Performance 2

Extra Practice Book







Includes

Language Worksheets
Collaborative Projects
Teacher's Notes
Answer Key

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Performance 2

Extra Practice Book







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84350851178 93
Legal deposit: M-6834-2016. Printed by Grafo, Spain

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Photo Acknowledgements
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01 Worksheet
Language awareness

A review of comparative structures

1 In pairs, guess the correct options for the statements (1–10) comparing life in the UK with life in the USA.

In the UK ...

1 the cost of living is **a lot higher / lower** than
2 salaries are **quite a bit / a little** lower than
3 food portions tend to be **smaller / bigger** than
4 people live in **slightly / much** smaller houses than
5 housework is **harder / easier** because there are **more / fewer** appliances than
6 health care is **more expensive than / isn't as expensive as**
7 everyday crime is **not so / far less** violent than
8 employees get **a lot / slightly** more time off than
9 people visit museums far **more / less** than
10 town centres are **much more / less** convenient for pedestrians than

... in the USA.

2 In pairs, compare your ideas in Exercise 1.

3 Read the grammar box and complete the dialogue with *less, much, quite, as, far, better, than* and *the*.

Bob: Wow, that coffee is as big [1] _____ my head! Is everything [2] _____ larger here than in the UK?

Michelle: Yes, except one thing. Bathtubs are [3] _____ a bit smaller.

Dave: Why? There's [4] _____ more space in American houses [5] _____ in British ones.

Michelle: Americans take baths [6] _____ regularly than British people. They prefer showers. But their shower rooms are [7] _____ biggest in the world. Life in America is the [8] _____ of the two, Dave!

Comparative structures

1 Adjective forms: add ***-er / the -est*** to short adjectives; add ***more / the most / less / the least*** to long adjectives; irregular adjectives include ***good, bad, far***
2 Adverb forms, e.g. *regularly*: add ***more / the most*** or ***less / the least*** to adverbs; exceptions include ***early / earlier, fast / faster, well / better***
3 Modifying comparisons: add ***far / much / a lot / quite a bit / a bit / a little / slightly*** to comparative adjective/adverb
4 Other structures: ***as ... as, not as / so ... as, the ... the ...***
5 Common phrases: ***the bigger the better, the best ever/by far, the better of the two***

4 Correct one word in each sentence.

1 Vicky is the badly-paid waitress by far. _____
2 The team are slightly fit this season. _____
3 This is the less healthy breakfast option. _____
4 Adele's latest album is her better ever. _____
5 John is not so well-dressed than his brother. _____
6 The new model operates much more quick than the previous one. _____

5 Complete the second sentence so that it has the same meaning as the first. Use the words in capitals.

1 British comedies aren't as funny as American comedies. **THAN**
American comedies _____ _____ British ones.

2 Andy Roddick's serve is faster than Andy Murray's. **AS**
Andy Murray's serve _____ _____ Andy Roddick's.

3 The One World Trade Centre in New York is much taller than the Shard in London. **LESS**
The Shard in London _____ _____ the One World Trade Centre in New York.

4 If you live in Boston, you grow to love it more each day. **MORE**
The longer you live in Boston, _____ _____ you love it.

5 English rock is so much better than any other. **FAR**
English rock is by _____ _____ in the world.

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Question tags

1 Read the rules about question tags and complete the examples.

1 Question tags are short questions added to the end of a sentence to ask for confirmation (falling intonation) or to ask a question (rising intonation).
Simon is coming to my party, _____?

2 We form question tags using auxiliary verbs (*be, have, do, will, etc.)* or modal verbs, such as *can* and *should*, followed by the pronoun corresponding to the subject (*I, you, she, they*, etc.).
She should see a psychologist, _____?

3 Question tags for affirmative sentences usually take the negative form.
They made a formal complaint, _____?

4 Question tags for negative sentences usually take the affirmative form.
She can't swim, _____?

5 In sentences with *I'm* we use the question tag *aren't I*?
I'm late, _____?

6 In imperative sentences we use the question tag *will you*?
Wait for me here, _____?
Don't spend too much, _____?

7 In sentences with *Let's* we use the question tag *shall we*?
Let's meet for a coffee later, _____?

8 In sentences where the pronoun *something* or *nothing* is the subject, we use the pronoun *it* in the question tag. If the subject is *nothing*, we always use an affirmative question tag.
Something is wrong, _____?
Nothing can be done, _____?

9 In sentences with adverbs such as *never, rarely, seldom, hardly* or *barely* we use an affirmative question tag.
I hardly know you, _____?

10 In sentences with *everybody, everyone, no one* or *nobody* as the subject, we use a question tag with the pronoun *they* and the plural form of the verb. If the subject is *no one* or *nobody*, we always use an affirmative question tag.
Nobody signed up for the dressmaking course, _____?

11 In sentences with the pronoun *that* as the subject, we use a question tag with the pronoun *it*.
That's your new car over there, _____?

12 In sentences with *there is/there are* (in all tenses), we repeat the pronoun *there* in the question tag.
There was a security alarm in the store, _____?

2 Complete the sentences with question tags.

1 You've forgotten to post my letters, _____?
2 Frank can lend you some money, _____?
3 No matter what we do, nothing will change, _____?
4 Don't get lost, _____?
5 I'm not going to see you tomorrow, _____?
6 Your brother never buys anything online, _____?
7 Everyone decided to visit the museum, _____?
8 Everybody will ask questions, _____?
9 There won't be any problems with the insurance company, _____?
10 You aren't going to reduce the price, _____?
11 You've already been to this café, _____?
12 They never listen to you, _____?

