

# 6 FOOD/SHOPPING AND SERVICES

## WARM-UP

Revise names of shops in the following way: students sit in a semi-circle. Say the name of a shop. The first student has to name something that can be bought there. He/she then says a different name of a shop, and the next student has to respond in the same way. The person who cannot respond appropriately, or who repeats the name of a shop that has already been used, is out.

## VOCABULARY ▶ Thematic Part pages 98–99

The whole section can be set for homework. To provide additional practice, you may ask students to do one of the following short writing tasks:

- Write the recipe for a dish you like.
- Write a section for a tourist brochure about shopping in your town or city.

- 1 Fruit: blackcurrant, pear, raspberry, tangerine.  
Vegetables: asparagus, aubergine, broccoli, red pepper.  
Fish: eel, herring, salmon, trout.  
Meat: lamb, pork, turkey, veal
- 2 1 c 2 d 3 a 4 f 5 b 6 g 7 e
- 3 1 saturated 2 unsaturated 3 carbohydrates  
4 fibre 5 protein 6 calcium
- 4 1 C 2 D 3 G 4 B 5 A 6 H 7 E 8 F 9 I
- 5 1 fishmonger's 2 off-licence 3 greengrocer's  
4 delicatessen/deli 5 stationer's
- 6 1 queue 2 till 3 trolley 4 belt 5 barcode  
6 cashier 7 receipt
- 7 1 discount 2 half 3 offer 4 price 5 bargain  
6 wholesale 7 off 8 sale 9 retail 10 reduced  
The hidden word is 'shopaholic'.
- 8 1 rip-off 2 fortune 3 astronomical 4 nose  
5 exorbitant 6 arm and a leg
- 9 1 spare 2 giftwrap 3 delivered 4 warranty/guarantee
- 10 1 account 2 withdraw 3 loan 4 rate 5 interest 6 off  
7 cash machine
- 11 1 out 2 in 3 off 4 in 5 by 6 by 7 in 8 in

## READING ▶ Thematic Part pages 100–101

The story as printed on the page is unfinished. Students find out the ending after doing Exercise 4.

When approaching the exam task, students should start by reading the whole text. You can set the following introductory question (after Exercise 2): *Read the story once quickly. Were any of your guesses correct?*

Exercises 6 and 7 focus on some of the literary features of the text: the images used to emphasise Sharon's shopaholic tendencies, and the way her feelings are described through body language.

- 3 (examTASK) 1 E 2 D 3 A 4 F 5 B
- 5 2 chest of drawers – Under the window was a chest of drawers which seemed to swell with the clothes packed inside it.  
3 carrier bags – He knelt to slide his suitcase under the bed, but found himself confronted with ranks of carrier bags from fashion boutiques and chain stores.  
4 storeroom – And throughout the house was evidence of Sharon's addiction to collecting clothes: a drawer full of underwear in the kitchen; what resembled a storeroom for a shoe shop behind the sofa.

5 sweep up – I sweep up everything I can get my hands on.  
6 bar code – And you take it to the cash desk and hear that perfect little beep of happiness as the machine reads the bar code?

## 6 (Possible answers)

A mesmerised look came over her. – She felt excited at the thought of buying clothes.

Sharon lowered her gaze and nodded slowly. – She felt ashamed or was thinking about something.

She took a deep breath and closed her eyes. – She felt ashamed and found it very hard to say something unpleasant yet true about herself.

Tommy bit his lip and glanced upwards – He was angry with his sister but did not want to say it so he was holding back his emotions.

## LISTENING ▶ Thematic Part page 101, Tapescript page 168

### ADDITIONAL PRE-LISTENING ACTIVITY

Put the following list on the board:

- a new kitchen cupboard
- the shower
- a heater
- the sprinkler system
- the paint on the walls

Explain that as a result of the shoddy work several things in the apartment did not work properly. In pairs, students guess what could have been wrong with the listed furnishings.

