

10 AROUND TOWN

Objectives

FUNCTIONS	inviting and making arrangements; talking about plans
GRAMMAR	<i>be going to</i> for intentions; present continuous for arrangements; adverbs
VOCABULARY	places in a town; things in town; compound nouns

Students' Book page 92–93

READING


1 Before the lesson, find some photos of buildings and places students will recognise from their hometown or country. You can usually find some good images of landmarks on the national or local tourist board website. Show these in class, either as colour printouts or on the interactive whiteboard (IWB). Ask students to say what and where the places are. It doesn't matter if some of the words are in L1 – take the opportunity to feed in useful vocabulary for the lesson by providing an English translation. Focus attention on the photos on pages 92–93. Ask students to say where they think the places are, and what they can see. Students do the matching task in pairs. Give them a minute for this. Check answers as a class.

Answers

1 C 2 B 3 A

- 2 **SPEAKING** You may want to do this as a competition. Put students in pairs. Each pair should nominate one person to be list-keeper. You could use the photos from the lead-in to the previous exercise to remind students of the sorts of places they could list. Set a time limit of two minutes. The pair with the most words wins. Ask the winning pair to read out their list, while the rest of the class listens and ticks the ones they also have – then elicit more words from the rest of the class. Write any key vocabulary for places and buildings in a town that comes up on the board, for example, *post office, train station, cinema, supermarket, park*. Also drill pronunciation.
- 3 **SPEAKING** Give pairs a few minutes to make notes. Ask them to focus on six to eight places from their lists. Then put pairs together to form groups of four for the discussion. To direct students' discussions towards a tangible outcome, thereby maximising motivation to speak, ask each group to try and agree on the three most important places for teenagers in a town. Allow up to ten minutes for this. Monitor, making a note of any interesting points. Nominate

these students to share their ideas with the rest of the class during feedback.

- 4 Check/clarify: *population* and *festival* by eliciting responses to these questions in whole class: *What's the population of [STUDENTS' COUNTRY]? What famous festivals are there in [STUDENTS' COUNTRY]?* Students return to their original pairs to discuss the two questions for a minute or so. Monitor, helping with any unfamiliar language. Conduct brief whole-class feedback reviewing any new vocabulary that came out of students' discussions during monitoring.
- 5  2.25 Ask students to look at page 93, and say where they think the places in the photos are. If you're using an IWB, do this as a heads-up activity with books closed. As an initial gist task, ask students: *What do Alice and Brian have in common?* To encourage them to read quickly for gist and not get bogged down in detail, give students 30 seconds to find the answer, then remove the texts from the screen. Establish that Alice and Brian are both teenagers who write blogs and are moving to a new home soon. Focus students on questions 1–3, encouraging them to underline key words. Play the audio for students to listen and read and answer the questions. Students compare answers in pairs before you check with the whole class.

Answers

- 1 Alice is living in London and Brian is living in Toronto.
- 2 Alice is going to live in Dubai and Brian is going to live in Yellowknife.
- 3 Alice is moving tomorrow and Brian is moving in two months from now.

- 6 This exercise is closely modelled on Reading and Writing Part 4 of the Cambridge English: Key exam. Stress that in this type of exam task, a statement is only *Wrong* if there is information in the reading text explicitly contradicting it. If there is no information, the answer should be marked *Doesn't say*. Students must only use information given in the text and not their general knowledge. Ask students to read the statements first and underline key words. Before they re-read the blog extracts, give them the opportunity to answer questions they remember from their first reading. Students read again more carefully to check their answers in the text, underlining the key information that supports their choices. Students compare answers in pairs before you check with the whole class. During feedback, insist on students quoting text from the blogs to justify their answer.

Answers

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

Optional extension

Make AB pairs. Student A closes his/her book and gives a summary of Alice's blog. Student B scans the text to check and help fill in any gaps as necessary. Then, student B closes his/her book, and gives a summary of what Brian said while A checks.