3 In pairs, write and practise two mini-dialogues. Use at least three question tags in each dialogue.

03 Worksheet
Language awareness

Time expressions

1 Match the time expressions (1–8) with the categories (a–h).

1 *back then, in three weeks, at 5 o'clock* ___
2 *a fortnight, a semester, a minute* ___
3 *first, then* ___
4 *throughout the winter, since Monday* ___
5 *already, not yet, long before* ___
6 *a bit later, soon after* ___
7 *just as, while* ___
8 *occasionally, every other week* ___

a) duration
b) anteriority
c) simultaneity
d) divisions of time
e) points in time
f) frequency
g) sequence of events
h) posteriority

2 Read the sentences and decide which concepts the underlined words express. Choose a, b or c.

1 In those days, my parents didn't have any money to buy us toys for Christmas.
a) a point in time b) duration c) frequency

2 Jeremy is paid every fortnight.
a) sequence of events b) duration
c) a division of time

3 I planned on arriving later than the other guests.
a) a point in time b) posteriority
c) sequence of events

4 I have to go to the hospital on a weekly basis.
a) a point in time b) duration c) frequency

5 The politician left the country shortly after the scandal was reported in the newspapers.
a) anteriority b) sequence of events c) posteriority

6 The traffic in the centre of town was really bad throughout the Christmas period.
a) a point in time b) duration c) a division of time

7 **A:** Has Emily been to the store?
B: Not yet.
a) anteriority b) sequence of events c) posteriority

8 Ian has been working double time over the summer.
a) a point in time b) duration c) a division of time

9 Kim and Jack rarely go out at the weekend.
a) a point in time b) duration c) frequency

10 As I read the letter, I realised what a terrible mistake I had made.
a) duration b) sequence of events c) simultaneity

11 First of all we tried to buy a ticket from the machine, but it didn't work, so then we went to the ticket office.
a) duration b) sequence of events
c) a division of time

12 Joe's staying at his mother's house until he gets a job.
a) duration b) simultaneity c) sequence of events

3 Read the sentences and replace the underlined words with the words in the box.

until	a long time ago	an hour ago
quite often	while	that decade	then
for months	a bit later on	any time	

1 Just as he was closing the door, Barry remembered he had left the iron on. *(simultaneity)*
_____

2 First, open the file manager. Next, click on the drop-down menu. *(sequence)*
_____

3 I turned up at eight o'clock and my partner arrived shortly after. *(posteriority)*
_____

4 They stayed in a hotel in the Canary Islands throughout the winter. *(duration)*
_____

5 I go to the doctor's surgery on a regular basis. *(frequency)*
_____

6 **A:** Can I come to visit you, then?
B: Sure. Whenever you like. *(a point in time)*
_____

7 I tried calling you earlier. *(anteriority)*
_____

8 The 1920s was an interesting period for American fashion. *(a division of time)*
_____

9 The offer lasts up to the end of June. *(duration)*
_____

10 Once upon a time there lived a little red dragon inside a volcano. *(a point in time)*
_____

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Verb patterns

1 Read the verb patterns (a–e). Then add each verb in the box to one of the lists of example verbs. Use a dictionary if necessary.

intend	love	miss	manage	fancy	keep
allow	let	remind	start		

a) **verb + *to* + infinitive:** *agree, arrange, can't afford, decide, learn, offer, plan, prefer, refuse, remember, seem, tend,* [1] _____ , [2] _____

They **arranged to meet** Robert after school.

b) **verb + object + *to* + infinitive:** *advise, cause, enable, encourage, expect, force, urge, warn,* [3] _____ , [4] _____

The money from her part-time job **enabled her to study** at university.

c) **verb + object + infinitive without *to*:** make, [5] _____

Please don't **make me speak** to that man again.

d) **verb + gerund (-*ing* form):** *admit, avoid, can't help, can't stand, enjoy, imagine, practise, spend/ waste time,* [6] _____ , [7] _____ , [8] _____

I don't **waste time worrying** about exams.

e) **verb + gerund (-*ing* form) / *to* infinitive:** we can use either form; the meaning stays the same or changes very slightly: *begin, cease, continue, hate, intend, like, prefer,* [9] _____ , [10] _____

The company **ceased trading** last July.

The company **ceased to trade** last July.

2 Using the information in Exercise 1, complete the sentences with the correct form of the verbs in brackets.

1 Do you practise _____ (speak) French when you're on holiday?
2 Tom and Pam are planning _____ (get) married in the summer.
3 My brother reminded _____ (I / buy) some flowers.
4 The lifeguard warned _____ (we / no swim) in the sea that morning.
5 Do his parents let _____ (he / stay out) late?
6 My tennis coach used to make _____ (I / train) after school every day.
7 My grandparents encouraged _____ (we / take) driving lessons.
8 Helen can't stand _____ (listen to) classical music.
9 They intend _____ (use) the school address for their correspondence.
10 Helen keeps _____ (ask / I) silly questions.

3 In pairs, discuss the change in meaning that the use of the gerund or the infinitive causes in the pairs of sentences.

1 a) I stopped to say hello to my neighbour.
_____
b) I stopped saying hello to my neighbour.
_____

2 a) Carla forgot to buy a new purse.
_____
b) Carla forgot buying a new purse.
_____

3 a) Henry went on to study computer science at university.
_____
b) Henry went on studying computer science at university.
_____

4 a) They heard Margaret sing a song.
_____
b) They heard Margaret singing a song.
_____

5 a) I tried turning up the heat but it didn't work.
_____
b) I tried to turn up the heat but it didn't work.
_____

6 a) We regret to inform you that you failed the test.
_____
b) We regret informing you that you failed the test.
_____

05 Worksheet
Language awareness

Short questions in conversations

1 When someone is talking in your language, what words do they use to a) show surprise and b) show indignation?

_____

_____

2 Read the grammar box and complete the examples.

Short questions

1 We use short questions to show interest in what somebody is saying and to signal that we want more details. These are known as reply questions and have a rising intonation.

