

OXFORD

Aim High

Teacher's Book 2

- Teaching notes
- Teaching tips
- Optional activities
- Quick tests
- Everyday English speaking activities
- Unit tests

Alex Raynham Jane Hudson

Tim Falla Paul A Davies

Aim High

Teacher's Book

2

Alex Raynham Jane Hudson
Tim Falla Paul A Davies

OXFORD
UNIVERSITY PRESS

OXFORD

UNIVERSITY PRESS

Great Clarendon Street, Oxford OX2 6DP

Oxford University Press is a department of the University of Oxford.

It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide in

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi

Kuala Lumpur Madrid Melbourne Mexico City Nairobi

New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece

Guatemala Hungary Italy Japan Poland Portugal Singapore

South Korea Switzerland Thailand Turkey Ukraine Vietnam

OXFORD and OXFORD ENGLISH are registered trade marks of
Oxford University Press in the UK and in certain other countries

© Oxford University Press 2010

The moral rights of the author have been asserted

Database right Oxford University Press (maker)

First published 2010

2016 2015 2014 2013 2012

10 9 8 7 6 5 4 3 2

All rights reserved. No part of this publication may be reproduced,
stored in a retrieval system, or transmitted, in any form or by any means,
without the prior permission in writing of Oxford University Press (with
the sole exception of photocopying carried out under the conditions stated
in the paragraph headed 'Photocopying'), or as expressly permitted by law, or
under terms agreed with the appropriate reprographics rights organization.
Enquiries concerning reproduction outside the scope of the above should
be sent to the ELT Rights Department, Oxford University Press, at the
address above

You must not circulate this book in any other binding or cover
and you must impose this same condition on any acquirer

Photocopying

The Publisher grants permission for the photocopying of those pages marked
'photocopiable' according to the following conditions. Individual purchasers
may make copies for their own use or for use by classes that they teach.

School purchasers may make copies for use by staff and students, but this
permission does not extend to additional schools or branches

Under no circumstances may any part of this book be photocopied for resale

Any websites referred to in this publication are in the public domain and
their addresses are provided by Oxford University Press for information only.
Oxford University Press disclaims any responsibility for the content

ISBN: 978 0 19 445306 6

Printed in China

This book is printed on paper from certified and well-managed sources.

ACKNOWLEDGEMENTS

Everyday English pages by: Tim Falla and Paul A Davies

*The authors and publisher are grateful to those who have given permission to reproduce
the following extracts of copyright material:* pp.15, 23, 32, 40, 49, 57, 66, 74, 83, 91
Definitions taken from the Oxford Student's Dictionary ISBN 9780194317474
© Oxford University Press. Reproduced by permission.

The publisher would like to thank the following for permission to reproduce photographs:
Alamy Images pp.116 (schoolboys talking/Picture Partners), 118 (police Officer
talking to teenager/Photofusion Picture Library); Getty Images pp.108 (buying
cinema tickets/Taxi/Erik Dreyer), 110 (paying cashier with credit card/ Taxi/
Michael Krasowitz); Oxford University Press p.104 (teenagers talking/Haddon
Davies); Photolibary pp.102 (teenage girls talking/Glow Images), 112 (girl
using mobile phone/Radius Images), 112 (girl talking on phone/ColorBlind
Images/Blend Images); PunchStock p.114 (teenage boys talking/Photodisc).

Contents

Introduction	4
Tips and ideas	6
Teaching notes	
1 The real you	8
2 Winning and losing	16
3 Town and country	25
4 Heroes	33
5 Gifts	42
6 Technology	50
7 Cultures and customs	59
8 What if ...?	67
9 Crime scene	76
10 Discovery	84
Workbook answer key	93
Everyday English pages and teaching notes	102
Photocopiable unit tests	122
Test answer key	142

Introduction

Aim High is a five-level English language course for post-primary students. The development of *Aim High* was informed by research in schools – observing lessons and talking to teachers and students. The information we gathered has given us valuable insights into what post-primary students and teachers want from a coursebook, and these became the guiding principles for *Aim High*. Most people asked for:

- a challenging input of active and passive vocabulary
- a strong focus on reading and writing skills
- rapid progression in the grammar syllabus
- plenty of support for skills work, especially writing
- a focus on dealing with idiomatic English and dictionary skills
- serious but motivating topics
- plenty of extra practice material.

Aim High has a very clear unit structure, which has been designed to enable teachers to take students from input (reading) to output (writing). In addition, in order to support the challenging grammar and vocabulary input, we have provided a reference section and extra practice in the Student's Book. While teachers need to ensure that students adequately cover the required grammar syllabus, equal importance needs to be given to the communicative aspects of English. To help with this, we have provided additional photocopiable resources for speaking practice in the Teacher's Book.

No two schools or classes are identical. That is why *Aim High* is designed to be flexible. There are two levels of entry so that teachers can choose the one which best fits their students' needs. We recommend starting with *Aim High 1* for mixed-ability situations where some students will need to review basic grammar structures, or starting with *Aim High 2* for students who have had a thorough English training at primary level and can handle a more rapid progression of the grammar syllabus.

The components of the course

Student's Book

The Student's Book contains:

- 10 topic-based units
- a *Dictionary Corner* section in each unit to promote dictionary skills and learner autonomy
- *I can* statements at the end of each unit to encourage conscious learner development
- 5 *Language Review* sections (*Aim High 1*), which ensure that students have mastered the grammar and vocabulary of the previous two units
- 5 *Literature Corner* sections (*Aim High 2–5*), providing extra reading practice and vocabulary input with extracts from popular literary works
- 5 *Skills Round-up* sections, providing a cumulative skills-based review
- 10 *Grammar Reference* and *Builder* sections, containing clear grammar explanations and further exercises for each unit
- tip boxes giving advice on specific skills and how best to approach different task types in all four main skills
- a *Wordlist* providing a lexical summary of the active and passive vocabulary of each unit with a phonetic guide for pronunciation. The Oxford 3000™ key symbol in the Wordlist indicates the most useful words for students to learn.
- an irregular verbs list.

Workbook

The Workbook mirrors and reinforces the content of the Student's Book. It offers:

- further practice to reflect the sections of material taught in class
- *Challenge!* and *Extension* exercises to engage more able students
- writing guides to provide a clear structural framework for writing tasks, and a *Writing Bank* for reference
- regular *Self check* sections for students to develop an awareness of their progress
- cumulative *Round-up* sections to promote learner development
- a *Functions Bank* for reference
- a *Vocabulary Notebook* listing the vocabulary from the Student's Book in alphabetical order, with space for students to make their own notes
- an irregular verbs list.

Student's CD-ROM

The CD-ROM is an interactive self-study tool that has been designed to give guidance, practice, support and consolidation of the language and skills taught in the Student's Book. It includes:

- vocabulary activities and an audio version of the wordlist
- grammar activities and reference
- listening practice
- writing practice
- speaking practice
- games and video clips.

Teacher's Book

The Teacher's Book gives complete teaching notes for the whole course, including ideas for tackling mixed-ability classes. In addition, it offers:

- background information, optional activities and answer keys
- 10 photocopiable *Everyday English* pages to practise the language of the units in an extended functional context.
- 10 photocopiable end-of-unit tests
- the Workbook answer key.

Class audio CDs

The audio CDs contain all the listening material from the Student's Book.

iTools

Aim High iTools provides digital resources for the classroom, and can be used on an interactive whiteboard or with a data projector. It contains:

- all the Student's Book and Workbook pages
- class audio embedded in the units
- answer keys integrated with the exercises
- additional interactive activities
- video clips, including culture reports
- a bank of additional teaching resources.

Test Generator CD-ROM

A separate resource CD-ROM containing vocabulary and grammar items, and reading texts from which teachers can generate their own tests: All the material is editable so that teachers can adapt the material to suit the needs of individual groups. Teachers will also be able to create unique tests that are suitable as end-of-term and end-of-year tests, and re-sits.

A tour of the Student's Book

There are ten main units in the Student's Book. Each unit has seven sections. Each section provides material for one classroom lesson of approximately 45 minutes. Every lesson has a cross reference to the relevant page in the Workbook for extra practice.

Reading

- This contains the main reading text and introduces the theme of the unit.
- In addition to a *Before Reading* activity to get students thinking about the topic, a *Reading* tip develops their reading strategies.
- The reading texts are recorded so that students can listen to the text as they read.
- Important new vocabulary is highlighted in the text and practised in a follow-up activity and in the Workbook.
- The text contains instances of the main grammar point(s) of the unit.

Vocabulary

- The *Activate* section recycles the vocabulary from the reading page in a different context to check understanding.
- The *Extend* section introduces new lexical sets related to the topic and focuses on aspects of vocabulary such as word-building, collocation and phrasal verbs.
- All the target vocabulary from the unit is highlighted in bold in the *Wordlist* at the back of the Student's Book.

Grammar

- There are two sections of grammar per unit, introducing one main grammar structure in two stages. Alternatively, the second grammar focus may be a different, but related, structure.
- The grammar structures are presented in a short text or other meaningful context.
- *Learn this!* boxes and grammar tables help students to work out the grammar rules, and further explanation and examples can be found in the *Grammar Reference* section at the back of the Student's Book.
- *Look out!* boxes draw attention to minor grammar points, and help students to avoid common errors.
- As well as the exercises in the units, there is further practice in the *Grammar Builder* section.

Skills

- This section focuses on listening and speaking skills.
- The topic of the listening comprehension is introduced by more vocabulary input and practice.
- The tapescript can be found in the teaching notes.
- The listening comprehension activities are followed by speaking practice.
- Use the photocopiable *Everyday English* pages (see pages 102–121) for further functional speaking practice.

Writing

- This section begins with a model text or texts exemplifying the writing function and format.
- Students study a *Writing tip* and practise useful phrases.
- There is a clear writing guide for the students to produce their own text.

Review, Dictionary Corner and *I can* statements

- This section, which concludes the unit, offers revision and extension.
- The review activities recycle the grammar and vocabulary from the unit in a dialogue and other exercises.
- The *Dictionary Corner* activities are designed to help students become familiar with using an English–English dictionary. We recommend *Oxford Student's Dictionary* for *Aim High* 1–4, and *Oxford Advanced Learner's Dictionary* for *Aim High* 5. However, the exercises can be done with any dictionary. Being able to use a monolingual dictionary independently will equip students with important skills for autonomous learning skills.
- Students can also be encouraged to become more autonomous learners by reviewing their learning outcomes at the end of the unit. The learning outcomes are expressed as *I can* statements which focus on skills rather than grammatical or lexical items. Students decide which skills they found difficult or easy, and, as a result, decide what their learning objectives should be. The students are then referred to the *Self check* pages in the Workbook.

Literature Corner and Skills Round-up

- These sections can be used for additional reading and skills work.
- *Literature Corner* uses extracts from the *Oxford Bookworms* graded readers series, and original texts at higher levels. Students may wish to read the whole story independently once they have studied the extract.
- *Skills Round-up* topics centre around British and international cultural issues, and students are encouraged to talk about their own cultures.

Testing and Assessment

Aim High provides a variety of resources for teacher-made tests and for students' self-assessment:

- *I can* statements at the end of each unit in the Student's Book
- *Self check* sections at the end of each unit in the Workbook
- Unit tests covering vocabulary, reading, grammar, language skills and writing in the Teacher's Book (see pages 122–141)
- Test generator tests which teachers can edit and administer at any time.

The Common European Framework of Reference

Aim High has been designed to be compatible with the learning objectives of the Common European Framework of Reference (CEFR). The CEFR is a description of linguistic competence at six levels: A1, A2, B1, B2, C1 and C2. *Aim High* matches the CEFR levels as follows:

Aim High 1: A2

Aim High 2: B1

Aim High 3: B1 / B2

Aim High 4: B2 / C1

Aim High 5: C1

Each level is divided into five skill areas – speaking, reading, listening, conversation and writing. Each skill has a number of descriptors that explain what a student can do with the language. The descriptors are often represented as *I can* statements, for example:

B1 Writing: I can write a personal profile.

The descriptors are written to help both learners and educational professionals to standardize assessment. Use the *I can* statements at the end of each unit and the *Self check* pages in the Workbook to encourage students to assess their own ability.

Tips and ideas

Teaching reading

Predicting content

Before reading the text, ask students to look at the pictures and tell you what they can see or what is happening. You can also discuss the title and topic with them.

Dealing with difficult vocabulary

Here are some ideas:

- Pre-teach vocabulary. Anticipate which words students may have difficulty with. Put them on the board before you read the text with the class and explain them. You can combine this with a prediction activity by putting a list of words on the board and asking students to guess which ones will not appear in the text. For example, for the text 'Surfing superstar!' on page 12 of the Student's Book, list these words:
surfing golf sharks waves battle elephant dangerous
Ask students to look at the photos and tell you which two words they are not going to find in the text (*golf* and *elephant*).
- Having read through the text once, tell students to write down three or four words from the text that they don't understand. Ask them to call out the words. You can then explain them.
- Rather than immediately explaining difficult vocabulary, ask students to identify the part of speech of the word they don't know. Knowing the part of speech sometimes helps them to work out the meaning.
- After working on a text, ask students to choose four or five new words from the text that they would like to learn and to write these in the *Vocabulary Notebook* section of the Workbook.

Teaching vocabulary

Vocabulary Notebooks

Encourage your students to record new words in the *Vocabulary Notebook* at the back of their Workbooks. You could suggest that they write an example sentence that shows the word in context, or they may find it easier to learn words by noting synonyms or antonyms.

Vocabulary doesn't appear just on Vocabulary pages. You can ask students to make a list of all the verbs that appear in a Grammar section, or to choose five useful words from a reading text and learn them.

Learning phrases

We often learn words in isolation, but a vocabulary item can be more than one word, e.g. *make a mistake, do your best, have a shower, go swimming*. Make students aware of this and encourage them to record phrases as well as individual words.

Revision

Regularly revise previously learnt sets of vocabulary. Here are two games you could try in class:

- *Odd one out*. Give four words, either orally or written on the board. Students say which is the odd one out. You can choose three words from one vocabulary set and one word from a different set (a relatively easy task) or four words from the same set, e.g. *kind, confident, rude, friendly*, where *rude* is the odd one out as it's the only word with negative connotations.
- *Word building*. This game can be played to revise words and their derivatives. Call out a word, and nominate a student to give a derivative of the word. Then invite other students in the class to contribute to the list. For example, danger: *dangerous, dangerously*; happy: *unhappy, happiness, happily*. You can do the same for phrasal verbs (by asking for verb phrases using *go, get, up, on*, etc.) and idioms (by asking for idioms related to colours, parts of the body, etc.).

Teaching grammar

Concept checking

The concept is important. Do not rush from the presentation to the practice before the students have fully absorbed the meaning of the new structure. Here are some things you can do to check that they truly understand a new structure:

- Talk about the practice activities as you do them, asking students to explain their answers.
- Look beyond incorrect answers: they may be careless errors or they may be the result of a misunderstanding.
- Contrast new structures with forms that they already know in English and in their own language.

Practice

Practice makes perfect. Learning a new structure is not easy, and students need plenty of practice and revision. Use the extra activities in the *Grammar Builder* section at the back of the Student's Book and in the Workbook.

Teaching listening

Pre-listening

This is an important stage. Listening to something 'cold' is not easy, so prepare the students adequately. Focus on teaching rather than on testing. Here are some things you can do:

- Tell the students in broad terms what they are going to hear (e.g. two people talking on the phone).
- Predict the content. If there's a picture, ask students to look at it and tell you what they can see or what is happening.
- Pre-teach key vocabulary.
- Read through the accompanying exercise carefully and slowly before the students listen. Ensure that the students understand both the task and all the vocabulary in the exercise.

Familiar procedure

It isn't easy to listen, read the exercise and write the answers all at the same time. Take some pressure off the students by telling them you'll play the recording a number of times, and that they shouldn't worry if they don't get the answers immediately. Tell students not to write anything the first time they listen.

Monitor

While the students are listening, stand at the back of the class and check that they can all hear.

Teaching writing

Use a model

Ensure that the students understand that the text in the writing section serves as a model for their own writing.

Preparation

Encourage the students to brainstorm ideas and make notes, either alone or in groups, before they attempt to write a composition.

Draft

Tell them to prepare a rough draft of the composition before they write out the final version.

Checking

Encourage them to read through their composition carefully and to check it for spelling mistakes and grammatical errors.

Correction

Establish a set of marks that you use to correct students' written work. For example:

- sp indicates a spelling mistake
- wm indicates a word missing
- gr indicates a grammatical error
- v indicates a lexical error
- wo indicates incorrect word order

Self correction

Consider underlining but not correcting mistakes, and asking students to try to correct them.

Teaching speaking

Confidence building

Be aware that speaking is a challenge for many students. Build their confidence and they will speak more; undermine it and they will be silent. This means:

- encourage and praise your students when they speak
- do not over-correct or interrupt
- ask other students to be quiet and attentive while a classmate speaks
- listen and react when a student speaks, with phrases like 'Really?' or 'That's interesting'.

Preparation

Allow students time to prepare their ideas before asking them to speak. This means they will not have to search for ideas at the same time as trying to express them.

Support

Help students to prepare their ideas. Make suggestions and provide useful words. Allow them to work in pairs, if appropriate.

Choral drilling

Listen and repeat activities, which the class does together, can help to build confidence because the students feel less exposed. They are also a good chance to practise word stress and intonation.

Teaching mixed-ability classes

Teaching mixed-ability classes is demanding and can be very frustrating. There are no easy solutions, but here are some ideas that may help.

Preparation

Try to anticipate problems and prepare in advance. Draw up a list of the five strongest students in the class and the five weakest. Think about how they will cope in the next lesson. Which group is likely to pose more of a problem – the stronger students because they'll finish quickly and get bored, or the slower students because they won't be able to keep up? Think about how you will attempt to deal with this. The Teacher's Book includes ideas and suggestions for activities that can be used for revision with weaker students, or as an extension for more able students.

Independent learning

There is the temptation in class to give most of your attention to the higher-level students, as they are more responsive and they keep the lesson moving. But which of your students can best work on their own or in pairs? It's often the stronger ones, so consider spending more time in class with the weaker ones, and finding things to keep the fast-finishers occupied while the others catch up.

Peer support

If you are doing pairwork, consider pairing stronger students with weaker students. Putting students in pairs for writing activities can be a great advantage for weaker students.

