

# 1 All about me!

## Unit objectives

PET TOPICS	personal identification, school
GRAMMAR	present simple and present continuous, <i>-ing</i> forms
VOCABULARY	words to describe selves, likes and dislikes and school
READING	Part 2: matching personal descriptors with short texts Part 5: gap-filling
WRITING	Part 2: notes and emails
LISTENING	Part 4: true / false questions
SPEAKING	Part 1: giving personal information

## Giving personal information

### Reading

#### Part 2

- 1 Introduce the idea of e-pals and ask students if they've got one or if they have ever thought of having one. Which country would they like an e-pal from? What kind of information could they write about themselves? (e.g. family, home, school, hobbies and interests). Make a list on the board. Students read about Mark to see if he wrote about any of the topics suggested on the board.
- 2 Ask them to read the text about Mark again and then, without looking, try to remember information about him. Get them to cover the text and see if they can answer the questions about him in pairs without looking at the text.

#### Answers

Age? 14  
 From? Canada  
 School? High school  
 Favourite lesson? Art  
 What does he like doing in his free time? drawing, using his computer, writing songs on his guitar  
 What sort of person is he? friendly, tidy

- 3 Ask students to describe the two pictures to each other in pairs. Put any key words on the board, e.g. *tidy / untidy*. They then decide which room is Mark's. Ask them to give reasons e.g. *I think Mark's room is B because it is tidy and there aren't many books on the shelves. Also there is a guitar and paper and pens for drawing. I don't think it's A because Mark is tidy and doesn't like football.*

#### Answer

Mark's room is B.

- 4 Students underline the details and then decide which of the three people is the most similar to Mark. Which one would be the best e-pal for him? (Cris)

#### Answers

Tom: sending emails, playing computer games  
 Cris: someone who's lived in a different country, writing music, being a member of a band  
 Sam: someone who is friendly and loves animals

#### Exam task

- 1 Read the Exam tip with the students and remind them that the classmates' requirements must match the e-pals' details completely. As in the previous practice exercise, they should be able to underline three pieces of matching information in each answer they choose. Remind them that they won't necessarily find the answer by 'wordspotting', i.e. matching the same words in the people descriptors and in the short texts.

#### Answers

- 1 F
- 2 C
- 3 H
- 4 E
- 5 D

#### Further practice

When they have finished the exercise, ask students what they would write about themselves. Get them to discuss it in pairs, and then write a few lines about themselves and their hobbies and interests. Mark describes himself as friendly. Which positive adjectives would they use to describe themselves? Here are some examples – can students add any more?

creative    kind    confident  
 easy going    cheerful    sociable  
 generous    honest    reliable  
 patient    positive    polite

See the Workbook and CD ROM for further vocabulary practice.

## Being at school

### Listening

#### Part 4

- 1 Read through the words with the students and check pronunciation. Let them work in pairs to classify the words. When students have finished the exercise, see what they can add to the lists, e.g.  
 Subjects: physics, chemistry, sport  
 Sports facilities: gym, athletics field  
 Rooms: staff room, IT room, art room

Check that they can spell the words correctly, and that they note down new words in a vocabulary record book. A few spellings can be given at the beginning of each lesson, as part of a review.

**Answers**

Subjects: history, maths, biology, languages, geography, IT  
 Sports facilities: tennis courts, swimming pool, football pitch  
 Rooms: office, canteen, hall, reception, science lab, library

- Students work in pairs to describe their school. Monitor and go over any mistakes at the end of the activity.
- 02 Read through the words in the chart with the students and check they understand what they have to do. Play the CD.

**Answers**

	☺	☹		☺	☹
canteen		✓	art room	✓	
gym	✓		science lab		✓
playground		✓	garden	✓	
swimming pool	✓		Sarah's classroom	✓	

**Recording script**

The first school that I attended until I was 11 was quite small. I remember we used to go in the front door, into a long corridor with rooms on either side. The first room on the left was the science lab. I didn't look forward to going there as I was no good at science then! The room next door was my classroom, a lovely bright room with yellow walls, and a door that went outside into the garden. I was always happy when we could go out there. At the end of a path was the canteen. Nobody really liked eating in there, including me – it was always quite dark. Opposite my classroom, on the other side of the corridor, was my favourite place, the art room. It was just next to the gym, where I used to love going to classes. The door from the art room went into a playground. I often fell over there when I was playing, so I was never very fond of it! And even though we were a small school, we had our own swimming pool beyond the playground. That was always our reward for working hard, at the end of a summer afternoon!

