

2

TAKING IT EASY

Leisure activities and some of the ways people like to take it easy or relax are the themes of this unit. Vocabulary related to these two topics, including various leisure activities, is contextualised and linked to the reading, listening, speaking and writing tasks.

Read the unit objectives to the class.

KEY LANGUAGE

Past simple and *used to*
Past simple and past continuous
-ed and -ing adjectives
Leisure activities

PRONUNCIATION

-ed endings: /t/, /d/ and /ɪd/

EXAM PRACTICE

Reading Parts 2 & 6
Writing Parts 1 & 2
Listening Part 2
Speaking Parts 1, 2 & 4

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

- 1 Where do you live?
- 2 Describe the people you live with.
- 3 How often do you meet up with friends?
- 4 Do you play any musical instruments?
- 5 What kinds of things do you enjoy reading?

Speaking Part 2 Extended turn

Describe the picture and say:

- how many people there are
- what activity they are doing
- what clothes they are wearing

SPEAKING Part 1 Interview

Write *taking it easy* on the board and elicit or explain to students the idiom means 'to rest and not do anything that requires a lot of energy'. Now focus students' attention on the image to discuss whether the people are taking it easy or not. Students then discuss what they like to do to relax.

Explain that Speaking Part 1 is designed to make students feel relaxed by having them discuss familiar topics that require everyday language. Students discuss the questions in pairs to practise talking about their personal details, interests and preferences. Pay particular attention to Question 5 to see what kinds of reading materials your students enjoy so that you can try to include these types of texts in future sessions when appropriate.

SPEAKING Part 2 Extended turn

Students should show their range of vocabulary for Speaking Part 2, using paraphrase if they cannot remember specific words related to the image. Give half the class one minute to describe the photo, then let the other half describe it (or another, similar photo). Check they are using any vocabulary from Unit 1 accurately.

ONLINE MATERIALS

Heads or tails (**Teacher's Resource Centre**)
Speaking Part 4 Game (**Teacher's Resource Centre**)
Unit 2 Test (**Online Assessment**)
Unit 2 Wordlist (**Student's/Teacher's Resource Centre**)
Unit 2 On-the-go-practice (**App**)



2

1 novel

2 Activities: storytelling for children and reading clubs for seniors. We know they are free because she says '... it doesn't cost a thing.'

3 She says, '... but not me. I prefer cafés.'

Listening Part 2 Multiple choice

- 1 Look at the photograph. Where are the people? Why do you think they decided to go to this place?

What to expect in the exam

- Listening Part 2 consists of six short dialogues. As with all B1 Preliminary listening tasks, you will hear each dialogue twice.
- For each dialogue, there is a multiple-choice question with three options. The questions test your general understanding of the dialogue, for example someone's feelings or opinion. You may also have to listen for what two people agree on.

- 2 Read question 1 in Exercise 3. Look at the shaded **Audioscript** on **pages 236–237** and answer these questions.

- 1 What synonym of the word 'book' does the woman mention?
- 2 What activities at the library does the woman mention? How do we know they're free?
- 3 How do we know the woman does NOT use the library as a quiet place to study?

- 3 **2.1** You will hear people talking in six different situations. For questions 1–6, choose the best answer (A, B or C).

- 1 You will hear two students talking about their local library.
What does the woman like best about it?
☒ A You can borrow books.
B There are free activities.
C It's a good place to study.
- 2 You will hear two friends talking about the characters in a TV show they've watched.
What does the woman say about the characters?
☒ A They don't behave like real people.
B It's easy to predict what they will do.
C They have funny conversations.
- 3 You will hear a man talking about a tourist apartment.
How did he feel?
A tired of cooking all his own food
☒ B satisfied with the help he got from the owner
C pleased with the location of the apartment
- 4 You will hear two workmates talking on the phone about a report.
The woman calls the man to
A explain to him how to use a computer program.
B remind him to check the information in his reports.
☒ C give him advice on how to improve his writing.
- 5 You will hear two friends talking about a history museum.
They agree that
A the dinosaur section has improved.
☒ B the food in the café is very expensive.
C teenagers think museums are boring.
- 6 You will hear two friends talking about an online course.
The woman thinks it was
A challenging to hand in everything on time.
☒ B enjoyable to study with someone else.
C easier to study online than face-to-face.

Listening

- 1 Ask students to discuss the questions in pairs. As a follow up, put students into small groups to discuss how often they use libraries and why, e.g. to study.
- 2 Go through the **What to expect in the exam** box as a class. Remind students that words in the recording are not usually the same as in the questions and to think

about paraphrases for key words in the options. Draw their attention to Question 1 in Exercise 3 to complete the questions in Exercise 2.

- 3 **2.1** Explain that the first time they listen, students should identify general ideas to help them choose an option. Play the recording again, then direct students to the **Audioscript** on page 236 (see below) to check against. Discuss why answers are correct or incorrect.

AUDIOSCRIPT

Listening Part 2 Multiple choice

2.1

M = Man W = Woman

- 1 You will hear two students talking about their local library.

M: This is a great library.

W: I agree. It's more than just a beautiful old building – it's an important part of our community. There's always something happening here – storytelling for children, reading clubs for seniors, and it doesn't cost a thing.

M: Lots of students like us come here to study.

W: Yes, it seems that for most people being in a quiet place helps them concentrate, but not me. I prefer cafés. No, what brings me back here every week or two is the fiction section. I'll never manage to take home and read all the novels here, but it doesn't mean I can't try!

- 2 You will hear two friends talking about the characters in a TV show they've watched.

W: Have you seen *Broken*?

M: I've just finished the first season. Isn't it exciting?

W: It is. You never know how each episode is going to end. I'm not sure about the characters, though. In general, I prefer shows where the characters develop and change over time, the way people do in real life. That doesn't really happen in *Broken* – or at least not yet. It's a shame there isn't more dialogue. That way we would get to know the characters a bit better.

M: True, they don't talk to each other much, but the conversations they do have make me laugh. There are some great jokes.

- 3 You will hear a man talking about a tourist apartment.

W: How was the apartment you rented?

M: It was nice. We usually stay in hotels when we go on holiday, so this was a new experience for us. Instead of eating out, my wife and I bought fresh ingredients at local markets and made some really nice meals at home. I did miss being in a hotel sometimes, though. At first, there was no hot water, but when we contacted the owner, she came and fixed the problem immediately.

W: Was it near the beach?

M: Yes, just a five-minute walk away, which was great. Unfortunately, we were in the most popular part of town and the beach was extremely crowded.

- 4 You will hear two workmates talking on the phone about a report.

W: Hi Paul, this is Stacy. I'm calling about the report you sent.

M: Okay. Is there something wrong with it?

W: Well, it's mostly great. The thing is, I found some small mistakes in it – missing words or words that are spelt wrong. Do you use a spell-checking programme?

M: Of course. But I guess it doesn't find everything ...

W: Do you ever read aloud what you write? That's what I do. Sometimes I can hear mistakes I can't see.

