







- 4 Put students into pairs to read the tips and find the mistake in eight of the sentences.

Monitor and help as necessary.

Check answers as class.

#### Answers

- 1 to protect
- 2 before **going**
- 3 need **to** put
- 4 Avoid **going** out
- 5 do not let your skin **burn**.
- 6 don't forget **to drink**
- 7 **Correct**
- 8 get used to **wearing**
- 9 **Correct**
- 10 **Spending** time

- 5 Ask the question to the class and have an open class discussion.

### + Extra activity

#### Grammar Quiz:

- Put students into groups of four or five.
- Read each of the sentences below to the class. Say *beep* in the place of the verb in brackets, as this is the answer.
- Give students thirty seconds after each sentence to work out the missing verb(s).
  - 1 *Are you interested in (going) to the cinema tonight?*
  - 2 *Patty's arranged (to meet) Mike on Saturday.*
  - 3 *I like the countryside but I miss (living) in the city.*
  - 4 *We planted that tree to prevent people (looking) into our house from the street.*
  - 5 *What's the best way (to get) to the station?*
- Reveal the correct answer by reading out the sentence in full. Award one point for each correct answer. The group with the most points wins.



## Listening Part 2

### Sentence completion

Page 37

- 1 Ask the class what vegetables they can see in the photo (*fennel, butternut squash, aubergine/eggplant, chard, runner beans*). Ask if any of these vegetables are available to buy / are grown in their home country. Ask the class what they think *food miles* could mean. Encourage all ideas.

#### Answers

#### food mile *noun* [C]

a measure of the distance travelled by foods between the place where they are produced and the place where they are eaten.

Source: Macmillan English Dictionary

### Remember

Elicit what a *distractor* is (*a word or information that matches the topic of the question but does not match the context*).

Ask students to read questions **2**, **7** and **9**. Elicit what types of information is missing for each question **2**: *a percentage/a figure*; **7**: *the name of a month*; **9**: *a figure*). Explain to students that they will hear several examples of these types of information – the correct answer and distractors.

In order to avoid these and focus on the context, ask students to underline the key words/phrases in **2** (*UK, imports, fruit*); **7** (*From the month, environmentally-friendly, import apples*); and **9** (*Africans working, supplying fruit and vegetables*).

- 2 Give students time to read the questions.

Before listening, check students understand the task, by asking: *Can the answer be a short phrase?* (yes); *Can the answer be a single word?* (yes); *Can the answer be a figure?* (yes).

For **weaker classes**, give students time to think about the type of word missing from each sentence.

Students work alone and listen to complete the gaps.

Allow students to compare answers in pairs before listening a second time. Remind students to check whether the sentence is grammatically correct.



**Workbook Unit 4 Page 4:** Language focus

Check answers as a class.

### Answers

- |                       |                     |
|-----------------------|---------------------|
| 1 fork                | 6 simplistic        |
| 2 ninety/90           | 7 June              |
| 3 global temperatures | 8 form of transport |
| 4 sticker             | 9 one/1             |
| 5 locally grown       | 10 tractors         |

### Listening script 1.21

#### Mark Mitchell:

Thanks mainly to concerns about climate change, the term 'food miles' has entered our vocabulary. Food miles tell us how far food travels between the place where it is grown or produced and the place where it is eaten – in other words, the distance from 'field to fork'. Go into any British supermarket nowadays and you might find pears from Argentina, grapes from Chile, strawberries from Spain or tomatoes from Saudi Arabia. In fact, around forty-five per cent of the vegetables and ninety per cent of the fruit eaten in the UK comes from abroad. These figures are a cause for concern to those consumers who want to reduce the negative effect of their everyday lives on the environment. Why?

Well, because much of our imported produce arrives by plane. And air travel is responsible for giving off large quantities of gases such as carbon dioxide, which, as we know, is a major cause of rising global temperatures. Indeed, at one point, in response to consumer demand, and in order to warn shoppers of the possible environmental impact of what they were buying, some supermarkets began putting a sticker of an aeroplane on produce flown in from abroad. Many people would refuse to put any food with one of these aeroplanes into their shopping basket, particularly so-called 'locavores', who avoid, if possible, any produce which has been imported, preferring instead to buy locally grown fruit and vegetables, and meat from nearby farms. As well as doing their bit for the environment, locavores will tell you that locally grown food is much healthier than imported food, which can lose important vitamins on long journeys.

