

1 PEOPLE

WARM-UP

Ask everybody to think of a person they like and write down three qualities the person has (they may be adjectives or nouns, e.g. *intelligent / a sense of humour*).

In turns, students read aloud the traits they have listed. After the first person has read his/her list, he/she has to count how many more people will mention the same traits. The next person has to do the same with the ones he/she added. Continue round the room in this way, so that for every trait mentioned there is a record of how many people listed it. At the end students compare how many times each quality was mentioned. Create a 'ranking list' on the board. Ask: *Are the results surprising? Do they really reflect your views on which qualities are most important?*

VOCABULARY ▶ Thematic Part pages 58–59

Most of the Vocabulary section can be set as homework, with the exception of Exercise 6. For Exercise 1 there is a follow-up photocopyable activity, which you may wish to do in the same or the next lesson. Exercise 4 connects well with the Writing section on describing people (p. 63); you may wish to do it at the same time. Exercises 10 and 11 are linked to the Use of English section on p. 62 and should be done before it.

1 1B 2D 3A 4C

2 1 conceited 2 gullible 3 self-conscious 4 impartial
5 absent-minded

3 (Students' own answers.)

4 (Sample answers)

1 Dan is not very intelligent, but ... (he's very reliable).

2 Claire can be a bit immature sometimes.

3 Annie is not very well-organised and not always reliable.

4 Nick can be rather conceited sometimes.

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

6 (Students' own answers.)

7 1 perceived, perception

2 imagine, imagination

3 recollect, recollection

4 assume, assumption

5 realised, realisation

8 1 head 2 mind 3 mind 4 head 5 mind 6 head
7 mind 8 head

9 1 in, as 2 in 3 of, as 4 in 5 of 6 on 7 on 8 of 9 in
10 with 11 on 12 to

10 *il-* literate – illiterate logical – illogical
dis- loyal – disloyal obedient – disobedient
im- mature – immature perfect – imperfect
ir- rational – irrational responsible – irresponsible
in- sensitive – insensitive sincere – insincere
un- reliable – unreliable

11 1 reasonable 2 unreasonable 3 unreliable 4 reliable
5 obedient 6 disobedient

READING ▶ Thematic Part pages 60–61

Before starting this section, students should do the following sections of the Reference Part (either at home or in class):

- The general tips and guidelines on reading, page 12;
- Reading – matching, pages 12–13.

The aim of the **examWORKOUT** is to practise identifying pronouns referring to nouns, and to use that skill to identify the sentences that fit the gaps in a gapped text.

When approaching the exam task, students should read the whole text first, before matching the sentences to the gaps. You can encourage them to do that by asking the following question (after Exercise 3): *Read the article quickly. Will Sam find useful advice in it?*

2 1c 2e 3d 4b 5a

3 1C 2A 3B

4 (examTASK) 1B 2F 3C 4D 5A

6 1a 2b 3b 4a 5b 6b

LISTENING ▶ Thematic Part page 62, Tapescript page 166

Before starting this section, students should be familiar with the following sections of the Reference Part:

- The general tips and guidelines on listening, page 8;
- Listening – multiple choice, page 10.

If students have heard of emotional intelligence, but find it difficult to formulate a definition, help them with prompts: *Consider mathematical intelligence. If someone has got it, what can they do?* (understand and solve difficult mathematical problems.) *How about people with linguistic intelligence?* etc. *If someone has emotional intelligence, what can they do? What do they understand and what kind of problems can they solve?* If they are unfamiliar with the concept, it is better to proceed with the listening and ask for a definition of emotional intelligence afterwards.

2 (examTASK) 1B 2C 3B 4C 5B

3 1 rubbed 2 perceiving 3 compliment 4 gain

USE OF ENGLISH ▶ Thematic Part page 62

Two typical problems students have with word building exercises are:

- 1 using a wrong part of speech;
- 2 not noticing when a negative prefix is required.

The **examWORKOUT** focuses on the first of those problems. Two exercises on negative prefixes can be found on page 59; you might wish to do them just before this section.

- 1 **-ance**: arrogance
-ence: confidence
-ty: honesty, loyalty
-ity: maturity, sensitivity, sincerity, sociability
-ness: kindness, politeness, rudeness

- 2 **-ive**: imaginative, competitive, meditative, supportive, argumentative, dismissive

- 3 1a noun 1b adjective 2a adjective 2b noun
3a adjective 3b noun

- 4 1a arguments 1b argumentative 2a imaginative
2b imagination 3a meditative 3b meditation

- 5 (examTASK) 1 imaginative 2 immature
3 disobedient 4 sincerity 5 rudeness 6 arrogance

SPEAKING ▶ Thematic Part page 63

Before starting this section, students should be familiar with the tips on 'presenting your opinion' on page 36. While working on the workout exercises, encourage students to use the list of phrases on page 38.

The **examWORKOUT** focuses on the key skill of planning a talk. Organising ideas before giving a mini-presentation should become a habit.

In exercises 1–5 students prepare a short talk following carefully guided steps:

- 1 thinking about their opinions
- 2 creating a plan of their talk
- 3 supporting ideas with examples
- 4 preparing key vocabulary
- 5 delivering the talk.