M: Good idea. I never thought of that.

W: It also helps me find sentences that aren't clear or don't sound right.

M: This is great advice. Thanks.

- 5 You will hear two friends talking about a history museum.

W: I went to the history museum last Saturday.

M: Really? I was there with the kids on Sunday.

W: I'm sure they loved it. I used to take my children to that museum a lot when they were younger, but now they're teenagers and don't find it interesting. Did you eat at the café? I couldn't believe the prices of the salads and sandwiches.

M: Yes, everything costs twice as much. But you can see those huge dinosaurs from the eating area, so that's kind of special. Talking of dinosaurs, they've made some nice improvements to that area of the museum.

W: I don't know. To me, it looks the same as before.

- 6 You will hear two friends talking about an online course.

M: Did you finish that online course in software development? I've heard it's quite difficult.

W: Yes, I finished it two months ago. In general, the information was pretty easy to understand. The teacher always found creative ways to teach the subject – videos, podcasts, that sort of thing. I thought that it would be difficult to find time to complete all the tasks and projects, but that was hardly ever a problem.

M: So, is the course worth taking?

W: I learnt a lot, for sure. But I'd recommend doing it together with a friend or colleague, like I did, instead of doing it completely on your own. It's a lot more fun.

Language focus

- 1 Ask pairs to read the dialogues while you monitor to check their pronunciation of the past simple and *used to*. After students complete the rules, ask some concept checking questions to check their understanding of the rules (*Can we use used to to talk about completed actions in the past?* (No); *How do we talk about past habits that are no longer true?* (with *used to*); *Can we use used to with specific time expressions like yesterday and last night?* (No)).
- 2-3 After students complete the questions and compare their answers in Exercise 2, direct them to the **Ready for Grammar** section on page 204 (see below and TB18) for additional practice. Alternatively, if you feel they are already confident with the grammar you could set this for homework.

- 4 Go through the example with the class and make sure students understand the task. Remind them that they need to write two sentences per question. Monitor as they write the sentence beginnings, helping out as necessary, and pair up any fast finishers to discuss whether their sentences are true for their partner. If you notice any common errors, you could lead a whole class correction by putting the common errors on the board (for example, *I didn't used to ...*) and correct them as a class.
- 5 Ask students to take brief notes on their partner's answers while you monitor and check for correct usage of the target tenses. To wrap up, choose a few students to briefly tell the class what their partner said about one of the topics.

READY FOR GRAMMAR

2 Past simple and used to

1 Past simple

- To form the past simple, we add *-ed* to regular verbs in positive statements.
*She **waited** for the bus in the rain.*
- In negative statements, we add *didn't / did not* to the infinitive without *to*.
*They **didn't come** to the party.*
- In questions, we put *did* before the subject.
***Did** you **see** Elena yesterday?*
- Some verbs have irregular past forms, e.g. *begin/began, swim/swam, know/knew, say/said*.
- To give a short answer, we use *did* or *didn't*.
*Yes, I **did**. No, she **didn't**.*

For the past simple, we add *-ed* to the end of most regular verbs, e.g. *clean/cleaned, play/played*. For some verbs, however, we have to follow these spelling rules:

<i>decide, arrive</i>	→	<i>decided, arrived</i>
<i>hug, stop</i>	→	<i>hugged, stopped</i>
<i>carry, spy</i>	→	<i>carried, spied</i>

Use

We use the past simple:

- to talk about completed actions and situations in the past.
*He **visited** his relatives in Prague last week.*
***Did** he really **work** there for 20 years?*

- to talk about past actions that happened consecutively.
*I **opened** my laptop and **checked** my email.*
- to talk about past states.
*You **were** in a really good mood yesterday.*
- to talk about past habits (often with an adverb of frequency).
*We always **met up** for a coffee before class.*

2 Used to

- To form sentences with *used to*, we add *used to* before the infinitive without *to* in positive statements.
*I **used to dance** when I was a child.*
- In negative statements we use *didn't* with *use to*.
*I **didn't use to exercise**, but now I go to the gym.*
- In questions, we use *Did/Didn't* with *use to*.
***Did** you **use to play** chess?*
***Didn't** he **use to work** with you?*

Use

We use *used to* when we talk about repeated past actions, habits or situations, in particular when they are no longer true. We can also use the past simple for this.

*We **used to go / went** to the beach every summer.*
*That town **used to be / was** small, but now it's very big.*
*I never **used to listen / listened** to the radio.*

NB We use the past simple, not *used to*, to describe single, completed actions in the past.

*I ~~used to see~~ **saw** him for the first time yesterday.*

Language focus Past simple and *used to*

1 Read the dialogues. Choose the correct alternatives to complete rules 1 and 2 below.

A: Did you go to the concert last night? I **didn't see** you there.

B: No, I **stayed** at home and **studied**.

A: As a teenager, what **did you use to do** in your free time?

B: I **used to meet up** with my friends after school. We often **went** to a park and just **chatted**.

A: Roberto is in much better shape these days.

B: It's true. He **didn't use to be** very fit, but now he exercises three times a week.

1 We use *used to* with the base form to talk about past habits or states that are *still / no longer* true in the present. We can also / *cannot* use the past simple in these situations.

2 To talk about single completed actions in the past, we can only use the past simple / *use either 'used to' or the past simple*.

2 Look at the dialogues in Exercise 1 again and answer the following questions.

1 What are the negative and question forms of *used to*?

2 What are the past simple forms of these verbs?

chat go stay study

3 How do we form negatives and questions in the past simple?

3 Go to **Ready for Grammar** on **page 204** for rules, explanations and further practice.

4 For sentence endings 1–5, write two sentence beginnings with *used to* – one positive and one negative. There is an example at the beginning (0).

0 ... but now I prepare most of my own meals.

When I was younger, I didn't use to like cooking ...

As a university student, I used to buy lots of takeaway food ...

1 ... but now I wake up early.

2 ... but now I can speak and understand the language quite well.

3 ... but now I work in a law firm and I have to wear a suit and tie.

4 ... but now I go to the cinema almost every week.

5 ... but now I take the train every day.

5 **SPEAK** Work in pairs. Discuss topics 1–6 below. Think about the correct use of the past simple and *used to*. Ask follow-up questions for more information.

1 the types of films you used to watch

4 a type of music you used to listen to

2 a video game or sport you used to play

5 an interesting event you once attended

3 a competition you won or lost

6 a place you used to go on holiday

A: *When I was a teenager, I used to watch a lot of superhero films, but I'm not really interested in those anymore.*

B: *I used to love those films, too. Did you have a favourite superhero?*

2

1 Negative: subject + *didn't use to* + infinitive without *to*

Questions: *did/didn't* + subject + *use to* + infinitive without *to*

2 chatted; went; stayed; studied

3 Negative: subject + *didn't* + infinitive without *to*

Questions: *did/didn't* + subject + infinitive without *to*

4

Possible answers

1 At weekends, I didn't use to wake up until 9 or 10 am ... / I used to stay out past midnight and sleep late in the morning ...

