

4

Challenges

Module 4 includes topics such as fundraising/charity events, adventurous people and various aspects of sport.

Lead-in p. 49

Check that students know the meaning of *challenge* (something that tests skill, ability or strength). Get students to look at the photos and talk about what challenge the people in each photo are facing. They should then discuss the lead-in questions. For question 2, you may want to start students off by giving one or two examples of your own.

4A Personal challenges

Reading pp. 50–51

1 Students could write the questions individually or in pairs.

Background

Lewis Pugh started his love of the ocean after moving to South Africa as a boy. As well as the swims described in the text, he pioneered more swims around famous landmarks than any other swimmer and can lay claim to having been the greatest cold water swimmer in history. When not swimming, he works as a maritime lawyer in London and does motivational speaking. He says his swims are about competing against himself and his own limits, and campaigning against climate change.

- 2 Before students skim the article, they could refer back to the strategies on page 8. They should first skim for general understanding (1–2 minutes), then scan to see if they can find answers to their questions. Explain that they may not find all the answers. Check which questions remain unanswered and help students find those answers which you know to be in the text.
- 3 Refer students to the strategy on page 176 of the Exam reference section. Elicit the best strategy for dealing with multiple-choice questions, then use the technique to do question 1 together. Do not confirm answers yet.

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

Help:

- 1 Pugh's childhood dreams were filled with his heroes' ground-breaking expeditions to the Poles, Australia and Mount Everest.
- 2 do things that have never been done before
- 3 He 'broke the world record for the most northern swim' and four months later 'he went on to do the same for the most southern part of the Antarctic'.

- 4 Let students compare, discuss and give reasons for their answers in pairs before you check with the class.
- 5 The article uses a number of phrasal verbs that students need to identify. Get students to compare answers in pairs before you check with the class. Point out that phrasal verbs are not only used in informal writing.

bring (sb) up = raise

take to = start to like something or someone

speed up = become faster

put on (weight) = gain; become fatter and heavier

put (sb) through (sth) = make somebody do something difficult or unpleasant

- 6 Get students to discuss the questions in small groups.

Language development 1 pp. 52–53

- 1a With books closed, write *unlock*, *door* and *noise* on the board and ask students to try and combine them in a sentence. Then ask them to read the sentence in their books and compare it with their own. Finally, ask them how they think the story continues.
- 1b Students read the next part of the story to check their predictions.
- 1c Establish that the story takes place in the past. It is not important if students don't know the names of the past verb forms at this stage. Ask students to underline the past verb forms in the story and check answers with the class.

was unlocking, heard, closed, ran, tried, wasn't working, 'd been talking, had run down

- 1d Students could do this individually or in pairs. Check answers with the class.

Past simple: an action or event at a particular point in the past; ... I heard a noise inside the house ... ; I closed the door ... and ran out into the street; Then I tried to call the police ...

Past continuous: an action in progress at a point in the past; I was unlocking my front door ... ; ... my mobile phone wasn't working ...

Past perfect simple: a single action which happened before a point in the past; ... the battery had run down

Past perfect continuous: an action which continued up to a particular point in the past; I'd been talking to people all day ...

- 1e** Get students to skim the text first and find out what the noise was. They then do the exercise individually and then compare and discuss answers in pairs before class feedback.

1 ran 2 was talking 3 was arguing 4 had waited/had been waiting 5 came 6 had been crying 7 arrived 8 told 9 had happened 10 was talking 11 came 12 was carrying 13 was going on 14 was 15 were waiting/had been waiting 16 went 17 laughed/was laughing 18 started 19 felt 20 had reacted

- 2** As students study the grammar box, check understanding of any words in the examples they may not be familiar with, such as *cross the finish line* and *fill up*. It would also be useful to compare and contrast some of the time conjunctions: rephrase some of the example sentences using different time conjunctions and ask students if there is any change in meaning, e.g. *By the time the police arrived, the robbers had run away. When the police arrived, the robbers had run away. When the police arrived, the robbers ran away. The police arrived after the robbers had run away.*

Get students to compare answers in pairs. As you go through the answers with them, ask concept questions to check understanding, e.g.

