

Content Overview

Exam tasks

- **Reading and Use of English** Part 6: Gapped text
- **Listening** Part 3: Multiple matching; Part 4: Multiple choice
- **Speaking** Part 2: Talking about photos
- **Writing** Part 2: Article

Language


- **Speaking:** Success
- **Vocabulary:** Sport
- **Language focus:** Comparisons
- **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 2: Pair crossword
-  Progress test 2

Student's Resource Centre

-  Extra Language Practice 2

Lead-in

Ask the class if they remember what famous people they saw in Unit 1 (*Usain Bolt, Will Ferrell*). Ask the class if they think these people are successful and why (*winning at the Olympics, being a famous actor, etc.*). Ask the class to offer a few more examples of successful people.

Speaking

Success

Page 14

- 1 Put students into pairs to discuss the quotes.
- 2 Discuss the question as a class. Encourage students to say whether they agree or disagree with the definitions offered.

Listening Part 3

Multiple matching

Page 14

- 1 Explain to students that in this part of the exam they will hear five short extracts of people talking about a topic. They must match one of the options (A–H) with each speaker. Tell the students that there are three extra options which they do not need to use.

Students work alone to do the task.

Help

Write on the board *It was a long time before I was successful; I needed to wait many years; I wasn't successful straight away*. Ask students which option from A–H matches the ideas of the words/phrases on the board (A). Elicit why (*patient means that someone had to wait for something*). Ask if the words on the board and the words in A are exactly the same (*no*).

Help continued

Tell students that they will not hear exactly the same words on the recording and they should think about the ideas that the words/phrases express.

Write *earn a lot of money* on the board and ask students to look again at options A–H and choose an option that might match the phrase (B). Then play the recording for Speaker 1 only. Ask students if the whole idea of option B matches what the speaker says (*no, he doesn't mention his own success*). Tell students that they will sometimes hear *distractors* (words that match the topic but not the situation in the option).

Suggest to students that when they listen for the first time, they should make a mark next to the option they think is correct. When they listen for the second time, they should check their answers and if necessary change them.

- 2 Direct students to the script on pages 131–132.

Answers

1 C 2 H 3 E 4 A 5 F
(B, D and G are not used)

Listening script 1.02–1.06

Speaker 1:

My career on the pitch lasted twenty years, and during that time I was lucky enough to play for three of the biggest clubs in the country, so I had plenty of valuable experience. But of course, working with some of the players nowadays requires an additional kind of skill. They earn a lot of money and some of them have a very high opinion of themselves and their abilities. Dealing

with *that* can be difficult, so when I started out, I'd often pick up the phone and talk to my old bosses ... ask them for a few tips. They were my teachers when I was a player, but they were also a great help to me in my early years as a manager. I owe a lot of my success to them.

Speaker 2:

Experience has taught me not to listen too closely to what other people say. Theatre critics have written some rather nasty things about me over the years. As I'll be explaining in my autobiography – when I eventually find the time, and the patience, to write it. But, no, you just have to ignore everyone else and get on with it. The key to success is to believe in yourself, to convince yourself you can do it every time you go on stage. I usually spend five minutes before a performance, looking in my dressing room mirror, telling myself how good I am. Terribly vain, I know, but it works.

Speaker 3:

Young people nowadays think that success is all about being on the telly and having loads of money. For me, success is just deciding what you want from life, what your aims are, and then achieving what you set out to do ... doesn't matter how much you earn or how famous or important you become. Not everyone can make it to the top, can they? As a matter of fact, when I left school I started training to be a chef – could have worked in some of the best restaurants if I'd qualified. But I decided early on that I'd be much happier running my own store and selling kitchen equipment. I've actually got two now – so I'm doubly successful!

Speaker 4:

Success didn't come overnight for me. Indeed, it was several years before I actually had anything published. During the day I taught English in a private language school – for not very much money, I have to say – and by night I would scribble away in my flat until the early hours of the morning. Essays, short stories, novels – you name it, I had it rejected by publishers. But I was quietly determined and prepared to wait. I knew that it was just a question of time. Then, sure enough, one bright young editor read some of my work, liked what I was doing and gave me an opportunity. And I gave up the day job.