- 1 pay up front (O), put the finishing touches (B), deny all responsibility (B), threaten sb with legal action (O/B), give a complete refund (B), do the job properly (B)
- 2 (examTASK) 1 C 2 D 3 B 4 B 5 C

## SPEAKING ▶ Thematic Part page 102

### ROLE PLAY

The **examWORKOUT** focuses on useful phrases for negotiating. The activity in Exercise 1 is designed to force students to include such phrases in their conversation.

### SPEAKING ON A SET TOPIC

The **examWORKOUT** illustrates a common exam problem: a student does not know what to say on the set topic. The spidergram in exercise 2 shows a way of generating ideas to talk about. You may wish to point out to students that even though in the exam there may not be enough time to draw an actual diagram, with a bit of practice they can get used to generating ideas quickly in their heads.

- 1 The student includes all the points, but he doesn't develop them.
- 2 (Sample answers)  
The food: *The spices, the drinks, the way the food was presented*  
What was special: *unusual place/time, luxury, exotic food*

## USE OF ENGLISH ▶ Thematic Part page 103

The **examWORKOUT** focuses on one word family. Students form four different adjectives and two nouns from the verb *satisfy*. The exercises are intended to help them realise that there is often more than one word that can fit a gap grammatically. Before students do an exam task, remind them to read the whole text. You can ask an additional question about its content, e.g.: *Do you think the advice offered here is useful?*

- 1 satisfied customer, dissatisfied customer, satisfactory service, unsatisfactory service, to express satisfaction
- 2 1 dissatisfied 2 dissatisfaction 3 satisfactory 4 satisfaction 5 satisfied 6 unsatisfactory
- 3 (**examTASK**) 1 faulty 2 proof 3 dissatisfied 4 replacement 5 unsatisfactory 6 complaint

### LANGUAGE NOTE

#### *Unsatisfied or dissatisfied?*

A customer who is not pleased with the quality of goods or services is *dissatisfied*. The word *unsatisfied* carries a broader meaning of one's needs not being met: we can speak of *unsatisfied demand* for something or *unsatisfied desires*. *Unsatisfied consumers* would therefore be those who need something that nobody is producing yet. However, like many other subtle distinctions in English, this one is becoming blurred. An Internet search (limited to UK websites) carried out in March 2010 yielded 1250 examples of 'unsatisfied customer'. 'Dissatisfied customer' was still more common (4,280 uses on UK sites) and remains the form recommended by dictionaries. But it is possible that in ten or twenty years dictionaries will start treating these two words as synonyms (as they already do with *historic* and *historical*).

## WRITING ▶ Thematic Part page 103

The **examWORKOUT** focuses on achieving the kind of formal style that is appropriate in an essay. When students discuss advertising aimed at children in Exercise 1, they are likely to use informal, spoken language. When they write down their ideas, they may be tempted to write them down in the same kind of language. Exercise 2 illustrates typical errors of style, and the subsequent exercises show students how to avoid them.

- 2 The style is too informal.
- 3 (*Suggested answers*)
  - contractions: *haven't*, *what's*;
  - words/phrases which produce an aggressive tone: *stupid*, *crappy*;
  - colloquial uses of the verb *get*: *get their parents to spend*, *get really naughty*;
  - strong intensifiers: *totally*, *really*;
  - other colloquial words or phrases: *supercool*, *they haven't a clue*.
- 4 *Children watch all those stupid commercials on TV, in which mass-produced pink plastic toys look attractive and totally magical, and they believe what they see. They do not realise they are being used by great corporations to persuade their parents to spend their hard-earned money. What is more, when children start desiring the things they see in the ads, they can become badly-behaved ...*

## QUICK REVISION ▶ Thematic Part page 105

- 1 1 dissatisfaction 2 unsatisfactory 3 dissatisfied
- 2 1 d 2 c 3 e 4 a 5 b
- 3 1 b 2 a, d 3 a, b 4 b, c 5 d 6 On the belt 7 a 8 Yes. 9 No, they're opposite in meaning. 10 in

### REVISION ACTIVITY

- 1 Students work in groups of three. With books closed, they list six new words or phrases they learned when working on Unit 6.
- 2 Students open their books and add 12 more words or phrases to their lists.
- 3 Students think of ways in which they could most effectively explain the meaning of each of the words on their list – drawing, miming, definition, examples?
- 4 The teams take it in turns to explain their words to the whole class. The person who guesses a word first scores a point for his/her team.

