

Unit 1

Person to person

Themes

Communication
Relationships

Language aims

Grammar

Present simple
Present continuous
State verbs
Present perfect simple
Present perfect continuous

Vocabulary

Communication
Body language
Phrasal verbs
Word patterns (*say, tell, speak*)
Customs
Character adjectives
Word patterns
Negative prefixes

Skills aims

Reading

to practise scanning a text (multiple matching task)
to read a text for detail (multiple choice task)

Listening

to encourage prediction from the questions and answer options
to practise identifying key words in listening tasks
to listen for specific information

Speaking

to practise listening to and giving full answers to 'personal' questions
to practise forming correct questions
to practise stressing the correct syllable in a word

Writing

to practise planning a letter
to practise identifying and using formal language
to write a letter of application

Reading 1 Pages 6 and 7

Aims of the lesson:

- to provide a warm-up discussion activity (Exercise A)
- to preview concepts and vocabulary in the reading text (Exercise B)
- to practise scanning a text and searching for specific information (Exercise C)
- to practise guessing the meanings of words from their context (Exercise D)
- to give students an opportunity to discuss the ideas in the text (Quick chat)

Dive in! Page 6

Exercise A

- Explain that students will be looking at various ways of communicating different things.
- Ask students to read the questions and the options to themselves. Give help with any unfamiliar words or phrases.
- Elicit a variety of answers from the class, asking students to justify their choices. Depending on their answers, prompt with questions such as *Why is a phone call better than a text message when you want to arrange to meet a friend for coffee?*
- Finally, elicit suggestions for any of the means of communication that have not been mentioned (see *suggested answers* below).

Suggested answers

(Encourage students to give reasons for their choices.)

Arranging to meet a friend for coffee – *email / text message / phone call / online chat*

Keeping in touch with a relative who lives abroad – *email / text message / phone call / online chat / letter*

Sending a document to someone – *email / fax*

Communicating with a group of people – *email / text message / online chat / letter*

Sending a photo to someone – *email*

Others:

A *conference call* could be used to communicate with a group of people in a business situation.

Voicemail can be used to leave a message when someone is not answering their phone.

Exercise B

- Explain that students are going to do a short quiz about different means of communication.
- Allow 2-3 minutes for students to try to find the answers. Then ask them to compare notes with a partner.

Extra activity

To further prepare students for the reading task that follows, encourage discussion about communication, prompting with questions such as these:

How many of you have got mobile phones?

What are the advantages and disadvantages of sending a text message compared to sending an email? (Mobiles are more portable but an SMS costs money to send / Emails need an account which costs money but can contain more information)

Is it possible to send a text message to a computer or to send an email to a mobile phone?

What else do you use a mobile phone for? (eg storing photos, music files or videos; listening to the radio; playing games, as a camera)

What does the abbreviation MMS stand for? (Multimedia Message Service)

What is an MMS used for? (To send pictures on a mobile phone)

Answers

1c 2b 3b 4c 5b 6a

Exercise C

- Go through the information in the B2 Exam Practice box. Make sure that students understand they need to scan the text – to read it very quickly – in this type of task.
- If students have not done this type of task before, you might want to do the first question(s) as a class activity (use the Note below to help you).
- Give students about 5 minutes to read the text quickly and silently in order to find the answers to questions 1-15. Remind them that they do not need to understand all the words in the text to do this task.
- After five minutes, encourage students to compare their answers with a partner, pointing out which parts of the text they have underlined. Tell them, however, not to simply copy answers from their partner, but to check first that they are correct.
- If necessary, allow a further 2-3 minutes for students to find the remaining answers.
- When eliciting answers, ask students to justify them by referring to the parts of the text that they have underlined.

Note

For this exercise, as with similar ones throughout the book, encourage students to notice how the wording in the questions is expressed in the text.

eg

In question 1,

Which person wasn't keen on having a mobile phone at first?

is expressed in text B as

I never wanted to have a mobile phone. I didn't see the point ...

Then, for question 15,

Which person has changed their opinion about mobiles? the answer to question 1 is extended by

Then my daughter bought me one ... now I use it all the time.

Point out that it is useful for students to learn to find alternative ways of expressing ideas,

eg

In question 2, the phrase

... doesn't make calls on their mobile very often ...

is expressed in text A as

I mostly use my mobile for sending text messages ...

In question 3, the phrase

... was given a mobile as a present ...

is expressed in text B as

Then my daughter bought me one for my birthday ...

