

Content Overview

Exam tasks

- **Reading and Use of English** Part 2: Open cloze; Part 7: Multiple Matching
- **Listening** Part 2: Sentence completion
- **Speaking** Part 2: Talking about photos
- **Writing** Part 2: Emails and letter

Language

- **Vocabulary:** Holidays and travel
- **Language focus:** Gerunds and infinitives
- **Word formation:** Prefixes

Digital Overview



Presentation Kit

Interactive versions of Student's Book activities
Interactive audio and answer key for all activities



Teacher's Resource Centre

Photocopiable activity: Unit 4 Holidays and travel
Progress test Unit 4



Student's Resource Centre

Exam language Practice

Lead in

Show students an internet clip of a holiday advert. Ask the class which holidays they would like/not like to go on and why.

Vocabulary and Speaking

Holidays and travel

Page 32

- 1 Ask the class to look at the photos and identify the holiday types (*skiing, adventure holiday, camping*). Check students' understanding of: *package holiday* (a holiday arranged by a travel agent that includes the cost of the hotel and transport, and sometimes meals and entertainment); *coach holiday* (a holiday where the main mode of transport is a coach, often as part of a tour around a country or countries); *working holiday* (a holiday where a person does unpaid/voluntary work).

Put students into groups of four to do the task.

Monitor and correct any mistakes on the spot.

Get feedback from the class and encourage students to share their ideas and opinions.

- 2 Put students into pairs to do the task.
Monitor and make notes of any language errors.
Get feedback from the class.
- 3 Elicit why B and C in the example are incorrect (B: *ride* not used for caravans; C: *pilot* is the action of flying a plane).
Put students into pairs to do the task.

Check answers as a class.

Answers

- 1 C taxied, B took off
- 2 D give you a lift, C pick you up
- 3 D rest, B enjoy
- 4 A delayed, C boarded
- 5 B put, D stayed
- 6 D trip, C tour

- 4 Put students into groups to discuss the questions. Monitor and make notes of any language errors. Get feedback from the class. Go through the errors noted during this section.



Photocopiable Unit 4 Holidays and travel



Workbook Unit 4 Page 6: Vocabulary



Reading and Use of English Part 2

Open cloze

Page 33

- 1 Focus on the first sentence. Ask students to guess what the missing word is (*up*). Elicit what *give up* means (*stop*) and what type of words these are (*phrasal verbs*). Students work alone to complete the task. Ask students to compare answers in pairs. Check answers as a class.

Answers

- | | |
|--------------|------------|
| 1 up | 6 have/'ve |
| 2 on | 7 not |
| 3 it | 8 the |
| 4 who/that | 9 little |
| 5 because/as | 10 all |

Help

Ask students to close their books. Write the phrase *We enjoyed the holiday, but sometimes it was _____ windy by the seaside* on the board and elicit some possible words (*very, really, etc.*) for the gap.

Write the next part of the sentence *that we could hardly walk.* on the board. Ask students if any of the suggested answers are now correct. Ask students what the correct missing word is (*so*).

Explain to students that it is important to read the whole sentence before completing a gap.

Check students' understanding of Part 2 and elicit some exam tips, by asking concept check questions: *Which of these things should you do first, second and third: read the whole sentence with the gap (second), complete the gaps (third), or read the whole text (first)?; Is it important to read the whole sentence again with your answer? (yes); How many words go in each gap? (one); What are the types of words missing from the sentence? (see list in exercise 1).*

- 2 Ask students to skim read the text and answer the questions. Remind students to ignore the gaps and explain that they only need a general understanding of the text at this stage.

Check answers as a class.

Answers

- Samantha Lazzarris went to Puerto Rico instead of Costa Rica.
- The travel agent had used the wrong booking code.
- She had to spend £800 on three extra flights.

- 3 Students work alone to do the task.

Check answers as a class. Ask students to explain their answers e.g. Why is *up* correct in item 1? (*up* is part of the phrasal verb *end up* which means *to arrive somewhere*).

Answers

- | | |
|-------|--------------|
| 1 up | 5 It |
| 2 had | 6 instead |
| 3 As | 7 other |
| 4 to | 8 would/will |

- 4 For **weaker classes**, elicit all answers with the class.