- 1 How late was he? (very!)
- 2 Did they catch the plane? (no)
- 3 Did she say it during the call or before? (during)
- 4 Did she finish the book? (no)
- 5 Did he see the end of the programme? (yes)
- 6 Did they check during the race? (no, before)
- 7 Was the search before or after we arrived? (just after)
- 8 Why was I relieved? (I found the purse.)

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

- 3a** Students should try to make true statements about themselves, as they are more likely to be remembered. But they could make up sentences if they can't think of any true ones.
- 3b** Get students to compare their sentences in pairs or small groups. Then ask different students to share some of their sentences with the rest of the class.
- 4** Point out that there may be more than one answer and try to elicit all possible answers when checking with the class.

2 After I'd been to see a friend, I went home./I went home after I'd been to see a friend.

3 By the time he arrived, I'd been waiting for around an hour./ I'd been waiting for around an hour by the time he arrived.

4 When the boss resigned, the business collapsed./The business collapsed when the boss resigned.

5 I had been gardening for hours when she phoned me./When she phoned me, I had been gardening for hours.

6 While his owner was talking, the dog ran into the road./The dog ran into the road while his owner was talking.

7 By the time we got to the airport, the plane had left./The plane had left by the time we got to the airport.

8 Before I went to Russia I had never eaten caviar./I had never eaten caviar before I went to Russia.

- 5** This could be set as a writing task for homework. Encourage students to use a range of tenses.

Writing pp. 54–55

- 1a** This activity aims to introduce the topic of fundraising/charity events. Ask students to look at and briefly describe the photos. They then work in pairs or small groups to discuss the questions. Finally, ask individual students to share their ideas with the class.
- 1b** Remind students that in Paper 2 Part 2, they may be asked to write an article. Here, they are going to write an article about the personal challenge they chose in Exercise 1a. Go through the rubric with them and give them some time to make notes for their article. Make sure students only write notes at this stage and do not start writing the actual article yet.
- 2** Before students read the task, ask them to read the strategies on page 177–178 of the Exam reference section. Now refer students to the task and ask them to read it, underlining key words. They then discuss the questions in pairs or small groups, followed by class feedback.

1 to inform and entertain the reader

2 all the questions in the task

3 informal and conversational

4 by addressing the reader directly and engaging them

5 Is the article persuasive, lively, interesting and well organised?

Have you given your opinion? Have you used a range of language?

- 3a–c** Students complete the paragraph plan with the questions in the task and in Exercise 3b. They then use their notes from Exercise 1b to answer the questions in their plan. You could ask them to compare and discuss their answers in pairs before class feedback.

3a–b

Paragraph 1: What did you do? How did you do it? Why did you decide to do it?

Paragraph 2: What did you have to do? What was the experience like?

Paragraph 3: Was the event a success? How much did you raise?

Paragraph 4: Would you do it again? How would it be different?

- 4a–b** Give students time to discuss their ideas in pairs or small groups before you check answers with the class. During feedback, ask students to give reasons for their answers.

4a

A sounds flat and the short sentences are not engaging. B is more engaging and adds colour because it asks a question to the reader directly, which the article will answer.

4b

A sounds more enthusiastic. B sounds flat and uninterested. In this context, the short sentences sound as if the writer is not making an effort.

- 4c** Go through the sentences in the box with the students. Ask them why it wouldn't be a good idea to use sentences like these in their article. (They sound flat and uninterested; they do not add 'colour' to the article.) Then give students time to go through the phrases in the table and rewrite the sentences to make them more appropriate for an article. You could ask them to do this in pairs or let them work individually and then compare answers with a partner.

Example answers:

Have you ever wondered what it would be like to walk along the Great Wall of China?

If the answer is yes, you should try doing 90 km in six days.

How would you feel if you had to cycle 400 km across Cuba?

Before I went, I thought it was a flat country but I soon realised that it's quite hilly in places.

When I saw how high the steps were my heart sank.

After a while I started to enjoy the open countryside.

It was the most amazing experience I have ever had.

- 4d** Give students time to write sentences they can use in their own articles, using the phrases in the table. Go round monitoring and helping students as needed.
- 5** Now that students have done detailed work on the planning of their article, the writing should not take more than 20 minutes. Point out that they should add a title to catch the reader's attention – they can use the one in the question or invent their own. If they use their own title, they need to make sure that it is short and relevant. Finally, remind students that they must not exceed the word limit of 140–190 words.

