



OPEN WORLD

B1**PRELIMINARY****TEACHER'S
BOOK**with Downloadable
Resource Pack

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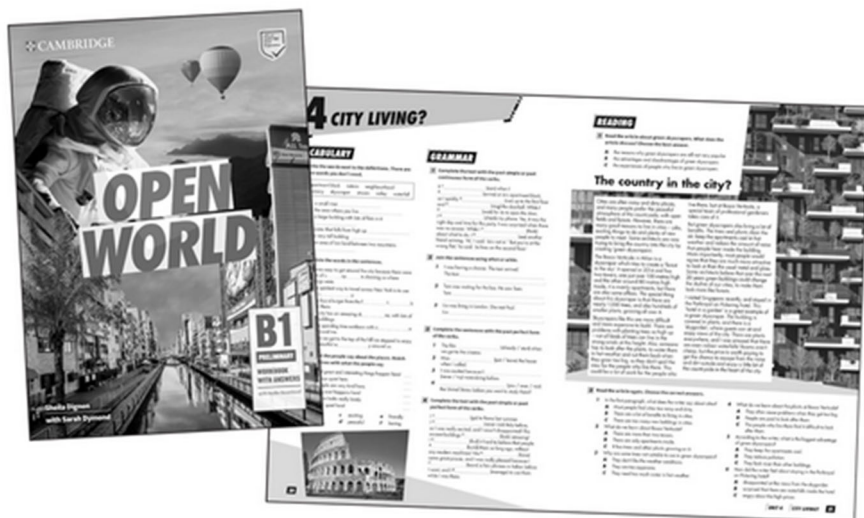
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COMPONENT LINE-UP

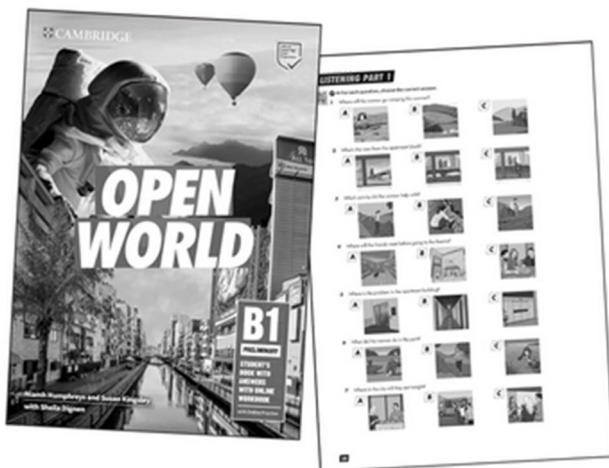
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B1 PRELIMINARY EXAM INFORMATION

PART/TIMING	CONTENT	EXAM FOCUS
1 Reading 45 minutes	<p>Part 1 Five very short texts: signs and messages, postcards, notes, emails, labels, etc. followed by five three-option multiple choice questions.</p> <p>Part 2 Five descriptions of people to match to eight short texts.</p> <p>Part 3 Longer text with five four-option multiple choice questions.</p> <p>Part 4 Gapped text where five sentences have been removed. Candidates must select the five correct sentences from a list of eight.</p> <p>Part 5 Four-option multiple choice cloze text with six gaps. Candidates select the word which best fits each gap.</p> <p>Part 6 An open cloze text consisting of a text with six gaps. Candidates think of a word which best suits each gap.</p>	<p>Parts 1–4 and Part 6: 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>Part 5: Candidates are expected to show understanding of vocabulary and grammar in a short text, and the lexico-structural patterns in the text.</p>
2 Writing 45 minutes	<p>Part 1 An informal email. Candidates write an email of about 100 words in response to a text.</p> <p>Part 2 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>
3 Listening approximately 30 minutes	<p>Part 1 Short monologues or dialogues with seven three-option multiple choice questions with pictures.</p> <p>Part 2 Six short unrelated dialogues with six three-option multiple choice questions.</p> <p>Part 3 Longer monologue. Candidates complete six sentences with information from the recording.</p> <p>Part 4 Longer 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>
4 Speaking 12 minutes	<p>Part 1 A short conversation with the interlocutor. The interlocutor asks the candidates questions in turn, using standardised questions.</p> <p>Part 2 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>Part 3 A two-way conversation between candidates (visual stimulus with spoken instructions). The interlocutor sets up the activity.</p> <p>Part 4 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>

S PERSONAL PROFILE

UNIT OBJECTIVES

Topic:	daily life and personal information
Grammar:	present simple and present continuous; adverbs of frequency; present continuous with <i>always</i>
Vocabulary:	personal interests; habits and routines; occupations
Listening:	note taking: celebrity profiles
Reading:	open cloze: profile of a blogger
Speaking:	introducing yourself
Writing:	a personal profile
Pronunciation:	intonation to show interest

Ask your students to watch the Grammar on the Move videos on pages 10 and 12. You can use these to present or reinforce the present simple and present continuous and adverbs of frequency.

VOCABULARY

SB P8

PERSONAL INTERESTS

WARMER

Read the title of the unit to the class. Ask one or two volunteer students to tell the class about their daily life: *what do they do, where do they go, who do they see?* Put students into groups of three to discuss. Give students 2–3 minutes to talk, then elicit some information from individual students about someone in their group.