Students decide which place they would most like to move to – Dubai or Yellowknife – then discuss their ideas in pairs or small groups. Encourage them to give reasons, using the information in the two blog posts. Students should try and persuade their partners of their choice. Ask for a quick show of hands at the end to see how many people chose each place.

THINK VALUES**Appreciating other cultures**

- 1 First, ask students to look through Alice and Brian's blogs and underline all the activities the two of them are going to do when they move. Then, students go through the things listed in Exercise 1 and mark the things Alice plans to do 'A', and the things Brian plans to do 'B'. Finally, students tick the things they would do.
- 2 **SPEAKING** Allow two or three minutes for the pair-work activity. Encourage students to give reasons for their opinions. When considering other activities, the ideas from the blogs should be helpful. Students can also add their own ideas. Monitor and praise those making an effort to expand on and justify their answers. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder communication.

Optional extension

Task students with agreeing on the four most useful things to do in a foreign country. By directing students' discussions towards a tangible outcome, they should be motivated to speak more. As a follow-up, put pairs together to form groups of four. Students compare ideas and agree on a ranking of the things on their lists from the easiest to the most difficult to do. Bring things to a close by nominating groups to share their ideas with the class.

Student's Book page 94–95**GRAMMAR****be going to for intentions**

- 1 Ask students if they can guess, without looking, which blog each sentence comes from (number 3 is from Alice's blog, all of the others are from Brian's). Students try to complete the sentences from memory, then refer back to the blogs to check their answers. With weaker classes, conduct whole-class feedback on the sentence-completion task before students go on to complete the rule. Students compare answers in pairs before you check with the whole class.

Check comprehension of *going to*, by focusing on sentence 1, and asking: *Is Brian's dad working for a diamond company at the moment?* (no); *Will he work for a diamond company in the future?* (yes). Drill pronunciation of the sentences through choral repetition, paying special attention to the weak form of *to* in *going to* /tə/.

Answers

1 's 2 aren't 3 are 4 'm

Rule

1 future 2 base form

- 2 Students use the examples to help them complete the table individually, then compare their ideas in pairs before you check with the whole class.

Answers

1 aren't 2 isn't 3 Are 4 Is 5 I am 6 are 7 isn't

- 3 Students complete the sentences individually, then compare answers in pairs before you check with the whole class.

Mixed-ability

Weaker students first read the gapped sentences, and match an appropriate verb from the list to each one. Feed back on this before they complete the sentences with the correct forms of *going to*. Stronger students cover up the list of verbs, and complete the sentences with a suitable verb of their choice, then check their ideas against the list.

Answers

1 are going to eat 2 're (all) going to do
3 isn't going to fight 4 'm going to take
5 aren't going to borrow

Fast finishers

Students use the verbs from Exercise 3 to write similar plans for themselves, using *be going to*.

- 4 Check/clarify: *relatives* by eliciting examples, such as cousins, uncles, aunts, grandparents, etc. Give students a minute or so to tick the activities.
- 5 **SPEAKING** Demonstrate the activity with the help of a strong student, then prompt that student to ask a question to someone else in the class. Put students in pairs to take turns to ask and answer about the activities. Ask each pair to find at least two intentions they have in common – and get some feedback on this at the end. Monitor, making a note of any errors in the use of *be going to*. Write them on the board, ensuring anonymity, and ask students to correct them during whole-class feedback.

Workbook page 90 and page 126



Be aware of common errors related to *be going to* for intentions, go to Get it right on Student's Book page 126.

VOCABULARY

Places in a town

- 1 Focus students on the pictures. If you're using an IWB, do the initial lead-in as a heads-up activity, with books closed. For each picture, ask: *Who's this? Where's he/she/it? What are they doing?* Accept all suggestions. Students complete the matching task individually, then compare answers in pairs before you check with the class. As an optional focus on pronunciation, ask students to mark stressed syllables, then read out each compound noun for students to check and repeat. The stress is on the first syllable in all except *police station* /pə'li:s steɪʃən/. Encourage students to notice that, apart from this one exception, stress consistently falls on the first word of each compound noun in this set.