Ask one or two students to deliver the talk to the whole class. Comment on how effective it is in terms of structure, coherence, and the use of examples.

When students move on to preparing the talks in Exercise 6, remind them to follow the steps (1–5) they have practised. As students talk in pairs, circulate and listen. After they have finished, ask a few to deliver their presentations to the whole class, and again discuss the structure, coherence, and the use of examples.

2 (Suggested answers)

- 1 I agree 2 What first impressions are based on 3 What happens as we get to know people better 4 Exceptions – situations when a first impression can be right 5 Conclusion: the importance of staying open-minded
- 4 1 superficial 2 prejudices 3 open-minded

WRITING ▶ Thematic Part page 63

Before starting this section, ask students to read the general guidelines on writing on page 24 and the section on descriptions on page 26 (at home or in class). When working on their descriptions, students should use the list of phrases on page 33. At earlier stages of their language learning, along with the basic vocabulary to describe people, students sometimes acquire a simplistic idea of what describing a person involves: start with appearance, stating height, build, eye and hair colour (which makes the description read like a police report); then move on to personality, which all too often means listing personality adjectives. The **examWORKOUT** encourages students to describe people in the way a good writer might do:

- in describing appearance, to focus on the most important features and link them to personality;
 - in the depiction of personality, to refer to the person's behaviour rather than merely list personality adjectives.
- Exercise 4 in the Vocabulary section, 'Being tactful', may be useful to students as they work on their descriptions.

1 Problem 1: The physical description is a detailed list; it reads more like a police report than a description of a friend; it gives no impression of a living person.

Problem 2: The last sentence is a list of six personality traits not supported by any examples of the friend's behaviour.

- 2 a Anna was a cheerful girl, possibly with a strong sense of humour.
b Anna's clothes suggested she might be a bit of a tomboy.
- 3 1b 2c 3a

QUICK REVISION ▶ Thematic Part page 65

- 1 1 unreliable 2 insincere 2 irresponsible 3 immature
5 illiterate 6 disloyal
- 2 1b 2a 3c 4a 5a, c 6a, c 7 a, b 8 head 9 on 10 takes

REVISION ACTIVITY

- 1 Tell students you would like them to guess some words. Give the following clues:
 - It's the opposite of 'mature'. (Answer: *immature* or *childish*)
 - It means 'surprised'; but it's stronger. (*amazed, astonished*)
 - It is an adjective formed from the verb 'to rely' (*reliable*)
- 2 Each student has to choose 9 words from the unit and prepare similar clues, based on antonyms, near synonyms, or word building.
- 3 In pairs or small groups, students give their clues and guess the words.

ADDITIONAL READING

- 1 To make the lesson on describing people more interesting, and to illustrate how physical and spiritual characteristics can be linked in a description, consider reading some character descriptions from literary prose, e.g.:
 - Ernest Hemingway, *The Old Man and the Sea*: the description of the old man on page 1;
 - F. Scott Fitzgerald, *The Great Gatsby*: for example, the description of Tom Buchanan in Chapter 1;
 - Tony Parsons, *Man and Boy*: the description of Cyd as Harry first sees her in the café.If these are too serious for your students' taste, there are plenty of attractively written character descriptions in all the *Harry Potter* books.
- 2 To discuss the concept of humanity more generally, the poem *Human Beings* by Adrian Mitchell is relevant (and very accessible).

2 HOME

WARM-UP

This activity should be done before starting the Vocabulary section. Its aim is to revise some of the vocabulary learned in previous years.

Write the title *HOME* on the board, and underneath write the headings: *types of houses/flats; furniture and furnishings; adjectives to describe houses and rooms; redecorating a flat*. All students come to the board (in groups of 3–5, depending on how much chalk or how many whiteboard pens you have got) and write 2 words each, each one in a different category.

VOCABULARY ▶ Thematic Part pages 66–67

The whole section can be set for homework. When checking, you can add short speaking activities after some of the exercises:

- after Exercises 2–4, students tell each other which of the items they have at home.
- after Exercise 5, they can choose the adjectives they would use to describe their own room, or their dream flat/house.
- after Exercise 7, they may tell each other about redecoration work they have helped with.

- 1 converted 2 home 3 pre-war 4 penthouse
5 bungalow 6 studio 7 mansion
- Bedroom 1 bunk beds 2 desk 3 swivel chair
4 roller blinds 5 windowsill 6 radiator 7 stool
Living room 1 glass-fronted bookcase 2 Venetian blinds
3 chest of drawers 4 framed photograph 5 knick-knacks
6 fireplace 7 rocking chair
- 1 c 2 e 3 a 4 b 5 d
- 1 upholstered chairs 2 display cabinets 3 Persian rugs
4 framed photographs 5 grandfather clock
- 1 impressive 2 spacious 3 airy 4 minimalist 5 stylish
6 cluttered
- 1 downtown 2 residential 3 estate 4 suburb
5 outskirts
- 1 redecorating 2 papered 3 replaced 4 repair
5 installed 6 tile
- 1 c 2 d 3 f 4 e 5 g 6 b 7 a
- 1 out 2 up 3 out 4 off 5 on 6 up 7 in 8 in
- 1 house 2 home 3 home/house 4 house
5 home [from] home 6 home
- 1 length, width 2 height 3 strength, weight
4 maintenance 5 construction

LANGUAGE AND CULTURE NOTE: COUNTRY HOUSES VS. HOLIDAY HOMES

A **country house** is a large house, usually one of historical interest, which has or used to have a country estate attached to it; it can also be called a **stately home**.