Project work

Provide ongoing work for stronger students. You can give your stronger students extended tasks that they do alone in spare moments. For example, you could give them readers, ask them to keep a diary in English or work on a project. They can turn to these whenever they are waiting for the rest of the class to finish an activity.

Correcting mistakes

How much we correct should depend on the purpose of the activity. The key question is: is the activity designed to improve accuracy or fluency?

Accuracy

With controlled grammar and vocabulary activities, where the emphasis is on the accurate production of a particular language point, it's best to correct all mistakes, and to do so immediately you hear them. You want your students to master the forms now and not repeat the mistake in later work.

Fluency

With activities such as role play or freer grammar exercises, it may be better not to interrupt and correct every mistake you hear. The important mistakes to correct in these cases are those that cause a breakdown in communication. We shouldn't show interest only in the language; we should also be asking ourselves, 'How well did the students communicate their ideas?' During the activity, you can make a note of any serious grammatical and lexical errors and put them on the board at the end of the activity. You can then go through them with the whole class.

Self correction

Give students a chance to correct themselves before you supply the correct version.

Modelling

When you correct an individual student, always ask him or her to repeat the answer after you correctly.

Peer correction

You can involve the rest of the class in the process of correction. Ask: *Is that answer correct?* You can do this when the student has given a correct answer as well as when the answer is incorrect.

This unit includes

Vocabulary: types of clothing • *dress* and *wear* • uniforms • advertising • personality adjectives • modifying adverbs • prefixes and suffixes contrast

Grammar: contrast: present simple and continuous • verbs not used in the continuous tense • verb + infinitive or *-ing* form

Skills: describing people's personalities • listening to a dialogue

Writing: a personal profile

Workbook pages 4–11

Reading PAGES 4–5**Warm-up**

- Look at the unit title and ask students to brainstorm the topic. Discuss how we express our real personality, through our behaviour, interests and hobbies, and the clothes we wear.
- Read the title of the reading page, *Judging by appearances*. Explain that when we meet someone for the first time, we often decide what a person is like by the way he / she looks, e.g. by their clothes or hairstyle. Discuss with students if it is a good idea to judge people by their appearance.

Before Reading**Exercises 1 and 2**

- Students look at the photos and answer the questions in pairs. Discuss the questions as a class.

ANSWERS

Students' own answers.

Background Notes

The people in the photos are wearing a business suit, a school uniform, overalls, a nurse's uniform and a military pilot's uniform. Most schools in Britain have a uniform. Normally, this is a shirt, tie, trousers, or skirt and a jumper or jacket. Schools and businesses that don't have a uniform often have a dress code, telling people what types of clothes they should wear.

Read**Exercise 1**

- Students read the **Reading tip**. Ask: *Do you have to understand every word in a text when you read it for the first time?* [No]
- Students read the text quickly and match the headings with the paragraphs. Say: *You only need to understand the general sense of the text.* Check the answers.

ANSWERS

Paragraph 1 C Paragraph 2 A Paragraph 3 D Paragraph 4 B

Teaching Tip: Reading with the audio CD

Playing the audio CD as students read helps them to focus on the text and read without stopping when they come across unknown vocabulary. This encourages them to work out the meaning of new words when they hear them in context. The CD also provides a pronunciation model for new vocabulary.

Exercise 2 1.02

- Play the CD while students read the text a second time and do the exercise, underlining the relevant lines in the text. Check the answers.

ANSWERS

- a (... when we meet a person for the first time, we make a decision about what that person is like in three seconds.)
- b (... their uniform helps them to be serious about their studies.)
- a (They don't know if other students are from rich or poor families.)
- c (Even university students ... invest in a suit or dress to attend job interviews ...)
- a (When people see us in the 'right' clothes, they think we are serious about what we are doing.)

Exercise 3

- Students read the summaries and choose the best one. Give students time to re-read the text to check their ideas. Check the answer.

ANSWER

B

Understanding Ideas

- Students read the questions and think of possible answers.
- Students discuss their answers in groups.
- Bring the class together to compare answers.

Teaching tip: Reporting back to the class

Do the above activity by putting the class into small groups and asking each group to consider one of the questions. Each group chooses one person to take notes and another person to report back to the class.

SAMPLE ANSWERS

- Yes, because everyone is equal in a uniform. / No, because we don't think that school uniforms help us to study better or feel part of the school.
- Yes, we do, for example, a PE teacher wears a tracksuit and a doctor wears a white coat.
- My clothes can tell people about my character, what I think is fashionable or what makes me feel comfortable.
- Things that tell us what someone is like include what they say, how they behave, who their friends are, what they do in their free time, what books they read, what TV they watch.

Vocabulary

Exercise 1

- Students match the highlighted words in the text with the definitions. Check the answers.

ANSWERS

- 1 avoids 2 respectable 3 casual 4 attend 5 torn
6 judge 7 stereotypes 8 attitude 9 brand 10 invest
11 fashionable 12 staff 13 expect 14 dress code
15 confidence

Teaching Tip: Vocabulary notebooks

Set up a system with the class for making notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111). Give students more information about the words in the text and tell them to make notes. Encourage them to find definitions and example sentences in a monolingual dictionary. Encourage them to make their example sentences personal and true, e.g.

judge: form an opinion about something.

I never judge other people by what they wear.

attend is a regular verb which means to go to an activity or an event. The third person form is *attends* and the past simple form is *attended*.

attitude is a noun which means the feelings or opinions that you have about something. People often show their attitude to something by the way that they behave.

avoid is a regular verb which means to try and stop something from happening. The third person form is *avoids* and the past simple form is *avoided*.

brand is a noun which means the name that a company gives to a product.

casual is an adjective which describes clothes for situations that aren't formal, e.g. the clothes that you wear at home.

confidence is a noun that means a feeling that you are sure about your ideas or abilities, or a belief that things will go well.

dress code is a noun which means a set of rules about what people should wear, e.g. at work or school.

expect is a regular verb which means to think or believe that something will happen or be true. The third person form is *expects* and the past simple form is *expected*.

fashionable is an adjective which means popular at a particular time. We often use *fashionable* / *unfashionable* to describe clothes.

invest is a regular verb which means to buy something profitable or useful. The third person form is *invests* and the past simple form is *invested*.

judge is a regular verb which means to form an opinion about something using the information that you have. The third person form is *judges* and the past simple form is *judged*.

respectable is an adjective which describes things that people think are good, acceptable or correct.

staff is a collective noun which means the people who work for an organization. It is used with a singular verb, e.g. *The staff is very hard-working.*

stereotype is a noun which means a fixed idea about a person or thing that is often not correct or realistic.

torn is an adjective which describes something that is damaged by being pulled apart. For example, clothes and paper can be torn. *Torn* is also the past participle form of the verb *tear*.

Exercise 2

- Students find the words in the text and read the sentences which contain them. Elicit the meaning of the words.
- Write the following sentences on the board, or dictate them. Students complete the sentences.

- I wear smart clothes for a special _____. [occasion]*
- You have to wear special clothes to do _____ jobs, like being a fireman. [certain]*
- I don't know what to wear to the wedding party. It's a difficult _____. [decision]*
- We shouldn't judge people by their _____. [appearance]*
- We have to wear a _____ at our school. [uniform]*
- Wearing a tie is uncomfortable. _____, I don't think it's necessary! [Furthermore]*
- All of the hotel staff have to wear a red jacket. It's _____. [compulsory]*
- People have to study for years before they can work in a _____ like medicine. [profession]*

Quick Test: Mystery definitions

Write definitions from **Vocabulary** exercises 1 and 2 on separate pieces of paper and put them in an envelope. Divide the class into teams A and B. A student from team A takes a definition from the envelope and reads it out. Anyone on team A can say the word, and win two points. If nobody from team A can answer, team B can say the word and win one point. Continue until all of the definitions have been read out. The winning team is the one with the most points.

More practice

Workbook page 4

Vocabulary PAGE 6

Target Vocabulary

What to wear: attend attitude avoid brand casual confidence dress code expect fashionable invest judge respectable stereotypes staff torn

dress and wear: wear something dress someone dress in something dress up get dressed

Uniforms: apron jumpsuit overalls tracksuit wetsuit white coat wig and gown chef coach diver judge mechanic physician

Advertising: brand design label logo packaging slogan

Prepositions: in, off, on and up: be in a ... do up look good in ... pull up put on take off try on

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word can we use to describe popular things?* [fashionable] *What do we call the people who work for a company?* [staff]
- Students complete the sentences. Check the answers.

ANSWERS

- | | |
|-----------------------|-----------------------------|
| 1 respectable, casual | 5 attended, expected, judge |
| 2 avoid, stereotypes | 6 fashionable, brand |
| 3 dress code, staff | 7 confidence, invest |
| 4 torn, attitude | |

Extend

Exercise 1 dress and wear

- Focus on the example with students and check they understand the different usage of *dress* and *wear*.
- Students complete the sentences. Check the answers.

ANSWERS

- 1 are wearing 2 dresses 3 wearing 4 dress 5 dressed
6 wore 7 dress 8 wear

Teaching Tip: dress and wear

To dress means to put clothes on yourself or somebody else. *To wear* means to have clothes on your body. We can use the word *wear* before an item of clothing, e.g. *He wore a black hat*.

Exercise 2 Uniforms

- Students match the words in the box with the pictures, using a dictionary to help them, if necessary.
- Check the answers. Tell students that in Britain, a judge wears a wig and gown.

ANSWERS

- 1 a white coat 2 a wetsuit 3 a wig and gown
4 a jumpsuit 5 an apron 6 a tracksuit 7 overalls

Exercise 3

- Focus on the example. Check that students understand that *physician* means *doctor*.
- Students complete the exercise individually or in pairs. Check the answers.

ANSWERS

- 1 a physician 2 a mechanic 3 a coach 4 a chef
5 a diver 6 a judge

Exercise 4 Definitions: advertising

- Focus on words 1–6. Tell students to cover the definitions with their hands. Ask what *brand* means. [a product name] Elicit definitions for the other words.
- Students match the words with the definitions. Check the answers.

ANSWERS

- 1 b 2 f 3 e 4 c 5 a 6 d

Exercise 5 Prepositions: in, off, on and up

- Write *in*, *off*, *on* and *up* on the board. Elicit that they are prepositions.
- Write the verbs + prepositions from exercise 5 on the board. Elicit or give their meanings: *do up* [fasten], *pull up* [raise], *put on* [dress], *try on* [put on clothes to test fit or appearance] and *take off* [undress].
- Students complete the exercise individually. Check the answers.

ANSWERS

- 1 off 2 in 3 on 4 up 5 in 6 up 7 on 8 off

Optional Activity: Guess the job

Aim: To practise talking about appearance.

Preparation: Cut out photos of people doing different jobs; ideally, wearing similar things to the clothes shown on Student's Book pages 4–6.

Look at one photo, but don't show students. Describe the clothes that the person is wearing. Students guess the person's job. Show students the photo.

Give another photo to a strong student. The student describes the person's clothing. Students guess the job. Continue until you have used all of the photos.

Quick Test: Complete your sentences

Write the following sentences on the board. Divide the class into As and Bs. Tell Students A they should only complete the sentences that contain forms of the word *dress*. Students B should only complete the sentences that contain forms of *wear*.

- Hurry up and get _____. [dressed]
- I hate _____ smart clothes. They're so uncomfortable. [wearing]
- When my cousin got married, she _____ in white. [dressed]
- I never _____ jeans in summer because it's too hot. [wear]
- We have to _____ up for the dinner party tonight. [dress]
- My dad _____ a suit to his job interview. [wore]
- We always _____ casually at home. [dress]
- You must _____ a hat. It's really hot outside. [wear]

Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

More practice

Workbook page 5

Present simple and continuous

Warm-up

- Focus on the lesson heading and ask: *Which tense do we use to talk about things that we are doing now?* [present continuous] *Which tense do we use to talk about things that we usually do?* [present simple]

Explore

Exercise 1

- Students read out the text messages. Ask: *Where is Ed?* [at a wedding] *Who is texting him?* [Pete] *What does Ed think of the wedding?* [He hates the wedding, he's bored, he doesn't know many people there, etc.]

Teaching Tip: *does* and *doesn't*

Students may have difficulty pronouncing *does* /dʌz/ and *doesn't* /dʌznt/. Students practise by repeating these words after words with similar sounds, such as *buzz* or *cousin*.

Exercise 2

- Read the table as a class. Ask: *Which tense uses 'be'?* [present continuous] *Which tense uses 'do' and 'does' in questions?* [present simple]
- Students find the examples of the tenses in the messages.

ANSWERS

Present simple: I don't know many people here. You never wear ties. I need a laugh. Do you like weddings? They're so boring. My grandad always falls asleep. He's got the right idea.

Present continuous: Are you having a good time? I'm not talking to anyone. I'm wearing a silly tie. I'm going to my cousin's wedding.

Exercise 3

- Students read and complete the **Learn this!** box.
- Check the answers.

ANSWERS

1 present simple 2 present continuous 3 present simple
4 present continuous 5 present continuous

Follow-up

Grammar Reference page 94

Exploit

Exercise 1

- Students work individually, using the verbs in the box to write sentences about each person in the picture.
- Students read out their sentences.

SUGGESTED ANSWERS

A girl is sitting at a table / carrying her lunch / holding her phone. She's smiling / drinking juice / texting a friend.

Exercise 2



1.03

- Remind students that Ed is at the wedding and he doesn't like it. Students complete the dialogue individually.
- Play the CD. Students listen and check their answers.

ANSWERS

1 Are you enjoying 2 prefer 3 aren't playing
4 are listening 5 's playing 6 don't know 7 like
8 don't wear 9 'm working 10 wear

Exercise 3

- Focus on the table. Elicit which time phrases in the right-hand column we normally use with the present simple [*after school, every day, at weekends*] and the present continuous [*at the moment, today, next week, this weekend*].
- Students write two sentences for each verb.

ANSWERS

Students' own answers.

Quick Test: Word order race

Read out the following scrambled sentences one at a time. Students write the sentences in the correct order in their notebooks as quickly as possible, then put up their hands. The fastest student each time reads out the sentence.

never we school to Saturdays on go [We never go to school on Saturdays.]

we doing test today are a [We are doing a test today.]

where from do come you? [Where do you come from?]

you wearing a why are hat? [Why are you wearing a hat?]

students school this wear don't uniforms at [Students at this school don't wear uniforms.]

on TV he watching what is? [What is he watching on TV?]

More practice

Workbook page 6

Grammar Builder page 95, exercises 1–5

ANSWERS GRAMMAR BUILDER 1 (PAGE 95)

Exercise 1

1 I don't wear a suit at school.
2 He likes weddings.
3 She doesn't play volleyball after school.
4 We don't live in London.
5 My uncle doesn't work in a factory.
6 I don't want a sandwich.

Exercise 2

1 does she wear 2 does he go 3 do they play
4 does he get up 5 does he go

Exercise 3

1 They're wearing tracksuits.
2 She's chatting to her friend.
3 I'm not having a shower.
4 We aren't winning the match.
5 He's running really badly.
6 You aren't listening to me.

Exercise 4

1 Is she wearing a hat? No, she isn't.
2 Is she standing up? Yes, she is.
3 Is she smiling? Yes, she is.
4 Is she eating a pizza? No, she isn't.
5 Is she wearing jeans? Yes, she is.
6 Is she holding a mobile phone? Yes, she is.

Exercise 5

1 wears, am wearing 2 are going, go 3 love, am enjoying
4 travels, is travelling 5 sings, is singing
6 don't believe, isn't telling

Personalities

Target Vocabulary

Personality adjectives: amusing assertive
bad-mannered considerate earnest generous
hard-working impatient lazy mean optimistic
patient pessimistic quiet talkative thoughtless
timid well-mannered

Warm-up

- In pairs, students think of two adjectives to describe each other's personalities. Discuss as a class.

Vocabulary

Exercise 1

- Elicit the meanings of the eight personality adjectives. Students look at the photos and suggest answers.

Exercise 2

- Students complete the exercise individually or in pairs.

ANSWERS

considerate – thoughtless, optimistic – pessimistic,
well-mannered – bad-mannered, assertive – timid,
talkative – quiet, amusing – earnest, lazy – hard-working,
generous – mean, patient – impatient

Exercise 3 1.04

- Play the CD for students to check their answers. Play again, pausing after each item for students to repeat.

Exercise 4

- Students complete the exercise individually or in pairs.

ANSWERS

1 lazy 2 mean 3 pessimistic 4 well-mannered
5 quiet 6 amusing 7 considerate 8 patient

Exercise 5

- Students complete the exercise individually.

ANSWERS

1 unfriendly 2 generous 3 optimistic 4 rude
5 hard-working 6 confident 7 serious 8 impatient

More practice

Workbook page 7

Listen 1.05

- Play the CD twice. Students compare their answers.

ANSWERS

1 Martin – pessimistic 2 Julie – generous
3 Terry – impatient 4 Emma – rude

TAPESCRIPT

Martin

Boy Hi, Martin. What are you doing?

Martin I'm revising for my History exam.

Boy How's it going?

Martin Oh, you know – badly.

Boy Why? What's wrong?

Martin Nothing's wrong. It's just that, I know I'm going to fail.

Boy What? Oh, don't say that!

Martin It's a really important exam and I'm going to fail it. That's just me. Things always go wrong.

Boy Oh, Martin! Come on, let's go and watch TV.

Martin OK, but there won't be anything good on.

Julie

Julie Happy birthday!

Girl Thanks, Julie.

Julie I've got a present for you.

Girl Really? That's very nice of you.

Julie Oh, it's nothing really. Here you are. I hope you like it.

Girl Wow! A book – no, three books!

Julie Yes. And I got you this, too.

Girl But ...

Julie It's only a little present.

Girl A T-shirt! That's lovely. Thanks, Julie!

Julie Come on, I'll buy you lunch in a café.

Terry

Boy Hi, Terry.

Terry Hello. Are we ready to go?

Boy No, not yet. We're waiting for Ian.

Terry Where is he?

Boy I don't know. But he'll be here in a moment, I'm sure.

Terry Can you phone him?

Boy Why?

Terry Tell him to hurry up.

Boy It's only two minutes past eight. Let's wait for a few minutes before we call him.

Terry OK. [Pause.] Let's call him now.

Boy No! Let's wait!

Emma

Girl Hello, Emma. How are you?

Emma Fine.

Girl Are you having a good day?

Emma It's none of your business.

Girl Er ... do you know what lesson we've got next?

Emma Yes.

Girl Well, what is it?

Emma I don't want to talk to you.

Speak

Exercise 1

- Students choose three friends or relatives and make notes about their personalities.

