

1

Aspire and inspire

Content Overview

Exam tasks

- **Reading and Use of English** Part 2: Open cloze; Part 8: Multiple matching
- **Listening** Part 1: Multiple choice
- **Speaking** Part 1: Interview; Part 2: Long turn
- **Writing** Part 1: Essay

Language

- **Vocabulary:** Inspiration and success
- **Language focus:** Past and present perfect simple and continuous; Inversion
- **Word formation:** Adjectives

Digital Overview



Presentation Kit

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



Teacher's Resource Centre



Communicative activity 1: Getting to know you



Progress test 1



Student's Resource Centre



Extra Language Practice 1

Before beginning Unit 1 you may wish to use Communicative activity 1 as a getting to know you exercise, especially if this is a new class or term. If they are not a new class it serves as a good warmer/ Speaking Part 1 style activity.



Communicative activity 1: Getting to know you
Page 106

Lead-in

Write the unit title on the board (or say it to the class), and ask what the two verbs mean (*aspire = to want to achieve something or to be successful, especially in your career; inspire = to give someone the enthusiasm to do or create something*). Ask students which verb refers to an influence that one person has over another person (*inspire*) and which verb refers to a personal feeling someone has (*aspire*). For **stronger classes**, ask students to identify which verb is transitive (*inspire*) and which is intransitive (*aspire*), and elicit the noun forms (*inspiration, aspiration*) and adjective forms (*inspirational/inspiring, aspirational*).

Vocabulary and Speaking

Inspiration and success

Page 6

- 1 Ask the class to look at the photos and ask which person had aspirations to become an actress and UN Goodwill Ambassador (*Emma Watson*), become an actor and win an Oscar (*Leonardo DiCaprio*) and become a professional tennis player and win a Grand Slam (*Garbiñe Muguruza*). Ask students if they find any of these people inspiring, and why. Then put students into pairs or small groups to do the task and remind students they can also talk about non-famous people (e.g. local people, family, etc.) and 'everyday' things (e.g. overcoming personal difficulties, selflessness).

Monitor and make a note of any errors for correction later.

Invite all students to share their ideas briefly.

- 2 Put students into pairs to do the task. Encourage them to complete the tips in any order, so if they are struggling with tip 1, they should leave it and look at tip 2, and so on. Remind students to use the correct form of the verb.

For **weaker classes**, divide the class into small groups and give each group three tips and five verbs (including the correct ones!) to complete the tips. Confirm the answers with each group. Then tell groups to swap tips/verbs and work on the remaining tips.

Check answers as a class, by asking students to read out the complete sentence (i.e. including the answer).

Answers

- | | |
|------------------------|------------------|
| 1 make, get | 4 overcome |
| 2 encounter, achieving | 5 Set, keep |
| 3 following | 6 pushing, reach |

- 3 Students discuss the question in pairs (or small groups) and suggest other pieces of advice that they would add to the list. Monitor as before.

Get feedback from the class by asking all pairs/small groups to share their opinions and pieces of advice. As this is the first lesson, encourage all students to contribute.

Ask the class to choose their three favourite pieces of advice from the ones offered.

To finish, write the errors noted during monitoring in exercise 1 and in this exercise on the board. Ask the class to call out corrections; write these on the board.



Workbook Unit 1 Page 6: Vocabulary

Reading and Use of English Part 8

Multiple matching

Pages 6 and 7

- 1 Ask the class to look at the four titles in the magazine article and to say if they have read, or watched, any of them. Most students will be familiar with *Harry Potter*, so elicit ways in which it could inspire someone (e.g. *the determination of J. K. Rowling, the friendships between the characters, the fight of good against bad*).

Put students into pairs to brainstorm ways the readers may have been inspired – students should not read the article yet.

Take ideas from the class and encourage everyone to contribute.

Help

Ask students to skim read **A–D** to get a general sense of what each book is about. Encourage them to read as quickly as possible. Get brief feedback from the class. Ask students if they need to understand every word for this task (*no*) and remind them that this is also true for the exam and that Part 8 does not test specific vocabulary.

Direct students' attention to the ten questions and the underlined key words in the first two. Tell students that identifying the key words will help focus their attention when reading **A–D**, and help them to both find the relevant information and disregard irrelevant information. Ask students to underline key words in the remaining questions. Check ideas as a class.

