

 CAMBRIDGE



# COMPLETE

PRELIMINARY  
for Schools

Teacher's Book



**B1**



WITH  
DOWNLOADABLE  
RESOURCE PACK

Rod Fricker

For the revised exam from 2020





# COMPLETE

**Preliminary  
for Schools**

**Teacher's Book**



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# DEAR TEACHERS

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**Pamela Baxter**  
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# The Complete Exam Journey

The unique exam journey in *Complete Preliminary for Schools* allows learners to build their confidence and develop their skills as they progress through each unit, ensuring they are ready on exam day. Along the journey there are ...

Full reading, listening, writing and speaking exam tasks in every unit with step by step preparation exercises to ensure students have the skills necessary to understand and do the exam task.

Opportunities to fine tune and practise each exam task, confident in the knowledge that the materials are checked by the same team who writes the exams.

Exam advice boxes with up-to-date tips which are placed before every exam task in every unit, so students can apply the tips as they do the task.

**too and enough**

Page 110 Grammar reference

Read what some people say about the weather. Complete each rule with the correct option in brackets.

**'In summer it's too hot to winter!'**

'We had enough time to get answers before the alarm hit our town.'

'It was a hot job, but there was too much rain.'

'It was winter, so it wasn't warm enough to swim in the sea.'

**GRAMMAR**

1 In the examples above, *too* means 'as much as / more than you need or want'. It does not mean 'too many or too few'.

2 The word *too* goes after / before an adjective, often followed by *too* + infinitive form of the verb.

3 We use *too* much before countable / uncountable nouns and *too* many before countable / uncountable nouns.

4 In the examples above, *enough* means 'as much as / more than you need or want'.

5 The word *enough* usually goes after / before a noun, but after / before an adjective, often followed by *to* + infinitive form of the verb.

6 Exam candidates often make mistakes with *too* and *enough*. Some of these sentences contain mistakes. Underline the mistakes and correct them.

- It was hot enough to spend the whole day in the water.
- In the streets, there are too much cars.
- My sister is very young to travel alone.
- In summer it would be too hot to cycle.
- We did not have plenty of time to see the University of Cambridge.
- I thank you are enough old to spend this summer with your friends.

**Work in groups.**

- Write down six places you'd like to visit.
- Talk about which of the places you could visit for a weekend, using *too* and *enough*.
- Try to decide which is the best place to visit.

**Use the notes for the discussion, but the one you choose and the one you have enough time to...**

**Reading Part 1**

Look at the signs and messages below. Where could you see each one?

A B

C

D

E

Exercises targeting common B1 Preliminary problem areas, using data from the Cambridge Learner Corpus, so students can overcome language areas of difficulty in time for the exam.

Extra practice sections for writing and speaking exam tasks at the back of the book with preparation exercises and model exam tasks for students to follow.

**Speaking bank**

**Speaking Part 1**

Listen to Maria answering the questions. Does she use full sentences in her answers?

- What's your name?
- What's your surname?
- Where do you come from?
- Do you work, or are you a student?

Listen to Maria answering more questions. Notice how she adds extra information.

- What did you do yesterday evening?
- Do you think that English is the easiest to learn in the school?
- Tell us about a place you would like to visit in the future.
- Can you describe your house to us?
- What do you enjoy doing in your free time?

Use the given prompts to talk about habits and routines.

Family: How much? ...  
 Leisure: ...  
 Use the past simple and time expressions to talk about the past.

Use the past simple and time expressions to talk about future plans.

Next summer, I'm going to travel to ...  
 I'll be visiting ...  
 I'm going to visit ...  
 I want to get the job ...  
 I hope to ...

Add extra information. Actually, and Also

Add contrasting information. But ...

Add reasons and results. Because ... That's why ...

Add examples. For example, For instance ...

Complete Maria's answers with the words in the box. Listen again and check.

one / also / because / but / especially / after / on

- I work three times a week.
- I don't travel to different countries with my job. I'm afraid I will do it in English.
- I'd love to go to New York one day. I've been to New York once.
- The beach is very small, but the view is quite nice.
- It's not a hobby.
- I'm quite into sport. I do quite a bit of sport in my free time.
- I sometimes go running in the park.

**Listening Part 1**

Read the questions and underline the key words.

- What do the students need to bring tomorrow?
- What time does the girl's school start?
- Where does the boy live?
- Where did the boy find his football boots?
- What did the girl eat before the game home?
- What are the two friends going to buy Paul for his birthday?

**T** What is the weather forecast for tomorrow?

Work in pairs. Look at the pictures for questions 1-7 in Exercise 1. What can you see in each one?

Before you have each recording, underline the key words in each question ( nouns, verbs and question words) so that you know exactly what to listen for.