### ADDITIONAL READING

The unit already contains a literary text on the topic of shopping; with regard to food, you may consider:

- J.R.R. Tolkien, *The Hobbit*, Chapter 1: the description of the dwarves having tea at Bilbo Baggins's home.
- There are also several attractive descriptions of meals in the *Harry Potter* books.

# 7 TRAVELLING AND TOURISM

## WARM-UP

This activity is intended as a lead-in to the unit. Write on the board 'Travel and tourism'. Ask students to write down 3–5 fairly *sophisticated* words they associate with this topic. Emphasise that words like 'train' or 'hotel' don't count! Allow about 1 minute. Students get together in small groups, show each other their lists and explain any words other group members don't know.

## VOCABULARY ▶ Thematic Part pages 106–107

The whole section can be set for homework. However, if several students in your class have recently taken the driving test, *before* doing Exercise 5 ('Starting a car') you might ask them to produce a set of instructions on how to start a car. They may use the Word Bank or a dictionary with a drawing of a car with the different parts labelled.

- 1 Rail travel: E, H, C  
Sea travel: I, B, K  
Road travel: G, A, L  
Air travel: D, J, F
- 2 1 caravan 2 tent 3 cottage 4 B&B 5 youth hostel  
6 twin room 7 suite
- 3 1 unattended 2 vacancies, booked 3 delayed 4 call  
5 vacate 6 facilities  
a travelling by air: 1, 3, 4;  
b staying in a hotel: 2, 5, 6.
- 4 A 1 Allen keys 2 pump 3 inner tube 4 light  
5 saddle 6 frame 7 gears 8 chain 9 handlebar  
10 brake 11 water bottle 12 pedal 13 spoke 14 tyre  
B 1 pump up 2 tighten 3 oil 4 remove 5 fix, patching  
6 adjust
- 5 1 Check that your seat and headrest are in the right position.  
2 Adjust the mirrors and fasten your seatbelts.  
3 Make sure the gear is in neutral.  
4 Switch on the ignition and start the engine.  
5 Press the clutch and put the car in gear.  
6 Take the handbrake off and gradually release the clutch.  
7 Press the accelerator.  
8 Drive safely!
- 6 1 trip 2 tour 3 voyage 4 expedition 5 excursion  
6 journey
- 7 1 off 2 off/out 3 out 4 for 5 up 6 over 7 out  
8 up 9 in 10 off 11 down 12 up
- 8 1 attendant 2 departure 3 luxurious 4 collision  
5 arrival 6 relaxation.

## ADDITIONAL ACTIVITY

If several of your students cycle to school, consider doing the following revision activity on a warm day: go outside to where the bikes are parked. You need at least one bike per four students. Give students little stickers (the kind that can be used in computer printers) and ask them to label the parts of the bikes.

## ADDITIONAL VOCABULARY INFORMATION

### Paths, trails etc.

In Britain the most common word for a marked route across the countryside along which you can walk is *footpath*. Some paths, designed specifically to provide the opportunity to see nature, may be called *nature trails*. Marked routes for bicycles are *cycle routes* or *cycle trails*. (A *cycle path*, in contrast, is one in a town/city.) There are also special paths to be used when riding a horse: these are called *bridle paths* or *bridleways*. Finally, there are 15 *National Trails* in England and Wales. Those are long-distance routes for walking, cycling and/or riding through particularly spectacular landscapes. The names are not mutually exclusive: Hadrian's Wall path, which stretches 135 kilometres along Hadrian's Wall, is both a path and a National Trail. In Scotland, the equivalent of a National Trail is called a *long distance route*. In the USA and Canada, *trail* is the most commonly used word for such routes.