Suggested answers

- 3 an aspect that makes the book different from others of its genre
- 4 the inspiration that the book provided to follow a particular career
- 5 a change in how the reader viewed their belongings
- 6 how hard work was rewarded with satisfaction
- 7 how the book prevented the reader from making a certain decision
- 8 an assumption challenged by the book's style
- 9 the suggestion of pleasure coming from a sense of nostalgia
- 10 how the reader's profession attracted them to a particular theme

Now ask students to look back at question 1 and scan the four paragraphs to find an idea that matches the underlined key words. Get feedback from the class and go through these to show which ones are not relevant and which one is (**B** *I wanted to be able to tell stories like that, subtle yet powerful, each sentence perfectly crafted*). Do the same for question 2.

- 2 Ask students to work alone to complete the task. Allow the class to compare answers in pairs once they have finished.

Answers

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

- 3 Give students time to think about their answers and tell them that they could also talk about a book or film that encouraged them to make a small change or decision, rather than a life-changing event, or something that they found inspiring. Then put students into groups of four or five, before opening this out into a class discussion. Monitor and contribute to groups by asking or answering questions.

 **Workbook Unit 1 Pages 4–5:** Reading and Use of English Part 8



Speaking Part 2

Long turn

Page 8

- 1 Ask the class to look at the photographs and name the activities (*jogging; doing voluntary work; painting*). Ask the class to look at the exam task and the instructions, and ask:
- *How many photos are there?* (three)
 - *How many photos must Student A talk about?* (two)
 - *What do the photos show?* (people taking part in different activities)
 - *What two points must Student A talk about?* (why the people might be doing the activities; who might have inspired them)
 - *What question does Student B have to answer?* (Which activity do you think would be the most interesting to do?)

Tell students that in this part of the exam, students each do an individual 'long turn' and answer the question(s), without interruption, about the photos.

Help

Do an example with the whole class. Ask the class to vote for which two photos they would like to talk about, and quickly elicit a few similarities and differences between the two chosen photos. Write these on the board in note form (e.g. *similarities: people working hard to achieve their goal; differences: one person/ several people*).

Help continued

Ask students for a sentence that compares the similarities between the photos (e.g. *Both pictures show people doing an outdoor activity.*) and a sentence that compares the differences (e.g. *In this picture, the person is alone, whereas the other picture shows a group of people taking part in the activity.*).

Then ask the class to complete the first phrase in the Help box (*I imagine/suppose/expect/think ...*) to speculate about the chosen photos. Ask the class to work with a partner to do the same for the other two phrases. Get feedback from the class and praise all attempts at this. Correct any language errors on the spot.

Ask the class to look at Student B's question and to work in pairs to think of ways of answering this. Get ideas from the class and remind students they should fully develop their answer and speak for about **thirty seconds**.

Put students into pairs to do the task. Tell them you will time Student A's speaking. When Student A is speaking, ask Student B to underline the comparison and speculation phrases (in the Help box) that Student A uses. Monitor to get an overview of what students are struggling with, e.g. pronunciation, grammar, speaking 'naturally', pausing, etc.

When **one minute** (or a little more as this is their first time) is reached, get Student B to answer their question and encourage Student A to listen carefully.

- 2** Ask students to swap 'A' and 'B' roles for this second practice on page 106. Repeat the same process as exercise 1: time Student A's long turn whilst Student B monitors the language, then Student B answers the question. Monitor and make a note of any errors.

Ask the class what they found easy and challenging about the task. Try to answer any concerns they may have.

Then give your feedback to the class, by sharing your general impression of what you observed in exercise 1. Write any language errors you noticed on the board and ask students to correct them either by calling out or by working in pairs to make the corrections.

Language focus 1

Past and present perfect simple and continuous

Page 9

- 1a** Students work in pairs to do the task. For **weaker classes**, do this as a class activity by writing sentence 1 on the board and asking students to identify the words that show the perfect tense (*This passion had been the inspiration for my choice of degree ...*). If necessary, do the same for the three remaining sentences.