Sample answer:

A charity event to remember

So why did I decide to do a 90-km walk in six days along the Great Wall of China? Well, the reason was that our local children's hospital needed to raise money or it would close. However, I didn't realise how big a challenge it would be.

Before I went, I thought that I would be walking along a flat surface but when I saw the Great Wall, my heart sank. Part of the time we would be trekking up hundreds of high steps and, worryingly, some of the paths had steep falls on either side and there was nowhere to go because we were surrounded by mountains and forests. However, after a while, I started to love the experience. I was in one of the most amazing places on earth and the views were incredible.

In the end, the adventure was a great success. The hospital was delighted because a group of us managed to raise several thousand pounds.

Would I be keen to help the hospital again next year? Yes, but I think I'll try and find an easier challenge next time!

- 6** Allow ten minutes for this stage. Go through the checklist here with the students and also refer them to the full checklist on page 198. If time allows, ask students to work in pairs and check each other's work first.

Photocopiable activity

Activity 4A (p. 98) can be used here. It is a discussion similar in format to Paper 4 Part 3, with students deciding on the best way to raise money for their club/society.

Expert language: Attitude adverbs

This exercise practises a number of adverbs that can be used in this type of writing. As you check answers, make sure students know the meaning of the alternatives.

1 absolutely **2** importantly **3** surprisingly **4** Personally
5 exactly **6** Naturally **7** Luckily **8** worryingly

4B Sport

As a lead-in, with books closed, ask students in pairs to write a definition of *sport*. Compare definitions, then give students a dictionary definition of the word. The *Longman Exams Dictionary* defines *sport* as 'a physical activity in which people compete against each other'.

Speaking pp. 56–57

- 1** Before students discuss the questions, ask them to name the sports in the photos (cycling, tennis, baseball) and check that they know the sports in the spidergram.
- 2a–b** Before students give examples of sports for each item, check that they know the meaning of the target vocabulary. You could ask them to work in pairs for both exercises, then share ideas with the class.

2a

Suggested answers:

1 tennis, basketball, squash **2** running, cycling **3** horse-riding, boxing **4** swimming **5** baseball, football, cricket

2b

Suggested answers:

1 tennis, squash **2** baseball, cricket **3** swimming **4** swimming, cycling, motor racing, skiing **5** horse-riding, cycling, baseball, motor racing **6** running

- 3a** Give students time to do the matching task, then check answers with the class. See if students can name more sports for each verb (see answer key below for examples), and encourage them to record the collocations in their vocabulary notebooks.

1 judo **2** tennis, baseball, basketball **3** cycling, swimming, horse-riding, running

More examples:

do: aerobics, gymnastics, taekwondo, karate, kung-fu, ballet, yoga, athletics, archery, tai chi

play: football, chess, cricket, hockey, rugby, volleyball, squash

go: riding, jogging, fishing, sailing, windsurfing, skiing, snowboarding, skating

- 3b** Give students time to do the exercise, individually or in pairs, then check answers with the class.

Suggested answers:

- 1** football, rugby **2** tennis **3** running, motor racing, cycling
4 swimming

- 3c** This exercise highlights words that are often confused, so time should be spent examining the differences of use in each pair, with students making up sentences for the alternative word (e.g. *win* is intransitive: *Brazil won*, whereas *beat* is transitive and requires an object: *Brazil beat France*).

- 1** results **2** matches **3** beat **4** drew **5** scored **6** won
7 game **8** team **9** half-time **10** referee **11** penalty **12** shot

- 4a** After checking answers, point out that it is not important to come to an agreement – it is the interactive communication that matters.

Students are asked to talk about the advantages of doing the sports in the spidergram.

- 4b** After listening, students could discuss the questions in pairs, small groups or as a whole class, giving reasons for their answers.
4c Give students some time to study the phrases in the table, then play the recording again for them to tick the ones the candidates use.

Starting a discussion: Let's begin with ...

Interrupting: Yes, and as well as that, ...

Involving the other person: So what would you say about ... ?;
 Don't you agree?