Affirmative sentences are followed by affirmative reply questions.

A: I went to the new junk shop in the High Street yesterday.
B: Did you?

A: Your brother lent me some money.
B: [1] _____?

Negative sentences are followed by negative reply questions.

A: Chris and Lisa aren't flying to Japan after all.
B: [2] _____ they?

A: I never buy shoes online.
B: [3] _____?

2 We can also use short questions to show displeasure. These are idiomatic, very informal and, depending on the intonation, can sound rude.

A: I hear you are going out with Maria.
B: So what? (What does this have to do with you?)

A: Sarah said you were going to leave college.
B: She said what? (Why on earth did she say that?)

A: Your boss said he was going to sack you.
B: He [4] _____?

A: So I understand you are not going to apologise to Mr Jones.
B: Says [5] _____? (Who has said that I am not going to apologise?)

3 In pairs, write sentences based on the prompts. Student A: read your sentences. Student B: react with a suitable reply question.

1 I / not need / a new phone
A: I don't need a new phone.
B: Don't you?

2 Dad / give / me / money / last weekend
_____

3 I / go / shopping in Milan recently
_____

4 I / not think / I / be / very lucky person
_____

5 Mum / usually / do / the shopping online
_____

4 In pairs, write and then read out four true sentences about yourself. Your partner should react with a suitable reply question.

5 Complete the mini-dialogues with a short question from the box. Then act them out with your partner.

How come? So what? Says who? He said what?

1 **A:** You've changed the colour of your hair again.
B: [1] _____
A: Pardon me for asking!

2 **A:** I've been given a prize at school.
B: [2] _____
A: Because I entered the poetry competition.

3 **A:** I hear you've been spreading rumours about me.
B: [3] _____

4 **A:** Barry said you were leaving home.
B: [4] _____
Why on earth did he say that?

6 In pairs, you are going to write two dialogues: one between two classmates and the other between a teenager and his/her parent. Use a situation from the box or your own ideas.

The classmate …

is jealous of his/her classmate.
has heard a rumour.

The teenager wants to …

get a tongue piercing. get more pocket money.
go abroad with friends.

- decide what type of short questions to include
- write your dialogues, then act them out

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Linkers and connectors

1 Match the linkers and connectors (1–8) with their functions (a–h).

1 *in addition, as well as, too, also, as well, moreover* ___
2 *such* (+ *a/an* + adj + noun), *so* (+ adj + *that*) ___
3 *however, nevertheless, even so, despite, in spite of, on the one hand/on the other hand, only, while, whereas, although, even though* ___
4 *this means, as a result, so, therefore* ___
5 *in case, if, unless, providing, as long as, supposing* (+ subject) ___
6 *to/in order (not) to, so as (not) to* (+ verb), *in order that, so that* (+ subject) ___
7 *because of, owing to, due to/due to the fact that, as a result of, thanks to* (+ noun/noun phrase/verb + *-ing* form), *so, as, since, because* (+ subject) ___
8 *either… or, neither ... nor* (+ singular verb), *both* (+ plural verb) ___

a) To express purpose
b) To introduce causes and reasons
c) To contrast ideas
d) To express actions performed by two or more people
e) To express condition
f) To add extra information
g) To introduce consequences and results
h) To add emphasis

2 Match the words in bold with functions a–h in Exercise 1.

1 **As well as** being a great cook, Nigel is also a great host. ___
2 **In case** you haven't heard, the government are going to raise taxes. ___
3 We will provide vegetarian and poultry snacks **so as not to** offend anyone. ___
4 **Despite** his reputation for generosity, he has never given any money to charity. ___
5 John is feeling sick **thanks to** having eaten twelve cream cakes. ___
6 He was **so** nervous that he forgot to ask the question. ___
7 **Supposing** he doesn't like fish, then what will we do? ___
8 **Neither** Paul **nor** Emma speaks French. ___

3 Replace the underlined words with an appropriate alternative (a, b, c or d).

1 Eating too much salt has other harmful effects <u>in addition to</u> hypertension.
a) too b) however c) as well as
d) in order to
2 <u>Whereas</u> some people like country and western music, others hate it.
a) Due to b) While c) However
d) Despite
3 James spent years working on his theory, <u>only</u> it didn't work.
a) such b) however c) so as to
d) despite
4 You can go to the disco <u>as long as</u> you are back by midnight.
a) providing b) as well as c) because of
d) in case
5 Jane had finished her course, <u>so</u> she was able to go away on holiday.
a) nevertheless b) therefore c) as to
d) due to
6 <u>Even though</u> Terry had finished his exams, he still couldn't go on holiday.
a) Despite b) Because of c) Providing
d) Although
7 <u>Supposing</u> you had had an accident, what would you have done then?
a) In case b) Providing c) What if
d) Unless
8 <u>Because</u> he had inherited a lot of money, it was no surprise that he never worked.
a) Despite b) Although c) Due to
d) Since

01 Project

A presentation about language and communication

Spoken versus written English

Q Are there any real differences between written and spoken English?

A Well, essentially they are the same language, but there are some differences in use and organisation. As you can imagine, written English is a lot more organised. You have time to research what you write, time to structure it, conventions to help you construct it and the chance to draft it. But spoken English happens on the spot and is totally spontaneous. The key thing here is that you don't have very much time to construct speech.

Q Is spoken English less formal than written?

A A lot less formal. You use fewer words, simpler language and more intonation and body language to get your message across.

Q Do people use complete sentences in spoken English?