Speaker 5:

It's never just one thing, is it? I mean, to begin with, luck often comes into it – like bringing out your product at the right time, just when people need it, or think they do, anyway. You can't always plan for that. And then there's skill, of course – knowing how to manage people, for example, or understanding how the market works. But in my book, success mostly comes down to hard work. You have to be prepared to spend seven days a week at the office and work maybe fourteen or fifteen hours a day. That's always my advice to budding entrepreneurs.

 **Workbook Unit 2 Page 13:** Listening Part 3

Word formation

Adjectives

Page 15

- 1 Ask students to complete the gaps by themselves.

Answers

1 lucky 2 (in)valuable 3 additional

- 2 Ask students to use the **bold** words to help them decide which gaps/adjectives will be negative (2: *but*; 5: *Despite*; 6: *too many mistakes*; 8: *No one will be sorry*).

Put students into pairs to do the task. Provide support as necessary.

Go through the correct answers with the class and go over any common errors together.

Answers

1 pleasant 5 harmful
2 uncomfortable 6 careless
3 worrying 7 ambitious
4 exhausted 8 unattractive

 **Workbook Unit 2 Page 14:** Reading and Use of English Part 3

Speaking Part 2

Talking about photos

Page 15

- 1 Put students into pairs, Student A and Student B.

Help

Student A

Elicit the two parts within the task (1: *compare the photographs*, 2: *say how you think the people are feeling*). Ask the class what *compare* means (*look for things that are the same and different*), and elicit some comparisons.

Tell students they should not give visual descriptions, but should comment on what is happening, e.g. *they are celebrating something; perhaps they have completed a project*.

Ask the class to think about the second part of the task, and say how they think the people are feeling, e.g. *excited, tired, etc.* and why, e.g. *they've just won a race*. Tell students that they will have about one minute to do this task in the exam.

Student B

Elicit some ideas about how people can celebrate success and encourage students to give examples.

Tell students that they will have about thirty seconds to answer the question in the exam.

Ask students to do the task. Monitor and make notes of any good examples of language use.

- 2** Direct students to page 96. Ask students to swap roles and do the exam task. Monitor as before.
- Correct any errors and highlight good examples of language noted during monitoring.

Reading and Use of English Part 6

Gapped text

Pages 16 and 17

- 1** Check students' understanding of *dream job* (a job you would love to have, but you may not be able to have). Ask the class what their dream job as a child was and why.
- 2** Ask students to do the exercise alone and then compare their ideas with a partner.
- 3** Ask students to skim-read to check their predictions. Ask the class if any of their predictions were correct.

Answers

His career before he set up his online sweet business
 How and when he came up with his idea
 How he started the business
 The early days
 A problem which was solved
 How the business has grown
 His criteria for choosing the sweets he sells
 Advice to would-be entrepreneurs

- 4** Ask the class how many gaps there are (*six*), how many options there are (*seven*) and therefore how many extra options there are (*one*).

Help

Ask students to look at gap 1 and the highlighted words. Elicit what information is before the gap (*where Michael went to university*) and what information is after the gap (*a new job for Michael*). Ask students what information could go in the gap, for example, *what happened after university, his first job, etc.* Put students into pairs and ask them to read options **A–G** and choose which one best fits gap 1.

Before you check the answer, ask students to reread the paragraph with the option to check it makes sense. Ask which words helped students to choose this option. Ask students to underline these words.

Elicit a strategy for this part of the exam:

- skim-read the text to get a general understanding
- underline the important information before and after each gap

Help continued

- think about what information is 'missing' in the gaps
- read the seven options and underline any key words
- choose the best option for each gap and then read the completed text to check it makes sense
- check the unused option does not fit into any gaps

Students work alone to do the task.
 Check answers as a class.

Answers

1 F 2 A 3 E 4 G 5 C 6 B
 (D not used)

- 5** Put students into pairs to do the exercise. They should use the context in the text to help them.

Answers

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

- 6** Ask students to work in the same pairs as before.