Answers

1 D 2 E 3 C 4 B 5 A 6 H 7 G 8 F

- 2 **SPEAKING** Students take turns to describe the activities and to guess the places.

Optional extension

Ask students to find photos of places in town where they are planning to go in the near future. To increase the challenge, they could show just a small section of a photo of a familiar place. Put them in small groups to take turns to show each other the pictures, and guess the places and what the person showing them intends to do there. For example: *This is the cinema in Main Street. You're going to go there with your friends to see the new Transformers film.*

Workbook page 92

LISTENING

- 1 **2.26** To lead in, write these questions on the board, before class if possible, for students to discuss in pairs: *Do you like going to the cinema? What was the last film you saw? Did you like it? Who did you go with? Who do you usually go to the cinema with? When are you next going to go?* Conduct brief whole-class feedback. Explain that students will hear a conversation between Tom (a boy) and Annie (a girl). Tom also speaks to another girl, Emily, but we don't hear Emily speak. Students read the question before you play the audio. Students check answers in pairs before you check with the class.

Answer

Emily

Audio Script Track 2.26

- Tom Hey Annie, what are you doing tonight?
Annie Nothing. Why?
Tom Would you like to go to the cinema with me? There's a really good film on. It starts at seven.
Annie Umm. Umm. Now I remember.
Tom What?
Annie I'm having dinner with my dad. We're going to a restaurant.
Tom Oh that's nice. Where?
Annie That new one in Bridge Street. It's Italian.
Tom Yes, I know the one. It's next to the library.
Annie That's it. I'm sorry.
Tom What about tomorrow? There's a showing at 3 pm.
Annie Umm. No, I'm playing tennis.
Tom With Emily?
Annie Yes, that's right. With Emily. She's meeting me at the sports centre at two. So ... no, I can't make it.
Tom There's also a showing in the evening. It starts at six thirty. I don't suppose ...
Annie I'm sorry. I can't. I'm going to a party with my sister.
Tom Sunday?
Annie My uncle and aunt are visiting. They really want to see the castle so we're taking them there. Boring! All day. Sorry.
Tom No problem. Never mind.
Tom Excuse me a minute. Hello. Hello, Emily. ... I'm fine. ... Nothing ... Absolutely. I'd love to! ... That's great ... Seven ... OK, I'll see you there about quarter to ... Brilliant. Bye.
Annie Was that Emily?
Tom Yes, she wants to go to the cinema with me. She's so cool!
Annie Yes, yes. I suppose she is.

- 2 **2.26** Students try and complete the sentences from memory before they listen again, and compare their ideas in pairs. You could tell students that all answers are places in a town so even if they can't remember they could try and guess at the answers. Play the audio again for students to listen and check answers. Students check in pairs before you check with the whole class.

Answers

1 cinema 2 Italian restaurant 3 library
4 sports centre 5 castle

- 3 **2.26** Before playing the audio again, ask: *Is Annie going to the cinema with Tom? (no); Why not? (She's busy.); What is she doing this weekend? (having dinner with her dad; playing tennis with Emily; going to a party with her sister; visiting a castle with her uncle and aunt).* Give students 30 seconds to try and match activities with the correct days. Play the audio for students to listen and check. Students compare answers in pairs before you check with the whole class.

Answers

1 tennis with Emily 2 party with sister
3 visiting the castle with aunt and uncle

GRAMMAR

Present continuous for arrangements

- 1 Students choose the correct alternatives, then compare in pairs and complete the rule together. Check answers as a class. Ask: *Is Annie having dinner with her dad now or in the future?* (the future); *Are we using a present or a future tense?* (a present tense). If necessary, review the form of the present continuous by eliciting its two key parts: *be + verb + -ing*. Explain that in many situations *be going to* or the present continuous can be used interchangeably to talk about the future.

Answers

1 are you doing 2 'm having, 're going

Rule

1 present 2 arrangements 3 future

- 2 Students use the examples and rule to help them complete the sentences individually. If you're short on time, set this as homework and do Exercise 3 only in class. Ask students to compare answers in pairs before you check as a class.