The first time you listen, try to choose the correct answer. Then, as you listen again, check your answers.

Listen and make notes of the important words you hear next to the pictures. Then listen again and for each question, choose the correct answer.

**Grammar used so far**

Page 111 Grammar reference

Read Marina's post. Which words does Marina use to talk about things that happened regularly in the past but don't happen now?

What was your primary school like? Did you ever go to have the music lessons for all your subjects, but especially? Well I used to have the same teacher for everything and you really got homework. We used to have these sorts of rolling periods. It was used for five lessons at school. After school, we didn't have to have proper lessons. Our teacher used to take us to the big sports centre gym. At the end of the day, my mum or dad used to collect me from school.

Marina, Bologna, Italy

Answer the questions.

- Does used to change when we change the subject pronoun (I/you/he/she, etc.)?
- What happens to used to in a negative sentence and in a question?
- What verb form generally follows used to?

Write a post saying what you used to do or have at your primary school. I used to jump a lot. I didn't eat ...

**Writing Part 1: An email**

Read the email from your English speaking friend, Sam. Use the notes to help you write.

From: Sam  
 To: You

Hi,

Great when the government has the space exploration launch last month! They announced the mission yesterday and I've been reading up on it and watching the international space station.

What do you think about the space exploration launch last month? How do you think about the mission yesterday and I've been reading up on it and watching the international space station?

They've had a lot of success in the past, but it's still a long way to go. They've had a lot of success in the past, but it's still a long way to go.

Sam

Write your email to Sam, using all the notes.

**MODEL ANSWER**

Hi Sam,

I'm really glad to hear that you've had such a successful mission. It's really exciting to hear that you've had such a successful mission. It's really exciting to hear that you've had such a successful mission.

I've been reading up on it and watching the international space station. I've been reading up on it and watching the international space station. I've been reading up on it and watching the international space station.

They've had a lot of success in the past, but it's still a long way to go. They've had a lot of success in the past, but it's still a long way to go.

Sam



# Student's Book overview

### 3 Having fun

**Starting off**

Complete the leisure activities with the verbs from the box. Which activities can you see in the photos?

doing, going, going, playing, meeting, visiting, watching, taking

- ... doing sports
- ... taking photos
- ... going to a concert
- ... visiting a friend
- ... watching a game
- ... meeting friends
- ... taking messages on social media
- ... watching a video

**Work in pairs.** What's the best way to spend your free time? Put the leisure activities in order.

**Work in small groups.** Which of the leisure activities do young people enjoy in your country? Are these activities difficult to learn? Why? Why not? How much time do you spend doing your favourite leisure activity?

**Listening Part 1**

Work in pairs.

- Look at the photos of a boy who is talking, and the photos of a building. Do you think they are interesting? How and do you think the photographer?

**Before you listen,** look at each question and decide what kind of information you need.

**Listen for details about this kind of information and choose the best answer.**

**For each question, choose the correct answer. Then listen again and check.**

- Why did Ryan put his photos on Instagram?
  - A firm he worked for said he would make their website.
  - It meant he could communicate with people in many countries.
  - Most new photographers use Instagram at first.
- Ryan most likes to take photos of
  - people and places in New York.
  - buildings on the coast.
  - famous people he sees in the city.
- Ryan believes that he has taken the best photos
  - when unexpected things happened.
  - after making careful preparations.
  - very early in the morning.

**Work in groups.**

- What kind of photos do you like taking?
  - What kind of photos do you like taking?
    - Is there a holiday you would like to turn into a job?

**Vocabulary**

**Prepositions of place**

Listen to Kristy talking on the phone. Draw these objects on the picture. Check on page 163.

- her camera
- her suitcase
- her suitcase

Write sentences describing where the objects from Exercise 1 are. Use the prepositions from the box.

above, behind, in front of, next to, on the right, opposite, under

Changes could be made of the products. It's on the floor.

Starting fun

Eye-catching images in the Starting off section at the beginning of each unit get students interested in the unit topic.

All Preliminary for Schools full listening, reading, speaking and writing exam tasks have topics specifically chosen for teenagers.

Brightly designed Exam advice boxes precede all exam tasks in every unit.

Photos with teen appeal create interest and talking points for students.