Exercise 2

- Students tell the class about one of their friends or relatives.

Optional Activity: Dialogue

Aim: To practise speaking about friends and family.

Preparation: Write the following dialogue on the board.

A My sister is very funny.

B Really? Why?

A She's really amusing, and she laughs a lot.

B My sister isn't very funny, but she's kind and considerate.

Students practise the dialogue in pairs. Then rub out the underlined words. Students practise the dialogue again, inserting their own ideas.

More practice

Everyday English 1, Teacher's Book pages 102–103

Verb + infinitive or -ing form

Warm-up

- Write *fearless* and *phobic* on the board.
- Focus on the photo of the spider. Ask students if they are afraid of spiders. As they reply *yes* or *no*, point to the words *fearless* or *phobic* on the board.
- Say that the text is a questionnaire about things that people are afraid of. Explain that we call these *phobias*.

Explore

Exercise 1

- Check understanding of *safe*, *get stuck* and *refuse*.
- Students read the questionnaire, then ask and answer the questions in pairs.

ANSWERS

Students' own answers.

Exercise 2

- Students count their *a* and *b* answers and hold up their hands if they are fearless or phobic. Ask students if they agree with the results of the questionnaire.

Exercise 3

- Read the **Learn this!** box as a class. Check understanding of *pretend* and *fancy*.
- Students study the questionnaire and find the verbs followed by the infinitive or -ing form. Tell students to highlight the two forms in a different way, e.g. underline verb + infinitive, and circle verb + -ing.
- Check that students are highlighting the whole expression, not just the main verb. e.g. *avoid having*, not *avoid*.

Exercise 4

- Students complete the table individually.
- Check the answers.

ANSWERS

Verb + infinitive: want (to have), decide (to leave), offer (to give), hope (to be), refuse (to do), agree (to do)

Verb + -ing form: avoid (having), spend time (making), can't help (feeling), don't mind (flying), can't stand (being), imagine (being), suggest (doing)

Follow-up

Grammar Reference page 94

Exploit

Exercise 1

- Students complete the sentences individually.
- Check the answers by asking individual students to read out sentences.

ANSWERS

1 to help 2 to pass 3 waiting 4 to pay 5 studying
6 being 7 chatting 8 feeling

Exercise 2

- Students complete the sentences about themselves. Remind them to use verbs, not nouns. Monitor and help.

ANSWERS

Students' own answers.

Teaching Tip: Correcting -ing forms and infinitives

Students often forget if a particular verb is followed by the infinitive or the -ing form, but they can correct their mistakes themselves if you remind them. Establish a hand gesture or hold up a red card to show when they make a mistake.

Exercise 3

- Students read out their sentences. Use a gesture or a red card to indicate mistakes. The student or the class corrects any mistakes.
- Write the most popular sentences on the board.

Optional Activity: Likes and dislikes

Aim: To practise using verb + infinitive or -ing form to talk about likes and dislikes.

Preparation: Divide the class into groups. Give each group one of the following topics: sport, school subjects, free time, music, holidays.

Groups think of five sentences expressing likes and dislikes about their topic. Each sentence must use a different verb. Monitor and prompt students to think of ideas by asking questions.

Groups read their sentences to the class.

Quick Test: Error correction

Write the following sentences on the board. Tell students that some of the sentences are correct. Students correct the incorrect sentences in their notebooks.

- 1 They offered giving us free tickets to the concert. [to give]
- 2 Do you want to watch a DVD tonight? [correct]
- 3 Don't pretend being ill. [to be]
- 4 Imagine to hold a spider in your hand. [holding]
- 5 Do you fancy going for a walk? [correct]
- 6 I can't help to feel nervous in a plane. [feeling]
- 7 Matt wants doing a bungee jump. [to do]
- 8 I hope being rich and famous one day. [to be]

More practice

Workbook page 8

Grammar Builder page 95, exercises 6–7

ANSWERS GRAMMAR BUILDER 1 (PAGE 95)

Exercise 6

1 d 2 a 3 e 4 c 5 b

Exercise 7

1 to be 2 feeling 3 wearing 4 eating 5 to pass
6 to watch 7 going 8 to have 9 playing 10 to tell

A personal profile

Target Language

A personal profile: I particularly enjoy ... I prefer ...
I think I'm ... I'm interested in ... I'm not very keen on ...
I've got a few faults ... My hobbies are ...

Modifying adverbs: not at all a little slightly quite
very really

Warm-up

- Focus on the texts. Elicit that they are personal profiles of two students, Martin and Sarah.
- Elicit the information students would expect to find in a personal profile. [family, hobbies, personality, etc.] Make a list on the board.

Read

- Students read the profiles and find the answers to the questions. Check the answers.

ANSWERS

Martin

- 1 16 2 Year 11 3 swimming, karate
4 playing chess, computer games, photography
5 ambitious, hard-working, impatient, intolerant

Sarah

- 1 17 2 Year 12 3 volleyball
4 reading, listening to the radio
5 confident, considerate, loyal

Prepare

Exercise 1

- Focus on the profiles. Ask: *How many paragraphs does each have?* [three] Elicit the topic of each paragraph.
- Students complete the box with the topic of each paragraph.

ANSWERS

- 1 Introduction
2 Hobbies and interests
3 Personality

Exercise 2

- Read the **Writing tip** as a class. Check understanding of *not at all*.
- Students find the modifying adverbs in the profiles.
- Ask: *Which adverbs make the meaning stronger?* [very, really] *Which adverbs make the meaning weaker?* [a little, slightly, quite] *Which adverbs make the meaning opposite?* [not very, not at all]

ANSWERS

Martin: quite, slightly, a little

Sarah: not very, not at all, very

Teaching Tip: Modifying adverbs

Slightly and *a little* are only used with negative adjectives, e.g. *slightly unwell*, *a bit lazy*. *Really* means *very*, but it is more informal. *Not very* and *not at all* make the meaning opposite; *not at all* is stronger. In informal language, we often use *a bit* instead of *a little*. In British English, *quite* normally means, as here, *a little*. Point out the spelling difference between *quite* and *quiet*.

Exercise 3

- Read the **Look out!** box as a class. Students rewrite the sentences individually. Check the answers.

ANSWERS

- 1 I'm slightly pessimistic.
2 My best friend is really assertive.
3 He's not an impatient person at all.
4 I'm a student at quite a big school.
5 I find English quite difficult.
6 I'm sometimes a little shy.

Write

Exercise 1

- Students work individually. Remind them to use the profiles in **Read** as a model and also their notes from **Prepare** exercise 1.
- If writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.
- Students use the **Check your work** box to check their finished profiles.
- Ask students to check each other's writing. Has all the information been included? Are there any errors? After peer correction, students write a second draft and hand it in.

SAMPLE ANSWER

My name is Sam. I'm 15 and I'm from Cheltenham, in Britain. I'm in Year 10 at Landsdowne College. I live with my parents and my sisters, Dawn and Lisa.

My favourite hobby is playing football and I'm really good at it. I also enjoy listening to music and playing computer games. I'm a very hard-working student. I want to go to university and then become a doctor. I think I'm quite a kind person, but I'm also a little timid.

Marking Scheme

- Three clear paragraphs. [1 mark]
- First paragraph includes name, age and school. [1 mark]
- Second paragraph includes hobbies and interests. [1 mark]
- Third paragraph includes personality adjectives. [1 mark]
- Content includes family information. [1 mark]
- Correct use of linking words. [1 mark]
- Correct use of modifying adverbs. [1 mark]
- Appropriate use of contractions. [1 mark]
- Accurate grammar and vocabulary. [1 mark]
- Use of semi-informal style. [1 mark]

More practice

Workbook page 9

Language Skills

Exercise 1 1.06

- Students complete the dialogue individually. Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

1 for 2 interested 3 on 4 at 5 confident
6 interests 7 ambitious 8 little 9 prefer 10 lot

Exercise 2

- Students read the dialogue again and decide if the sentences are true or false. Students correct the false sentences in their notebooks. Monitor and help where necessary.
- Check the answers with the class.

ANSWERS

1 F (Sally is going to the theatre with Claire and Anna.)
2 T
3 F (Sally doesn't like acting in front of other people.)
4 F (Anna writes for the school theatre group.)
5 T
6 F (Sally is a little lazy when she has to write.)

Exercise 3

- Students complete the exercise individually. Check the answers.

ANSWERS

1 Do you go 2 're flying 3 doesn't like 4 Are you doing
5 finish 6 play 7 wears

Exercise 4

- Students complete the sentences individually. Check the answers.

ANSWERS

1 to tell 2 crying 3 to go 4 to change 5 cooking
6 talking 7 studying 8 to see

Dictionary Corner

Teaching Tip: The Oxford 3000™

The most frequently used and important English words are included in a list called the **Oxford 3000™**. These words are shown in the main section of the *Oxford Student's Dictionary* (OSD) in larger print and are followed by a key symbol . For more information about the list and to download a copy, visit the website: www.oup.com/elt/oxford3000

Exercise 1 Personality adjectives

cheerful  /tʃɪəfl/ *adj.* feeling happy; showing that you are happy: *Caroline is always very cheerful.* ◊ a cheerful smile ► **cheerfulness** *noun* [U]
► **cheerfully** /-fəli/ *adv.*

- Students turn to the entry for *cheerful* in their dictionaries. Elicit or highlight the following information:
 - The blue key symbol indicates that *cheerful* is an Oxford 3000™ keyword. [see the Guide to the Dictionary on pages vi–viii of the OSD]
 - The letters *adj* indicate that *cheerful* is an adjective.
 - The blue arrows indicate that the uncountable noun *cheerfulness* (*noun* [U]) and the adverb *cheerfully* (*adv*) derive from *cheerful*.
- Read the definition and elicit that *cheerful* means happy.
- Students use their dictionary to check the definitions of the personality adjectives and match them with the descriptions.

ANSWERS

1 cheerful 2 reliable 3 punctual 4 flexible
5 helpful 6 sensitive

Exercise 2 Prefixes and suffixes

kind  /kaɪnd/ *adj.* ~ (to sb); ~ (of sb) (to do sth) caring about others; friendly and generous: *Everyone's been so kind to us since we came here!* ◊ *It was kind of you to offer, but I don't need any help.*
 **unkind**

- Students turn to the entry for *kind* as an adjective in their dictionaries. Elicit or highlight that the abbreviation  gives the opposite adjective, *unkind*.
- Explain that opposites adjectives can be made by adding a prefix, e.g. *un-*, *im-* or *in-*.
- Students use their dictionaries to complete the table with the other opposite adjectives.

ANSWERS

un- unkind, unreliable
im- impatient, impolite
in- inflexible, insensitive

Exercise 3

kindness  /'kaɪndnəs/ *noun* [C,U] the quality of being kind; a kind act: *Thank you very much for all your kindness.*

- Students turn to the entry for *kind* in their dictionaries. Ask them to look for the noun form, by looking below the entry until they find *kindness*. Elicit or highlight the following information:
 - It isn't listed under *kind* because it is a separate entry. This is because it is an Oxford 3000™ keyword.
 - noun* [C,U] means that *kindness* can be either a countable or an uncountable noun.
- Students use their dictionaries to complete the table with the other nouns. Remind students to look down the page if they can't find the word that they need in the same entry.

ANSWERS

1 kindness 2 rudeness 3 generosity 4 reliability
5 patience 6 laziness 7 flexibility 8 punctuality

Follow-up

Self Check, Workbook pages 10–11

Test Unit 1, Teacher's Book pages 122–123

2

Winning and losing

This unit includes

Vocabulary: sports • phrasal verbs with *set* • prepositions of movement • expressions with *play • do / go / play* + sports • water sports • sporting terms • football

Grammar: past simple • contrast: past simple and continuous contrast

Skills: listening to sports commentaries • talking about favourite sports

Writing: a magazine article

Workbook pages 12–19

Reading PAGES 12–13

Warm-up

- Look at the unit title and ask students to think about winning and losing in sports. Elicit some adjectives to describe how we feel when we, or our team, win [delighted, proud, in a good mood], and when we, or our team, lose. [depressed, upset, disappointed, determined (to win next time)]
- Read the title of the reading page, *Surf's up*. Explain that this expression is used by surfers and means that the waves are at the best height for surfing.

Before Reading

- Students look at the photos and name the sport. [surfing]
- Elicit other water sports. Make a list on the board.
- Ask students which water sports they think are sometimes dangerous.

SUGGESTED ANSWERS

surfing, windsurfing, kite surfing, bodyboarding, swimming, canoeing / kayaking, scuba-diving, high diving, free diving, snorkelling, sailing, waterskiing, water polo, fishing (from a boat), jet-skiing, powerboat racing

Read

Exercise 1

- Students read the **Reading tip**. Explain that making predictions about a text before you read helps you to understand the text.
- Students look at the photos and the title of the text. They answer the questions individually or in pairs.

ANSWERS

Students' own answers.

Exercise 2

- Students read the text quickly and check their answers to exercise 1. Check the answers.

ANSWERS

- The title tells us that the girl is good at surfing.
- In the first photo she has two arms, but in the second photo she has one arm. A shark attacked her and took her left arm.
- No, it hasn't. Bethany is still surfing in competitions.

Exercise 3 1.10

- Play the CD while students read the text a second time and do the exercise, underlining the relevant lines in the text. Check the answers.

ANSWERS

- b (... the sun was shining and it was a perfect day for surfing ...)
- c (She was waiting for the next big wave ...)
- c (a five-metre shark ... shook her backwards and forwards.)
- b (... she slowly headed for the beach.)
- a (... ten weeks after the shark attack Bethany was competing again ...)

Background Notes

Bethany Meilani Hamilton was born on February 8 1990. Her parents taught her to surf and she won her first surfing competition at the age of eight. Since her accident, she has continued to surf and has won major competitions. She has also become a celebrity, appearing on many talk shows in the USA and writing a book about her amazing story.

Exercise 4

- Students put the events in order without looking back at the text.
- Students re-read the text and check their answers.
- Check the answers.

ANSWERS

- Bethany decided to go surfing with some friends.
- While she was waiting for a wave, a shark attacked her.
- The shark swam away.
- She started to swim back to the beach.
- Her friends saw the blood and came to help her.
- Ten weeks later she took part in a surfing competition.

Understanding Ideas

- Read the questions as a class. Students think of possible answers. Write them on the board.
- Discuss the answers as a class. Students choose the best answers.

Teaching Tip: Brainstorming ideas

Do the activity above by brainstorming ideas. Elicit suggestions from the class for each question and write them on the board in a spider diagram, concept map, list, etc. Ask if the rest of the class thinks that the suggestions are good or bad, and why. Students vote for the best answer to each question.

SAMPLE ANSWERS

- Surfing is fun and exciting. It keeps you very fit. You need a lot of skill to be a surfer.
- She wasn't thinking clearly. She was in shock. She was hurt.
- She isn't scared of sharks. She believes in destiny. She's very brave, ambitious and determined.

Vocabulary

Exercise 1

- Students match the highlighted words in the text with the definitions. Students check their answers in pairs.
- Check the answers.

ANSWERS

1 wound 2 destined 3 recuperate 4 battled
5 towards 6 set off 7 outstanding 8 gripped
9 sharp 10 headed for 11 sank 12 survival instinct
13 rushed 14 sponsors 15 face down

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

battle is a regular verb which means to fight or try hard to deal with a problem or a dangerous situation. The third person form is *battles* and the past simple form is *battled*.

destined is an adjective which means certain to happen. Destiny means the power that many people believe controls events in their lives.

face down is an adverbial expression which means to have the front of an object or your body pointing downwards.

grip is a regular verb which means to hold something very tightly. The third person form is *grips* and the past simple form is *gripped*.

head for is a phrasal verb which means to move towards. The past simple form is *headed for*.

outstanding is an adjective which means very good.

recuperate is a regular verb which means to become healthy again, e.g. after an accident or an illness. The third person form is *recuperates* and the past simple form is *recuperated*.

rush is a regular verb which means to move or do something quickly. The third person form is *rushes* and the past simple form is *rushed*.

set off is a phrasal verb which means to leave a place to go somewhere. The past simple form of the verb is also *set off*.

sharp is an adjective which describes objects that have a thin edge and can cut easily, e.g. *a sharp knife, sharp teeth*.

sponsor is a noun which means an organization that pays money for sports events or to sports people to advertise it.

sink is an irregular verb which means to go under the surface or push something under the surface of something. In this case, the shark pushes its teeth deep into Bethany's arm. The third person form is *sinks* and the past simple form is *sank*.

survival instinct is a noun which means natural behaviour that helps a person or an animal to survive a dangerous situation.

towards is an adverb which describes moving in the direction of a particular place.

wound is a noun which means an injury to a part of the body, especially one which you can see.

Exercise 2

- Students find the words in the text and read the sentences which contain them. Write the headings *noun, verb, adjective and adverb* on the board. Students write the words under the correct headings. [Noun: career, champion, shore, surfer. Verb: compete, shake. Adjective: professional. Adverb: backwards and forwards, unfortunately]

- Write the following definitions on the board, or dictate them. Students write the correct words.

- To move something up and down.* [shake]
- This sports person likes big waves.* [surfer]
- To be in a sports competition.* [compete]
- An adverb that you use to describe a bad event.* [unfortunately]
- This person is the winner of a big competition.* [champion]
- An adjective to describe when you are paid to do something.* [professional]
- A job that you do for a long time.* [career]
- Moving in one direction and then back again.* [backwards and forwards]
- Where the land meets the sea.* [shore]

Optional Activity: Remember the story

Aim: To enable students to reconstruct key events in a text.

Preparation: Write the following verbs on the board: *set off, sank, gripped, battled, headed for, rushed, recuperated*.

In pairs, students use the verbs to write sentences about the key events in Bethany's story.

Students read out their sentences.

Suggested answers: Bethany set off to go surfing. A shark sank its teeth into her arm. Bethany gripped her surfboard. She battled with the shark / for her life. Bethany headed for the beach. Her friends rushed to help her. She recuperated very quickly / in hospital.

Quick Test: Cross the river

Draw a wide river on the board. Draw two lines of stepping stones, each containing the same number of stones, across the river. Write *Team A* and *Team B* next to them. Divide the class into teams A and B. Team A chooses a word from the text for Team B to define. If Team B defines the word correctly, they move forward one stepping stone. If they define the word incorrectly, Team A moves forward instead. Teams take turns until one has crossed the river.