Alternative approach

Divide the class into three groups and assign each group a question to discuss. (5 minutes)

Repeat until all the questions have been discussed.



Workbook Unit 2 Pages 10–11: Reading and Use of English Part 6



Listening Part 4

Multiple choice

Page 18

- 1** Ask the class if they know of any sporting activities run for charities, e.g. *the London Marathon* and if they have ever taken part in one. Tell students to work in pairs to do the task.
- 2** Ask the class to read the information and question 1. Remind students that options **A, B,** and **C** are all attractive options but there is only one option that will answer the question correctly. Students should work alone to do the task using the script on page 132.

Answers

1 C

... my aim was to raise funds through sponsorship for the Alzheimer Care Trust. I hope to give the charity a cheque very soon for four hundred thousand pounds.

- 3 Discuss as a class why the other options are wrong and to identify the part of the script that shows this.

Answers

A His grandfather encouraged him to do it.

Not stated.

My grandfather ... encouraged me to take up cycling when I was a teenager.

B He was trying to break the world record.

He implies he was not.

Interviewer: *Were you hoping to break a record?*

Mark: *If I was, I failed miserably. The record stands at 175 days and it took me quite a lot longer than that.*

Help

Ask students to look at the underlined key words in question 2. Explain that underlining these words will help to focus their attention when listening. Ask students to read through questions 3–7 and underline the key words. (1 minute)

Suggest to students that when they listen for the first time, they should make a mark next to the option they think is correct. When they listen for the second time, they should check their answers and change them if they wish.

- 4 Ask the class to answer the questions by themselves.

Answers

2 B 3 B 4 C 5 A 6 A 7 B

Listening script 1.07

Interviewer:

With me today is local man, Mark Grant, who spent the last eight months travelling round the world. Nothing particularly unusual about that, you may say, except that Mark successfully completed the 18,000 miles ... on his bike. Mark, why did you do that? Were you hoping to break a record?

Mark:

If I was, I failed miserably. The record stands at 175 days and it took me quite a lot longer than that. No, my aim was to raise funds through sponsorship for the Alzheimer Care Trust. My grandfather received a lot of support from them, and as he was the one who encouraged me to take up cycling when I was a teenager, I thought this would be a good way to repay them for all their help. I hope to give the charity a cheque very soon for four hundred thousand pounds.

Interviewer:

Very impressive. And how do you feel now that you've achieved your goal?

Mark:

Exhausted! No, naturally I'm delighted to have completed the journey and to be in a position to make such a large donation to the Trust. And I have to say I got very emotional last Sunday when I saw all the people who turned out to meet me at the finishing line. I had to get my handkerchief out to dry the tears. It was actually quite funny, though, to see the look of shock on a lot of people's faces when they saw my beard. Shaving wasn't part of my daily routine while I was cycling, so I wasn't quite as handsome as when I started out!

Interviewer:

You mention daily routine. Tell us about that Mark. What was a typical day like for you?

Mark:

Well, I tried to spend about twelve hours a day in the saddle, so I'd usually get up fairly early, somewhere between five and half past, maybe a bit later, do a few stretching exercises and listen to some relaxing music on my phone, just to ease myself into the day. Then it was breakfast. I don't normally eat very much in the morning but that had to change for this trip. I always made sure every night that I had plenty of food for when I got up. And then, after I'd eaten, I'd clear away and start cycling.

Interviewer:

And didn't you ever get *bored* of it all? I mean twelve hours a day is a lot, isn't it, especially on your own.

Mark:

I went through 23 different countries, most of which I'd never been to before, so I couldn't very well get bored. And I met so many friendly people on the way that I was hardly ever conscious of the fact I was doing it alone. I also had my music to entertain me, of course – and keep me awake. It was often a struggle at the end of the day to keep my eyes open and concentrate on the road.

Interviewer:

Hm, dangerous. Did you ever have any accidents?

Mark:

I didn't, fortunately. I nearly got blown off my bike, once or twice though. In fact the wind was by far the most difficult thing I had to deal with during the whole trip – particularly in south-east Asia where strong headwinds tore at my face and were really quite painful. It seemed as if the harder I pedalled, the stronger the wind decided to blow, which wasn't the case of course. But I did lose a bit of time and I got to Australia a little later than I'd intended.