Answers

- phrasal verb
- auxiliary verb

- fixed phrase/preposition
- preposition
- pronoun
- instead of* is a preposition
- pronoun
- auxiliary verb

- 5 Put students into groups to discuss the questions or open the discussion out to negative holiday experiences. Get feedback from the class by asking groups to share interesting answers.



Reading and Use of English Part 7

Multiple matching

Pages 34 and 35

Write five objects on the board (*book, camera, first aid kit, mobile phone, sunglasses*). Students work in pairs to rank the objects from most useful to least useful to take on holiday. (**5 minutes**). Ask the pairs to present and explain their answers to the class.

- Put students into small groups to discuss the question. Get brief feedback by asking the class to share interesting answers.
- Ask the class to look at the photos and guess what things the people might take on holiday (*first aid kit, camera, cards*). Ask students to skim read the magazine article to find out. (**5 minutes**)
Pre-teach some of the vocabulary by reading out the definitions and asking students to scan the article for the word/phrase: *fortnight* (two weeks); *carsick* (unwell because of travelling in a car); *price to pay* (the usually negative result of something you have done); *make a point (of doing sth)* (always do something); *high tension* (feeling of fear or anger); *disputes* (arguments).

Help

Ask students what Robbie and Trudi Jones always take with them on holiday (*first aid kit*). Ask students if Robbie and Trudi have used the first aid kit (*no*).

Ask students to read question 6. Ask if text A/Robbie and Trudi Jones is the correct match (*no*) and why/why not. (*Robbie and Trudi have never used the first aid kit, so they have not had experience of children being unwell*).

Explain to students that *first aid kit* in text A is a *distractor* (a word/phrase that matches the topic of the question but not the context).

Help continued

Remind students they have already met Part 7 in Unit 1, page 7. Elicit an exam strategy for Part 7. Ask: *What is the first thing you need to do with the question?* (read and identify key words); *What do you do with the key words?* (skim read the text and look for ideas relevant to them).

Ask students to read the article again and answer questions 1–10 (6 minutes).

Ask students to compare answers in pairs. Check answers as a class.

Answers

1 B	2 C	3 D	4 C	5 A
6 B	7 D	8 C	9 B	10 A

- 3 Put students into pairs to do the task. Encourage students to give full answers and to ask additional questions. Monitor and make notes of any interesting information.

Get feedback from the class by encouraging students to elaborate on interesting information you heard during monitoring, e.g. *Natasha you said you used to spend your holidays swimming in the sea. Do you still go swimming when you go on holiday?*

Alternative approach

Ask students to walk round the class and ask each of the questions to three different students.

 **Workbook Unit 4 Pages 2–3:** Reading and Use of English Part 6

Language focus

Gerunds and infinitives

Page 36

- 1a Ask students to focus on the verb *having* in example 0. Ask *Is the form of the verb the gerund or the infinitive?* If students are unsure explain that a gerund is the verb with *ing*.

Put students into pairs to complete the task.

Answers

- letting, watch
- to calm
- afford, to have

- 1b Check answers as a class.

- 2 Ask students to look at example 0 in 1a again. Elicit why **b** is the correct explanation, by asking *What verb is before the gap?* (regret); *What verb form is in the gap?* (gerund).

Put students into pairs to do the task.

Monitor and help as necessary.

Check answers as a class.

Answers

0 b	1 a, f	2 c	3 e, d
-----	--------	-----	--------

- 3 Direct students back to Section C of the reading text on page 35. Ask students to underline the examples of gerunds and infinitives, and match them with an explanation from exercise 2. Students can also use the Grammar Reference on pages 106–8 to help them.

Answers

they kept asking us to let them take

asking: gerund after the verb *keep*

to let: infinitive with *to* after the verb *ask* (followed by the direct object, us)

take: infinitive without *to* after the verb *let*

to prevent costly accidents (we now buy them each a disposable camera)

to prevent: infinitive with *to* to say why you do something

They're cheap to buy

to buy: infinitive with *to* after the adjective *cheap*

we don't have to worry about them being dropped

to worry: infinitive after the verb *have (to)*

being dropped: gerund after the preposition *about*

the girls have stopped asking to use our cameras

asking: gerund after the verb *stop* meaning no longer do something

to use: infinitive with *to* after the verb *ask*

they keep wanting us to stop to take photos

wanting: gerund after the verb *keep*

to stop: infinitive with *to* after the verb *want*

to take: infinitive with *to* after the verb *stop* meaning 'interrupt one activity to do another' (also, infinitive with *to* to say why you do something)

we always enjoy looking at their photos

looking: gerund after the verb *enjoy*

Note: in *Having said that* in Section C, the word *having* is a present participle (= although I/we have said that).

