4 ready	5 trouble	6 over
7 by	8 on	

3 Students discuss the questions in pairs. Explain that they will have to answer similar questions in Parts 1 and 4 of the Speaking exam. You could ask students the difference between *anger* and *angry* (*anger* is the noun, *angry* is the adjective). Circulate as the students speak and record any common errors. Write these on the board after the activity and elicit the corrections from various students. Some of these questions link in well to the writing task in the Review section on page 17.

Vocabulary 3: Clothes Page 12

Lead-in
Ask students the type of clothes people wear in their country for weddings, work, in their free time, or for different professions.

1 Focus students' attention on the photos. Ask them to work in pairs and to write down the items of clothing. Elicit answers from the whole class.

Answers
1 hat, top hat, suit, jacket, tie, shirt, jeans, trainers, dress

2 Students work in pairs. Monolingual dictionaries could be used. Mention that some of the adjectives can not only be used to describe clothes, but also people and hair, e.g. *scruffy*, *trendy*. Circulate and if students ask the meaning of a word, encourage another student from a different pair to give a definition. Model and check pronunciation of *unfashionable*, *scruffy* and *casual*.

Answers
Possible answers:
1 formal, smart
2 scruffy, casual, baggy (jeans), plain (shirt)
3 colourful, sleeveless (dress)

Additional activity
After this activity, get students to play a descriptions game. Organize students into A/B pairs. Student A

describes the clothes of a student in the class and student B has to guess who they are describing. Then they swap roles.

Listening 1 Multiple matching
Part 3 Page 12

Ask students to read the exam instructions, then focus their attention on the What to expect in the exam box. Ask a few general comprehension questions, e.g. *What should you do during the 30 seconds before listening to the piece? What are distractors?*

Prediction
1-2 Students do exercises 1 and 2 as suggested in the Coursebook.

Answers
A a wedding: guest, witness, priest, best man, in a church, in a registry office
B a birthday party: guest, host, at home, in a disco
C a classical ballet: audience, ballerina, dancer, director, in a concert hall, in an opera house
D a sporting event: spectator, competitor, star, opponent, in a stadium, at a sports centre
E a film premiere: star, audience, director, producer, at a cinema
F an examination: candidate, invigilator, in an examination hall
G a job interview: candidate, interviewer, panel, in an office or other place of work
H a special family meal: guest, host, relative, relations, in-laws, at home, in a restaurant

3 Students work in pairs and have short conversations about each occasion. For example,
A: *If I was going to a wedding I would buy an expensive dress. I would probably wear high-heeled shoes.*
B: *Really? I wouldn't wear high-heeled shoes, because I like dancing and I'd be uncomfortable.*

Listening task
Play the recording twice and let students compare their answers together after the first listening. Explain that they should briefly discuss what they heard if their answers are different. After they have listened a second time, ask students

what made them choose their answers, in order to see if they can distinguish between the distractors and clues. This will also follow up the prediction work done in the pre-listening stage.

Possible distractors are:

wedding: *trainers and sports top*

birthday: *costume, Coco the clown*

interview: *examination results, serious candidate*

sporting event: *French star, stars of the silent movies, long heavy dresses*

The post-listening question provides an opportunity for personalization. Students work in pairs and discuss the question. Get some brief class feedback.

Point out that the listening script includes language covered in the unit. Draw students' attention to the listening script on page 222 and ask them to work in pairs to underline some examples.

Answers

1 A 2 F 3 D 4 G 5 B (C, E and H not used)

Listening 1: Listening script 1.1–1.5

Speaker 1

After we got the invitation, my mum and I kept having huge rows about what I was going to wear for the big event. She's always criticizing me for my taste in clothes and she'd bought me this long, bright red dress to wear on the day. Of course, I refused. I went instead in a short black skirt, trainers and a sports top, thinking I'd look really cool and trendy. But of course, when we got to the church and I saw all the other guests in their smart new clothes and expensive hats, I just felt really, really stupid and embarrassed. The bride and groom looked quite surprised when they saw me, so I spent most of the time at the reception trying to avoid them.