2 I used to have a very low level of French ... / I didn't use to know any French ...

3 At my last job, I didn't use to wear smart clothes ... / When I was a student, I used to wear casual clothes every day ...

4 I didn't use to be interested in films ... / I used to prefer watching films at home ...

5 I used to drive to work ... / I didn't use to travel very often on public transport ...

Reading Part 2 Matching

1 **SPEAK** What are the advantages and disadvantages of shopping online?

2 You are going to read about eight clothing websites (A–H). For the people below (1–5), decide which clothing website would be most suitable.

2
1 E
2 C
3 H
4 B
5 F

What to expect in the exam

- In Part 2, you have to match five descriptions of people to eight short texts (the options), all of which are related to the same topic.
- Three of the options don't match any of the descriptions, but they contain distractors. For example, option A on page 19 does not match any of the descriptions (1–5). It contains the phrase 'offers free returns within 30 days, no questions asked', which relates to description 2, but doesn't mention the other information in the description.
- For this reason, it's important to check that the option you choose correctly matches ALL the information in the description, not just one specific detail.



1

Josip and Tara want to buy clothing that will last a long time, and they would like to know about the people who make the clothes. They'd like to buy from a website with good reviews.



2

Sam needs to buy new clothes to wear while jogging, and she wants these articles of clothing to be fashionable. She'd like to buy from a website that makes it easy to return things.



3

Isak is very tall and needs to find clothing that will fit him. He wants clothing he can wear while doing outdoor activities and he doesn't care about the latest trends.



4

Florence and Albert are going to a wedding and need something nice to wear. They want to buy clothes from designer brands, but they don't want to pay full price.



5

Francesca is going on a trip to the mountains this winter and needs some warm, comfortable clothes to wear. She'd like to find a website with a lot of options.

3 **SPEAK** Work in pairs. Which of the websites would you prefer to use? Why?

Lead-in

Write the phrase *online shopping* on the board. Ask: *Do you think shopping online is better than shopping in person?* Put students into small groups to discuss their views, encouraging them to ask follow-up questions to keep the conversation going, a skill they need to demonstrate in the Speaking exam. Elicit any interesting answers from the discussion in class feedback.

Reading

- As students discuss the question, encourage them to give reasons for their views. Monitor to note any good use of language and areas where support is needed.
- Go through the **What to expect in the exam** box with the class. Quickly recap the information with books closed by asking: *How many descriptions of people are there?* (Five); *How many short texts are there?* (Eight); *How many short texts are distractors (not one of the answers)?* (Three). Tell students to skim read the eight texts to identify the common topic (shopping needs). Then they read Questions 1–5 and underline the three requirements in each profile. Next, they scan the texts to locate paraphrases of the information they underlined. Finally, students check if each answer they have chosen meets *all* the profile's requirements. The **Extra activity** on TB19 gives students the chance to match one profile with a short text first before completing the rest of the Reading Part 2 task. When going through the answers as a class, spend time on any common wrong answers by looking at relevant parts of the text in detail.
- In this task students could practise negotiating, a skill that is assessed in Speaking Part 3. Ask them to reach an agreement by negotiating which website they think is the most interesting. Go over their answers as a class.

READY FOR GRAMMAR

2 Past simple and used to

1 Complete dialogues 1–6 using the past simple form of the verbs in brackets.

- A: What _____ *did you do* _____ (you/do) yesterday morning?
B: I _____ *got up* _____ (get up) early and I _____ *went* _____ (go) for a long walk.
- A: What _____ *did you have* _____ (you/have) for breakfast today?
B: I _____ *had* _____ (have) a coffee and a piece of toast with olive oil.
- A: _____ *Did you enjoy* _____ (you/enjoy) the last film you watched?
B: It was okay, but I _____ *didn't like* _____ (not like) the ending. It was so easy to predict!
- A: What part of the country _____ *did you grow up* _____ (you/grow up) in?
B: In the north. I _____ *lived* _____ (live) in Gdańsk until I was 12.
- A: At school, what subjects _____ *were you* _____ (you/be) you good at?
B: Maths was definitely my best subject. I always _____ *got* _____ (get) high marks.
- A: When you were young, _____ *did your parents teach* _____ (your parents/teach) you how to cook?
B: Yes, they did. I _____ *learnt/learned* _____ (learn) to make many of the traditional dishes from my region.

2 **SPEAK** Work in pairs. Take turns to ask and answer the questions from Exercise 1.

3 Put the words in the correct order to create sentences with *used to*. There is an example at the beginning (0).

- 0 in / I / live / centre / city / used / the / to
- 1 used / I / very / to / long / work / hours.
- 2 own / I / to / use / car / didn't / a
- 3 becoming / of / I / to / used / star / dream / rock / a
- 4 did / to / ballet? / do / use / you
- 5 live? / use / did / where / you / to
- 6 software / we / this / to / use / use / didn't

I used to live in the city centre.

I used to work very long hours.

I didn't use to own a car.

I used to dream of becoming a rock star.

Did you use to do ballet?

Where did you use to live?

We didn't use to use this software.

Go back to **page 17**.

Teaching tip

Time management is crucial in the Reading paper, so regularly use timers in class to ensure students are answering the exam parts in the allocated amount of time. Students should only spend about seven minutes on the Reading Part 2 task, so using a timer will help students build a stronger awareness of how much time they should spend on each question. However,

you should give students additional time to do the tasks at the start of the course. You can gradually give them less time to complete activities as the course progresses and they become familiar with the exam tasks. Encourage them to time themselves doing tasks at home, too.

Extra activity

Explain that students need to identify three requirements in each profile (1–5) in the Reading Part 2 task and break down Exercise 2 into stages to offer additional support.

Put students into pairs and cut up enough profiles to give one to each pair. Pairs underline the three requirements for their profile. Ask them to think about any possible paraphrases of the three requirements. If possible, enlarge the eight short texts and stick them on walls around the room. Tell students to circulate and read the texts to locate the answer for their profile. Remind them that the text must meet all three of the requirements. If the text they have chosen only meets two, it is not the correct answer. Encourage pairs to discuss why a text meets or doesn't meet the profile's requirements. Tell pairs not to share their answers with anyone else. Once they have found the answer to their question, they complete the remaining Exercise 2 questions individually following the same concept – first they underline the three requirements in each

profile, then they look at the text to see whether it meets those three requirements.

If students struggle with this kind of task, you could tell them which three texts do not match with any of the profiles to narrow down the options. Put them back into pairs to compare their answers while you monitor to assess if there are any problematic questions to go over as a class. Go over the correct answers to the task in class feedback, firstly by discussing what the three requirements were in each profile and then saying which text they chose and how those three requirements were met in that text. This will show you where students have gone wrong if this is the case, highlighting any paraphrasing or expressions that helped or distracted them. If they need further practice of this, you could use some past papers or sample papers for them to do for homework using the same strategy and then allow them some time for peer feedback at the beginning of the following class.