More practice

Workbook page 12

Target Vocabulary

Surfing superstar: battle destined face down grip head for outstanding recuperate rush set off sharp sink sponsor survival instinct towards wound

Phrasal verbs with set: set sth aside set sth back set sb down set in set off set on sb

Prepositions of movement: across along into towards through up

Expressions with play: play a joke on sb play along with sth play the fool play for time play sth back play with fire play it cool play your cards right

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What's another word for fight?* [battle] *What helps people to survive difficult situations?* [survival instinct] *Who pays money to sports people for advertising their products?* [a sponsor]
- Students complete the sentences. Check the answers.

ANSWERS

1 sharp 2 rushed 3 outstanding 4 towards
5 face down 6 wound 7 headed for 8 recuperate
9 set off 10 sank 11 sponsor 12 survival instinct
13 gripped 14 destined 15 battled

Extend

Exercise 1 Phrasal verbs with set

- Students read the phrasal verbs in the exercise. Ask: *Which one did you see in the reading text?* [set off]
- Students complete the definitions individually or in pairs. Check the answers.

ANSWERS

1 keep or save 2 delay 3 stop 4 arrive and stay
5 start 6 attack

Exercise 2

- Students complete the sentences individually. Check the answers.

ANSWERS

1 sets in 2 set ... down 3 set on 4 set ... back
5 sets off 6 sets ... aside

Optional Activity: Phrasal verbs game

Aim: To practise phrasal verbs with set.

Preparation: Divide students into groups of six. Groups write the six phrasal verbs from **Extend** exercise 1 on separate pieces of paper, so that each student has one phrasal verb.

Read out the definitions from exercise 1. When students hear the definition of their phrasal verb, they hold up their piece of paper.

Teaching Tip: Prepositions of movement

Drawing pictures helps students to learn prepositions of movement. Elicit or explain the meaning of these prepositions of movement: *towards, through, across, into, along, up*. Divide the class into groups. Each group draws six pictures to illustrate the prepositions. Students don't have to be good at drawing: they can use stick people, arrows, lines and simple shapes. When they have finished, each group shows their pictures to the class. The class guesses each preposition.

Exercise 3 Prepositions of movement

- Students complete the text individually. Check the answers.

ANSWERS

1 across 2 into 3 up 4 along 5 towards 6 through

Exercise 4 Expressions with play

- Ask: *What does 'play a joke' mean?* [to trick or do something funny to somebody] *What jokes do you play on people?* Elicit examples from students.
- Students match the expressions with the definitions. Check the answers.

ANSWERS

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

Quick Test: Initial letters

Write the following initial letters and words (in bold) on the board. Then read out the questions, pausing while students write the answers.

- P with F.** What are you doing if you are taking a risk? [playing with fire]
- S it A.** What do you do if you want to keep something to use later? [set it aside]
- O.** How do we describe something very good? [outstanding]
- R.** What do people have to do after they have an accident? [recuperate]
- P for T.** What expression means 'to do something more slowly than you need to'? [play for time]
- go U.** What do you do in a lift or elevator? [go up]
- S O.** What do you do when you leave home on a journey? [set off]
- H F.** What's another way to say 'move towards'? [head for]
- R.** What do you have to do if you don't have much time to get somewhere? [rush]
- go A.** What do you do when you want to walk from one side of the street to the other? [go across]

Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

More practice

Workbook page 13

Past simple

Warm-up

- Ask students what their favourite football teams are.
- Pre-teach *send off* and *cheat* by asking: *How can players cheat in football?* [by touching the ball with their hand, pretending that someone knocked them over, etc.] *Why do referees send players off?* [for serious fouls, for fighting with other players, etc.]

Explore

Exercise 1

- Students find the past simple forms in the text.
- Check the answers. Ask: *What was the weather like?* [foggy] *Who cheated?* [both teams] *Who won the match?* [Dynamo Moscow]

ANSWERS

- played, cheated
- was, were
- sent off, came
- didn't notice, How did (the match) finish?

Exercise 2

- Ask: *How do we change regular verbs into the past simple?* [add -ed / -d] *How can we learn if a verb is irregular?* [use a dictionary / the irregular verbs list page 124]
- Write *play*, *do* and *go* on the board. Elicit the past simple forms. Explain or elicit the collocation rules for these verbs. (see **Look out!** box, Student Book page 16)
- Students complete the table. Check the answers.

ANSWERS

- played
- went
- didn't do
- Did ... go

Exercise 3 1.11

- Write /d/, /t/ and /ɪd/ on the board. Model pronunciation.
- Play the CD twice, pausing after each verb for students to repeat and write the answers. Check the answers by asking students to read out the verbs.

ANSWERS

- /d/
- /ɪd/
- /t/
- /t/
- /d/
- /ɪd/
- /t/
- /t/

Language Note: -ed endings

For verbs ending in /t/ or /d/, -ed is pronounced /ɪd/ (e.g. *wanted* /wɒntɪd/).

For verbs ending in an unvoiced sound (/p/, /k/, /s/, /f/, /tʃ/, /θ/, /ʃ/), -ed is pronounced /t/ (e.g. *watched* /wɒtʃt/).

For verbs ending in a voiced sound (/b/, /g/, /v/, vowels), -ed is pronounced /d/ (e.g. *loved* /lʌvd/).

Follow-up

Grammar Reference page 96

Exploit

Exercise 1 1.12

- Focus on the photos. Students name the sports. [swimming, tennis]
- Students complete the texts individually.
- Play the CD. Students listen and check their answers.

ANSWERS

- came
- finished
- didn't win
- was
- learnt
- competed
- became
- missed
- gave
- shouted
- didn't know
- got
- cheered

Exercise 2

- Students complete the questions. Check the answers.

ANSWERS

- Did Eric win
- was his
- did he learn
- did he become
- did he give
- did he shout

Exercise 3

- Students work individually and write three sentences about their weekend, two true and one false.

ANSWERS

Students' own answers.

Exercise 4

- Students read out their sentences. The class put up their hands when they hear a sentence that they think is false.
- Students reveal the false sentence by reading it in the negative form, e.g. *I didn't go to the cinema last weekend.*

Quick Test: Past tense bingo

Draw a large 3x3 grid on the board for students to copy. Students choose nine verbs from page 15 and write the past simple forms of these verbs in their grids. Read out the verbs below. Students listen to the verbs and cross out the matching past forms in their grids. When a student has crossed out all their verbs, they shout *Bingo!* This student then reads out their verbs to check that they are correct.
play, be, send, come, notice, cheat, finish, do, go, kick, score, compete, pass, watch, win, learn, become, miss, give, shout, know, get, cheer, visit

More practice

Workbook page 14

Grammar Builder page 97, exercises 1–5

ANSWERS GRAMMAR BUILDER 2 (PAGE 97)

Exercise 1

- competed
- finished
- chatted
- cheered
- missed
- carried
- hated
- stopped

Exercise 2

- knew
- won
- scored
- liked
- left
- taught
- enjoyed
- preferred

Exercise 3

- didn't know
- didn't win
- didn't score
- didn't like
- didn't leave
- didn't teach
- didn't enjoy
- didn't prefer

Exercise 4

- did you do
- did you see
- Did you enjoy
- I did
- Did your sister go
- she didn't

Exercise 5

- weren't
- were
- was
- wasn't
- was
- was

A question of sport

Target Vocabulary

Sports: athletics badminton baseball basketball cycling football golf gymnastics ice hockey judo karate rugby surfing swimming table tennis tennis volleyball weightlifting

Warm-up

- Write *sport* on the board. Ask: *What sports do you play?* Brainstorm other sports.

Vocabulary

Exercise 1

- Check understanding of *dead heat*, *hat trick*, *bouncing*, *fielder* and *puck*. Students match twelve words from the box with the sentences.

Exercise 2



1.13

- Play the CD. Students listen and check their answers.
- Play the CD again for students to repeat the words.

ANSWERS

1 badminton 2 volleyball 3 athletics 4 tennis
5 football 6 judo 7 basketball 8 baseball
9 weightlifting 10 golf 11 ice hockey 12 rugby

Exercise 3

- Read the **Look out!** box as a class. Say: *'Weightlifting' is an exception. It goes with 'do.'*
- Students match the other sports from exercise 1 to *play*, *go* and *do*. Check the answers.

ANSWERS

play: badminton, baseball, basketball, football, golf, ice hockey, rugby, table tennis, tennis, volleyball
go: cycling, surfing, swimming
do: athletics, gymnastics, judo, karate, weightlifting

More practice

Workbook page 15

Listen



1.14

Teaching Tip: Listening for key words

Predicting key words helps students to understand what they are hearing. Tell students to predict the words they think they will hear in the sports commentaries in the next exercise.

- Play the CD. Students listen, identify and write the sports.
- Play the CD again for students to check their answers.

ANSWERS

1 football 2 athletics 3 tennis 4 ice hockey 5 golf
6 basketball 7 weightlifting 8 surfing

TAPESCRIPT

- We're in the 19th minute of the World Cup Final. It's Italy 0 France 1. And Italy have a corner. Pirlo crosses the ball into the box to Materazzi – and he scores. What a goal! Italy have equalized!
- And the 100-metre sprint is about to start. And they're off. Brown had a fantastic start ... Brown is in the lead. ... Powell is just behind him. ... And here comes Powell ... He's passing Brown ... Powell wins – it's a very fast time – 9.97 seconds.
- What a great shot! The French girl is really hitting the ball hard today. Her opponent can't win a point!
- And we're in the final minute of the match. It's five goals each. Here comes the Canadian forward again – he shoots – but he misses the goal! The goalkeeper kicks it away with his skate. Who is going to win this match?
- She's still about 150 metres from the hole, and this is her third shot. She's really having a bad day. The crowd becomes quiet as she prepares to hit the ball again – and it's a terrible shot. Oh dear. I think the ball is in the river this time.
- Smith throws the ball to Jones. Jones runs forward and passes the ball back to Smith ... Smith shoots. Yes, it's in the basket! The score is 36 all.
- And the Hungarian has asked for an extra 15 kilos on the bar. That's a very heavy weight indeed now – 165 kilos. Can he lift it? Let's see ... ah, no, he can't. I think he's in some pain now. But he's smiling – that's good to see.
- Sandra Peters is lying on her board, about 100 metres from the beach. Here comes a big wave. She's riding the wave, she's standing up ... Oh, dear, she fell off her board. She's in the water ...

Speak

Exercise 1

- Students ask and answer the questions in pairs, taking notes about what their partner says.

ANSWERS

Students' own answers.

Exercise 2

- Students tell the class about their partner's answers to exercise 1.

Exercise 3

- Students ask and answer the questions in pairs, then calculate each other's scores.
- Ask some students to tell their results to the class. Ask if they agree with the results.

ANSWERS

1a Mohamed Shawky

b Tiger Woods

c Roger Federer

2 Egypt (b)

3–5 Students' own answers.

More practice

Everyday English 2, Teacher's Book pages 104–105

Past simple and continuous

Warm-up

- Focus on the photo. Ask: *What sport is this?* [Formula 1 / motor racing] *What can you see in the photo?* [a crash; an accident; a burning car]
- Students read the text quickly. Ask: *Who had the accident?* [racing driver Niki Lauda] *What happened to him?* [another driver rescued him]

Background Notes

Born in Austria in 1949, Niki Lauda became World Formula 1 Champion for the first time in 1975. He nearly died in an accident at the German Grand Prix in 1976, where he was badly burnt. He raced again and was World Champion for a second and third time in 1977 and 1984.

Explore

Exercise 1

- Focus on the examples of the past continuous in the text. Elicit that the past continuous is made with the past form of the verb *be* and the *-ing* form.
- Students complete the table individually. Check the answers.

ANSWERS

1 was 2 were 3 wasn't 4 weren't 5 Were 6 was

Exercise 2

- Read the **Learn this!** box as a class.
- Ask: *Which two words do we use to join the past simple and the past continuous in one sentence?* [when and while]
- Students read the text again and find one example of each use.

ANSWERS

- It was raining.
- The car crashed and caught fire. / He stopped and pulled ...
- Lauda was racing ... when he had ... / While Lauda was going ..., he suddenly lost ... / Edwards was coming ... when he saw ...

Follow-up

Grammar Reference page 96

Exploit

Exercise 1

- Students complete the text individually or in pairs.
- Check the answers.

ANSWERS

1 were standing 2 were waiting 3 was going 4 hit
5 was sinking 6 rowed 7 took place 8 lost

Background Notes

The rowing teams of Oxford and Cambridge Universities have raced each other on the river Thames in London every year since 1856. The event is watched by thousands of spectators and broadcast on TV.

Exercise 2

- Focus on the cartoon. Ask: *What sport are they playing?* [baseball]
- In pairs, students ask and answer the questions. Make sure they answer using the same tense as in the questions. Check the answers.

ANSWERS

- The sun was shining and it was warm. The girl was sitting on a bench. She was watching the baseball match.
- The player hit the ball. The dog ran onto the pitch.
- The dog caught the ball. The player fell over.
- The girl took the dog off the pitch. The spectators were laughing and cheering.

Exercise 3

- Students look at the cartoon for one more minute, then close their books. Say the first sentence of the story: *The sun was shining*. Students take turns to say the following sentences until the story is finished.

Quick Test: Dictation

Read out the following text while students listen. Read the text again, repeating each sentence twice and pausing for students to write it down. Then read the whole text again for students to listen and check.

We were playing in a school match. Everyone in our school was watching. They were cheering and shouting for our team. It suddenly started to rain. A few minutes later, I was running towards the goal when I fell over. A player from the other team took the ball and ran past me. Then he scored a goal. I felt terrible.

More practice

Workbook page 16

Grammar Builder page 97, exercises 6–8

ANSWERS GRAMMAR BUILDER 2 (PAGE 97)

Exercise 6

- was standing 2 was eating 3 wasn't listening
- were chatting 5 was sitting 6 was holding
- were shaking 8 wasn't crying 9 was laughing

Exercise 7

- were you doing 2 was watching 3 were you watching
- wasn't paying 5 was wearing 6 wasn't raining

Exercise 8

- caught, threw 5 broke, was skiing
- got, was watching 6 scored, didn't win
- stopped, was snowing 7 wasn't raining, played
- put on, got on 8 was surfing, saw

A magazine article

Target Language

Sports vocabulary: achievement break / set a record hurdles long jump sprint relay runner world record

Warm-up

- Focus on the photo. Elicit that the text is about a famous sports person. Ask: *When was he famous?* [a long time ago] *How do you know?* [because it's an old photo]

Background Notes

James Cleveland (Jesse) Owens was the youngest of ten children. He was a great athlete but he suffered a lot of racial discrimination. After winning four gold medals at the 1936 Olympics, he travelled around the USA, helping to bring black and white people together through sport.

Read

Exercise 1

- Students read the article quickly and match the headings with the paragraphs. Check the answers.

ANSWERS

- A Family and early years
- B First experience of sport
- C Early successes
- D Greatest achievements

Exercise 2

- Elicit the difference between *to set a record* and *to break a record*. Students read the article again and answer the questions. Check the answers.

ANSWERS

- 1 Jesse Owens was born in 1913 in Alabama.
- 2 Because his family was poor.
- 3 He set a new schoolboys' world record for the 100-yard sprint.
- 4 He had to pay for his studies, he faced racial discrimination and he wasn't allowed to live with white students.
- 5 He set four world records in 45 minutes.
- 6 He won four gold medals at the 1936 Olympics, in the 100- and 200-metre sprint, the long jump and the 400-metre relay.

Exercise 3

- Students find the words in the text. Check the answers.

ANSWERS

- 1 yard 2 sprint 3 racial discrimination 4 hurdles
5 relay

Prepare

- Read the **Writing tip** as a class.
- Read sentences 1–8 as a class. Explain or elicit the meaning of new words and expressions.
- Students match the sentences with the paragraph headings in **Read** exercise 1. Check the answers.

ANSWERS

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

Teaching Tip: Topic sentences

Explain that we sometimes start a paragraph with a sentence that introduces the topic of that paragraph. We call these 'topic sentences'. Students write topic sentences for the four paragraphs in the Jesse Owens text.

Suggested answers:

- A Jesse Owens' early life was hard.
- B As a young boy, he discovered he was very good at sport.
- C His successes continued at university.
- D But his greatest achievements were yet to come.

Write

- Read the instructions as a class. Make sure students understand what they are going to write.
- Students choose a famous person to write about and three or four topic headings from the list, then make notes.
- If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.
- Ask students to check each other's writing. Has all the information been included? Are there any errors? After peer correction, students write a second draft and hand it in.

SAMPLE ANSWER

Muhammad Ali

Muhammad Ali was born in Kentucky in 1942. When he was young his name was Cassius Clay. He was the oldest of two brothers.

At school, he was very good at sport. When he was twelve, he met police officer and boxing coach Joe Martin. Martin told him to have boxing lessons, and he soon became a very good boxer. He won six Kentucky boxing championships while he was still at school.

In 1964, he became the World Heavyweight Boxing Champion. Soon after, he changed his name to Muhammad Ali. He was the world's greatest boxer, but then he refused to fight in the Vietnam War, and the US government stopped him from boxing.

In the end, he fought again and became world champion twice more, in 1974 and 1978. I really admire him because he is a great boxer and a great man.

Marking scheme

- Three or four clear paragraphs. [1 mark]
- First paragraph introduces the person. [1 mark]
- Use of topic sentences. [1 mark]
- Each paragraph covers a different topic, including some of those listed in the task. [3 marks]
- Use of time expressions to show when events happened. [1 mark]
- Use of descriptive adjectives. [1 mark]
- Accurate grammar, punctuation and spelling. [1 mark]
- Use of semi-formal, magazine style language. [1 mark]

More practice

Workbook page 17

Language Skills

Exercise 1 1.15

- Students complete the dialogue individually, then compare answers in pairs.
- Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

1 information 2 runner 3 named 4 born 5 become
6 joined 7 broke 8 medals 9 events 10 achievement

Exercise 2

- Students read the dialogue again and complete the fact file.
- Check the answers.

ANSWERS

1 King 2 Berkane / Morocco 3 Morocco / 1974 4 1984
5 records 6 metres 7 gold

Exercise 3

- Students complete the text individually. Check the answers.

ANSWERS

1 were watching 2 rang 3 opened 4 was holding
5 was wearing 6 saw 7 told 8 asked
9 were talking 10 finished

Dictionary Corner

Teaching Tip: Compound nouns

Compound nouns are made up of two different words. Compound nouns can be written as two separate words (e.g. *diving board*), a single word (e.g. *waterskis*) or two words joined by a hyphen (e.g. *scuba-diving*).