Speaker 2

We really had no other option but to send her home to get changed, dye her hair back and take out the nose stud. We have rules and the rules are there to prepare young people for the reality of the world of work. I don't know of many jobs where you could turn up with scruffy old clothes, green hair and a pierced nose. We insist on uniform from the first day until the last, and that includes when sitting exams. It's unfair on other candidates who respect the regulations, and distracting for them at a time when they need maximum concentration.

Speaker 3

... Indeed attitudes were already beginning to change in the first half of the century. In 1919, the young French star Suzanne Lenglen caused a sensation at the British championships by wearing a calf-length, sleeveless dress. Her unconventional, yet practical clothing shocked spectators, who were used to seeing women play in the long heavy dresses which were typical of that period. As a result, Lenglen attracted the kind of

attention from the world's press which was normally reserved for the stars of the silent movies. She silenced her critics, however, by beating her opponents and going on to win several major titles.

Speaker 4

He clearly has ability. You only have to look at his examination results to see that. And he used to live in France, which means he probably wouldn't mind changing countries, if we needed him to. No, what concerns me is his appearance. If he's prepared to turn up for something as important as this, wearing what can only be described as casual clothes, what would he be like with our clients? If he really is a serious candidate and we decide to take him on, then he will have to get used to wearing something a little more formal.

Speaker 5

They had to have their little joke, didn't they. 'Jane's having a little celebration at her house for her "coming of age" and she wants everyone to go in fancy dress.' That's what they said. So I thought about it for ages, what I was going to go as and everything. I spent more time thinking about my costume than about what present I was going to get for Jane. Of course, when I turned up at the house dressed as Coco the Clown and everybody else was wearing normal clothes, I don't know who was more surprised, me or Jane.

Additional activity 1

As a post-listening activity, ask students to work in groups of three. Explain that they are going to describe a true or invented situation in which someone's appearance caused them embarrassment. The other students in their group can ask some follow-up questions and decide whether they believe the situation or not.

Additional activity 2

As a post-listening activity, divide students into groups of three. Write the following on the board:

party clothes to the First exam

formal clothes to a football match

a Dracula fancy dress outfit to a wedding

Students should choose one situation each and then invent information to explain why they wore these clothes to the occasion. After the activity they should vote which story was best.

Learner training

Suggest students record some of the vocabulary from the Prediction section in their vocabulary notebooks. You could also model and check the word stress of the following words.

spectator competitor candidate invigilator opponent

Language focus 2: *Be used to, get used to and used to*

Page 13

1–3 Students work through exercises 1–3 in pairs. Get whole-class feedback.

Answers

1 1 a 2 b 3 a

2 *Be used to* + -ing/noun in the affirmative describes the state in which one no longer finds situations new or strange, e.g. *I am used to the heat* means 'it is no problem for me now'.

Get used to + -ing/noun in the affirmative describes the process of reaching normality with a new or strange situation, e.g. *I am getting used to the heat* means 'it is less of a problem for me now than before'.

3 the gerund

Additional activity

The differences between *used to*, *be used to* and *get used to* can be an area of confusion for some students, so you may need to give some further examples. If so, write the following on the board:
 1 *I've just started working as a nurse and I'm finding it hard to get used to working at night.*

2 *I have lived in Spain for six years so I am used to eating late in the evening.*

3 *I used to work in a bank.*

Ask students in which sentence:

used to refers to a past state or habit; (3)

the speaker no longer finds the situation new or strange; (2)

the speaker is in the process of adapting to a new situation. (1)

If you have a monolingual class, you could ask students to translate the expressions.

4 If your students are strong you should do this activity orally as suggested in the book. However, if your students are weaker ask them to write out the sentences. Circulate and check students understand the structure. Elicit examples from various students.