A We speak more in small phrases because we need time to breathe and to think. And we make noises when we pause to think; 'erm' is typical. There is a lot of repetition of words in spoken English to help you buy time. There are lots of stops ... and starts.

Q Are spoken interactions different?

A They're face to face and in real time. If you see a transcript of a normal day-to-day conversation, it's very messy and looks like chaos. When you speak, you have to participate and manage your content while thinking on your feet.

Q Do English speakers use the same grammar when they speak?

A Speakers love 'simplicity'. In speech we use the present tense twice as much as the past tense. And get this one, we use simple forms, like the present simple or past simple, ten times more than continuous tenses or perfect tenses. In fact, the past perfect or the present perfect continuous tenses are rarely used when we speak. Question tags are used a lot to show interest or to make sure the other person is listening to you!

Q Are there differences in vocabulary?

A There is higher use of phrasal verbs, slang words and less use of words of Latin origin. So for example in spoken English instead of Latin words like *explode, demolish* and *resemble*, you might use *blow up*, *pull down* and *look like*. In writing you use lots of rich structures and vocabulary, for example adverbs of manner *(She opened the door quietly)*; or words to organise text such as *furthermore* or *moreover*. This is either less formal in speech, or it doesn't happen.

Q Are set phrases important to manage your conversation?

A Essential. These fill up time and help you get to your next thought. It's useful to have little phrases like *The thing is ...*, *As I was saying ...*, or *Anyway, to cut a long story short ...*

Q What is the most important thing you should always remember about spoken English?

A Speaking is performing and it is a physical activity; you need to use your vocal cords and breathe. And it's a social activity, you need to interact. You compensate for time with simple language, gestures, intonation and tone, and you hesitate, repeat, rephrase and make false starts all the time.



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1 Read the interview about spoken versus written English and decide on the best option to complete the sentences.

1 Written English is …
   a) spontaneous in construction.
   b) totally different to spoken English.
   c) not constructed in real time.
2 In spoken English you use … to express yourself.
   a) more words and slang
   b) more than just words
   c) formal structures
3 A transcript of spoken English …
   a) has long sentences.
   b) looks disorganised.
   c) is complicated to write down.
4 In terms of grammar, in spoken English …
   a) only simple tenses are used.
   b) reported speech is common.
   c) the past perfect is unusual.
5 Regarding vocabulary, in spoken English common words are …
   a) words like *renovate* or *illustration*.
   b) adverbs.
   c) shorter words of Saxon origin and phrasal verbs.
6 Set phrases like *the thing is* are …
   a) used to organise writing.
   b) typical in spontaneous speech.
   c) very colloquial.

2 In groups, discuss whether you think the following features of speech are used in your language:

1 False starts, hesitation and repetition
2 Paraphrasing
3 Simple language
4 Question tags
5 Intonation and gestures
6 Slang words
7 Noises when thinking or hesitating

Web search

Find a video of unscripted English speech online, for example, a vox pop interview.

Task

You are going to give a presentation to your classmates about an aspect of English language and communication.

Step 1 • Research

1 In your group, choose one of the topics from the box to research and present.

A Statistics on English language speakers in the world (countries, native / second language speakers, etc.)

B American versus British English

C Regional accents in the UK

2 Allocate tasks among the group members and carry out your research. Collect graphs, charts, images, statistics, links, video clips, etc. Make notes.

Step 2 • Write, plan and assemble

1 Write two or three paragraphs on your presentation topic.

2 Decide how you are going to present this information in your presentation (narration, video clips, charts, bullet points, etc.).

3 Assemble the presentation and decide who is going to do what.

Step 3 • Practise your presentation

Practise giving your presentation. Consider using the useful language below.

- *Our presentation is about …*
- *We aim to cover the following areas …*
- *Can anyone answer this question? Who …?*
- *We're going to play you a video clip of …*
- *Did you know that 50% of the population …?*
- *Can you guess which British accent you can hear in this clip?*
- *Our final point is about …*
- *Have you got any questions?*

Step 4 • Give your presentation

Give your presentation to the class and/or post it online.

02 Project

A presentation about social and cultural norms

Are you prepared for life in the UK?



Language and politeness

British people rarely use superlatives and are not very animated when they speak. They value privacy over everything else, so be careful what you ask because you could be **prying** without meaning to. On first meeting they may come across as cold and **reserved**, but they do warm up with time! Note that Brits often avoid extended eye contact. They find it uncomfortable and intimidating.

As for language, *please*, *thank you* and *sorry* are normal parts of everyday conversations and interactions. Imperatives are a **no-go area** in day-to-day transactions. Some people are simply **baffled** by how polite the English are. As an international visitor, you may not be used to this, but you will probably get used to it quickly after your arrival!

Personal space

In the UK, it's acceptable to keep one arm's length between yourself and those you are speaking to. Any closer is assumed to be aggressive and can be uncomfortable for some. When greeting a good friend or family member in the UK, especially if one of the people being greeted is female, you will frequently give and/or receive a small kiss on the cheek. If you are not a close friend or family member, then physical touch is perceived as odd or uncomfortable; you may shake hands, but often a smile and a bow of the head is acceptable enough.

Public norms

The English have a high degree of respect for older adults and people with disabilities. If you are on public transport, you are expected to give up your seat if an older person or someone with a disability comes onto the vehicle and there is no other seat. If an older adult or someone with a disability seems to be **struggling** with something, you are also expected to ask the person if they need your **assistance**.

Never jump lines, known as 'queues' in the UK. In some countries jumping the queue may be acceptable, but in England, people may not be very happy with you and will definitely let you know how unhappy they are about the situation. Standing patiently in the queue is a normal part of British culture.