In question 4, the phrase

dishonest purposes

is expressed in text A as

... using his phone to cheat during an exam ...

etc

Answers

1B 2A 3B 4A 5D 6C 7E 8C 9A 10E
11A 12D 13D 14C 15B

Exam alert

- Go through the Exam alert box, reminding students that it is not essential to understand every word to do the exam task, and that the context can provide useful clues to the meaning of an 'unknown' word. Point out, however, that reading tasks such as this are an excellent way to increase their vocabulary – something that is developed in the exercise which follows.

Exercise D

- Explain the task by doing the first word together. Ask students to tell you which word in text A could be replaced by the word *complain* (moan). Elicit the clues in the context that show that this is the answer (Allie mentions both *cheaper* and *the bill* to say why her parents don't moan/complain).

- Point out that for item 1, students were looking for a *verb*. Go through the list of words and ask students to tell you what they need to be looking for in the text (item 2 – verb; item 3 – adjective, etc).
- Give students 3-4 minutes to find the rest of the words.
- Give students a minute to compare answers in pairs.
- Elicit answers. Ask students to justify their answers, where possible, by referring to the context.

Answers

- 1 moan
- 2 ban
- 3 complicated
- 4 give (her) a buzz / contact
- 5 invaluable
- 6 risks
- 7 trends
- 8 gets on my nerves
- 9 gadgets
- 10 saving up

Quick chat

- Get the students to discuss the questions in pairs first. Give them about a minute for this.
- Elicit answers from students around the class.
- If time allows, continue the discussion with further questions such as:

How do you pay for your mobile phone calls and messages?

Do your parents agree with you having a mobile phone? Why (not)?

Does anyone know an older person who has learned to use a mobile phone? What difficulties have they had?

What are the health risks from mobile phones? Do you think they are serious?

Do you think mobiles can be used for dishonest purposes? How?

Is it appropriate to finish a relationship or fire someone from their job by sending them a text message? Why (not)?

Note

Wherever possible, encourage students to discuss their views with you and their fellow students. Encourage them to say what they want using ideas from the book, but offer help with more difficult vocabulary and ideas. Bear in mind that *fluency* is an important factor in B2 Speaking exams. This might sometimes mean that you ignore some of their inaccuracies so that students can develop the confidence to express their ideas fully. Rather than constantly interrupting students, you could make a note of mistakes that you hear and go through the list as a class activity after the discussion. This way, you could interrupt only when students make a mistake with something basic from the current lesson.

Grammar 1 Page 8

Aim of the lesson:

- to revise forms and main uses of the present simple and the present continuous

Check present simple and present continuous

- Refer students to page 138 in the *Grammar reference* section. Go through the rules and examples with them, checking that they understand the main points.
- With books closed, ask students to tell you the main uses of the present simple, together with examples. Write these on the board.
- Repeat the above process for the present continuous.
- Check that everyone understands before cleaning the board.
- Allow students 2-3 minutes to complete the task. They should work alone for this.
- Check answers and deal with any difficulties, referring students back to the *Grammar reference* section where necessary.

Answers

1c 2e 3d 4b 5g 6f 7a 8h

Note

When presenting a new grammar point, it is a good idea to ask students to do the first task on their own. For the subsequent tasks, they can work alone, in pairs, or a combination of the two.

Exercise A

- This exercise checks that students have understood the differences between the uses of the present simple and the present continuous.
- Point out that in most cases it is clear which tense is needed, but occasionally both are possible. Tell students that you will expect them to justify their answers based on the rules they have just revised.
- Give students 2-3 minutes to do the exercise before checking answers.



For extra Reading practice, refer students to pages 4 and 5 in the Workbook.

Answers

Some variation possible – see below.

- 1 are (you two) doing
- 2 is helping
- 3 are (you) playing
- 4 spend *
- 5 are doing
- 6 is
- 7 get
- 8 are (you) doing
- 9 isn't working **
- 10 is using
- 11 am always having ***
- 12 is
- 13 are buying

* For item 4, accept *are spending* but ask students to explain why it can be correct in the present continuous (usage number 6 in the Check box above – *something happening during this period*).

** For item 9, accept *doesn't work* but ask students to explain why it can be correct in the present simple (usage number 2 in the Check box – *a permanent situation*).

*** For item 11, accept *always have* (usage number 2 in the Check box – *a permanent situation*), but point out that the word *always* suggests the present continuous (usage number 8 in the Check box – *a complaint*).

Check state verbs

- Ask students to look again at items 6 and 12 in Exercise A. Ask if any of the students know why the answer cannot be *is being*. Elicit or explain that the verb *be* is rarely used in the continuous form and that it is one of a number of verbs that are like this.
- Refer students to page 138 in the *Grammar reference* section. Go through the rules and examples with them, checking that they understand the main points.
- With books closed, write the following headings on the board: *feelings / thinking / the senses / appearance / others*. Ask students to give you examples of state verbs for each category. Add these to the board under the appropriate headings and elicit various example sentences using them.
- Check that everyone understands before cleaning the board.
- Allow students about a minute to complete the task. They should work alone.
- Check answers and deal with any difficulties, referring students back to the *Grammar reference* section where necessary.