But do we really need to be quite so worried about the distance our food travels? Some experts now say that the whole idea of food miles is too simplistic and therefore unhelpful to environmentally conscious consumers. Take apples for example. British apples are picked from September to October. Some are sold fresh and the rest are kept in cold storage for use throughout the year. This is fine, initially, but keeping apples cold uses a lot of energy, and this of course creates those carbon emissions which are so bad for our planet. From June onwards, then, it becomes kinder to the environment to start shipping apples from New Zealand. Similarly, in summer, you can eat British lettuces with a clear conscience. But in winter, the energy needed to grow lettuces in heated greenhouses in Britain is greater than the environmental cost of importing them from Spain.

So it's not only a question of how far food travels but when it travels. And also, of course, how it travels, because the form of transport used makes a big difference. For example, food transported by sea is considered by some experts to be better than that which is flown in, because sea transport produces fewer carbon dioxide emissions.

Quite apart from environmental considerations, though, there's also the fact that one million people living in Africa are employed in the trade supplying fresh fruit and vegetables to the UK, a business which is worth several million pounds. If that business came to an end, many people in a number of African countries would be affected. This includes Kenya, which exports green beans to the UK at times when these are no longer in season here. 'Environmentally unfriendly,' say some. 'Not at all,' say others, because Kenyan farmers do not use tractors, and they use natural rather than chemical fertilisers, so their growing methods are far less polluting than in Britain.

The concept of food miles, then, is not wrong; it is simply incomplete as it does not consider the total energy used during the growing, transportation, production, storage and distribution of what we eat.

- 3 Ask the question to the class and have an open class discussion. Give your own opinion.

 **Workbook Unit 4 Page 6:** Listening Part 4

### Word formation

#### Prefixes

Page 37

Put students into groups of four to brainstorm prefixes (30 seconds). Take ideas from the class and correct any ideas that are not prefixes.

- 1 Ask students to look at the extracts and do the task. Check answers as a class.

#### Answers

a unfriendly      b incomplete

- 2 Students work alone to match the prefixes. Check students' understanding of *rational* (based on reason or logic).

Ask students to compare answers in pairs. Check answers as a class.

#### Answers

1 dishonest	4 impractical
2 unlucky	5 incorrect
3 illegal	6 irrational

- 3** Put students in pairs to do the task. Monitor and help as necessary.

Check answers as a class.

#### Answers

- |                       |                     |
|-----------------------|---------------------|
| <b>1</b> unpleasant   | <b>4</b> discourage |
| <b>2</b> disqualified | <b>5</b> unreliable |
| <b>3</b> unusual      | <b>6</b> unable     |

 **Workbook Unit 4 Pages 4–5:** Word Formation

## Speaking Part 2

### Talking about photos

Put students into groups of four to brainstorm adjectives for photographs **1** and **2**, and **3** and **4** on page 97. (**3 minutes**)

Get feedback from the class.

- 1** Put students into pairs, A and B. Read the task in the exam box to the class. Elicit some ideas about what it would be like to live and work in the places.

## Useful Language

Ask students to look at the **Useful language** box and elicit examples of the structures.

Ask students which adjectives are positive (*bustling, vibrant, pleasant, relaxed, exciting, appealing, unhurried*) and which are negative (*bleak, dull, tough, dreary, stressful, depressing, overcrowded, monotonous, inhospitable*).

Check students' understanding of *appealing* (attractive and interesting); *bleak* (cold, unfriendly, no pleasant features); *monotonous* (boring, no variation); *inhospitable* (unpleasant or difficult to live in).

Drill pronunciation chorally and individually, if necessary.

Ask students to match the words to the photographs on pages 38 and 97. Monitor and help as necessary. Check answers as a class.

Ask students to do the exam task. Set a time limit of three minutes: two minutes for Student A and one minute for Student B. Remind students to keep their answers relevant to the question. Monitor and make notes of any errors for correction.

- 2** Students swap roles and do the task again using the photographs on page 97.
- Get feedback from the class. Go through any errors noted during monitoring.



## Writing Part 2

### Email and letter

Pages 38 and 39

- 1** Give students one minute to read the question and the email. Ask: *What style is the email?* (informal); *What information is Paul asking for?* (where to go for a seaside holiday with good beaches and an interesting local area).