- 4 Put students into pairs to read the tips and find the mistake in eight of the sentences.

Monitor and help as necessary.

Check answers as class.

Answers

- 1 to protect
- 2 before **going**
- 3 need **to** put
- 4 Avoid **going** out
- 5 do not let your skin **burn**.
- 6 don't forget **to drink**
- 7 **Correct**
- 8 get used to **wearing**
- 9 **Correct**
- 10 **Spending** time

- 5 Ask the question to the class and have an open class discussion.

⊕ Extra activity

Grammar Quiz:

- Put students into groups of four or five.
- Read each of the sentences below to the class. Say *beep* in the place of the verb in brackets, as this is the answer.
- Give students thirty seconds after each sentence to work out the missing verb(s).
 - 1 *Are you interested in (going) to the cinema tonight?*
 - 2 *Patty's arranged (to meet) Mike on Saturday.*
 - 3 *I like the countryside but I miss (living) in the city.*
 - 4 *We planted that tree to prevent people (looking) into our house from the street.*
 - 5 *What's the best way (to get) to the station?*
- Reveal the correct answer by reading out the sentence in full. Award one point for each correct answer. The group with the most points wins.

 **Workbook Unit 4 Page 4:** Language focus



Listening Part 2

Sentence completion

Page 37

- 1 Ask the class what vegetables they can see in the photo (*fennel, butternut squash, aubergine/eggplant, chard, runner beans*). Ask if any of these vegetables are available to buy / are grown in their home country. Ask the class what they think *food miles* could mean. Encourage all ideas.

Answers

food mile *noun* [C]

a measure of the distance travelled by foods between the place where they are produced and the place where they are eaten.

Source: Macmillan English Dictionary

Remember

Elicit what a *distractor* is (a word or information that matches the topic of the question but does not match the context).

Ask students to read questions 2, 7 and 9. Elicit what types of information is missing for each question 2: a percentage/a figure; 7: the name of a month; 9: a figure). Explain to students that they will hear several examples of these types of information – the correct answer and distractors.

In order to avoid these and focus on the context, ask students to underline the key words/phrases in 2 (*UK, imports, fruit*); 7 (*From the month, environmentally-friendly, import apples*); and 9 (*Africans working, supplying fruit and vegetables*).

- 2 Give students time to read the questions.

Before listening, check students understand the task, by asking: *Can the answer be a short phrase?* (yes); *Can the answer be a single word?* (yes); *Can the answer be a figure?* (yes).

For **weaker classes**, give students time to think about the type of word missing from each sentence.

Students work alone and listen to complete the gaps.

Allow students to compare answers in pairs before listening a second time. Remind students to check whether the sentence is grammatically correct.

Check answers as a class.

Answers

- | | |
|-----------------------|---------------------|
| 1 fork | 6 simplistic |
| 2 ninety/90 | 7 June |
| 3 global temperatures | 8 form of transport |
| 4 sticker | 9 one/1 |
| 5 locally grown | 10 tractors |

Listening script 1.21

Mark Mitchell:

Thanks mainly to concerns about climate change, the term 'food miles' has entered our vocabulary. Food miles tell us how far food travels between the place where it is grown or produced and the place where it is eaten – in other words, the distance from 'field to fork'. Go into any British supermarket nowadays and you might find pears from Argentina, grapes from Chile, strawberries from Spain or tomatoes from Saudi Arabia. In fact, around forty-five per cent of the vegetables and ninety per cent of the fruit eaten in the UK comes from abroad. These figures are a cause for concern to those consumers who want to reduce the negative effect of their everyday lives on the environment. Why?

Well, because much of our imported produce arrives by plane. And air travel is responsible for giving off large quantities of gases such as carbon dioxide, which, as we know, is a major cause of rising global temperatures. Indeed, at one point, in response to consumer demand, and in order to warn shoppers of the possible environmental impact of what they were buying, some supermarkets began putting a sticker of an aeroplane on produce flown in from abroad. Many people would refuse to put any food with one of these aeroplanes into their shopping basket, particularly so-called 'locavores', who avoid, if possible, any produce which has been imported, preferring instead to buy locally grown fruit and vegetables, and meat from nearby farms. As well as doing their bit for the environment, locavores will tell you that locally grown food is much healthier than imported food, which can lose important vitamins on long journeys.