### 3 Reading Part 3

**Work in pairs.** Look at the photos. What do you think they show? Do you like them?

**Read the text quickly.** What is the writer's purpose?

- to explain how to become an expert at making sand sculptures
- to describe a sand sculpture that she made
- to give some advice about making sand sculptures
- to encourage more people to make sand sculptures

**Read the text again and answer the questions.**

- Why did Ariana decide to start making sand sculptures?
  - because she's always been good at other kinds of art.
  - because she saw some sculptures that her friends had made.
  - because she wanted to do a new outdoor activity with her friends.
  - after being inspired by some near-by hours.
- What did Ariana realize when she started making her first sculpture?
  - she wasn't very patient.
  - she thought it would be easier.
  - she knew straight away it wouldn't be a success.
  - she disliked people watching her make the sand sculpture.
- How did Ariana feel when her first sculpture failed?
  - she felt like giving up her new hobby.
  - she was embarrassed because of how it looked.
  - she regretted that she ignored some useful advice.
  - she was angry with herself for wasting four hours.
- In the final paragraph, what does Ariana say annoys her?
  - people damaging her sculptures
  - the sea covering her sculptures
  - the weather destroying her sculptures
  - people believing it's only a hobby for children

**Exam Advice**

Quickly read the text to get the general idea of what it is about.

For each question, decide what the text says about it before you look at options A-D.

Choose the option that is most similar to what the text says.

**APTANA'S HOBBY SAND SCULPTURES**

When I was a child, I was always good at drawing and painting. I loved to make things out of clay and I was always making little figures and animals. When I was in primary school, I started to make sand sculptures. I was always good at it and I was always making little figures and animals. When I was in primary school, I started to make sand sculptures. I was always good at it and I was always making little figures and animals.

**Work in pairs.**

- Would you like to build sand sculptures? If so, what do?
  - Which of the activities below do you enjoy doing?
    - fly fishing
    - hiking
    - water skiing
    - surfing in the sea
    - wind surfing

**Exam Advice**

Look at the underlined verbs. Which are followed by a verb ending in -ing? Which are followed by to? Complete the table.

Verb	Verb ending in -ing	Verb ending in to
to see		
to hear		
to find		
to know		
to think		
to want		
to need		
to allow		
to let		
to help		
to encourage		
to advise		
to warn		
to remind		
to tell		
to ask		
to expect		
to allow		
to let		
to help		
to encourage		
to advise		
to warn		
to remind		
to tell		
to ask		
to expect		

**Exam Advice**

Some verbs can be followed by -ing or to, but with a change of meaning. Look at sentences 1-4. Which one are about:

- something the speaker has to do?
- a memory of something in the past?

- I happened just chatting to her.
- I'm not supposed to get a map.
- Don't let me forget to take my sunglasses.
- I'll never forget flying over that beach.

**Exam Advice**

Some of the sentences have a mistake. Underline the mistake and correct them.

- I forgot asking you about your family. In ask.
- I hope you soon!
- I really enjoyed to help at a big concert.
- I remember meeting you over nine hours.
- Do you fancy to come out with us?
- We hope to go to the same island again next year.
- When we finished to eat, I went home.

**Exam Advice**

Complete the questions with the correct form of the verbs in brackets.

- Where do you fancy going (go) this evening?
- What kind of music do you enjoy listening (listen) to at home?
- What are you planning to do (do) at the weekend?
- Do you remember to go (go) anything to holiday when you were young?
- Do you ever forget to bring (bring) anything to your footballs?
- What would you like to do (do) tomorrow?

**Exam Advice**

**FDI -ing endings /to**

Listen and check the sentences from Exercise 5. Then answer the questions.

- How do we pronounce /ing/ is there a /t/ sound?
- Is this part of the second sentence?

**Exam Advice**

Work in pairs. Ask and answer the questions from Exercise 5.

**Exam Advice**

Tell your partner about the things below.

Something you:

- are learning to do.
- can't afford to do.
- couldn't do last week.
- must remember to do tomorrow.
- will finish doing soon.
- shouldn't forget to do next weekend.
- are planning to do on Sunday.
- really like doing.

Common mistakes made by students identified and practised in grammar sections.

Relevant pronunciation points clearly link to input language.

Clearly flagged, brightly designed grammar rules boxes explain the key grammar points.



**Vocabulary - Phrasal verbs**

1. Page 122 Grammar reference

2. Complete these example sentences with the three phrasal verbs in the dictionary extract.

3. Match the phrasal verbs in the article to meanings 1-10.

**CHOOSE YOUR HOBBY**

What kind of hobby would be good for you? If you are busy, it's a good idea to choose a hobby that you can do in your spare time. If you are not so busy, you could choose a hobby that you can do in your spare time. If you are not so busy, you could choose a hobby that you can do in your spare time.

1. Listen and check.

2. Work in pairs. Tell your partner about an activity, sport or subject you found difficult at first.

3. Work in pairs. Which other verbs go with the hobby?

4. Choose a hobby from Exercise 1 and describe it to your partner. Do not say the hobby. Your partner has to guess what it is. Then swap roles.

Unit Vocabulary and grammar reviews provide consolidation exercises.

