

This first unit deals with the themes of habitual routines, clothing and accessories. This, and every other unit of *Ready for B1 Preliminary*, gives students the opportunity to improve their reading, writing, listening and speaking skills. All the activities are thematically connected. The grammar and vocabulary are taken from the reading and listening exercises, and students have the chance to consolidate this new language through controlled and freer practice.

Read the unit objectives to the class.

IN STYLE

KEY LANGUAGE

Present simple and present continuous
Adverbs of frequency
Clothing
Prepositions of time

PRONUNCIATION

/ə/, /u:/ and /ʌ/

EXAM PRACTICE

Reading Parts 1 & 5
Writing Parts 1 & 2
Listening Part 1
Speaking Parts 1 & 2

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

- 1 What's your favourite colour? Why?
- 2 What clothes do you wear at the weekend?
- 3 Are you interested in fashion? Why/Why not?
- 4 How often do you go shopping?
- 5 Tell us about a clothing shop near where you live.

What to expect in the exam

- In Part 1, the examiner asks you questions about your likes/dislikes, daily routine and other personal information. The questions are simple to help you feel comfortable at the beginning of the exam.
- You only speak to the examiner in this part of the exam, not to your partner.

SPEAKING Part 1 Interview

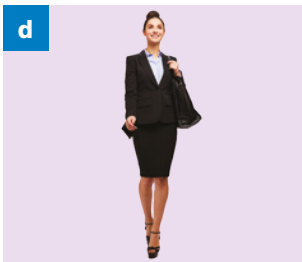
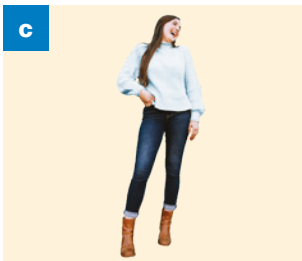
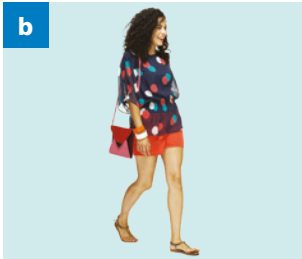
Ask students to focus on the picture. Elicit what they can see, encouraging them to describe who and what is in the picture. Write on the board: *Who are the women? What do they look like? Where are they? What are they doing?* In pairs or small groups, students discuss the questions. Round the activity off by asking each group to share one of their ideas.

Go through the **What to expect in the exam** box with the class. In this part of the exam, the examiner can ask students about their habitual routines such as shopping, buying clothes, spending time with friends, etc. In pairs, ask students to take turns asking each other Questions 1–5. Remind students to avoid giving

short or one-word answers. If time allows, ask pairs to give each other feedback, i.e. what they did well and how they could improve. Monitor to assess how students got on with the interview questions and highlight any good use of language to the whole class. You may wish to use **Get to know your exam** on the **Teacher's Resource Centre** at this point.

ONLINE MATERIALS

Get to know your exam (**Teacher's Resource Centre**)
Find someone who ... (**Teacher's Resource Centre**)
Unit 1 Test (**Online Assessment**)
Unit 1 Wordlist (**Student's/Teacher's Resource Centre**)
Unit 1 On-the-go-practice (**App**)



Speaking Part 2 Extended turn

How to go about it

- In Part 2, you describe a picture for one minute. Keep talking until the examiner stops you.
- Start with general information about the photo, e.g. how many people are in the photograph and what they are doing. Then give more specific details about the people and the place.
- Describe people's clothing. It's an easy way to demonstrate your vocabulary range.

1 Match the descriptions (1–8) to the pictures (a–d).

- 1 She is wearing jeans. **c**
- 2 She is wearing a red tracksuit. **a**
- 3 She is wearing leather sandals. **b**
- 4 She is wearing a colourful blouse. **b**
- 5 She is wearing a black jacket. **d**
- 6 She is wearing red shorts. **b**
- 7 She is wearing a black skirt. **d**
- 8 She is wearing a light blue sweater. **c**

2 **SPEAK** Work in pairs. Look at the photographs. They show people spending time together. Describe the people's clothing using words from the boxes.

black blue brown gold green grey orange yellow

boots coat hat shirt shoes sweater T-shirt trousers

In picture 1, the man on the right is wearing a black hat, a sweater, jeans and boots.

3 Student A: Look at photograph 1. Tell your partner what you can see.

Student B: Look at photograph 2. Tell your partner what you can see.



Lead-in

Ask the class to look at what everyone is wearing today. If time allows, you could prepare a name card for each student and place them face down on a table. Tell students to choose a card and secretly write a short description of what that student is wearing. Depending on class size, choose individual students to read aloud their descriptions so the class can guess who they are describing. Another option, if students are uncomfortable with describing each others' clothes, would be to show photos of celebrities. These can be projected in class or printed out beforehand. Students then write a short description of what one of the celebrities is wearing for a partner or the class to guess who they are describing. Make a note of any common errors and good language use to feed back to the class.

Speaking

Go through the **How to go about it** box with students. You should emphasise that in this part of the exam, students *shouldn't* speculate about the context of the photographs or discuss any wider issues that the photographs may raise. In other words, they should simply describe what they see in the photograph. To quickly check students' understanding, ask some closed questions about Speaking Part 2 (*Does each candidate describe two pictures?* (No, they describe one each);

Do you have one minute to describe the picture? (Yes); *Do you need to imagine an interesting story about the photo?* (No, start with a general description then give more specific details); *Do candidates speak to their partner for this part of the exam?* (No, only to the examiner)).

- 1 Ask students to work through the questions. To check their answers and pronunciation, ask them to point to an image and say one of the matching statements. Do group drilling for any words students might find problematic such as *jeans* /dʒi:nz/ and *tracksuit* /'træksu:t/.
- 2 Draw students' attention to the photographs at the bottom of the page and the words in the boxes. In pairs, they describe the clothing in both pictures. Monitor and make a note of any common errors you may wish to come back to.
- 3 Ask students to choose which photograph they would prefer to describe and to decide who will speak first. Make this a one-minute timed task to simulate exam conditions. After each student talks for one minute, encourage their partner to offer feedback (e.g. what they did well, what they could improve on). If time allows or for homework, students could add more clothing-related vocabulary and colour adjectives to their vocabulary notebooks. See **Teaching Tip** below for advice about vocabulary notebooks.

Extra activity

Divide students into small teams and tell them to cover Exercises 1 and 2. Put two columns on the board labelled *Clothing* and *Adjectives*. Draw students' attention to images a–d and elicit one of the items of clothing and adjectives and put these on the board. Give the teams two minutes to write further examples for each column. Remind them that the adjectives could be colour, material or something else related

to clothing. The team with the most clothing words and adjectives wins. To round off the activity, ask students to look at Exercises 1 and 2 to check their spelling. Monitor to assess if there are any common misspellings to go over as a class. Students could make a note of the words they misspelt and review them for homework.