Answers

- 1 don't understand / do not understand
- 2 seems
- 3 Do you believe
- 4 loves

What all the verbs have in common is that they are state verbs so they cannot be used here in the continuous form.

Exercise B

- This exercise checks that students have understood the rules for state verbs.
- Give students 2-3 minutes to do the exercise before checking answers. They can work in pairs or do the task alone before comparing their answers with a partner.
- Check answers. Ask students to tell you the grammatical reason why each answer is correct (eg 1 is present continuous because it says *at the moment*; 2 is present simple because it is a fact / because *say* is a verb with different meanings in the simple and continuous; 3 is not continuous because *depend* is a state verb, etc).

Answers

- 1 am reading
- 2 says
- 3 depend
- 4 usually likes
- 5 know
- 6 is always bossing
- 7 am
- 8 usually get
- 9 think
- 10 is having



For extra Grammar practice, refer students to page 6 in the Workbook.

Vocabulary 1 Page 9

Aims of the lesson:

To present and practise

- vocabulary for body language and gestures (Exercise A)
- phrasal verbs (Exercises B and C)
- word patterns with *say*, *tell* and *speak* (Exercises D and E)

Communication

Exercise A

- Ask students to look at the picture. Ask if anyone can say what the boy is doing (yawning). Explain that this exercise will teach them other words and phrases for unspoken communication.

- Tell students to try to match the items. After a minute or two, tell them to compare their answers with a partner.
- Allow a further minute or so for students to discuss their answers.
- Elicit answers and ask students to demonstrate the actions with mime. For those they don't know, mime them yourself.

Answers

1e 2g 3b 4f 5a 6c 7h 8d

Key phrasal verbs

Exercise B

- Remind students that phrasal verbs are an important part of the vocabulary that they have to learn and that they are very common in informal English. Begin by asking if there are any phrasal verbs that they remember.
- Elicit or explain that phrasal verbs are different to other verbs in that they are followed by preposition(s) / particle(s) and they often don't have a literal meaning, so they must be learned by heart.
- Go through the list a-f. You may need to explain or translate some of these words for students.
- Allow students a minute or two to complete the task. After this time they can compare answers with a partner.
- Check answers and remind students to make a special effort to learn these phrasal verbs as well as their more formal equivalents.

Answers

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

Exercise C

- In this exercise, students have the opportunity to practise using the phrasal verbs they have just learned.
- Allow 2-3 minutes for students to attempt the task on their own. Remind them that they may have to make changes, eg to the tense of the verb. Allow a further minute or so for them to compare their answers before checking.

Answers

- 1 makes (things) up
- 2 came out with
- 3 talked (him) into
- 4 brought up
- 5 stand for
- 6 get (their ideas) across

Word patterns: say, tell, speak

- Go through the right and wrong examples, making sure students recognise the correct way to use each of these words.

- You might wish to point out that as a general rule we tell *someone* but say *something*. However, remind students that there are a number of exceptions with *tell* (these are covered in the exercises which follow, as are the main constructions with *speak*).

Exercise D

- Tell students to fill in the correct verbs.
- Allow 2-3 minutes before telling students to compare their answers with a partner.
- Check answers and deal with any difficulties.

Answers

- 1 tell
- 2 tell
- 3 say
- 4 speak
- 5 tell
- 6 say
- 7 say
- 8 tell
- 9 speak
- 10 tell
- 11 speak
- 12 tell

Exercise E

- Students practise using the new word patterns in context. They should work alone for this to make sure everyone has understood. Remind them to make any necessary changes to the verbs.
- Allow 2-3 minutes before checking answers and dealing with any problems.

Answers

- 1 telling
- 2 says
- 3 telling
- 4 speaking
- 5 tell
- 6 say

Extra activity

If time allows in the lesson, ask students to write 10-20 short sentences of their own to practice the words and expressions they have learned in this lesson. These should include the five phrasal verbs that they have learned. Alternatively, this can be set as a homework task. If you do this, remember to set aside time at the beginning of the next lesson to check their sentences and deal with any problems.



For extra Vocabulary practice, refer students to pages 6 and 7 in the Workbook.

Listening Page 10

Aims of the lesson:

- to encourage prediction from the questions and answer options (Exercise A)
 - to practise identifying key words in listening tasks (Exercise B)
 - to listen for specific information (Exercise B)
- Go through the information in the *B2 Exam Practice* box. Make sure that students understand the importance of using their time carefully before they start listening.
 - Point out that students should expect to find alternative ways of expressing ideas, in a similar way to what they did for the task in Reading 1.