**3 Vocabulary and grammar review**

**Vocabulary**

1. Choose the correct preposition in each sentence.

2. Match the beginnings of sentences 1-8 with endings a-h.

3. Choose the correct option (A, B or C).

**Grammar**

1. Complete the email with the *to* or *infinitive* form of the verb in brackets.

**NOTES**

**Infinitive** (to) is used after a verb, an adjective or an adverb.

**to** is used before a verb to show purpose or intention.

**to** is used before a verb to show a result or consequence.

**to** is used before a verb to show a condition.

Communicative speaking activities encourage topic discussion.

Unit-by-unit Grammar reference section provides further explanations and practice exercises.

**VERBS FOLLOWED BY TO DO -ING**

1. Some verbs are always followed by the infinitive (to + verb) or the gerund (-ing).

2. Some verbs are followed by both the infinitive and the gerund.

3. Some verbs are followed by either the infinitive or the gerund.

4. Some verbs are followed by either the infinitive or the gerund.

5. Some verbs are followed by either the infinitive or the gerund.

6. Some verbs are followed by either the infinitive or the gerund.

7. Some verbs are followed by either the infinitive or the gerund.

8. Some verbs are followed by either the infinitive or the gerund.

9. Some verbs are followed by either the infinitive or the gerund.

10. Some verbs are followed by either the infinitive or the gerund.

**Speaking Part 2**

1. Listen to the audio and describe the photo. What games does he play?

2. Describe the photo to your partner. What games does he play?

3. Describe the photo to your partner. What games does he play?

4. Describe the photo to your partner. What games does he play?

5. Describe the photo to your partner. What games does he play?

6. Describe the photo to your partner. What games does he play?

7. Describe the photo to your partner. What games does he play?

8. Describe the photo to your partner. What games does he play?

9. Describe the photo to your partner. What games does he play?

10. Describe the photo to your partner. What games does he play?

Exam task Speaking bank section includes practice exercises, useful language, photos and model answers.

**Writing Part 2: An Article**

1. Read the text and answer the questions.

2. Write an article on the topic.

3. Write an article on the topic.

4. Write an article on the topic.

5. Write an article on the topic.

6. Write an article on the topic.

7. Write an article on the topic.

8. Write an article on the topic.

9. Write an article on the topic.

10. Write an article on the topic.

Extra grammar and vocabulary exercises for students organised by topic and language area can be found online.

Exam task Writing bank section includes useful language, practice exercises and model exam answers.



# Component line-up

## Workbook without answers with Audio Download

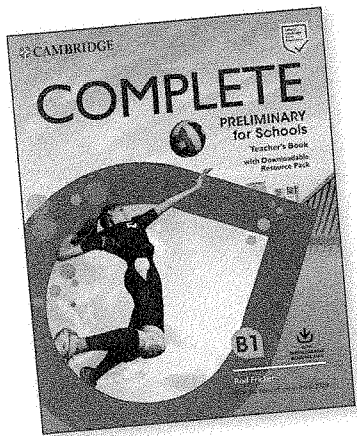
The activities in the Workbook consolidate the language presented in the Student's Book. It also includes extra exam practice with exam advice boxes.

12 pages of Vocabulary Extra consolidate topic vocabulary taught in each unit in the Student's Book.

Students can access and download the audio files using the code in the book.

## Online Workbook

The Online Workbook is a digital version of the print Workbook and allows you to track your students' progress, highlighting areas of strength and weakness for ongoing performance improvement.



## Teacher's Book with Downloadable Resource Pack

The Teacher's Book includes step-by-step activities for each stage of the lesson, with answer keys, background information, extra activities and photocopiable audioscripts. It also includes unit target vocabulary word lists with two vocabulary practice activities per unit. The Teacher's Book also provides access to:

- The Class Audio
- Extra teacher photocopiable resources
- Speaking videos

## Test Generators

The test generator allows you to build your own tests for each unit, term and end-of-year assessment. They are available at two levels: standard and plus.

## Presentation Plus

Presentation Plus is easy-to-use, interactive classroom presentation software that helps you deliver effective and engaging lessons. It includes the Student's Book and Workbook content.