But do we really need to be quite so worried about the distance our food travels? Some experts now say that the whole idea of food miles is too simplistic and therefore unhelpful to environmentally conscious consumers. Take apples for example. British apples are picked from September to October. Some are sold fresh and the rest are kept in cold storage for use throughout the year. This is fine, initially, but keeping apples cold uses a lot of energy, and this of course creates those carbon emissions which are so bad for our planet. From June onwards, then, it becomes kinder to the environment to start shipping apples from New Zealand. Similarly, in summer, you can eat British lettuces with a clear conscience. But in winter, the energy needed to grow lettuces in heated greenhouses in Britain is greater than the environmental cost of importing them from Spain.

So it's not only a question of how far food travels but when it travels. And also, of course, how it travels, because the form of transport used makes a big difference. For example, food transported by sea is considered by some experts to be better than that which is flown in, because sea transport produces fewer carbon dioxide emissions.

Quite apart from environmental considerations, though, there's also the fact that one million people living in Africa are employed in the trade supplying fresh fruit and vegetables to the UK, a business which is worth several million pounds. If that business came to an end, many people in a number of African countries would be affected. This includes Kenya, which exports green beans to the UK at times when these are no longer in season here. 'Environmentally unfriendly,' say some. 'Not at all,' say others, because Kenyan farmers do not use tractors, and they use natural rather than chemical fertilisers, so their growing methods are far less polluting than in Britain.

The concept of food miles, then, is not wrong; it is simply incomplete as it does not consider the total energy used during the growing, transportation, production, storage and distribution of what we eat.

- 3 Ask the question to the class and have an open class discussion. Give your own opinion.

 **Workbook Unit 4 Page 6:** Listening Part 4

Word formation

Prefixes

Page 37

Put students into groups of four to brainstorm prefixes (30 seconds). Take ideas from the class and correct any ideas that are not prefixes.

- 1 Ask students to look at the extracts and do the task. Check answers as a class.

Answers

a unfriendly b incomplete

- 2 Students work alone to match the prefixes. Check students' understanding of *rational* (based on reason or logic).

Ask students to compare answers in pairs. Check answers as a class.

Answers

1 dishonest	4 impractical
2 unlucky	5 incorrect
3 illegal	6 irrational

- 3** Put students in pairs to do the task. Monitor and help as necessary.

Check answers as a class.

Answers

- | | |
|-----------------------|---------------------|
| 1 unpleasant | 4 discourage |
| 2 disqualified | 5 unreliable |
| 3 unusual | 6 unable |

 **Workbook Unit 4 Pages 4–5:** Word Formation

Speaking Part 2

Talking about photos

Put students into groups of four to brainstorm adjectives for photographs **1** and **2**, and **3** and **4** on page 97. (**3 minutes**)

Get feedback from the class.

- 1** Put students into pairs, A and B. Read the task in the exam box to the class. Elicit some ideas about what it would be like to live and work in the places.

Useful Language

Ask students to look at the **Useful language** box and elicit examples of the structures.

Ask students which adjectives are positive (*bustling, vibrant, pleasant, relaxed, exciting, appealing, unhurried*) and which are negative (*bleak, dull, tough, dreary, stressful, depressing, overcrowded, monotonous, inhospitable*).

Check students' understanding of *appealing* (attractive and interesting); *bleak* (cold, unfriendly, no pleasant features); *monotonous* (boring, no variation); *inhospitable* (unpleasant or difficult to live in).

Drill pronunciation chorally and individually, if necessary.

Ask students to match the words to the photographs on pages 38 and 97. Monitor and help as necessary. Check answers as a class.

Ask students to do the exam task. Set a time limit of three minutes: two minutes for Student A and one minute for Student B. Remind students to keep their answers relevant to the question. Monitor and make notes of any errors for correction.

- 2** Students swap roles and do the task again using the photographs on page 97.
- Get feedback from the class. Go through any errors noted during monitoring.