- 1 Draw students' attention to the photos in the Student's Book and ask them to say what they can see in each of the photos. Write any new and interesting vocabulary on the board for students to note down (e.g. *selfie, mountains, underwater, snorkeler*).

Suggested answers

- A sport, snorkelling
B travel, trekking, holidays, walking
C art and crafts, pottery D shopping, fashion

- 2 Read the title with the class and elicit what the text might be about (writing a blog). Students read the blog first, then match the photos to the words in colour. Allow students to check their answers in pairs and if they have different answers, they should try to find the correct answer together. Check answers with the class.

- A sports B travel C arts and crafts D fashion

- 3 Write any new and interesting words on the board for students to note down in their books. For stronger classes, ask students to put the interests and hobbies into two groups of things they do on their own and things they do with friends.

- 4 Read the sentence and the rule in the box with the class. Elicit any more verbs like *like/love/enjoy* that we can use with the *-ing* form to talk about activities (e.g. *don't like, hate*).

-ing

EXTENSION

Students stay in the same groups as they were in Exercise 3 and talk to each other about the different personal interests and hobbies they brainstormed using *like/love/enjoy, don't like/hate* and the *-ing* form where appropriate. Monitor and note any good use of the language to elicit during class feedback.

- 5 Ask students if they have a blog. If so, ask them what it's about. If no one writes their own blog, ask students if they read anyone else's blog. What kind of blogs do they read? Students discuss the question in the Student's Book. Tell them to try to give reasons or examples for their answers. Allow students around three minutes for discussion, then elicit some ideas.

READING

SB P9

- 1 Read the title of the blog with the class and ask students what they think the text will be about (a description of a blogger's day). Students can read the blog quickly to find out if they were right.

Students read the blog (again) on their own and complete the answers. They can then check answers with a partner. Remind students to go back over any answers which differ and try to find the right answer together. Check answers around the class and ask students to say why the answer is correct, e.g. 1 *with* is the preposition we use when talking about living *with* someone.

1 with 2 of 3 in 4 every 5 to 6 my

- 2 Give students one minute to reread the text and decide which parts of the text support their opinion for the first question. Students can then refer to these when they are discussing the questions in their groups. Give students 3–5 minutes to discuss the questions, then conduct class feedback. Ask students if they were surprised by anyone else's opinion.

VOCABULARY

SB P9

HABITS AND ROUTINES

1 Go through the words in the box and check students' understanding of *hang out with* (spend time with) and *meet up* (meet someone). For weaker classes, go through the box together and add to the table the things which everyone does every day, e.g. *have breakfast/lunch/dinner*. When students have completed the activity, they can share their routines in pairs, then ask individuals to share with the class what they do every day/most days/sometimes.

2 Students work alone to complete the sentences, then check answers in pairs before you check the answers around the class. Students could work in pairs to take turns saying the sentences but changing the information so that they are true about them.

1 eats out 2 get up 3 hangs out with
4 meet up 5 work out

3 Give weaker classes a couple of minutes to prepare and write down their sentences before they share them in groups of three. Allow students no more than three questions each, time permitting. Monitor and at the end of the activity, invite students who fooled their groups to share their sentences with the class.

GRAMMAR

SB P10

PRESENT SIMPLE AND PRESENT CONTINUOUS

1 This section should be revision for most students but for weaker classes, you might like to present the grammar on the board. With Student's Books closed, write the three sentences on the board, labelling them 1-3, and a timeline arrow pointing from left to right. Draw a perpendicular arrow in the middle of the timeline and write *now* on it. Ask a student to read the sentences. Elicit from the class which sentence is happening right now: *Martina - she is sitting at her desk and feeling very happy*. Write '3' on the *now* line. Draw more perpendicular lines along the time line in the past, present and near future to denote a habit. Elicit from the class which one of the sentences is a habit, i.e. something Martina does often/every day: *Martina gets up early*. Write '1' on each of the lines. Finally, draw a shaded block around the present to denote a temporary action and elicit which one of the sentences this belongs to: *She's creating information pages for her blog*.

Students open their books and complete the grammar box.

1 c 2 b 3 a
1 simple 2 continuous 3 continuous

2 Weaker students can do this activity in pairs, finding one example each and swapping their ideas. Encourage students to write the sentences in their notebooks and the rule in the grammar box, circling the parts of the sentence which relate to the form. Ask one student for each sentence to come up to the board and write the form and the example sentence, circling the language and the form.

Present simple: Why do I get up so early?
Present continuous: So what am I writing?
1 do 2 does 3 be

3 Students work alone to complete the questions, then check answers in pairs. Stronger classes can also say which tense and use each question is, e.g. *I present simple - things that are generally true*.

1 do; do 2 does; work 3 is; working
4 is; having

4 As before, weaker students can do this activity in pairs, finding one example each and swapping their ideas. Elicit feedback from the class. In both cases, ask students to underline the auxiliary verbs in the sentences.

Present simple: I don't go to bed late.
Present continuous: It's the autumn term now, and I'm not travelling.
1 doesn't 2 isn't

5 For stronger classes, get students to work in pairs to decide the tense and the use, then elicit the answers around the class before students complete the blog with the correct tenses.