# B1 Preliminary for Schools content and overview

Part/Timing	Content	Exam focus
<b>1 Reading</b> 45 minutes	<p><b>Part 1</b> Five very short texts: signs and messages, postcards, notes, emails, labels, etc. followed by five three-option multiple choice questions.</p> <p><b>Part 2</b> Five descriptions of people to match to eight short texts.</p> <p><b>Part 3</b> Longer text with five four-option multiple choice questions.</p> <p><b>Part 4</b> Gapped text where five sentences have been removed. Candidates must select the five correct sentences from a list of eight.</p> <p><b>Part 5</b> Four-option multiple choice cloze text with six gaps. Candidates select the word which best fits each gap.</p> <p><b>Part 6</b> An open cloze text consisting of a text with six gaps. Candidates think of a word which best suits each gap.</p>	<p><b>Parts 1–4 and Part 6:</b> Candidates are expected to read for the main message, global meaning, specific information, detailed comprehension, understanding of attitude, opinion and writer purpose and inference.</p> <p><b>Part 5:</b> Candidates are expected to show understanding of vocabulary and grammar in a short text, and the lexico-structural patterns in the text.</p>
<b>2 Writing</b> 45 minutes	<p><b>Part 1</b> An informal email. Candidates write an email of about 100 words in response to a text.</p> <p><b>Part 2</b> An article or story. There is a choice of two questions. Candidates are provided with a clear context and topic. Candidates write about 100 words.</p>	<p>Candidates are mainly assessed on their ability to use and control a range of Preliminary-level language. Coherent organisation, spelling and punctuation are also assessed.</p>
<b>3 Listening</b> approximately 30 minutes	<p><b>Part 1</b> Short monologues or dialogues with seven three-option multiple choice questions with pictures.</p> <p><b>Part 2</b> Six short unrelated dialogues with six three-option multiple choice questions.</p> <p><b>Part 3</b> Longer monologue. Candidates complete six sentences with information from the recording.</p> <p><b>Part 4</b> Longer monologue or interview. Six three-option multiple choice questions.</p>	<p>Candidates are expected to identify the attitudes and opinions of speakers, and listen to identify gist, key information, specific information and detailed meaning, and to identify, understand and interpret meaning.</p>
<b>4 Speaking</b> 12 minutes	<p><b>Part 1</b> A short conversation with the interlocutor. The interlocutor asks the candidates questions in turn, using standardised questions.</p> <p><b>Part 2</b> An individual long turn for each candidate. A colour photograph is given to each candidate in turn and they talk about it for about a minute. Each photo has a different topic.</p> <p><b>Part 3</b> A two-way conversation between candidates (visual stimulus with spoken instructions). The interlocutor sets up the activity.</p> <p><b>Part 4</b> A discussion on topics related to the collaborative task in Part 3. The interlocutor asks the candidates the questions.</p>	<p>Candidates are expected to be able to ask and understand questions and make appropriate responses, and to talk freely on topics of personal interest.</p>



# 1 My life and home

## Unit objectives

### Topic: My life and home

**Listening Part 2:** listening for specific information and detailed meaning.

**Reading Part 5:** understanding vocabulary and grammar.

**Speaking Part 1:** saying your name, how old you are, where you live and study.

**Writing Part 1:** an email; planning a reply.

**Grammar:** prepositions of time; frequency adverbs; present simple and present continuous; state verbs; *a few, a bit of, many, much, a lot of* and *lots of*; prepositions of place

**Vocabulary:** house and home; countable and uncountable nouns

**Pronunciation:** -s endings /s/, /z/ and /ɪz/

### Listening Part 2, multiple-choice

Read the advice with the students and also remind them that they will always hear the recording twice and should listen carefully the second time to check their answers.

Exam advice

- 2 As this is an exam task, set a time limit of 45 seconds for students to look at the questions and identify the key words, and tell them that this is how long they will have in the exam.

### Answers

- 1 two friends, a flat they would like to live in  
 2 a boy talking to his friend, a conversation about changing school  
 3 a girl talking about a day trip to the beach  
 4 two friends, a conversation about the town where they live  
 5 two friends, a conversation about a shop  
 6 two friends, their homes

- 3 When students have listened once, allow them to compare their answers and reasons in pairs. Tell them not to change their answers until they have listened a second time and then decide who was right. After the second listening, ask students if they changed any of their answers when listening for a second time. Elicit the answers and information from the text which helped them to identify the correct answers.

### Answers

- 1 C 2 B 3 C 4 A 5 A 6 C

## Starting off SB page 8

### Lead-in

Before students open their books, ask them: *What's your bedroom like?* Ask students to write three adjectives, e.g. *bright, small, untidy* and three objects, e.g. *bed, desk, plants* about their bedrooms. Students then work in pairs and talk for two minutes about their bedroom.

- 1 Look at the photos with the students. Elicit items the students can see and pre-check any unknown vocabulary in the photos, e.g. *mattress, cushion*. Elicit ideas from different pairs after they have discussed the questions in the book.

## Listening Part 2 SB page 8

- 1 Set a time limit of one minute for each topic. Encourage students to ask each other questions if their partner can't think of much to say, e.g. *Is the building new? Are there any shops in the street?* Monitor and help with ideas for prompts.