Activity: Students identify the compound nouns in exercise 1. [*scuba-diving*, *waterskiing*, *windsurfing*]

Exercise 1 Water sports

windsurf /ˈwɪndzɜːf/ **verb** [I] to move over water standing on a special board with a sail
► **windsurfing** **noun** [U]

- Students turn to the entry for *windsurf* in their dictionaries. Elicit or highlight the following information:
 - windsurf* is a verb. *Windsurfing* is listed as a derivative under this entry.
 - The activity involves standing on a board with a sail, which matches picture 1.
- Students continue to look up the words and match the definitions with the pictures.

ANSWERS

1 windsurfing 2 waterskiing 3 diving 4 snorkelling
5 scuba-diving 6 rowing

Teaching Tip: Sense and homonym numbers

Many words have the same spelling, but different meanings. In dictionary entries, different meanings are separated by *sense numbers* (see *Oxford Student's Dictionary* page vi). Different parts of speech with the same spelling are listed as separate entries under different *homonym numbers* (see *Oxford Student's Dictionary* page vii). When students look up a word, remind them to make sure they are reading the correct meaning. Explain that there are subject labels in blue to help them find the correct meaning (see *Oxford Student's Dictionary* page x for the list of subject labels).

Activity: Students look up *love* in their dictionaries, and find the meaning that is related to sports. [sense number 5]

Exercise 2 Sporting terms

love¹ 𐀀 /lʌv/ **noun** **1** [U] a strong feeling that you have when you like sb/sth very much: *a mother's love for her children* ◊ *to fall in love with sb* ◊ *It was love at first sight. They got married two months after they met!* ◊ *He's madly in love with her.* ◊ *a love song/story* **2** [U, sing.] a strong feeling of interest in or enjoyment of sth: *a love of adventure/nature/sport* **3** [C] a person, a thing or an activity that you like very much: *His great love was always music.* ◊ *Who was your first love?* **4** [C] (BrE, informal) used as a friendly way of speaking to sb, often sb you do not know: *'Hello, love. What can I do for you?'* **5** [U] (**SPORT**) (used in TENNIS) a score of zero: *The score is forty-love.*

- Students turn to the entry for *love* as a noun in their dictionaries.
- Remind students to look for the subject label, *SPORT*, shown in blue. They read definition 5.
- Elicit the answer, *tennis*.

ANSWERS

1 tennis 2 golf 3 badminton 4 running
5 swimming 6 cycling

Exercise 3 Football

- Students use their dictionaries to check the meaning of the words in the box.
- Students complete the text. Check the answers.

ANSWERS

1 support 2 team 3 stadium 4 home 5 kit
6 pitch 7 replica

Follow-up

Self Check, Workbook pages 18–19

Test Unit 2, Teacher's Book pages 124–125

Literature Corner 1 PAGE 20

Warm-up

- Read out the biography. Ask: *Why did Jack go to Canada?* [To look for gold.] Check understanding of *Gold Rush*.

Read

Exercise 1

- Students quickly read the text and find the information.

ANSWERS

The story is set in the 1800s in California and Canada. The main character is a dog called Buck.

Exercise 2 1.18

- Play the CD while students read the text again and answer the questions. Check the answers.

ANSWERS

- Buck lived in Santa Clara valley, California.
- He was the chief dog.
- Manuel stole Buck to sell him for money.
- Manuel and the man put Buck on a train.
- Buck bit the man's hand.

Exercise 3

- Students answer the questions in their own words. Discuss the answers as a class.

SUGGESTED ANSWERS

- They felt upset and sad. They missed Buck a lot.
- The man was taking Buck to Canada. People there needed strong dogs to help look for gold.
- Buck's new life will be harder. He'll work a lot and his new owner won't be as kind to him.

Exercise 4

- Ask students what they can see in the photo.
- Students write their paragraphs. Monitor and help.

Skills Round-up 1–2 PAGE 21

Read

Exercise 1

- Ask: *What does the photo show?* [a boat race]
- Students read the text quickly and answer the questions.

ANSWERS

- The race takes place every year in the spring.
- It takes place on the river Thames in London.
- Two teams compete, one from Oxford University and the other from Cambridge University.

Exercise 2

- Students read the text again and answer the questions.

ANSWERS

- There are eight rowers in a team.
- So that the boat doesn't have to carry much extra weight.
- The teams begin training in September.
- In December there are practice races.
- The course is 6,779 metres long.
- About 250,000 people watch from the banks.

Listen

Exercise 1 1.19

- Elicit what is happening in the pictures.
- Play the CD. Students listen and put the pictures in order. Check the answers.

ANSWERS

1 a 2 f 3 c 4 b 5 d 6 e

TAPESCRIPT

The idea for a boat race between the universities of Oxford and Cambridge started with two schoolfriends, Charles Merivale and Charles Wordsworth. Merivale went from school to Cambridge University, and Wordsworth went to Oxford. On 12 March 1829, Cambridge sent a note to Oxford and challenged them to a race. The race took place a few weeks later on the river Thames (Oxford won it easily) and a tradition began. By 1856, the race was an annual event. In the 150 years since then, the Boat Race has provided lots of interesting and exciting moments. 1859 was a bad year for Cambridge. Their boat sank. In 1877 nobody won or lost the race – the result was a dead heat – in other words, both boats finished the race at exactly the same time. However, Oxford believed that they won the race easily, but the referee was asleep and didn't see it! In 1912, both boats sank. The race took place again the next day. In 1938, the Boat Race was on television for the first time. Not many people watched it though, because only a few people had TV sets in their homes at that time. 1981 was an interesting year for the Boat Race, for this reason: Sue Brown became the first woman to take part. She was the cox for the Oxford team. 1984 was another bad year for Cambridge. Their boat crashed into another boat before the start of the race. The umpire had to abandon the race for that day while Cambridge prepared another boat. The race took place the next day, and Cambridge lost. 1998 was a more successful year for Cambridge. They won the race and set a new record for the course: 16 minutes and 19 seconds, the fastest time in history.

Exercise 2 1.19

- Play the CD again twice. Students write the years.

ANSWER KEY

a 1877 b 1981 c 1938 d 1984 e 1998 f 1912

Speak and Write

Exercise 1

- In pairs, students use the notes and pictures to ask and answer questions about the history of the Boat Race.

Exercise 2

- Elicit the information that students need, e.g. *What is the event? When did it start? Where does it happen?*
- Students write their paragraphs. Monitor and help.

SAMPLE ANSWER

The FIFA World Cup is an international football tournament and the world's most-watched sporting event. It first took place in Uruguay in 1930. It takes place in a different country every four years, and countries from all over the world compete. Brazil have won the World Cup more often than any other team, so in 1970 they were allowed to keep the trophy, but it was stolen in 1983.

3

Town and country

This unit includes

Vocabulary: towns and cities • people on the move • do and make • homophones • synonyms • urban or rural

Grammar: quantifiers: *some, any, much, many, a lot of, a little, a few* • definite, indefinite and zero article

Skills: describing landscapes • listening to directions

Writing: a leaflet

Workbook pages 20–27

Reading PAGES 22–23

Warm-up

- Look at the unit title and ask students if they prefer to live in a town or in the country. Students discuss the advantages and disadvantages of living in a town or in the country.
- Read the title of the reading page, *Are you lonesome tonight?* Elicit that *lonesome* is another word for *lonely*. Ask students if you are more likely to feel lonely if you are living in a town or in the country.

Before Reading

- Students discuss the questions in pairs.
- Discuss the questions as a class.

ANSWERS

Students' own answers.

Background Notes

There are many 'ghost towns' in the centre of the USA, where nobody lives any more. A few towns, like Monowi, Nebraska, have one or only a few people living there. Although much of Nebraska is very fertile, many small towns in the area are losing their inhabitants. Small farmers can't compete economically with big farms, so people move to big cities in search of work.

Read

Exercise 1

- Students read the **Reading tip**. Check understanding.
- Students read the first sentence of each paragraph and match them with the titles. Check the answers.

ANSWERS

Paragraph 1 E Paragraph 2 A Paragraph 3 C Paragraph 4 B Paragraph 5 D

Exercise 2 1.20

- Play the CD while students read the text a second time and do the exercise, underlining the relevant lines in the text. Check the answers.

ANSWERS

- b (Why has she got a lot of different jobs? Because there's nobody else to do them.)
- c (There are about 12 empty one-storey wooden houses.)

- a (It was a shop but it closed in the 1950s.)
- a (Elsie's son and daughter migrated years ago to find work in bigger towns.)
- c (Her food is good and farmers and truck drivers travel a long way to eat at her café.)

Exercise 3

- Students read the text again and decide if the sentences are true or false. Students correct the false sentences.
- Check the answers.

ANSWERS

- T
- T
- T
- F (The farmers left Monowi because they couldn't compete with enormous industrialized farms.)
- F (Elsie's husband died.)
- T
- F (Elsie likes Monowi and wants to stay.)

Understanding Ideas

- Put students into groups. Each group considers one of the questions.
- Discuss the questions as a class. On the board, write a list of good and bad points about living in a town alone.

Teaching Tip: Changing groups

Do the above activity by putting students into three groups. Assign a question to each group and tell them to take notes. When they have finished, mix the groups up so that they contain students who have discussed each of the questions. Students then present their ideas on the question they just discussed to the rest of their new group.

SAMPLE ANSWERS

- You could feel very lonely, have nobody to talk to, go crazy, or be very bored because there's nothing to do. You could do whatever you wanted, nobody would tell you what to do, it would be very peaceful.
- Students' own answers.
- Students' own answers.

Optional Activity: Ghost town debate

Aim: To explore the topic of the reading text.

Preparation: Put the class into groups A and B. Tell them they are the last residents of a small town called Cedarwood. Group A wants to leave the town, and Group B wants to stay.

Both groups look at the text again. Group A brainstorms reasons to leave the small town. Group B brainstorms reasons to stay in the small town.

Chair a debate between the two groups, eliciting reasons to stay and go from both sides and writing them on the board. At the end, the whole class votes on whether they should stay or go.

Vocabulary

Exercise 1

- Students match the highlighted words in the text with the definitions. Students check their answers in pairs.
- Check the answers.

ANSWERS

1 rural 2 immigrants 3 inhabitant 4 clerk 5 thriving
6 storey 7 abandoned 8 industrialized 9 rusting
10 dust 11 founded 12 in ruins 13 treasurer 14 junk
15 migrated

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

abandoned is an adjective which describes something that has been left and will not be used again.

clerk is a noun which means someone who works or looks after accounts in a place like an office or a bank. A town clerk keeps records in a town, such as births, marriages, voter registrations and deaths.

dust is a noun which means very small pieces of dirt. Dust is often in the air and covers things when you leave them for a long time.

found is a regular verb which means to establish or start something like a company or a town. The third person form is *founds* and the past simple form is *founded*.

immigrant is a noun which means a person who comes to a place from another country.

industrialized is an adjective which describes places with a lot of factories or other types of industry.

inhabitant is a noun which means a person who lives in a particular place.

in ruins is an expression which means badly damaged or destroyed. The plural noun *ruins* means what is left of a building after it has been destroyed.

junk is a noun which means old things that aren't very useful.

migrate is a regular verb which means to move to live in another place, often to look for work. The third person form is *migrates* and the past simple form is *migrated*.

rural is an adjective which means relating to the countryside.

rusting is an adjective which means that something iron is being turned red by iron oxide.

storey is a noun which means a floor or level of a building.

thriving is an adjective which means growing or doing well.

treasurer is a noun which means a person who looks after an organization's money, e.g. a town treasurer controls a town's finances.

Exercise 2

- Students find the words in the text and read the sentences which contain them. Elicit the meaning of the words.
- Write the following sentences on the board, or dictate them. Students complete the sentences.

- I never forget things because I've got a good _____. [memory]*
- The city was _____ called New Amsterdam, but later they changed its name to New York. [originally]*
- If you need to catch a train, the _____ station is opposite the post office. [railway]*
- It's a _____ village. There are only three houses. [tiny]*
- We live on a small island so we are _____ water. [surrounded by]*
- The _____ is the most important person in the town. [mayor]*
- This _____ of my country is very dry in the summer. [region]*
- They live in an _____ house. It's got ten bedrooms! [enormous]*

Optional Activity: Sentence race

Aim: To practise the vocabulary presented in the lesson.

Preparation: Write twelve words from **Vocabulary** exercises 1 and 2 on the board.

Put students in pairs. Explain that they have two minutes to write sentences using as many of the words as they can. They can skip any words they don't want to use, or use the words in any order. They can only use one word per sentence.

Time two minutes while students write their sentences.

Pairs read out their sentences. The class corrects any mistakes. The pair with the most correct sentences wins.

Quick Test: Correct the definitions

Write the following words and definitions on the board. Tell students that one word in each definition is incorrect. Students find the word and correct it.

- abandoned – something that is not left any more [used]*
- industrialized – having a lot of trees [factories / machines / industry]*
- mayor – the most important person in a country [town]*
- storey – a room of a building [floor / level]*
- enormous – something very small [big]*
- immigrants – people who go to another town [country]*
- inhabitant – a person that visits a place [lives in]*
- thriving – doing very badly [well]*
- region – a part of a town [country]*
- rural – relating to the city [country / countryside]*
- found – to start destroying a town [building]*
- junk – new things that don't have much value [old]*

More practice

Workbook page 20

Vocabulary

PAGE 24

Target Vocabulary

Monowi, population 1: abandoned clerk dust found immigrants industrialized inhabitant in ruins junk migrate rural rusting storey thriving treasurer

People on the move: commuter emigrant globetrotter immigrant nomad pilgrim refugee

do and make: do badly do harm do a job do maths do well make an appointment make a bad impression make a living make a mistake make money

My home town: blocks cosmopolitan harbours local neighbourhood resort suburbs urban

Homophones: blue / blew break / brake deer / Dear died / dyed groan / grown new / knew sighed / side storey / story

Activate

- Focus on the words in the box. Review their meaning by giving a few definitions to elicit the words, e.g. *very small* [tiny], *people who come to live in your country*. [immigrants]
- Students complete the sentences. Check the answers.

ANSWERS

- abandoned, junk, in ruins
- rusting, dust
- thriving, industrialized, founded
- clerk, treasurer, storey
- migrate, immigrants, rural, inhabitants

Extend

Exercise 1 People on the move

- Students match the words to complete the sentences. Check the answers.

ANSWERS

- 1 c 2 g 3 f 4 a 5 b 6 e 7 d

Exercise 2 do and make

- Students complete the table. Check the answers.

ANSWERS

do: badly, harm, a job, maths, well

make: money, a living, a mistake, a bad impression, an appointment

Teaching Tip: collocations

Students often find it difficult to remember collocations with *do* and *make*. Tell them to start a list of these expressions in their notebooks that they can refer to and learn from.

Exercise 3 My home town

- Students complete the text individually, then read the text again and try to guess the correct city.
- Students compare answers in pairs.
- Students vote on which city they think is being described.

ANSWERS

- 1 urban 2 harbours 3 cosmopolitan 4 suburbs
5 resort 6 neighbourhood 7 blocks 8 local
The city is Alexandria, Egypt.

Background Notes

Athens has a population of less than one million and doesn't have beaches next to the city, although it is close to the sea. Istanbul has a few beaches near the city centre, but has a population of about 12.6 million. Beirut has a lot of beaches, but a population of about 1.8 million people. Alexandria has beaches and a population of over four million people.

Exercise 4 Homophones

- Write *storey* on the board and elicit its meaning. [floor in a building] Ask: *Which word sounds the same as storey?* [story] Students spell this word. Write it on the board.
- Students complete the exercise individually, then check answers in pairs. Check the answers.
- While doing this exercise, tell students to say the bold words silently to themselves. This will help them to remember the pronunciation.

ANSWERS

- 1 story 2 dyed 3 Dear 4 side 5 blew 6 brake
7 grown 8 knew

Optional Activity: Homophones

Aim: To practise homophones.

Preparation: Write the homophones from exercise 4 in two columns on the board.

Students close their books. Read out the sentences in exercise 4 in random order. As you read out each sentence, students point to the correct spelling of the word on the left or right of the board, or call out 'left' or 'right'.

Quick Test: Team spelling

Put the class into teams A and B. Draw a short line on the board for each letter in the following words. One by one, start filling in the letters of each word. The first student to call out the word and spell it correctly wins a point for their team. If a student makes a mistake, the other team wins a point.

RUSTING
HARBOUR
COMMUTER
NOMAD
STOREY

SUBURBS
RURAL
RESORT
GROAN
PILGRIM

Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

More practice

Workbook page 21

Quantifiers: *some, any, much, many, a lot of, a little, a few*

Warm-up

- Focus on the picture. Brainstorm words to describe it. [modern, exciting, ugly, crowded, etc.]
- Ask students: *Do you know 'SimCity'? What can players do in SimCity?* [create and manage a simulated city]

Background Notes

SimCity is a computer game which allows players to design and manage their own city. Because the game teaches players about the problems of running a city, it is used in many schools in the UK and the USA.

Explore

Exercise 1

- Students read the text and find the examples of *some* and *any*. Students then complete the **Learn this!** box.

ANSWERS

It's got **some** great clothes and shoe shops. There aren't **any** ugly buildings. There's **some** beautiful scenery. Is there **any** pollution? There isn't **any** traffic. Are there **any** unfriendly people?

1 some 2 any

Exercise 2

- Review the meaning of *countable / uncountable* by asking a few questions, e.g. *Is water countable?* [No] *Are bottles of water countable?* [Yes] Say: *You can often check if a noun is countable or uncountable by imagining it, and seeing if you can really count it.*
- Students find the plural countable nouns and uncountable nouns in the text. Check the answers.

ANSWERS

plural countable: cinemas, cafés, parks, playgrounds, shops, buildings, accidents, people

uncountable: scenery, pollution, traffic, time

Exercise 3

- Students complete the table. Check the answers.

ANSWERS

With uncountable nouns: much, a lot of, a little

With plural countable nouns: a lot of, many, a few

- Read the **Look out!** box with the class. Ask: *Do we use 'many' in questions?* [Yes] *Do we normally use 'much' in affirmative sentences?* [No]

Language Note: Quantifiers

A few and *a little* refer to a smaller quantity than *a lot*, *much* and *many*, but have a positive feeling, i.e. *There are a few parks in our town* focuses on the fact that the parks exist, rather than on how few of them there are. To express that something is insufficient, we say: *There aren't many ... / There isn't much ...*, or *There are few ... / There is little ...*. *Lots of* means the same as *a lot of*, but is less formal.