Ask students to then name the perfect tense in any of the sentences. Alternatively, say the name of a perfect tense (e.g. present perfect continuous), and ask students to choose which sentence shows this tense. You could ask:

- Which sentences show a continuous tense? (2 and 3) (-ing verb)
- How do you know it is the continuous tense?
- Which sentences refer to a past time? (1 and 3)
- Which sentences refer to something still relevant now? (2 and 4)
- Which sentence do you think shows the present perfect continuous? (2)

Answers

- 1 *had been* past perfect simple
- 2 *haven't been using* present perfect continuous
- 3 *'d been reading* past perfect continuous
- 4 *have read* present perfect simple

- 1b** Put students into pairs to share ideas, before confirming answers as a class. For **weaker classes**, refer students back to sentence 1 and ask:

- What does 'this passion' refer to? (an earlier situation: the love of reading as a child)
- Did this situation happen before the 'choice of degree'? (yes)
- Are there any continued actions? (no)
- Which explanation describes this? (b)

Tell students that they can also use the Grammar Reference on pages 115–116 to help them.

Answers

- | | | | |
|-----|-----|-----|-----|
| 1 b | 2 a | 3 d | 4 c |
|-----|-----|-----|-----|

- 2** For **stronger classes**, encourage students to work alone, before comparing answers in pairs. Monitor and point out any errors and ask concept questions to help students, but do not provide the correct answers yet. For **weaker classes**, do sentence 1 as an example by asking:

- Did Angela work for the BBC? (yes)
- Does Angela work for the BBC now? (don't know)
- Is it important to know if Angela worked for the BBC or not? (yes – this is the question that the speaker is thinking about and trying to answer)

Answers

- | | |
|----------------------------|---------------------------|
| 1 has worked | 6 had/'d visited |
| 2 have/'ve been painting | 7 have/'ve been taking |
| 3 has/'s known | 8 had been watching |
| 4 had/'d been living | 9 had/'d checked |
| 5 had not/hadn't taken off | 10 have not/haven't eaten |

- 3** Students may not be familiar with *for some time* and *so far*. Elicit a rough description of each (*for some time* = *for quite a long period of time, but the exact amount of time isn't important*; *so far* = *until the moment of speaking*). Then put students into pairs to do the task.

Check answers as a class.

Answers

1 c 2 b 3 d 4 a

- 4** Put students into new pairs to find the endings that are not correct. For **weaker classes**, do the first as an example by asking students to explain or give an example of *a hundred times*, *already* and *so far*. Then ask students to choose the incorrect option. Students should then continue the task with their partner.

Check answers as a class by asking students to read out the completed sentence with each of the two correct options.

Answers

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

- 5a** Give an example or two of your own to the class (e.g. *Since I was young, I've always done lots of exercise and different sports. I had never learnt to play a musical instrument until I was about twenty.*). Then give students time to work alone and think about how they'd like to complete their sentences. Monitor and correct any errors with tenses.
- 5b** Ask the class to read their sentences to their partner. After listening to the sentences, students should ask at least one follow-up question in response. If you prefer, put students into small groups to discuss their sentences.

Get feedback from the class and see if anyone found out something surprising from their partner or from the students they spoke to.

 **Workbook Unit 1 Page 6:** Language focus

Speaking Part 1 Interview

Page 10

- 1** Find out what students know about the Speaking exam by asking how many parts there are (*four*) and, roughly, what happens in each part (*1: interview based on personal questions and between examiner and candidate; 2: long turn – each candidate comments on a set of three pictures; 3: discussion between the two candidates based on prompts and questions from the examiner; 4: discussion based on the topics in Part 3 prompted by questions from the examiner*).

Ask students to look at the Part 1 example questions **1–3**, and then ask each question to a different student. In turn, ask each student who has given an answer to ask that same question to another student of their choice. Put students into pairs to ask and answer the questions.

Monitor and make a note of any good uses of language as well as errors for correction at the end of the lesson. Note that the next section in this unit (*Word formation: Adjectives*) uses examples of adjectives containing prefixes or suffixes that students might have used in Speaking Part 1. If you hear any suitable examples from your class, write these down and use them in the next section.

- 2** Read the information to the class and tell students they will now practise answering some of these questions.

Help

Call on a student to ask you two questions about THE PAST from the box. Make your answers as short and simple as possible, such as *What are your earliest childhood memories? Playing with my cousins*. Ask the class if your answers were as full as possible (*no*) and used a variety of structures and vocabulary (*no*).

Ask another student to ask you the same questions, and, this time, give full answers that are natural and use a good range of structures and vocabulary. Again, ask the class if your answers were as full as possible (*yes – three/four sentences are sufficient*) and used a variety of structures and vocabulary (*yes*). Elicit some examples and add them to the board.

Tell students they should give answers that fulfil the three points in the Help box.