Interviewer:

Right, now, a lot of listeners were able to follow your progress via your blog. Did you have to take a lot of technological gadgets with you for this kind of thing?

Mark:

Well, I wrote the blog on my phone, which I also used to send texts and listen to music. And phone people as well, of course. Then, on the handlebars I had a GPS, to show my position. And to power them I had a solar panel fixed to the top of the pannier rack at the back. But none of it weighed very much and it didn't take up too much space, so apart from worrying about getting it stolen, it wasn't really a problem.

Interviewer:

And did anyone ever steal anything?

Mark:

On the contrary. Everyone kept trying to give me things! I was amazed. In some places, people would come up to me and offer me small gifts. Or they'd invite me into their homes, and refuse to accept any money for the food they gave me. It was very heartwarming.

Interviewer:

Mark, we're going to take a break for news. Don't go away just yet, though. After the news summary, we'll be opening up the phone lines for listeners' questions. So if you want to ask Mark ...

- 5 Allow students to work in pairs.

Answers

2 **A It was Mark who was crying:** *I got very emotional ... I had to get my handkerchief out to dry the tears.*

B Correct answer *It was actually quite funny, though, to see the look of shock on a lot of people's faces when they saw my beard.*

C Not stated (there were probably more than he expected) *I got very emotional last Sunday when I saw all the people who turned out to meet me at the finishing line.*

3 **A He got up early but not always at exactly the same time:** *I'd usually get up fairly early, somewhere between five and half past, maybe a bit later*

B Correct answer *I don't normally eat very much in the morning but that had to change for this trip. I always made sure every night that I had plenty of food for when I got up.*

C Not stated ... *and listen to some relaxing music on my phone.*

Answers continued

4 **A Not stated** *I went through 23 different countries, most of which I'd never been to before, so I couldn't very well get bored.*

B Not stated *I met so many friendly people on the way that I was hardly ever conscious of the fact I was doing it alone.*

C Correct answer *I also had my music to ... keep me awake. It was often a struggle at the end of the day to keep my eyes open and concentrate on the road.*

5 **A Correct answer** *But I did lose a bit of time and I got to Australia a little later than I'd intended.*

B Not stated (he lost time, not confidence) *I did lose a bit of time ...*

C He says he nearly did: **Interviewer:** *Hm, dangerous. Did you ever have any accidents?*

Mark: *I didn't, fortunately. I nearly got blown off my bike, once or twice though.*

6 **A Correct answer** *But none of it weighed very much ...*

B Not stated (he simply lists the equipment and its functions)

C He had to be careful, but none was stolen:

Mark: ... *apart from worrying about getting it stolen, it wasn't really a problem.*

Interviewer: *And did anyone ever steal anything?*

Mark: *On the contrary. Everyone kept trying to give me things!*

7 **A Not stated** (he mentions food but not the quality) ... *they'd invite me into their homes, and refuse to accept any money for the food they gave me.*

B Correct answer this is explained in the whole of Mark's last turn. He says *I was amazed* and *It was very heartwarming.*

C Not stated (he mentions homes but not the size) *they'd invite me into their homes ...*

- 6 Discuss as a class. Encourage students to explain their opinions fully.

Language focus**Comparisons**

Page 19

- 1 Ask students to complete the gaps alone.

Direct students to page 132 to check their answers in the script. Ask students which forms are comparative (1, 2, 4, 5) and which are superlative (3).

Answers

The words given are those that appeared in the recording. The bracketed words are also grammatically possible.

- 1 than 2 as (so) 3 most
4 the, the 5 little (bit, lot)

- 2 Put students into pairs to do the task.

Check answers as a class. Ask students which are irregular (*good, bad, far*).