Social norms

The British are punctual. Being late is odd and, in some cases, considered to be rude. If you're going to be late to something, contact those involved as soon as you know you will be late. Also, it is less rude to be late to a dinner party at someone's home than it is to be late to a public meeting (such as dinner at a restaurant). If you are invited to the home of a native, it is normal to bring along a gift, such as chocolates, wine or flowers to say thank you. If you go to a pub with your friends, it is common practice to buy a round of drinks for those who you came with. The person who has invited you to dinner is typically the one who pays. Do not argue about whose responsibility it is, rather, invite them out to dinner at some point and pay for them to reciprocate.

www.studying-in-england.org



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1 Read the information for international students and discuss with a partner if the statements are true (T) or false (F). Quote from the text.

1 British people generally don't like to be asked about their private lives.

_____

_____

2 You can kiss a British person on the cheek when you first meet them.

_____

_____

3 On public transport you should always give up your seat for a young child.

_____

_____

4 British people like to be informed if you are going to be late.

_____

_____

5 If a British person invites you to dinner at a restaurant, you would be expected to pay half.

_____

_____

2 Match the words in bold in the text with the definitions and synonyms.

1 help or support _____
2 shy, unwilling to show feelings _____
3 forbidden, prohibited _____
4 having problems or difficulties _____
5 completely confused _____
6 intruding in an annoying way _____

3 In small groups, discuss how the social and cultural norms presented in the text compare with those in your own country.

Web search

Find answers to the British culture and social norms quiz.

1 **Which two British soap operas are watched by millions in the UK every week?**
2 **How many London football teams are in the Premier League and what are their names?**
3 **When did Charles Dickens die? Name one of his most popular novels.**
4 **If you have an emergency in the UK, what number should you dial?**
5 **What do these slang words mean: *sarnie, bobby, barmy, chuffed*?**

Task

You are going to give a presentation to your classmates with the title: *Five things you should know about the UK before you go.*

Step 1 • Research

1 **In your group, choose five topics from the box to research and present.**

history / historical figures popular TV
buildings and monuments government
social norms and language literature
sport when to use formal language
the transport system the health system
behaviour considered to be rude

2 **Allocate tasks among the group members and carry out your research. Collect graphs, charts, images, statistics, links, video clips, etc. Make notes.**

Step 2 • Write, plan and assemble

1 **Write three or four sentences on each of your five topics.**
2 **Decide how you are going to present this information in your presentation (narration, video clips, charts, bullet points, etc.).**
3 **Assemble the presentation and decide who is going to do what.**

Step 3 • Practise your presentation

Practise giving your presentation. Consider using the useful language below.

- *Our first point is about …*
- *Did you know that in the UK …?*
- *Can anyone answer this question? Why …?*
- *We're going to play you a video clip of …*
- *We're going to show you some typical questions to ask …*
- *Can you guess what British people …?*
- *Our final point is about …*
- *Have you got any questions?*

Step 4 • Give your presentation

Give your presentation to the class and/or post it online.

Job adverts and applications

Assistant outdoor instructor

Description

Lancashire Outdoors is now recruiting for the summer season and looking for energetic and enthusiastic individuals to join our centres.

Lancashire Outdoors has been delivering outdoor education to children, young people and adults for over forty years and during that time has trained people just like you to deliver activities from canoeing and climbing to mountain biking and sailing.

As an assistant instructor for the summer season, you will be responsible for helping lead groups of all ages, abilities and backgrounds in a range of exciting, challenging and diverse activities. You'll also help in maintaining the equipment and will assist qualified instructors.

Assistant instructors work flexibly at our four centres, which may require working evenings, weekends and bank holidays. In return, we offer an attractive salary and in-house training on a wide range of activities. For the right candidates we offer three to six week contracts over the summer.

Becoming an instructor at Lancashire Outdoors is a great way to share your commitment and passion for the great outdoors with a wide range of customers. We expect you to be truly enthusiastic about working with young people.

Requirements

An interest in outdoor activities is essential. Experience of climbing, canoeing or trekking is desirable, as well as experience of leading teams of young people.

Applicants must be aged 18 or over, and will preferably hold, or be working towards, national qualifications, though this is not essential as full training is provided.

Please apply with covering letter and Europass CV.
Read more …

Dear Sir or Madam,

I am writing to enquire about the post of Assistant Outdoor Instructor which was advertised on the Job Seekers website. I am interested in applying for this position.

At present I am at secondary school studying for my A-levels, which I will be taking in June. After doing my exams, I would like to do some work experience before I go to university to study Sports Science. My aim is to find work related to my future field of study, hence my interest in your advertisement. The post which you are offering would be invaluable experience for me.

As I am still at school, I do not have a lot of work experience, but I enjoy outdoor sports. I recently helped to organise a trekking holiday for a group at our school. I have also worked as a volunteer at my local sports centre. I have a swimming lifeguard certificate and some experience of canoeing. I believe that I am a responsible and enthusiastic person and I am keen to learn. I will be 18 years old next month.

I would be grateful if you would consider my application and would be delighted to attend an interview at your convenience. Please find attached a copy of my CV. If you have any questions, please do not hesitate to contact me.

I look forward to hearing from you.

Yours faithfully,

Peter Moore

Photocopiable

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1 In pairs, join the verbs with the appropriate nouns and noun phrases.