5a Find out if any of your students have been to Britain. Elicit one or two aspects of life that they might find difficult to get used to. Then ask them to think of other examples in pairs.

5b Students follow the instructions. Explain that reading through exercises like this to get their general meaning is a good habit to acquire for many sections of the *First* exam.

5c Read through the instructions together and check students understand that some of the gaps can be left blank. Students complete the exercise in pairs. Circulate and help them with any problems.

Elicit answers from various students. If they are still having problems you could ask concept questions for the ones they got wrong, e.g.

Did he find the habit of eating at 1pm strange?

Was cooking for himself one of his past habits?

Does he still find English food strange?

In a monolingual class you could ask students who have grasped the concepts to translate certain expressions for their peers.

Answers

1 get, having	2 – , cook	3 is, eating
4 – , write	5 get, being	6 be, driving
7 get, driving		

5d Students discuss the question in groups of three. If you have a multilingual class, put students from different countries into each group as this will make the discussion more interesting. Give them some general categories (e.g. *times, food, people's character, transport, relationships*) to help them develop their discussions.



DVD Resource: Unit 1

Additional activity

As this area of grammar is a complicated one, you should recycle the structures in future classes. One way of doing this is to prepare envelopes with cut up cards. Write a sentence with an error on each numbered card and stick a piece of paper with the correct answers on the back of the envelope. Hand out the envelopes to pairs of students and have them discuss what they think the error is in each sentence. They can then check their answers on the back of the envelope.

You should save these envelopes as they can be re-used closer to the exam along with envelopes on other topics which you prepare during the course. If other teachers in your school are teaching the same level you could prepare them as a team and share them.

Writing

Part 2

Informal letter

Page 14

This section is intended as an introductory training exercise for writing informal letters in Part 2 of the Writing paper. The language presented and information given is also relevant to emails. In the exam, students would read a short extract of a letter, rather than a whole letter, as in this writing section. (Students have exam-style practice of writing informal letters or emails in Unit 7).

Notice that the letter includes language from the unit. This will allow students to see structures such as *get used to*, *getting late*, *tend to* etc in a natural context.

- 1** Students do exercise 1 as suggested in the book. Elicit answers from various students. You could also ask some further questions as a way of recycling language studied in the unit, e.g.
How does he feel about milking the cows?
How do they normally spend the day after breakfast?
What time of day did he write the letter?

Answers

Mark wants to know how I am settling in to the new house. He wants to know if I can help him in the summer.

- 2** Students very often have problems organizing their written work into paragraphs. This section ensures that the purpose of paragraphing and its importance is focused on from the start of the course.

Students do the exercise in pairs. Elicit answers from various students.

Answers

Paragraph 2: to describe how he spends a typical day

Paragraph 3: to give news and invite you to visit

Paragraph 4: to finish and ask for a reply

- 3** Ask students to read the instructions. Check they understand that three expressions cannot be used. Mention that *Yours sincerely* is used when we know the name of the person and *Yours faithfully* when we use *Dear Sir/Madam*.

Answers

- 2** a
3 no, because this expression is too formal
4 c
5 g
6 no, too formal
7 no, too formal
8 d
9 b
10 f

Exam note

It is important that students are aware of appropriate register or level of formality when they are writing. A common problem is for students to misuse or mix the use of formal and informal expressions. Candidates lose marks if they do this.

- 4** Students do exercise 4 as suggested.

Answers

- 1** while **2** as **3** and/so, as well
4 but **5** so

- 5** Ask students to read the instructions and to underline the key information they will need to include in their letter. Then focus their attention on the How to go about it box and ask a few questions, e.g. *How could you begin your letter? Should your letter be formal or informal? How should your letter be organized?* Then get students to work in pairs and brainstorm ideas for their letters. Finish by asking a few questions, e.g.

Where is your new house? What's it like? How are you settling in? Is there anything you are finding hard to get used to? What do you do on a typical day?

Suggest they look at the model of an informal letter on page 197 before writing their own.

