

1 Influence

Content Overview

Exam tasks

- **Reading and Use of English** Part 1: Multiple-choice cloze; Part 7: Multiple matching
- **Listening** Part 2: Sentence completion
- **Speaking** Part 1: Personal questions
- **Writing** Part 1: Essay

Language

- **Vocabulary:** Influences; The weather
- **Language focus:** Present tenses; Past tenses

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: Tenses gamble



Progress test 1



Student's Resource Centre



Extra Language Practice 1

Vocabulary 1

Influences

Page 6

- 1 Check that students understand the meaning of *influence* (the effect that a person or thing has on someone's decisions, opinions, or behaviour). Put students into pairs to discuss the questions. Encourage students to share their ideas with the rest of the class.
- 2a Ask students to do the task in the same pairs as before. They should use the words in **bold** to help them match the verbs to the correct sentences.

Answers

- 1 have
- 2 encourage, setting
- 3 looked
- 4 shape
- 5 copy

- 2b Check answers as a class.

Answers

- 1 A
- 2 C
- 3 E
- 4 D
- 5 B

- 3 Put students into new pairs. Encourage students to explain their opinions and ask additional questions. Monitor and write down any common errors. Discuss any interesting answers as a class.

Workbook Unit 1 Page 6: Vocabulary

Reading and Use of English Part 7

Multiple matching

Page 7

- 1 Focus students' attention on subheadings **A–D**. Ask for examples of how these people could influence someone. Ask the class to skim-read the text to check their ideas. Get brief feedback from the class.
- 2 Direct students to the exam task and tell them that they must match each of the questions to sections **A–D**.

Help

Ask the class why some words are underlined in questions **1** and **2** (*they are key words which will help identify the correct option/answer*). Elicit the key words in question **3** (*changed, people thought*). Ask students to underline the key words in questions **4–10**. Check students' understanding of: *receptive* (willing to listen to someone's opinion or ideas); *remain* (to be or stay); *realised* (understood); *unselfish* (thinking of other people's needs as more important than your own); *give up* (stop).

Ask students to read section **A** and find which questions match to this section. Tell students to underline the relevant parts of the text. (**5**: *It's not easy to single out just one person from the many who have had a significant influence on my life*; **8**: *Miss Winters was with us for just one term*).

Ask students to do the same for sections **B–D**. Monitor and help as necessary.

Go through the answers as a class.

Answers

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

- 3** Put students into pairs to do the task.

Direct students to the Phrasal Verb list on pages 129–30 to check their answers.

- 4** Ask the class to discuss the questions in groups of four or five. Encourage students to give full answers.

WB **Workbook Unit 1 Pages 4–5:** Reading and Use of English Part 7

Listening Part 2

Sentence completion

Page 8

- Elicit what a *brand* is (*a product that has its own name and is made by one particular company*) by bringing in some brand items or writing some on the board, e.g. *iPhone*, *Nike*. Ask students what they think about the brands. Put students into pairs to do the task. Walk around the class and correct any errors on the spot.
- Ask the class who is in the photo (*Will Ferrell*) and what the film is (*Elf*). Ask them what product they can see (*Coca-Cola*). Tell students that this is an example of *product placement* and direct them to the dictionary entry. Ask students to discuss the questions with a partner.
- Tell students that in this part of the Listening paper they must complete ten gaps in a text that consists of ten sentences or short paragraphs.

Help

Ask the class to look at the first question and elicit what kind of information goes in the gap (*food*) and how they know this (*the verb eating is before the gap*). Ask the class to quickly brainstorm what the food could be (*burger*, *chocolate bar*, etc.).

Put students into pairs to think about what type of word could go in gaps 2–10. When getting feedback on question 4, tell students they will hear five different types of programmes mentioned but that only one will correctly complete the sentence.

Tell students that they will hear the exact words on the recording that they need to write in the gap. The answers will be a word or a short phrase (fewer than three words).

Ask students to work alone to do the task. For **weaker classes**, allow students to compare answers before listening for the second time.

Answers

- | | |
|-----------------|---------------------|
| 1 chocolate bar | 6 restaurant |
| 2 company logo | 7 promotion |
| 3 international | 8 (people's) health |
| 4 children's | 9 two |
| 5 relevant | 10 distracting |

- 4** Discuss the questions as a class. Encourage students to express their opinions fully.

Listening script 1.01

Tim Lee:

Hello, I'm Tim Lee, and in today's programme in our series on advertising, I'd like to talk about 'product placement'. That's where products are included, or to use the correct term, 'placed' in television programmes or films for commercial reasons. For example, when a company pays a programme-maker to show an actor drinking a particular brand of bottled water, or eating a chocolate bar. It's a rather more subtle way of influencing people's buying choices than the typical advertisement.