CLOTHING WEBSITES

A FASHIONSHOP.COM

Fashionshop.com aims to connect everyday shoppers with the work of promising new designers. Be the first to wear next year's big trend. If you take a risk and regret it, fashionshop.com offers free returns within 30 days, no questions asked. Plus, it sells more than just clothes: you'll find plenty of beauty products there too.

B FORMACTION.COM

Need something to wear for a special occasion? Head to formation.com, where you'll find elegant dresses, jackets, suits and so much more. The best part about this website is the sales, you won't find high-fashion clothes at lower prices anywhere else! Attention environmentally minded customers: formation.com only uses packaging made from 100% recycled paper.

C ATHLETEZ.COM

Gym clothes don't have to be boring! Athletez.com sells stylish clothes to exercise in. The website gives you the option of searching the site by type of workout: boxing, yoga, tennis – you name it. Check out their colourful trainers and matching tracksuit bottoms. If a piece of clothing doesn't fit right, not to worry. Send it back for an immediate refund.

D FAIRCLOTHING.COM

Shop at fairclothing.com and make the world a better place. The site represents 200 small brands. The result? More than 40,000 feel-good products in one place. Each brand has its own profile with detailed information about everything from working conditions to the use of renewable resources. Our recommendation: the super comfortable sweaters, made from 100% New Zealand wool. They're just what you need for outdoor activities in the autumn or spring.

E SIMPLYGOOD.COM

Are you interested in good quality clothing that won't wear out? Check out simplygood.com. It offers an impressive selection of casual clothes like sweaters, shirts and trousers. One thing that sets this site apart is the pictures they provide of the factories where the clothing is made and the employees who work there. Based on the positive comments online, this website has a bright future.

F ENJOYTHEOUTDOORS.COM

The homepage of enjoytheoutdoors.com says, 'Being outdoors brings out the best in us.' As you might expect, it's a great place to find clothes for hiking or camping – or just taking a long walk on a cold day. With so many different choices, you could spend hours on enjoytheoutdoors.com. We recommend their jackets – they will keep you warm all day in low temperatures.

G FASHIONFORLESS.COM

Dress like a model without paying a small fortune. Fashionforless.com has joined forces with popular designers to bring you a low-cost collection of fun and fashionable casual designs. They also have accessories for all occasions, from scarves and gloves to sandals and sun hats. In a rush? Fashionforless.com can deliver select items in 24 hours. Now that's what I call service!

H CLOTHES4EVERYBODY.COM

Do you find the whole idea of fashion annoying? Rather go hiking than shopping? Then clothes4everybody.com is for you. From shirts to trousers, T-shirts to jeans, sports and outdoor clothing, check out the full range of everyday items in plain colours. There is a wide variety of sizes that work for any body type, which has led to many positive reviews. Second-hand items are also available.

Vocabulary -ed and -ing adjectives

- 1 Look at the sentences from the reading text on **page 19**. Choose the correct alternatives to complete rules 1 and 2.

*Gym clothes don't have to be **boring**!*

*Are you **interested** in good quality clothing ...?*

*Do you find the whole idea of fashion **annoying**?*

Some adjectives have two forms (-ed or -ing):

- 1 Use adjectives ending in **-ed** / **-ing** to describe the person who experiences an emotion.
- 2 Use adjectives ending in **-ed** / **-ing** to describe a person or thing that causes an emotion.

- 2 Underline the correct alternative to complete the sentences.

- 1 I was surprised / surprising to see Jules in the tournament. I didn't even know he played tennis.
- 2 United suffered an embarrassing / embarrassed 4-1 defeat at home on Saturday. The players walked red-faced to their dressing room at the end of the game.
- 3 Up there on stage, Margot looked completely relaxed / relaxing, as if she were talking to five people instead of five hundred.
- 4 Mum was disappointed / disappointing with my decision not to attend university. She wanted me to become a lawyer like her.
- 5 There's something very satisfied / satisfying about preparing a meal using vegetables that come from your own garden.
- 6 About halfway through the book, I got really confused / confusing and didn't understand what was happening in the story.
- 7 Around the world, animal populations have decreased by almost 70% in just 50 years. That is a frightened / frightening statistic.
- 8 Avoid creating frustrated / frustrating experiences for your children, such as making them learn to ride a bike before they are ready.

- 3 Make notes and prepare to tell your partner about two of the following.

- a travel experience you found frustrating
- a decision you made that you are satisfied or disappointed with
- a leisure activity you find relaxing
- a part of English grammar you find confusing
- an animal you are or used to be frightened of

- 4 **SPEAK** Work in pairs. Using your notes, tell your partner about the topics you chose from Exercise 3. Ask follow-up questions.

For me, reading is a relaxing leisure activity.



Lead-in

Write on the board *I'm bored. The film's boring.* Elicit or explain the difference between the two adjectives (*I'm bored* refers to a feeling; *The film's boring* describes an object or an activity), then divide the class into teams and ask each team to choose someone to write. Students write as many *-ed* and *-ing* adjectives as they can think of in one to two minutes. Check answers as a class, allocating points for correct usage and correct spelling of words. The team with the most correct adjectives wins.

Vocabulary

- After students complete the exercise individually, they compare their answers with a partner. Check as a class to make sure all students understand the difference between the two forms. You could ask a couple of questions to check understanding (*Does Tom feel excited or exciting about his birthday?* (excited, as it's a feeling); *Was Tom's birthday party excited or exciting?* (exciting, as it's describing a thing or activity). Remind students to add the adjectives to their vocabulary notebooks.
- You might want to go over the pronunciation and meaning of *frustrated* /frʌs'treɪtɪd/ and *frustrating*

/frʌs'treɪtɪŋ/, *embarrassed* /ɪm'bær.əst/ and *embarrassing* /ɪm'bær.əsɪŋ/, *frightened* /'fraɪ.tənd/ and *frightening* /'fraɪ.tənɪŋ/, *satisfied* /'sæt.ɪs.faid/ and *satisfying* /'sæt.ɪs.fai.ɪŋ/ before students complete the task. Alternatively, students could use a dictionary to look up the meaning of any unfamiliar vocabulary. Monitor closely to check students are completing the exercise accurately.

- Write the 5Ws (*who, what, where, when, why*) on the board and encourage students to think about these questions as they make notes on their topics. Monitor and help out as necessary. You may wish to model this way of note-taking on the board so that students can refer to it as they make their own notes. (For example, a travel experience you found frustrating: *who? alone; what? I missed the train because I went to the wrong platform; where? in France; when? last summer; why? I couldn't understand French and I made a lot of mistakes*).
- Model an answer so students can see how to approach the task. Encourage students to ask you follow-up questions about your experience, e.g. *Who were you with? Why was it frustrating?* In pairs, students use their notes to talk about their topics. Monitor to make note of any good language or common errors you would like to address after the activity.