Sample answer

Dear Mark,
 I'm writing to you to tell you that I'm not going to go to your farm in summer because of my new work. However, I'll try to see you as soon as possible.
 As you know, I moved to a new house six months ago and since then I've met new people.

I think that living there is better than I thought and with regard to my new surroundings I must say that they are excellent. I usually get up at half past seven and I went to work. Then I have a breakfast with my friends and I go to improve my English spoken in the afternoon in a specific classe. In the evening, I'm used to going to the cinema because here it's cheaper.

After all, I think is good have a new experience in your life and this is an example to explain it. As far as I'm concerned, I don't know if I'll have to return to my city, but it doesn't matter so much in these moments.

I hope you write me as you did.

All the best,
Luis
186 words

Examiner's comment

Content: Adequate coverage of points.

Communicative achievement: Register is awkward at times – *with regard to my new surroundings* (too formal for the context), and some confusion is evident in the use of *After all* and *As far as I'm concerned*. The overall effect on the target reader would be reasonably positive: the information asked for has been provided and the tone, although inconsistent at times, would not cause problems.

Organization: An abrupt beginning but the letter is organized into paragraphs. Successful use of simple sequencing in the third paragraph – *then, in the afternoon/evening*.

Language: Errors do not obscure communication, but they may distract the reader – *I'm used to going to the cinema* is not appropriate here, the use of *went* instead of *go* in the third paragraph, the omission of the subject in *I think is good* are some examples of inaccuracies. Vocabulary is generally appropriate except for *a breakfast, a specific classe*. Tenses are generally correct – *since then I've met new people*.

Mark*: Good pass

*Note on marking

Each of the four categories is awarded a mark out of 5. These marks are then added up to give a total score out of 20.

For the purposes of this course, the sample answers have been graded according to the following scale: **borderline**, **pass**, **good pass**, and **very good pass**.

Learner training

You might want to set up a correction system. Explain that when students do writing tasks you will use correction symbols in your feedback. These will help them to work out the correct language for themselves. Make a worksheet with different types of errors, e.g. word form, preposition, verb tense etc. and decide on your symbols, e.g. word form – WF. Get students to correct the errors and to record the symbols in their notes. When you give them back their first writing task, they should refer to the symbols and try to correct their own work.

Listening 2

Part 1

Multiple choice

Page 15

Refer students to the instructions and the What to expect in the exam box. Play the recording twice and let students compare their answers after the first listening.

Additional activity

After this you could refer students to the listening script on pages 222–223 and ask them to underline distractors and circle the parts which give them the answers. This will enable you to highlight how distractors are used to make the task more challenging.

Answers

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

Listening 2: Listening script 1.6–1.13

- 1 You hear two people talking about a friend of theirs.
M = Man W = Woman
M: How many houses has Mike got now?
W: Four I think. This one here, the flat in Brighton, the country cottage, and ...
M: ... and the villa in Spain.
W: That's right.
M: Hmm. Easy for some, isn't it?
W: I'm not so sure. I get the impression he's a bit fed up with it all – always moving around. I wouldn't be surprised if he got rid of everything over here and lived in Spain permanently.
M: Is that what he's said he'll do?

W: Well, you know Mike. It's not like him to talk much about his plans. But he did say he might settle down one day – stay in one place. And you know how much he likes Spain.

2 You overhear a man talking to a friend on his mobile phone.

I'm stressed out, to be honest, what with work and the problems with the house and everything. I need to do something to help me relax ... Well, I wanted to do yoga, but the class is on Friday and I play squash then. And then I saw they do Pilates on Tuesdays and Thursdays, which would be ideal for me ... I know. You did it for a couple of years, didn't you? ... So anyway, I was wondering if you could tell me what it was like, what sort of things you did. I had a look on the Internet, but it's always better to talk to someone with first-hand experience.