Teaching tip

It is important for students to record new language in a way that is memorable and manageable. Students can do this by keeping a vocabulary notebook to record new words which come up in class and this coursebook. Point out that it is important to organise their notebooks by topic to make it easy to look up vocabulary at a later stage. You should also encourage students to note other verbs, adjectives, prepositions etc. that go with (collocate with) a particular word. Students should leave some space under each new

entry so they can keep adding new collocations, example sentences and notes. Alternatively, students could create vocabulary notebooks by using online apps (Evernote, Anki, Trello, etc.). Remind them that they also have the unit wordlists on the **Student's Resource Centre** to review the vocabulary from the unit and the spelling. Ask students to regularly revise these words for homework and test students on their spelling or definitions as a warmer at the beginning of the next lesson.

Lead-in

Write *fashion accessories* on the board. Go over the meaning of *accessory* (something you wear in addition to your clothing because it is decorative or useful, e.g. a belt or a handbag). Elicit vocabulary related to the topic and record students' ideas on the board. Encourage students to recycle the vocabulary they generated by discussing in pairs or small groups which accessories they prefer or dislike wearing, and how often they wear them (or on which occasions).

Vocabulary

- 1 Go over any pronunciation students need to practise in the word box (e.g. belt /bɛlt/, bracelet /'breɪslət/, necklace /'nekləs/). Students complete the task. Then in pairs, ask them to compare their answers while you monitor to see how students managed with the task. For extra practice, students could cover the words and take turns testing one another using just the pictures.
- 2 Check students understand the difference between *put on* (the action of getting dressed, including any

accessories) and *wear* (to already have clothing or accessories on you). Go over the first question as a class. Students then complete Questions 2–6 individually before comparing their answers with a partner.

- 3 Students read the instructions and complete the task individually. Then, in pairs compare their answers while you monitor, assisting when necessary. As a quick review, tell students to close their books. Divide the class in half. Randomly read one of the eight definitions. The team who calls out the correct verb first wins a point.
- 4 This could be done in pairs or small groups. For additional pronunciation practice, ask students to take turns reading a statement aloud to then discuss whether they agree or disagree with it. Encourage students to give reasons for their answers (e.g. *I always wear accessories because they are colourful and fun.*) Remind students to record the vocabulary from this lesson in their vocabulary notebooks. They may wish to record phrasal verbs in a separate section but also by topic as this will help them to remember the context in which they are used.

Teaching tip

Remember that phrasal verbs can be challenging to learn due to their idiomatic nature and the variety of meanings they can have. English speakers frequently use phrasal verbs in everyday conversations, informal writing and even in some formal contexts, so understanding them is essential for fluency and comprehension. Encourage students to group phrasal

verbs by theme in their vocabulary notebooks as this will make them easier to remember. You could also remind them that they have the phrasal verbs wordlist on the [Student's Resource Centre](#) and ask them to quiz one another on a couple of phrasal verbs at the beginning of each class.

Extra activity


Students might benefit from additional practice activities with phrasal verbs. Ask students to identify the phrasal verbs in Exercises 3 and 4 (*try on, wear out, put on, dress up, take off*). For further challenge in stronger classes, elicit more clothing-related phrasal verbs students can think of (e.g. *hang up, go with*). Then give students a few minutes to think of questions that use the phrasal verbs (e.g. *Do you always try things*

on before you buy them? When was the last time you dressed up?). Now have groups discuss their questions while noting any good use of language or problematic areas you might want to review as a class. Students could record these questions on pieces of paper and keep them in an envelope. Then, when they need some speaking practice or as a warmer, they can ask a classmate one or two of the questions.

Vocabulary Clothing

1 Label the pictures of accessories (a–l) with the words in the box.

belt bracelet cap earrings gloves handbag
necklace ring scarf sunglasses tie watch

a 	b 	c 	d 	e 	f 
earrings	handbag	belt	cap	ring	tie
g 	h 	i 	j 	k 	l 
bracelet	necklace	gloves	scarf	watch	sunglasses

2 Choose the correct alternative in each sentence.

- 'Where are the changing rooms? I want to prove / try on these clothes before I buy them.'
- 'These trousers fit / form me perfectly. They are the right size and length.'
- 'I need to buy a green handbag to play / match my new green dress.'
- 'My football boots always break up / wear out fast because I use them a lot.'
- 'I need to put on / dress up for an important meeting, so I decided to take up / wear this new suit.'
- 'It's quite hot today. Quit / Take off those trousers and turn into / put on some shorts!'

3 Write the correct answers from Exercise 2 next to their definitions (1–8).

- | | |
|--|----------|
| 1 when clothes are the correct size and shape | fit |
| 2 have clothes or accessories on your body | wear |
| 3 put clothes on to see if they fit and look good | try on |
| 4 wear smart or formal clothes | dress up |
| 5 when clothes are similar in colour, pattern or style | match |
| 6 use something a lot until it isn't in good condition | wear out |
| 7 dress yourself with an article of clothing | put on |
| 8 remove clothes | take off |

4 **SPEAK** Work in pairs. Discuss how true the sentences are for you.

- I never wear any accessories.
- I ask people to take off their shoes when they visit my house.
- It's almost impossible to find jeans that fit me.
- I never buy clothes online. I like going to shops and trying clothes on.
- I hate dressing up. I feel uncomfortable in smart clothes.

Reading Part 1 Multiple choice

What to expect in the exam

- In Part 1, there are five short texts. These could be notices, signs, notes, emails, text messages or instructions. For each text, there is a multiple-choice question which tests your understanding of the main message.
- The incorrect options often include wrong information or information that does not appear in the text.
- The correct option repeats the main message of the text, but usually uses different words.

1 Look at the text for the first question in Exercise 3 below, ignoring the options for now. Which of the options (a or b) best describes the purpose of the text?

- a to advertise something
b to explain rules people must follow

2 SPEAK Work in pairs. Look at the texts in questions 2–5 in Exercise 4 below, ignoring the options for now. Discuss the purpose of each text.

3 Now for questions 1–5, choose the correct answer (A, B or C).

How to go about it

- For each question, look at the design and images to help you understand what type of message it is. Then, carefully read the text to find out what the main message and purpose of it are.
- Compare each option with the meaning of the text. An option may have the same word or phrase as the text but not be the correct answer.
- Check your answer. Read the option you have chosen again to make sure that its meaning matches the text.

1



FITTING ROOM POLICY

No more than 5 items
in the fitting room

Help our staff by putting all unwanted items on the counter before you leave

- A Remember to take your items with you when you leave.
 B If you want a different size from the counter, ask the staff.
C You are only permitted to try on five items at a time.

2

2 to remind somebody about an art gallery tour

3 to advertise a used snowboard that somebody would like to sell

4 to give instructions on how to wash an item of clothing

5 to tell a friend that it's not a good day to play basketball

Lead-in task

Go through the **What to expect in the exam** box as a class. Ask some questions to check students' understanding (*How many questions are there in Reading Part 1? (Five); What type of messages might there be? (Notices, signs, notes, emails, text messages, instructions)*).

