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Home and away

UNIT OBJECTIVES

TOPICS: adventure and travel, where you live

GRAMMAR: adverb formation, past tenses

VOCABULARY: word building, cities, towns and villages

READING AND USE OF ENGLISH PART 6: using nouns and pronouns to understand cohesion

PART 2: understanding the task

PART 3: adjective suffixes

WRITING PART 2: writing a story

LISTENING PART 1: listening for detail

SPEAKING PART 3: agreeing and disagreeing

PART 4: expressing and justifying opinions

Reading and Use of English

STARTER

Introduce the topic of the unit by asking the class to suggest the names of some activities that they would classify under the heading of *Adventures*. Note any new vocabulary on the board.

- 1 Elicit the names of the activities in the photos (polar trekking, base jumping, rock/free climbing) before putting students into pairs to answer the questions. After a few minutes, elicit some answers from around the class to compare ideas.

Answers

A polar trekking
 B base jumping
 C rock climbing

Part 6

- 2 Draw attention to the text and the title and ask students to read and find the answer to the question. Set a time limit of one minute to encourage them to scan the text for the answer without trying to understand every word at this stage.

Answer

They do a long training programme and then go on a trip to Iceland followed by a ten-day trek across Greenland.

- 3 Focus students' attention on the exam task (on page 15) and give them a few minutes to read the instructions. Then ask for suggestions on how best to approach this type of task. If possible, elicit that it is a good idea to

read the title and then the whole text quickly to get an idea of the topic. Then, students should look at sentences A–G. Finally, they should read the words around the gaps in the text to find links such as verb tenses, pronouns and linking expressions. Tell students that before they do the exam task they are going to work through some preparation exercises to practise these steps.

Read the exam tip with the class and tell them that this exercise gives them a chance to practise the skill described. If necessary, go through the first question with the class, asking *Who is the explorer?* to check understanding and then allow students time to complete the exercise individually. Check answers as a class.

Answers

- 1 Gemma Mann
- 2 The Nordic Exploration Club
- 3 students who are selected for the trek
- 4 the trip to Iceland and trek across Greenland
- 5 the training and the trek
- 6 those who have done the trek

- 4 Point out that this exercise asks students to use the same skill as in Ex 3 as they identify the nouns that the pronouns refer to. Students can work in pairs or individually before checking answers as a class.

Answers

- 1 many teenagers had very little self-confidence and lacked motivation
- 2 the major trek across the Arctic
- 3 Greenland
- 4 other people
- 5 the participants'

✓ Exam task

Remind students of the importance of reading the instructions carefully as well as looking at the picture and the title as these provide the context for the reading text. Set a time limit of around 15 minutes for students to complete the task. Don't go over the answers until students have completed Ex 5.

- 5 In pairs, students discuss their answers and justify their choices by explaining which words and phrases the answer options connect to in the text. Go over the answers to the exam task as a class, eliciting this information at the same time.

Exam task answers

1 F 2 C 3 A 4 E 5 G 6 B

FURTHER PRACTICE

Students could research other young people who have achieved important goals in their lives and then tell their classmates about the person whose story they find most inspiring and why.

Speaking

Part 3

STARTER

Initiate a brief class brainstorm to name some typical leisure facilities found in a town or city. Note down on the board any that are not already listed in the box in Ex 1.

- 1 Students work on their own to answer the questions before telling a partner their answers.
- 2 Check understanding of the phrases in the box by eliciting sentences from different students around the class about their personal preferences. Then put students into groups to compare opinions.
- 3 Lead a brief class discussion to answer the questions.
- 4 Students do the task on their own and then check answers with a partner before class feedback.

Answers

A I agree with you. That's what I think too. I think you're right.
D I think it would be better to ... I disagree.