Put students into new pairs, and ask them to decide who will be the examiner and the candidate. Monitor, as with exercise **1**. Depending on the error, you may wish to offer a quick correction on the spot to help students avoid making that same error.

- 3** Ask students to turn to page 107 and change roles to ask and answer a mix of the Speaking Part 1 questions. As with exercises **1** and **2**, monitor and make a note of any good uses of language as well as errors for correction.

Allow sufficient time at the end of this lesson to give feedback and correct the errors you noted during monitoring. Write the examples of good language use as well as the errors on the board, and ask students to identify which examples are correct and which are not. Students then work in pairs to make (or call out) the corrections. Confirm the correct language with the class.

Word formation

Adjectives

Page 10

1a Note that in the last section (*Speaking Part 1*) when monitoring your class you may have written down some suitable examples of adjectives with prefixes or suffixes. If so, add these to the board and ask the class to identify the affixes.

Choose four students to read out the examples in the speech bubbles. Ask students to call out the adjective from each example. (For **weaker classes**, you may wish to do this after each example has been said and write it on the board.) Ask students to work with their partner to complete the task.

Check answers as a class. Write the adjectives on the board (if you've not already done this) and add the answers. Ask students to look at the two forms of each word and identify the suffix that formed the adjective (*-ary, -ic, -less, -able*). Underline the suffixes as they say them.

Answers

<i>voluntary</i> – volunteer	<i>restless</i> – rest
<i>energetic</i> – energy	<i>memorable</i> – memory

1b Refer students to the board for the underlined suffixes. Put students into pairs to do the task. Ask students to call out the suffix for each of the groups, before asking pairs to make the spelling changes together.

Monitor and point out any spelling errors, but do not give the correct answer.

Check answers as a class. Elicit a rough definition for *-able* (have the ability or quality of something) and *-less* (without or lacking).

Answers

- imaginary, complimentary, necessary
- scientific, dramatic, specific
- breakable, likeable, knowledgeable
- countless, doubtless, careless

2 Direct students' attention to the text and ask them to skim read and say what it is about (*life coaching*). Check students understand the task by asking which word should be used for each gap (*the word on the same line as the gap*) and how students should change the word (*by using a suffix and, if necessary, changing the spelling*). Ask students to identify which suffix has been used in the example (*-ial*) and what changes in spelling were made (*-ce* becomes *-tial*). For **stronger classes**, elicit why the change was made; if necessary, and to prompt students, ask students what the final sound of *influence* is (/ˈɪnfluəns/) and if this is similar to *-tial* (yes – /ʃ(ə)l/).

Do gap **1** as an example by eliciting the adjective form of *signify* (*significant*). Then ask students to continue with the task in pairs. Ask students to re-read their completed text and check it makes sense – remind them that they may need to use a negative affix.

Check answers as a class, by asking students to read out the whole sentence and to spell out the correct answer.

Answers

1 significant	4 cooperative
2 risky	5 apparent
3 unsatisfactory	6 cautious

Fast finishers

Students use some of the words formed in exercises **1b** and **2** to make statements about themselves, their family or their work/studies.



Workbook Unit 1 Page 6: Word formation



Listening Part 1

Multiple choice

Page 11

- Ask a student to ask you the first question and give a full answer, before asking that student how much he/she knows about his/her own family history. For **weaker classes**, do the same for question **2**. Then tell the class to discuss the questions with the person sitting next to them.
- Ask the class some questions about Listening Part 1 and tell them to scan the page for the correct answers.
 - In Part 1, how many extracts are there? (*three*)
 - Are the extracts on the same topic or related to one another? (*no – they're different*)
 - How many questions are there for each extract? (*two*)
 - How many speakers are there in each extract? (*two or more*)

Help

Direct students' attention to Extract One. Ask students to quickly identify who is talking (*two friends*) and what they are talking about (*role models*). Then ask students to look at the underlined key words/phrases and elicit the most common types of word that are underlined (*verbs and nouns*). Ask students to identify the key words/phrases in question **2** (suggested answers: *main concern; unreasonable expectations, examples, show; impossible, lead exemplary lives; select, live up to others' expectations*).

Help continued

Put students into pairs to quickly brainstorm other ways of saying the key words/phrases. Then ask pairs to share their ideas with the class; encourage all pairs to offer ideas and examples. If an idea is clearly irrelevant, explain why, but accept all other ideas. Tell students that this technique helps for all tasks where purpose, attitude or opinion is being questioned.