Reading

- 1 Ask students to complete the question. Discuss what rules need to be followed in the changing room (no more than five items; put unwanted items on the counter). To contrast the text with the incorrect option (a), elicit what type of information adverts usually have (prices, contact details, brief descriptions, etc.).
- 2 In pairs or small groups, ask students to identify the purpose of the other four texts in Exercise 3 (2 to remind someone about some arrangements;

3 to advertise something; 4 to give instructions; 5 to change some arrangements). This will help them when they come to look at the options in the questions.

- 3 Draw student's attention to the **How to go about it** box. Remind them that the purpose and main message of the text will help them to choose the correct option and that just looking for a specific word that is mentioned in both the text and the option is not the best strategy as this may be a distractor. Then give students time to work through the task individually. Encourage them to pay attention to visual clues (layout, graphics, etc.) to help them to decide who each message is meant for. Then, for each question, they should read the three options carefully and compare each with the text. Emphasise that students need to choose the option that has the exact same meaning as the text. Allow students to check their answers in pairs before going over the answers as a class. Elicit why the other options are wrong in each case.

Teaching tip

Students should think about why an option is correct or incorrect. Each time students do multiple-choice questions, try to get them to explain why they selected an option and why the other options are incorrect (for example in Exercise 3 Question 1, A is incorrect because the text says to put unwanted items on the counter; B is incorrect because the text

doesn't mention different sizes). Eliciting this kind of information will help you assess how well students have understood a question as well as which ones they find challenging. It will also help them to analyse the options better as they practise this part of the exam and be able to justify their choices which is useful for when they are checking their answers.

Extra activity

Try to give students plenty of practice at identifying the purpose of various texts. You could build up a bank of authentic texts by asking students to bring examples to class (e.g. adverts, instructions, notices) or source

some of these online yourself. As a recap or warmer when doing Reading Part 1 tasks with the class, you could distribute a range of texts to groups of students for them to decide their purpose and target reader.

- 4 Explain to the class that the same words do not usually appear in the options and the text. Instead, ideas are often paraphrased (expressing the same idea by using different words). Direct students to the **Additional materials** on page 196 (see below) for further support materials and practice on paraphrasing. Do the first item as a class, asking students to underline the phrases which have the

same meaning (*to drive you = to give you a lift*) and record this vocabulary on the board for students to keep a note of in their vocabulary notebooks. Ask students to complete the remaining sentences in pairs. Check answers as a class and remind students that they should be recording new ways of saying the same thing as they work through the course.

ADDITIONAL MATERIALS

UNIT 1

Reading Part 1 Multiple choice

In Reading Part 1, the correct option repeats the same main message of the text, but using different words. Fill each gap with a word from the box. The second sentence should have the same meaning as the first.

arrangements discounts fine fortnight lift maximum

- Do you want me to drive you to the city centre?
Would you like me to give you a lift to the city centre?
- They've given us three tests in the last two weeks.
We've had three tests in the last fortnight.
- If the police catch you driving too fast, you could pay €200.
Speeding could lead to a fine of €200.
- Tickets are cheaper when you present a student card.
Discounts are available on tickets when you show a student card.
- After you open the bottle, drink the milk within a week.
Drink the milk within a maximum of one week of opening the bottle.
- I can't drive you to the office. Can you find a different way of getting to work?
I can't drive you to the office. Can you make other arrangements?

Go back to **page 5**.

2

TO: Guillermo
FROM: Mark
SUBJECT: Gallery tour

Just to remind you about the urban art gallery tour on Saturday.

I'll wait for you at the entrance from 3.45 pm, but the guide says to be on time – she'll start no later than 4 pm. The tour finishes at 5 pm.

What is Mark doing?

- ☒ A warning Guillermo not to be late for the tour
- ☐ B asking whether Guillermo can come to the tour
- ☐ C helping Guillermo remember an invitation to the tour

3

SNOWBOARD FOR SALE

Not even three years old and
in good condition

Quick sale preferred

Offers welcome, but no less than
200 pounds, please

Zack 7975 747 356

- ☐ A Zack's snowboard needs repairs.
- ☒ B Zack would accept 200 pounds for his snowboard.
- ☐ C Zack bought his snowboard three years ago.

4

 50 % wool  50% cotton

Think about the Earth while washing this product.

Save energy and wash in cold water.

Hanging your clothes out to dry means more fresh air for your clothes and for the planet.

- ☐ A Wool clothing must be washed in cold water.
- ☐ B Drying this product in a machine will cause damage to it.
- ☒ C Wash at this temperature to help the environment.

5

Hi Ashley
We're walking to the park right now, but it's starting to rain. I think we have to postpone our basketball game. What about tomorrow? I have to work in the morning, but I'm free all afternoon.
Charlotte

Charlotte is writing to

- ☐ A ask if Ashley is available to play basketball.
- ☒ B cancel plans she had made with Ashley.
- ☐ C complain about the bad weather.

Vocabulary Prepositions of time

1 Look at these sentences from the reading texts and choose the correct alternative.

- 1 Just to remind you about the urban art gallery tour at / in / on Saturday.
- 2 The tour finishes at / in / on 5 pm.
- 3 I have to work at / in / on the morning, but I'm free all afternoon.

2 Check your answers in the Reading Part 1 task on page 5.

3 Complete each gap with a preposition which can be used before both noun phrases.

at in on

- | | |
|---------------------------|---------------------|
| 1 <u>in</u> the afternoon | the evening |
| 2 <u>at</u> midday | lunchtime |
| 3 <u>in</u> January | the month of June |
| 4 <u>on</u> weekdays | my birthday |
| 5 <u>in</u> 1982 | the year I was born |
| 6 <u>in</u> summer | the holiday season |
| 7 <u>on</u> 21st May | the 7th of November |
| 8 <u>at</u> night | the weekend |
| 9 <u>in</u> (the) future | the past |
| 10 <u>in</u> half an hour | five minutes' time |

4 Complete the table with *at*, *in* or *on*.

months (e.g. <i>January</i>)	<u>in</u>
dates (e.g. <i>1st June</i>)	<u>on</u>
seasons (e.g. <i>summer</i>)	<u>in</u>
years (e.g. <i>1995</i>)	<u>in</u>
clock times (e.g. <i>ten o'clock</i>)	<u>at</u>
days of the week (e.g. <i>Thursday</i>)	<u>on</u>

5 We often use *at* in time expressions. Match the sentence beginnings (1–6) to the sentence endings (a–f).

- | | |
|--|---|
| 1 I thought it was a joke <u>at</u> | a the end of the week, I'll buy a new phone. |
| 2 Go and get ready <u>at</u> | b the thought of speaking in public? |
| 3 When I get paid <u>at</u> | c once! We're going to be late. |
| 4 I'm sorry, but I'm too upset <u>at</u> | d a time up the stairs because they were so heavy. |
| 5 We carried the boxes <u>one at</u> | e first , but then I realised he was serious. |
| 6 Don't you feel nervous <u>at</u> | f the moment to discuss this. Can we talk later? |

6 Complete the sentences so that they are true for you.

- On Mondays, ...
- In the afternoon, I usually ...
- In summer, one of my favourite things to do is ...
- At the weekend, I never ...
- At the moment, I don't have enough time to ...