Exam task

Ask the class what they know or remember about Speaking Part 3. If necessary, use questions to elicit details. For example, *How many phases (parts) are there? (two), Who do you speak to? (your partner), What do you have to talk about in each phase? (the question written in the centre of the page in phase 1 and then a summing-up type question in phase 2), How long should you speak for? (two minutes in phase 1 and one minute in phase 2), Do you have to discuss all the ideas on the page? (No, but you should aim for a minimum of three), Do you have to agree with your partner? (no).*

Read through the instructions and look at the question with the class, clearing up any doubts they may have. Point out that the Speaking test is usually done with a partner, but at the end of an exam session, if there is an odd number of candidates there will be a group of three so they should practise doing Speaking Part 3 with one and two partners. If there is a group of three, the time is extended from two to three minutes in phase 1 and from one to two minutes in phase 2 to allow each candidate the same opportunity to speak. They will have about 15 seconds to read the question before starting.

It is important for students to understand that the examiner manages the timing of the two phases and they should not attempt to answer the phase 2 question (*Now decide which two places should be built*) during phase 1.

Before starting the task remind students that they should listen to their partners' ideas and then agree or disagree with them, giving reasons, before moving on to talk about another place. Time the interaction so that students start to get an idea of how long they have to speak for. After three minutes, interrupt the discussions and allow another two minutes for students to answer the phase 2 question.

Hold a brief feedback session to comment on any aspects of performance you noticed while monitoring, and to give students the chance to ask any remaining questions about the task.

Refer students to the Speaking bank on page 114 for further information if needed.

Part 4

Elicit anything students know or remember about Speaking Part 4. If necessary, explain that the examiner asks each candidate to express their opinion on topics related to the discussion in Part 3. Sometimes candidates may be asked to discuss their ideas with their partner and other times they may be asked to comment on their partner's ideas. Part 4 lasts for four minutes, so each candidate will be asked approximately three or four questions.

- 5 Allow students time to read through the words and phrases in the box and select those that can be used to describe where they live. Help with any unknown vocabulary or pronunciation as necessary.
- 6 Go over the examples with the class before putting students into pairs to answer the questions. Elicit some answers from around the class.

Exam task

Read the exam tip with the class before putting students into pairs to ask and answer the questions. Encourage them to agree or disagree with their partner, giving reasons. Elicit some feedback from students on their partner's performance by asking questions such as *Did they extend their answers with reasons and examples? Did they use some of the expressions to agree or disagree with your ideas? Did they give examples to support their ideas or opinions?*


Refer students to the Speaking bank on page 116 for further information if needed.

Listening

Part 1

STARTER

Direct students' attention to the photos and the descriptions at the bottom of the page, and ask them to suggest what is happening in each picture and what they think these activities involve. Note any useful vocabulary on the board.


- 1 Students work in pairs to answer the questions. Encourage them to justify their answers with reasons and examples. Elicit answers from around the class to compare ideas.
- 2  06 Go over the instructions with the class before playing the recording. Compare the vocabulary students noted down to help them identify the answer.

Answer

Roof-top walk


Suggested answer

words which helped: cool way to see the city's sights, safety, equipment, walking, heights, balance

- 3  06 Students try to answer the question on their own from what they remember. Then they listen to the recording again to check their answer.

Answer

C

- 4  06 Students use a copy of the audio script to identify the reasons why each answer is correct or incorrect.

Suggested answers

'I personally would have preferred less time standing listening to him, and more time walking.' (C: correct answer)

'the guide made sure everyone in our group used the equipment provided properly.' (A: incorrect answer)

'thankfully, the guide wasn't taking photos and trying to sell them to you' (B: incorrect answer)

Audio script Track 06


Narrator: You hear a boy talking about going on a tour in a city.

Boy: I did the tour with my older sister, and we both thought it was a really cool way to see the city's sights. It was well organised but in a fairly low-key way – thankfully, the guide wasn't taking photos and trying to sell them to you, for instance. There was nothing low key about the safety, though – the guide made sure everyone in our group used the equipment provided properly. But though he was great, I personally would have preferred less time standing listening to him, and more time walking. The tour's challenging in places, but so long as you have no serious issues with heights or balance, you should be fine.

Exam task

Check whether students are familiar with the format of Listening Part 1. If necessary, ask questions to elicit details. For example, *How many recordings will you hear in the exam?* (eight), *Are the recordings connected to each other?* (no), *How many speakers do you hear in each recording?* (one or two), *How many times do you hear each recording?* (twice). You could also take this opportunity to suggest to students that when they read the questions through before listening, they could underline the key words in each question and answer option to help them focus on the main ideas.