1	take	a)	an interview
2	graduate	b)	for a job
3	apply	c)	from college
4	enclose	d)	an exam
5	have	e)	an application
6	consider	f)	experience
7	attend	g)	a CV

2 Read the job advert and then discuss with a partner if the statements are true (T) or false (F). Quote from the text.

1 The successful candidate will help other professionals on the outdoor courses.

_____

2 This is a part-time but permanent position.

_____

3 You might be asked to work in different centres during the course of your employment.

_____

4 Experience of leading groups of young people is an obligatory requirement.

_____

5 You have to have specific qualifications to apply for this job.

_____

3 Discuss with a partner what you would expect to find in a letter from a person applying for the job in the advert.

4 Read the covering letter from a job applicant and answer the questions.

1 Find formal phrases in the letter with the same meaning as: *right now, get in touch, hear from you soon, I want to apply, I'm writing about, please look at my application.*

_____

2 What else about the letter makes it formal?

_____

3 In which paragraph does the candidate mention what he can offer the company?

_____

4 In which paragraph is the reason for writing given?

_____

5 What is the function of the second paragraph?

_____

Web search

1 Find out about Europass and what a Europass CV is.

2 Can you find any advice on how to fill in the Europass CV?

3 Find examples of websites that advertise part-time or temporary jobs in the UK.

Task

1 Design a job advert.

2 Respond to a job advert.

3 Based on the application letters you receive for your job advert, make a shortlist of possible candidates.

Step 1 • Design and write the job advert

1 In your group, decide on the type of job you are going to advertise and then write the advert. Be sure to include a description of the post and necessary requirements.

2 'Publish' your advertisement. Make three or four copies for <u>one</u> of the other groups.

Step 2 • Read and respond

1 Exchange adverts with another group in your class.

2 Pair up with someone in your group to respond to the advert you have just received.

3 Apply for the job by writing a covering letter. Invent a name, qualifications, experience, etc.

4 Hand your application to the group that gave you the advert.

Step 3 • Shortlist candidates

1 In your original group, read through and discuss the job applications you have received.

2 Decide on evaluation criteria, which might include accuracy in English.

3 Make a shortlist of the best candidates.

4 Appoint a group spokesperson and help him/her prepare to give feedback to the class.

- *We were looking for candidates with …*
- *The qualities which most interested us were …*
- *We received three applications …*
- *By far the best was …*
- *We didn't think x was suitable for the job because …*

Step 4 • Presentation

Give your feedback to the class.

Language awareness

Introduction

In this component you can find language awareness worksheets and projects.

The language awareness worksheets help students practise and revise language which is presented in the units. We have grouped certain types of language together, for example time expressions or linkers and connectors, so that students can examine them in one place by comparing and contrasting meaning and use. The language awareness worksheets also serve to extend language presented in the units by adding one or two new learning points.

Worksheet 1 A review of comparative structures

Language: A review of comparative structures with adverbs, adjectives and set expressions such as *by far the best, the bigger the better, the better of the two*, etc.

Use: After the Starter Unit or Unit 1 as part of general revision.

Tips: Before doing Exercise 1, ask students what they think the differences are between living in the UK and living in the USA. Which do they think is the best of the two? Students guess the comparisons in Exercise 1, then compare their answers with a partner; you can provide correct answers using the answer key. Before doing Exercise 3, read through the grammar box with students and discuss how the adverbs *far, much, quite, as … as* can modify the adjectives or adverbs that follow them. In Exercise 4, remind students that they only have to correct one word in each sentence.

Worksheet 2 Question tags

Language: The rules for forming question tags.

Use: After any unit.

Tips: Before starting, ask students what they know about question tags. Do they think they are used more in writing or in speaking? Ask them what words they use in their own language to ask for confirmation or to show doubt at the end of a sentence. In Exercise 1 students use the rules to complete example sentences; this can be done in pairs or individually. In the feedback session, point out unusual tags such as the ones in points 7, 10 and 11.

Worksheet 3 Time expressions

Language: A range of time expressions covering duration, frequency, points in time, divisions of time, simultaneity, anteriority, posteriority and sequence of events.

Use: After any unit as this is a revision and extension of the time expressions presented in level 1.

Tips: Ask students to give examples of time expressions they use in narrative writing assignments. Tell them that in this lesson they are going to focus on categories for time expressions. Before students do Exercise 1, explain that anteriority means *before*, and posteriority means *after*. Ask students to pay attention to the actual time expressions in Exercises 2 and 3 and to make a note of any that they don't use.

Worksheet 4 Verb patterns

Language: Revision of basic verb patterns with a focus on verbs that have a change of meaning depending on whether they take the gerund or the infinitive.

Use: After Unit 4.

Tips: Ask students what they remember about the rules presented in Unit 4 about the use of gerunds and infinitives after verbs. In Exercise 1 students revise the rules and complete them with example verbs. This is a good opportunity for extra practice of what can be a difficult grammar point. In Exercise 2 students use the information from Exercise 1 to complete the sentences. In Exercise 3 students focus on the differences in meaning that a gerund or infinitive can make in sentences. In the feedback session for this exercise, help them articulate the differences in meaning, which may be whether the action has happened or not, whether it describes a one-off or habitual action, or just a subtle difference in emphasis (see the answer key for this exercise).

Worksheet 5 Short questions in conversations

Language: Reply questions to show interest and idiomatic questions/exclamations that show indignation or displeasure.

Use: After any unit.

Tips: Tell students they are going to look at an aspect of spoken English and some short question forms that native speakers use frequently. Students read through the rules in Exercise 2 and complete the examples. In the feedback session, point out that reply questions are the opposite of question tags and work more like an echo; this means for example that an affirmative sentence is followed by an affirmative reply or echo question. In Exercise 3 explain to students that they should personalise the sentences and can make them either affirmative or negative. For Exercise 5, read out the idiomatic phrases in the box; exaggerate them and tell students that these are used in informal situations and can sound rude if delivered with a heavy tone and a wide range of intonation. In Exercise 6 students make their own dialogues following the guidelines.