7 **SPEAK** Discuss your sentences with a classmate. Ask follow-up questions.

A: *At the weekend, I never sleep late. I always get up early and go for a walk.*

B: *Really? Don't you want to sleep more?*

A: *I want to, but I can't! I wake up at the same time every day.*

Vocabulary

- 1-2 Students read the instructions and complete the task.
- 3 After students complete the task, put them into small groups to compare their answers. Monitor to see if there are any questions that they found confusing or challenging to go over as a class.
- 4 Students complete the task individually. Then they check their answers with a partner. As a follow-up activity, write *at*, *in* and *on* on the board. With books closed, invite individual students to write a time expression under the correct preposition.
- 5 After students complete the task individually, put them into pairs to take turns reading sentences 1-6.

Then, pairs think of their own examples to practise using the time expressions from Exercise 5. As you monitor, listen carefully to see if students are using the expressions accurately.

- 6 You may want to discuss the definition of (*not*) *have enough* (as many or as much as somebody needs or wants). Give students enough time to complete the sentences. You could also ask students to work in pairs and look at each other's work to identify any grammar or spelling mistakes.
- 7 Point out that asking follow-up questions shows students that they are actively listening to someone. To practise this skill, encourage them to ask follow-up questions in their discussions and afterwards round off the activity by asking a few students to share something interesting they learnt from their partner.

Extra activity

Write *at*, *in* and *on* in large letters at the top of the board. Tell students to close their books. Divide the class into teams facing the board in two lines. Say one of the noun phrases from Exercise 3. The first team to touch the correct preposition wins a point. The

students at the front of the line then move to the back, and so on. To add an extra level of challenge, the first student to write the noun phrase they hear under the correct preposition wins another point for their team. The team with the most points wins.

READY FOR GRAMMAR

1 Present simple and present continuous

1 Present simple

- To form the present simple of regular verbs, we use the infinitive without *to*. In the third person singular (*he*, *she*, *it*), we add *-s* to the end of the verb.
*She **sings** in a choir.*
*We **drive** to work.*
- To form negative statements, use *do not* / *doesn't* and the infinitive without *to*.
*They **don't understand** the question.*
*He **doesn't drive** a car.*
- To form questions, we use *Do (not)* or *Does (not)* and the infinitive without *to*.
***Does** the computer **work**?*
***Don't** I **know** you?*
- To give short answers, we use *do (not)* or *does (not)*.
*Yes, I/you/we/they **do**. No, I/you/we/they **don't**.*
*Yes, he/she/it **does**. No, he/she/it **doesn't**.*
- Some verbs have irregular forms in the present simple, e.g. *be*, *have*, *try*, *do*.

Use

The present simple is used:

- to talk about facts or things that are always true.
*Water **boils** at 100 degrees Celsius.*
- to describe permanent or long-term situations in the present.
*She **lives** in Brighton and **works** in London.*
- to talk about actions that happen regularly, such as routines and habits.
*I **get up** early on Saturdays and **run** by the river.*
- to express thoughts or feelings at the present moment.
*I really **want** to buy these shoes, but they cost too much.*

2 Present continuous

- To form the present continuous, we use the verb *to be* + *-ing*.
*I'm **working** from home.*
*She's **playing** tennis with a friend.*
- To form negative statements, we use the verb *to be* + *not* + *-ing*.
*He **isn't working** today.*
*They **aren't listening** to music.*
- To form questions, we use the verb *to be* + *-ing*. The subject comes after the verb *to be*.
***Am** I **doing** this right?*
***Is** it **raining**?*
- To give short answers, we use *to be* + *not*.
*Yes, I **am**. No, I'm **not**.*
*Yes, he/she/it **is**. No, he/she/it **isn't**.*
*Yes, you/they/we **are**. No, you/they/we **aren't**.*

Use

The present continuous is used:

- to talk about actions in progress when speaking.
A: Where's Sara?
*B: She's **taking** the dog for a walk.*
 - to describe temporary activities or situations in the present, including ones not taking place at the moment of speaking.
*I'm **learning** Chinese.*
*She's **spending** the summer in Milan.*
- NB An 'action' is when something happens, while a 'state' is when something stays the same. The present continuous is **not** used to describe states, with verbs such as *believe*, *belong*, *know*, *matter*, *prefer* or *seem*.
*Who **does** this scarf **belong** to?*
*Who **is** this scarf **belonging** to?*

Lead-in

Start the class by writing two sentences on the board:
I'm trying on these shoes to see if they fit. I always try on clothes before I buy them. Make sure students' books are closed. Invite students to identify the tenses in these sentences (present continuous and present simple). Put students into small groups to review any prior knowledge of these two tenses, then conduct brief class feedback.

Language focus

- After students complete the task, go over the answers as a class.
- Ask students to read the instructions and complete the task. If time allows, tell students to write an example sentence for a–e to check they understand the different uses of the two tenses. Monitor closely to check they are using the tenses accurately in their examples.
- Direct students to the **Ready for Grammar** section on page 202 (see TB6 and below). Alternatively, if your students are confident with the grammar, you could set this as homework and go directly to Exercise 4.
- Once students complete the task, they check their answers with a partner. In pairs, students then discuss whether they agree or disagree with the writer's views on the colour grey and why.
- Tell students to complete the questions in Exercise 6 individually. When going over answers as a class, elicit which tense students used for each question, and why, to reinforce their awareness of when we use each tense.
- Pair students up with a partner to ask and answer the questions. Encourage them to ask follow-up questions, which is a skill they need to practise for Speaking Parts 3 and 4. You may wish to do **Find someone who ...** on the **Teacher's Resource Centre** at this point.

READY FOR GRAMMAR

1 Present simple and present continuous

- Five of the following sentences contain mistakes with the present simple or present continuous. Find the mistakes and correct them.

- Even when it's hot, ~~they're liking~~ to wear long trousers rather than shorts. **they like**
- Perfume is getting very expensive at the moment. **correct**
- It's getting dark in here. Can you turn on the lights? **correct**
- Can you answer the phone? I can't. ~~I cook~~ dinner. **I'm cooking**
- ~~It's not mattering~~ what I say. He never listens. **It doesn't matter**
- Keep your voice down, please. The kids are having a nap. **correct**
- Quick – the thief ~~escapes~~ through the back door. Stop him! **is escaping**
- I don't know what it is, but something ~~is seeming~~ wrong about this situation. **seems**

- Read the answers and then complete the questions. There is an example at the beginning (0).

- Do **you want to go to the cinema?**
To the cinema? No, I want to go to the disco.
- How **(well) is Molly playing?**
Molly? She's playing very badly.
- What **bus does Megan take to work?**
To work? Megan takes the number 49 bus.
- Where **are Marek and Anna spending their summer holidays?**
Marek and Anna? They're spending their summer holidays in Grenoble.
- Do **you like high heels?**
High heels? No, I don't like them at all.
- Where **'s/is Robert working?**
Robert? He's working in a department store.