- 02 Play the CD again. Students check their answers in pairs before you check answers as a class.

**Answers**

- incorrect
- incorrect
- correct

**Further practice**

Ask students to work in pairs and talk about the different rooms in their school. They should say which ones they like or don't like and why. Monitor as they are working, helping where necessary.

- Check students understand the words in the exercise. Students work in pairs to complete the exercise. Check answers as a class.

**Answers**

attend classes each day	perform on stage
work hard	hand in homework on time
get good grades	go on school trips
wear a uniform every day	pass exams
play football for the team	eat a packed lunch
go to an after-school club	arrive late for school

- 03 Ask students *Do you wear a uniform to school? Do you have to arrive at school on time? Do you have to play games or do gym?* Students listen and find out about Sarah.

**Answers**

- incorrect
- correct
- incorrect

**Recording script**

We go to school from 8.00 a.m. to 2.30 p.m. every day, with an hour off at 12.00 when we eat our lunch. We have to attend classes every day unless we're sick, and we have to get good grades if we can. But we don't have to wear a uniform – we can wear our own clothes. We have to hand in homework on time, and our teachers always tell us we should do things outside of school, too – like join an after-school club, or play football. And one very important thing – we mustn't arrive at school late!

- After the students' discussions in pairs, elicit a few examples from different pairs to write up on the board. Try to elicit a sentence with each verb to write on the board.

**Exam task**

- 04 Read through the Exam tip with the class. Encourage them to use the time they are given in the exam to read through the questions. They should underline important words to help them listen for the correct information.

**Answers**

- A Jake says that because it wasn't finished before the summer holidays, *he didn't know what it'd be like*.
- B Although Holly thinks the old hall was quite old, Jake liked it because of all the people that studied there, so he was *sad when they decided to build a new one*.
- B Holly thought she'd miss it, but they didn't use it very much anyway, so it's been OK.
- A Holly says the heating cost a lot to install but *it'll definitely be worth it*.
- B Jake says he doesn't know if classical music *is really for me*.
- A Jake will consider it if Holly goes, and *she wouldn't miss it for anything*.

### Recording script

Look at the six sentences for this part.

You will hear a conversation between a boy, Jake, and a girl, Holly, about a new hall at their school.

Decide if each sentence is correct or incorrect. If it is correct, put a tick in the box under A for YES. If it is not correct, put a tick in the box under B for NO.

Now we are ready to start. Listen carefully. You will hear the recording twice.

- Holly Hi, Jake! What do you think of the new school hall?
- Jake Hi, Holly. Well, it's much bigger than I'd expected. I mean, before the summer holidays the inside wasn't finished at all so I really didn't know what it'd be like, or whether it'd ever be ready to use.
- Holly Mm, and I must say, our old school hall was quite old, wasn't it? My mum studied at our school, too, so she even remembers the hall from when she was here!
- Jake Mm, my dad does too, and that's one reason why I liked it – just remembering all those people who'd been in the hall before us. I was a bit sad when they decided to build a new one, to be honest.
- Holly Hm, I know what you mean. And I thought I'd miss the bit of the sports field that they built on, but actually we didn't use that area very much, so it's been OK.
- Jake Yeah. Anyway, they've used different materials to make the building environmentally friendly. It's even heated by the sun, isn't it?
- Holly Yes, although according to my mum that system cost a lot to install – but it'll definitely be worth it.
- Jake Right.
- Holly Anyway, there's going to be a great concert next week. A really famous guitarist is coming, and the school musicians are going to play with him. Have you got tickets?
- Jake My parents have bought some, and they'll really enjoy it. It's all classical music, isn't it? That's their favourite. I don't know if that's really for me, though.
- Holly Well, there'll be lots more events coming along. I mean, you can play rock guitar, can't you? There'll be a concert in the hall soon – they're already asking for students to join in.
- Jake Really? I might consider that, then – if you promise to go, too! You've got a great singing voice!
- Holly Oh, I've already put my name down – I wouldn't miss it for anything!

## Speaking

### Part 1

- 1 Check students' answers before they ask and answer the questions in pairs. Then as a whole-class activity, give students a question number and get them to choose other class members and ask the questions.


#### Answers

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

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- 2 Choose students to say the letters. Ask others if they are correct. To help them remember the correct pronunciation, ask students to group the letters by sound:

A J C G B E P I Y W

- 3  05 Students work in pairs to spell out the names. Then play the CD so they can check their answers. Ask individuals to spell out the names after they have listened. Help students correct each other.