1 write 2 do you earn 3 'm not earning
4 'm working 5 Do you interview
6 don't understand 7 is getting

6 In the same pairs, students discuss the questions. Encourage students to try to use the present simple and continuous carefully in their answers and give reasons or examples for their answers. Give students two minutes for discussion, then students feedback their ideas to the class. Ask some extra questions, e.g. *Would you like to be a paid blogger? Why/Why not?*

Refer students to the Grammar reference on page 196 for further information/practice on the present simple and present continuous.

EXTENSION

If students have access to the internet in class, they can do an online search to find out how much money a successful blogger can earn and find an example of a famous blogger. If students do not have access to the internet in class, they could do the task for homework.

VOCABULARY

SB P11

OCCUPATIONS

- 1 Read the title of the section with the class and elicit another word for *occupation* (job). Students can do the matching exercise alone or in pairs for support. Weaker classes can match the words in the box to the pictures first, then match them to the descriptions in 1–6.

Ask students if they know anyone who does any of the jobs shown and whether they like their job.

1 D police officer 2 F hairdresser 3 A chef
4 C gardener 5 B mechanic 6 E sales assistant

- 2 002 Read the instructions with the class. To help weaker students, tell them that it is one of the occupations from Exercise 1. Play the recording, then elicit the answer. Ask students to say what part of the recording made them choose their answer.

He's a waiter.

AUDIOSCRIPT 002

I get up at about eight or nine o'clock. Then, I have a shower and a cup of coffee. I leave my flat at half past eleven. At work, we get a small lunch from the restaurant before we start, and at twelve thirty the first customers arrive. I finish serving lunch at about four o'clock, and I have a break of two hours. I often go to the gym and work out, or I hang out with friends. Then I go back to work at six in the evening and serve dinner for the next three or four hours. Sometimes, I can go home at about ten o'clock, but it's often much later: eleven p.m. or even after midnight on Saturdays if big groups of people have eaten in the restaurant. But that's OK. I like working with the relaxed customers in the evenings.

- 3 Weaker classes can use the jobs in Exercise 1, otherwise students could also use a different job. Remind students that the listening didn't mention the man's job or a restaurant/café. Encourage students to do the same here, i.e. give clues but don't make the job too easy to guess. Give students one minute to make their notes, then put them in groups of three to share their working day. If no one guesses the job, the student should not tell them what it is. Instead when everyone has shared their job, ask if there were any jobs no one guessed, then invite those students to share their working day with the class to see if someone can guess it.

LISTENING

SB P11

BACKGROUND INFORMATION

People call Simone Biles the greatest gymnast of all time. She won four gold medals in Rio de Janeiro at the 2016 summer Olympic Games. She has also won the World Championships a number of times in different disciplines.

Tom Holland is a dancer and an actor, performing both on the stage and in TV and cinema. He has recently starred in a number of box office films and is now a famous star. Tom would like to move from acting to directing one day.

- 1 003 Draw students' attention to the photos of the two people in Exercise 3 and elicit if anyone knows who they are and what they do. Students listen and write the names in the profiles.

A 1 Simone 2 Biles
B 1 Tom 2 Holland

AUDIOSCRIPT 003

Successful, famous and still very young ... Today, we are announcing this year's Young Celebrity of the Year. We asked which young celebrities our listeners like and respect the most. Hundreds of you wrote to us. Thank you for all your tweets and messages. We now have the two most popular young celebrities, successful in very different ways. From the world of film, our listeners really love Tom Holland and sports fans have chosen gymnast Simone Biles. And today we want listeners to vote for one winner.

- 2 Write *Holland* on the board, underlining 'll' and elicit how we say it: 'double-l'. Ask students to ask and answer using *How do you spell ...? I think it's ...* for both first names and surnames.
- 3 004 Before students listen, ask students what they will need to write for *Place of birth* (a town or city) and *Siblings* (how many brothers or sisters they have). Students can now listen individually and complete the full profiles. Allow students to compare their answers before you check the answers around the class. Ask the class where Belize is and if you have a map, invite a student to show the class where it is.

A
3 (gymnast) 4 14th March 1997
5 Ohio 6 (Belizean and) American
7 one sister and two brothers
8 reading, history and spending time with friends
B
3 actor 4 English 5 1st June 1996 6 London
7 three brothers 8 watching football

AUDIOSCRIPT 004

OK, let's start with sport now. Simone Biles is a gymnast. She was born on the 14th of March 1997 in Ohio in the USA, but she grew up in Texas, where she still lives today. She's American, but she also has Belizean nationality, as her mother was born in Belize. Simone has a sister and two brothers. Simone's teachers saw her talent for gymnastics when she was six years old, and she quickly started winning competitions. She has won in the World Championships many times, and in 2016, she won gold four times at the Olympic Games.

Simone's successful because she does a lot of training, but she also likes to sit down with a good book. She enjoys reading and is very interested in history.

We love Simone because you have to work really, *really* hard to be a world-class gymnast, but she finds time for friends, hobbies and fun, too.

Our second young celebrity is the English actor Tom Holland and he was born on the 1st of June 1996 in London, where he grew up with his three brothers.