If you own a house where you go on holiday, that is your **holiday home**.

In the UK, some people have a flat in the city and a house in the countryside where they also live some of the time – that's called a **second home**.

READING ▶ Thematic Part pages 68–69

The aim of the **examWORKOUT** is to practise identifying the wrong answers in a multiple choice task.

When approaching the exam task, students should read the whole text first, before answering the questions. You may wish to set them the following introductory question (after Exercise 2): *Read the story once quickly. Do you find the ending surprising?*

- 1 C (She strolled absent-mindedly from the hall into the living room.)
- 2 A: *wiped a speck of dust, rearranged the ornaments* (not cleaning in a systematic way);
B: *the plants needed watering and she made a mental note to do it later*
D: *her first instinct was to rush out* (she was not preparing to leave)
- 3 (**examTASK**) 1 B 2 D 3 A 4 B 5 C
- 5 (*Sample answer*)
the delightful fragrance of the flowers bordering the lawn behind the thick privet hedge; the rush of wind through the trees; the red tiles on the roof of the house; a Victorian mansion with a double garage at one side and a huge conservatory at the other; as isolated as a lonely farmhouse or country cottage.

LISTENING ▶ Thematic Part page 69, Tapescript page 166

The recording contains some advanced vocabulary to describe household fittings, such as *skirting boards*. Students do not need to understand those words to do the exam task, and they should not be forced to learn them. However, if you have a strong class and they seem interested, you can tell them to read the third paragraph of the tapescript and find new words and phrases.

Please note that the meaning of the most advanced vocabulary items here can be inferred from context, so instead of translating, for example, *skirting boards* for the students, try to elicit the words in your language ('What kind of *boards* are attached at the base of the walls?')

ADDITIONAL VOCABULARY INFORMATION

Fittings and *fixtures* are all the items that are normally fixed, but can be removed, such as cookers, lights, kitchen cabinets/cupboards, or taps. *Fixtures* are more permanently fixed than *fittings*, but the division is not entirely clear-cut. *Light fixtures* or *light fittings* are lights, lamps and the controls that go with them.

The difference between *cabinet* and *cupboard* is more a difference of usage than of the object itself. We speak of *kitchen cupboards* (rather BrE) or *kitchen cabinets* (both AmE and BrE), but a *medicine cabinet* is always a cabinet. A *hot water heater* is any kind of device that heats water, whether gas or electric.

- 1 1 d 2 f 3 a 4 e 5 b 6 c
- 3 (**examTASK**) 1 F 2 NI 3 F 4 NI 5 T 6 T

SPEAKING ▶ Thematic Part page 70

ROLE PLAY

Before starting this section, students should read the tips on role plays on page 36. The **examWORKOUT** has two aims: to remind students to discuss all the points listed in the exam rubric, which gives them the opportunity to say more and present a wider range of vocabulary, and to focus on functional language used to negotiate and agree on a compromise. While doing the exam task in Exercise 5, students should use the list of phrases on page 38.

- 2 The student chooses one criterion, which she considers to be the most important, and does not say anything about the others, even when prompted by the examiner. As a result she says too little.
- 3 The student discusses all the criteria, including the ones she thinks are less important (she explains why she thinks so). Her responses are well-developed.
- 4
 - agree: *certainly, Yes, that'd be perfect, Good point, OK, let's do that.*
 - disagree/partly agree: *I see your point, but..., I don't think they're that important; I agree that would be ideal, but...*
 - ask the other person's opinion: *can we?, don't we?, Where would you like to live? How about other criteria?*
 - suggest an additional option: *But I think one more thing is essential.*
 - confirm what has been agreed: *So, we've decided that...*

SPEAKING ON A SET TOPIC

Before starting this section, students should read the tips on 'Narrating or describing' on page 37. The **examWORKOUT** has two aims: for students to prepare the vocabulary to do the task and to practise including all the points required by the rubric. 'My ideal home' is a pleasant topic that most students can relate to, but this makes it easy to get carried away and start chatting freely, ignoring the bullet points.

- 2 The kind of house or flat you would like to have:
a detached house with a large garden; white or cream-coloured, with a slanting roof of red tiles; a ground floor, a first floor with a terrace and an attic
Location: –
Furniture and furnishings: *a mixture of modern and old-fashioned furniture, an old, heavy wooden table and chairs, ultra-modern, power shower and modern fittings, minimalist, king-size bed, bedside table, built-in wardrobe with a large mirror, tropical plants, home cinema*
- 3 The student ignores the second bullet point, 'location'.