Remind students to use the repeated recordings to their advantage, and select relevant options (or eliminate incorrect options) on the first listening, before checking their ideas in the second listening.

Students work alone to do the task. Play the audio once without stopping.

After the first listening, allow students to compare ideas in pairs. If you wish, ask a few students to share their ideas and their reasons for choosing one option and/or not choosing the other options. Students listen for a second time to check their ideas and decide upon their final answers. Go through the correct answers with the class.

Answers

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

Listening script 1.01–1.03

Extract One

Emily: That was an interesting discussion, wasn't it? So, who would you say your role model was, Gareth? Let me guess, some footballer, no doubt! Cristiano Ronaldo?

Gareth: Very funny! I'm a tech person myself, so, logically, I'd always thought it was Steve Jobs. I've always found his rags-to-riches story of adopted child becomes self-made entrepreneur, then one of the most successful people on the planet really inspiring. I didn't know anything about the other aspects of his life until I saw the film. And to be honest, now I'm not so sure. He wasn't exactly a great family man and there were other aspects of his character that could be called into question, too.

Emily: Sure, but that's what's always bothered me. We expect our role models to be all-round perfect human beings, when it is clearly just a limited part of who they are that inspires us. So I think it's fine to consider him your role model when it concerns your career aspirations, but not necessarily in every area of life.

Gareth: Yeah, true. So, tell me Emily, in what way are you inspired by professional footballers, then?

Emily: You're having a laugh, aren't you? I would never choose a footballer as my role model! No, mine's my grandmother – she's such a strong person.

Extract Two

Nick: What did you think of that lecture, Alice? It really wasn't what I'd expected.

Alice: You can say that again! Advertising it as 'Turning points of history', then talking for two whole hours about a bunch of insignificant people ... I mean, there are obviously so many different aspects of history he could have talked about. I was going to leave halfway through, but then decided it would be too embarrassing.

Nick: Really? For me, it was time well spent. I don't often come close to tears, but I'll readily admit that I found some of those stories absolutely heartbreaking.

Alice: Yeah, but what did they have to do with historical turning points, Nick? Believing what a baker saw at the battle of Waterloo is relevant, is just preposterous. There's a reason these personal journals haven't been explored before, even if the speaker felt so strongly about them.

Nick: Well, I'm not sure I entirely agree with you. I think we can learn more from how people like ourselves experienced history in the making than we can from official records.

Extract Three

Presenter: How far back can you trace your ancestry, Alex?

Alex: Well, my family's moved around the UK quite a bit in the past few decades, losing a lot of our old papers in the process. And both my parents passed away when I was very young. As a result, I only really knew my grandparents. So beyond that, I'm on less familiar ground.

Presenter: Have you tried looking up records on the internet?

Alex: I'm not quite sure how to do that but I did write a letter to the registry office in the town where my parents used to live and requested some information. According to them, my grandmother's parents came to England from Poland and their family name was Kowalski.

Presenter: Have you found out anything further about them?

Alex: Frustratingly, Kowalski turns out to be a very common name among Poles, so my research ran into a dead end there – I simply didn't know where to go next. Which is why I'm so keen on getting your help in rediscovering my lost family roots.

- 3 Refer students to the listening script on page 141. Ask students to work alone to do the underlining task before comparing answers in pairs. Confirm answers as a class. (See underlined parts of the listening script.)
- 4 If you have a **multinational class**, you may wish to put students from the same country into the same pair (or group) to see if they share the same views, or you may wish to separate students from the same country and put students into **multinational groups** to share information about their respective countries. Monitor and correct any errors on the spot.

At the end of the discussion, ask pairs/groups to share their answers with the class. If there is sufficient interest in the discussion, allow students to ask and answer questions in order to develop a more natural, fluent conversation.

 **Workbook Unit 1 Page 7:** Listening Part 1

Language focus 2

Inversion

Page 12

1a For **stronger classes**, you may wish to ask students to try to remember the words from the listening.

Students listen and complete the gaps. Check answers by asking students to read out the completed extracts.

Listening script 1.04

- 1 I didn't know anything about the other aspects of his life until I saw the film.
- 2 I would never choose a footballer as my role model!
- 3 I don't often come close to tears ...

Answers

- 1 didn't know
- 2 would never choose
- 3 don't often come

1b Write sentence **1** from exercise **1a** on the board and ask students to tell you how to change the sentence using inversion (e.g. *Add **Not until** at the beginning; swap auxiliary and subject, and change from negative to positive – **I didn't = did I***).