READY FOR GRAMMAR

2 Past simple and past continuous

- To form the past continuous, we use the past form of the verb *to be* + *-ing* in positive statements.
*She **was swimming** in the lake.*
*We **were reading** a magazine.*
- In negative statements, we use *was not* / *wasn't* or *weren't* / *were not*.
*I **wasn't listening** to the teacher.*
*You **weren't watching** TV.*
- In questions, we put the verb *to be* before the subject.
Was it snowing?
***Were they talking** to John?*
- To give short answers, we use *was (not)* / *were (not)*.
*Yes, she **was**. No, she **wasn't**.*
*Yes, they **were**. No, they **weren't**.*

Use

We use the past continuous:

- to talk about temporary activities or situations in progress at a specific time in the past.
*A: **Where was the boss yesterday afternoon?***
*B: I think he **was meeting** some new clients.*
- to talk about an action in progress in the past that is interrupted by a completed action. In this context, *when* is often used before the past simple and *while* before the past continuous.
***While I was walking** to work, a tourist **stopped** me to ask for directions.*
*Giulia **was playing** football when she **injured** her leg.*
- to give background or context to another event in the past simple.
***Was it still raining** when you **left** work?*
***We were camping** by a lake, so we **went** for a swim!*
NB We use the past simple, not the past continuous, to describe past states.
*~~I **wasn't minding** the noise.~~*
***I didn't mind** the noise.*

Language focus

- 1-2** Ask students to read the two stories and choose which one they think is more embarrassing. Then elicit the tenses in bold and complete the rules. You could ask students to tell you what they remember about the past simple from earlier in the unit. Check answers as a class and direct students to the **Ready for Grammar** section on page 204 (see TB20 and below) if necessary.
- 3** Put students into A/B pairs and ask each pair to quickly read their text, ignoring the options for now. Take class feedback on what each text is about (you may want to explain what the *vehicle registration agency* is) and then ask students to choose the correct alternatives to complete them. Students check answers with their partner before you go over the answers as a class. Tell students to record any new vocabulary in their vocabulary notebooks.

- 4** Students read the instructions, think about the questions and decide which prompt they want to write about. Tell students to make notes about each point to help plan their story; they could do this in pairs if they prefer. Monitor as students write their stories to offer individual suggestions and feedback. If you have any fast finishers, they could write about both scenarios.
- 5** Divide the class into groups and ask students to take turns reading their story aloud. After all the stories have been read, groups decide which one was the most entertaining. To round off the activity, each team could read their nominated story aloud for the whole class to decide which is the funniest story. You may wish to use **Heads or tails** on the **Teacher's Resource Centre** at this point, or save it for revision in a subsequent class.

Teaching tip

Timelines are an effective way to explain grammar points to students as it gives them a visual aid. To illustrate the difference between past simple and past continuous, draw a line with two points in the past, for example, *yesterday 10 am* and *yesterday 6 pm*. Then

put a cross on one point in the timeline with a past simple sentence below, for example *I started work at 10 am* or *I finished work at 5 pm*. Then draw a wiggly line from 10 am to 5 pm with the example sentence, *I was working all day yesterday*.

READY FOR GRAMMAR

2 Past simple and past continuous

- 1** Match each question (1-6) to the correct response (a-f).

- | | |
|---|---|
| 1 Where was Paula when the dog bit her? | a Yes, I was. But I had to wake up soon anyway. |
| 2 Ava was away last week, wasn't she? | b My mum – she wanted to know where I was. |
| 3 Who were you texting? | c Yes, she was windsurfing down at the coast. |
| 4 How did Maja and Julia get home? | d Everybody was shouting and the music was too loud. |
| 5 Were you sleeping when I called? | e They got a lift from a friend because it was raining. |
| 6 Why did you leave the party? | f In the park near our house – she was taking her morning walk. |

- 2** For questions 1-5, complete the second sentence so it has a similar meaning to the two above it, using either the past simple or past continuous. There is an example at the beginning (0).

- 0 Mario studied classical music in Hungary all year. He met his best friend there.
When Mario met *his best friend, he was studying classical music in Hungary.*
- 1 Sakura went climbing. She injured her finger.
Sakura injured *her finger while she was climbing / her finger when she went climbing.*
- 2 The internet stopped working this morning. They played video games all morning.
This morning, they were playing *video games when the internet stopped working.*
- 3 I had coffee with Clara during my break. My boss called to tell me the news.
While I was having *coffee with Clara (during my break), my boss called to tell me the news.*
- 4 She sat on a bench in the main square. Somebody stole her purse.
Somebody stole *her purse while she was sitting on a bench in the main square.*
- 5 This afternoon I made lunch. That's when the postwoman delivered the package.
This afternoon, the postwoman delivered *the package while I was making lunch.*

Go back to **page 21**.

Language focus Past simple and past continuous

- 1 Read the embarrassing stories and complete rules 1 and 2 below with the correct tense: past simple or past continuous.

At my wedding, I **was dancing** with my mother-in-law when I accidentally **stepped** on her foot. It really hurt and she **got** quite angry with me. I was really embarrassed!

Last year, I **was studying** Italian and I **decided** to take a trip to Italy. On the first day, I **ordered** a 'latte' at a coffee shop and **received** a glass of milk instead of a cup of coffee. I felt really silly!

- 1 Use the past simple for completed actions in the past.
 - 2 Use the past continuous for actions in progress at a particular time in the past.
- 2 Go to **Ready for Grammar** on **page 204** for rules, explanations and further practice.
- 3 Complete stories A and B by choosing the correct alternative.

A

You won't believe what happened to me at the vehicle registration agency the other day. I (1) sat / was sitting in the office and the woman who worked there (2) registered / was registering my car when she (3) asked / was asking me a simple question, 'What body type?' I (4) didn't know / wasn't knowing what to say. 'Uh, average, I guess. Maybe a bit overweight?', I (5) answered / was answering finally. 'Of the car!', she said and immediately began to laugh. I felt ridiculous.

B

The most embarrassing thing happened to my boyfriend the other day. He (6) walked / was walking down the high street when he (7) started / was starting to feel hungry. Just then, he (8) saw / was seeing a fried chicken restaurant. There was a woman outside holding a box of free samples. The fried chicken (9) looked / was looking delicious. The woman (10) grabbed / was grabbing his hand while he (11) put / was putting it into the box to take a piece and wanted to know what he (12) did / was doing. They weren't free samples. She was just a customer holding a box of chicken!

- 4 Write a story similar to the ones in Exercise 3. Use ONE of the prompts (1–2) below to help you create the story. Pay attention to how you use the past simple and past continuous.

- 1 You met somebody for the first time and made a bad impression.

- Who did you meet?
- What were you doing when you met them?
- How did you feel?

- 2 You sent an email or message to the wrong person.

- Who did you send the email or message to?
- What were you doing when you sent it?
- How did you feel?

- 5 **SPEAK** Work in small groups. Take turns to read out each other's stories. Then discuss whose story is the most original or entertaining.