Put students in pairs to think of a place they would recommend for Paul and Alicia and why.

Get feedback from the class.

- 2** Ask students to skim the answer to identify which part of the question Sam has forgotten. (**1 minute**)

#### Answers

Sam has not said anything about the nightlife. You will lose marks in the exam if you do not address all the points in the question.

- 3** Give the class time to identify the purpose of each paragraph.

#### Answers

**Paragraph 1:** general reference to Paul's email

**Paragraph 2:** location and description of beaches

**Paragraph 3:** things to see and do in the local area

**Paragraph 4:** closing comments

- 4** Divide the class into sets of pairs: Pair A and Pair B. Ask Pair A to look for feature **a** and Pair B to look for feature **b** in the emails. Monitor and help as necessary.

Put a Pair A with a Pair B to make a group of four. Ask the new group to look for feature **c** in the emails. Check answers as a class.

#### Answers

**a** *If ... then, and, As well as, as, also, where, when, Or else*

**b** *I'd recommend, One idea is to, Make sure you, you could*

**c** *top quality, lovely soft sand, extremely clean, so clear, colourful fish, warm sea, surrounding area, nearby mountains, pretty medieval villages, a craft market, local pottery is fantastic, a boat trip, seals and seabirds*

- 5** For **mixed ability** classes, assign 5a to **weaker students** and 5b to **stronger students**.

## Help

Ask students to look at the **Help** box. Tell students that planning an answer is an important exam skill. Students should start by skim reading the question and the text. Ask students to: *Read the question – Who is the letter/email from? What style (formal or informal) is relevant?; Underline each piece of information the writer is asking for.*

Students should then start planning their email, following stages **a–d** (10 minutes):

**a** Decide how many paragraphs are necessary and what the purpose of each paragraph is.

**b and c** Include suitable language.

**d** Check the style is appropriate, formal or informal.

Monitor and help as necessary. Direct students to the Writing Bank on page 121 for further help.

Students then write their email. Monitor and help as necessary. (20 minutes)

Ask students to read through their own answers and check for any errors. (5 minutes)

## Sample answer for 5b

Hi Susi,

Your friends are so lucky to be able to come to Spain on holiday in May. The weather is very pleasant in spring, and there aren't as many tourists as in summer.

One place I'd recommend them to go to is Salamanca. It's full of historical buildings that they could visit, such as the twelfth-century university – the oldest in Spain – and two cathedrals. The countryside near the city is beautiful, too, especially the mountains to the south west – the Sierra de la Peña de Francia – where they could go for some lovely, long walks.

Another area they should visit is Galicia, in the north-west of Spain. It has a stunning coastline, with sandy beaches in the west and rocky cliffs in the north.

Tell your friends that it rains quite a lot there, but of course, the countryside wouldn't be so lovely and green if it didn't. The capital of Galicia, Santiago, has an amazing cathedral, and I'm sure they'll be impressed by the Romanesque portico at the front.

Let me know where they decide to go – maybe I could meet them somewhere.

All the best,

Javier

 **Workbook Unit 4 Page 7:** Writing Part 1

**Progress Test Unit 4 TB Pages 103–104**

## Review Units 3 and 4

Pages 40–1

## Reading and Use of English Part 4

## Transformations

- 1 might have/might've thrown
- 2 must have/must've been tired because/as
- 3 had/'d better go
- 4 feel like doing anything
- 5 did not/didn't mean to
- 6 is somebody whose

## Reading and Use of English Part 1

## Multiple-choice cloze

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

## Vocabulary

- 1 crooked
- 2 clear
- 3 thinning
- 4 wrinkled
- 5 trip
- 6 put
- 7 all

## Language focus

- 1 1 can't be, must be  
2 can't have spent  
3 might/could/may have phoned  
4 must speak
- 2 1 which seems quite early  
2 who was going camping  
3 which/that had been prescribed  
4 whose working day  
5 for which they're not qualified  
6 the reason why he decided  
7 the café which/that is next to  
8 when it snowed all day
- 3 1 visiting  
2 to go  
3 to do  
4 looking/to look  
5 go/to go  
6 seeing  
7 to miss  
8 having  
9 to buy  
10 leaving  
11 Travelling  
12 not walk  
13 to get  
14 to cycle  
15 imagine  
16 going  
17 having  
18 to get  
19 getting  
20 to see