Tom started acting, and also dancing, when he was very young. He started working in theatre and then went on to having parts on TV and in films. Tom Holland is most famous for playing *Spider-Man* in several hugely successful films. He still lives in London. In his free time, he likes watching football – he supports Arsenal – but we don't think he has a lot of free time at the moment!

We love Tom because although he's very rich and very famous, he's also such a normal, nice guy.

So now it's time for you to vote. Who is your Young Celebrity of the Year? You can message us...

- 4** Tell students to write in sentences rather than single words as in Exercise 3. Students could do the task for homework and use the internet to find out more information about their celebrity to include in their profile. As before, if the partner can't guess the celebrity, the student can open it up to the class during class feedback.

Model answer

This person is an actor from my country, Mexico. He was born in 1978 so he's a bit older than the celebrities in the listening. I don't know if he has siblings but he has two children. He started acting when he was a child. He's had roles in the theatre, on television and in films. Most of his films are Mexican but some of them are famous all over the world. One famous film that he starred in was *Babel*.

(Answer: Gael García Bernal)

GRAMMAR

SB P12

ADVERBS OF FREQUENCY

- 1** Ask a student to read the sentences to the class, then elicit which word in each sentence tells us how often the action takes place (*usually, never, sometimes*). Elicit what type of words these are (adverbs of frequency). Ask students to look at the first two sentences again and elicit where the adverbs of frequency come in the sentence (before the verb). Look at the third sentence together and ask if that's true here (no, the adverb of frequency comes after the verb). Elicit that this is because the verb *be* is different. Explain that otherwise adverbs of frequency always come before the verb.

- 1** between the subject and the main verb
2 it comes after the verb

- 2** Read the instructions and give students one minute to complete the task while you replicate the line on the board. Elicit ideas and encourage students to talk it through if there are any disagreements on the order.

- 1** rarely **2** often **3** hardly ever **4** usually

- 3** Students complete the sentences alone then compare in pairs. Encourage students to extend their answers and give reasons why in each case, e.g. *I usually get up before 6 o'clock on a weekday so I can take my dog for a walk before work, but at the weekend I don't get up before 9 am.*

- 4** Give weaker classes a minute to prepare and make notes, then put students into different pairs from usual to ask and answer the questions. After a few minutes, elicit feedback by asking students to give you information about their partner.

Refer students to the Grammar reference on page 197 for further information/practice on adverbs of frequency.

PRESENT CONTINUOUS WITH ALWAYS

- 5** Read the example sentences and the rule with the class. Ask students to complete the rule and check answers with the class. Then elicit from the class where the stress appears in the sentences (*on always*). Ask students why they think this is (to emphasise/stress that the speaker doesn't like it / it happens too often. Drill the sentences then students practise saying them in pairs. Listen and check they are saying the stress correctly.

- 1** continuous **2** verb

- 6 Students complete the sentences on their own, then check answers as a class. Students can then practise saying the sentences and stressing *always*.

- 1 I'm always forgetting my telephone number.
- 2 My sister is always taking my phone.
- 3 Our teacher is always giving us extra homework.
- 4 He's always complaining about my work.

- 7 Give students an example from your own experience, then invite students to do the same.

Refer students to the Grammar reference on page 197 for further information/practice on the present continuous with *always*.

WRITING

SB P12

A PERSONAL PROFILE

- 1 Students can do the task in class or for homework. If students complete the task for homework, they can spend more time on correction/feedback during the lesson.

Students should aim to write 100–150 words. When students have finished their paragraph, they can swap it with their partner for feedback. Their partner can check for spelling mistakes, grammar and whether they have included all the points in the question.

Model answer

Hello! My name is Ricardo. Welcome to my blog. I'm 20 years old, Spanish and a student at the University of Valencia. I study Political Science and I share a flat with three other students. My room is tiny but life in our little flat is fun.


I have a typical student life. From Monday to Friday I work very hard. I get up early every day and go to lectures or to the university library. We have a lot of exams and essays so I'm always busy. I usually meet up with my friends at lunchtime but only for one hour. I hardly ever go out in the evening.

However, at the weekend, everything changes! I never get up early on Saturday or Sunday. On Saturday afternoon I work out at the gym or in summer I often go swimming at the beach. In the evening I eat out with friends or go to a party. I'm usually very lazy on Sundays. I hang out with the others in my flat and we sometimes cook together. We all need our energy for the next week at university.

SPEAKING

SB P13

INTRODUCING YOURSELF

- 1 Read through the questions with the class to check students' understanding, then allow students to discuss in pairs for 3–4 minutes. Monitor and help students with any vocabulary they might need. Elicit ideas from the class. Accept any good ideas and discuss reasons why any ideas wouldn't be appropriate with the class.
- 2 Read the instructions with the class and elicit what *small talk* is (polite conversation when you first meet someone). Give students 30 seconds to tick the topics they think are good topics to talk about, then compare answers in pairs or groups of three. If students have different answers, then they should try to justify their answers by giving reasons. Elicit ideas from the class and elicit why some of the topics are not good topics for small talk.
- 3  005 Before you start the activity, elicit when students might have to use small talk when they meet someone new for the first time, e.g. going out with a group of people and you don't know all the people. Elicit from the class what kind of small talk they use in this kind of situation.