Allow students time to read through the questions, and explain any unknown vocabulary. For example, *wild camping* means camping in a remote location rather than on an official campsite with facilities such as water and electricity. In some countries this is illegal. It may also be necessary to explain that *college* is used in the US to refer to a university whereas in the UK it usually refers to an educational institution for students from 16–19 years old.

 07 Play the recording and ask students to complete the task on their own. If possible, they should listen for reasons to exclude the incorrect answer options as well as reasons why they chose the answer they did. Go over the answers with the class, eliciting explanations and justifications for the choices made.

Exam task answers

1 C 2 B 3 C 4 C

Audio script Track 07

You will hear people talking in four different situations. For questions 1–4, choose the best answer (A, B or C).

One. You hear a woman on the radio talking about a basketball exhibition centre.

Woman: The College Basketball Experience in Kansas City is a world-class entertainment facility spread over two floors. It contains the National Collegiate Basketball Hall of Fame, where visitors can learn about college basketball legends as well as the history of the game. There are also activity stations, where you can actually practise skills like passing and shooting. For a change of pace, sit and watch the highlights of some top college basketball games. There are also numerous kiosks where you can hear a great range of fascinating information from coaches and players about college basketball.

Two. You hear two friends talking about Disneyland.

Boy: You love Disney films so much! Have you ever been to Disneyland?

Girl: No, it's always been my dream, but I have Disney Days at home.

Boy: What d'you mean?

Girl: Me and my sister spend a day listening to loads of the movie soundtracks and watching our favourite films. Plus, we go online and watch Disneyland parades and go on their rides – virtually, of course. We even sometimes make the snacks you get in Disneyland!

Boy: Wow! So there's no need to go to the actual place, is there?

Girl: Perhaps not!

Boy: But let me know next time you're having a Disney Day, and I'll join you!

Three. You hear two friends talking about wild camping.

- Girl: I went wild camping with my mum last weekend.
Boy: How's that different from normal camping?
Girl: It means not on a campsite, in a remote place.
Boy: You're kidding! With no electricity?
Girl: Exactly, or water – we had to carry it all with us. But we put our tent up near a lake and had a swim each evening – really refreshing after a day's hiking.
Boy: Great if you're into that kind of outdoor stuff like you are, but you'll never catch me camping in a tent, miles from civilisation with nowhere to charge my mobile.
Girl: Mmm, it's pretty hard to imagine you enjoying that!

Four. You hear a boy talking about travelling.

- Boy: I've been brought up to believe that travelling is a good thing, and I've seen that it can teach you a lot about your own life, as well as about the other lives you witness during your visits to other countries. That said, I think our generation has to think again about it because of the damaging effect of international travel on the environment, air travel in particular. I'm not trying to stop us having adventures, though, we just need to find more local ones. Exploring the hidden corners of your own neighbourhood or getting to know other regions of your own country can feel adventurous too.

FURTHER PRACTICE

For further practice put students into groups of three or four and ask them to select one of the topics from the four situations in the recordings to research. Each group then gives a short presentation about their topic to the class. Encourage them to include any personal experience they have and to use dictionaries to look up any useful vocabulary.

Reading and Use of English

Part 2

STARTER

With books closed, write the title *A city boy who lives in a village* on the board and elicit suggestions as to the content of the text. Accept all reasonable answers and note any useful vocabulary on the board.

- 1 Tell students to open their books, and set a one-minute time limit for them to read the text to check how accurate their suggestions were. Tell students not to worry about the gaps for now. Hold a brief feedback session to compare ideas. Then ask students to reread the text and complete the gaps with the prepositions in the box, explaining that this is the type of language which may be tested in Reading and Use of English Part 2. Students check answers with a partner before class feedback.

Answers

1 up 2 out 3 of 4 up 5 out 6 from 7 on 8 with

- 2 Students work in pairs to find the phrasal verbs in the text which correspond to the definitions listed. Again, point out that knowledge of phrasal verbs such as these can be helpful in Reading and Use of English Part 2. Check answers as a class.