### Recording script

- 1 S-M-I-T-H  
 2 J-O-H-N-S-O-N  
 3 W-Y-A-T-T  
 4 G-O-R-D-O-N

- 4  06 Students listen and write down what they hear.

#### Answers

- 1 Mr Broadstairs  
 2 Mrs Pemberton  
 3 John Faulkener  
 4 Gary Jessel  
 5 Jill Mearham  
 6 Mrs Delahaye

### Recording script

- 1 Mr Broadstairs – B – R – O – A – D – S – T – A – I – R – S  
 2 Mrs Pemberton – P – E – M – B – E – R – T – O – N  
 3 John Faulkener – F – A – U – L – K – E – N – E – R  
 4 Gary Jessel – J – E – S – S – E – L  
 5 Jill Mearham – M – E – A – R – H – A – M  
 6 Mrs Delahaye – D – E – L – A – H – A – Y – E


- 5 Spell out your surname to the class for them to write down. Students work in pairs to write down all the words. Choose a few students to spell out their partner's details to the class.
- 6 Encourage students to develop their answers to questions in Part One of the Speaking Test, rather than just giving short answers. Remind them that the examiner can only judge their English on what they actually say in the test, so they must speak as much as they can.

#### Answers

Question	A	B
Do you like English?	Yes	The grammar is difficult, though.
Where do you live?	Italy	In a small town called Chiavari.
Tell us about your English teacher	Her name's Tina.	She's young and friendly, and she makes us laugh.
What do you enjoy doing in the evening?	Watching TV.	My favourite programmes are music shows.
Tell us about your family.	There are three of us.	My mum's a nurse and my dad works in an office.

- 7 This exercise works on encouraging students to develop their answers as fully as they can, e.g. *I'm from Madrid in Spain. Madrid is the capital of Spain and it's a beautiful city.*

### Exam task

 07 Read the Exam tip with the class. Play the first question and pause the CD. Ask different students to respond. Encourage them to develop their answers as much as possible. Continue with the rest of the questions in the same way. Write up any useful phrases or vocabulary on the board.

### Recording script

- 1 Where are you from?
- 2 What are you studying?
- 3 Where do you live?
- 4 What do you do in your spare time?
- 5 Tell me about your family.
- 6 What did you do last Saturday?

### Further practice

Write the questions on the board and ask students to work in pairs to ask and answer them.

## Grammar

### Present simple & present continuous

- 1 Either ask the students to refer to the Grammar reference on page 78 before they do the exercise or to use it to help them check their answers after they have finished.

#### Answers

- 1 routines – things we do every day
- 2 things that are happening now
- 3 the present continuous

- 2 Tell students they should read through the complete text before they start the exercise. Give them three minutes to read it through silently. Tell them not to think about choosing the correct words at this stage – they should only try to understand the gist of the text. Ask them to say what it is about (what Amy is doing at the moment). Students then read it again and make their choices. They can compare their answers with a partner before you check as a class. Choose students to read whole sentences aloud.

#### Answers

These are the correct forms:

- 1 I'm sitting
- 2 watching
- 3 I watch
- 4 I get
- 5 I'm trying
- 6 I'm writing
- 7 Mum's cooking
- 8 she usually makes
- 9 she never has
- 10 we're working and studying

- 3 Monitor as students discuss what is happening in Amy's house now. Then suggest some verbs to help students describe what might be happening now or what happens regularly in their house or school.

sit	watch	cook	read
talk	go	eat	look
listen	visit	meet	wear

Get them to also make some negative sentences, and ask their partner questions, e.g. *What are you doing in the classroom at the moment? I'm not writing a diary. I'm talking to you. Say Amy is talking about a Friday evening. What do you usually do then?*

- 4 Students correct the sentences individually. Before they do the exercise, remind them that we use the present continuous to talk about what is happening now or to talk about a plan for the future. The present simple is used to talk about routines or habits and is used with those verbs which are stative, i.e. cannot be used in the continuous.

### Answers

2 plan 3 I want 4 I have 5 I love 6 finishes

See the Workbook and CD ROM for further practice on these tenses.

### -ing forms

- 5 Students decide which words mean *like* and *dislike*, then add the prepositions to the other words. Suggest that they learn the adjective plus preposition combinations.