- 4d** Before students answer the question here, ask them what the interlocutor's instructions were and what the candidates had to do (in about a minute, decide which sport would be best to encourage).

swimming; reasons: it's a sport for everyone; it's a skill for life;
 it's good exercise; you get fewer injuries

- 5** Refer students to the strategy box and remind them of the importance of turn-taking. If your class is not divisible by three, it would be better to have extra examiner/interlocutor with some pairs than a pair without an examiner, so everyone can have some feedback. Remind the interlocutors that as well as giving the instructions and keeping time, they will need to be noting the two candidates' performances.
6 Try to encourage students to be constructive rather than just polite.

Listening p. 58

- 1** Discuss question 1 with the class. Then, for question 2, establish a definition for *extreme sport* (a sport that is done in a way that has much more risk and so is more dangerous than 'normal' sports) before eliciting examples.

2

Examples:

bungee jumping, cave diving, caving, free diving, hang-gliding, ice canoeing, kite surfing, motocross, mountain biking, mountaineering, paragliding, paintball, rafting, rock climbing, scuba diving, skydiving, snowboarding, wakeboarding, whitewater kayaking

- 2a** As this is the first time students encounter a Paper 3 multiple matching task, give them plenty of time to read the rubric and answer the questions.

five speakers, talking about why they took up a sport

- 2b** Give students time to read through the statements and check that they understand *persuaded* and *join in*. They could discuss the questions in pairs or as a whole class.
2c Go through the strategy box before students do the task. Before they listen, remind them that opinions might be expressed in different words from those in the statements. Check answers with the class.

1 C 2 D 3 A 4 F 5 E

- 3** Discuss the questions with the class. Play the recording again if necessary.

1

2 D: 'not because I'd changed my mind about wanting to swim but just so that I could see the expressions of amazement on my kids' faces. It was worth suffering those awful lessons just for that!'

3 A: 'I had to be talked into doing it by my friends. They'd all skied since they were very small and kept on at me until I agreed to give it a go.'

4 F: 'My main motive for taking up scuba diving though, to be honest, is because my boyfriend, Tony, said I wouldn't be able to do it. ... I was determined to show Tony that he was wrong.'

5 E: 'It's the only way I can really unwind, actually – I have a really stressful job and football just helps me to switch off and think of something else.'

2

Students' own answers

- 4** If students find any of the words in italics difficult (e.g. *keen on*, *enrol*), remind them of strategies for guessing unknown words. Give them time to complete the exercise, then check answers with the class.

1 from the word 'go' **2** into **3** sign up **4** fancy **5** give it a go

- 5** Students could discuss the questions in small groups or as a whole class. Encourage them to use some of the vocabulary in Exercise 4 in the discussion.

Language development 2 p. 59

- 1 The concept of countable and uncountable nouns is not usually a problem for students at this level but it can be difficult for them to know which nouns are which. It might be useful to show students how countable and uncountable nouns are marked in a dictionary ([C] and [U]) before they do this exercise, so they can check any that they are unsure of.

- 1 spectator: C, fan: C, excitement: U
 2 advice: U, fact: C, information: U
 3 skiing: U, athletics: U, football (both)
 4 money: U, salary: C, coin: C
 5 racket: C, equipment: U, glove: C
 6 temperature: C, weather: U, sunshine: U
 7 exercise: both, tracksuit: C, trainer: C

- 2 These are typical B2 level mistakes; remind students to check their own work for similar mistakes.

- 1 Our trainer gives us good **advice**.
 2 I've heard the results. The news **is** very bad.
 3 People **like** Lionel Messi.
 4 Some footballers have long **hair**.
 5 It was **terrible weather**, so the match was cancelled.
 6 Ronaldo has very expensive **furniture** in his house.
 7 My shorts **were** very dirty after the match.
 8 I had to do some hard **work** to beat the champion.
 9 The national team stayed in **luxury accommodation**.
 10 I need **information** about tickets.

- 3 Get students to skim the text first and answer the following question: *Who was most seriously injured?* (Camille Jenatzy). Give them time to read the grammar box and complete the task, then check answers with the class. As a follow-up, you could put students in groups to discuss which sports are popular in their country, which are more popular with men and with women, and whether any dangerous sports are popular. Give an example first, such as: *In the UK a lot of people play football, but not so many play basketball and very few play baseball.*

- 1 Many 2 a number of 3 much 4 several 5 any 6 lots
 7 much 8 a lot of 9 few 10 a few 11 a few

Use of English 1 p. 60

- 1 Remind students that this exam task tests their knowledge of grammar and vocabulary by getting them to express the same idea in two different ways. Check answers with the class.