Go back to **page 7**.

Language focus Present simple and present continuous

1 SPEAK In pairs, read sentences 1–5 and decide if the underlined verbs are in the present simple or the present continuous.

- 1 I go to the hairdresser's at least once a month.
- 2 Sorry, I can't talk now – I'm packing my suitcase.
- 3 The sun sets in the west.
- 4 She still lives in the house she was born in 63 years ago.
- 5 He's reading *The Lord of the Rings* trilogy. He hopes to finish the second book this week.

2 Match sentences 1–5 in Exercise 1 to uses a–e below.

Use the present simple to talk about:

- a things that are always true. **3**
- b permanent or long-term situations. **4**
- c routines and habits. **1**

Use the present continuous to talk about:

- d temporary activities or situations. **5**
- e actions in progress at the present moment. **2**

3 Go to **Ready for Grammar** on **page 202** for rules, explanations and further practice.

4 Read the following social media post and choose the correct options.

GREY MATTER

As I sit here and write this post, I **(1) wear / 'm wearing** grey trainers made from wool and a grey cotton T-shirt. My desk and chair? Grey. My car? Yes, you guessed it – grey. As you can probably tell, grey is my favourite colour. My wife (thankfully) loves it, too. Some people **(2) find / are finding** this strange. They think that grey **(3) doesn't count / is not counting** as a colour. For them, grey is unexciting, boring – depressing, even. Okay, I **(4) don't say / 'm not saying** that I don't understand people's dislike of grey. It's not exactly a colourful colour. But, for me, there is so much to love. Grey **(5) looks / is looking** modern and professional, stylish and sophisticated. Stop and think: what colour **(6) do you associate / are you associating** with experience and responsibility? Grey, of course! As you can see, I could talk about grey all day, but, before I finish, I have a question for all my followers: right now my wife and I **(7) search / are searching** for the perfect pair of matching grey slippers to wear around the house. **(8) Does anyone have / Is anyone having** any suggestions?



5 SPEAK Do you agree with the writer's opinions about the colour grey? Why/Why not?

6 Complete each gap with the present simple or present continuous form of the verb in brackets. The subject is always **you**.

- 1 Do you listen (listen) to the radio in the morning?
- 2 When it's cold, do you wear (wear) a hat and gloves?
- 3 In general, do you prefer (prefer) your clothing to be fashionable or comfortable?
- 4 Are you watching (watch) any good TV series right now?
- 5 Apart from English, are you learning (learn) any other languages at the moment?
- 6 Do you know (know) anybody famous?

7 SPEAK In pairs, take turns to discuss the questions in Exercise 6. Ask follow-up questions.

Listening Part 1 Multiple choice

1 **1.1** Read question 1 and look at the three pictures. Then listen to and read the extract from the **Audioscript**. The underlined sections contain words or phrases which refer to pictures A, B and C. Choose the correct answer (A, B or C).

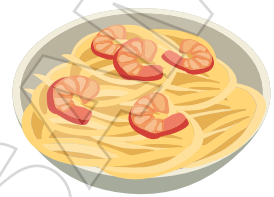
1 What does the woman decide to order?



A



B



C

Woman: I'm glad we decided to have Italian food. I really like this restaurant.

Man: Me too. What do you want to eat? If I know you, it'll be the pizza. That's what you usually have.

Woman: Yes, this one with mushrooms and peppers looks delicious. But then, well – this pasta with prawns looks really interesting, too. I don't often eat pasta.

Man: What about the risotto? You like rice.

Woman: It's true, but you know what? I think I'll have what I normally order.

Man: Okay, and I think I'll have that pasta you mentioned.

2

The correct answer is B. The line containing the answer is 'I think I'll have what I normally order,' which relates back to the line 'That's what you usually have.'

A is incorrect because the man suggests the risotto but the woman does not order it.

C is incorrect because the man decides to order the pasta, not the woman.

2 **SPEAK** Work in pairs. Compare and explain your answers. Say why the other two answers are incorrect.

3 **1.2** You will hear people talking in six different situations. For questions 2–7, choose the best answer (A, B or C).

What to expect in the exam

- In Listening Part 1, you answer seven questions by choosing the correct picture (A, B or C).
- For each question, you hear a short conversation between two people or just one person talking, e.g. a news report, a voice message or advertisement.
- As with all parts of the listening paper, you will hear distractors. The speakers mention things from all three pictures, but only one picture is correct.

2 How is the man getting to work today?



A

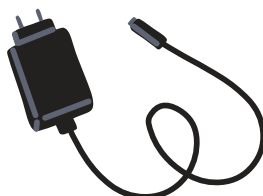


B



C

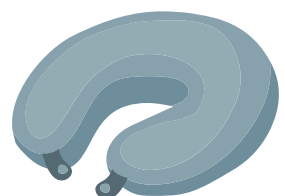
3 What has the woman lost?



A



B



C

Listening

- 1 **1.1** Go through the **What to expect in the exam** box with the class. Check understanding by asking a few questions (*How many questions are there?* (Seven); *How many pictures are there?* (Three); *How many people will speak in each recording?* (One or two people)). To simulate exam conditions, play the recording twice – remind students that in the exam they hear the recording twice. Explain that the first listening allows students to piece together the general idea (gist) of the recording. Encourage students to try and answer the question before playing a second time. During the second listening, students should

listen carefully to any information connected to the images to check if their answer is correct.

- 2 In pairs or small groups, have students discuss the answer and why the other options are incorrect.
- 3 **1.2** Since this is students' first attempt at Listening Part 1, work through Questions 2–7 one by one as a class. Pause after each question during the first listening and ask students to compare their answers in pairs. Then play the recording a second time without pausing for them to confirm their answers. If you think it would benefit students, direct them to the **Audioscript** on page 236 (see TB9) to check their answers.

Teaching tip

Students should make the most of *both* opportunities to listen to the recordings. To do this, first ask students to underline key words in the questions. They could also make a note of any key vocabulary related to the images. Next, tell students to think about what kind of information they might hear. During the first listening, students should listen for the main idea and choose

the best image. During the second listening, students check if their answer is correct.

Since this is the beginning of the course, it might be a good idea to go through the task step by step. Don't worry about going at a slower pace – students will be able to do tasks faster as they become more familiar with each exam part.

Extra activity

Project the audioscript or have students look at the audioscript in their books in pairs and find where each of the images in each question are mentioned and

why they are the incorrect or correct answers. This is good practice for them to identify distractors and pay attention to specific detail.

ADDITIONAL MATERIALS

Writing Part 1 Email

Read this email from your English-speaking classmate Clara and the notes you have made.

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

From: Clara
Subject: Party for Laura

Hi everyone,

As you know, our English teacher, Laura, is leaving the language school where we study. She has worked there for 12 years! Laura is an excellent teacher, so we should organise a party for her.

We could have the party at the language school or at a park. Which would be better?