### Answers

#### Box One

+: like, don't mind, quite like, love, look forward

-: can't stand, dislike

**Box Two** afraid of interested in look forward to worried about fond of

- 6 Point out the verbs used after these words take the *-ing* form or a preposition plus *-ing* form.

### Answers

- 1 going
- 2 to getting
- 3 in learning
- 4 cycling
- 5 at making
- 6 about failing

See the Workbook for further practice.

### Further practice

Ask students to make sentences about themselves using the verbs.

To give them prompts to talk about, you could write examples like the following on the board or on cards between pairs:

playing football	eating ice cream	getting low marks in class
studying history	going to museums	walking home in the rain
learning to drive	getting up early	arguing with friends
cooking	helping with housework	cleaning my room
getting home late	travelling alone by bus/on a train	remembering my friends' birthdays

## Reading

### Part 5

- 1 Get students to look carefully at the sentences in the exercise, as they often find it difficult in a Part Five to fill gaps at the beginning of a sentence. If they find this difficult, look at how the sentence would have to change if the alternative word was used in the sentence, e.g. in number 1 *Although* instead of *Because* (with *Although* we need an opposite idea in one clause, e.g. *Although I enjoy school, I don't look forward to going every day.*). This will help to show the differences.

#### Answer

- 1 Because
- 2 Unless
- 3 If
- 4 However
- 5 Although
- 6 Despite

- 2 Students complete the exercise and then compare with a partner. Check answers as a class.

#### Answers

- 1 Because
- 2 Although
- 3 However
- 4 If

#### Exam task

Remind students to read through the whole text before beginning to answer the questions. Students work alone to complete the task. Allow them 15 minutes. Check answers as a class.

#### Answers

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

- 3 Students work in pairs to answer the questions. Encourage them to give detailed answers. Monitor as they are speaking, helping where necessary. Ask the class how many of them would like to go to such a school.
- 4 Discuss as a class. Elicit differences from the class.



**CLIL** Ask students to do some research into what school was like in the past in their country. It could just be one or two generations back, i.e. parents and grandparents.

Ask them to see what they can find out from the Internet, and also from interviewing people in their family on different aspects of school life then, e.g. how they travelled to school, their classrooms, the subjects they studied, what their teachers were like, and how severe they were. Families may have some old photos of local schools that could be scanned into the computer. Any photos or pieces of writing that the students do can then be made into a wall display, which will be useful for practising use of the past tense, particularly *used to*.

## Writing

### Part 2 – Notes & emails

- 1 Ask students to read through the note in pairs first and summarise what they have read, then answer the questions to test their understanding.

#### Answers

- 1 The note is to Jennie.
- 2 The note is from Samantha.

- 2 Students now match two of the verbs in the box with the information in the note.

#### Answers

apologising, explaining, inviting (The writer is apologising that she couldn't go to the party, explaining why she couldn't go and inviting Jennie to her house.)

- 3 Students read the note again and extract the correct phrases. You could then ask students to look at page 86 to find out more about this part of the exam.

#### Answers

Explaining I wasn't very well, so I had to stay at home.  
 Inviting Would you like to come ...

- 4 Using the verbs in Exercise 2, students match them to the sentences.

#### Answers

- 2 thanking
- 3 advising
- 4 describing
- 5 warning
- 6 suggesting
- 7 apologising
- 8 inviting
- 9 explaining

#### Further practice

As a follow-up, get each pair of students to write down another example for each of the verbs. They could then read them to another pair, who have to identify which verb it is an example of.

- 5 Elicit a couple of examples from the class. Then in pairs, they write their own examples. Choose pairs to read their notes aloud.

#### Suggested answers

- A I'm sorry I couldn't meet you yesterday, but unfortunately I fell off my bike on the way to school in the morning and I hurt my leg.  
 Would you like to go to the cinema tomorrow? There's a good film on.
- B I went shopping yesterday and I bought a great skateboard with a picture of a lion on it. It's really cool! Let's go to the skatepark at 5.00 today, shall we? Then I can try it out!

#### Linking words

- 6 Elicit examples with each linking word to make sure students understand them. Students complete the exercise in pairs. Check answers as a class.

#### Answers

- 2 I arrived home and (I) opened the door.
- 3 I shouted hello but no one was at home.
- 4 I was hungry so I made myself a sandwich.
- 5 My sandwich wasn't very nice because I'd put lots of salt in it.
- 6 I wanted to make toast but I'd used all the bread.