USE OF ENGLISH ▶ Thematic Part page 71

The **examWORKOUT** focuses on the passive and the causative *have*. There are more exercises on these structures in the Lexical-grammatical Part, on page 45; it is worth doing them at this point.

- 1
 - 1 The walls haven't been papered properly.
 - 2 John painted the ceiling of his room purple last week.
 - 3 She's planning to have a new radiator installed.
- 2 1 d 2 b 3 e 4 a 5 c

3 (examTASK)

- 1 if his house had been built the previous
- 2 is being redecorated by
- 3 thinking of buying
- 4 have the roof
- 5 needs doing up

WRITING ▶ Thematic Part page 71

The aim of the **examWORKOUT** is to overcome certain habits acquired at earlier stages of language learning. A student's first attempt at describing an interior usually takes place at elementary level, after he or she learns the names of basic furniture and prepositions describing location: *in, on, opposite, in front of*. Those early descriptions may be little more than lists of furniture, specifying its position in the room. The **examWORKOUT** encourages students to go further; to give the described interior an atmosphere, show the emotions it evokes, perhaps link the interior with the personality of the person it belongs to. (See also *Additional reading*.)

- 1 The second description is better. The first one is mainly a list of furniture; the second one shows why the room is relaxing by describing it from the point of view of a person using it for relaxing activities.
- 2 *The furniture is wonderfully comfortable..., ...large, soft sofa..., ...supported on the cushions..., ...a lamp in the perfect position for reading..., ...a coffee table within easy reach... the six speakers of the sound system are positioned ideally around you...*

QUICK REVISION ▶ Thematic Part 73

- 1 1 length 2 width 3 height 4 strength
- 2 1 c 2 d 3 e 4 a 5 b
- 3 1 c 2 a 3 Yes – a mortgage is a loan on which the security is your own flat or house; usually taken in order to buy the flat or house. 4 In a penthouse. 5 They'll be evicted. 6 b, c 7 home 8 up 9 in

REVISION ACTIVITY

- 1 Each student has to prepare an oral description of a room, flat or house which will allow the others to guess who lives in it. They must use Word Bank on page 72 and select at least 10 words they consider worth revising. Allow 5–10 minutes for preparation. Students may take notes.
- 2 Students read their descriptions in small groups and guess who lives in each flat / house.

ADDITIONAL READING

To make the lesson on describing interiors more interesting, consider reading some descriptions from literary prose:

- Katherine Mansfield, *Feuille d'Album*: this short story contains a description of an artist's studio in Paris which reveals a lot about the occupier's personality.
- Arthur Conan Doyle, *The Hound of the Baskervilles*, Chapter 6: a very atmospheric description of Baskerville Hall, which can also serve as an example of a very effective structure: the house is described as the narrator approaches and then enters it: first from a distance, then close up, and finally inside.

3 SCHOOL

WARM-UP

Write on the board:

kindergarten / nursery school

primary school

middle school / junior high school

high school

university

Ask students to write down their first three associations with each of those stages of education. In pairs, students talk about what they have written and why.

VOCABULARY ▶ Thematic Part pages 74–75

The whole section can be set as homework.

- 1 1 boarding 2 nursery 3 independent 4 vocational
5 middle, junior high
- 2 1 d 2 a 3 f 4 e 5 c 6 b
- 3 1 e 2 d 3 b 4 c 5 a
- 4 1 folder 2 file 3 hole punch 4 highlighter 5 rubber
6 compasses 7 stapler 8 pencil sharpener
9 paper clip(s) 10 set square 11 notepad 12 ruler
- 5 1 took/did 2 score/get 3 retake/resit 4 come out/be
announced 5 external/school-leaving
- 6 1 mock 2 past 3 set 4 flunked 5 mark 6 papers
7 entrance
- 7 1 I 2 F 3 A 4 C 5 H 6 E 7 G 8 D 9 J 10 B
- 8 1 up 2 off 3 up 4 behind 5 down 6 in 7 down
8 out
- 9 1 difficulties 2 memorise 3 psychologist
4 ability/abilities 5 dyslexic 6 academic 7 gifted
8 assessment 9 artistically 10 creativity

LISTENING ▶ Thematic Part page 76, Tapescript page 167

ADDITIONAL ACTIVITY

After doing the exam task, ask students if they remember any of the 'Famous flunkers' discussed in the programme. Students listen again and note down all the names (Pasteur, Edison, Leo Tolstoy, Zola, Einstein, John Lennon, Peter Ustinov, singer Joss Stone, Richard Branson, Tom Cruise).

- 3 (examTASK) 1 B 2 E 3 A 4 D

CULTURE NOTE

Dyslexics love the story of Richard Branson, the owner of Virgin Records, Virgin Atlantic Airlines and dozens of other companies belonging to the Virgin brand. Branson had dyslexia, but nobody had heard of the condition in those days, so at school he was just considered a stupid, lazy student. He got terrible results on all possible tests. He never took A-levels and never went to college. However, he was excellent at sports and at the age of 16 started his first successful business, which was a magazine for students. The headmaster of his school famously predicted that Branson would 'either end up in prison or become a millionaire'.