Shall we all bring food to the party?

I think it would be nice to get Laura a special gift. What can we give her? I know her favourite colour is green.

I look forward to hearing your suggestions!

Clara

Great idea!

Tell Clara

Yes, ...

Suggest ...

Go back to **page 11**.

- 4 In small groups, students discuss what they would wear in the different contexts. To extend, students could think of some more contexts (e.g. at the gym, at

school, at a wedding or special celebration). Monitor to make sure students are recycling language related to clothing from the unit.

AUDIOSCRIPT

Listening Part 1 Multiple choice

▶ 1.1

M = Man W = Woman

1 What does the woman decide to order?

W: I'm glad we decided to have Italian food. I really like this restaurant.

Ex 1 M: Me too. What do you want to eat? If I know you, it'll
Q1 be the pizza. That's what you usually order.

W: Yes, this one with mushrooms and peppers looks delicious. But then, well – this pasta with prawns looks really interesting, too. I don't often eat pasta.

M: What about the risotto? You like rice.

Ex 1 W: It's true, but you know what? I think I'll have what I
Q1 normally order.

M: Okay, I think I'll have that pasta you mentioned.

▶ 1.2

2 How is the man getting to work today?

M: Hi, it's Mark. Sorry, but I'm going to be a bit late for our meeting this morning. As you know, I drive to work every day, but there's a problem with my car and I don't have time to stop by the mechanic's. I've just called for a taxi, but nobody can come to pick me up until 10 because of the big football match.

Ex 3 At this point, I think the best option is to go by bike.
Q2 According to the app on my phone, it takes 30 minutes to cycle to the office. I'll be there as soon as I can.

3 What has the woman lost?

M: You're still packing? We have to leave for the airport now.

W: I'm almost ready.

M: Oh no, please don't tell me you've lost your passport again.

W: Don't you have it? I remember handing it to you yesterday.

M: Ah! Yes, you're right.

Ex 3 W: It's my mobile phone charger. I can't find it
Q3 anywhere.

M: I've got an extra one. Let me see if I can find it.

W: Thanks. Okay, now I just have to fit this travel pillow into my suitcase. This one is actually getting a bit old. Maybe I'll buy a new one at the airport.

4 What T-shirt is the woman wearing in the photo?

M: I love this photo you chose for your social media profile. The T-shirt is perfect.

W: Thanks! I didn't plan on wearing that one at first. As you know, I usually wear plain white T-shirts, but I thought that would be a bit boring. So I looked through my closet for something more interesting. One of my favourites is a T-shirt with stripes, but I've heard that stripes don't look good in this type of photo. That's when I found this one with a picture of my favourite jazz singer and put it on for the photo. I think it says something about me – you know, about my personality.

Ex 3
Q4

M: Definitely.

5 What is the price of the newest smartwatch this week?

M: Mark here from Mark's Techshop in the Sun Valley shopping centre. Thinking about buying a new watch? If so, we've got an amazing offer for you. This week – and this week only – the latest smartwatch is just £200. That's right: it's £100 less than the usual £300 pounds. This newest model has it all – it monitors your health and sleep and you can use it to pay in shops. But, if that price is still too high, you'll be happy to know we've also reduced the price of last year's model to just £100. Don't miss this big sale!

Ex 3
Q5

6 Which magazine does the man decide to buy?

M: I think I'll buy one of these magazines to read on the train. Which one would you get?

Ex 3
Q6

W: I'd go for this one about cinema. There are always interesting film reviews to read. But you should choose the one you want.

M: My friend buys this magazine about cars. He usually gives it to me to read when he's finished, though. Maybe that's not the best one to choose. This food magazine looks really interesting – I love cooking – but it's mostly photos and there isn't much to actually read.

W: Well, there aren't any other options, so it looks like you're going to get the same one I'd buy.

M: Yes.

7 Why are the streets around the main square closed today?

W: Now for some local news. If you're planning to drive into the city centre, avoid all the streets around the main square. Today they're closed, like they were last weekend for the classical music concert, but this time it's for a big farmer's market. Head over there if you're looking to buy fresh fruit and vegetables. Talking of the main square, a political event for the local elections will also be held there next Saturday, so the streets will once again be closed to traffic. Moving on to sports ...

Ex 3
Q7

4 What T-shirt is the woman wearing in the photo?



A



B



C

5 What is the price of the newest smartwatch this week?



A



B



C

6 Which magazine does the man decide to buy?



A



B



C

7 Why are the streets around the main square closed today?



A



B



C

4 **SPEAK** Work in pairs. What kind of clothes would you wear:

- to a dinner at a nice restaurant?
- for a professional office job?
- on an airplane?
- at a farmer's market?
- for a professional photograph?
- to a concert?



Language focus Adverbs of frequency

- 1 Look at sentences from the listening and underline the correct alternative in the rules 1–4 below.

I usually wear plain white T-shirts.

- 1 Put adverbs of frequency before / after most verbs.

There are always interesting film reviews to read.

- 2 Put adverbs of frequency before / after the verb *be*.

I don't often eat pasta.

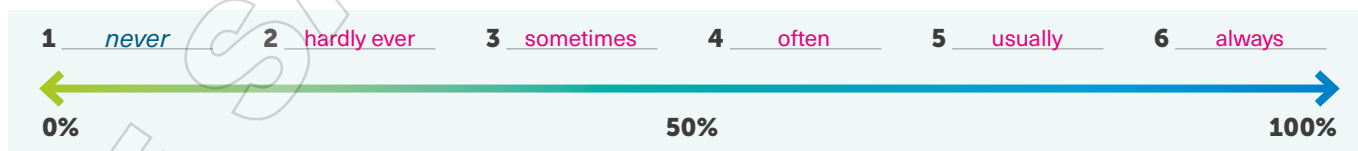
- 3 Put adverbs of frequency before / after auxiliary verbs.

I drive to work every day.

- 4 Put longer adverbial phrases at the end / in the middle of the sentence.

- 2 Adverbs of frequency say how often something happens. Put the adverbs in the box into the correct place in the continuum.

always hardly ever never often sometimes usually



- 3 Go to **Ready for Grammar** on **page 202** for rules, explanations and further practice.

- 4 **SPEAK** Work in pairs. Talk about how frequently you do the following things:

- buy new clothes
- clean your car
- ride a bike
- play chess

Language focus

1 Tell students to read the instructions and complete the adverbs of frequency rules. Go over the rules after each sentence 1–4. If time allows, ask students to write an example sentence for each rule.

2–3 After students complete the task, go over the answers and check pronunciation of the adverbs. To review the adverbs, tell students to close their books

and write them in the correct order from 0% to 100% for additional spelling practice. Direct students to the **Ready for Grammar** section on page 202 (see below). Alternatively, if you feel they have a good grasp of the grammar, you could assign this as homework.

4 Pair students up to discuss how often they do the activities. As a follow-up activity, students could think of some more activities to see how frequently their partner does these activities.