Answers

1 go out 2 put on 3 end up 4 grow up 5 hang out

Exam task

Before focusing on the exam task, elicit what students know or remember about Reading and Use of English Part 2 and how they might best approach it. Elicit or suggest that it is a good idea to read the title and the text quickly to get a sense of what the main ideas are before thinking about the answers. Go over the exam tip with the class and check understanding. Give students time to complete the task, pointing out that in the exam they should spend around ten minutes on this part. Remind them to read before and after the gap. When everyone has finished, tell them to read the whole text through again to make sure the word they have chosen fits. Check answers as a class and discuss any common mistakes.

Exam task answers

1 where 2 on 3 a 4 many 5 about 6 other 7 not 8 been

FURTHER PRACTICE

If time allows, put students into pairs to make some sentences using the phrasal verbs from Ex 1 and 2.

Part 3

Vocabulary - Word building (1)

- 3 Focus on the example and elicit sentences from the class using the two adjectives *terrified* and *terrifying* to check understanding. Highlight the spelling differences. Then put students into pairs to continue the exercise. Go through the answers with the whole class, focusing on the differences in pronunciation of the *-ed* ending. If necessary, remind students of the rule that when the word ends *-ted* or *-ded* an extra syllable is added.

Answers

-ed	-ing	-ed or -ing
attached bothered fixed inexperienced	demanding entertaining existing	astonished, astonishing convinced, convincing exhausted, exhausting fascinated, fascinating irritated, irritating terrified, terrifying

- 4** Give students a few minutes to complete the exercise. Then check answers with the class.

Answers

1 exhausting 2 astonished 3 terrified 4 convincing
5 irritating

- 5** If necessary, allow students a minute or two to discuss the question with a partner before checking with the whole class.

Answer

Adjectives that end in *-ed* generally describe emotions; they tell us how people feel. Adjectives that end in *-ing* generally describe the thing that causes the emotion; a boring lesson makes you feel bored.

 **Exam task**

Elicit anything students know or remember about Reading and Use of English Part 3 and read through the exam tips with the class. Draw attention to the photo and the title of the text and ask students what they think the text will be about. Remind them that in the exam the title is there to provide a context and help them predict the content of the text. Give them a minute to skim read the text to check their predictions and get a general idea of the topic before allowing them around ten minutes to complete the task on their own. Remind students to check their answers for spelling before going over them as a whole class, focusing on pronunciation as they answer.

Exam task answers

1 childhood 2 scenery 3 fascinating 4 reality
5 lifetime 6 unbelievable 7 talented 8 digestion

FURTHER PRACTICE

If time allows, elicit any other words which could be formed from the base words listed in the exam task. For example, *childish, childishly, fascinated, realistic*. Then ask students to make sentences with some of the words.

Grammar

Adverb formation

- 1** If necessary, go over the first item with the class checking understanding, and remind students to pay attention to spelling.

Answers

1 bitter 2 clumsy 3 happy 4 hopeful 5 miserable
6 positive 7 polite 8 rapid 9 rare 10 simple

- 2** Put students into pairs to complete the exercise before class feedback. Refer students to Grammar reference page 82, as necessary.

Answers

- Adjectives ending in *-y* change their last letter to *-i* before adding *-ly*.
- Adjectives ending in a consonant and *-le* lose the last letter before adding *-y*.
- Adjectives ending in *-e* keep the *-e* and add *-ly*.
- Adjectives ending in *-l* keep the *-l* and add *-ly*.

- 3** This exercise focuses on meaning and collocation. Encourage students to read the whole sentence before choosing the answer, and allow time for them to check their answers with a partner before class feedback. Discuss synonyms of the correct answers to help explain any difficulties.

Answers

1 an interesting 2 a courageous 3 a concerning 4 a strong
5 a detailed 6 aggressive 7 an excellent 8 a successful

- 4** Tell students to read the whole sentence before choosing their answers. Ask students to work in pairs to discuss the difference in meaning between the two answer options before choosing the correct one. When going through the answers with the class, elicit example sentences to explain the meaning of the incorrect adverb in each case.

Answers

1 calmly 2 positively 3 loudly 4 quickly 5 efficiently
6 kindly 7 closely 8 patiently

Past tenses

Before or after the lesson refer students to the QR codes to access *Grammar on the Move*.