Answers

1 isn't coming 2 are doing 3 aren't visiting
4 is ... going 5 is playing

- 3 Ask students to read the text, ignoring the spaces, to answer this gist question: *How many people are playing football this afternoon?* (eight – Kenny, Paul, Oliver, Tim, Jack, Adam, Lucy and Julia). Students will be much better equipped to complete the gaps if they're clear on context first. Students complete the gaps, then compare in pairs before you check with the class.

Mixed-ability

Weaker students might benefit from more staging. First, they choose the verb that goes into each space, then put the verbs into present continuous form.

If they ask, demonstrate the difference between *going to* for intentions and the present continuous for arrangements by writing these two sentences on the board and asking stronger students to complete them with the correct form:

1 I _____ (be) an actor when I'm older; 2 We _____ (fly) to London tomorrow. (Answers: 1 'm going to be; 2 're flying)

Answers

1 are ... doing 2 'm not doing 3 are playing
4 isn't doing 5 is ... doing 6 's going
7 're buying 8 're meeting

Optional extension

Disappearing sentences: Project the completed dialogue on the IWB. Make AB pairs so that half of the class are A and half are B. Students practise the conversations in their pairs. Cover a small section of the dialogue, beginning from the right-hand side of the screen. Students repeat the dialogues in their same AB pairings trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity involving lots of repetition is a fun way for students to memorise useful chunks.

Workbook page 90 and page 126



Be aware of common errors related to the present continuous for arrangements, go to Get it right on Student's Book page 126.

FUNCTIONS

Inviting and making arrangements

- 1 Students complete the phrases individually, then compare their answers in pairs before you check with the whole class.

Answers

1 Would you 2 Do you 3 love 4 can't make it

- 2 Demonstrate the task with a stronger student. Ask him/her to invite you to do two things, refuse the first invitation, giving an excuse, then accept the second. Students take turns to invite each other. Remind them to include a time expression with each invitation. To avoid unintended offence, rather than asking them to give real responses to the invitations, ask them to flip a coin each time before they answer. If it lands on 'heads' (the picture side), they should accept the invitation, if it lands on 'tails' (the number side), they should refuse it. Explain this by demonstrating it during the initial modelling stage. Monitor and correct the use of target phrases.
- 3 To make sure students understand that they only need to fill in three of the four times, ask: *How many different times of the day are there in the diary?* (four – two for each day); *How many activities are you going to write?* (three). Give them a minute to fill in their diaries.
- 4 Check comprehension of the task by asking: *How many invitations are you going to make?* (three – one for each activity in the diary); *How many invitations are you going to accept?* (one – to complete the free time in your diary). Do this as a mingle activity and encourage students to speak to as many different students as possible. Allow about ten minutes. Monitor use of the target functional language and also of the present continuous and *going to*. Avoid on-the-spot error correction since the focus here is on fluency. Make a note of common errors. Write them on the board, ensuring anonymity. Nominate one or two students to report back on their plans, then ask students to correct errors written on the board.

READING

- 1 A recording of this text is available with your digital resources. If you're using an IWB, do this as a heads-up activity with books closed. Focus on photo A and elicit ideas for what the problem could be. Students brainstorm ideas for the other photos in pairs. Give them two or three minutes for this. During feedback, make a note of students' ideas on the board. Also take this opportunity to feed in key vocabulary which students will need in order to make sense of the text, for example: *litter, graffiti, pedestrians, zebra crossings, and cycle lanes*. Use the visual cues in the photos to help you clarify meaning.
- 2 Students read the texts quickly to check their predictions and do the matching. Ask them to compare answers in pairs, before you check with the whole class. Encourage students to react to the text by asking them: *Which of these are problems in your town/city? Which is the worst problem?*

Answers

- 1 litter in the streets: A
 - 2 young people hang out together in shopping centres because they have nothing to do: C
 - 3 too many cars / people driving too fast: D
 - 4 graffiti: B
- 3 Check/clarify: *billboards, punish, and hanging out*. Ask students to read the questions first, and underline key words. Students find the answers in the text, underlining the key information that supports their choices. During feedback, ask students to justify their answers by referring to the text. Students check in pairs before you check as a whole class. Encourage brief reactions to the text. Ask: *Which of these solutions do you like? Which don't you like? Why?*

Answers

- 1 They should spend the day picking up litter.
- 2 They need more things to do and more places to go, like a youth club.
- 3 She wants to stop people from driving so fast.
- 4 She thinks they should create graffiti walls where artists can paint freely.