## READING ▶ Thematic Part pages 108–109

When approaching the exam task, students should start by reading the whole text. You can set the following introductory question (after Exercise 2): *Read the article once quickly. According to the author, why did US car culture develop in the way it did?*

- 2 1 1 billion 2 1.9% 3 241m 4 251m 5 10
- 3 (examTASK) 1 D 2 A 3 C 4 D 5 C
- 4 1 car rental 2 commuter 3 pedestrian-friendly  
4 freeway, motorway, expressway 5 traffic congestion

## LISTENING ▶ Thematic Part page 109, Tapescript page 168

If after doing Exercise 5 students would like to find out more about Oystercards (or any other aspect of transport in London), the Transport for London website is the place to look. An interesting feature of the TfL website is that it is available in sixteen languages using ten different scripts.

- 2 (Suggested answers)  
2 red 3 blue 4 immediately / passenger alarm  
1 F (700 police officers, not 7,000)  
2 F (the green button, not the red one)  
3 T 4 F (The train won't *always* stop immediately)
- 3 (examTASK) 1 F 2 NI 3 F 4 NI 5 T

## SPEAKING ▶ Thematic Part page 110

There is no workout in this section, but the exam task can be treated as an opportunity to revise and reinforce some vocabulary. Students may write the words and phrases they choose around the photos they are going to talk about. This will also provide them with a revision tool which they can use later.

- 1 Task on page 110: delayed flights, air travel, hill walking/trekking, rucksack/backpack, jet lag  
Task on page 161: traffic congestion, commuters, platform, overtake, exhaust fumes  
Both: frustration, a sense of freedom, stress, carbon dioxide emissions

### USE OF ENGLISH ▶ Thematic Part page 111

The **examWORKOUT** focuses on conditional sentences and sentences with *I wish*. There are more exercises on these structures in the Lexical-grammatical Part on pages 45 (conditional sentences) and 46 (I wish/ if only). There is also a photocopiable activity involving conditional sentences and travel vocabulary.

1 1 c 2 a 3 b 4 d

2 1 had 2 wouldn't have spent 3 lived 4 hadn't left  
5 would travel 6 set off 7 had not been invented

3 (examTASK)

1 hadn't forgotten her passport, we wouldn't have missed

2 I had set out

3 see my cousin off

4 wasn't broken, he could / he would

5 you book

### WRITING ▶ Thematic Part page 111

The **examWORKOUT** has two groups of aims:

- With regard to content: to generate ideas for the stories, and to help students realise that real-life anecdotes can be 'improved' to make more interesting reading;
- With regard to the use of language: to practise using various past tenses in a narrative, and to practise certain sophisticated sentence structures.

3 1 was shining 2 was sitting 3 admiring 4 opened  
5 got out 6 took 7 reached 8 had guided 9 realised  
10 had lost 11 began

4 1 had he lost (*just possibly*: did he lose); showed  
2 hadn't lost, would never have discovered  
3 would be telling / would tell

### QUICK REVISION ▶ Thematic Part page 113

1 1 departure 2 arrival 3 collision 4 relaxation

2 1 d 2 e 3 a 4 b 5 c

3 1 b 2 b 3 c 4 a 5 a, c 6 a, c 7 a, b 8 a 9 off 10 up

### REVISION ACTIVITY

Small bits of scrap paper (large enough to write one word on) are needed for this activity.

- 1 Students work in groups of 3–5. Using the book, everyone chooses ten new words or phrases they learned from the unit and writes them on scraps of paper so that the others cannot see them. The scraps are folded and put in a bag / box / in the middle of the table.
- 2 Each student draws ten words and has to improvise a travel story using them all. (If someone draws two slips with the same word, they should exchange one if possible.) Allow a few minutes to think and check the meaning of any words they do not remember; after that students have to start talking.

### ADDITIONAL READING

There are plenty of fascinating travel books. These are just a few suggestions.

- John Steinbeck, *Travels with Charley*: any chapter of this account of the novelist's trip across the United States in a pick-up truck, with his dog as his only companion, makes exciting reading.
- Alastair Humphreys, *Moods of Future Joys; Thunder and Lightning*: the story of Humphreys's four-year bicycle trip around the world is not only exciting, but also extremely well written.
- *From Here to There*, ed. Steve Barlow and Steve Skidmore (Heinemann New Windmills) is a very attractive anthology of travel writing intended for classroom use. It has a great variety of texts of different genres by different authors.