Exercise A

CD track 1

- Go through the question and the answer options. Make sure students understand the situation.
- Encourage students to try to predict what they might hear related to the words in bold (eg borrow – *lend*; already read it – *seen it before* / *not interested*; isn't serious – *is silly*; doesn't like – *not keen on* / *boring* / *unimportant*, etc). Point out that they may not accurately predict exactly what is said but that the task is useful because it will start them thinking about the direction the conversation might take.
- Play the CD. Students listen and write down their answer.
- Play the CD again. Students check their answer.
- Elicit the answer and ask students to tell you what they heard on the CD that led them to the correct answer (see below).

Answer

The correct answer is B. The second girl says *they're all the same – just full of gossip about the stars and nothing else*, so the key words *isn't serious* are expressed as *full of gossip ... and nothing else*.

Answer A is wrong because she hasn't read this magazine. She has, however, *read so many magazines like that recently*, which could cause confusion for students.

Answer C is wrong because she clearly states *I really like Robbie Williams but ...* and she goes on to explain *that there are much more important things I'd rather read about* (than Robbie Williams' girlfriend).

Tapescript

Girl 1: I've finished with this magazine if you want to borrow it.

Girl 2: No, thanks. I've read so many magazines like that recently and they're all the same – just full of gossip about the stars and nothing else.

Girl 1: I know, but they're OK to pass the time when you've got nothing better to do. Look, there's this article all about Robbie Williams' new girlfriend.

Girl 2: That's exactly what I mean! Robbie Williams' girlfriend! I really like Robbie Williams, but ...

Girl 1: But what?

Girl 2: Well, there are much more important things I'd rather read about!

Exercise B

CD track 2

- Students go through the questions and the answer options in the same way as they did for Exercise A. This time, they should underline the key words themselves. (The exact words students underline will differ, but the process of prediction is the aim here.)
- When everyone has had a chance to read through and underline the key words, remind students that they will hear the CD twice.

Exercise C

- Play the CD. Students listen and write down their answers.
- Play the CD again. Students check their answers.
- Elicit the answer and ask students to tell you what they heard on the CD that led them to the correct answer.

Answers

- 1 C - *I think he talks a lot to cover up the fact that he's actually quite shy ... Especially with large groups of people.* (Students may be distracted by what the girl says and choose B.)
- 2 B - *James Duffy is signing copies of his latest CD 'Writing on the Wall' in The Music Store tonight at 7pm!*
- 3 B - *That's why I'm going to a really small town where, hopefully, no one speaks English!*
- 4 C - *Who wrote it then? A man from the United States who spent a long time living in Japan.*
- 5 B - *We'd all be better off without mobile phones ... What did we do before we had them? ... most of the conversations ... are about such trivial things ... they just encourage people to waste time.*
- 6 C - *the differences between different cultures in this area ... Italians wave their arms about ... Bulgarians shake their heads to mean 'yes'.*
- 7 A - *the booking is for five nights from July 19th to the 24th, leaving on the 25th ... I've paid a deposit and you sent me a fax confirming it ... A double room, yes. I paid the deposit over a month ago.*

Tapescript

1 What does the boy think of Sean?

- A He likes being alone.
- B He's only interested in himself.
- C He isn't very confident.

Girl: The problem with Sean is that you get the feeling he isn't really interested in anyone else.

Boy: Why do you think that?

Girl: Well, he never stops talking about himself for one thing.

Boy: I don't know – I think he talks a lot to cover up the fact that he's actually quite shy.

Girl: Shy? Do you think so?

Boy: Yes. Especially with large groups of people. I mean, when you get him on his own, he's completely different. You just don't know him well enough.

2 Listen to this message on a mobile phone answering machine. Who is James Duffy?

- A a writer
- B a singer
- C a film star

Hi, Sarah. It's me, Kathy. Listen, your mobile's switched off at the moment and I don't know when you'll get this message, but I've just found out something amazing. James Duffy is signing copies of his latest CD 'Writing on the Wall' in The Music Store tonight at 7pm! Can you believe it? He's such a star! There's no way I'm going to miss it! Do you want to go too? Give me a ring anyway as soon as you get this message. Bye.

3 Listen to this conversation. What does the boy want to do in Spain?

- A Take Spanish lessons.
- B Practise speaking Spanish.
- C Go to a place where English is spoken.

Girl: So how are the Spanish lessons going?

Boy: Don't ask! I thought I was good at languages, but I think I've changed my mind!

Girl: Well, you're going on holiday to Spain soon, aren't you? That will be a great opportunity to improve, orally at least.

Boy: I hope so. That's why I'm going to a really small town where, hopefully, no one speaks English!