TRAIN TO THINK

Problem solving

- 1 **SPEAKING** Students study the problem and the two example solutions, and try to come up with another four or five solutions in pairs. Allow up to three or four minutes. Monitor and make a note of any particularly nice ideas. Nominate students to share these ideas with the class. Write three or four of your students' suggestions on the board.
- 2 Pairs look more closely at their ideas. Students can also consider the suggestions on the board for this stage if they like. Ask them to assign one person to be the writer. Pairs should list at least two advantages and two disadvantages for each suggestion. Allow up to ten minutes for this stage. Monitor and feed in

any vocabulary students may need. Also encourage students to use English as much as possible by praising those who are making an effort to do so.

- 3 **SPEAKING** Each pair agrees on their best idea. Alternatively, you could ask pairs to pick their top three then put them together to form groups of four to compare and choose the best one. Pairs will naturally be keen to defend their own ideas and this will prompt some real debate. If you're short on time, move to the whole-class discussion immediately. During whole-class feedback, record suggestions on the board, and have a vote to choose the most popular idea.

Optional extension

Repeat for one of the other issues described in the article on page 96. You could assign three corners of the room to each of the three issues, and ask students to stand in the one representing the problem they feel is the most important or the one for which they have the best ideas for solutions. Students who selected the same problem get together in groups. Asking students to physically 'stand up for' an issue should maximise engagement. Follow the same procedure as above.

GRAMMAR

Adverbs

- 1 Encourage students to consider the function of each word, not its form, by asking them to draw an arrow from each adjective or adverb to the word it refers to. Do this for the example sentence with the whole class to demonstrate. Ask: *What does 'fast' refer to: 'they' or 'drive'?* (drive). Elicit that adverbs tell us how someone does an activity and go with a verb (as in the example), while adjectives tell us what someone or something is like and go with a noun. Students complete the exercise and compare answers in pairs before you check with the whole class.

Answers

adjectives: easy, young (2), fast (3), good (5)
adverbs: fast (0), easily (1), quickly (4), well (6)

- 2 Students study the examples and complete the rule. They compare answers in pairs before you check with the whole class.

Rule

1 *-ly* 2 *-ily* 3 well

- 3 Students complete the sentences individually. Ask them to draw an arrow from each adjective or adverb to the word they refer to, as they did for Exercise 1. Students compare answers in pairs before you check with the whole class. when you do so, also ask students to give the reference links and draw their attention to the double 'l' in the spelling of *carefully* in number 2. If you're short on time, set numbers 3–5 as homework, but do 0–2 in class.

Answers

- 1 good (French); fluently (speaks)
- 2 easy (it) ; carefully (do)
- 3 quickly (walk); late (be)
- 4 badly (did); tired (I)
- 5 dangerously (drives); scared (I)

Fast finishers

Fast finishers write true sentences about themselves using the adverbs, i.e. about things they do *easily, fluently, carefully, badly, or dangerously*.

Workbook page 91 and page 126

VOCABULARY**Things in town: compound nouns**

- 1 Students pair up the words to make compound nouns, then check their ideas in the letters on page 96. Check answers as a class. To check meaning, ask students to use their mobile devices to find images of the compound nouns via an internet search engine. They could do this in groups of four, with each student looking up two of the eight items. Alternatively, this could be done on the IWB. Highlight the fact that while *billboard* is written as one word, the other compound nouns are written as two. You may also like to practise pronunciation by reading out the words and asking students to repeat. Encourage students to notice that stress consistently falls on the first word of each compound, and on the first syllable within that word, except for *graffiti (wall)*, where stress is placed on the second syllable.