READING ▶ Thematic Part pages 76–77

When approaching the exam task, students should start by reading the whole text. You may wish to set the following introductory question (after Exercise 1): *Read the article once quickly. Were any of your guesses correct?*

- 2 (examTASK) 1 D 2 C 3 G 4 B 5 F 6 E
4 1 challenge 2 build 3 run 4 think

USE OF ENGLISH ▶ Thematic Part page 78

The **examWORKOUT** focuses on verb patterns: verb + to + infinitive, verb + bare infinitive, verb + gerund, adjective + preposition + gerund.

Moving on to the exam task, remind students to read *the whole text* before attempting the exam task. Exercise 2 is designed to encourage students to engage with the content of the text before working on the gaps.

- 1 A 1 b 2 c 3 a
B 1 b 2 c 3 a
C 1 c 2 a 3 b
3 (examTASK) 1 A 2 C 3 D 4 C 5 B 6 A

SPEAKING ▶ Thematic Part page 79

Before starting this section, students should read the tips on discussions on page 34.

The aim of the **examWORKOUT** is firstly for students to become familiar with this type of task and secondly to think of arguments for and against a proposition. Before discussing the topic in Exercise 4, students should also take time to think of the arguments they are going to use. Encourage students to use the list of phrases on page 37 while working on the exam tasks.

2 For:

Only people who want to learn would go to school, so they'd be motivated to study harder.

Fewer people might be educated, but they'd be better educated.

People who are not interested in academic subjects could learn a useful job they liked and be happy doing it.

Against:

Many people wouldn't go to school and wouldn't be educated. We would have a poorly educated society. Most young people don't know what's good for them. They would realize too late that they needed an education.

Children from homes where education is not considered important might not be sent to school. Their parents would take the wrong decision for them.

WRITING ▶ Thematic Part page 79

The focus of the **examWORKOUT** is writing an appropriate introduction for a 'for and against' essay. In this kind of essay, the introduction must refer to advantages and disadvantages, or arguments for and against. Exercise 1 illustrates this point, and Exercise 2 helps students revise different phrases which can serve this purpose.

- 1 B is appropriate. A states the writer's opinion and does not refer to advantages and disadvantages.
- 2 1 *What are the benefits and drawbacks of taking such a step?*
2 *This custom can be said to have both advantages and disadvantages.*
3 *What are the arguments for and against this solution?*
- 3 1 c 2 e 3 a 4 d 5 b

QUICK REVISION ▶ Thematic Part page 81

- 1 1 gifted 2 academic 3 dyslexic 4 artistic
- 2 1 undergraduate 2 BA 3 MA 4 postgraduate 5 PhD
- 3 1 b 2 c 3 a 4 c 5 a, b 6 b, c 7 a, b 8 exam 9 up
10 b 11 down

REVISION ACTIVITY

Write on the board: *Describe the education system in your country to a foreigner.* Students should have the Word Bank open in front of them. Each student in turn has to say one sentence on the subject. The sentence must include at least one word from the Word Bank which has not yet been used in this activity. Students may give both facts and opinions, but they are not allowed to repeat what has already been said. The person who can't think of anything to say is out; the one who remains longest is the winner.

ADDITIONAL READING

- Winston Churchill, *My Early Life*, Chapter 1: Childhood. Churchill's account of his first day at St. James's School (before he went to Harrow) and the infamous Latin lesson is one of the funniest texts ever about education, as well as being rich in cultural information.
- Evelyn Waugh, *Decline and Fall*, Chapter 5: an amusing description of a young teacher's first lesson with a naughty class.
- Laurie Lee, *Cider with Rosie*, Chapter 3: the account of five-year-old Laurie's first day at the village school.

4 WORK

WARM-UP

Three or four students come to the board as scribes. The whole class brainstorm all the words they associate with work (for 1–2 minutes) and the scribes write them on the board. When the board is full, ask the class for an interpretation of what is there. What sort of attitudes and expectations concerning work does the list reveal?

VOCABULARY ▶ Thematic Part pages 82–83

Exercises 4, 7 and 9 all involve talking in pairs, so they cannot be completed at home. Exercise 6 should be done with the aid of Word Bank, otherwise it may be quite difficult.

- 1 1 barrister 2 plumber 3 priest 4 stockbroker
5 counsellor 6 undertaker 7 beautician 8 dustman
- 2 1 d 2 f 3 a 4 c 5 b 6 e
- 3 1 fashion 2 interior 3 games 4 software 5 web/website
5 1 d 2 c 3 f 4 a 5 e 6 b 7 g
- 6 1 income 2 wages 3 tips 4 salary 4 rise 5 bonus
6 profit 7 pension
- 7 1 with 2 under 3 to 4 in, on 5 in
- 8 1 e, h 2 a, c 3 f, g 4 b, d
- 9 1 promotion 2 job 3 sick 4 flexible 5 benefits 6 job
7 pay 8 maternity
- 10 1 find employment 2 a nine-to-five job 3 a career in
4 apply for the position of 5 his true vocation
6 cheap labour
- 11 1 unemployed 2 employment 3 employer 4 employee
5 unemployment
- 12 1 beautician 2 technicians 3 retirement 4 accountant
5 repetitive 6 challenging