4 Who wrote the book the girl has just read?

- A a Japanese woman
- B a foreign woman who lived in Japan
- C an American man

Girl: I've just finished reading *Memories of Tokyo*. It's an amazing book.

Boy: Really?

Girl: Yes. It's so convincing – you wouldn't believe that it wasn't written by a Japanese woman.

Boy: Oh, I thought it was. Who wrote it then?

Girl: A man from the United States who spent a long time living in Japan. He obviously researched it very well, though. You'll have to read it for yourself.

5 You overhear this conversation on a bus. What does the man think of mobile phones?

- A They save time.
- B They aren't very useful.
- C He wishes he had a better one.

Man: If you ask me, we'd all be better off without mobile phones.

Woman: Why do you say that? I don't think I could live without mine!

Man: Of course you could! What did we do before we had them? I mean, most of the conversations I have on my mobile are about such trivial things. I think they just encourage people to waste time talking on the phone!

6 Listen to this man talking on the radio. What is the programme about?

- A Bulgarian culture
- B foreign languages
- C body language

One of the most interesting things for me is the differences between different cultures in this area. And I'm not just talking about the obvious things. For example, that Italians wave their arms about more than the English. I was on holiday in Bulgaria recently and no one had told me that Bulgarians shake their heads to mean 'yes'. To me, shaking your head means the exact opposite – 'no' – so it was quite confusing when everyone started ...

7 You hear someone talking on the phone. Who is she talking to?

- A a hotel receptionist
- B a bank clerk
- C a hospital employee

Yes, the booking is for six nights from July 19th to the 24th, leaving on the 25th. Sorry? But that's impossible. I've paid a deposit and you sent me a fax confirming it. Can you check again? Yes, it's Baker – B-A-K-E-R. What's that? No, it was definitely July, not June. A double room, yes. I paid the deposit over a month ago.



For extra Listening practice, refer students to page 7 in the Workbook.

Speaking Page 11

Aims of the lesson:

- to practise listening to and giving full answers to 'personal' questions (Exercises A, B and C)
- to practise forming correct questions (Exercises B and C)
- to practise stressing the correct syllable in a word (Exercise D)

- Go through the information in the *B2 Exam Practice* box. Make sure that students recognise the importance of listening carefully to the question as well as providing a full answer.

Exercise A

- This exercise introduces students to the type of introductory questions they might be asked at the beginning of a Speaking exam.
- Begin by asking students to look at the picture. Say: *What kind of questions do you think the examiner might ask you?* Elicit a variety of questions on the subject of family, food, friends, free time, computers, school, etc, suggested by the picture.
- Ask students to look at the questions and choose the answers which are appropriate. Remind them that there is sometimes more than one correct answer.
- Check answers by asking the questions for a variety of students. Students can answer according to what is written on the page or they can change the details so that they apply to them, eg *I come from Athens*.

Answers

- 1 b/c (if necessary, point out that the present continuous is wrong here)
- 2 a/c (if necessary, point out that the present continuous is wrong here)
- 3 b (*a* is correct but point out that students should develop their answers beyond one word; *c* is incorrect English)
- 4 a/c (if necessary, point out that the present continuous is wrong here)
- 5 c (for students who choose *a*, teach *I'm thinking of/about becoming/being ...*; for students who choose *b*, point out that the answer needs to be hypothetical, not factual)
- 6 c (if necessary, point out that *a* is a very short answer; and that *b* needs to be factual, not hypothetical; the correct uses of *prefer* are covered in Exercise B)

Exercise B

- This exercise offers some controlled practice of the expressions in the *Language chunks* box.
- Students work in pairs. One student should ask a question from Exercise A and their partner should answer using an expression from the *Language chunks* where possible. They should then swap roles.
- Monitor pairs around the class and make sure they are asking and answering correctly. If there is time, ask some pairs to act out the questions and answers in front of the class.

Exercise C

- In pairs, students take turns forming and answering questions as in the instructions.
- Again, monitor pairs and make sure they are asking and

answering correctly. If there is time, ask some pairs to act out the questions and answers in front of the class.

Answers

Student A:
 What do you like doing / to do in your free time?
 Which country would you like to visit?
 What job would you like to do in the future?
 Do you prefer to spend time with family or with friends?
 Have you got any ambitions?

Student B:
 Where do you like going / to go on holiday?
 Have you got any hobbies?
 What kind of books do you like?
 Do you prefer newspapers or magazines?
 What is your favourite subject at school?

Say it right!