Read the instructions and the list with the class, then play the recording for students to choose their answers. Elicit answers from the class, then play the recording again to check, pausing after each expression.

Read through the note on pronunciation with the class. Students make a note of where the intonation goes up when the speakers try to sound interested.


EXTENSION

Students practise saying the conversation. Tell students to remember to use the correct intonation to sound interested when they are talking and to listen to what their partner is saying.

Nice to meet you.
Really?
Me too.
What do you do?
That sounds interesting.

AUDIOSCRIPT  005

- Zoe:** Hi, I'm Zoe. What's your name?
Anne: I'm Anne.
Zoe: Nice to meet you! Anne ... are you Karl's friend from the film club?
Anne: No, that's Anne McDonald. I'm Anne Dumont. I was at school with Karl. How do you know him?
Zoe: He's my cousin so I've known him all my life. And we sometimes play tennis together.
Anne: Really? You play tennis? Me too! I go to the new club in Green Park. Where do you play?
Zoe: Oh, we just play in the park near the swimming pool. It's not great, but it's cheap. I'm a student, so I don't have much money. What do you do?
Anne: I'm a journalist.
Zoe: Oh, that sounds interesting. Is it hard to be a journalist nowadays, with all the bloggers ...

- 4**  006 Read the instructions with the class. Tell students to use the first listening to decide on their answer and the second listening to check. Play the recording the first time, then allow students to compare their answers. Tell students that if they got any different answers from their partner, they should listen more carefully to those dialogues on the second listening and change their answer if necessary.

1 b 2 a 3 a

AUDIOSCRIPT  006

- 1, A**
Karen: I go swimming every morning.
Sam: [flat intonation] Really?
1, B
Karen: I go swimming every morning.
Sam: [interested, rise-fall intonation] Really?
2, A
Karen: I think everyone should have a hobby.
Sam: [interested, rise-fall intonation] I agree.
2, B
Karen: I think everyone should have a hobby.
Sam: [flat intonation] I agree.
3, A
Karen: I love watching winter sports on TV.
Sam: [interested, rise-fall intonation] Me too.
3, B
Karen: I love watching winter sports on TV.
Sam: [flat intonation] Me too.

- 5** Allow students two minutes for their conversation. Encourage students to use intonation to sound interested in what the other student is saying. Monitor and note any interesting conversations and ask students to role play these for the class during class feedback.

EXTENSION

Tell students you're having a party right now and they are all invited but they are not allowed to talk to their usual partner. Split the class into two groups of 'interested' and 'uninterested'. Students stand up and mingle around the classroom making small talk. All the interested students should use intonation to sound interested and also to listen with interest to what the other student is saying; the uninterested students should use flat intonation to make it clear they are not interested in what the other person is saying. Give students two minutes to talk, then tell them to swap roles so that the interested students are now uninterested and vice versa. At the end of the activity, elicit class feedback. Ask students if there were any conversations where both students were 'interested' and elicit feedback on how that compared to the other conversations where only one person was interested or neither student was interested. Elicit how the different conversations made students feel.

⇒ **WORKBOOK** / Workbook, Starter Unit, page 4

1 GETTING AWAY

UNIT OBJECTIVES

Topic:	travel and holidays
Grammar:	comparatives and superlatives; <i>so</i> and <i>such</i> , <i>too</i> and <i>enough</i>
Vocabulary:	holiday activities; easily confused travel words; weather; environment
Listening:	listening for gist and detail: a talk about Madagascar
Reading:	Part 2: matching holidays and people
Speaking:	Part 3: making and responding to suggestions, negotiating agreement Part 4: questions about holidays
Writing:	review of a holiday
Pronunciation:	<i>to</i> and <i>too</i>
Exam focus:	Reading Part 2; Speaking Parts 3 and Part 4
Real world:	where can I stay in Auckland?

Ask your students to watch the Grammar on the Move videos on pages 16 and 18. You can use these to present or reinforce comparatives and superlatives and *so*, *such*, *too* and *enough*.

VOCABULARY

SB P14

HOLIDAY ACTIVITIES

WARMER

Read the title of the unit to the class. Ask students what they think 'getting away' means (travelling away from home or going on holiday). Elicit the difference (*travel* means going from one place to another and can be for fun, for work or for something else; *holidays* means a long visit away from where you live for fun, not for work or anything else). Ask students to work in pairs to tell each other if they travel or go on holidays and which one they like more. Why? Go around the class and note any interesting answers and elicit these during class feedback.

- 1 Draw students' attention to the photos in the Student's Book and ask them to say what they can see in each of the photos. Write any new and interesting vocabulary on the board for students to note down. Keep these on the board for use in Exercise 2. Allow students to discuss in pairs for a minute, then draw their attention to the words in the box and ask them to match them to the photos. As this is the first lesson, allow students to work in their pairs to do this. Check answers.

A hiking B buying souvenirs C sunbathing
D sightseeing; taking photos

- 2 007 Read the instructions with the class, then look at the photos again. Refer students to the vocabulary you wrote on the board in Exercise 1. Ask the class to say what words from the board they think they might hear on the recording for each picture, e.g. *sightseeing*, *map*, *camera*, *tourist*. Can they add any of their own words? Play the recording, then allow students to compare their answers in pairs before checking with the class. How many words did they guess correctly?