#### Further practice

Ask students to write some pairs of sentences that need linking words in pairs. Choose pupils to write their sentences on the board and for the class to suggest the linking word.

- 7 Students work individually to complete the sentences before checking as a class.

#### Answers

- 1 so
- 2 and
- 3 because
- 4 but
- 5 Although
- 6 Despite

#### Beginnings & endings

- 8 Go through the phrases pointing out that some phrases you would only use with friends, but some are more formal and could be used to e.g. a teacher. The more formal ones are *Dear Jan* and *Best wishes*. Explain to students that these notes are shorter than the usual length required for Part 2 – they are just practising beginnings and endings of notes here. Get them to think about their answers in pairs before they put anything in writing.

#### Suggested answers

- 1 Dear Mrs Smith,  
 I'm sorry but I can't come to class today because I'm sick.  
 Best wishes,  
 Ben
- 2 Hi Sam,  
 I think you borrowed my sunglasses yesterday – could I please have them back?  
 Thanks,  
 James

#### Punctuation

- 9 Read through the Exam tip with the class. Ask them to explain when we use a full stop (at the end of a sentence). Ask *What do we use at the end of a question?* (a question mark). *When do we use a capital letter?* (at the beginning of a sentence and for names)

Ask students to read through the letter first and then add the punctuation. They can check with a partner before you check as a class. Finally, point out the use of commas in this note.

#### Answer

Hi Robyn,  
 I'm sorry, but I can't come to the cinema tomorrow. I have to go to the dentist. I'd forgotten all about it until my mum reminded me. I don't think I'll be home in time for the film. My appointment's at two o'clock and the film starts at three, doesn't it? Maybe we could go on Saturday instead. What do you think? Let me know.

See you soon,  
 Jennie.

#### Exam task

Read through the Exam tip with the students. Then read through the Exam task. Ask students questions (they can imagine the answers):

*Where did you buy the poster?*

*What is it a poster of?*

*When can I come and see it?*

This should help them write a complete answer.

#### Sample answer

Hi Jan,  
 Guess what? I've bought a new poster for my room! I got it in town yesterday.

It shows my favourite rock band performing at a concert – it's really cool! Could you come round tomorrow and see it? That would be great!

See you then,  
 Samantha

# 2 Winning & losing

## Unit objectives

PET TOPICS:	sport, hobbies and leisure
GRAMMAR:	review of past simple and past continuous tenses
VOCABULARY:	sports, phrasal verbs with <i>in</i> , verb-noun collocations
READING:	Part 3: true/false Part 5: choosing the correct words
LISTENING:	Part 3: focus on numbers
WRITING:	Part 3: evaluating a letter, writing a story
SPEAKING:	Part 2: phrases for agreeing and disagreeing

## Sport

## Reading

### Part 3

- 1 In pairs or small groups, ask students to look at the pictures on page 14 of Olympic sports and name them (swimming, gymnastics, (field) hockey, (synchronised) diving, cycling, running, horse jumping). They should make a list of as many Olympic sports as they can.

Make a list on the board of students' suggestions. Pay attention to pronunciation of the words for sports. Ask students which Olympic sports they enjoy/don't enjoy watching.

### Possible answers

athletics, basketball, volleyball, ice skating (winter), sailing, etc.

- 2 Check students know the meaning of *athlete*, *championship* and *competition* and ask them to complete the table in pairs. Drill the words paying attention to correct word stress.

### Answers

- 1 champion  
 2 athletics  
 3 competitor  
 4 competitive

- 3 Ask students to complete the exercise in pairs. Tell them to identify what kind of word is missing. If it is a noun, should it be singular or plural? If it is an adjective, what ending should it have? Remind students what a noun, a verb and an adjective is. Explain that understanding how these word types are used will help them do Part 3 in the exam.

### Answers

- 1 athletes 2 championship 3 competitive 4 athletic

### Exam task

Look at the instructions for Reading Part 3 with the class and the first two sentences. Give the class time to read the

first paragraph of the text. Then ask them to discuss with a partner if sentences one and two are correct/incorrect.

Check the answers with the class and read through the Exam tip together.

### Answers

- 1A 2B

Ask the class to read the rest of the text and do the task individually. Students check their answers with a partner. It may be a good idea to pair weak students with strong students so they can provide support. Ask students to identify where in the text the information is given for each sentence.

### Answers

- 3B 4A 5A 6A 7B 8B 9A 10B

- 4 In pairs, students discuss the questions. Have a class discussion. Check/teach any new vocabulary.