Writing Part 2

Email and letter

Pages 38 and 39

- 1** Give students one minute to read the question and the email. Ask: *What style is the email?* (informal); *What information is Paul asking for?* (where to go for a seaside holiday with good beaches and an interesting local area).

Put students in pairs to think of a place they would recommend for Paul and Alicia and why.

Get feedback from the class.

- 2** Ask students to skim the answer to identify which part of the question Sam has forgotten. (**1 minute**)

Answers

Sam has not said anything about the nightlife. You will lose marks in the exam if you do not address all the points in the question.

- 3** Give the class time to identify the purpose of each paragraph.

Answers

Paragraph 1: general reference to Paul's email

Paragraph 2: location and description of beaches

Paragraph 3: things to see and do in the local area

Paragraph 4: closing comments

- 4** Divide the class into sets of pairs: Pair A and Pair B. Ask Pair A to look for feature **a** and Pair B to look for feature **b** in the emails. Monitor and help as necessary.

Put a Pair A with a Pair B to make a group of four. Ask the new group to look for feature **c** in the emails. Check answers as a class.

Answers

- a** *If ... then, and, As well as, as, also, where, when, Or else*
- b** *I'd recommend, One idea is to, Make sure you, you could*
- c** *top quality, lovely soft sand, extremely clean, so clear, colourful fish, warm sea, surrounding area, nearby mountains, pretty medieval villages, a craft market, local pottery is fantastic, a boat trip, seals and seabirds*

- 5** For **mixed ability** classes, assign 5a to **weaker students** and 5b to **stronger students**.

Help

Ask students to look at the **Help** box. Tell students that planning an answer is an important exam skill. Students should start by skim reading the question and the text. Ask students to: *Read the question – Who is the letter/email from? What style (formal or informal) is relevant?; Underline each piece of information the writer is asking for.*

Students should then start planning their email, following stages **a–d** (10 minutes):

a Decide how many paragraphs are necessary and what the purpose of each paragraph is.

b and c Include suitable language.

d Check the style is appropriate, formal or informal.

Monitor and help as necessary. Direct students to the Writing Bank on page 121 for further help.

Students then write their email. Monitor and help as necessary. (20 minutes)

Ask students to read through their own answers and check for any errors. (5 minutes)

Sample answer for 5b

Hi Susi,

Your friends are so lucky to be able to come to Spain on holiday in May. The weather is very pleasant in spring, and there aren't as many tourists as in summer.

One place I'd recommend them to go to is Salamanca. It's full of historical buildings that they could visit, such as the twelfth-century university – the oldest in Spain – and two cathedrals. The countryside near the city is beautiful, too, especially the mountains to the south west – the Sierra de la Peña de Francia – where they could go for some lovely, long walks.

Another area they should visit is Galicia, in the north-west of Spain. It has a stunning coastline, with sandy beaches in the west and rocky cliffs in the north.

Tell your friends that it rains quite a lot there, but of course, the countryside wouldn't be so lovely and green if it didn't. The capital of Galicia, Santiago, has an amazing cathedral, and I'm sure they'll be impressed by the Romanesque portico at the front.

Let me know where they decide to go – maybe I could meet them somewhere.

All the best,

Javier

 **Workbook Unit 4 Page 7:** Writing Part 1

Progress Test Unit 4 TB Pages 103–104

Review Units 3 and 4

Pages 40–1

Reading and Use of English Part 4

Transformations

- 1 might have/might've thrown
- 2 must have/must've been tired because/as
- 3 had/'d better go
- 4 feel like doing anything
- 5 did not/didn't mean to
- 6 is somebody whose

Reading and Use of English Part 1

Multiple-choice cloze

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

Vocabulary

- 1 crooked
- 2 clear
- 3 thinning
- 4 wrinkled
- 5 trip
- 6 put
- 7 all

Language focus

- 1 1 can't be, must be
2 can't have spent
3 might/could/may have phoned
4 must speak
- 2 1 which seems quite early
2 who was going camping
3 which/that had been prescribed
4 whose working day
5 for which they're not qualified
6 the reason why he decided
7 the café which/that is next to
8 when it snowed all day
- 3 1 visiting
2 to go
3 to do
4 looking/to look
5 go/to go
6 seeing
7 to miss
8 having
9 to buy
10 leaving
11 Travelling
12 not walk
13 to get
14 to cycle
15 imagine
16 going
17 having
18 to get
19 getting
20 to see