Answers

Adjective/Adverb	Comparative	Superlative
fast	faster	the fastest
wet	wetter	the wettest
white	whiter	the whitest
early	earlier	the earliest
slowly	slower/ more slowly	the slowest/ most slowly
gentle	gentler/ more gentle	the gentlest/ most gentle
reliable	more reliable	the most reliable
good	better	the best
bad	worse	the worst
far	farther/ further	the farthest/ furthest

- 3a Ask the class to look at the two example sentences in 1. Ask: *Is there a difference between Alex and Helen?* (yes); *Is it a big difference?* (no, small). Ask students to look at functions a–e and choose a function that matches these answers (d). Ask students to work in pairs to complete the task.

Answers

- 1 d 2 c 3 e 4 b 5 a

- 3b Ask students to work alone to do the task. They can also use the Grammar Reference on pages 104–105 to help them.

Answers

- 1 c 2 d 3 e 4 a 5 d

- 4a Put students into pairs and ask them to finish the task as quickly as possible. The pair that corrects all the sentences first, wins.

Answers

- 1 Books are **much** more interesting than films.
2 It's better to try and fail **than** never try at all.
3 The people in my country are among the friendliest **in** the world.

Answers continued

- 4 The more qualifications you have, the **more easily** you will find a job.
5 The *Hunger Games* films are by far the most entertaining films that have **ever** been made.
6 Cats are not **quite** as sociable as dogs.
7 English is probably the **most** difficult language of all to learn.
8 Many of the mistakes in this exercise are the same **as** the ones that I often make.

- 4b Ask students to discuss the sentences in 4a with their partner. Correct any errors you notice on the spot. Encourage students to share their opinions with the class by asking individuals, e.g. *Sonia, which sentences did you and Erik agree with?*

 **Workbook Unit 2 Page 12:** Language focus

Vocabulary**Sport**

Page 20

Put students into groups of four or five to make a list of as many sports as they can think of in one minute.

Ask the group with the highest number of sports to read out their list.

Check the class' understanding of any unusual sports.

Ask the other groups if they had any other sports.

Assign two sports to each group and ask them to make a list of words associated with the two sports.

Share answers as a class. Encourage other groups to add more words and say if they think the word is not associated with that sport.

- 1a Ask the class if they play or watch any of the sports listed. Do the first question as an example and then ask the class to work with the person sitting next to them to do the rest of the exercise.

Answers

Underlined word	Normally associated with
a track	athletics
b pitch	football
c goggles	swimming
d court	tennis, basketball
e vest	basketball, athletics
f helmet	skiing, skating
g hole	golf
h trunks	swimming

- 1b Ask students to record the vocabulary using the suggested method or their preferred method.


Answers

Sport	Place	Clothes & equipment	Other words
football	pitch	boots	referee, match
tennis	court	racket, net	umpire, match
basketball	court	vest	referee, time out
athletics	track	vest, starting blocks	meeting, field event
golf	course	clubs	hole, tournament
swimming	pool	costume, goggles, trunks	lane
skiing	slope	poles, helmet	slalom
skating	rink	knee pads, Rollerblades®, helmet	tournament

- 2 Do **a** as an example. Check the class' understanding of: *take part* (participate); *take place* (happen or occur); *take over* (have control); *take up* (start a new activity). Put students into pairs to complete the task. Walk around the class and answer any queries.

Answers

- a** taken up, take part, takes place
b silver, second, runner-up
c viewers, spectators, crowd
d beat, drew, won
e gone, playing, practise

 **Communicative activity 2** Pair crossword
Page 91

 **Workbook Unit 2 Page 12:** Vocabulary

Writing Part 2

Article

Page 21

- 1 Ask the students to read the Writing Part 2 task. Explain to the class that this part of the Writing paper has a choice of three types of writing. Ask the class to recall the number of words they have to write and the time allowed in Writing Part 1 (**140–190; 40 minutes**), and tell students this is the same for Part 2. Ask the class to call out ideas of the benefits of doing sport, e.g. *being healthy (physically and mentally)*.
- 2 Ask students to skim-read the model answer to see if any of their ideas from exercise 1 are included.
- 3 Tell students to work in pairs to find examples of the features in the model answer. Provide support where needed.