### Track 2

1

**Narrator:** You will hear two friends talking about the kind of flat they would like to live in.

**Boy:** Wouldn't it be great to live right at the top of that block of flats, with views across the city?

**Girl:** Nice views are fine but I'm not very keen on lifts. I think I'd rather be on the ground floor. It'd be good to live in a building that's not far from a bus stop, too.

**Boy:** Or an underground station.

**Girl:** Right. But the most important thing for me would be to have my own room, so it'd have to be a three-bedroom apartment.

**Boy:** I don't mind sharing with my brother, so two would be enough for me.

2

**Narrator:** You will hear a boy telling his friend about changing school.

**Girl:** I haven't seen you for a long time. How do you feel about your new school?



**Boy:** Well, before I moved at the beginning of January, I thought it'd be difficult to make friends with people in my new class, but they've given me a really warm welcome. Of course I'm a bit sad that I don't see anyone from my previous school, but there's nothing I can do about that. My studies seem to be going better than I'd expected, too, so making the change hasn't been too hard, really.

3

**Narrator:** You will hear a girl talking about a trip to the beach.

**Boy:** How was your day out?

**Girl:** Great! The bus left early on Saturday so I had to get up at 5 a.m., but that meant we got to the beach really early.

**Boy:** Did you go for a swim?

**Girl:** Yes, I thought I would enjoy that but it was a bit cold so we hired a little boat instead and sailed round the bay. That was fun, too, but not as much as having a game of volleyball. We're going there again in July when it'll be too hot for beach sports, but swimming in the sea will be wonderful!

4

**Narrator:** You will hear two friends talking about the town where they live.

**Girl:** It's quite a good place to live, isn't it? I mean, for a small town.

**Boy:** Yes, and it's probably about the right size, too. In bigger places there are problems like street crime, especially at night, but here you feel safe anywhere, really.

**Girl:** That's true, although everywhere you go round here, the roads are really busy. All that noise and pollution is horrible early in the morning.

**Boy:** I know. I wish people would walk or go by bike instead.

5

**Narrator:** You will hear a boy talking to a friend about a shop.

**Girl:** I don't really know this part of town. Where's the best place to buy a t-shirt?

**Boy:** The little shop on the corner isn't bad. The range of things there is a bit limited but just about everything is amazingly good value, especially if you compare it to the bigger shops.

**Girl:** The one opposite the station?

**Boy:** Yes, you can find almost anything you want there but it always seems to be really crowded, with lots of people waiting to pay because it's short of staff.

**Girl:** Thanks – I'll definitely avoid that one.

6

**Narrator:** You will hear two friends talking about their homes.

**Boy:** I like my room, though I haven't got much space for my things.

**Girl:** Mine's about the right size really, but I know what you mean. My cupboards and shelves are far too small.

**Boy:** At least mine's got big windows, so I get plenty of sunshine.

**Girl:** I do too, though it's a pity I can't turn the central heating up in winter.

**Boy:** Does it get noisy? It can do at my place, especially in the morning rush hour.

**Girl:** My flat mate complains about traffic noise waking her up too! But I'm on the inside of the building, so I hardly notice it.

### Extension idea

Photocopy audioscript 2 so that students can identify why the other two choices were wrong. This will show them that, although all three topics in the choices are mentioned, there is a clear reason why two of them are not correct.

- 4 Give students a minute to think alone and note down some ideas to share with the group and then about four minutes to discuss them as a group. You could allow less time if necessary and ask half the groups to start from the bottom and work their way up.

## Grammar SB page 9 Prepositions of time

- 5 Ask the students to try to do the exercise alone. Check the answers to the exercise and elicit or point out any problematic areas:

We use 'in' with parts of the day (*in the morning, afternoon, evening*) but we say 'at night'. We say 'in the morning' but 'on Saturday morning'. We say 'in July' but 'on 21 July'. In British English we say 'at the weekend' but in American English we say 'on the weekend'.

### Answers

2 In 3 at 4 in 5 on

- 6 Allow students to compare their answers in pairs and then work together to add extra expressions. Encourage them not to just write different months or clock times but to think of useful expressions.

### Answers

at: half past four, 5 o'clock, bedtime  
in: the afternoon, winter, 2020, the holidays, July  
on: 25 May, Sundays, my birthday, weekdays

**Students could do Grammar reference: Prepositions of time, page 116, at this point or for homework.**

### Extension idea

Tell students to write three sentences about themselves using prepositions of time. Two should be true and one false. Their partner has to guess the false sentence.



- 7 Put students into pairs. Set a time limit for students to discuss the photos. When students have finished, say to the class: *I do this on Saturday morning*. Ask students to guess which photo you are talking about (going shopping). Ask students to do the same with a new partner. One student tells their partner when they or other people do an activity and their partner guesses the activity.

