

/cm solving

EXERCISE B

Explain to students that in Part 3 of the Speaking Test they may have to refer to a picture like this when trying out a shared task with another candidate. In different groups, allow 4-5 minutes for students to discuss questions 1 and 2 and to make a decision about question 3.

Discussion

EXERCISE C

In the same groups as above, allow about 3 minutes or students to discuss what has helped them to learn English. Encourage them to ask each other for opinions and contributions to the conversation and give their partners a chance to speak too!

FOCUS FOUR

SB 8

WRITING

Composition (argument) 1

WRITING

Composition (argument) 1

Explain to students that in Paper 2, the Writing Paper, there are two Parts. In Part 2, they will have a choice of four questions and may be asked to write a composition.

EXERCISE A

Introduce the first expression in the list of words and phrases and ask students to explain its meaning and usage, e.g. *first of all* is used to introduce the first item in a list, or the first point you are going to make. Repeat the procedure for the other items in the list.

In pairs ask students to fill in the numbered spaces. They should compare answers when they have finished.

Answers

- 1 However
- 2 First of all / Firstly
- 3 In addition / Moreover
- 4 However / On the other hand
- 5 First of all / Firstly
- 6 In addition / Moreover
- 7 As a result
- 8 In conclusion / To sum up

- 9 On the whole
- 10 In contrast

EXERCISE B

Answers

- 1 Introduction
- 2 Advantages
- 3 Disadvantages
- 4 Conclusion

Point out the importance of the introduction and conclusion, and the development of the composition in paragraphs 2 and 3. Tell students to adopt this formula for all compositions they write, to produce clear and logical pieces of writing.

EXERCISE C

In groups of 3 or 4, ask students to make two lists of points mentioned in the composition:

List 1 – Advantages of living in the country

List 2 – Disadvantages
Write (or ask a student to write) the two lists on the board, dealing with any differences of opinion, between the groups.

Answers

ADVANTAGES

peace and quiet
people friendlier and more open
less traffic
safer for young children

DISADVANTAGES

few people, fewer friends
little entertainment
few shops, services – harder to find work
long journeys to work
expense of getting to work

EXERCISE D

Ask students to sort the notes into two lists in pairs.

ADVANTAGES

stops people feeling lonely
can be educational
cheap
good for old people living alone
good for children

DISADVANTAGES

bad for the eyes
stops people from talking to each other
discourages people from taking exercise
makes reading seem less attractive
can create problems in the family
stops people from going to the theatre, cinema etc
bad for the sports industry

Ask students to think of other advantages or disadvantages to add to the lists.

EXERCISE E

Dictate the useful expressions and ask students to copy them into their exercise books.

EXERCISE F

Allow students a minute or so to read through the notes which they will have to follow when they write the composition in C.

EXERCISE G

Divide the class into two groups. Ask one group to write the first and the other to write the second composition.

When they have finished, ask the groups to exchange compositions and read each other's work. This will encourage students to write clearly and legibly so that the examiner will not have problems reading their writing.

Ask students to write the other composition for homework.

FOCUS FIVE

SB 9

REVISION AND EXTENSION

How words change from verb to noun

REVISION AND EXTENSION

As this is the first unit, the exercises here are mainly extension.

How words change from verb to noun

EXERCISE A

In pairs, ask students to read passages 1-4 and fill in the spaces with the correct form of the word in capitals then say what part of speech they have formed.

Answers

- 1 agreement; agree
- 2 mean; meaning
- 3 arrival; arrive
- 4 collect; collection

EXERCISE B

Further examples of words are:
• employ – employment, retire – retirement, content – contentment, perform – performance, avoid – avoidance, rehearse – rehearsal, propose – proposal;

permit – permission, reduce – reduction;

prefer – preference, correspond – correspondence;

depend – dependency, urge – urgency

• tell – tale (vowel change), grieve – grief (consonant change), prove – proof (consonant change)

• house /ɪ/ – house /s/

• reflect – 'reflect (stress shift and vowel change)

• cut – cut, set – set

EXERCISE C

In pairs, ask students to complete the table of missing words. Check that students understand the meanings of the words by asking them to explain the meanings with synonyms or paraphrases.

Answers

suggest – suggestion	see – sight
explain – explanation	breathe – breath
satisfy – satisfaction	give – gift
permit – permission	export – export
interfere – interference	prove – proof
appear – appearance	practise – practice
encourage – encouragement	advise – advice
deliver – delivery	

EXERCISE D

Divide class into pairs or small groups. Tell students they are going to have a word formation competition. The first group to complete the exercise correctly wins!