# 8 CULTURE

## WARM-UP

Write on the board:

novel

stage

screenplay

landscape

violin

Ask students to name the different art forms which the words represent. All students come to the board (3–4 at a time) and write three words each, each one in a different category.

## VOCABULARY ▶ Thematic Part pages 114–115

The whole section can be set for homework. In case students ask, all the facts given in exercises 9 and 10 are, to the best of the author's knowledge, true.

You might wish to read all of Wordsworth's *Daffodils* (rather than just the first two stanzas printed here) and ask students to identify further poetic devices.

- 1 1 opening 2 narrator 3 chapter 4 final 5 plot  
6 characters 7 novel 8 Prize
- 2 1 verse/stanza 2 simile 3 rhyme 4 line  
5 personification 6 hyperbole
- 3 1 e 2 c 3 g 4 b 5 f 6 a 7 d
- 4 1 features 2 edited 3 set 4 appears 5 shoot  
6 released 7 based
- 5 1 symphonies 2 concertos 3 key 4 score 5 bars 6 pitch
- 6 1 easel 2 sketch 3 canvas 4 palette 5 brushes  
6 model 7 sculpture
- 7 1 f/subject 2 a/ technique 3 e/ subject 4 b/ subject  
5 d/technique 6 c/ subject
- 8 1 curtain 2 stage 3 orchestra pit 4 box 5 gallery  
6 stalls 7 aisle 8 opera glasses
- 9 1 strip 2 tabloid, circulation 3 channel 4 editorial  
5 column 6 gossip 7 Quality 8 coverage
- 10 1 novelist 2 playwright 3 sculptor 4 cartoonist  
5 cinematographer 6 stuntmen 7 choreographer  
8 violinist, conductor, musician

## READING ▶ Thematic Part pages 116–117

When approaching the exam task, students should start by reading the whole text. You can set the following introductory question (after Exercise 1): *Read the article once quickly. What was memorable about each of the experiences described?* After reading the text and doing the exercises, you may wish to ask students to underline or note down all the words and phrases related to poetry, visual arts, music and film in the four texts.

### 2 (examTASK)

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

## CULTURE NOTE

### More about ...

#### Adrian Mitchell

Adrian Mitchell cared deeply about education and had quite strong views on it. Among other things, he was opposed to examinations. When working on this book, the authors wanted to include an extract from the poem *Tell Me Lies About Vietnam*, but were refused permission, because the poet had left instructions that none of his work should ever be used in connection with any exam, including exam preparation books. However, he had no objection to his poetry being read in class, so you can find the poem on the Internet and enjoy it. On You Tube there are videos of very young Adrian Mitchell reading it.

### The Sensation exhibition

The portrait of Myra Hindley was considered shocking partly because it was composed of children's palmprints. Many people, including the mother of one of Hindley's victims, demanded its removal; there were pickets outside the gallery and several members of the Academy resigned in protest. However, when *Sensation* went on a world tour, other works caused greater controversy, especially those which offended religious feelings.

### YBAs

Damien Hirst's iconic work, *The Impossibility of Death in the Mind of Someone Living*, is a dead shark preserved in formaldehyde in a glass case. Tracey Emin's best-known piece is *My Bed*, a messy double bed with objects like dirty underwear scattered around it.

## LISTENING ▶ Thematic Part page 117, Tapescript page 169

## LANGUAGE NOTE

Please note the (increasingly common) use of the word *actor* to refer to both male and female performers. This is part of the general trend towards gender-neutral language.

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

## USE OF ENGLISH ▶ Thematic Part page 118

When going over the answers to the exam task, you may wish to discuss some of the trickier options with students, for example:

Gap 2: Why not 'based in'? A company or organisation may be 'based in New York', which means it has its headquarters there. Sometimes we may even say a person is 'based' somewhere. But a film or book is *set* in a place and time.