Put students into pairs to perform the same analysis on sentences **2** and **3**.

Check ideas as a class and encourage all explanations.

Suggested answer

The emphasised phrase or clause is moved to the start of the sentence. In the main clause, the order of the auxiliary and the subject is inverted. If the phrase we emphasise is negative (*not until*), the verb in the main clause is changed from negative to affirmative to avoid double negation.

- 2 Students complete the explanation with a partner. Check answers as a class. Use the example on the board and/or the sentences on the page to explain any incorrect choices made by students.

Answers

- | | |
|-------------|----------|
| 1 negative | 4 more |
| 2 subject | 5 formal |
| 3 auxiliary | |

- 3 For **stronger classes**, ask students to work alone and to refer to the Grammar Reference on page 116 for help. For **weaker classes**, repeat the same teacher-led analysis on sentence **1** as you did in exercise **1b**. Repeat for sentence **2**, if necessary. Then put students into pairs to work on the remaining sentences. Monitor and help, as necessary. If the whole class are struggling, bring this back to the board and go through each sentence in turn. Check answers as a class.

Answers

- 1 Only when she/Vanessa tried to take out her purse to pay did Vanessa/she realise it had been stolen.
- 2 On no account should you share the contents of this document with anyone else.
- 3 Not only is he really clever (but) he is also incredibly funny.
- 4 At no time have you (ever) mentioned (any) reservations about getting married.
- 5 Had I known Jared was allergic to nuts, I wouldn't have made that satay dip.
- 6 Seldom do we see players with such natural ability.
- 7 No sooner had I arrived home than they called me back to the office.

- 4 Give an example of your own. Ask the class to rewrite (or say) the sentence without inversion and write the correct sentence on the board. If necessary, repeat this with another example. Then ask **stronger classes** to work alone and write their three sentences, before swapping with a partner. Ask **weaker classes** to work with a partner to write three sentences (together), and then swap with another pair.

Monitor and highlight any errors, making sure to explain the errors. If possible, ask prompt questions (e.g. *Do we change the negative to positive?*) to help students better understand the form.

 **Workbook Unit 1 Page 7:** Language focus

Reading and Use of English Part 2

Open cloze

Pages 12 and 13

- 1 Ask the class to look at the photos and, if possible, identify the three people. Put students into pairs or small groups, ensuring that students who have identified the people are put together with students who haven't. If the class haven't identified the people, tell them their names and professions (*Michael Jordan, basketball player; Akio Morita, founder of Sony; Stephen King, author*). Then elicit possible achievements as a class.

- 2** Ask students to look at the title of the text and elicit what the text may be about. Ask them to skim the text quickly, ignoring the gaps, and then share with the class what information was surprising or interesting.

Help

Direct students' attention to the Help box and point out that they have already got a general sense of what the text is about (*people who failed at first and then succeeded*).

Ask students to look at the text again and the first example, gap **0**. Ask why *had* is the correct answer (*it's the auxiliary verb that completes the tense **had been born***) and point out that students should be careful to read the words before and after each gap. Read out the next sentence in the text and elicit which type of word could go here; encourage all ideas, but ask students to explain their reasons. Point out that *often* is an adverb, and *than* is used with comparatives, so they are looking for a word that forms the comparative of *often*. Ask students to suggest the answer (*more*). *More often than not* is a common expression and these are often tested in Part 2.

- 3** Ask students to work in pairs and continue looking at each gap to identify the type of word that is missing. Monitor and point out any incorrect ideas, but do not confirm what the correct type of word is.

Check answers as a class.

Answers

1 (comparative) adverb	5 negative word used for contrast
2 preposition	6 part of an expression
3 preposition	7 part of an expression
4 determiner	8 part of a phrasal verb

- 4** If the class is struggling and as this is the first time they have met Part 2, elicit the answer for gap **1** and, if necessary, gap **2**. Then put students into pairs to do the task. For **stronger classes**, ask students to work alone.

Check answers as a class, by asking students to read out the complete sentence with the gapped word in place.

Answers

1 more	2 as	3 from	4 whose
5 Not	6 in	7 all	8 out

 **Workbook Unit 1 Page 8:** Reading and Use of English Part 2



Writing Part 1

Essay

Pages 13 and 14

- 1** Read the first part of the task (*Your class has recently listened ...*) and the final part of the task (*Write an essay ...*) to the class and ask them to read the notes in the box. Then ask questions **1** and **2** to the class and confirm the answers. Ask students to work with their partner and answer question **3**.