Answers

- | | |
|------------------|----------------|
| 1 enter | 6 reactions |
| 2 visit | 7 think |
| 3 identification | 8 introduction |
| 4 explanation | 9 teacher |
| 5 licence | 10 need |

WORKBOOK KEY

*WB 6-9

EXERCISE A

- 1 B
- 2 D
- 3 B
- 4 A
- 5 A

EXERCISE B

Mammals: chimpanzee, whale, leopard
Insects: eagle, robin, crow
Fish: salmon, sardine, shark
Reptiles: cobra, tortoise, crocodile

References are to the relevant page numbers in the Workbook

2 TRAVEL WISELY, TRAVEL WELL

FOCUS ONE SB 10-11

- **SPEAKING**
Talking on your own
Finding out about each other
Discussion

- **USE OF ENGLISH**


- **SPEAKING**
Problem solving

- **VOCABULARY**
travel, journey, voyage or trip?
flight, drive, ride or tour?

SPEAKING

Talking on your own
In pairs, ask students to write lists of everything they can see in both pictures. Then ask two pairs to compare their lists.

Tell students that, although examiners are not looking for a detailed description of where things are in a picture, it is useful to know how to refer to parts of the picture if they need to. Ask students to draw a large box in their exercise books, then dictate the following expressions and ask students to write them in their correct position in the box.

In the top left hand corner	At the top	In the top right hand corner
On the left	In the middle, centre	On the right
 In the foreground		
In the bottom left hand corner	At the bottom	In the bottom right hand corner

Tell students to take it in turns to ask each other where the items on their lists appear in the pictures, e.g.
Where's the ...?
Can you tell me where the ... is?
It's / They're ...

Still in the same pairs, ask students to talk on their own without interrupting each other. Remind them to talk about all the points mentioned in the tasks. Walk round listening to students and helping only if they 'dry up' completely.

Finding out about each other

Tell two pairs of students to join together and find out about the different means of transport they have used in the past month. Write a list of means of transport on the board and put the numbers of students using each form of transport in the appropriate column. For example,

CAR	TRAIN	PLANE	BIKE	ON FOOT	BUS
4	2	1	3	3	8

Encourage students to make sentences reporting their findings, e.g.
Most students travelled by bus.
Not many travelled by plane.

Discussion

In small groups, ask students to discuss the two questions in their books. Tell them they can interrupt each other politely if they want someone to repeat something. Put these expressions on the board to help them.

Interrupting politely
Excuse me! Would you mind repeating that, please?
Sorry, what did you say? I didn't quite catch it.
I'm sorry but I couldn't quite hear / didn't quite understand what you said.

Allow about 3-4 minutes, then tell two groups to compare what they talked about.

USE OF ENGLISH

EXERCISE A

Ask students to skim read the passage quickly, ignoring the missing words.

- EXERCISE C**
- | | | |
|---------|--------|-----------|
| 1 told | 5 said | 8 speak |
| 2 said | 6 tell | 9 talking |
| 3 tell | 7 say | 10 tell |
| 4 speak | | |

- EXERCISE D**
- | | | |
|---------|---------|---------|
| 1 told | 5 say | 8 which |
| 2 who | 6 whose | 9 told |
| 3 whose | 7 speak | 10 said |
| 4 who | | |

- EXERCISE E**
- | | | |
|--------------|----------------|----------------|
| 1 recordings | 5 performances | 8 difference |
| 2 practice | 6 arrangement | 9 alterations |
| 3 singing | 7 composition | 10 development |
| 4 migration | | |

- EXERCISE F**
- | | | |
|----------------|---------------|-------------|
| 1 come down | 5 went on | 8 come down |
| 2 looked up | 6 looked into | 9 go on |
| 3 looking into | 7 went up | 10 gone up |
| 4 look ... up | | |

- EXERCISE G**
- | | | |
|--------|--------|---------|
| 1 ✓ | 6 ✓ | 11 to |
| 2 ✓ | 7 the | 12 for |
| 3 with | 8 to | 13 ✓ |
| 4 you | 9 they | 14 that |
| 5 to | 10 ✓ | 15 in |

EXERCISE H

- 1 A 2 E 3 F 4 B
 The extra sentence is C.