READING ▶ Thematic Part page 84–85

When approaching the exam task, students should read the whole text first, before answering the questions. You may wish to set them the following introductory question (after Exercise 2): *Read the text once quickly. Do you find the ideas convincing / entertaining?*

- 3 (examTASK) 1 T 2 F 3 F 4 NI 5 F 6 NI 7 T 8 T 9 T
- 5 1 by, of 2 on 3 on 4 in, below 5 out
- 6 by, of, away, out

LISTENING ▶ Thematic Part page 85, Tapescript page 167

ADDITIONAL ACTIVITY

Ask students to read the tapescript and underline:

- 1 all the names of jobs;
 - 2 at least 5 other words or phrases connected with work.
- You may wish to play the recording again for this task, so that students hear the pronunciation of the words they are working on.

- 4 (examTASK) 1 AB 2 AB 3 A 4 B 5 AB

SPEAKING ▶ Thematic Part page 86

Before starting this section, students should read the tips on talking about photos on page 35. Refer them also to the list of useful phrases on page 38. The aim of the **examWORKOUT** is to help students give structure to what they say about the photographs: starting with a brief description, moving on to broader points of comparison, and concluding with their own preferences and opinions.

- 1 (Suggested answers)
 - 1 Say what the people are doing
 - 2 Say what jobs are shown in the photos
 - 3 Compare the various aspects of the jobs listed in the rubric
 - 4 Say whether you would like to do either of the jobs and why
- 2 Task on page 86: friendly bedside manner, knowledgeable, nursery school teacher, patient
Task on page 160: cinematographer, shoot films, hours of practice, intense concentration
Both: determination, experienced, physical strain, satisfaction, uncertainty, well-paid, badly paid, work with people

USE OF ENGLISH ▶ Thematic Part page 87

The **examWORKOUT** focuses on relative clauses. It is worth doing a quick revision of this area of grammar. If your students already know it reasonably well, no additional materials are needed: you can use the sentences in Exercise 1 to elicit the relevant rules.

When going over the answers to Exercise 1, ask: *Why is this the correct choice? Why is the other option wrong? How would you have to change the sentence for the other option to fit it?* Here are the explanations:

- 1 *who* is used to refer to people. You could say a job **which** requires..., but not *who*. *Who* could be used in a sentence like this: *Frank is a student who requires a lot of patience.*
- 2 *that* is not used after a comma. It is used in defining relative clauses, which are not separated from the main clause by a comma because they are so closely linked to it that removing them would either produce a meaningless sentence or significantly change the meaning. For example: *A holiday that is too short doesn't allow you to rest properly.*
- 3 The same rule as in sentence 1: *who* is used for people, *which* for things. Perhaps in the future we will be able to say: *The computer which interviewed me for the job...*
- 4 *where* is used to begin a relative clause which refers to a place. An alternative would be: *Denmark and Norway are among the countries in which ordinary workers earn high salaries.*
- 5 *which* is not used for people; you could say *who I sent my CV to*, but not *which*. In this sentence, you can omit the pronoun entirely because the relative clause (*I sent my CV to*) has its own subject (*I*), different from the subject of the main clause (*the person*).
- 6 *which* is used in relative clauses which refer not to one noun, but to the whole preceding clause. *What* is not a relative pronoun at all; it can be used in a sentence like: *What upset him was being fired without being given a clear reason.*
- 7 *what* is not used as a relative pronoun. The pronoun here could be *that*, but it can also be omitted for the same reason as in sentence 5. *What* could be used in a sentence like *What I enjoy most is being with people I like.*

In the **examTASK**, some of the relative pronouns are used correctly and some are superfluous, illustrating the rules practised in Exercise 1 (lines 4, 6, 7, 8, 9, 14 and 17).

- 1 1 that 2 which 3 who 4 where 5 – 6 which 7 –
- 2 (**examTASK**) 1 any 2 the 3 ✓ 4 what 5 ✓ 6 up 7 ✓ 8 of
9 who 10 ✓ 11 a 12 of 13 was 14 ✓ 15 ✓ 16 been
17 which

WRITING ▶ Thematic Part page 87

The focus of the **examWORKOUT** is writing an appropriate introduction and conclusion for an opinion essay. In this type of essay, the writer's opinion must be stated in the introduction. The two faulty examples fail to do that. The conclusion should sum up the whole discussion, reaffirming the writer's view. The faulty example refers to just one specific job, and is therefore not an effective summing up of the whole.

- 1 A and C are faulty, because neither of them states the writer's opinion. A poses a question which is different from the question posed by the topic; C refers to arguments for and against. Introductions B and D both introduce the issue and state the writer's opinion.
- 2 Conclusion 3 is faulty. It refers to one particular aspect of the issue (women soldiers) instead of summing up the whole discussion.
1 b 2 d

QUICK REVISION ▶ Thematic Part page 89

- 1 1 accountant 2 beautician 3 technician 4 counsellor
- 2 1 c 2 e 3 a 4 b 5 d
- 3 1 b 2 c 3 b 4 a 5 a
- 4 1 job 2 pay 3 out 4 on 5 in

REVISION ACTIVITY

- 1 Individually or in pairs, students list ten names of jobs which they feel are relatively new to them and worth revising.
- 2 For each job, they write a line a person might say in that job – as in the cartoons on page 82.
- 3 As a whole class or in groups of 4–5, students read their lines and other students guess the jobs.