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Worksheet 6 Linkers and connectors

Language: Linkers and connectors.

Use: After Unit 6 as a good way to round up the linkers, connectors and alternatives for *if* (Unit 5) presented in the course.

Tips: As a warmer, brainstorm linkers and connectors students have studied in the writing sections in the six units in level 2. Elicit some categories, for example cause and effect, contrast or sequencing. In Exercise 1 students match up functions with lists of linkers and connectors. They may get confused between functions b and g, which are similar. Before Exercise 2, work with the students to recognise the grammar patterns of different linkers and connectors, for example:

Because + subject + verb *(he likes football)*

Because of + noun phrase *(her love of tennis)*

Because of + *-ing* form of verb *(feeling ill)*

Repeat the process for *in spite of* and *whereas*.

After Exercise 2, ask students to note what type of word follows the linkers and connectors, e.g. noun phrase, *-ing* form. Point out that *so as to* is often used in the negative form, as in question 3 here. Tell students to make a note of any connectors or linkers in Exercise 3 that they don't normally use in their writing.

Introduction

There are three projects for this level and there are suggestions in the teaching notes as to when to use them with your students. Projects are an ideal opportunity for students to develop multiple competences such as learning to learn, use of technology, collaborative work and initiative and entrepreneurship. They allow students to put into practice the English they have learnt on the course and for you as a teacher they provide an excellent opportunity to observe how your students are progressing. These projects have final products in which students have to present a final piece of work, which can be a presentation and/or a piece of writing supported by images. Each project includes a series of collaborative tasks in which students will need to look up information on the internet, delegate tasks and practise useful language and presentation skills. We strongly recommend the use of projects as part of any programme of continuous assessment of your students.

Project 1 A presentation about language and communication

Task: Students prepare and give a presentation about an aspect of English language communication.

Use: At the end of the first term. This project can be done over two lessons and/or partially for homework. Students will need access to the internet for the web search and to carry out the research for the task. Alternatively, you can use the first part of the project as an extra reading exercise.

Tips:

Exercise 1. Before the reading, ask students what they think are the main differences between written and spoken language.

Exercise 2. Students can discuss the features in groups or you can have a whole-class discussion.

Web search. Students will need to find videos on YouTube, for example. Vox pop interviews are a good source of real spoken English.

Task. Read through the task with students. Explain that they will prepare a presentation in groups and that representatives from each group will then have to give their presentation to the rest of the class.

Steps 1 to 3. Form groups of 5–6 students and appoint a project manager. Explain that the project manager has to keep time and ensure that everyone remains focused on each step of the task. Monitor all stages to ensure students are on task and that they have the language they need.

Step 4. Use the presentation to give positive feedback; encourage positive peer feedback and questions, too. If the presentations are recorded on video and posted online, you can more easily use this information as part of your continuous assessment programme of students' progress.

Project 2 A presentation about social and cultural norms

Task: Students prepare and give a presentation about social and cultural aspects of life in the UK.

Use: At the end of the second term or as an alternative to the project suggested for the end of the first term (Project 1). This project is ideal for practising writing and presentation skills and is a rich source of inter-cultural information.

Tips:

Exercises 1 and 2. Students become more familiar with the ideas and key vocabulary by answering the comprehension questions and doing the vocabulary search; encourage them to quote from the text.

Exercise 3. By making a comparison with their own culture, students can explore some of the cultural norms presented in the text.

Web search. Students try to answer the questions before they carry out the web search. The quiz is a mix of social and cultural information (see the answer key).

Task. Read through the task with students. Explain that they will prepare five topics and that representatives from each group will then have to give their presentation to the rest of the class.

Steps 1 to 3. Form groups of 5–6 students and appoint a project manager. Explain that the project manager has to keep time and ensure that everyone remains focused on each step of the task. Monitor all stages to ensure that students are on task and that they have the language they need.

Step 4. Use the presentation to give positive feedback; encourage positive peer feedback and questions, too.

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Project 3 Job adverts and applications

Task: Students produce two pieces of collaborative writing.

Use: Use as pre-exam preparation. This project is ideal to review formal letter writing and job application vocabulary.

Tips:

Exercises 1 to 4. Students do the exercises in order to revise conventions and language for formal letters in addition to paragraph organisation. In Exercise 3 ask students to focus on the language used in job adverts and their structure. In Exercise 4 ask students if they think a potential employer would be interested in this candidate.

Web search. Students need access to the internet to find out about the Europass CV. The following link gives advice about how to create a Europass CV: www.europass.cedefop.europa.eu

Task. Read through the task with students. Explain to them that they will have to produce two pieces of writing and that they will assume the roles of both employer and potential employee.

Steps 1 and 2. Form groups of 5–6 students and appoint a project manager. Explain that the project manager has to keep time and ensure that everyone remains focused on each step of the task. Monitor all stages to ensure that students are on task and that they have the language they need.

Step 3. Students exchange job adverts and write job application letters in response to the job adverts they receive.

Step 4. Use this stage to give positive feedback; encourage positive peer feedback and questions, too.

Language awareness

Worksheet 1

1

1 a lot higher
2 a little
3 smaller
4 slightly
5 harder; fewer
6 isn't as expensive as
7 far less
8 a lot
9 more
10 much more

3

1 as
2 much / far
3 quite
4 much / far
5 than
6 less
7 the
8 better

4

1 Vicky is the worst-paid waitress by far.
2 The team are slightly fitter this season.
3 This is the least healthy breakfast option.
4 Adele's latest album is her best ever.
5 John is not so well-dressed as his brother.
6 The new model operates much more quickly than the previous one.