1 B 2 C 3 A

AUDIOSCRIPT 007

1

Woman: It's what I always do on the last day of my holidays. I like having something to take home with me. It reminds me of my holiday, and I get presents for my friends and family, too.

2

Man: No, I never do that. It looks so boring – just lying there doing nothing. I prefer being active when I'm on holiday, doing sports and things.

3

Man: That's my favourite thing! I really like spending time outdoors when I'm on holiday. I love fresh air, doing some exercise and seeing the countryside.

EXTENSION

Play the recording again and ask students to note down any words they heard which the class didn't predict. Ask students to say if each word helped them find the answer or not.

- 3 Ask students to discuss the question in pairs and try to incorporate any of the vocabulary which they brainstormed in Exercises 1 and 2. Ask volunteers to share their ideas with the class.
- 4 Draw students' attention to 3b in the quiz. Ask them what they think a *lively café* might be like (e.g. full of people and sounds). Ask: *What do people do when they go exploring?* (They look for new and interesting places.)

Students can do the quiz on their own or in pairs, taking turns to ask each other each question or to interview each other. At the end, ask students to total up their partner's score and turn to page 192 to find out what kind of holidaymaker they are. Conduct feedback around the class. Ask students to say what kind of holidaymaker their partner is and whether they agree or disagree with the answer.

What kind of holidaymaker are you?
Mainly As? You're the kind of person who goes on holiday to RELAX
Mainly Bs? You're the kind of person who goes on holiday to have FUN
Mainly Cs? You're the kind of person who goes on holiday to have ADVENTURES

- 5** If students did the quiz in pairs in Exercise 4, ask them to focus on asking their partner their own questions. Read through the example with the class first and elicit answers from one or two strong students. Allow students 2–3 minutes to discuss, then ask students to share their ideas around the class.

✦ EXTENSION/ALTERNATIVE

In their pairs, students write four more questions like the one in the quiz, then join another pair to ask each other their questions. Can they guess what kind of holidaymaker they are from their answers?

READING PART 2

SB P15

✓ EXAM INFORMATION

Part 2 of the Reading paper is a multiple-matching task. Here students have to match the people in 1–4 with the places or things in the six texts A–F. They need to be careful to match *all three* things mentioned in each of the paragraphs about the people to one of the texts. This section teaches the students that underlining the key words in the descriptions of the people will help them in this task. In the exam, students will have to match five people to eight places/things.

- 1** As an extra task, you might like to ask students to keep their books closed at the beginning of the lesson and write the text about Lauren and Abby on the board. Ask students to work in pairs to decide what the key words are in the three sentences, then share ideas as a class. Do they all agree? If students disagree, ask them to try to justify their choice to their classmates. Tell students that this is a Preliminary exam-style task. Ask students to open their books and refer them to the words in orange.

Alternatively, refer students first to the six texts on page 15. Give them a few seconds to look at the title and texts and tell you what they are about (six different holiday destinations by the sea). Then refer students to the four texts about the people. Ask the class what they have to do (match parts of the texts to the people).

For weaker classes it might help to break the exercise down into three parts:

- a)** Read the text about Lauren and Abby without looking at the holiday destination texts. Ask students to work in pairs to think about what words they might look for in the texts that match the keywords highlighted in yellow, e.g. relax – sunbathe; hot – warm.

- b)** Ask pairs to match the key words to the highlighted sections in the text – did anyone predict the words correctly?
c) Ask students to count how many things are matched in each paragraph about the destinations. How many texts match all three things? (One – Text E.) Explain to students that in the exam it's important that they find the text which matches all three things the people need.

Ask students to repeat the process with 2, the text about Birgit and Oscar. Read through the instructions and make students understand they should highlight the text themselves. Students can do this in their pairs again or they can attempt the task on their own. Get feedback from the class. When you are confident students understand what is required from Reading Part 2, allow them to continue with questions 3 and 4 on their own. Otherwise, continue breaking down the process for each question as in the three steps above.

- 1 E** relax on the beach = sunbathe on the soft sand by the edge of the sea; shopping for clothes = market where you can buy ... the latest fashions; somewhere they can dance = with nightclubs and discos
2 A fond of the countryside = green hills and valleys; like to go hiking = ideal for walkers; want ... souvenirs = buy ... unusual gifts
3 D sightseeing = exploring the castles and interesting historic places; suitable for their small children = safe for all the family; cook their own meals = a grocery store selling local fruit, vegetables and fresh fish
4 C watersports = surf, windsurf and dive; meet new people = great place to make friends; try some typical dishes from the region = restaurants ... famous for their traditional local cooking

- 2** Ask students to discuss the questions in pairs. Then ask volunteers to share their ideas with the class.

GRAMMAR

SB P16

COMPARATIVES AND SUPERLATIVES

WARMER

Put students into pairs and ask them to look at the map and tell each other about any places they know and point them out on the map.

If you didn't do the lead-in activity, refer students to the pictures now. Ask students to find England and Scotland on the map. Ask students what they know about Edinburgh (some students may have heard of the university). Do students recognise any of the places in the photos? Ask them to say what they can see (Edinburgh Castle and a street performer).