Note

To help students with their pronunciation, you may wish to point out the following:

- English words of more than one syllable are stressed on one of those syllables, eg HAPpy, preFER, ENGLISH, STUDying.
- Unlike some other languages, English is timed by the stresses in the words, so it is important to know which syllable in a word is stressed.
- Occasionally, students may meet words which change their meaning according to the stress, eg reCORD (verb) / REcord (noun).
- Derivatives of words may change the stressed syllable, eg JaPAN, JapanESE; imPOSSible, impossiBILity; PROBable, probaBILity.
- Although some wrongly-stressed words are easy enough for the examiner to recognise, others may lead to confusion and even the inability to understand what the student means, so it is important to get them right.

Exercise D

- Tell the class that pronunciation plays an important role in the Speaking part of an exam. The beginning of this course is a good time for them to start working on any pronunciation problems that they may have.
- Students should work alone for this task. Allow 2-3 minutes for them to underline the stressed syllables. They may well find it easier to say the words aloud to themselves in order to do this.

Exercise E

CD track 3

- In this exercise, students check that they have underlined the correct syllable in each word.

- Play the CD. Check that students have got the answers right, playing the CD again if necessary.
- Deal with any difficulties, inviting students to pronounce problem words correctly.

Answers

- 1 ambition
- 2 cinema
- 3 magazine
- 4 holiday
- 5 information
- 6 reliable
- 7 journalist
- 8 apologize
- 9 advertisement
- 10 capable

Tapescript

- 1 ambition
- 2 cinema
- 3 magazine
- 4 holiday
- 5 information
- 6 reliable
- 7 journalist
- 8 apologize
- 9 advertisement
- 10 capable

- Conduct a discussion on the subject as you go through the list. Write any key words related to weddings on the board as they come up in conversation.
- Finally, invite comments about other customs, giving help with vocabulary where needed.

Note

Students often get confused between the words *wedding* and *marriage*. You may wish to point out that a *wedding* normally refers to the ceremony itself, while the word *marriage* is usually used to refer to the relationship between a man and his wife. Also, you could mention that *we* normally get married to someone. It is possible to say *marry* but it is less common unless we say who to (*He married Julia in 1979*).

Exercise B

- Allow 2-3 minutes for students to try to find the answers. Then ask them to compare notes with a partner.
- Check answers and deal with any difficult words, paying particular attention to those related to weddings.

Answers

1a 2a 3d 4a 5c 6c

- Go through the information in the B2 Exam Practice box. Make sure that students understand that for this type of task, they need to read the text in detail and to understand exactly what the questions are asking.

Reading 2 Pages 12 and 13

Aims of the lesson:

- to provide a warm-up discussion activity (Exercise A)
- to preview concepts and vocabulary in the reading text (Exercise B)
- to practise reading a text in depth for specific information (Exercise C)
- to practise guessing the meanings of words from their context (Exercise D)
- to introduce further vocabulary on the theme (Exercise E)
- to give students an opportunity to discuss the ideas in the text (Quick chat)

Dive in! Page 12

Exercise A

- Explain that students will be reading about various wedding customs.
- Go through the list of customs with the class and ask them if such customs (or similar ones) exist in their country.

Exercise C

- If students have not done this type of task before, you might want to do the first question as a class activity.
- Give students about 10 minutes to read the text silently in order to find the answers to questions 1-6. Remind them to read the questions very carefully.
- As students finish, encourage them to compare their answers with a partner, pointing out which parts of the text they have underlined. Tell them, however, not to simply copy answers from their partner, but to check first that they are correct.
- If necessary, allow a further 2-3 minutes for students to find the remaining answers.
- When eliciting answers, ask students to justify them by referring to the parts of the text that they have underlined.

Answers

1d 2b 3d 4b 5d 6b

Exercise D

- Remind students that the context should help them find the correct meaning of a word.

- Give students 3-4 minutes to find the words and to make their choices.
- Give students a minute to compare answers in pairs.
- Elicit answers. Ask students to justify their answers, where possible, by referring to the context.

Answers

1b 2b 3a 4b 5a 6b 7b 8b

Exercise E

- Students can work in pairs for this task.
- Allow 3-4 minutes for them to fill in the gaps as best they can.
- Check answers and explain the meanings of any unfamiliar words.

Answers

- 1 reception
- 2 suit
- 3 best man
- 4 custom
- 5 arrangements
- 6 wedding
- 7 engaged
- 8 toast

Quick chat

- Get the students to discuss the question in pairs first. Give them about a minute for this. Remind them to use the vocabulary from the main text in Exercise C, as well as the new vocabulary from Exercise E.
- Elicit answers from students around the class.
- If time allows, and if students have not mentioned these ideas, continue the discussion with questions such as:
How old do you have to be before you can get married?
Do you need to have consent? Whose?
Who pays for the wedding and the reception?
Do the parents have to give anything as a gift (dowry)? Whose parents – the bride's or the groom's?
Are there any superstitions related to weddings?
What do the bride and groom usually wear?
Where is the reception usually held?
What do people do at a wedding reception (Is there food/music, etc)?
Do people normally get engaged first? How long is the engagement usually?
Do you know of any unusual wedding ceremonies (different from traditional ones)?