Answers

zebra crossing, youth club, speed camera, graffiti wall, cycle lane, litter bin, billboard, high street

- 2 Students complete the sentences individually, then compare answers in pairs before you check with the whole class.

Answers

- 1 billboard 2 litter bin 3 zebra crossing 4 high street
- 5 graffiti wall 6 cycle lane 7 youth club

Optional extension

Students work in AB pairs to test each other on the compound nouns. B closes his/her book. A calls out the left-hand side of a compound noun at random, for example, *zebra*, and B says the right-hand side, *crossing*. After a couple of minutes, students switch roles and repeat.

Workbook page 92

PRONUNCIATION


For practice of voiced /ð/ and unvoiced /θ/ consonant sounds, go to Student's Book page 121.

Student's Book page 98–99**CULTURE****Ghost Towns around the World**

- 1 Focus students on the photos. If you're using an IWB, do this as a heads-up activity, with books closed. Ask: *Where are these places? Who lives there? Would you like to live there? Why (not)?* Make a note of students' responses to the first question on the board. Establish that the photos all show examples of ghost towns. Ask: *What's a ghost town?* (a town where people no longer live).
- 2 Students skim read the article to answer the question and compare answers in pairs. Refer to the places written on the board during feedback and ask: *Were your predictions correct?*

Answers

Luderitz in Namibia; the Sanzhi District of New Taipei City in Taiwan; Fordlândia in Northern Brazil; Centralia, Pennsylvania in the USA

- 3  2.29 Ask students to read the statements, and underline key words. Play the audio for them to listen as they read again more carefully. Students should try to find the answers as they listen, underlining key information as they go. Give them a minute or two after listening to finalise their answers and encourage them to compare ideas in pairs before you check with the whole class. During feedback, insist on students quoting information from the article that supports their answer.

Answers

1 T 2 F 3 F 4 F 5 T 6 T

- 4 **VOCABULARY** In pairs, students work out the meanings of the bold words from the text. Check answers as a class.

Mixed-ability

Stronger students should try to use the context provided by the article to try to work out meaning without referring to the exercise. They then look at the definitions in the exercise to check their ideas. Weaker students work in pairs to complete the matching exercise.

Answers

- 1 demolished 2 a building company 3 a resort
- 4 sand 5 mine

- 5 **SPEAKING** Check/clarify: (*a film*), *set (in)*, *star (verb)* by asking students: *Where is Pirates of the Caribbean set?* (on a boat, in the Caribbean sea); *Who does it star?* (Johnny Depp and Kiera Knightley). Students read the instructions and underline key words. Make groups of four and ask groups to choose a secretary. This student is responsible for noting down the group's ideas. Set a time limit of ten minutes for the brainstorming stage. Monitor to check progress and ensure all students are participating. Praise students' ideas and creativity, and help with any challenging language. When

they're ready, groups present their idea to the class. To give them a reason to listen, students can make notes on each group's film proposal. Have a vote on the best one.

WRITING

An informal email

- 1 Ask students to read the email and answer these questions (written on the board beforehand, where possible): *Who is Emily writing to?* (her friend, Luke); *What is she writing about?* (summer holiday plans); *Why is she writing?* (to tell Luke about her plans, and to arrange meeting up with him in Wales); *What kind of text is it?* (an informal/personal email). Explain to students that before they begin writing any kind of text, they must consider these questions. These will determine how they are going to achieve their communicative aims. Focus students on the two questions in Exercise 1. Ask students to quickly discuss answers in pairs and refer back to the email to check before you check as a whole class.

Answers

- 1 Sydney, Australia
 - 2 She's going to visit the famous harbour and bridge and the Opera House, hang out on Bondi Beach and take surfing lessons.
- 2 Explain that one of the characteristics of informal emails is the use of colloquial expressions. Ask students to underline the expressions in the email and answer the questions. Students compare answers in pairs before you check with the class.