Follow-up

Grammar Reference page 98

Exploit

Exercise 1 1.21

- Students complete the dialogue individually.
- Play the CD. Students listen and check.

ANSWERS

1 some 2 any 3 any 4 some 5 some 6 some
7 any

Exercise 2 1.22

- Students choose the correct words individually.
- Play the CD. Students listen and check.

ANSWERS

1 a lot of 2 many 3 a few 4 a little 5 much
6 a lot of

Exercise 3

- In pairs, students discuss their ideal city for a few minutes. Monitor and help with vocabulary.
- Pairs write six sentences about their ideal city. Remind them to use the quantifiers listed in this exercise.
- Some pairs read out their sentences. Correct any mistakes on the board with the class.

ANSWERS

Students' own answers.

Quick Test: Dictation

Instructions: see **Quick Test** on page 21.

My grandmother lives in a small town. There are a few historical buildings in the centre. Some tourists visit it in the summer and spend a little money in the shops. Nobody spends much time there because there aren't many things to do. There are a few nice lakes near the town with a lot of birds, but there aren't any good places for young people to go. It's a pretty town, but there isn't much entertainment.

More practice

Workbook page 22

Grammar Builder page 99, exercises 1–4

ANSWERS GRAMMAR BUILDER 3 (PAGE 99)

Exercise 1

1 some 2 any 3 any 4 any 5 some 6 any

Exercise 2

1 a little 2 a few 3 a little 4 a few 5 a few 6 a little

Exercise 3

1 many 2 much 3 many 4 many 5 much 6 many

Exercise 4

1 a lot of money	4 a lot of old people
2 a lot of traffic	5 a lot of countries
3 a lot of goals	6 a lot of homework

Landscapes

Target Vocabulary

Rural landscapes: cottage field footpath gate hedge hill lane stream valley wood

Urban landscapes: advertisement bus stop pavement pedestrian crossing postbox road sign roadworks rubbish bin street lamp traffic lights

Prepositions of movement: across over past through along

Warm-up

- Draw two overlapping circles on the board. Write *Rural landscapes* and *Urban landscapes* above each circle. Elicit what they mean. [country scenery and town scenery]
- Brainstorm things that you can see in these landscapes. Students tell you which circle to write them in. If students say things which can be in both places, such as *river*, write them in the overlapping area between the two circles.

Vocabulary

Exercise 1 1.23

- Students label the two pictures individually or in pairs.
- Play the CD. Students listen and check their answers. Play the CD again for students to repeat the words.

ANSWERS

- 1 hill 2 valley 3 wood 4 cottage 5 field
6 footpath 7 gate 8 hedge 9 stream 10 lane
11 advertisement 12 road sign 13 bus stop
14 postbox 15 pedestrian crossing 16 pavement
17 traffic lights 18 street lamp 19 roadworks
20 rubbish bin

Optional Activity: Word Stress

Aim: To focus on word stress patterns.

Preparation: Write the following word and stress pattern on the board.

• •

cottage

Model the stress pattern by clapping the rhythm and saying the word at the same time.

Students work in pairs and find words with the same stress pattern in exercise 1. [footpath, valley, bus stop, pavement, postbox, road sign, roadworks, street lamp]

Exercise 2

- Students label the pictures individually or in pairs.
- Check the answers.

ANSWERS

- 1 across 2 past 3 through 4 along 5 over

More practice

Workbook page 23

Listen 1.24

- Focus on the picture. Tell students they are going to listen to the route that the arrowed walker (in the yellow trousers) is about to take, and mark it on the picture.
- Play the CD. Students mark the route. Play the CD again for students to check their answer.
- Check the answer by asking different students to describe the parts of the route. If necessary, prompt them, e.g. Teacher: *Field*. Student: *We walked across the field*.

ANSWER



TAPESCRIPT

We walked across the field to the gate. We walked through the gate into the lane. We turned right and walked along the lane. We walked over a stream and past a cottage. Then we went over the river. We turned left onto a footpath. We walked over the river again. Then we walked along a footpath between two hedges. There was a small wood on our right. We came to a beautiful lake. We walked along the edge of the lake and stayed there the rest of the day.

Optional Activity: Directions

Aim: To practise landscape vocabulary and giving directions.

Preparation: With weaker students, write the following model directions on the board before you begin the next activity.

Walker in blue trousers to: the cottage

Walk across the field to the gate. Walk through the gate into the lane. Turn left. Walk along the lane. Walk over a stream and round a corner. Turn right. The cottage is in front of you!

Speak

- Model the activity. Say: *Imagine you are the walker in the blue trousers. You want to get to the cottage. Give directions to the cottage while students follow your route on the picture. Make some deliberate mistakes and pause for students to correct you, e.g. Teacher: Walk across the gate. Students: Through the gate!*
- Put students in pairs. Student A chooses a new walker and a new destination, then gives directions. Student B follows the route. Monitor and help.
- Students swap roles and repeat the activity.

More practice

Everyday English 3, Teacher's Book pages 106–107

Definite, indefinite and zero article

Warm-up

- Focus on the photo. Ask: *Where do you think this town is? What is the weather like? Would you like to live there?*
- Students quickly read the text and write two things they have learnt about Grimsby, e.g. It's in England. It's by the sea. It's got a harbour with boats in it.

Explore

Exercise 1

- Read the **Learn this!** box as a class.
- Students match the rules in the **Learn this!** box with the articles in the text. Check the answers.

ANSWERS

- I live in a town ... The town is called Grimsby. He's got a boat ... fishing with him on the boat
- It's a nice place. My dad's a fisherman ... it's a small boat
- ... the east coast of England, by the sea
- in stormy weather

Exercise 2

- Students choose the correct words. Check the answers.

ANSWERS

- Life
- The weather
- bicycles, pedestrians
- Indian food
- The fields
- advertisements

Follow-up

Grammar Reference page 98

Exploit

Exercise 1

- Students read the text and choose the best answers individually. Check the answers.

ANSWERS

- a
- the
- a
- (x)
- a
- the
- an
- (x)
- a
- a
- the
- a

Teaching Tip: Articles

Tell students that there are lots of different rules about when to use the indefinite article (*a / an*) and definite article (*the*), but a good general rule is that we use the definite article when it is clear what we mean. This is why we use *a / an* when we mention something for the first time, then use *the* when we continue to talk about it. e.g. *I saw a great film last night. The film was about a dog. The dog was called Buck.*

Exercise 2

- Students complete the text individually. Check the answers.

ANSWERS

- a
- the
- a
- the
- the
- (x)
- (x)
- an
- a
- a
- (x)
- a
- The
- a
- (x)

Exercise 3

- Look at the table as a class. Elicit which items are generalizations. [big cities, Italian food, talkative people, optimistic people]
- Students ask and answer questions in pairs. Monitor and help. Encourage students to give reasons for their opinions.

Quick Test: Using articles

Write the following prompts on the board. Students write the sentences with the correct articles.

- you / like / playing / sport?* [Do you like playing **(x)** sport?]
- weather / be / very hot yesterday* [**The** weather was very hot yesterday.]
- you / have got / computer at home?* [Have you got **a** computer at home?]
- let's go to / beach / next weekend* [Let's go to **the** beach next weekend.]
- She / often / listen to / English songs* [She often listens to **(x)** English songs.]
- there / be / new café in my street* [There's **a** new café in my street.]
- we / not go / to / school on Saturdays* [We don't go to **(x)** school on Saturdays.]

More practice

Workbook page 24

Grammar Builder page 99, exercises 5–8

ANSWERS GRAMMAR BUILDER 3 (PAGE 99)

Exercise 5

- | | |
|------------------|------------------|
| 1 a, a, The, the | 5 a, a, The, the |
| 2 a, a, The, the | 6 a, a, the |
| 3 a, The | 7 a, a, The, the |
| 4 a, a, the | |

Exercise 6

- a, the
- the, a
- the, a
- a, the
- a, The
- the, a

Exercise 7

- I saw **the** president on TV last night.
- I'd like to travel round **the** world.
- It was cold but **the** sun was shining.
- If you see an accident, you should phone **the** police.
- My brother wants to join **the** army.
- It's too cold to swim in **the** sea.
- The** moon came out from behind the clouds.
- Paris is **the** capital of France.

Exercise 8

- cold coffee
- the coffee
- cats
- the children
- sport
- football
- the books
- The water

A leaflet

Target Language

Leaflet: don't miss if you like + *ing* ...
imperative + where you can ... learn about
 marvel at relax spend some time at / on
 take a trip to visit wander through

Adjectives: ancient atmospheric famous fascinating
 historic sandy stunning vast winding wonderful

Warm-up

- Focus on the texts. Elicit that they are leaflets. Ask: *Where do we get leaflets?* [in museums, from people on the street, sometimes in the post] *What do you think the leaflets on page 28 are about?*

Read

- Students read the leaflets and discuss in pairs which is their favourite place.
- Students tell the class their preferences. Check meaning of *stretches* [areas], *moorland* [high, open land], *wander* [walk around slowly], *winding*, [narrow, twisting path or street], *don't miss* [you must see this], *marvel* [be amazed by] and *scenery*. [landscape]

Background Notes

Devon is a county (region) in south-west England which is popular for its natural beauty. York is a historic city in North Yorkshire, in north-east England. It was founded by the Romans in AD 71 and later occupied by the Vikings. York has a lot of historic buildings and tourist attractions.

Prepare

Exercise 1

- Students answer the questions. Ask: *Why do we use bullet points?* [to make information easier to read / see]

ANSWERS

1 A 2 B

Exercise 2

- Students identify the structure. Say: *Imperatives are useful for leaflets because they address the reader directly.*

ANSWER

Imperatives

Exercise 3

- Students look at the leaflets again. Ask: *How many topics are covered in each bullet point in leaflet B?* [one]
- Students read leaflet A again and insert three bullet points where they think appropriate.

SUGGESTED ANSWERS

Bullet point 1: Come and visit ...

Bullet point 2: If you like walking ...

Bullet point 3: Devon has got lots of ...

Exercise 4

- Students find the adjectives. Check the answers.

ANSWERS

1 vast 2 historic 3 atmospheric 4 ancient 5 famous
 6 fascinating 7 wonderful 8 stunning

Teaching Tip: Extreme adjectives

Extreme adjectives mean *very* + adjective. They make our writing sound more interesting. Brainstorm words which mean *very* + ... [amazing, awful, brilliant, fantastic, huge, tiny, etc.] Students find the extreme adjectives in the leaflets. [vast, ancient, fascinating, wonderful, stunning]

Optional Activity: Collocations

Aim: To focus on the collocations used in the leaflets.

Preparation: Write the following words on the board in two columns.

1 relax, 2 wander, 3 spend, 4 learn, 5 marvel, 6 take
 A some time, B on the beach, C at the scenery, D about the ancient castle, E a trip, F through the streets

Students match the verbs with the phrases. [1B, 2F, 3A, 4D, 5C, 6E]

Write

- Read the **Writing tip** and the instructions as a class. Make sure students understand what they are going to write. Brainstorm places and ideas for the items in the instructions.
- Students choose a place to write about and make notes.
- If the writing is done in class, circulate and monitor. Correct common errors on the board.
- Students use the **Check your work** box to check their finished leaflets. Ask students to check each other's work.

SAMPLE ANSWER

Aquaba: Red Sea Paradise

- If you like water sports, Aquaba is the place for you. Relax on the beach, snorkel or learn to dive at one of Aquaba's professional diving schools.
- Wander through the atmospheric town centre, buy great gifts and try some delicious Jordanian food.
- Take a two-day tour to the stunning Wadi Rum desert. Ride a camel and camp under the stars.
- For wonderful beaches, beautiful weather and fantastic entertainment, visit Aquaba!

Marking scheme

- An interesting title. [1 mark]
- Use of bullet points. [1 mark]
- Short, clear sentences. [1 mark]
- Content is informative. [1 mark]
- Use of imperatives and language that addresses the reader. [1 mark]
- A variety of descriptive and extreme adjectives. [1 mark]
- Use of semi-formal, leaflet style. [1 mark]
- Correct word length. [1 mark]
- Accurate spelling and punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice

Workbook page 25

Language Skills

Exercise 1 1.25

- Students complete the dialogue individually. Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

- 1 keen 2 mean 3 town 4 tickets 5 setting
6 historic 7 miss 8 fascinating 9 wander
10 atmospheric

Exercise 2

- Students read the dialogue again and correct the false sentences. Check the answers with the class.

ANSWERS

- 1 T
2 F (It isn't Sara's home town because she wants to visit it.)
3 F (They are going to the theatre in the evening.)
4 T
5 T
6 F (Angela thinks Henley Street has changed a bit since Shakespeare's time.)

Exercise 3

- Students complete the sentences individually. Check the answers.

ANSWERS

- 1 lot 2 any 3 many 4 little 5 much 6 some
7 few

Dictionary Corner

Teaching Tip: Synonyms

Synonyms are words with the same or similar meaning. Dictionaries help students to increase their vocabulary by giving the exact synonyms of the word (after the abbreviation **SYN**), or by using a synonym of the word in the definition.

Cross-references (arrows) also indicate close synonyms and related words.

Exercise 1 Synonyms

tiny **W** /'taɪni/ **adj.** (tinier; tiniest) very small: *the baby's tiny fingers*

enormous **W** **AW** /ɪ'nɔ:məs/ **adj.** very big or very great: *an enormous building* **AW** *enormous pleasure* **AW** **adv.**

huge **W** /hju:dʒ/ **adj.** very big: *a huge amount/quantity/sum/number* **AW** *a huge building* **AW** *The film was a huge success.* **AW** **adv.**: *hugely successful/popular/expensive*

vast **W** /vɑ:st/ **adj.** extremely big: *a vast sum of money* **AW** *a vast country* **AW** **adv.**: *a vastly improved traffic system*

- Students turn to the entry for *tiny* in their dictionaries. Elicit or highlight the following information:
 - tiny* is an adjective: **adj.**
 - tiny* means very small.
- Students look up *enormous*, *huge* and *vast*. They all mean very big. Therefore *tiny* is wrong because it means small.

- Students use their dictionaries to identify the adjective that is different in each group. Check the answers.

ANSWERS

- tiny** (It means very small. The others mean very big.)
- infamous** (It means known for bad things. The others mean known for generally good things.)
- dreadful** (It means very bad. The others mean very good.)
- antiquated** (It means very old-fashioned. The others mean of the present day.)
- fascinating** (It means interesting. The others mean boring.)

Exercise 2

Teaching Tip: Using the correct context

Students must be careful to use words in the correct context. Dictionaries are useful because they provide information about the contexts in which particular words can be used.

antique /æn'ti:k/ **adj.** (used about furniture, jewellery, etc.) old and therefore often valuable: *an antique vase/table* **AW** *antique furniture/jewellery*
AW **noun** [C]: *That vase is an antique.* **AW** *an antique shop* (= one that sells antiques)

- Students turn to the entry for *antique* in their dictionaries. Elicit or highlight the following information:
 - We use *antique* to refer to furniture.
 - The definition explains that antique means old and valuable. This means that *old* and *antique* are related words, but don't have exactly the same usage.
 - antique* is an adjective: **adj.**
- Students use their dictionaries to complete the sentences with the words in the box. Elicit that they are all adjectives with similar meanings to *old*, but each is used in a different context.
- Check the answers.

ANSWERS

- antique** (refers to furniture, jewellery, etc.)
- second-hand** (refers to things that were used before by somebody else)
- archaic** (refers to very old-fashioned things)
- obsolete** (refers to inventions that are no longer used)
- elderly** (refers to people)

Exercise 3 Urban or rural?

- Students turn to the entry for *barn* in their dictionaries. Elicit or highlight the following information:
 - barn* is a noun.
 - barn* has a subject label, AGRICULTURE.
 - the definition for *barn* shows that it is found on a farm, in other words it's part of rural life.
- Students use their dictionaries to check the other words and complete the table. Check the answers.

ANSWERS

urban life: pedestrian crossing, parking meter, square, traffic jam

rural life: barn, crops, irrigation, plough

Follow-up

Self Check, Workbook pages 26–27

Test Unit 3, Teacher's Book pages 126–127

This unit includes

Vocabulary: extreme adjectives • *-ed* and *-ing* adjectives • human qualities • challenging jobs • describing success

Grammar: comparatives and superlatives • (not) *as ... as*, *too*, *enough*

Skills: listening and talking about heroes

Writing: a book report

Workbook pages 28–35

Reading PAGES 30–31**Warm-up**

- Look at the unit title and ask students who their personal hero is. Ask them what people do to become a hero. [something brave, something that benefits other people, something dangerous]
- Read the title of the reading page, *An ordinary hero*. Explain that heroes are not always famous people and that a hero may be an ordinary person who does something extremely brave.

Before Reading

- Read the questions as a class, and brainstorm students' heroes. Students say why they are heroes. Write the names and reasons on the board. Students vote for their favourite.

ANSWERS

Students' own answers.

Read**Exercise 1**

- Students read the **Reading tip**. Check understanding. Explain that making predictions about a text before you read helps you to understand it.
- Students look at the pictures and the title of the text. Ask: *What is the topic?* [bravery / people getting rescued from a house fire] Students write words relating to this topic.

ANSWERS

Students' own answers.

Exercise 2

- Students read the text quickly and answer the questions. Say: *You don't have to understand every word to do this.*
- Check the answers.

ANSWERS

- a** John's mother and three of the children
b John's two younger brothers

Exercise 3 1.28

- Play the CD while students read the text a second time and do the exercise, underlining the relevant lines in the text. Check the answers.

ANSWERS

- a** (... decided to create the award in 1940. Since then, fewer than 160 people have received it.)
- c** (The youngest recipient is John Bamford. John received the award in 1952, at the age of 15.)
- b** (... they went downstairs ... They opened the living room door ... they couldn't get back upstairs to help the rest of the family.)
- b** (They climbed up the front of the house and managed to help John's mother ... out of the bedroom window.)
- c** (John then crawled through the flames ...)
- b** (But the elder boy was so dazed that he ran back through the burning room.)

Background Notes

Since its creation in 1940, 159 George Cross medals have been awarded to civilians for exceptional bravery. The military version of the George Cross is called the Victoria Cross. It is given for bravery in battle. Since 1856, 1,353 Victoria Cross medals have been awarded to soldiers.

Understanding Ideas

- Students read the questions and think of possible answers.
- Students discuss their answers in groups.
- Bring the class together to compare answers.