- 5** Elicit that the past perfect is used to show that an action happened before another action in the past. If necessary, give an example using your own experience, such as *Before I got a job in this school, I had worked in two other schools*. Refer students to the Grammar reference on page 82, as necessary. Tell them to read the text before putting the verbs into the correct form. Check answers as a class.

Answers

1 attempted 2 had reached 3 had travelled 4 went
5 had been 6 were 7 hadn't / had not seen 8 flew

- 6** Tell students to work through this revision task individually before checking their answers with a partner. Encourage them to justify their answers and, if possible, explain why the other option is incorrect. Go over answers with the class.

Answers

1 watched 2 got; 'd forgotten 3 finished 4 travelled
5 was coming; found 6 was sold
7 've been trying; haven't done 8 looked

Writing

Part 2 story

- 1 Draw attention to the photo and elicit vocabulary from the class to describe what they can see, who they think the person is and where he might be. Then read through the exam task question with the class and explain that the story question always has the same characteristics (the first sentence which must be used is provided along with two content points). Put students into pairs to discuss their predictions about the story using the words and phrases in the box. Elicit suggestions from around the class and then give students a minute or two to read the story in Ex 2 to check their predictions.
- 2 Ask students to read the story again and choose the correct verb forms. Tell them to discuss their answers with a partner and try to justify their choices, before checking answers as a class.

Answers

- 1 looking (the participle belongs with *I was* and describes a continuous action over a period of time)
- 2 knew (the verb *know* is not used in the continuous form)
- 3 had (past perfect because you are thinking of a period of previous time, before this story starts)
- 4 had built (as 3)
- 5 heard (the verb *hear* is not used in the continuous form)
- 6 realised (the verb *realise* is not used in the continuous form)
- 7 was
- 8 called
- 9 've (present perfect for a very recent action in the past; the plate is probably still in her hand)
- 10 rushed
- 11 was going (continuous action over a period of time)
- 12 disappeared
- 13 didn't
- 14 got out (continuation of story)
- 15 shone (continuation of story)
- 16 'd
- 17 had (past perfect continuous because you are thinking of an action previous to when this story starts)

- 3 Explain to the class that one aspect of organisation in writing means using paragraphs appropriately. Generally speaking, each new idea or topic should be written in a new paragraph. Tell students to reread the text and to think about what the purpose of each of the three sections is and then to decide where each section starts and ends. Check answers as a class.

Answers

Paragraph 1 ends after *centuries ago*, and sets the scene for the story.
Paragraph 2 ends after *disappeared down into a deep hole* and describes the main events of the story.
Paragraph 3 describes what happened to the writer and what he found.

- 4 Read through the exam task with the class, eliciting some examples of relatives and buildings to check understanding. Then put students into pairs to brainstorm ideas. Encourage students to note down their ideas and to decide which information they will include in each paragraph at the planning stage. Go through the points on the list with the class, telling them to think about this information as they plan, and to use it as a checklist when they finish writing. Go over the exam tip and elicit some examples of collocations.

Exam task

Allow about 25 minutes for the exam task. If you wish, you could ask students to exchange their story with a partner and give each other some feedback, using the same checklist. Refer students to the Writing bank on page 106 for further information if needed.

Model answer

When I was walking home from school, I looked up from my phone and realised I didn't recognise the street I was in. So now what? Surprisingly, I didn't feel too worried. The area looked interesting, and I began to walk towards a tall, circular tower at the end of it. As I got nearer, I became more and more convinced I'd seen a picture of it. But where?
While I was looking up at the tower, an elderly woman suddenly appeared next to me. She was smiling and saying my name. I couldn't believe it! It was Great Aunt Nina! Then I knew where I'd seen the tower before – in a family photo of my grandpa and his sisters.
'We lived in this street when we were kids!' Nina said. 'I often come back here. Come on, let's go up the tower!'
From the top of the tower, I could see my neighbourhood. It wasn't far.
Nina walked home with me, chatting about her childhood days. Soon we were home, and everyone was delighted to see Aunt Nina, and me of course!