- 1 b 2 a 3 c

- 2 Let students read the rubric and remind them of the strategy for approaching Key word transformations tasks. Point out the Help notes that they can use if necessary. You could ask students to compare answers in pairs before checking with the class.

- 1 wasn't much interest 2 quite a nice 3 great deal of work
 4 people like 5 doesn't belong to me 6 to be fewer

Help:

- 1 a noun 4 plural

- 3 You could ask students to discuss the questions in pairs before checking answers with the class.

- 1 a 3, 6; b 1, 2; c: 4

- 2 Students' own answers

Use of English 2 p. 61

- 1 Some of the more dangerous popular sports include rugby and horse-riding. Many extreme sports can be considered as new. (For examples of extreme sports see the answer key to Exercise 2 in Listening on page 30.)
 2a Remind students that it is good to get into the habit of using the title and a skim-read to get a general idea of the text.

Background

The most famous 'traceurs' are the founder David Belle and Sebastien Foucan (who appeared in the opening scenes of the James Bond film *Casino Royale*). To many people, *Parkour* and the English term *Freerunning* are the same things. However, purists insist that whereas Parkour focuses on the most efficient uninterrupted forward motion over and around objects, Freerunning has more emphasis on aesthetics, fun and creativity, using more flips and somersaults. There are now groups all over the world and Parkour games have been created for games consoles.

- 2b You could refer students to the strategy in the Exam reference section before they do the task. Point out the Help notes that they can use for support with certain items. If time allows, ask students to compare and discuss answers in pairs before you check with the class.

- 1 B 2 C 3 D 4 B 5 A 6 C 7 B 8 D

- 3 Give students examples of verbs, phrasal verbs and collocations that they should record (e.g. *demand, improvise, rehearse, go off, get up, come about, good technique*).

Language development 3 p. 62

To introduce the language point, ask students to close their books and write the following pairs of words on the board: *actual/current, old/ancient, great/big*. Ask students if the words in each pair are the same or different and if they are different, what that difference is. They then look at the examples and explanations in the grammar summary.

- 1 Check students understand that the words and definitions are in pairs. They may need to use a dictionary to check some of the words. Check answers with the class.

1 pleasant: b, sympathetic: a 2 sensitive: a, sensible: b
3 nervous: b, excited: a 4 usual: b, typical: a

- 2 Get students to discuss the questions in pairs or small groups. Then ask individual students to share their answers with the class.

Photocopiable activity

Activity 4B (p. 99) can be used here. It is a board game in which students answer questions using adjectives that are often confused.

- 3a Adjectives ending in *-ed* and *-ing* are often confused. Further help could be given with a drawing on the board of a person reading. Label the person 'interested' and the book 'interesting'. Elicit the difference before looking at the examples from the text.

-ed adjectives describe a reaction to something. *-ing* adjectives describe the person/thing that causes the reaction.

- 3b When students have completed the exercise, ask them if they agree with sentences 1, 3, 5 and 7.

1 boring 2 disappointed 3 tiring 4 annoyed 5 terrifying
6 depressed 7 interested 8 amusing

- 3c Get students to discuss the questions in pairs or small groups. Then ask individual students to share their answers with the class.
- 4 Before students look for the phrasal verbs in the text, point out that *take place* is *not* a phrasal verb: although it looks and acts like one, it is just an idiom; phrasal verbs are usually verb + adverb/preposition, as in *turn on*.

In the UK, the sport really **took off** after it was featured on television.

- 5 Get students to compare answers in pairs before checking with the class.

1 took up 2 took off 3 took over 4 took after 5 took to

- 6 Whichever way students record phrasal verbs, encourage them to record examples or notes on usage as well as the meaning. If time allows, use the following sentences to revise the grammar of phrasal verbs:

1 Parkour **took off** in the 1990s. (intransitive)

2 He **took off his tracksuit/took his tracksuit off** before the race. (transitive, separable)

3 He **took up acting**./He **took it up**. (but NOT *He took up it*.) (pronoun in separable phrasal verbs goes between verb and particle)

4 Damon Hill **took after his father**. (transitive, inseparable)