- Grammar reference page 116: Prepositions of time  
► Workbook page 4

## Grammar SB page 10

### Frequency adverbs

#### Lead-in

Put students into pairs. Ask the students to think about three activities that they do and one activity they don't do. (Tell the students to write the activities down because they will talk about them in Exercise 3.) Set a time limit of one minute, then ask pairs to discuss.

- 1 When students have finished reading, they work in pairs to discuss their ideas. Ask students what they eat for breakfast, what time they eat breakfast, lunch and dinner and what time they go to bed.
- 2 Point out that all the answers can be found in the text in Exercise 1. Elicit the answers and the information in the text which illustrates them.

#### Answers

1 before 2 be + frequency adverb 3 at the end of a sentence

- 3 Before students do the exercise, check that they understand *occasionally*, *every two hours*, *almost every day*, *hardly ever*. Elicit sentences from different students.

#### Answers

2 I check my phone for messages every two hours.  
3 I'm never late for school.  
4 I sometimes write emails to friends.  
5 I don't always have lunch at home.  
6 I'm sleepy in the morning almost every day.  
7 I hardly ever go out on Monday nights.  
8 I stay in bed late most weekends.

Students could do Grammar reference: Frequency adverbs. Exercise 1, page 116, here or for homework.

- 4 When students have finished, elicit some of the similarities and differences that the students found.

#### Fast finishers

Students work in pairs to try to make three more sentences that are true for both of them, e.g. A: *I always do my homework in my bedroom*. B: *Me too*.

- 5 Elicit what activities the photos show. Refer the students back to the frequency adverbs and time expressions in Exercise 3 and encourage them to use as many different ones as possible. Set a time limit of three or four minutes and ask students who finish more quickly to think of other activities they can talk about. Elicit sentences from different pairs.

#### Extension idea

Students work in groups of three. Tell them to find something which is true for all three of them, using an adverb of frequency, e.g. *We never go to school on Saturdays*. When they are ready, each group takes turns to read out their sentence without the adverb of frequency, e.g. *We go to school on Saturdays*. The other groups have to guess what the full sentence is. The first group to guess and say the sentence correctly wins a point.

- Grammar reference page 116: Frequency adverbs  
► Workbook page 6

## Reading Part 5 SB page 10

#### Lead-in

Write the words *flat* and *house* on the board. Elicit what the difference between them is and that both of them can be referred to as *homes*. Have a class survey of how many students live in a flat or a house.

- 1 Look at the photos with the students and elicit or check the words: (*block of*) *flats*, *tree house*, *motorhome*, *yacht*. When students have discussed the question, write any new vocabulary elicited on the board for students to note down in their books.

**Background information**

The world's largest house could be the official residence of the Sultan of Brunei. It has 1,788 rooms, 257 bathrooms, five swimming pools and a 110-car garage.

A Berlin architect, Van Bo Le-Mentzel, has designed a 1m<sup>2</sup> house that you can carry around. It weighs 40 kg and you can stand it upright during the day or lie it flat at night.

About 22,000 people in the UK live on houseboats. In 2009, a man from London built himself a tree house and lived in it for six months.

Answers 1 D 2 B 3 D 4 C 5 A 6 C

- 4 Look at the first point with the whole class and elicit good and bad things about going to different places. Allow five minutes for the students to discuss all the points. Have a class discussion of the questions when they have finished.
- 5 Students start by discussing the good points about her life, e.g. *she meets different people and learns about the world* and then the bad, e.g. *she doesn't have close friends who she sees all the time*. Monitor and help where necessary. The students then try to agree on whether her life is good or not.

**Reading Part 5, multiple-choice cloze**

Look at the advice with the students. Elicit why each point is useful, e.g. reading the text quickly helps them to understand what it is about.

Looking at the words before and after a gap can help, e.g. the words 'mother' and 'father' show which word to choose in the gap. For the third piece of advice, tell them that, if they aren't sure of the correct answer, by reading the whole sentence aloud (or in their heads during an exam) they can often hear which one sounds correct.

Exam  
advice

**Extension idea**

Students work in pairs and use the information in the text and their own imaginations to write a short interview with Sonia about her life. Encourage them to use questions using *How often do you...?* to practise adverbs of frequency. Set a time limit of five minutes and then allow students to practise their interviews in pairs. Nominate pairs to act out their interviews in front of the class.

► **Workbook page 6**

**Grammar SB page 12****Present simple and present continuous****Lead-in**

Tell students to close their eyes and imagine they are on holiday looking at a view. Give the students 30 seconds to think and then put them in pairs to describe where they are and what they can see.