- 1 008 Read the instructions with the class. Elicit the meaning of a *couple* (two people who love each other and live together or are going out together). Ask students to underline the keywords in the questions (*London, Edinburgh, how, travel*). Put students into pairs to compare their answers and then think of what they might hear in the recording that matches the keywords they have underlined.

by train

AUDIOSCRIPT 008

Emma: Hey, Tim. Let's talk about our weekend trip to Edinburgh next month. I'm so excited about going to Scotland.

Tim: Me too.

Emma: I really want to take a tour of Edinburgh castle.

Tim: So do I. It looks great.

Emma: So, what about transport? How shall we go?

Tim: Do you want to go by car? It's much easier than taking a bus or a train.

Emma: Hmm, I'm not sure about that. Edinburgh is such a long way from London! It's 650 kilometres, you know. The journey will take us at least seven hours. We're only going for three days, so that'll only leave us one full day in Edinburgh.

Tim: I see what you mean. It's too far to drive for the weekend. So ... how do you think we should go?

Emma: Maybe by plane? It's fast. The flight is just over an hour.

Tim: Yes, but the tickets are often so expensive. If we fly, we won't have enough money to have fun in Edinburgh.

Emma: Mmm, that's true. Air travel costs a lot.

Tim: You know, if we want to save money, we could drive. Driving is cheaper than buying two air tickets. In fact, it's even cheaper than buying two train tickets.

Emma: Yes, but going by train is much faster than going by car – it only takes four hours by train.

Tim: Does it? That's not too bad.

Emma: And what's more, the train's much greener than either driving or flying.

Tim: Yeah, you're right. Let's do that.

- 2 Read through the instructions with the class. For weaker classes, check students' understanding by asking questions: *How many types of transport do you write for each answer?* (one); *Can you use each type of transport once or more than once?* (more than once). Play the recording twice if necessary, pausing the recording the second time after each answer to check the answers around the class.

1 plane 2 car 3 car 4 plane 5 train

Ask students to look at 1–5 in Exercise 2 again. Ask: *Why is 4 different from the others?* Elicit that it is a longer adjective and we use *the most* with longer adjectives. Read through the grammar box with the class. Superlatives should be revision for the class but check understanding by drawing a two-column table on the board and writing *the -est* above one and *the most* above the other. Give students different adjectives and ask them to tell you which column they go in. Write them on the board. When you have finished, ask them to make superlative sentences using the adjectives on the board.

Alternatively, and if you think your class might need a bit more support, present comparatives together on the board: write *Mount Etna (3,350 m)* on the board and elicit the sentence: *Mount Etna is 3,350 m high*, then add: *Mount Kilimanjaro (5,895m)*. Write a gapped comparative sentence, e.g. *Mount Kilimanjaro is ___ Mount Etna*, and elicit the comparative sentence: *Mount Kilimanjaro is taller than Mount Etna*.

Finally, add *Mount Everest (8,848 m)* and elicit: *Mount Everest is the tallest*.

- 3 Ask students to do the task alone or in pairs if they need the support. Check the answers around the class. Again, ask students why we use adjective + *-ier* in 1 and *more* + adjective in 2. Elicit the answer, then read through the second grammar box with the class.

LANGUAGE NOTE

Remind students that we use *than* in comparative sentences as a preposition and conjunction to join the two parts of the sentence. Students should not confuse it with *that*, which we use to refer to something we mentioned earlier or that the person we are talking to already knows about, e.g. *She went to that school*.

1 easier 2 more 3 quickly 4 better

- 4 Stronger classes can work through the two parts of the activity together, otherwise break each part down and check the answers to the gapped sentences before moving on to the rule.

Fast finishers can see how many more adjectives they can add to each category and share these with the class when you check the answers.

1 bigger 2 the largest 3 more slowly
4 the worst 5 more comfortable 6 better
7 more quietly 8 better

- 5 Read through the sentences and rule with the class. Then elicit answers.

1 a smaller amount 2 a different amount
3 the same

Refer students to the Grammar reference on pages 199–201 for further information/practice on comparatives and superlatives.

WRITING

SB P17

A REVIEW

- 1 Students read the text quickly to find out if the writer liked Salzburg.

Although the writer says the train journey was expensive and that Salzburg Zoo is a long way from the city centre, everything else he says is positive. In particular he says, "We spent three great days in Salzburg ..." which tells us he enjoyed the trip.

- 2 Ask a student to read the first two sentences out to the class. Read the second sentence beginning *Although ...* again and elicit whether the first part of the sentence agrees with the second part of the sentence (no, they contain opposing or contrasting information). Ask a student to read the next sentence and ask the same question (this time the second clause adds more information). Ask students to do the same in pairs with the remainder of the text. Check students' ideas and for each linking word, elicit what part of the text it refers to, e.g. *too* in the second line adds information to 'fast and comfortable'.

Adds more information: and, too, also, What's more, As well as
Contrast: Although, but, though

- 3 For weaker classes, draw a two-column table on the board, with the titles *add info* and *contrast*, and elicit the linking words from the text to go in each column. Students then have a clear reference to aid them in completing the sentences.