READY FOR GRAMMAR

1 Adverbs of frequency

We use adverbs of frequency (*always, usually, often, sometimes, hardly ever, never*) with the present simple to describe how often an action takes place.

1 never	2 hardly ever	3 sometimes	4 often	5 usually	6 always
←					→
0%		50%			100%

We put adverbs of frequency:

- after auxiliaries.
*I don't **usually** watch the evening news.*
- before the main verb.
*At the weekend, we **often** eat out with friends.*
- after the verb to be.
*This type of product is **hardly ever** on sale.*

We can also put *usually* and *sometimes* at the beginning of a clause when we want to emphasise the frequency.

***Sometimes** I read the news on the train to work.*

Longer adverbial phrases (*all the time, once in a while, once a day/month/week/year, every day/week/month/year*) are also used to talk about how often something happens. We put these at the end of a clause.

*I have trouble sleeping and I feel tired **all the time**.* (always)

*The host interviews a new guest **every week**.* (all the weeks of the month/year)

*I like to walk home from work **once in a while**.* (sometimes, but not often)

1 Adverbs of frequency

1 Read the inspirational quotes and underline the correct alternative.

1 To keep the doctor away, eat healthy food <u>usually</u> / <u>every day</u> .	2 Fashion is like food - <u>always</u> / <u>sometimes</u> it's good to try something new.	3 Work <u>always</u> / <u>all the time</u> comes before success – except in the dictionary.	4 In life, the journey is <u>often</u> / <u>once a week</u> more important than the destination.	5 Someone comes into your life <u>never</u> / <u>once in a while</u> and you can't live without them – that's love.	6 To truly relax, take a long walk <u>usually</u> / <u>every week</u> .
--	--	--	---	--	--

2 Complete sentences 1–8 by writing the adverb or adverbial phrase in brackets in the correct gap. In two of the sentences, both gaps are possible.

- We never wash _____ coloured and white clothing together in the washing machine. (*never*)
- _____ she/She always arrives on time. (*always*)
- Sometimes he/He sometimes wears a scarf in winter. (*sometimes*)
- Do you _____ check your email every day ? (*every day*)
- I am hardly ever home in the morning _____. (*hardly ever*)
- At school, they are _____ in trouble all the time. (*all the time*)
- Usually the/The shop doesn't usually allow customers to return sale items. (*usually*)
- My company _____ lets me work from home twice a week. (*twice a week*)

Go back to **page 10**.

Lead-in

Ask students how often they write informal emails, who they write them to and what they are usually about. You could use this opportunity to see what they know about the conventions of an informal email, for example, *How do you begin and end an informal email in English? Should you use formal or informal language?*

Writing

- 1 Tell students to look at the email task and answer the questions. Discuss the answers as a whole class.
- 2 Ask students to underline or highlight any information that answers the four notes. Put them into pairs to compare their answers and see if they chose the same parts of the text.

3-4 After students complete the task, ask them to add more phrases to the table. Challenge them to think of another phrase for each of the columns in the table and then conduct class feedback.

5 Discuss the **How to go about it** box with the class. Next, tell students to look at the **Additional materials** on page 196 (see TB8) to complete the Writing Part 1 task. They can also refer to the further information about writing emails on pages 192–193. As a follow-up, you could show students the sample answer below. Ask them to find five errors and discuss whether the candidate has answered all of the points fully and has used the conventions of writing an informal email that you discussed at the beginning of the lesson. You could then show students the examiner comments.

Teaching tip

To use the correct register (formal or informal language) in their email, students need to identify who has written the email in the Part 1 task. Explain to students that they should read the instructions above the email carefully. For example, this email is from an 'English-speaking classmate'. This information lets

students know they should use informal language. An email 'from your English teacher' lets students know they should use more formal language. Discuss various formal and informal contexts as a class (e.g. an email from a teacher, a close friend, the owner of a shop, a classmate).

Sample answer

Hi Clara,

Thank you for write. I believe a party is perfect way to goodbye to Laura.

Since we cannot eating food or playing music in language school, I believe park is better option. There we no worry about make noise and bother other classes.

Yes, let's all bring thing to eat or drink. Shall I bring fizzy drinks?

As for the gift, what about football jersey from our city team? There are green ones and I believe Laura is big fan of team.

Write me soon.

Mila

[88 words]

Examiner comments

Content: All the content is relevant and the writer addresses all four points.

Communicative achievement: The writer follows some of the conventions of an informal email, e.g. opening and closing phrases. She communicates straightforward ideas and she provides reasons for her suggestions (*Laura is big fan of team* to justify buying a football jersey), and uses some functional language effectively (*let's all bring; Shall I...?; what about...?*). However, the register is a bit too formal at times (*I believe, cannot*).

Organisation: In general, the different parts of the email are connected and there is a logical progression. She does a good job of using paragraphs and

introducing each point by referring to the input email (*Yes, let's ...; As for the gift, ...*). Although she uses hardly any linking words, she is able to connect many of her sentences naturally using referencing (*There = park, ones = football jerseys, team = the city team*).

Language: Although she overuses some lexis (*I believe*), the writer uses a good range of everyday vocabulary (*perfect way, play music, bother other classes, fizzy drinks, football jersey*). There are a number of errors (word choice, omitted articles and verb tenses) and some of these are with simple grammatical structures, such as the present simple. As a result, there is a lack of clarity at times.

Mark: Pass

Writing Part 1 Email

1 Read the Writing Part 1 task below and answer the questions.

- Who are you writing to? **to your English-speaking friend Marc**
- Why are you writing? **to make plans with Marc for tomorrow.**
- What information do you have to include in the email you write?
- How long should your email be? **about 100 words**

3 You must: 1) agree to meet Marc; 2) say whether you prefer going to the shopping centre or the High Street in the city centre; 3) suggest which friends to invite; 4) thank Marc for inviting you to the cinema and explain why you can't go.

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

From: Marc
Subject: New clothes
Hi,
It's been a week since I last saw you, so I thought it would be nice to meet up tomorrow.
As you know, I need to buy some new clothes for work. We could go to the shopping centre or the High Street in the city centre. Which do you prefer?
Maybe some other friends could come with us. Who should we invite?
In the evening, we could go to the cinema if you're free. Let me know!
Marc

Agree.

Say which

Suggest ...

Thanks, but ...

Reply to Marc using all the notes. Write your email in about 100 words.

2 Read the following answer. Does Sergio respond to all the notes? **Yes**

Hi Marc,
Thanks for writing. Yes, let's meet up tomorrow evening after I finish work.
It's true – I remember you wanted to buy a new suit to wear to the office. I need some new clothes, too. Maybe I'll look at shirts. Mine are all a bit old. You asked about where to go. Personally, I like the shopping centre better. It has more variety.
It's been a long time since I saw Lucas. Why don't we invite him?
About the cinema, I'm sorry, but I can't go. I have plans with my girlfriend.
Bye for now.
Sergio

3 Add the underlined expressions from the model answer to the table below.

Responding to an email	Making suggestions	Ending an email
<u>Thanks for writing.</u>	<u>let's ...</u> <u>Why don't we ...</u>	<u>Bye for now</u>

4 Add the following expressions to the table in Exercise 3.

Shall we ...?	Nice/Good/Great to hear from you.
See / Talk to you soon.	Thanks for your email.
Take care.	You/We could ...