Answers

- 1 By the way, ...; Anyway, ... 2 Guess what?; You won't believe it. 3 I can't wait.
- 3 Students match the paragraphs to the topics. Help students notice that a well-structured piece of writing organises different topics into different paragraphs.

Answers

- 1 c and b 2 a and d
- 4 Students discuss in pairs briefly. Elicit answers, and invite the rest of the class to confirm or correct.

Answer

To make arrangements to meet in person.

- 5 Ask students to underline answers in the email as well as choosing the paragraph. Students check in pairs before you check with the whole class.

Answers

a 2 b 1 c 2 d 2 e 2 f 1

- 6 Put students in pairs or small groups to brainstorm ideas for interesting famous cities for their next holiday. Ask them to include: famous buildings, activities and weather. Students make a plan using Exercises 2 and 5 to help them. Provide help as necessary and encourage students to check each other's plans in pairs before they proceed to the writing stage. You will probably want to set the actual writing task as homework.

Optional extension

Ask students to write and send their emails to their partners for checking. Ask the readers to check the emails for task completion (Is it possible to answer the questions from Exercise 5 about the city being talked about?); for organisation (Is the writing easy to read?); and for the use of colloquial expressions (Are any of the expressions from Exercise 2 used in the email?) Then write a short reply. Alternatively, you could ask them all to email you their messages for marking. When you mark it, focus on the above points. Avoid focusing too much on accuracy, as a heavily marked piece of writing is more likely to demotivate learners than to make them try harder next time.

Student's Book page 100–101

CAMBRIDGE ENGLISH: Key

THINK EXAMS

READING AND WRITING

1 Part 2: Multiple-choice sentence completion

Answers

1 A 2 C 3 A 4 C 5 A

Workbook page 61

2 Part 7: Open cloze

Answers

1 in 2 an 3 was 4 well 5 the 6 not 7 of
8 can 9 are 10 also/even

Workbook page 89

LISTENING

3 2.30 Part 5: Note completion

Answers

1 (15-screen) cinema 2 2 3 15 minutes 4 Saturdays

Audio Script Track 2.30

You will hear some information about a shopping centre. Listen and complete each question.

Hello and welcome to the White River Shopping Centre. We are the largest shopping centre in the North East and have more than 300 shops on four different floors as well as 14 restaurants and a 15-screen cinema – all found on the fifth floor. The shopping mall is easy to reach by road, just follow the signs from Hull city centre. There is parking for 5,000 cars. Parking is charged at £2 an hour. There is also a regular free bus service between the shopping centre and Hull city centre. Buses leave every 15 minutes. The shopping centre opens at 9 am. All shops close at 5.30 pm during the week and on Sundays, and at 7 pm on Saturdays. The restaurants and cinema stay open until 11 pm. Thank you for listening. If you wish to hear this message again, press one. If you want to talk to someone, please stay on the line.

Workbook page 79

TEST YOURSELF UNITS 9 & 10**1 VOCABULARY****Answers**

- 1 cloudy 2 island 3 hall 4 mountains 5 windy
6 zebra 7 lanes 8 station 9 bin 10 lake

2 GRAMMAR**Answers**

- 1 She's going to phone me at nine.
2 We're leaving on Monday morning.
3 She did her homework very carefully.
4 I can't remember where I left my keys.
5 It's the hottest day of the year.
6 It's a more expensive car than mine.

3**Answers**

- 1 I speak ~~badly~~ French **badly**.
2 This is the ~~more~~ **most** popular sport in the world; everybody likes it.
3 I had a lot of presents. But the one ~~most~~ I liked **most** was a blue watch from my mother.
4 She plays tennis very ~~good~~ **well**.
5 He's ten and he still can't ~~to~~ ride a bike.
6 We are ~~to~~ meeting him at nine o'clock.

4 FUNCTIONAL LANGUAGE**Answers**

- 1 A What B let's
2 A doing A Do
3 A Would B love
4 A Guess A can't