Teaching Tip: Role-playing

Extend the above activity by putting students in pairs and telling them to imagine that one is a journalist and the other is John Bamford. Student A (the journalist) asks Student B (John Bamford) direct versions of questions 1–3, e.g. *Why did you send your father to wait outside? Why didn't you jump to safety from the back bedroom window? What was the bravest / most difficult thing that you did?*

SAMPLE ANSWERS

- It's surprising because John was much younger than / not as strong as his father.
- He could have jumped to safety, but instead he went back to save his brother.
- When he told his father to leave, and crawled through the flames himself. / When he refused to jump to safety. / When he chased his brother, going through the flames a second time.

Optional Activity: Re-telling a story

Aim: To practise relating the events in a story.

Preparation: Write the following prompts on the board.

go downstairs → flames → climb up → rescue mother and three children → father leaves → crawl into the bedroom → rescue one brother → rescue the other brother → jump out of the window.

One by one, students use the prompts to re-tell the stages of the story. Ask questions to help them if necessary.

Individually, students use the prompts to write a paragraph summarizing John Bamford's story.

Vocabulary

Exercise 1

- Students match the highlighted words in the text with the definitions and synonyms. Explain that the text uses stronger adjectives to show the drama of the story. Some of the highlighted adjectives have a similar meaning, e.g. *dreadful* and *horrific*, *panic-stricken* and *horrified*, *horrified* and *terrified*.
- Check the answers.

ANSWERS

1 distressed 2 horrified 3 unconscious 4 agonizing
5 intense 6 dreadful / horrific 7 gripping 8 countless
9 horrific / dreadful 10 panic-stricken / terrified / horrified
11 exceptional 12 heroic 13 dazed
14 terrified / panic-stricken / horrified 15 exhausted

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

agonizing is an adjective which means extremely painful. The noun form is *agony*.

countless is an adjective which means a very large number of something. It is only used before a noun.

dazed is an adjective which means temporarily unable to think or react normally, i.e. confused. This is caused by a shock, a blow, etc.

distressed is an adjective which means very upset. The noun and verb form are both *distress*.

dreadful is an adjective which means extremely bad or unpleasant. A synonym is *horrific*.

exceptional is an adjective which means extremely unusual.

exhausted is an adjective which means extremely tired.

gripping is an adjective which means extremely exciting or interesting.

heroic is an adjective which means very brave.

horrific is an adjective which means extremely bad and shocking or frightening. A synonym in some cases is *dreadful*.

horrified is an adjective which means shocked, disgusted or frightened. The verb form is *horrify*. A synonym in some cases is *panic-stricken* or *terrified*.

intense is an adjective which means acute or extreme.

panic-stricken is a compound adjective which means overcome by fear or panic. A synonym is *terrified*.

terrified is an adjective which means experiencing extreme fear. The verb form is *terrify*. A synonym is *horrified* or *panic-stricken*.

unconscious is an adjective which means to be in a temporary state that is like sleep, for example, because of illness or injury.

Optional Activity: Categorizing adjectives

Aim: To help students learn the adjectives in exercise 1.

Preparation: Write the headings *positive*, *negative*, and *neutral* on the board.

Students categorize the adjectives from exercise 1 under the headings on the board.

Check the answers with the class.

[Positive: heroic, gripping]

Negative: agonizing, distressed, dreadful, exhausted, horrific, horrified, panic-stricken, terrified, unconscious

Neutral: countless, dazed, exceptional, intense]

Exercise 2

- Students find the words in the text and read the sentences which contain them. Elicit the meaning of the words.
- Write the following definitions on the board, or dictate them. Students write the correct words.

1 *Extremely good.* [outstanding]

2 *A person who is not a soldier.* [civilian]

3 *To save someone from a dangerous situation.* [rescue]

4 *A prize that you get for doing something well.* [award]

5 *To move on your hands and knees.* [crawl]

6 *Extreme bravery.* [heroism]

7 *Someone who receives something.* [recipient]

8 *To find out about something.* [investigate]

9 *To start burning.* [burst into flames]

Quick Test: Noughts and crosses

Draw a 3x3 grid on the board and play a game of noughts and crosses with one student, to remind students how to play. Then draw a new 3x3 grid and write an adjective from **Vocabulary** in each square. Divide the class into two teams (Noughts and Crosses). Noughts choose a square and help while one team member writes a sentence containing that word on the board. If the sentence is correct, they draw a nought in that square. If it is incorrect, the square remains in play. Then Crosses play. Continue until one team has made a line of three.

More practice

Workbook page 28

Vocabulary PAGE 32

Target Vocabulary

An award for bravery: agonising countless dazed distressed dreadful exceptional exhausted gripping heroic horrific horrified intense panic-stricken terrified

Adjectives ending in -ed and -ing: annoying / annoyed astounding / astounded bewildering / bewildered boring / bored disappointing / disappointed embarrassing / embarrassed exciting / excited exhausting / exhausted frightening / frightened interesting / interested mesmerizing / mesmerized surprising / surprised thrilling / thrilled

Activate

- Focus on the words in the box. In pairs, students review their meaning by asking each other questions, e.g. *What's another word for 'extremely tired'?* [exhausted]
- Students read the text. Ask: *What did Jenny Wilson do?* [She rescued her neighbour from his car during a flood.]
- Students match the words in the box with the highlighted adjectives in the text. Check the answers.

ANSWERS

1 gripping 2 exceptional 3 dreadful 4 intense
5 horrified 6 countless 7 dazed 8 horrific
9 panic-stricken 10 agonizing 11 exhausted
12 heroic 13 terrified 14 distressed

Optional Activity: Find the synonyms

Aim: To do the above activity through a team game.

Preparation: Write the highlighted words in the text in exercise 1 on small pieces of paper. Do the same for the words in the box. Keep the two sets of words separate.

After students have read the text about the Bridgeport flood, put the class into teams A and B. Give one set of words to each team.

A student from Team A reads out one of their words. The students in Team B find and hold up the word with the same meaning. If Team B is correct, they win a point. If they are incorrect, Team A can try to say the synonym and win a point.

Teams take turns until all the words have been matched. The team with the most points is the winner.

Extend

Exercise 1 Adjectives ending in -ed and -ing

- Read the **Look out!** box as a class.
- Focus on the two examples at the top of the table.
Ask: *Which words are about how someone feels?* [bored, annoyed]
- Students complete the table, using their dictionaries to check the meaning of any unknown words. Check the answers.

ANSWERS

1 embarrassing 2 thrilled 3 mesmerizing 4 astounded
5 bewildering 6 disappointed 7 frightening
8 exhausted

Exercise 2

- Focus on the photos. Ask: *How do you think the person in photo 1 feels?* [exhausted, bored, etc.] Describe one of the other people using an -ed adjective. Ask students to guess which photo you are talking about.
- In pairs, students take turns to describe and guess the photos. Remind them to use -ed adjectives.

SUGGESTED ANSWERS

1 exhausted, bored
2 frightened, terrified, shocked, distressed
3 thrilled, astounded, excited, surprised
4 bored, annoyed, disappointed

Exercise 3

- Students choose the correct adjectives individually. Check the answers.

ANSWERS

1 boring 2 interesting 3 exciting 4 embarrassing
5 annoyed 6 surprised 7 exhausting 8 disappointing

Exercise 4

- In pairs, students discuss items 1–6 and think of -ing adjectives to describe them.
- Students write sentences individually. Monitor and help. With a strong class, encourage students to use other -ing adjectives that they know.
- Check the answers.

ANSWERS

Students' own answers.

Quick Test: Error correction

Dictate the following sentences. Tell students that some of the sentences are incorrect. Students correct the incorrect sentences in their notebooks.

- That horror film was really frightened.* [frightening]
- The teacher is annoyed with us today.* [correct]
- I saw a really interested programme about the Pyramids.* [interesting]
- Ahmed was exhausted after the football match.* [correct]
- I'm boring of staying at home.* [bored]
- We're really exciting about our holidays.* [excited]
- Sue was disappointed when she didn't pass the test.* [correct]
- When I fell off my chair, it was really embarrassed.* [embarrassing]
- I'm very surprised to see you here.* [correct]
- We were thrilling when we heard the news.* [thrilled]

Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

More practice

Workbook page 29

Comparatives and superlatives

Warm-up

- Brainstorm famous footballers. Ask: *Who is the best / most famous footballer? Is (footballer X) better / more famous than (footballer Y)?*

Explore

Exercise 1

- Students read the text and decide if the questions are true or false. Students correct the false sentences.
- Check the answers.

ANSWERS

- T
- F (He regularly scored spectacular goals in his first year with Wigan.)
- F (Zaki has a lot further to travel on the path of his football career.)

Background Notes

Amr Zaki was born in Mansoura, Egypt, in 1983. In the 2004–2005 season, he was the top goal-scorer in the Egyptian premier league. He played in the African Cup of Nations in 2006 and signed with Egyptian club Al Zamalek that year.

Exercise 2

- Students find the adjectives in the text, then complete the table. Check the answers.

ANSWERS

- cheaper
- hottest
- simpler
- wealthier
- more difficult
- most talented
- best
- worse
- better known
- further

Language Note: Superlatives

After a possessive form, we omit *the* from the superlative form, e.g. *Zaki's best goal yet* or *Wigan's hottest striker*.

Exercise 3

- Write the short adjectives from the table in exercise 2 on the board. Underline the spelling changes in the comparative and superlative forms.
- Elicit the spelling rules, or revise them if necessary.

Follow-up

Grammar Reference page 100

Exploit

Exercise 1

- Students read the chatroom texts and complete them with the correct comparative and superlative forms.
- Check the answers.

ANSWERS

- best
- wealthiest
- worse
- most reliable
- braver
- more determined
- better-organized
- luckier
- fittest
- most talented
- better
- more entertaining

Exercise 2

- Students write the questions individually, then ask and answer the questions in pairs.
- Discuss some students' opinions as a class.

ANSWERS

- Which is more exciting, parachuting or bungee jumping?
- Who are fitter, footballers or ballet dancers?
- Which are more dangerous, crocodiles or sharks?
- Which is more entertaining, football or basketball?
- Who are better-paid, TV presenters or footballers?
- Which is more gripping, history or geography?
- Which is worse for your health, chocolate or chips?

Exercise 3

- Students complete the sentences. Discuss some students' opinions as a class.

ANSWERS

- most talented
- most important
- most aggressive
- most fascinating
- best known
- most spectacular
- healthiest
- most impressive

Quick Test: Comparatives and superlatives

Write the following adjective forms on the board. Students transform the superlatives to comparatives, and vice versa, e.g. *the most successful* – *more successful*, *wealthier* – *the wealthiest*.

- | | |
|------------------------------|------------------------|
| 1 <i>the most successful</i> | 6 <i>better-known</i> |
| 2 <i>wealthier</i> | 7 <i>worse</i> |
| 3 <i>the best</i> | 8 <i>fitter</i> |
| 4 <i>bigger</i> | 9 <i>more exciting</i> |
| 5 <i>the bravest</i> | 10 <i>the furthest</i> |

More practice

Workbook page 30

Grammar Builder page 101, exercises 1–4

ANSWERS GRAMMAR BUILDER 4 (PAGE 101)

Exercise 1

- larger
- taller
- thinner
- earlier
- better
- easier
- hotter
- worse

Exercise 2

- taller
- larger
- hotter
- easier
- better
- earlier
- thinner
- worse

Exercise 3

- more difficult than
- more boring than
- more successful ... than
- more confident than
- more entertaining than
- more exciting than

Exercise 4

- Chimpanzees are the funniest animals in the world.
- Mark is the tallest boy in the class.
- Russia is the largest country in the world.
- Crime stories are the most popular stories in the world.
- Germany has got the biggest population in Europe.
- Who is the hardest-working / most hard-working student in the class?
- Titanic* is the most moving film I've ever seen.

Personal heroes

Target Vocabulary

Human qualities: courage cowardice education generosity intelligence leadership loyalty meanness modesty patience perseverance sense of humour wisdom

Vocabulary

Exercise 1

- Focus on the words in the box. Students find the two negative qualities.

ANSWERS

cowardice, meanness

Exercise 2

- Students complete the adjectives using a dictionary.

ANSWERS

1 generous 2 courageous 3 intelligent 4 modest
5 mean 6 cowardly 7 loyal 8 educated

Exercise 3

- In pairs, students use dictionaries to think of more positive qualities and adjectives. List students' words on the board.

Exercise 4

- In pairs, students write two qualities for each profession.
- Write some students' suggestions on the board. Students vote for the most important qualities.

SUGGESTED ANSWERS

1 modesty, perseverance
2 leadership, intelligence, education
3 patience, generosity
4 perseverance, courage

Exercise 5

- Students read the texts and decide what qualities they think the people possessed. Discuss the answers as a class.

ANSWERS

Students' own answers.

More practice

Workbook page 31

Listen

Exercise 1 1.29

- Play the CD twice. Students compare their answers in pairs. Check the answers.

ANSWERS

1 grandfather – perseverance 2 charity worker – modesty
3 teacher – patience 4 neighbour – courage

TAPESCRIPT

1 My own personal hero is my grandfather. He grew up on a farm and didn't really receive an education – not a formal education, anyway. But then, as an adult, he decided that he didn't want to spend his life as a labourer, so he began studying at home.

He taught himself maths, algebra ... that kind of thing. It was difficult, because he only had the evenings to study – he was working all day. Eventually, he managed to get an engineering qualification. He got a job – quite a junior position – with an engineering company, and then continued his studies in his spare time. He ended up with a university degree and an important, well-paid job. The reason he's my hero is that he never gave up. He wasn't born into a privileged family, but he was determined to better himself – and he achieved his goal.

- My hero is called Jenny and she works for a charity in my local village. The charity looks after disabled children whose parents cannot take care of them. She organizes special outings for the children and she's also in charge of music lessons for them. I know that she could get a much better-paid job if she worked in business, but she's decided that the most important thing for her is to do something worthwhile. For Jenny, it's all about job satisfaction, not money. I really admire her because, although she has dedicated her life to helping others, she never boasts about it. She just says that she wishes she could do more. When I tell her she's amazing, she looks a bit embarrassed! But that's just her personality.
- My personal hero is Mr Curtis, who was my teacher in the final two years of primary school. As a teacher, he really inspired in me a love of education. He made everything seem so fascinating – history, biology, even maths ... they all came to life when he talked about them. It's because of him that I decided to become a teacher myself – that's what I'm studying to become. Although I don't think I'll ever be quite as good as he was. What I remember most clearly is that he was never in a hurry – he always had time for us. And if we didn't understand something, he would explain it again ... and again, until we got it. He never seemed to lose his temper! Amazing really – I'm sure we were very annoying!
- One of the people I admire most is a man who lives on our street. He's called Vincent, and he's done some amazing things in his life. He's climbed Kilimanjaro, one of the most difficult and highest mountains in the world. As if that weren't enough, he's currently training to attempt 'the big one': Everest! The most astonishing thing about Vincent is that he's been completely blind from birth. That must make all of his achievements so much more difficult – and more frightening too. But he's managed to overcome the fear. As Vincent once said, if you spend too much time thinking about all the dangers in life, you'd never leave the house – let alone climb Everest! I think he's an inspiration to all of us.

Exercise 2 1.29

- Play the CD. Students choose the correct expressions.

ANSWERS

1 a 2 b 3 b 4 a 5 a 6 b 7 a 8 a

Speak

Exercise 1

- Check the meaning of *inspiring*. [someone / thing that motivates you] Students complete the notes individually.

Exercise 2

- Students present their notes from exercise 1 to the class.

More practice

Everyday English 4, Teacher's Book pages 108–109

(not as) ... as, too, enough

Warm-up

- Focus on the film poster. Ask: *What kind of film is it?* [a cartoon, a comedy, a children's film] *What can you see?* [a baseball player, a stadium, a bat and ball with faces on]
- Ask: *What films are on at the cinema now? Do you ever buy things online? Can you buy something if it is sold out?* [No]

Explore

Exercise 1 1.30

- Play the CD. Students read and listen to the dialogue, and answer the questions. Check the answers.

ANSWERS

- 1 Harry 2 *Last Action Hero* 3 Not enough time

Background Notes

The British Board of Film Certification issues certificates for all films shown in Britain, stating the minimum age of the people who are allowed to see the film. These certificates are: 18, 15, 12, 12A (under-12s can see the film if they are with an adult), PG (certain scenes may be unsuitable for under-eights) and U (all ages can see it).

Exercise 2

- Read the **Learn this!** box as a class. Students complete the rules and match them with the examples in the text.

ANSWERS

- between, not as good as
- before, too late
- after, old enough
- before, enough time

Language note: not as ... as

We use the negative form *not as ... as* more often than the affirmative form *as ... as*.

Follow-up

Grammar Reference page 100

Exploit

Exercise 1

- Students write sentences individually. Monitor and help. Students read out their sentences.

ANSWERS

Students' own answers.

Exercise 2

- Students write two reasons for not following the suggestions. Monitor and help. Students read out their sentences.

ANSWERS

Students' own answers.

Exercise 3 1.31

- Ask: *What do casting directors do?* Students quickly read the dialogue and find the answer to this question. [They choose the actors who appear in films or plays.]
- Students complete the dialogue individually. Play the CD. Students listen and check their answers.

ANSWERS

- 1 tall enough 2 enough experience 3 well known enough 4 too old 5 enough muscle 6 enough time

Exercise 4

- Students complete the text individually. Monitor and help.

ANSWERS

- 1 brave enough 2 funniest 3 most moving
4 enough perseverance 5 best known 6 bigger
7 not as talented as 8 good enough 9 most important
10 too late

Quick Test: Finish the sentences

Write the following sentences and cues on the board. Students complete the sentences with suitable adjectives.

- I'm 1.60cm and Jake is 1.85cm. I ... (not as ... as)*
[I'm not as tall as Jake.]
- We don't have enough money for the tickets. They ... (too)*
[They are too expensive.]
- Rick and Khayam are both 15. Khayam ... (as ... as)*
[Khayam is as old as Rick.]
- You have to be 18 to see the film, and I'm 14. I ... (enough)*
[I'm not old enough.]
- Toby is stronger than John. John ... (not as ... as)*
[John isn't as strong as Toby.]
- The last test was easy, but this test ... (too)*
[This test is too difficult / hard.]