ADDITIONAL READING

- W. Somerset Maugham, *The Ant and The Grasshopper*: this very entertaining short story contrasts the two attitudes to work and life originally described in Aesop's fable, but the characters are human. After reading it, ask the students: *Who do you sympathise with, the 'ant' or the 'grasshopper'?*
- John O'Farrell, *The Best a Man Can Get*: Chapter 1 of this comic novel contains a hilarious description of the life of a self-employed composer of radio jingles.

5 FAMILY AND SOCIAL LIFE

WARM-UP

Draw students' attention to the quotation on page 90: 'Everyone wants to ...' Ask them how they understand it and if they agree. You may elicit real-life stories that serve as examples, or you may initiate a discussion on the importance of family (*Should we treat family duties as the most important?*)

VOCABULARY ▶ Thematic Part pages 90–91

Exercises 2 and 4 must be done with the support of Word Bank, otherwise they may prove difficult. Allow plenty of time for the discussion that follows Exercise 4. The rest of the Vocabulary section can be set as homework, with the exception of Exercises 8 and 12.

- 1 1 h 2 a 3 c 4 b 5 k 6 j 7 i 8 f 9 e 10 g 11 d
- 2 1 fiancé 2 civil 3 registrar 4 ceremony 5 best 6 bridesmaids 7 veil 8 bouquet 9 groom 10 reception 11 band 12 newlyweds
- 3 Birth: baptism, cot, expectant mother, labour, maternity clothes, maternity ward, midwife, nappy. Funeral: bury, coffin, cremation, grave, headstone, hearse, mourning, urn.
- 4 1 extended 2 nuclear 3 single 4 cohabiting 5 Adoptive, foster 6 same-sex 7 home
- 5 1 e 2 c 3 g 4 a 5 d 6 b 7 f
- 6 1 mates 2 colleagues 3 acquaintance 4 family 5 companion 6 close 7 friend 8 circle
- 7 1 c 2 d 3 e 4 a 5 b
- 8 (Students' own answers.)
- 9 1 b 2 d 3 a 4 c
- 10 1 out 2 for 3 on 4 after 5 off 6 out 7 up 8 for 9 up 10 on
- 11 1 in common 2 by sight 3 hate the sight of 4 a love-hate relationship 5 looks up 6 looks down 7 fond of, sick to death
- 12 (Students' own answers.)

ADDITIONAL VOCABULARY INFORMATION: COUSINS

A *cousin* is any relative with whom you share a common ancestor, in other words any *blood relative*, unless the relationship is close enough to be described by a more specific term such as *brother*.

Your uncle's or aunt's son or daughter, with whom you share the same grandparent(s), is your *first cousin*. The son or daughter of your mother's or father's cousin, with whom you share the same *great-grandparent(s)* is called your *second cousin*, to show they are a step further away from you in the family tree. You can also have *third*, *fourth* etc, *cousins*, but most people would just call them *distant cousins*.

To make matters more complicated, members of different generations in your family can also be your cousins. The number of generations between you is called the 'remove'. So your first cousin's son or daughter is not your nephew or niece, but your *first cousin once removed*; and their children will be your *first cousins twice removed*. But don't worry, a lot of British people can't work these things out!

READING ▶ Thematic Part pages 92–93

When approaching the exam task, students should start by reading the whole text. You can set the following introductory question (after Exercise 1): *Read the review once quickly. Does the author share any of your ideas about raising children?* After students have done the task, discuss the context clues which suggest which paragraph belongs in which gap:

- 1 The paragraph after the gap begins: *As the father of four young children, I can testify that much of what Hodgkinson says makes sense. For instance, he describes the futility of trying to use your 'puny authority'...* The paragraph in the gap must contain the opinion or advice that the reviewer agrees with here, and it must have something to do with parental authority.
- 2 The paragraph after the gap begins: *Before long, the dishwasher is joined by the fridge.* The paragraph in the gap must therefore tell us about something Hodgkinson recommended doing with the dishwasher.
- 3 Here the context clues are weaker and we have to choose through a process of elimination. In the paragraph after the gap the reviewer praises the book and its author, but goes on to express the following reservation: *If I were to follow the philosophy he proposes, I would scarcely have a moment to myself...* Which of the remaining paragraphs expresses a similar idea?

2 (examTASK) 1 B 2 D 3 C

3 1 compel 2 chuck out, discard 3 crucial 4 put your feet up

USE OF ENGLISH ▶ Thematic Part page 93

The **examWORKOUT** focuses on vocabulary work: students practise idiomatic expressions with *take*.