5

1 are funnier than
2 is not as fast as
3 is much less tall than
4 the more
5 far the best

Worksheet 2

1

1 isn't he
2 shouldn't she
3 didn't they
4 can she
5 aren't I
6 will you
will you
7 shall we
8 isn't it
can it
9 do I
10 did they
11 isn't it
12 wasn't there

2

1 haven't you
2 can't he
3 will it
4 will you
5 am I
6 does he
7 didn't they
8 won't they
9 will there
10 are you
11 haven't you
12 do they

Worksheet 3

1

1 e)
2 d)
3 g)
4 a)
5 b)
6 h)
7 c)
8 f)

2

1 a)
2 c)
3 b)
4 c)
5 c)
6 b)
7 a)
8 b)
9 c)
10 c)
11 b)
12 a)

3

1 While
2 Then
3 a bit later on
4 for months
5 quite often
6 Any time
7 an hour ago
8 That decade
9 until
10 A long time ago

Worksheet 4

1

1 – 2 intend; manage
3 – 4 allow; remind
5 let
6 – 8 miss; fancy; keep
9 – 10 love; start

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2
1 speaking
2 to get
3 me to buy
4 us not to swim
5 him stay out
6 me train
7 us to take
8 listening to
9 to use
10 asking me

3
1 a) a short action, salutation
b) end of a habitual behaviour
2 a) she didn't buy the purse
b) she bought the purse but couldn't remember buying it
3 a) later, he studied computer science
b) he continued studying
4 a) perhaps the complete song
b) perhaps just part of the song
5 a) turned up the heat but it didn't have much effect
b) attempted to turn up the heat but wasn't able to do so
6 a) happening now, we're sorry to give you bad news
b) we informed you in the past, and now wish we hadn't done so

Worksheet 5

2
1 Did he
2 Aren't
3 Don't you
4 said what
5 who

3 (possible answers)
2 A: Dad gave me some money last weekend.
B: Did he?
3 A: I went shopping in Milan recently.
B: Did you?
4 A: I don't think I'm a very lucky person.
B: Don't you?
5 A: Mum usually does the shopping online.
B: Does she?

5
1 So what?
2 How come?
3 Says who?
4 He said what?

Worksheet 6

1
1 f)
2 h)
3 c)
4 g)
5 e)
6 a)
7 b)
8 d)

2
1 Function f
2 Function e
3 Function a
4 Function c
5 Function b
6 Function h
7 Function e
8 Function d

3
1 c)
2 b)
3 b)
4 a)
5 b)
6 d)
7 c)
8 d)

Project 1

1

1 c)
2 b)
3 b)
4 c)
5 c)
6 b)

Project 2

1 (possible answers)

1 T – *They value privacy over everything else, so be careful what you ask.*
2 F – You should only do this if you are greeting a good friend or family member.
3 F – *… you are expected to give up your seat if an older person or someone with a disability comes onto the vehicle …*
4 T – It's best to contact those involved as soon as you know you will be late.
5 F – *The person who has invited you to dinner is typically the one who pays.*

2

1 assistance
2 reserved
3 no-go area
4 struggling
5 baffled
6 prying

Web search

1 *EastEnders* and *Coronation Street*
2 Five (in 2015–16): Arsenal, Chelsea, Crystal Palace, Tottenham Hotspur and West Ham United
3 1870. *Bleak House, A Tale of Two Cities, Great Expectations, Oliver Twist*, etc.
4 999 (although the European code 112 also works)
5 sarnie – sandwich
bobby – police officer
barmy – crazy
chuffed – pleased

Project 3

1

1 d) take an exam
2 c) graduate from college
3 b) apply for a job
4 g) enclose a CV
5 f) have experience
6 e) consider an application
7 a) attend an interview

2

1 T – *you … will assist qualified instructors*
2 F – *may require working evenings, weekends and bank holidays* (suggests full-time job); *for the summer season, three to six week contracts over the summer* (temporary position)
3 T – *work flexibly at our four centres*
4 F – *is desirable*
5 F – *preferably hold ... though this is not essential*

4

1 *right now – at present; get in touch – please do not hesitate to contact me; hear from you soon – I look forward to hearing from you; I want to apply – I am interested in applying; I'm writing about – I am writing to enquire about; please look at my application – I would be grateful if you would consider my application*
2 There are no contractions; the salutations *Dear Sir or Madam* and *Yours faithfully*
3 Paragraph 3
4 Paragraph 1
5 It explains the candidate's current situation, his plans and what he is looking for.

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Notes

Notes

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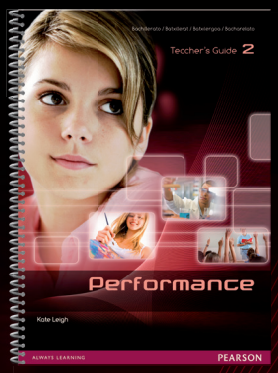
Performance 2

For teachers



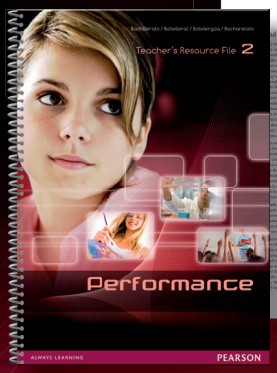
Teacher's Guide



Active Teach
for Interactive Whiteboards



Class Audio CDs





Teacher's Resource File:

- Diagnostic Test
- End-of-unit Tests A & B
- End-of-term Tests A & B
- End-of-year Tests 1 & 2
- Grammar Worksheets A & B
- Vocabulary Worksheets A & B
- Writing Worksheets
- Extra Reading Practice
- Extra Listening Practice
- Extra Speaking Practice
- Writing Templates

For students



Students' Book

or



eText



Workbook

or



MyEnglishLab: Performance

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