Gap 3: photos from a film are called *stills*. The moving images in the film are *shots*.

Gap 5: 'shocked' is always negative in English; if you like the special effects, you are *impressed*.

Gap 6: The film is probably not *unattractive* with so much action. *Unconvincing* is the adjective closest in meaning to *far-fetched*.

- 1 1a acting 1b performance 2a violence 2b violent 3a set  
3b based 4a impressive 4b impressed 5a shocking  
5b shocked

### 2 (examTASK) 1 A 2 C 3 C 4 D 5 B 6 B 7 C 8 A

## SPEAKING ▶ Thematic Part page 118

You may wish to ask students to prepare some information about films and concerts for this lesson in advance. If some of your students are not very fluent, they might use the tapescript of the dialogue on page 169 as a model for their conversation.

- 1 a Title: *The Shining*  
Director: Stanley Kubrick  
Genre: horror  
Main actor: Jack Nicholson
- b *It's a classic; you should see it.*  
*There isn't much actual violence.*  
*It'll keep you on the edge of your seat for two hours.*  
*Nicholson gives a magnificent performance.*
- c Time: Thursday, 4.50  
Place: culture centre, entrance hall, by the Kubrick poster

## WRITING ▶ Thematic Part page 119

The Writing section focuses on book reviews, as there already is a model of a film review in the Reference Part. The **examWORKOUT** uses the model review to help students work on content (exercises a, b, d), structure (exercise a) and accuracy (exercise c).

- 1 a 1 Basic information about the work. 2 Brief plot outline. 3 Analysis of the strong and / or weak points of the work. 4 Recommendation
- b 1 the author 2 the title 3 the genre
- c *are, sends, is mistrusted, is regarded, is imprisoned, makes*  
Present Simple is used to summarise the plot.
- d The author's imagination:  
*The author's astounding imagination, supported by her knowledge of cultural anthropology, has created a reality that not only entertains us, but also makes us think; LeGuin has constructed a rich and consistent reality; this extraordinary feat of imagination*  
The plot: *The tale is gripping, the storytelling – superb.*  
The characters: *The characters inhabiting this world are multi-dimensional and psychologically convincing.*  
The moral message of the book: *... challenges us to reflect on our own world and our attitudes to people who are different from us.*

## QUICK REVISION ▶ Thematic Part page 121

- 1 1 musician 2 novelist 3 sculptor 4 cartoonist  
5 conductor
- 2 1c 2d 3a (also b) 4b
- 3 1a, c 2c 3a 4a, b 5b 6 In the gallery. 7 A tabloid.  
8 a 9 They are TV channels. 10 b

## REVISION ACTIVITY

- 1 Write the following on the board:

concert	a play
still	set
put on	chapter
film	hall
final	life

- 2 Ask students to match the words to make collocations, and then to say what category each collocation represents.

**concert hall** – music      **still life** – visual arts

**final chapter** – literature      **film set** – film

**put on a play** – drama/theatre

- 3 In pairs, students choose two or three of the categories and write down 8–10 more words in each.
- 4 The pairs get together as groups of four and play 'hangman' using the words from their lists. Each time they state what category a word belongs to.

## ADDITIONAL READING

You might wish to read more of the texts and writers mentioned in the unit, especially if your students like some of them.

- Margaret Atwood, *The Blind Assassin*: the opening chapter
- William Wordsworth, *Daffodils* (and possibly other poems)
- Adrian Mitchell, *To Whom It May Concern* (*Tell Me Lies About Vietnam*); and possibly other poems, e.g. *Human Beings* or *Celia Celia*
- Ursula K. LeGuin, *The Left Hand of Darkness*, or *Rocannon's World*, or *The Wizard of Earthsea* (extracts)

# 9 HEALTH/SPORT

## WARM-UP

Write on the board: *Is SPORT good for your HEALTH?* In pairs, students write at least three answers beginning YES, because ... / NO, because ...