4

Responding to an email:
Nice/Good/Great to hear from you.; Thanks for your email.

Making suggestions: *Shall we ...?; You/We could ...*

Ending an email: *See/Talk to you soon.; Take care.*

5 Read the information in the *How to go about it* box. Then go to the **Additional materials** on **page 196** and do the Writing Part 1 task.

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

How to go about it

- Read the email and think about these questions:
 - Who are you are writing to?
 - Why you are writing to this person?
 - What four points do you have to include in your response?
- Plan your email. Think about what you want to say, and in what order. It's easier to write your email if you decide what you want to say first.
- Don't copy words and phrases from the input email.

Reading Part 5 Multiple-choice cloze

- 1 Read the following text, ignoring the gaps for the moment. What kind of business did Iman Abdulmajid start? **a cosmetics company**
- 2 Now read the text again. For questions 1–6, choose which answer (A, B, C or D) best fits the gap.

How to go about it

- First, read the text quickly to get a general idea of what it's about.
- Read each sentence with a gap, paying close attention to the words that come before and after the gap. Choose the word that best fits.
- Before you finish, read the whole text again to check that all your answers make sense.



A Model Businesswoman

Iman Abdulmajid is a world-famous model and businesswoman, but she didn't always (1) **B** of working in the fashion industry.

Iman is originally from Somalia, but she (2) **A** university in Kenya, where she studied political science. One day, a well-known fashion photographer stopped her on the street. Soon after, she moved to New York, where she quickly became a supermodel. In 1992, she married British singer David Bowie. However, Iman was not satisfied with being famous and (3) **C** beautiful clothes. She decided to create her own cosmetics company, which makes a (4) **D** range of beauty products for women with all skin colours. It is now a successful global brand.

For many years, Iman has been (5) **A** in charity work, helping to raise millions of dollars. At the (6) **D**, she is supporting the CARE association in its fight against world hunger.

- | | | | |
|---------------------|----------------|------------------|-----------------|
| 1 A imagine | B <u>dream</u> | C hope | D wish |
| 2 A <u>attended</u> | B went | C joined | D made |
| 3 A putting | B dressing | C <u>wearing</u> | D fitting |
| 4 A deep | B long | C high | D <u>wide</u> |
| 5 A <u>involved</u> | B concerned | C decided | D accepted |
| 6 A point | B instant | C minute | D <u>moment</u> |

Vocabulary Prepositions of time

- 1 Complete the sentences with **at**, **in** or **on**.

- 1 In Europe, the longest day of the year is always **in** the month of June.
- 2 After a 35-year career in fashion, Pavel plans to retire **at** the end of the month.
- 3 **In** the rainy season, the river rises by 1.5 metres and covers the surrounding fields.
- 4 According to the website, the library is busiest from 11 am to 2 pm **on** weekdays.
- 5 Attention all customers: the shop will close **in** half an hour.
- 6 When you all speak **at** once, I can't understand anything!
- 7 I bought this dress to wear **on** my birthday.
- 8 Traditionally, they break for tea and biscuits **at** midday.



Language focus Present simple and present continuous

Underline the correct alternatives.

- 1 A: Has your son found a flat?
B: Not yet. For now, he stays / 's staying with a friend.
- 2 A: Does the university have a good French department?
B: Yes, it does. We teach / 're teaching a range of levels every year – from beginner to advanced.
- 3 A: Which one is Simon?
B: That's him over there – the one who waits / is waiting in line to buy tickets.
- 4 A: Do you always wear trainers to work?
B: No, not usually, but right now I wear / 'm wearing them to help with the pain in my back.
- 5 A: Are your children musical?
B: Yes, they play / 're playing the piano very well, and this year they're also learning to sing.
- 6 A: Where are you?
B: I sit / 'm sitting on a bench outside that shoe shop we like.
- 7 A: How do you get around the city?
B: On foot or by public transport. We don't own / 're not owning a car.
- 8 A: Do you have time to help me organise these files?
B: Sorry, but I leave / 'm leaving the office now. Maybe tomorrow?

Writing Part 2 Article

You see this announcement in an online English-language magazine.

Articles wanted!

New clothes

- Do you like shopping for new clothes?
- Do you think people feel different when they wear new clothes?

Write an article answering these questions. The best articles answering these questions will win a prize.

Write your article in about 100 words. Please go to the Teacher's Resource Centre for a Sample answer with Examiner comments for this Writing task.

For more information on writing articles, see [page 195](#).

Pronunciation /ʊ/, /u:/ and /ʌ/

1 Match the words from the Listening Part 1 task on pages 8–9 to their correct pronunciations. There is an example at the beginning (0).

come cook food good just move put sun true

/ʊ/

0 /kʊk/ cook

/u:/

3 /fʊd/ food

/ʌ/

6 /kʌm/ come

1 /gʊd/ good

4 /mu:v/ move

7 /sʌn/ sun

2 /pʊt/ put

5 /tru:/ true

8 /dʒʌst/ just

4

/ʊ/: wool, look, pull, could, bull, bush

/u/: juice, blue, soup, lose, suit, shoe

/ʌ/: country, colour, glove, cut, touch, nothing

2 **1.3** Listen and repeat the words with the /ʊ/, /u:/ and /ʌ/ sounds.

3 Which vowel sound – /ʊ/, /u:/ or /ʌ/ – is longer than the other two? /u:/:

4 **SPEAK** Work in pairs. Play the game and find three paths across the river.

Cross the river

There is one path for words with /ʊ/ sounds, one for words with /u:/ sounds and one for words with /ʌ/ sounds. Say the words out loud as you play.

wool /ʊ/	balloon	study	juice /u:/	front	through	country /ʌ/
June	look	up	number	blue	colour	too
sugar	bus	pull	soup	full	glove	look
summer	nut	lose	could	soon	foot	cut
would	suit	summer	bull	does	touch	boot
shoe	must	young	bush	who	wolf	nothing

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Pronunciation

1 Hearing the difference between the vowel sounds /ʊ/, /u:/ and /ʌ/ can be challenging. Make sure you give students plenty of opportunities to practise producing and identifying these sounds. Write /ʊ/, /u:/ and /ʌ/ on the board and review each of the sounds. Then ask students to complete the task.

2 **1.3** Play the recording so students can do some controlled practice, drilling any problematic words as necessary.

3 In pairs, discuss which vowel sound is the longest (/u:/). Explain to students that this sound doesn't exist in many other languages, so it may be a difficult sound for them produce. Encourage students to record themselves saying words with the target sounds, then listen back and try to improve the accuracy of their pronunciation.

4 As small groups play the board game, monitor to check students' pronunciation, noting any words to review at the end of the class. Be sure to end each session on a positive note by telling students which words and vowel sounds they could pronounce well.