Writing Part 2 Story

1 Read the following Writing Part 2 instructions and answer the questions.

- 1 Who is the main character of the story? **Paula**
- 2 Where does the story start? **at a party**

Your English teacher has asked you to write a story. Your story must begin with this sentence.

When Paula walked in, everybody at the party looked surprised.

Write your story in about 100 words.

2 Read a model answer to the Part 1 task in Exercise 1, ignoring the gaps. Does the rest of the story clearly connect with the first sentence?

2
Yes, the writer builds a story around the important elements from the first sentence: Paula (main character) and the party (setting).

(1) **When** Paula walked in, everybody at the party looked surprised. Nobody thought she was coming – even though the party was for her.

It was Paula's birthday, so some friends decided to throw a surprise party. All her friends came. There were presents and decorations, but no Paula. They had forgotten to invite her! As (2) **soon** as they realised their mistake, they texted her. 'Sorry, very busy,' Paula responded. Everybody was disappointed. 'What do we do now?', they wondered. Then, all of a (3) **sudden**, Paula walked through the door.

In the (4) **end**, instead of being surprised, Paula had surprised her friends!

3 Complete the time expressions (1–4) in the story with the words in the box.

end when soon sudden

Lead-in

Before completing Writing Part 2 tasks, students need to read the first sentence of the story carefully to see if they need to use first-person (*I, me, we, us*) or third-person (*she, her, he, his, they, their*) pronouns. Write an example on the board: *When I looked in my school locker, my new phone was missing!* Then ask questions about the pronouns (*I, my*) and setting (school, the past (*looked, was*)) in the sentence. You might have to explain that the setting is the place and time in which the action of a story takes place. In addition to the above task, you could find opening sentences from previous B1 Preliminary Writing Part 2 tasks and post these on the classroom walls. Ask pairs to circulate around the room to decide whether each story should be written in the first or third person and identify the setting of each story prompt. You could use these prompts in future lessons for further Writing Part 2 practice.

Writing

- 1 Before they do Exercise 1, draw students' attention to the photo at the top of the page and have them describe in pairs what they can see. Students then read the instructions and complete the task. Go over the answers as a class. You could also invite students to predict what they think will happen in the story and then check if they are correct in the model answer.
- 2 After students read the story, check answers to the question (Yes, it connects well to the first sentence). As a follow-up ask them some more questions, for example, *What type of party was it?* (A surprise birthday party for Paula); *What did Paula's friends forget to do?* (Invite Paula); *Did Paula go to her party?* (Yes); *Did you enjoy the story? Why/Why not?*
- 3 Check students understand the difference between the time expressions. Ask which terms or phrases mean: *finally* (in the end); *at or during the time of something* (when); *immediately at or just after something takes place* (as soon as); *very quickly* (all of a sudden). To round off the activity, ask students to write a sentence to illustrate the use of each time expression, then compare their answers in pairs or groups.

Teaching tip

Explain that it is important for students to try and use clear handwriting in the B1 Preliminary exam so examiners can read their answers easily. Explain that students can write in upper or lower case, and use

joined up or non-joined up handwriting. It might be an idea to remind students to check their handwriting as well as spelling and space between paragraphs to ensure their writing is as clear as possible.

Extra activity

Have students brainstorm other ideas for the story in Exercise 1. Encourage them to think about the ideas they have seen in Exercises 1–3. Then allow students time to write their own answer in pairs. Doing this will

help them feel more confident writing a story in English before they have to do it individually later in the lesson. They could then swap stories with another pair and tell each other what they liked about their stories.

- 4 Emphasise that stories need to have a clear beginning, middle and end. You might want to go over the meaning of *conflict* (serious disagreement between people with opposing opinions) and *resolve* (to solve or end a problem or difficulty) before students do the task. Check answers as a class.
- 5 Read the **How to go about it** box as a class, clarifying any points if necessary. Direct students' attention to the Part 2 task. As a quick recap, ask which pronouns students need to use (first-person pronouns). Pairs discuss ideas for each stage of the story to generate some ideas, noting these down in the table.
- 6 Depending on available time, you may want to set the writing task as homework or as classwork. Give students 20 minutes to write the first and final drafts (they could swap stories with a partner and check each other's work between drafts), but be flexible if they need more time at this stage. The **Teaching tip** provides more advice about having students peer review each other's work.

Sample answer

It was my first day on the course and I felt a bit nervous. I love art and I like to paint at my free time, but this is the first time to study with a teacher. Our first work is to paint a pile of books. While I am painting, my brush slips and one book appear more larger than the other

books. I feel embarrassed, but I continue. Later, the teacher stops and looks at the picture. All of a sudden she smiles. She says the other students that they come see my original idea. All the people are impressed!
[101 words]

Examiner comments

Content: All the content of the story is relevant and there is a logical connection between the first sentence and the rest of the story. However, the first sentence is in the past and the rest of the story is told in the present.

Communicative achievement: The story has a clear beginning and ends with a clear resolution, and the events of the story are easy to follow. The writer successfully uses some conventions of storytelling (e.g. indirect speech (*She says the other students that ...*)), description of how the characters feel and an unexpected event that creates a 'problem' to resolve.

Organisation: The text is generally well organised and coherent. The writer uses some basic linking words (*Later, and, but*) and one more sophisticated discourse

marker (*All of a sudden*) to connect the different parts of the story. At times, reference pronouns are used to create a connection within and across sentences (*she* = the teacher, *they* = the other students).

Language: The writer uses everyday vocabulary to describe the events of the story (*paint a pile of books, my brush slips*) and how the characters feel (*embarrassed, smiles, impressed*). Despite only using present tenses, the writer shows a good control of simple grammatical forms (e.g. *while I am painting, my brush slips*). There are some errors with prepositions, word choice, and subject verb agreement, but these do not impede communication.

Mark: Good pass

Teaching tip

Studying sample answers is an excellent way for students to see a clear example of a well-written story, including how to organise the beginning, middle and end of a narrative. The coursebook regularly offers model answers for students to analyse, but they should also peer review each other's work. Peer review fosters a collaborative learning environment where students learn and support each other. Try to plan regular

opportunities for students to provide constructive feedback on their classmates' writing (what they did well and how they could improve). Importantly, learning to identify mistakes can reinforce grammar rules, vocabulary usage and sentence structure. As students become more aware of mistakes made by peers, they may avoid making the same mistakes in their own writing.

4 Match each part of a story (1–3) to its purpose (a–c).

- 1 beginning ~~→~~ a The action finishes, or the problem or conflict is resolved.
 2 middle ~~→~~ b The characters and setting are introduced.
 3 end ~~→~~ c An important action takes place, or there is a problem or conflict the characters must deal with.

5 SPEAK Work in pairs. Read the Part 2 task below and think about what kind of story you could write. Put your ideas in the table below.

Your English teacher has asked you to write a story. Your story must begin with this sentence.

It was my first day on the course and I felt a bit nervous.

Write your story in about 100 words.