Of course, something like this often occurs quite by chance. You might see a company logo for example, that just happens to be on the clothes of someone being interviewed. This is not product placement – just a bit of good luck for the company concerned.

Product placement, of course, is nothing new – it has existed on UK television for many years. It used to be allowed only in films or international programmes, like the American drama series we see so many of. Then the law changed and since February 2011, we've been able to see it in a number of other programme types, including UK-produced TV series, entertainment shows and sports programmes. But not news or children's programmes – at least, not yet. We all know how the very young are influenced by adverts and how they in turn influence their parents and what they buy. So I'm sure advertisers will be working very hard to try to get the law changed again in the future.

Now, even if it's OK for a programme to include this form of advertising, there are, thankfully, a number of conditions which apply. Firstly, the product has to be relevant. You cannot create the action or dialogue around the product; the product has to fit in with whatever's happening at a particular moment. So for example, a particular brand of washing powder might be OK on a table in a kitchen scene, but it would *probably* be out of place, and therefore not permitted, on a table in a restaurant. That all, of course, depends on the script – and very possibly somebody can think of a programme where this might occur quite naturally – but I think you understand the point I'm trying to make.

Secondly, a placed product shouldn't benefit from any obvious promotion in a programme. Actors are not allowed to go on about how good it is or mention its name so many times that viewers feel they're clearly being encouraged to buy it. And finally, for obvious reasons, a number of products that might negatively affect people's health or lead to addiction are banned from product placement – that of course includes cigarettes and alcohol, which are also banned from normal television advertising. Now, viewers have to be told when a programme includes a placed product. To do that, the TV channel will show a symbol with the letter 'P' on the screen. And they have to do this on a minimum of two occasions – once at the beginning of the programme and once at the end. It also comes on after any advertising breaks, so it could appear as many as three times during a programme, and maybe even more.

Understandably, perhaps, there are a few concerns associated with product placement. Some people worry that it might affect the quality of programmes. Personally, with all these rules in place, I think that's unlikely. Certainly, it might be distracting for viewers, and take their mind off what's happening on screen. But that's hardly a cause for concern. No, what I think we should be most worried about is the ...

Workbook Unit 1 Page 7: Listening Part 2

Language focus 1

Present tenses

Present simple and continuous

Page 9

- Ask students to underline the three verbs in the sentence from the listening. Elicit from the class which verbs are in the present simple (*think, understand*) and which are in the present continuous (*trying*) and why.

Answers

I'm trying describes an action in progress at the time of speaking. The same is true of *I think* and *you understand*, but these are both stative verbs, which are not normally used in the present continuous.

- Ask students to do the exercise alone, but tell them that they can also use the Grammar Reference on page 102 to help them. Help students with any queries.

Answers

- (present simple) occurs **c**
- (present continuous) 'm using **a**
- (present continuous) 're (always) advertising **d**
- (present simple) influence **e**
- (present continuous) is becoming **b**

Present perfect simple and continuous

- Ask the class to look at the sentences. Elicit the form of the present perfect. Ask: *What is the form of the verb? (past participle); What verb is before the past participle? (have/has)*. Ask students to do the task in pairs.

Answers

- These are both situations which started in the past and still continue in the present. The simple, and not the continuous is used, because the verbs *exist* and *be* are both stative verbs.
- For* is used with a period of time (*many years*) to show how long something has lasted. *Since* is used with a point in time (*February 2011*) to show when something started.

- Ask students to look at the example and the explanation in question 1. Ask: *Has the person broken their leg recently? (yes); How do we know this? (The person uses the word just); What can't the person do because of the broken leg? (drive); Does the broken leg have any relevance to the present? (yes); Which option a–c completes the explanation? (c)*.

Ask students to complete the exercise with their partner. Monitor and answer any questions the students have.

Answers

- 1 c 2 a 3 b

- Students work in the same pairs as before. Refer them to the Grammar Reference on pages 102–103. For **weaker classes**, do the first question as an example.

Answers

- In **a** the simple form is used to emphasise the fact that the activity has been completed. The continuous form is used in **b** to talk about a recent activity which may or may not have been completed; in this case, though, it clearly has not.
- In **b** the continuous form is used to suggest that the situation is temporary; the speaker uses the simple form in **a** to indicate that the situation is permanent.
- The continuous form in **a** conveys the idea of repetition, that the sister has been to the class on a number of occasions. The simple form in **b** indicates that this is one occasion and the sister is at her Pilates class now.