## Grammar

### Past simple

- 1 Students work in pairs. If you have a weak class, it may be a good idea to elicit some examples of past simple forms before doing the exercise. Give them a time limit of three or four minutes to complete this task. Then check answers as a class.

### Answers

- 1 based, started, named, called, helped, attracted, wanted  
 2 began, built, came out, was, had, won, became, grew  
 3 weren't many nationalities; BMX wasn't just about racing  
 4 didn't become

- 2 In pairs, students choose the answers. Get them to check the Grammar Reference, SB page 79 when they have finished. Check answers as a class. Ask students to explain why the other verbs are wrong.

### Answers

- 1 like 2 were 3 became 4 won

- 3 Students do the exercise individually and then compare with a partner. Check the answers with the class. If some students are having difficulty it may be necessary to give them some remedial work on the past simple.

See the Workbook and CD ROM for further practice.

### Answers

- 1 played 2 didn't/did not learn 3 won 4 did Lauren buy  
 5 Was 6 weren't/were not

### Past continuous

4 Look at the examples with the class. It may be helpful to draw timelines on the board to illustrate these concepts.

- a) ~~~~~ x  
 b) x ~~~~~ x  
 c) ~~~~~ x ~~~~~

#### Answers

a 2 b 1 c 3

5 Elicit the forms of the past continuous: *was/were + ing*, *wasn't/weren't + ing*. Students do the exercise individually and then check their answers with a partner.

#### Answers

1 Were you going; saw 2 were winning; scored

6 Students take turns asking and answering the questions with a partner. Monitor as they are working, taking note of any mistakes. Choose some pairs to ask and answer a question in front of the class. Go over any mistakes with the class, asking them to try to correct them.

See the Workbook and CD ROM for further practice.

## Listening

### Part 3

1 08 Explain that in Listening Part 3 it's often necessary to write down numbers and/or spell names. Ask students to say the numbers aloud before they listen. Highlight any pronunciation difficulties or problems with saying dates. Play the recording. Students compare answers with a partner. Then elicit the answers from the class.

#### Recording script and answers

- the 30th of March
- It costs £1.15.
- I was born in 1998.
- There were 2,500 people there.
- My parents moved to this house in 2001.

2 09 This exercise gives students practice in listening to numbers in context. Ask them to read the information about Tyler Wright. Read through the Exam tip with the class and elicit suggestions about what kind of information they will need, e.g. 1 a date, 2 a number, 3 a number, 4 a year, 5 a number less than 20. Then play the recording. Students compare answers before listening again if necessary.

#### Answers

- 31st March
- 14
- 30,000
- 2009
- 17

### Recording script

Tyler Wright was born on the 31st of March 1994 in New South Wales, Australia. She started surfing when she was very young and was already competing by the age of 11. When she was 14, she was the youngest person to win the women's event at Manly Beach in Australia beating the world champion. The prize for this event was \$30,000. Since then Tyler has earned hundreds of thousands of dollars. She won several more competitions in 2008 and became the under-18 champion in 2009. Then in 2011 she won the women's World Cup in Hawaii by scoring a little more than 17 points out of a total of 20. Tyler says she has her two older brothers to thank for teaching her to surf.

3 Pre-teach *talent*, *luck*, *ambition* and then ask students to discuss the questions in small groups. Ask one person in each group to report back to the class on their group's opinions.

### Exam task

10 Look at the listening task with the class. Explain that it's not just numbers/spellings that are tested. Remind the students of the Exam tip and then ask them to identify the kind of information that's missing in the task with a partner.

Go over it as a class before they listen. (1 date, 2 surname, 3 name of a sport, 4 something you have to do in school, 5 something you can train – a noun, 6 something you organise – a noun)

Play the recording twice. Students compare answers before the second recording.

If you anticipate students will find the listening difficult, photocopy the recording script (see page 67) and allow students to read and listen.

### Answers

- 1 22 April 2 Hawkins 3 hockey 4 homework 5 mind 6 time

### Recording script

You will hear a man called Don Wood talking about a special sports school on the radio.

For each question, fill in the missing information in the numbered space.

Thanks very much for the opportunity to tell your listeners about the International Sports Academy or ISA in Florida, USA. My name's Don Wood and I'm a senior coach at ISA, one of the best sports schools in the world. We have 500 talented young athletes aged 12 to 18 studying with us from dozens of countries. You can find out if you've got what it takes to join ISA by coming to an interview on April 22 when we're going to select possible new students for next year, which begins on September 15th. If you'd like to be there, you can phone my assistant Leo Hawkins that's H-A-W-K-I-N-S on 0998 354678.