Part of the story	Action/Reason	Good vocabulary to include
1 Beginning <i>painting course</i>	Reason for feeling nervous <i>It's your first time taking an art course.</i>	<i>paintbrush, picture, landscape, detail, studio, beautiful, original, etc.</i>
2 Middle	What is the problem?	
3 End	What happened?	

6 Now do the Part 2 writing task from Exercise 5. Use your ideas from the table.

How to go about it

- Read the task instructions. Identify the main character and the setting in the first sentence of the story.
- Ask yourself: Who is this person? Why are they in this place?
- Plan the beginning, middle and end of your story.
- Start your story with the sentence in the task instructions. Connect the rest of the story to this first sentence. So, if the story starts with *Monica climbed out of the car and ran as fast as she could to the forest*, your story should involve a forest and a woman named Monica.
- Tell your story using the names or pronouns in the first sentence, e.g. using *I*, *they*, or *he/she*.

For more information on writing stories, see [page 194](#).

Vocabulary Leisure activities

1 SPEAK Work in pairs. Talk about what you like doing in your free time.

2 Write each verb on the left (A) next to the correct leisure activity on the right (B). The first one has been done for you.

A	B	A	B
go	1 <u>eat out</u> at a restaurant	use	7 <u>attend</u> events
take	2 <u>go</u> hiking	attend	8 <u>go</u> shopping
eat out	3 <u>take</u> photographs	go	9 <u>use</u> social media
do	4 <u>see</u> films at the cinema	go	10 <u>play</u> video games
see	5 <u>do</u> exercise	read	11 <u>read</u> the news
spend	6 <u>spend</u> time with friends	play	12 <u>go</u> for a walk

3

1 doing exercise

2 playing video games

3 taking photographs

4 reading the news

3 SPEAK Work in pairs. Look at pictures 1–4 below. Which of the leisure activities from Exercise 2 are the people doing?

4 SPEAK Take turns to describe pictures 1–4 below.

5 Put the expressions in the correct column.

I really enjoy ... I'm not really into ... I'm a big fan of ... I can't stand ...

I don't like ... at all. I like ... a lot. I can't live without ...

Likes	Dislikes
<i>I really enjoy ...</i> I'm a big fan of ... I like ... a lot. I can't live without ...	I'm not really into ... I can't stand ... I don't like ... at all.

6 SPEAK Work in small groups. Discuss the leisure activities in Exercise 2. Use expressions from Exercise 5. Give reasons why you like or dislike the activities.

Personally, I'm a big fan of going for a walk in the evening. I find it very relaxing



Lead-in

Source some images of free time activities from the internet and display for students. In pairs or groups, they discuss how often they do these activities and whether they enjoy them or not.

Vocabulary

- 1 Focus students' attention on the topic by asking small groups to discuss their free time preferences. The **Extra activity** provides an alternative warmer.
- 2 For stronger students, ask them to cover the list of verbs to complete the questions. You could point out that while *exercise* can be used as a verb (*I exercise regularly*), it also collocates with *do*, *get* and *take* as a noun (*do/get/take (some) exercise*). Explain that another variation for *go for a walk* is *take a walk*. As a follow-up activity, tell students to cover Column B and work with a partner to recall the leisure activity collocations from memory. Remind students to record the vocabulary in their notebooks (they could group the expressions by verb to help them remember the collocations).

3-4 Students identify each leisure activity while you monitor to check their answers are accurate. Then monitor as they take turns describing the pictures, making a note of anything you would like to feed back on. For additional Speaking Part 3 practice, pairs or small groups could try to reach an agreement about which is the most enjoyable leisure activity of the four in two to three minutes.

- 5 Elicit some more phrases to express likes/dislikes if time allows (*I have a passion for...; I'm not keen on, etc.*) or challenge stronger students to add another expression to each column.
- 6 Check students are aware that they need to use the *-ing* form of the verbs in Exercise 2 (which turns them into gerund or noun forms) to complete the task. Encourage students to provide reasons for their answers and ask follow-up questions to keep the conversation flowing. As an extension, students could create a class survey of leisure activities in small groups and then find out which leisure activities are the most and least popular in the class.

Teaching tip

Try to give your students plenty of opportunities to revisit previously learned vocabulary. Consistently use the 3R Method, so your students have a better chance at remembering new words:

Repetition: encourage students to use new vocabulary in a wide range of contexts

Reinforcement: help to consolidate new vocabulary through group activities, games, etc.

Recycling: plan lessons that incorporate previously learnt words into new topics

Extra activity

Close books and divide the class into small teams to do a 'pass the paper' relay. Each team has one piece of paper to pass from student to student. Each student writes down a different leisure activity, then passes the paper in a clockwise direction, until two minutes are up. The team with the longest list of leisure activities wins. To follow up, have students check if any of their

words appear in Exercise 2 to check their spelling. As an extension, teams could negotiate which is their favourite leisure activity as practice for negotiating in Speaking Part 3 and present this to the class, or they could create a class survey to find out more about their classmates' leisure activities.

Speaking

Go through the **What to expect in the exam** box as a class and ask a few concept questions, such as *Do you speak with a partner in this part of the exam? What topics might you discuss?* Quickly recap some of the likes/dislikes phrases that students covered in Exercise 5 in the Vocabulary section on page 24. Go over the expressions in the **Useful Language** box and ask students if they know any more expressions to talk about personal experiences. Then choose two stronger students to model the task with the first

question and play the role of examiner by reading out Question 1 for the pair to discuss. Encourage them to follow up and respond to each other as appropriate. Then put all the students in the class in pairs and read out the remaining questions, one at a time, for them to discuss. Move around the class to monitor and ask follow-up questions as students complete the activity. You might want to use a timer for each question. Monitor to make a note of anything you would like to address during the feedback stage. You may wish to use **The Speaking Part 4 game** on the [Teacher's Resource Centre](#) at this point.

Teaching tip

Explain to students that there are no right answers to the questions they are asked in the exam. In other words, the examiner is not judging their views and opinions, only the language they use to express themselves which is why they should aim to use a range of expressions. You could keep in class some laminated cards with different phrases for expressing

opinions (*for me, I agree with ..., I disagree with ..., in my opinion, in my experience, personally, I think that, I strongly believe that ..., I would say that ..., my opinion is, etc.*) and have students choose a few of these cards at random to use when they are practising a Speaking Part 4 exam task.

Extra activity

You might want to simulate exam conditions for the speaking task by putting students into groups of three. One student plays the role of the examiner and asks a question to Student A. When they finish the response, the examiner asks Student B: *How about you?* Be sure to rotate roles so everyone gets to answer at least one question. They could then give feedback on what their group did well, and whether they used the useful

language and responded to their partner's opinions and ideas. You could also ask the students how it felt to be the examiner and to be examined. If this makes them feel nervous, explain that it will help them get used to exam conditions and feel less nervous on the day of the exam. The more they do this, the more comfortable they will feel in exam conditions.