1 but 2 Although 3 and 4 What's more
5 As well as 6 too 7 also 8 though

- 4 Ask students to write around 100 words. Students can do this task in class or for homework. If they do it for homework, there will be more time in class for peer marking: ask students to swap reviews and provide feedback. Ask them to focus on their partner's correct use of linking words and phrases and whether they liked the review.

VOCABULARY

SB P17

EASILY CONFUSED TRAVEL WORDS

WARMER

Put students into pairs and ask them to read the speech bubbles together, noting the words in bold. Students tell each other about an experience for each of the words in bold. Give pairs two minutes to discuss, then ask individuals to report back on one of their partner's experiences.

In their same pairs, ask students to look at the words in bold again and come up with a definition for each word. Tell students to make sure that the definitions show the difference between that word and the other word.

Suggested answers

trip: a journey in which you go somewhere, usually for a short time, and come back again

tour: to a place or area, especially when you look around the place and learn about it

transport: a system of vehicles such as buses, trains, aeroplanes, etc. for getting from one place to another

travel: make a journey, usually over a long distance

journey: the act of travelling from one place to another, especially in a vehicle

- 1 Ask students to complete the sentences either on their own or in pairs for support. Go through the answers as a class.

1 trip 2 transport 3 tour 4 journey 5 travel

FAST FINISHERS

Fast finishers can pair up and begin discussing the questions in Exercise 2.

- 2 You might like to mix up the pairs for this activity so that students have the chance to talk to someone different. Fast finishers can ask each other their own questions using the words in bold.

GRAMMAR

SB P18

SO AND SUCH, TOO AND ENOUGH

WARMER

Ask students to look at the photo and say what they think the people are doing (looking at a timetable and planning their journey). Ask students what kinds of journeys you need to plan (long journeys, journeys with lots of connections, etc.). Ask: *In your country, how do most people make long journeys? Why? How do you like to travel?* Put students into groups or pairs to discuss the questions. Give them two minutes then check students' ideas around the class.

- 1 Read the instructions with the class and ask students which adjectives *best* and *worst* come from (*good, bad*) and elicit the comparative forms (*better, worse*). Look at the reviews with the class and ask students how they can find out which hotel has the best/worst comfort/service/food (by looking at the stars). Allow weaker students to find the information in pairs, then feedback as a class.

Campbell House has the best food.
Drumcraig Lodge is the smallest.
Hotel Glenross has the worst service.

- 2 009 For weaker classes, explain to students that they won't hear the two people making a decision, just the things that are important to them. The students have to choose the best hotel for them and say why. Play the recording, then elicit the answer.

Drumcraig Lodge because it's not too noisy and it's fairly close to the city centre. The quality of food doesn't bother them because they're planning to explore lots of different restaurants.

AUDIOSCRIPT 009

- Emma:** Right, so, what about a hotel? We want to do lots of sightseeing, so we shouldn't stay anywhere that's too far from the city centre.
- Tim:** Yes, but we don't want anywhere too noisy – I hate it when you can't get enough sleep at night.
- Emma:** So do I. And we want somewhere that serves good food.
- Tim:** Do we? We're going to explore lots of different restaurants, aren't we? Edinburgh has such great places to eat. The hotel restaurant doesn't matter so much.
- Emma:** No, I guess it's not so important. Now, let's look at some reviews.

- 3 Read the section in the grammar box on *so/such* with the class and elicit the answers. Elicit or point out that when we are making a sentence using *such* with a singular noun we use *a/an*: *Edinburgh is such a great city*. Ask students why we use *so/such* (to make the adjective stronger). Ask students to make other sentences with *so/such* in pairs or around the class. Correct any mistakes relating to the formation of *so/such*.

Then go through the section on *too/enough*. Explain to students that *enough* can also go before a noun: *Did the students have enough pens?*

1 such 2 so 3 too 4 enough

- 4 Ask students to try to complete the sentences on their own. Weaker students can refer to the grammar box to help them but stronger students should try to complete the exercise alone. Allow students to compare answers in pairs and if they have different answers, they should try to look back over the grammar box together to find the correct answer. Check answers around the class.

1 so 2 such 3 enough 4 enough 5 too
6 too

- 5 Follow the steps for Exercise 4.

1 so 2 too 3 such 4 enough 5 too

FAST FINISHERS

Fast finishers can try to make more gapped sentences from the hotel reviews and swap them with another fast finisher to complete. Ask the rest of the class to check these when you check the main key.

Refer students to the Grammar reference on page 201 for further information/practice on *so, such, too* and *enough*.

- 6 Before students discuss the question, brainstorm a few alternative places to stay and write these on the board to help students. Give students a couple of minutes for discussion, then elicit answers around the class.

EXTENSION

Ask students to look again at the online reviews and talk in pairs about which hotel they would like to stay at. They should give each other reasons for their answers, using comparatives and superlatives.

EXTENSION

Put students into groups of three or four and ask them to each think of two adjectives each (or more depending on the time you have available) and write these on small pieces of paper. Students should place the pieces of paper in a pile in the middle of the table face down. They take turns to turn over an adjective and make a sentence using *so, too/enough* or a comparative or superlative adjective.

P TO AND TOO

- 7 010 Stronger classes could attempt this listening with their books closed and try to write down the word they hear. Play the recording again and drill the words chorally and individually.

They sound the same.

AUDIOSCRIPT 010

too to