Sample answers: YES, because: *doing sports helps you keep fit/ prevents heart disease.* NO, because: *when you do sports, you can get injured / when you sit in front of the TV watching sports, you grow fat and unfit / by becoming a professional sports player, you risk ruining your health.*

## VOCABULARY ▶ Thematic Part pages 122–123

The whole section can be set for homework. Exercise 8 should first be attempted *without* looking at the word list. Please note that this exercise requires students to associate sets of words with the sports they refer to, but *not* to produce all those words. It is a good idea to leave students some freedom with regard to how much and how specialised sports vocabulary they learn. It would be unreasonable to demand that students with no interest whatsoever in, for example, basketball should memorise technical terms they do not know in their own language.

- 1 1 d 2 e 3 a 4 b 5 c
- 2 1 wounded 2 injured 3 recovered 4 cured 5 treating 6 heal
- 3 1 cast 2 crutches 3 stitches 4 bandage 5 sling 6 scar
- 4 1 cough 2 earache 3 eye 4 stomach 5 lungs 6 lung 7 head 8 smoking 9 rash 10 neck and face
- 5 1 e 2 a 3 c 4 d 5 b
- 6 1 c 2 d 3 f 4 e 5 a 6 c
- 7 1 archery 2 rowing 3 pole vault 4 high jump 5 long jump 6 javelin 7 relay / relay race
- 8 a football b basketball 3 tennis
- 9 1 c 2 d 3 e 4 f 5 b 6 a
- 10 1 a, b 2 a, c 3 b, c 4 a, b 5 a, c 6 b, c
- 11 1 allergic 2 recovery 3 injury 4 athlete 5 skiers 6 cyclist 7 achievements

## READING ▶ Thematic Part pages 124–125

The **examWORKOUT** focuses on linking words. Students look at the meaning and functions of those first in individual sentences, then in a short text, and finally in the exam task. It is worth pointing out to students that the choice of linking word depends on two things: (1) meaning and (2) grammatical structure. In the **examWORKOUT**, there are examples of both: (1) *after* and *since*: *after* refers to time, *since* to a cause and effect relationship. (2) *since* and *thanks to*: their meaning is relatively similar (cause and effect), but in the examples provided *since* is a conjunction and has to be followed by a clause, while *thanks to* is prepositional and has to be followed by a noun phrase.

When approaching the exam task, students should start by reading the whole text. You can set the following introductory question (after Exercise 3): *Read the article once quickly. How have the Paralympics changed since their early days?*

- 1 1 since 2 after 3 which 4 thanks to
- 2 Which or that can be crossed out in sentences 1, 2 and 5.
- 3 1 B 2 D 3 A 4 C
- 4 (**examTASK**) 1 E 2 C 3 G 4 A 5 D 6 F
- 5 1 Because she has won 17 gold medals, three silvers and two bronzes in five consecutive Winter Olympics.  
2 They were first organised as part of a program of rehabilitation through sport for injured WW2 soldiers.  
3 The name was coined from the words 'paraplegic' and 'Olympics', but can also be interpreted as derived from the Greek 'pará'- 'alongside' and 'Olympics'.  
4 Some of their results are better than those of their able-bodied counterparts.  
5 Because the Spanish team attempted to introduce players who were not disabled in that category.
- 6 1 f 2 d 3 e 4 c 5 a 6 b

## ADDITIONAL ACTIVITY

After doing Exercise 6, put the following on the board. Students discuss the topics in pairs.

Tell me about:

- one person who won a gold medal in the last Olympics (in which event?)
- a sport which requires considerable physical strength
- your favourite sporting event (why do you like it?)
- an athlete who is a household name in your country (why?)

## LISTENING ▶ Thematic Part page 125, Tapescript page 169

You may wish to pause the CD briefly after Gwen says 'I've no idea' and ask *What do you think the conversation's been about?* Elicit some answers, then play the final lines. Check that your class have understood that the characters have been discussing video games.

Exercise 5 gives students the opportunity to talk about sports they like. It can be extended to a mini-project in the following way.

At home, individually or in pairs, students research the vocabulary related to their favourite sports. They should choose 5–10 key vocabulary items they are going to teach to their classmates.