3 You hear a woman talking about her family's financial situation.

We just about get by, but it's always a struggle to get to the end of the month. Frank – my husband – hasn't had a job for over a year and I've got the two children to look after. Frank said he'll look after the kids and I can go out and look for work. Trouble is, he's useless around the house and he can't cook to save his life. But there's no alternative, really. Both our mums aren't very well these days, so we can't get either of them to come and help out. And we haven't got any family jewels we can sell. So, this weekend I'll be teaching Frank to cook and writing a few application letters.

4 You overhear a man and a woman talking about their morning routine.

W = Woman M = Man

W: Don't you just hate it when the alarm goes off in the morning?

M: I usually wake up before the alarm goes off. I'm an early riser.

W: That sounds worse. Aren't you tired for the rest of the day?

M: No, I just don't need to sleep so much. I take the dog out for a walk, talk to him about this and that ...

W: You talk to your dog?

M: Sure. Much easier than talking to people – he doesn't answer back or ask questions, like people do. I find that much harder to cope with first thing in the morning. I'm the same in the car – most people can't stand the journey to work, but I have a good old chat with myself.

W: Weird.

5 You hear a woman on the radio talking about her experiences in a foreign country.

On my travels, I've got used to eating all sorts of weird and wonderful things, so I was prepared for things like fried insects and scorpions. I don't particularly like them, but I'll eat them if I have to. And it's very hot and humid there, so I was also ready for the rather slow pace of life and relaxed way they go about doing things, like work, for example. What I wasn't expecting was the way they dress

out there. In my experience it's unusual for people in that part of the world to take so much care over what they wear. Colour, style, fashion – it all mattered to them. I was positively scruffy by comparison.

6 You turn on the radio and hear the following.

The world today is faster and more dynamic than when our great-grandparents were alive, but as a result, life is often more stressful and unhealthy. Self-help books offer people the hope of finding a solution to their problems, improving their health and well-being, and generally making their lives better. The author of *Back to basics* says his book will help you achieve all these things in a matter of weeks. He's lying – the only thing it's good for is sending you to sleep, and you'd be wasting your money if you bought it, and your time if you read it.

7 You hear two people talking about the village they both live in.

M = Man W = Woman

M: Are you enjoying it here in the village?

W: Yes, I am. I think I know nearly everyone now. When I came here last year everyone went out of their way to introduce themselves and make me feel welcome.

M: That's good. So you feel comfortable here, then?

W: Yes, I do. And the children have settled in well, too. I just get a bit nervous about the traffic sometimes.

M: What, on the main road?

W: Yes, and a couple of other spots as well. There are certain places I won't let the children go without me. Some drivers just don't slow down for them.

8 You hear a man talking about his job.

I don't get to wear a uniform – you know, with a cap and all, like they do at some of the other hotels, but I do wear a suit. A decent one – tailor made – not just any old suit. Inside, at the front desk – in reception – they reckon I look smarter than the boss. I'm not so sure about that, but I do like to look good for the guests – I'm the first person they see before they go into the hotel. And I've got this long black overcoat, as well – it can get pretty cold standing outside on the steps in winter, I can tell you.

Learner training

The Workbook can be used in a number of ways. Set activities for homework as you cover various sections of the unit or get students to complete the corresponding unit of their Workbook at the end of each unit in the Coursebook. Explain that they should correct the Workbook themselves and ask you if they have any questions. Whichever method you choose, it's a good idea to ask students to bring in the Workbooks so that you can check they are up to date. Try to keep a record of the units each student has done.