- 1 Remind the students of the article about Sonia on page 11 and elicit anything they can remember about her life. Look at the example with the class and then ask them to complete the exercise alone or in pairs if you think some need more help. When students have finished the exercise, ask them to make sentences about their own lives for each of the uses (a–e).

Answers  
2 d 3 a 4 b 5 c

- 2 Elicit why it's a good idea to do this exercise (to get a general idea of the text). Set a strict time limit of two minutes and then elicit the answers.

Answers

1 article 2 D

3 She goes to lots of places and does exciting things. Her education takes place on the boat. Living on a boat has some disadvantages. She doesn't usually feel afraid when she's on the boat.

- 3 Remind students about the last piece of advice in the Exam advice box and to try each word in the gap to see which sounds correct if they aren't sure of the answers. The reading paper consists of six exercises in 45 minutes, so allow a time limit of seven minutes to reflect the time they will have in the exam. When students have finished, ask them how useful they found the exam tips.

**Fast finishers**

Tell students who finish early to look at the last paragraph and think about words which could be gapped and what choices examiners might give.



- 2 Look at the photo with the students. Elicit what they can see and ask students to guess what Molly might write about her holiday, e.g. *She goes swimming a lot.*

Look at the first sentence and elicit why Molly has used the present continuous (she is writing at the present moment – now). Check answers and for each answer, ask students to identify which use in Exercise 1 it corresponds to (1 d, 2 d, 3 c, 4 d, 5 c, 6 a, 7 a, 8 b, 9 a, 10d, 11d, 12c). Point out that 10 is a special case – the wind is blowing at the time they leave the house every morning – not at the current time.

#### Answers

2 am / 'm sitting 3 has 4 am / 'm looking  
5 love 6 stay 7 go 8 is getting / 's getting 9 leave  
10 is blowing 11 am / 'm having 12 don't want

- 3 Monitor and help the students where necessary. If students have problems with question 3, point out that when *who* is the subject of a present simple question, we don't need to use the auxiliary verb 'do' in the question. Elicit that, in this case, *who* refers to the person watching the most TV in the house. Give them an example to illustrate the difference: *Who do you send texts to? Who sends texts to you?*

#### Answers

1 What does 'habit' mean?  
2 Does the school bus stop in your street?  
3 Who watches the most TV in your house?  
4 Do you prefer to get up early or late?  
5 Is everyone talking to their partners at the moment?  
6 What colour clothes are you wearing today?  
7 Who is sitting behind us in this lesson?  
8 What do you sometimes forget to do in the morning?

- 4 When students have asked and answered in pairs, elicit questions and answers from the class to check that they have formed the questions and answers correctly.
- 5 Encourage students to write alternate questions in the present simple and present continuous so that, even if some students don't finish the activity, they have got at least some questions in both the present simple and present continuous.
- 6 When students have finished the exercise, drill all the words with the class to make sure they say them correctly.

#### Answers

/s/: forgets, gets, likes, speaks, thinks, walks, wants, works  
/z/: belongs, does, goes, lives, loves, plays, prefers, sees, studies, wears  
/iz/: catches, changes, chooses, finishes, passes, practises, uses, washes

- 7 Set a time limit of one minute per student, then elicit sentences and check the pronunciation of the third person -s ending. Stronger students can give each other feedback on their pronunciation.
- 8 Look at the two example questions with the class before they work in pairs and then monitor and prompt students with ideas if necessary, e.g. *Who do you want to ask a question about? Do you want to use a question word or make a Yes / No question?* Elicit questions and answers from different pairs.

**Students could do Grammar reference: Present simple and present continuous, Exercise 1, page 117, either before or after the extension activity or for homework.**

#### Extension idea

Students form different questions by taking turns to add one word at a time. If one student thinks another has made a mistake, they can challenge them to complete the question, e.g. A: *Who B: does A: you B: Complete the question!* Start with a whole-class example. Say a question word, e.g. *Where* and elicit a word which could follow it. Write the words on the board as you elicit them and, if you think someone has made a mistake, see if they or other students can complete a grammatically correct question. If not, cross out the wrong word and continue. Students then do the same thing in groups.

- ▶ Grammar reference page 117: Present simple and present continuous
- ▶ Page 118 Grammar reference: State verbs
- ▶ Workbook page 6

**Vocabulary** SB page 13

**House and home; countable and uncountable nouns**

#### Lead-in

Put students into groups of four. Tell students you are going to give them a letter of the alphabet and they have to write five things beginning with that letter that may be found in a house. Give an example: B – *book, bed, bedroom, bottle, baby*. As soon as they have five things, they put their hand up and read them out. If all the words are correct, they get a point. Use: C, M, P, S.