- 2 1 care 2 turns 3 part 4 easy 5 granted 6 advantage
- 4 (examTASK) 1 to 2 take 3 part 4 who 5 although/while

ADDITIONAL ACTIVITY

Do this activity after the exam task, or even in the next lesson. Working in pairs, students have to choose one of the idioms from Exercise 1 and prepare a short dialogue or sketch in which the idiom is used in the last line. Explain they will have to act out their sketches *omitting* the idiom, and other students will have to guess it. Here's an example:

A: *I'd love to see that concert, but I have no one to leave my baby with.*

B: *Don't worry! I'll help you. I'll... (take care of her)*

Students act out their sketches in front of the whole class.

LISTENING ▶ Thematic Part page 94, Tapescript pages 167–168

The aim of the **examWORKOUT** is to practise identifying the main point made by a speaker. Remind students that the main point should be inferred from the *whole* recording, not from one sentence.

The theme of the section may lead to a lively discussion. Encourage students to use the sophisticated vocabulary from the recording. If they resort to basic language, rephrase what they say, for example:

Student: *I think it's great to have lots of friends.*

Teacher: *So, Anna says she thinks it's great to have a wide circle of friends.*

- 1 (Students' own answers.)
- 2 1 D 2 C 3 A
- 3 1... I must admit it is a lot of work keeping up with so many ...
2... Your closest friends are those who you love for themselves, because of something in their character...
3... I have three categories of friends. Firstly the inner circle: my nine closest friends ...
- 4 (examTASK) 1 E 2 C 3 A 4 B

SPEAKING ▶ Thematic Part page 94

The focus of the **examWORKOUT** is how to conduct a discussion in a polite and respectful manner. This is a problem not only in exam situations, but too often in real life. Many people are only interested in expressing their opinion and 'winning' a discussion, without much of an attempt to listen to the other side's arguments and to search for the truth together.

If you have enough time, before starting this section (or alternatively after exercise 2) you may ask your students what it means to be a fair and respectful participant in a discussion. List ideas on the board. Here is a suggested list – yours may be different.

- 1 Start with the assumption that your opponent may be right, at least about some things.
- 2 Listen without interrupting and with an open mind, i.e. willing to be convinced if you hear good arguments.
- 3 Think about your opponent's arguments before you counter them.
- 4 Acknowledge what you find sensible and convincing in your opponent's argumentation (*I agree that...*).
- 5 If you still disagree, explain why.

Exercises 4 and 5 provide students with some phrases they can use to disagree politely. As students work on Exercise 6 in pairs, circulate, listen and take notes. When all the pairs have finished, mention some examples of considerate and polite interaction that you've heard.

- 3 The boy dismisses the girl's arguments; he sticks to his opinion without any effort at dialogue. As a result, his answers are too short.
- 4 The boy acknowledges the girl's arguments and defends his opinion politely, making reference to them. His responses are well-developed.
- 5 1 convinced
2 your point
3 agree that
4 I just think
5 you're right
6 doesn't have to be

WRITING ▶ Thematic Part page 95

Before covering this section students should familiarise themselves with the tips on informal letters and the model letter on page 31. Point out to the class that even an informal letter has an introduction and a conclusion. In the introduction you may refer to the letter or message you are replying to, or to some idea or feeling expressed in it; you may also say what your letter will be about. In the conclusion you say something friendly and perhaps ask for a reply. The jumbled letter in Exercise 1 starts with an introduction and then develops the three bullet points of the rubric.

- 1 1C 2A 3D 4B
- 2 • referring to Adam's letter – 1
• showing the writer understands Adam's situation – 4
• examples from the writer's experience – 5 and 2
• a friendly ending – 3

QUICK REVISION ▶ Thematic Part page 97

- 1 1 adoptive 2 expectant 3 acquaintance 4 maintenance
- 2 1 d 2 e 3 b 4 a 5 c
- 3 1 a 2 a, b 3 a, b 4 c 5 after 6 b 7 up 8 out 9 take

REVISION ACTIVITIES

- 1 Names of family members: Students sit in a semi-circle. Say a word referring to a family member, e.g. 'half-sister'. The first student has to give the male equivalent, *half-brother*. He/she then says a different word, and the next student has to give the opposite-sex equivalent. The person who repeats a word that has already been used, or who can't give the matching word, is out. The game continues until there is only one person left or until nobody can think of any more family words.
- 2 The activity described in the Use of English section can be used to revise any of the idioms learned in the unit. Ask students to choose phrases from a specific exercise, e.g. Exercises 7, 10 or 11 page 91, or Exercise 1 page 93; and follow the procedure described earlier. The audience must know which exercise the phrase they are supposed to guess is taken from; otherwise the guessing becomes too difficult.

ADDITIONAL READING

- Graham Greene, *The Invisible Japanese Gentlemen*: This short story is a perfect little picture of a relationship between two young people that is not working very well. You may wish to set groups of students the following task: *What advice would you give to the girl? What advice would you give to her fiancé?*
- Katherine Mansfield, *At the Bay*: This long short story portrays the life of an extended family in an idyllic New Zealand setting. You might wish to select just a passage to read and discuss.
- Oscar Wilde, *The Importance of Being Earnest*: any extract from this play could be the basis of a lesson on family and social life, but especially the scene in Act 1 when Lady Bracknell interviews Jack as a prospective son-in-law.