Review 1 Answers Pages 16–17

Reading and
Use of English

Part 4

Transformations

- 1 getting rid of
- 2 got used to wearing
- 3 always borrowing my things without
- 4 is/s unusual for Simon to
- 5 not/n't like Helen to be
- 6 looking forward to seeing

Vocabulary

A Adjectives

- 2 high-heeled
- 3 tight-fitting
- 4 sleeveless
- 5 baggy
- 6 long-sleeved

B Expressions crossword

Across

- 1 thanks
- 5 forward
- 8 way
- 9 love
- 12 taken

Down

- 2 know
- 7 better
- 11 hear

Expressions with *get*

Across

- 3 rid
- 4 on
- 10 touch
- 13 paid

Down

- 1 trouble
- 3 ready
- 6 dressed

C People

- 1 e
- 2 f
- 3 a
- 4 b
- 5 d
- 6 c

- 1 competitor, spectators
- 2 host, guests
- 3 bride, groom
- 4 audience, performers
- 5 doctor, patient
- 6 candidates, invigilator

Each unit in the Coursebook has a review section. As this is the first unit, some activities are suggested below. These are designed to give you ideas on how to exploit future reviews.

Additional activities

Transformations

Page 16

As this is the first example of a transformations exercise you could do it in class rather than for homework. Ask students to read the instructions and the What to expect in the exam box. You could ask a few comprehension questions. For example, *Can you change the form of the word given in the answer sentence?* (No)

How many words should you use? (between two and five words)

What does 'paraphrase' mean? (to express the same idea using different words)

What aspects of English are tested in transformation? (grammar, vocabulary and collocation)

Students complete the exercise. Elicit answers from various students and go over any problem areas.

Vocabulary A, B and C

Pages 16 and 17

Make the review into a class quiz. Ask students to close their books. Divide them into groups of three. Get each group to think of a name, e.g. *The Smart team*, *The Clever Kids*, etc.

Each team uses a piece of paper as a score sheet to write down their answers. Explain that they are allowed a little time to confer for each question. At the end of the quiz, teams swap score sheets. Go through the answers as a class. Count the scores to find the winner. Bring some sweets as a prize.

After the quiz ask students to complete the exercises in the review section for homework.

Part 1 of quiz (A Adjectives)

Write *DRESS* on the board and ask:

Which of the following words does not normally collocate with *dress*?

evening *afternoon* *fancy*

You may need to repeat the words. Allow teams some time to confer. Continue by asking about the remaining collocations.

Part 2 of quiz (B Expressions crossword)

Explain that the teams must guess the missing word in sentences related to letter writing. Read out the clues, substituting a 'beep' for the gap. For example, *1 Many (beep) for your letter.*

2 I'm looking (beep) to hearing from you.

Allow time between questions for the teams to confer.

Part 3 of quiz (C People)

Give students definitions for the twelve items of vocabulary in Exercise C. The teams must guess what the word is in each case.

1 What do you call a person who watches students during an exam to check they don't cheat?

(invigilator)

2 What do you call someone who has guests to their house? (host)

As pronunciation is marked in the Speaking exam, you could also add a few activities like the ones below.

Part 4 of the quiz: Pronunciation from Unit 1

Word stress

Write the following sets of words on the board and ask: *Which is the odd one out?*

- 0 *celebrity* *luxurious* *variety* *information*
 1 *comfortable* *maintenance* *candidate* *opponent*
 2 *spectators* *teenager* *sedentary* *villages*
 3 *candidate* *exciting* *relaxing* *museums*

Ask students to look at the sets of words and to decide which word in each group has different word stress. Do the example (0) together: *information* is the odd one out, because the stress is on the third syllable.

Allow time for the teams to confer.

Answers:

- 1 *opponent* 2 *spectators* 3 *candidate*

Part 5 of the quiz: Pronunciation from Unit 1

Phonemes

Write the following on the board and ask: *Which is the odd one out?*

- 0 *they* *day* *village*
 1 *chaotic* *daily* *active*
 2 *buy* *quiet* *advertisement*
 3 *busy* *cottage* *scruffy*

Ask students to look at the sets of words on the board and to decide which word in each group has a different phoneme. Do the example (0) together: *village* is the odd one out, because the *a* is pronounced /ɪ/.

Answers:

- 1 *active* /æ/ 2 *advertisement* /ɪ/ 3 *scruffy* /ʌ/