Answers

Contractions: *I've* (x 2), *I'd* (x 2), *wasn't*, *I'm* (x 2), *don't*, *it's*

Phrasal verbs: *took up*, *gave up*, *carry on with*, *sign up for*

Conjunctions at the beginning of sentences:
Because, *So*

- 4 For **stronger classes**, ask students to find the structures used to make comparisons. For **weaker classes**, elicit the structures with the class.

Answers

Can you think of **a better way** of keeping in shape **than** taking part in a team sport?

... *as well as being the fittest I've ever been*, *I'm also a lot happier*.

... *it wasn't nearly as enjoyable as doing something together with other people*.

I'm much more able to sit at my desk and carry on with my revision.

What could be **better**?

- 5a Ask students to read the task and ask:

- *Should the article be formal or informal? Why?* (informal – it's for a school magazine);
- *What two points should be included in the article?* (1: which of the four sports is best for the competition and why; 2: explanation of why the other three sports are not suitable).

- 5b Students work individually and decide which sport would be best in their opinion. Encourage them to make notes for each of the points. Then tell students to discuss their ideas in pairs.

Help

Ask students to look at the model answer again and elicit a plan. Ask:

- *Is there a title?* (yes)
- *How many paragraphs are there?* (four)
- *What is the purpose of each paragraph?*
(1: introduce the topic in an attention-grabbing way, e.g. with a question; 2: give a reason to support your opinion – which sport is best and why; 3: give another reason to support your opinion – why the other sports are not suitable; 4: conclude with a closing comment that is similar to paragraph 1, e.g. with a question).

- 6** Ask students to plan and write their article alone. Remind them to use language from exercises **3** and **4**, and the Writing Bank on page 118 to help them. Answer any queries that the class have. (**35 minutes**)
- Ask students to read through their own answers and check for any errors. (**5 minutes**)

Sample answer**Maximum participation; minimum disagreement**

Which sport should we choose if we want to include as many people in the school as possible? Swimming, of course. Most teachers and students can swim, and we could even persuade the staff in reception to take part.

Our local swimming pool has eight lanes, so each race could involve at least eight people, and there could be many different types of races. Participating is more important than winning, of course, but think how thrilling it will be to watch four young, fit students race against four much older, slightly less fit teachers! Excitement is guaranteed and it could all take place on one evening.

That wouldn't be the case with a tennis tournament, which would have to be played on many different days and also, wouldn't involve many people. Not everyone can play basketball or football, either, and team sports like these often lead to disagreements and disputes, which would not be good for student teacher relations.

Clearly, then, the swimming competition is the best choice. And anyone that doesn't participate can scream and shout from their seats. It'll be fun for everyone.



Workbook Unit 2 Page 15: Writing Part 2



Progress test 2 Pages 107–108

Review Units 1 and 2

Pages 22–23

Reading and Use of English Part 4**Transformations**

- 1 have/'ve been **feeling**
- 2 not/'nt **come up with**
- 3 have/'ve **known** Gary since
- 4 dirtiest beach I have/I've **ever**
- 5 are not/aren't **as** many students
- 6 is not/isn't **quite** as/so old

Reading and Use of English Part 3**Word formation**

- 1 different
- 2 easily
- 3 employment
- 4 length(s)
- 5 original
- 6 unchanged
- 7 successful
- 8 production

Vocabulary

- 1
 - 1 up
 - 2 down
 - 3 on
 - 4 up, on
 - 5 back
 - 6 out
- 2
 - 1 **b** rainfall
 - 2 **e** snow
 - 3 **f** winds
 - 4 **c** breeze
 - 5 **d** heat
 - 6 **a** sun

Language focus

- 1
 - 1 don't believe
 - 2 happened
 - 3 walk
 - 4 have just had
 - 5 I'm going
 - 6 was coming
 - 7 noticed
 - 8 picked
 - 9 realised
 - 10 belonged
 - 11 has been living
 - 12 had written
 - 13 phoned
 - 14 had found
 - 15 was walking
 - 16 went
 - 17 had been worrying
 - 18 contains
 - 19 had dropped
 - 20 had chosen
- 2
 - 1 least, in, a, by
 - 2 not, as, as, bit/little
 - 3 many, as, such, less
 - 4 many, worse, fewer
 - 5 more, the, ever, quite