Check ideas as a class. Ask students to confirm what they should do with the two factors they have chosen to write about (*explain which factor has the more significant impact*) and how they should show support for their opinion (*give reasons*).

Suggested answers

- 1** your tutor
- 2** two of the factors in the notes
- 3** Each opinion relates to a factor in the notes (here the related opinions are in the same order as the factors in the notes). No, you do not have to use the opinions in the essay. (You can but you should use your own words as far as possible.)

- 2** Ask students to look at the essay plan and tell them they should always make a plan for each piece of writing they do, as it will help them to fully answer each part of the task as well as clearly organise and structure their writing. Tell students they are going to examine a model answer for the exam task, and complete the essay plan.

Put students into pairs to do the task. If you prefer, or for **weaker classes**, ask students to scan the essay and find the paragraphs that include the two factors the writer has chosen (*paragraph 2: limited choice of possible careers shown; paragraph 3: fame and wealth as goals*). Then ask students to confirm the purpose of paragraph **1** (*as shown in the plan – to engage interest and present the topic of the essay*), and to work with a partner to describe the purpose of the remaining paragraph.

Check answers as a class. Encourage all efforts to describe the purpose of the paragraphs and make a class decision on the final description of each paragraph's purpose.

Suggested answers

Two factors included: limited choice of possible careers shown; fame and wealth as goals

Paragraph 2: Focus on the first factor: professions shown by the media; other influences on young people

Paragraph 3: Focus on the second factor: fame and fortune seen as same as success and happiness

Paragraph 4: Conclusion: summing up of opinions

3

a For **stronger classes**, ask students to work alone before sharing answers with a partner.

For **weaker classes**, you may wish to read out one or two phrases (from the answers below) and ask students which category it belongs to. Ask students to also underline the phrases in the answer. Give students at least one example for each category and then put them in groups of three to complete the task.

Answers**Giving your opinion**

it should be pointed out ...

A much more significant aspect ... is ...

Stating other people's views

Some would argue ...

The main reason for this opinion ...

Widely held beliefs

few people would dispute ...

The main reason for this opinion ...

This has led many ... to view ...

this seems to be a widespread belief

Providing sources

Statistics show that ...

upon the basis of viewing figures

A recent survey ...

substantial coverage in the media

b As a class, elicit a few examples and then ask students to work in pairs to find the remaining ones.

Answers

Firstly; as a result; However; On the other hand;

The main reason for this; This; Consequently;

In conclusion; A much more significant aspect

4**Help**

Ask students to read through the exam task carefully and say who they are writing for (*their tutor*) and why they are writing (*to discuss two factors that have an impact on young people's ambitions*). Ask how many factors they should choose (*two*) and how they should support their opinion (*by giving reasons*).

Ask students to draw their own essay plan table, following the example in exercise 2.

Ask students to now think in more detail about each paragraph, and refer them back to their answers in exercise 3 to select some appropriate language for their opinions. Put students into pairs to describe their essay plan (including ideas for language) to one another.

Then ask students to think of reasons that will support each of their opinions.

Ask students to work alone to write their answer, but allow them to ask you any questions as they work, and provide any necessary language or help, as required. Refer students to the Writing Bank on pages 130–131 for extra support.

When students have finished, ask them to re-read their answer and check for any errors.

Sample answer

Recent research suggests that young people only truly begin to think about their futures once they enter college. There are many aspects of college which help to determine these ambitions, some of which have a far greater influence than others.

Firstly, one must consider the courses on offer. As much as you may want to study medicine if this class is not available or requires certain grades that you have not attained, then this field of study is closed to you. As such it would be extremely difficult to ever imagine becoming a doctor. In this subtle way whole doors to potential careers are closed to students forever. On the other hand, nowadays young people are much more open to commuting or living away from home so they could find a college that is better suited to their needs.

Some people would argue that a more significant factor is the way in which exams are conducted.

Many young people dread being tested for a variety of different reasons. One thing is certain though, if you do badly in an exam, your confidence can be affected. This can have a huge impact on shaping ambitions as it could put off students from pursuing careers which require high grades in exams.

Taking everything into consideration, whilst you can find a college that teaches subjects you are interested in, there seems to be little way around not being good at exams. Consequently, this has considerable influence in shaping ambitions.



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