Speaking Part 4 General conversation

SPEAK Read the information in the boxes below. Then discuss the questions that follow with a partner.

What to expect in the exam

- In Speaking Part 4, you discuss your habits, opinions, likes/dislikes and personal experiences.
- The examiner may ask you a question to answer individually. They may also ask you a question to discuss together with your partner.
- Listen carefully to your partner while they are answering a question. The examiner may ask you a follow-up question about what your partner said, e.g. 'Do you agree?'
- Ask your partner questions to find out their opinions.

- 1 What do you usually do after work or school? Why?
- 2 What did you do last weekend?
- 3 Do you have enough free time? Why/Why not?
- 4 Do you prefer spending your free time with your family or with your friends? Why?
- 5 Is it important to relax in your free time? Why/Why not?

Useful language

Talking about personal experiences

The other day, I started listening to a new podcast.

In my experience, it's hard to make time for exercise.

When I was younger, I used to spend most of my time indoors watching TV.

3



4



Reading Part 6 Open cloze

For questions 1–6, read the text below and think of the word which best fits each gap. Use only one word in each gap.

What to expect in the exam

- In Reading Part 6, you read a short text with six missing words. You have to fill each gap with one word – never two. The answer is never a contraction (*it's, you're*).
- This task mainly tests grammatical structures, so the missing words are often 'grammar words', such as pronouns (*your, it*), prepositions (*in, of*) and verb auxiliaries (*have/has/had, was/were*).
- The open cloze also tests vocabulary by gapping words in phrasal verbs (*look forward to, base on*) and fixed expressions (*in spite of, after all*).

STARGAZING

My friend Rory belongs to a stargazing club – a group of people that get together to look at the night sky – and last Saturday he invited me to go with him. The club meets (1) every/each month in the Galloway Forest Park. This part of Scotland is famous (2) for being a 'dark sky park'. There's no light pollution there, so it's perfect for stargazing.

Rory told me to arrive between 7.30 (3) and 8.00 pm, because it was important to set (4) up the telescopes before it got dark. That night, we looked at Venus, Mars, Saturn and Jupiter. But my favourite was the Moon. I could see its mountains and valleys!

I (5) used to love looking at the night sky when I was child, but (6) it wasn't until my trip to Galloway Forest Park with Rory that I got to see the Moon and the planets up close with a professional telescope.



Language focus Past simple and past continuous

Complete the sentences using the past simple or past continuous form of the verb in brackets.

- 1 When my train arrived at the station, my parents were waiting (wait) for me on the platform.
- 2 No, Levi didn't / did not meet (not meet) Sara while he was visiting Madrid. They first met in Utrecht.
- 3 So, what were you doing (do) at 10.05 am on the day of the crime?
- 4 Sorry, I didn't / did not hear (not hear) the phone because I was outside watering the garden.
- 5 The sun was rising (rise) over the sea just as we arrived at the coast.
- 6 Can you believe it? They refused to let us into the restaurant because my husband wasn't / was not wearing (not wear) a suit jacket.

Vocabulary Leisure | -ed and -ing adjectives

Choose the correct alternatives to complete the sentences.

- 1 I saw / looked this horror film at the cinema when it first came out and, let me tell you, it was really frightened / frightening. It gave me bad dreams.
- 2 To keep active and do / make more exercise, we started taking step aerobics classes, but the instructor kept shouting at us to work harder. We quickly got frustrated / frustrating and quit.
- 3 After a particularly stressful week at work, Linh finds it relaxed / relaxing to drive out to the countryside and go / give for a long walk.
- 4 I began making / taking photographs a long time ago, but I had my first exhibition only recently. It felt really satisfied / satisfying to see my photos up there on the gallery walls.
- 5 They had plans to attend / assist a talk by their favourite author, but it was cancelled at the last minute. Lucy was very disappointed / disappointing; she had very much wanted to go.

Writing Part 1 Email

Read this email from your English-speaking friend Kim and the notes you have made.

From: Kim
Subject: Fancy dress party!
Hi
I'm thinking of having a fancy dress party at my house with some of my good friends – including you, of course!
We could have the party on Friday or Saturday night. Which one would be better?
I don't want to cook, so I'm planning to order some takeaway food. What kind of food do you think people would like?
Let me know if you have any questions.
Talk to you soon,
Kim

Good idea!

Explain which day and why.

Suggest ...

Ask about transport to Kim's house.

Write your email to Kim using all the notes. Write your answer in about 100 words.

Please go to the Teacher's Resource Centre for a Sample answer with Examiner comments for this Writing task.



For more information on writing emails, see pages 192–193.

Pronunciation -ed endings

1 **2.2** For 1–3 below, listen and repeat the past forms of the regular verbs. Underline the word that ends in a different sound from the others in the group.

- | | | | |
|------------|----------------|------------------|-----------------|
| 1 started | decided | <u>performed</u> | repeated |
| 2 answered | received | ordered | <u>searched</u> |
| 3 checked | <u>divided</u> | fixed | walked |

2 There are three possible pronunciations for -ed: /t/, /d/ and /ɪd/. Put the words from Exercise 1 in the correct column.

/t/	/d/	/ɪd/
<i>searched</i> checked fixed walked	<i>performed</i> answered received ordered	<i>divided</i> started decided repeated

3

/ɪd/

4

/d/: handled, informed, encouraged

/t/: knocked, stopped, announced

/ɪd/: tested, ended, interrupted

3 What does the -ed ending sound like when it's added to verbs whose base form ends in the letters 't' or 'd', for example, *visit* or *need*?

4 **SPEAK** Work in pairs. Read the rules and play the game.

NOUGHTS AND CROSSES

- Player A, you are X. Player B you are O.
- Take turns to say the correct pronunciation of the past tense form of a verb. If you say it correctly, put an X or O in the square.
- The first player to win three squares in a row (up, across or diagonally) is the winner.

handle	knock	test
end	stop	interrupt
announce	inform	encourage

5

/d/: followed, answered, argued

/t/: knocked, pushed, introduced

/ɪd/: regretted, waited, skated

5 **SPEAK** In your notebook, create your own noughts and crosses board using the words below. With a partner, play the game again.

answer argue follow introduce knock push regret skate wait

Pronunciation

1-2 **2.2** Explain the task and play the recording for students to complete Exercise 1. Students check their answers in pairs, then play the recording a second time to check answers as a class. In pairs, students complete Exercise 2. Encourage them to say the words aloud as they complete each column to check if it has the correct -ed ending. Students could add additional verbs to each column in class or for homework.

3 Elicit the past simple form of *visit* and *need*. Ask students to say these out loud and elicit the correct ending (/ɪd/) from the class. Note that students can find out which sounds are voiced (when -ed is pronounced /d/) and unvoiced (when -ed is pronounced /t/) by holding their hand to their neck and saying the sounds. Voiced sounds make vocal cords vibrate; unvoiced sounds do not.

4-5 After students finish the game, tell them to put the words from the noughts and crosses board into the correct column in Exercise 2 and check answers as a class.