Answers continued

4 Both activities have recently finished and both statements could have been made by the same speaker for the same situation. In **a**, however, the focus is on the duration of the activity and this is conveyed by the continuous form; in **b** the focus is on the number of completed emails. The continuous form is not used when mention is made of the number of things that have been completed.

- 4** Students should work by themselves to complete the exercise. Help as necessary.

Answers

- 1** have/'ve been staying
- 2** have/'ve just started
- 3** do not/don't have or have not/haven't got
- 4** own
- 5** live
- 6** is helping/has been helping
- 7** have/'ve seen
- 8** am/'m thinking
- 9** costs

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

Speaking Part 1

Personal questions

 Page 10

Help

Elicit some Speaking Part 1 topics (*family, where you live, work/study, hobbies/interests, future plans*).

Explain to students that they shouldn't memorise whole sentences about themselves, as these will not sound very natural. Tell them that it is, however, a good idea to record vocabulary to use in the exam.

Tell students to extend their answers with reasons or examples, where appropriate, to show their range of language. Ask a student to play the role of the examiner and ask you the questions in exercise **1**. Give relevant answers, with reasons and/or examples where appropriate. Ask the class to say if your answer was natural, relevant, and included reasons or examples.

Ask a different student to ask you the same questions, give very short and/or irrelevant answers. Ask the class to compare it with your first answer.

- 1** Put students into pairs to do the task. Take note of any good or bad language use you hear as you monitor.

- 2** Students work in the same pairs to do the task.

- 3** Ask the class to work with a different partner. Direct Students A to page 96 and Students B to page 101. Remind students to use the advice in the **Help** box. Go over any language that you noted whilst monitoring.

Vocabulary 2**The weather**

 Page 10

- 1** Ask students to look out the classroom window and tell you what the weather is like. Tell students how this type of weather makes you feel. Put students into pairs to do the exercise.
- 2** Check students understand: *breeze* (a gentle wind); *blazing* (very hot); *intense* (very strong); *downfall* (a heavy fall of rain); *spell* (a short period of time). Students should check their answers with their partner.

Answers

- 1** fine, cloud, pour
- 2** hard, dropping
- 3** light, blazing, intense
- 4** winds, rainfall
- 5** spell, heavy

 **Extra activity**

Language chunks:

- Ask students to close their books. Call out the adjective *hard* and ask students what noun follows this adjective (winter). Repeat this for the following: *light* (breeze); *blazing* (sun); *intense* (heat); *gale-force* (winds); *torrential* (downfall); *extensive* (damage); *widespread* (flooding); *cold* (spell); *heavy* (snow). And for the set phrases: *fine* (and sunny); *pour* (with rain).
- Elicit ways to record new vocabulary, e.g. *drawing pictures, mind maps, flash cards, etc.*
- Using one of these methods, ask students to record the new vocabulary in one 'chunk', such as *hard winter*. Explain that there is one meaning for the combination of the words and chunks are often easier to remember.

- 3a** Give an example then put students into pairs to do the task.

- 3b** Discuss the question as a class. Encourage participation by calling on individual students to give their opinion.

 **Workbook Unit 1 Page 6:** Vocabulary



Reading and Use of English Part 1

Multiple-choice cloze

Page 11

- 1 Focus students' attention on the title (*Slaves to the weather?*). Ask students what they think *slaves* means in this context (*people who are controlled or affected by something or who depend on something*). Ask the class what they think the article could be about. Ask students to quickly skim-read the text to check their ideas.

Help

Ask the class to look at example 0 in the text and the four options. Ask the students: *What type of word are the options? (verbs); Do all the options/verbs fit grammatically? (yes); Is there a set phrase before or after the gap? (yes, after); What is it? (the world ... a better place)*. Explain to students that *make* is correct because it is part of a set phrase meaning *to improve the world* and that set phrases are often tested in this part of the paper.

Ask the class to look at options A–D in questions 1–8 to see if they can identify other types of vocabulary that may be tested in the exam (*prepositions, linkers, phrasal verbs*).

Elicit a strategy for this part of the exam:

- use the title to think about the overall content of the text
- skim-read to understand the main points of the text
- look at the gaps and identify the type of word missing
- look at the options and choose the one that has the correct meaning and grammar

- 2 Students work alone to do the task.

Check answers as a class by asking students to explain their answers.

Answers

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

- 3 Put students into pairs to discuss the question. Encourage students to give full answers.