Students prepare short presentations about their favourite sports, saying (1) how the sport is played and what equipment is used, and (2) what they like about it. They may bring in some equipment to show, draw diagrams on the board or show slides if a projector is available. Before, during or after the presentation students introduce the vocabulary for their sport, either by writing the words on the board and explaining them, or by distributing little handouts.

- 1 They're talking about golf.
- 2 (**examTASK**) 1 NI 2 F 3 NI 4 T 5 F
- 4 1 d 2 b 3 a 4 e 5 c

**SPEAKING** ▶ Thematic Part page 126

There is no workout in this section, but the exam task provides an opportunity to revise and extend vocabulary. Students may write the words and phrases they choose around the photos they are going to talk about. Alternatively, if you have enough time, you may do the following revision activity in the next lesson.

**ADDITIONAL ACTIVITY**

In the next lesson, ask students to work in the same pairs. They should look at the exam task again, this time covering the list of words and phrases. Each student talks about the two photos his or her partner described in the previous lesson. The partner's role is to notice all the advanced vocabulary used by the student doing the task. At the end, both students look at the list of words and phrases to see how many of them they have used.

- 1 Task on page 126: wheelchair, assistive technology, accessible/accessibility, wheelchair ramp, visually impaired, large print  
Task on page 162: outdoor/indoor activity, work out, overall fitness, risk, stamina, adrenalin, rock climbing, strong muscles, spectacular views, exercise machine

**USE OF ENGLISH** ▶ Thematic Part page 127

The **examWORKOUT** focuses on the structures following different reporting verbs. There is a photocopiable activity involving the same verb patterns, which you may wish to use in the next lesson.

- 1 1 to listen 2 that the game had been postponed  
3 going 4 that he'd touched 5 to bring
- 2 1 claim, explain, deny  
2 inform, remind, warn  
3 offer, refuse (also: claim)  
4 encourage, remind, warn  
5 suggest (also: encourage)
- 3 (**examTASK**)  
1 (that) they'd lost the match  
2 to help the student find  
3 the footballer not to start playing / that he shouldn't start playing  
4 us that the flu vaccination was  
5 going to the match

**WRITING** ▶ Thematic Part page 127

In the exam students may be asked to write a description of an event. They might legitimately ask about the difference between a description of an event and a story, and indeed it would be difficult to show any objective distinction: a story may be defined as a description of events. In the context of exam tasks, however, the difference can be explained as follows: a story is an exercise in *narrative* writing; the key skills are sequencing and showing cause and effect. A description is an exercise in *descriptive* writing; the focus is on more static elements, such as conveying sensations (visual images, sounds, smells etc.) and atmosphere.

- 1 visual description: *spectacular fireworks, followed by a parade of characters from Greek mythology and people dressed as ancient statues, gliding and dancing through the stadium*  
sounds: *evocative music*  
vocabulary related to sport: *swimming, swimmer, competed for gold, won the 200 metre freestyle, race, establish a new Olympic record, gold medals, break (his own) world record, the 400 metre medley, the podium*  
adjectives used to evaluate: *spectacular, amazing, grand (a grand show), impressed (by), careful (careful preparation), elegant, imaginative, civilised*

**QUICK REVISION** ▶ Thematic Part page 129

- 1 1 recovery 2 injury 3 treatment 4 achievement
- 2 1 d 2 c 3 e 4 b 5 a
- 3 1 b 2 a 3 c 4 a, b 5 football 6 tennis / table tennis / badminton 7 c 8 b 9 c

**REVISION ACTIVITY**

Each student individually reads through Word Bank on page 128 and underlines 20 words or phrases which he or she would especially like to remember – for example, because they are related to his/her experience (*allergic to sth, mumps*) or because they refer to sports disciplines he/she is interested in. Students then work in pairs and explain to each other why the words they chose are interesting to them.

**ADDITIONAL READING**

Jerome K. Jerome, *Three Men in a Boat*, Chapter 1 (the chapter where the narrator resolves he is suffering from all illnesses known to medicine)