Grammar 2 Page 14

Aim of the lesson:

- to revise forms and main uses of the present perfect simple and continuous

Check present perfect simple

- Refer students to page 138 in the *Grammar reference* section. Go through the rules and examples with them, checking that they understand the main points.
- With books closed, ask students to tell you the main uses of the present perfect simple, together with examples. Write these on the board.
- Check that everyone understands before cleaning the board.
- Allow students 2-3 minutes to complete the task. They should work alone for this.
- Check answers and deal with any difficulties, referring students back to the *Grammar reference* section where necessary.

Answer

- 2 – we use the simple past for actions at specific times in the past.

Note

It might help students if you tell them that we never say *when* something happened if we are using the present perfect simple.

eg

I have finished that book (present perfect simple).

I finished that book yesterday (simple past).

It may also be helpful to tell them that present perfect sentences often have relevance to the situation *now*.

eg

I have finished that book (so I can talk to you about it now).

I haven't eaten all day (so I'm hungry now).

Check present perfect continuous

- Refer students to page 139 in the *Grammar reference* section. Repeat the steps above.
- Make sure that students understand the difference between present perfect simple and continuous.

Answers

present perfect continuous
present perfect simple

Exercise A

- This exercise focuses on some of the common mistakes students make when they do not use the present perfect. Point out that two of the sentences are correct as they are.
- Give students 2-3 minutes to do the exercise before checking answers.

Answers

- 1 has only lived
- 2 We've seen
- 3 (correct)
- 4 has never read
- 5 How long have you known
- 6 (correct)

Exercise B

- Give students 2-3 minutes to do the exercise before comparing their answers with a partner.
- Check answers and ask students to justify their choices with explanations based on the grammar theory they have studied. Deal with any problems.

Answers

- 1b (sleeping is a continuous action here)
- 2b (running around is a continuous or repeated action here)
- 3a (we are interested in the result – *I have spent my money so I don't have any now*)
- 4a (the act of losing the keys was not a continuous or repeated one)


- Go through the information in the B2 Exam Practice box. Make sure that students understand what they need to do.

Exercise C

- If students have not done this type of task before, you might want to do the first question as a class activity.
- Students should work alone for this. Allow 3-4 minutes for them to do the task before checking answers.

Answers

- 1 Philip come from
- 2 has never been
- 3 belongs to
- 4 has lived in Moscow since
- 5 haven't / have not seen Angela for
- 6 is always gossiping

 For extra Grammar practice, refer students to page 8 in the Workbook.

Vocabulary 2 Page 15

Aims of the lesson:

- To present and practise
 - Character adjectives (Exercise A)
 - Word partners (Exercise B)
 - Negative prefixes (Exercise C)
 - Negative suffixes (Exercise D)
 - Word building (Exercise E)

Character adjectives

Exercise A

- Students can work in pairs for this task.
- Allow 3-4 minutes for them to match the items as best they can.
- Check answers and explain the meanings of any unfamiliar words.
- Ask students to try to describe the pictures using the words. Encourage discussion if students disagree (eg *I don't think she is shy – I think she's probably rude*).

Answers

- 1c 2a 3f 4d 5e 6b 7g

Word partners

Exercise B

- Allow 2-3 minutes for students to make the pairs, working alone.
- After this time, allow students to discuss their answers with a partner.
- Check answers and make sure students understand all the words.

Answers

- 1 friend
- 2 neighbour
- 3 in-law
- 4 child
- 5 sister
- 6 grandmother
- 7 parent
- 8 family

Negative prefixes

Exercise C

- Again, students should work alone, at least initially, to do the task.
- After 2-3 minutes, allow students to discuss their answers with a partner.
- Check answers and make sure students understand all the words.

Answers

- 1 misunderstand (v), misunderstanding (n)
- 2 unsuitable (a), unsuitability (n)
- 3 unable (a) / disable (v), inability (n) / disability (n)
- 4 dissatisfaction (n), dissatisfied (a) / unsatisfied (a)
- 5 unbelievable (a), disbelief (n)
- 6 impossible (a), impossibility (n)
- 7 disagree (v), disagreement (n)
- 8 intolerant (a), intolerance (n)
- 9 uncertain (a), uncertainty (n)
- 10 impoliteness (n), impolite (a)
- 11 mistreat (v), mistreatment (n)
- 12 incapable (a), incapability (n)

Negative suffixes

Exercise D

- Ask students to think of one suffix that can go at the end of all these words (the suffix *-less*).
- Make sure students understand all the words. Elicit sentences from the class to test their understanding.