The programme at ISA is busy and varied. You can choose one main sport from all the usual sports such as soccer or football, tennis, swimming, and also hockey which you can do from the start of the next school year. As well as doing normal school lessons, you spend ten hours a week



practising your main sport after school. Many of our students also spend the weekends at tournaments all over the USA. As well as your training programme we expect you to find time for **homework**. And if you need extra help with English, we have classes in that too. Students also learn how to perform well in competitions – that means learning to control the **mind**, as well as making sure they are strong and fit enough to compete.

So life at ISA is really busy. You need to enjoy a challenge and be very organised. But you don't need to worry about how you'll manage being away from home for the first time. Each student has a personal coach who helps them manage their **time** and talks about any problems they may have.

If you're talented, confident and believe in yourself, give us a call.

- 4 Students discuss the questions in pairs. Discuss with the class what the advantages/disadvantages of going to a school like this might be.

### Vocabulary

- 1 Explain that it's important to learn phrasal verbs as they are often tested in Part 5. Ask students to work with a partner. You could allow students to check their answers by using an L1 dictionary if available. Remind students to keep a note of new phrasal verbs they came across.

#### Answers

2 believed in 3 join in 4 get in 5 staying in 6 give in

- 2 Students look at the two cartoons and say what is happening. Teach *good/bad loser*. Ask them to give you some examples of good or bad losers. Give your own example if they are struggling. Then either pre-teach any unfamiliar vocabulary or let students use dictionaries to check the meaning of words and phrases in the activity. Students work in pairs to complete it. Check answers as a class.

#### Answers

**A:** 2, 4, 6, 7, 9  
**B:** 1, 3, 5, 8, 10

- 3 This exercise practises common collocations for phrases to do with winning/losing. This is often tested in Part 5. It may be useful to encourage students to note down new words/phrases under the topic of *Sport* in a vocabulary notebook. Also remind students that there is a Wordlist on page 95 for this unit which they need to learn. Students do the exercise individually before checking answers with a partner. Then check answers as a class.

#### Answers

1 beat 2 won 3 failed 4 defeat 5 achieve 6 succeeded

### Further practice

Ask students to write sentences with the verbs which were not used in the exercise.

## Hobbies & leisure

### Reading

#### Part 5

- 1 Ask the class: *Which team games do you play? Do you prefer team games or individual sports like tennis?*

See the CD ROM for further practice.

#### Answers

Words to be crossed out:

1 reach 2 make 3 enjoy, bring 4 ask


### Exam task

This exercise practises collocations with words from the text. Point out that these different collocations have similar meanings but are not exactly the same, e.g. *get/stay fit and healthy*.

Look at the instructions for the task and the Exam tip together. Remind the class to read the whole text before trying to do the task. Students do the task individually and then compare answers with a partner. Check answers as a class. Then ask the class if they agree with the opinions in this text.

#### Answers

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

 **CLIL** You could ask the class to research an Olympic team sport (team sports on the 2012 Olympics programme included: water polo, football, field hockey, basketball, volleyball and handball. Ice hockey and curling are in the winter Olympics. In the Paralympics there is wheelchair basketball and rugby, sitting volleyball, football and goalball. From 2016, rugby sevens is included and possibly cricket in 2020.). Each group could do a mini-presentation on a different team sport. They could find out when it became an Olympic sport, which country has won the gold medal most frequently, what the rules of the game are, etc. A debate into whether cricket should be able to return in 2020 could also be fun.

## Writing

### Part 3

- 1 Look at the instructions for the task together. Check students realise they only have to write the letter or the story, not both. Ask *How many words do you have to write? (100) Can it be slightly more than 100? (Yes – or slightly less)*
- 2 Ask students to look at the example letter in Exercise 3 and work through the questions with a partner. They should ignore any mistakes in the letter for now.

#### Answers

1 Yes 2 Yes (past and future) 3 Yes (*First, but, After, and*)  
 4 Yes (*final, friendly, special, big, good*) 5 Start is fine; *Write back soon* might be a gentler ending; 6 Length is fine.  
 7 There are no paragraphs. They could be between *there*.  
*We; friendly. After.*

- 3 Explain that Frankie's letter is a good PET answer and point out that they are not expected to write perfect English at PET but that they get extra marks for accuracy. Then get them to try and correct Frankie's mistakes individually before comparing with a partner.