Workbook Unit 1 Page 7: Reading and Use of English Part 1

Language focus 2

Past tenses

Page 12

- 1 Ask students to close their books. Tell students to quickly draw a picture based on the following sentence: *That morning there was thick snow on the ground. It had been snowing since eight o'clock the previous evening*. Tell students to look at their picture and ask: *Is it snowing? (yes); How do you know? (the snow is falling/hasn't stopped falling; the tense in the sentence was in the continuous)*.

Dictate the sentence to the students. Ask students to underline the verbs (*was, had been snowing*) and identify the forms (*past simple, past perfect continuous*). Ask students to open their books and do the exercise.

- 2a Put students into pairs to match the verb forms to the tenses.

Answers 1 and 2a

- 1 *was walking* past continuous, *blew* past simple
- 2 *had finished* past perfect simple, *started* past simple
- 3 *had been snowing* past perfect continuous

- 2b Students work in the same pairs as before – they can use the Grammar Reference on pages 103–104 to help them.

Possible answers

- 1 The past continuous (*was walking*) is used to talk about an activity that was in progress when another, shorter action was completed; the past simple (*blew*) is used for the shorter action.
- 2 The past perfect simple (*had finished*) is used to talk about an action which was completed before another action (*started*) occurred.
- 3 The past perfect continuous (*had been snowing*) is used to describe and focus on the duration of an activity occurring before and up to a point of time in the past (*that morning*).

- 3 Ask students to skim-read the text and decide if the people had a good day (*no*). Ask students to do the task. Walk around the class and help as necessary.

Check answers as a class and explain any common errors.

Answers

- | | |
|--------------------|---------------|
| 1 was shining | 6 noticed |
| 2 (had) said | 7 got |
| 3 packed | 8 had clouded |
| 4 set | 9 had dropped |
| 5 had been driving | 10 decided |

Answers continued

- | | |
|---|--------------------------|
| 11 had promised/had been promising | 13 (were) getting |
| 12 were changing | 14 opened |
| | 15 began |

Communicative activity 1: Tenses gamble
Page 90

Workbook Unit 1 Page 6: Language focus

Writing Part 1**Essay**

Pages 12 and 13

Ask the class to look at the photos and elicit what influence is being shown (*technology*). Ask students if they think this influence is a positive one or not.

- 1** Explain to the class that Writing Part 1 is a compulsory task and that students are required to write **140–190** words. Tell students they should spend 40 minutes on this task in the exam. Put students into pairs to answer the questions and underline the relevant parts of the plan and model answer.

Answers

- 1** reference sites on the Internet discourage [pupils] from thinking for themselves
- 2** makes shopping very impersonal

- 2** Put students into three groups (A, B, C) and assign one task to each group, so Group A has task **a**, and so on. Share answers as a class.

Answers

- a Expressing your own opinion**
In my opinion
I personally feel
- Saying what others think**
many people believe that
many consider these to be
it is widely felt that
- b however, for example, Whilst, as, Furthermore, (Travel) is another area, For one thing, In addition, Finally, because, To sum up, although**
- c influence (noun): effect, impact, consequences cause (verb): leads to, mean, is responsible for, have resulted in**

Help

Tell students that planning is very important because it allows you to think through the answer before you start writing properly.

Ask students to look at the model answer in exercise 1 and elicit a plan, ask:

Help continued

- *How many paragraphs are there? (five)*
- *What is the purpose of each paragraph?*
(1: introduce and state your opinion;
2: give examples for the first note *relationships*;
3: give examples for the second note *leisure time*;
4: give examples for the final note *your own idea*;
5: conclude and summarise opinion).

Elicit some ideas for paragraph 4, e.g. *work, health, professional sport, etc.*

Ask students to work alone to write their plan.
(8–10 minutes)

- 3** Remind students to write in a formal style and to use language from exercise 2 and the Writing Bank on pages 116–117. Students write their essay. Answer any queries students have. **(25 minutes)**

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

Sample answer

New technology is an important part of everyday life for large numbers of people. In my opinion, it has had a very positive influence on the way we live.

For one thing, it has improved relationships between people. We can communicate with each other at any time of the day using emails, messages or video calls, all at a low cost. This is particularly useful for people who live a long way from their friends and families.

Technology has also had a positive impact on our leisure time. The use of computers and other devices means we can do our work faster and more efficiently than before, so we have more time for ourselves. In addition, we can shop or play games on our computers or phones during this free time.

Finally, technology has led to improvements in sport. Football referees can use microphones to communicate with their linesmen in order to make better decisions. Similarly, in tennis, umpires can consult virtual 3D images when they are not sure if a ball is in or out.

In conclusion, technology is clearly a positive influence in many areas of our lives.

Workbook Unit 1 Pages 8–9: Writing Part 1

Progress test 1 Pages 105–106