- Go through the information in the *B2 Exam Practice* box. Make sure that students understand they might need to create a noun, an adjective, an adverb, a verb or a participle. They should always read the passage carefully and check the context to see if a plural or a negative is needed.

Exercise E

- Students should work alone to do the task.
- When they have finished, check their answers. Give guidance to students who have made mistakes and point out to the class the other derivatives that can be made from the roots given. Make students aware that they may see the same roots again in future tasks like this (as well as in their exam) but the context might require a different derivative.

Answers

- 1 DISSATISFIED
- 2 RELATIONSHIP
- 3 CONSIDERATE
- 4 CHATTY
- 5 MISUNDERSTANDINGS
- 6 UNABLE
- 7 DISBELIEF
- 8 TOLERANT
- 9 TRUTH
- 10 AGREEMENT



For extra Vocabulary practice, refer students to page 9 in the Workbook.



For extra Use of English practice, refer students to pages 10 and 11 in the Workbook.

Writing Pages 16-17

Aims of the lesson:

- to practise planning a letter (Exercises A, B, C and E)
- to practise using formal language (Exercise D)
- to practise writing a letter of application (Exercise F)

Note

Letters of application, more than any other type of writing, use fixed phrases that rarely change (eg *I am writing in response to your advertisement ...*). You might want to impress upon your students that the phrases given here can and should be memorised and used in their own letters.

- Go through the information in the *B2 Exam Practice* box. Make sure that students understand all the details.

Exercise A

- Ask students to read the advertisement and choose the best candidate. Give help with any vocabulary as students come across it.
- When all students have had a chance to choose a candidate, elicit suggestions for the best one. Allow a certain amount of discussion if students disagree, as there is not one fixed answer (see below).

Answer

Claire is probably the most suitable candidate because she is interested in music and enjoys writing, even though she prefers fiction.

Students might choose Mike because he is interested in music and has done some writing.

Jake could be considered for this job because he likes new challenges and meeting people, but he wants to earn money and this job is unpaid.

Exercise B

- Allow several minutes for students to read the letter and fill in the gaps. They should work alone for this. They can compare answers when they have finished.
- Check students' answers.
- Finally, ask the class which of the three candidates from Exercise A they think the letter is from (Claire). Ask if they think Claire is likely to get the job on the strength of this letter and why. (The letter is well written, polite, respectful and formal, and she lists excellent qualities and reasons for being given the job.)

Answers

- 1 trainee journalist
- 2 interested
- 3 magazine
- 4 experience
- 5 opportunity

Exercise C

- In this exercise, students look at the structure of the letter in preparation for the letters they will write.
- Allow 2-3 minutes for students to read the letter again and complete the task.
- Check answers and encourage students to notice the overall structure of the letter, the points included, the order in which they are presented, and how the letter is divided into paragraphs.

Answers

- She says when she is free for work – Paragraph 4
She gives some background information about herself – Paragraph 2
She says how the job would benefit her – Paragraph 3
She says why she's writing – Paragraph 1
She says when and where she saw the advertisement – Paragraph 1

Exercise D

- Explain to the class that a letter of application must be polite, formal and respectful. Tell students that in this task they will be looking at elements of formal language needed for such a letter.
- Allow 2-3 minutes for students to re-read the letter and find the formal language.
- Check answers and elicit or give further examples of similar formal words and expressions (suggestions given in brackets below).

Answers

- 1 in response to (in reply to, to respond to)
- 2 position (post, vacancy)
- 3 several (a large number of)
- 4 gain (obtain, acquire)
- 5 available
- 6 attend

Exercise E

- Make sure students understand that this is the task they will be writing.
- Go through the advertisement and ask students how this job is similar to / different from the one in the model (Similarities – it is a summer job aimed at young people who are friendly and the candidate should give details of interests/experience/suitability; Differences – the duties

are different and the type of experience required reflects this. Candidates are also expected to be enthusiastic.)

- Tell students to fill in the plan in three minutes. Time them exactly, pointing out that, although planning is important, they should not use up too much writing time.
- Elicit a variety of answers from different students. Make sure the whole class hears the better suggestions (they may wish to add them to their own plans). Explain why any weaker suggestions are less appropriate.

Exercise F

- Go through the *Language chunks* and make sure that students are completely comfortable with these expressions (refer back to the model if necessary). Remind them that the *Language chunks* should be used exactly as they are and that this type of letter depends very heavily on fixed phrases such as these.
- It will probably be better if students write their letters at home as students will have more time to look through the lesson and re-read the model in Exercise B and the plans they made in Exercise E.