#### Answers

1 great/good fun 2 scored/got 3 were

- 4 Ask students to look at the story task again. Get them to think about the ideas to help plan their story. Discuss them as a class. Look at the Exam tip with the class. Elicit some suggestions from them on how to end the story.

You can also refer students to the Writing file, SB page 88.

#### Exam task

Students write their story in class or for homework. When they have finished it, tell them to look at the points in Exercise 2 and check they have followed them all.

#### Sample answer

When I woke up, I was very nervous because I wanted to win the competition so much. When I arrived at the swimming pool, I got changed and waited for my race. It felt like hours and hours.

Then it was my turn. Suddenly, I felt calm. 'It's only a race,' I said to myself. I dived in. It was a perfect dive. Everything felt right as I started to swim. I was enjoying myself. I forgot about the competition until the last second. Then it was over. I looked up and saw that my opponents were all behind me. I was the winner!

## Speaking


### Part 2

- 1 Explain to the class that in this part of the test they have to discuss something with their partner. They will need to give their own opinions and respond to their partner's opinions, which will involve agreeing/disagreeing. They will need to listen carefully to what their partner is saying in order to respond correctly. In pairs, students read the phrases and put them under the correct heading.

#### Answers

**Agreeing:** You're right., That's true., I think so too., I suppose so.

**Disagreeing:** I'm not sure about that., You're wrong., Yes, but don't you think ...?

- 2  11 Tell the class they will hear two students talking about homework. The first time they listen they should decide whose opinion they agree with, Lina or Max. Then they listen again and tick the expressions in Exercise 1 they hear.

#### Answers

**Expressions used:** I'm not sure about that. I suppose so. Yes, but don't you think ... That's true.

#### Recording script

Lina: I don't think we get enough homework. Do you Max?

Max: I'm not sure about that, Lina. I spend about two hours doing homework every day. I think that's enough.

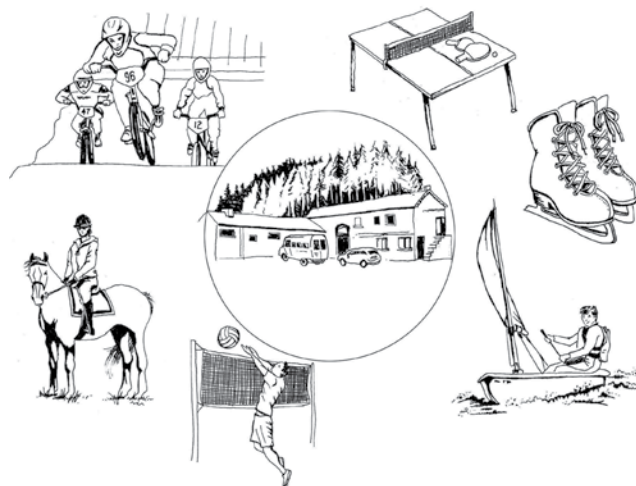
Lina: I suppose so. But what about at weekends? I often don't get any. I think other schools get more homework than us and they get better exam results.


Max: Yes, but don't you think it's important to have time for hobbies and sports?

Lina: That's true. But most students just watch TV and play computer games. That's just a waste of time.

- 3 In pairs, students practise agreeing and disagreeing with the statements. If time, the discussion could be broadened to a whole class discussion. Remind them to use the expressions in Exercise 1. Ask students to write out the expressions on a piece of paper and tick the expressions every time their partner uses one of them. Ask students to count the ticks at the end to find out who used the expressions most.

#### Exam task



-  12 Play the instructions to the class. Ask them *Do you need to talk about each picture? (Yes) Do you have to find more than one activity that students would not like to do? (No)* Read through the Exam tip with the students before they do the task in pairs. Remind them that they have to have a conversation so *both* of them have to speak. Monitor as they are working, noting down any errors. Give feedback on the use of phrases for agreeing and disagreeing. Correct any pronunciation errors.

Get the class to repeat the exercise with a different partner.

#### Recording script

Your school is organising a visit to a large sports activity centre. Talk together about which activities students would most like to try, then decide which activity students would not like to do on this visit.

#### Further practice

Divide the class into six groups. Give each of them one of the sports from the Exam task. Each group creates a word web for each sport. Allow them to use dictionaries. They can write on large pieces of paper and then present their webs to the class. Then pin them to the classroom wall so that all students have an opportunity to look at them.