Workbook page 32

Grammar Builder page 101, exercises 5–8

ANSWERS GRAMMAR BUILDER 4 (PAGE 101)

Exercise 5

- The French cookbook is as expensive as the Italian cookbook.
- Diana is as old as Mike.
- Cathy is as intelligent as Joe.
- The BMW is as fast as the Mercedes.
- I'm as tired as you.
- I go swimming as often as you.

Exercise 6

- Sylvester isn't as tall as Arnold.
- Science fiction films aren't as gripping as disaster films.
- Ellen isn't as funny as Jane.
- The acting in *Troy* wasn't as good as the acting in *Gladiator*.
- The sports centre in the village isn't as big as the sports centre in the town.
- You aren't as interested in history as me.

Exercise 7

- 1 too cold 2 too expensive 3 too sweet
4 too boring 5 too tired 6 too untidy

Exercise 8

- 1 enough time 2 funny enough 3 enough exercise
4 enough people 5 old enough 6 enough television

A book report

Target Language

Book report: author (main) character

I would / wouldn't recommend it. It takes place in ...
moral of the story novel style of writing twist
work writer

Adjectives: coveted disastrous exhausting fascinating
huge impoverished terrifying

Warm-up

- Focus on the photo. Ask: *Who is the man in the photo?* [a fisherman, a sailor, etc.] *What has he caught?* [a shark, a really big fish, etc.] *What is he going to do with it?* [eat it, let it go, etc.] *How does he feel?* [proud, tired, happy, etc.]

Read

Exercise 1

- Focus on the text and elicit that it is a book report.
- Students quickly read the book report and answer the questions.

ANSWERS

A 3 B 2 C 1

Exercise 2

- Students read the book report again and decide if the sentences are true or false. Students correct the false sentences.
- Check the answers. Elicit or explain difficult vocabulary.

ANSWERS

- F (Ernest Hemingway was 52 years old when he wrote *The Old Man and the Sea*.)
- F (In the story, Santiago catches a huge marlin – a type of fish.)
- T
- F (Joanna describes the book as fascinating, thought-provoking, simple and poetic.)

Background Notes

A marlin is a very large fish with a big dorsal fin (the fin on its back) and a long tusk (like a horn) above its mouth. Some species of marlin can grow to over five metres long and weigh over 700 kg. Marlin are the fastest fish in the world. Some can swim up to 110 km/hour.

Exercise 3

- Students find the adjectives in the text. Check the answers.

ANSWERS

- 1 coveted 2 impoverished 3 disastrous 4 huge
5 exhausting 6 terrifying 7 fascinating

Prepare

Exercise 1

- Students read the phrases in the table and find similar ones in the book report. Students tick the paragraphs where these phrases occur. Check the answers.

ANSWERS

a 3 b 3 c 2 d 1 e 1 f 1 or 2 g 2 h 1 i 2
j 2 k 3

Teaching Tip: Time expressions

Write the following time expressions on the board:
in 1951, when he was 52, three years later, after 84 days, finally, eventually, during, in the end.

Students find the expressions in the text. Tell students that we use time expressions to talk about a novel's historical background, or to show the order of events in the story.

Exercise 2

- Focus on the writing plan. Check understanding. Students choose a book and make notes using the plan.

Write

- Read the **Writing tip** as a class and check understanding.
- Students write their book report using their plan from **Prepare** exercise 2. If the writing is done in class, circulate, monitor, and correct common errors on the board.

SAMPLE ANSWER

Journey to the River Sea

Journey to the River Sea is a children's fantasy novel by the author Eva Ibbotson, who was born in Austria in 1925. It is one of her most popular books.

It is the story of an orphaned teenager called Maia. She leaves a boarding school in England to live with relatives in the Amazon region of Brazil. Her relatives are afraid of the forest around the house, but Maia is brave, and she sets off to explore her new world. She meets lots of interesting people, who help her to understand the forest. In the end, Maia helps one of her new friends escape from danger.

I liked the book because it has some intriguing characters, and it's very atmospheric. The story is exciting, and there's a twist at the end. I would definitely recommend it.

Marking scheme

- Three paragraphs. [1 mark]
- First paragraph introduces the book and its author. [1 mark]
- Second paragraph describes what happens in the book. [1 mark]
- Use of present tense to describe the plot. [1 mark]
- Description of the setting and main characters. [1 mark]
- Use of time expressions. [1 mark]
- Use of interesting, descriptive adjectives. [1 mark]
- Third paragraph gives and explains the writer's opinions about the book. [1 mark]
- Includes a recommendation. [1 mark]
- Accurate spelling, punctuation, grammar and vocabulary. [1 mark]

More practice

Workbook page 33

Language Skills

Exercise 1 1.32

- Students complete the dialogue individually. Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

1 too 2 talented 3 enough 4 more 5 generously
6 although 7 distressing 8 as 9 sense of humour
10 best

Background Notes

Charities in Britain must be registered with the Charities Commission, which checks how the charity raises its money and what it spends it on. There are several thousand charities in Britain helping sick and disabled people, doing medical research, and working on farming, conservation and health projects across the world.

Exercise 2

- Students write qualities to match the descriptions. Check the answers.

ANSWERS

1 perseverance 2 courage 3 loyalty 4 generosity
5 patience 6 education

Exercise 3

- Students rewrite the sentences. Check the answers.

ANSWERS

1 He's as tall as his brother.
2 I wasn't patient enough to wait my turn.
3 My sister isn't as courageous as my brother.
4 She was too slow to catch the thief.
5 I think chemistry is more difficult than history.
6 You're the most intelligent person in the class.

Dictionary Corner

Exercise 1 Challenging jobs

'fund-raiser noun [C] a person whose job is to find ways of collecting money for a charity or an organization ► **fund-raising** noun [U]: *fund-raising events*

- Students turn to the entry for *fund-raiser* in their dictionaries. Elicit or highlight the following information:
 - fund-raiser* is a noun.
 - fund-raiser* describes a person that collects money for charity.
- Students look at the photos and select photo 2 as a fund-raiser, because running marathons is a way of collecting money for charity.
- Students look up the words and match them with the photos. Check the answers.
- Ask: *What's the difference between a paramedic and a surgeon?* [A paramedic is trained to treat people in emergency situations, but isn't a fully-qualified doctor. A surgeon is a doctor who performs medical operations.]

ANSWERS

1 mountaineer 2 fund-raiser 3 surgeon 4 surveyor
5 lifeguard 6 paramedic

Exercise 2 Describing success

Teaching Tip: Identifying word usage

Many dictionary entries indicate how we use words, by giving example sentences (see OSD page vi) and common idioms (see OSD page vii). These can help us to decide if a word is appropriate to use in a particular context or not.

key¹ **key**¹ /ki:/ noun [C] 1 a metal object that is used for locking a door, starting a car, etc.: *Have you seen my car keys anywhere?* ◊ *We need a spare key to the front door.* ◊ *a bunch of keys* 2 picture at **padlock** 2 [usually sing.] the ~ (to sth) something that helps you achieve or understand sth: *A good education is the key to success.* 3 (MUSIC) one of the parts of a piano, computer, etc. that you press with your fingers to make it work 4 (MUSIC) a set of musical notes that is based on one particular note: *The concerto is in the key of A minor.* 5 picture at **music** 5 (EDUCATION) a set of answers to exercises or problems: *an answer key* 6 a list of the symbols and signs used in a map or book, showing what they mean
IDM under lock and key → LOCK²

- Students turn to the entry for *key*¹ in their dictionaries and identify the correct sense [sense number 2]
- Ask students to read the example sentence: *A good education is the key to success.*
- Students turn to the entry for *tool* and read the example sentence: *Hammers, screwdrivers and saws are all carpenter's tools.*
- Students select *keys* as the answer to the first item because it collocates with *success*.

scratch² **scratch**² /skrætʃ/ noun 1 [C] a cut, mark or sound that was made by sb/sth sharp rubbing a surface: *There's a scratch on the car door.* 2 [sing.] an act of scratching part of the body because it is irritating you (itching): *The dog had a good scratch.* **IDM** from scratch from the very beginning: *I'm learning Spanish from scratch.* (be/come) up to scratch (informal) (to be/become) good enough

- Students turn to the entry for *scratch*² in their dictionaries. Elicit or highlight the following information:
 - The abbreviation **IDM** indicates two idioms for *scratch*: *from scratch* and *up to scratch*.
 - The definition for *up to scratch* indicates that this is the correct answer for item 2.
- Students look up the rest of the bold words in their dictionaries, then choose the best words.
- Check the answers.

ANSWERS

1 keys 2 scratch 3 accomplished 4 fulfilled
5 achieved

Follow-up

Self Check, Workbook pages 34–35

Test Unit 4, Teacher's Book pages 128–129

Literature Corner 2 PAGE 38

Read

Exercise 1

- Read the biography. Students look at the title, picture and box, then choose the words they expect to find. Students quickly read the text and check their predictions.

ANSWERS

waiting room, prison, station, spy, newspaper, tea-time, dream

Exercise 2 1.35

- Play the CD while students read the text again and answer the questions. Check the answers.

ANSWERS

- Because the questions made their mother unhappy.
- To get some old magazines.
- When she stopped to rest.
- Because Bobbie was very quiet.
- She showed the newspaper to her mother.

Exercise 3

- Students answer the questions in their own words. Discuss the answers as a class.

SUGGESTED ANSWERS

- Because their father was going to prison.
- No, because they had to read old magazines.
- Shocked, horrified, distressed, etc.
- Loyalty, perseverance, courage, etc.

Exercise 4

- Students write their paragraphs. Monitor and help.

Skills Round-up 3-4 PAGE 39

Read

- Focus on the photo, the road sign and the title. Ask students what they know or can guess about Wales. [It's in the UK, it has its own language, etc.]
- Students guess if the sentences are true or false, then read the text to check their answers.

ANSWERS

- F (Wales is part of the UK.)
- F (There are about three million people.)
- F (Its second-highest mountain is in Wales.)
- T
- T
- F (It's hard for the farmers to make money.)

Listen

Exercise 1 1.36

- Play the CD. Students listen and match the people with questions 1-3. Check the answers.

ANSWERS

- 1 Gareth 2 Bryn 3 Bethan

TAPESCRIPT

Interviewer Good morning and welcome to the programme *Country Eye*. This week on the programme we are looking at the beautiful region of north Wales, and finding out about what life

is like for the people who live there. First of all, we have three young people from north Wales here in the studio. Welcome to the programme, Bryn, Gareth and Bethan.

All Thanks!

Interviewer First of all, we are going to hear from Bryn. Bryn – can you tell us a little about your life there?

Bryn Yes. Well, I was born on our farm in the village of Dolanog, a little village near Welshpool, and I've lived there all my life. My first language is Welsh – we speak it at home – but I learnt English at school. My dad's a sheep farmer and I've helped him on the farm for as long as I can remember. I think the Welsh countryside is a wonderful place to grow up. As a kid, me and my brothers had a lot of freedom to run about. Everyone is very friendly, but life is difficult sometimes. There isn't much money in sheep-farming, and the winters can be hard.

Interviewer So, do you think you'll stay in north Wales, then?

Bryn Oh, yes. I wouldn't want to live anywhere else. When I finish school, I want to study agriculture at college. But then I'll come back to look after the farm with my dad.

Interviewer What about you, Gareth? Do you feel the same way?

Gareth Actually, no, not at all. I come from the small town of Llangollen. I've lived in Llangollen all my life and I can't wait to leave! I mean, Llangollen is beautiful. Quite a few tourists come in the summer to go walking in the hills or visit the famous music festival. It is a nice place, and I enjoyed living there when I was younger, but not any more. Nothing happens and there's nowhere to go! I want to meet new people and try new things. I'm interested in computers, so I'm planning to go to a university somewhere like London or Cardiff. I want to try city life!

Interviewer So Bethan, are you planning to leave the Welsh countryside as well?

Bethan Well, no, not really. I live in Caernarfon – it's a small town on the north coast. I've been there all my life, but I don't know if I can stay. You see, there aren't any jobs for people there, especially young people. A lot of young people are moving out of the area because of this. I love where I live. I think it's a beautiful place to live in, but I think that I'll never find a good job there. After I leave university, I'll probably have to live and work somewhere else, and I think that's sad.

Interviewer I'm sorry to hear that, Bethan. Well, you've heard the views of some young people from the region. What are your views? Call the programme now or send us an e-mail, and we'll read out your opinions at the end of the show. Meanwhile ...

Exercise 2 1.36

- Read the **Listening tip** as a class, then play the CD again twice. Students answer the questions. Check the answers.

ANSWERS

- 1 Welsh 2 A sheep farmer 3 Lack of money, hard winters
4 Hill-walking, music festival 5 It's boring.
6 Go to university 7 The north coast 8 No jobs 9 No

Speak and Write

Exercise 1

- In pairs, students ask and answer the questions. Discuss students' answers as a class.

Exercise 2

- Brainstorm key facts about your country, using the ideas listed in exercise 2. Students write their short texts. Monitor and help.

This unit includes

Vocabulary: parts of buildings • people and buildings • compound nouns • prepositions of place • retail • synonyms: *cheap* or *expensive*? • shopping

Grammar: present perfect • contrast: present perfect and past simple

Skills: listening and talking about shopping

Writing: an informal letter

Workbook pages 36–43

Reading PAGES 40–41**Warm-up**

- Look at the unit title and ask students when they give or receive gifts. [birthdays, religious festivals, passing an exam, a wedding, etc.]
- Read the title of the reading page, *Famous gifts*. Tell students that the three buildings, or monuments, in the photos were gifts. Ask them who would give these gifts to whom, and why.

Before Reading

- Focus on the words in the box. Elicit or explain difficult vocabulary, and model the pronunciation.
- Students discuss the questions in pairs, then discuss students' ideas as a class.

ANSWERS

Students' own answers.

Read**Exercise 1**

- Read the **Reading tip** as a class. Ask: *What is scanning?* [reading something quickly to find specific information] *Why is it useful?* [It's a quick way to find specific information.]
- Students read the texts quickly to find the information. Say: *You don't have to understand every word to do this.*
- Check the answers. Explain that *monumental*, in the title, means big.

ANSWERS

- Balmoral Castle (It was completed in 1856. The Statue of Liberty was completed in 1886 and the Palace of Culture and Science in 1955.)
- The Palace of Culture and Science
- The Palace of Culture and Science (It is 231 metres high. The Statue of Liberty is 93 metres and the tower of Balmoral Castle is 30 metres.)

Exercise 2 1.37

- Play the CD while students read the text a second time and do the exercise, underlining the relevant lines in the text. Check the answers.

ANSWERS

- c (Work on the building lasted from May 1952 until July 1955.)
- b (... including three theatres, a swimming pool, a museum and a congress hall.)
- b (At the time, the Statue of Liberty was the tallest structure in New York ...)
- c (... until 1902 the Americans used it as a lighthouse. Ships' captains could see its electric light from 40 kilometres away.)
- a (... the queen and her family always reside at Balmoral ... the grounds have been open to the public for over 35 years.)

Exercise 3

- Students complete the exercise individually or in pairs.

ANSWERS

- Balmoral Castle
- The Statue of Liberty
- The Palace of Culture and Science
- Balmoral Castle
- The Palace of Culture and Science
- The Statue of Liberty

Understanding Ideas

- Put students into groups of three. In each group, student 1 answers questions 1 and 2 for *From Russia with Love*, student 2 does the same for *Taking Liberties* and student 3 does the same for *Queen of the Castle*.
- Students present their answers to the group, then discuss question 3 together. Discuss the questions as a class.

Teaching Tip: Jigsaw reading

Do the above activity by jigsaw reading. Divide students into small groups and tell each student to focus on one part of the text only, in order to look at it in more detail. Each student then presents their ideas or answers to the rest of the group.

SAMPLE ANSWERS

- The Palace of Culture and Science: to enjoy the view from the top / to see the museum. The Statue of Liberty: to climb to the top and see the view / to learn about the statue's history. Balmoral Castle: to visit the castle grounds / to see a historical building.
- The Palace of Culture and Science because it's very tall. The Statue of Liberty because it's a very famous statue. Balmoral Castle because it's very historical / the grounds are beautiful.
- Students' own answers.

Optional Activity: Silent letters

Aim: To focus on the silent letters in the text vocabulary.
Preparation: Write *building*, *castle*, *exhibition* and *climbed* on the board.

Explain that these words contain silent letters. Elicit the silent letters. [building, castle, exhibition, climbed.]

Dictate the following sentences: *See you in half an hour. Listen to me, please. It's a statue on Liberty Island. He works for the government. Answer the question.*

Students underline the silent letters.

Vocabulary

Exercise 1

- Students match the highlighted words in the text with the definitions. Students check their answers in pairs.
- Check the answers.

ANSWERS

1 generation 2 belonged to 3 hosts 4 structure
5 lighthouse 6 landmarks 7 lasted 8 dominated
9 reside 10 skyline 11 parade 12 grounds
13 property 14 shipped 15 construction

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

belong to is a phrase which means *is owned by*.

construction is a noun which means the process of building something.

dominate is a regular verb which means (in this context) to be more important or noticeable. The third person form is *dominates* and the past simple form is *dominated*.

generation is a noun which means (in this context) all the people in a family, group or country who were born at about the same time.

grounds is a plural noun which means the land and gardens around a large house or building.

host is a regular verb which means to organize an event and provide the things that you need to do it, such as providing the place where it happens. The third person form is *hosts* and the past simple form is *hosted*.

landmark is a noun which means a well known building or object that you can easily see and which helps you to know where you are.

last is a regular verb which means to exist or continue for a period of time. The third person form is *lasts* and the past simple form is *lasted*.

lighthouse is a noun which means a tall building with a light at the top which warns ships of danger and guides them around the coast.

parade is a noun which means a public celebration where people walk through the streets, often in uniforms or special costumes.

property is a noun which means buildings and land or other things that someone owns.

reside is a regular verb which means to live in a place. The third person form is *resides* and the past simple form is *resided*.

ship is a regular verb which means to send goods by air, land or sea. The third person form is *ships* and the past simple form is *shipped*.

skyline is a noun which means the shape made by buildings or natural features like mountains against the sky.

structure is a noun which means a building or man-made object that is built from different parts.

Exercise 2

- Students find the words in the text and read the sentences which contain them. Elicit the meaning of the words.
- Students write a sentence containing each word. Monitor and help.
- Students take turns to read out their sentences to the class, without saying the target word. (They replace the target word by saying the word 'blank', 'gap', etc.) The other students listen and say the target word.

Optional Activity: Definitions snap

Aim: To practise the vocabulary in **Vocabulary 1** and **2**.

Preparation: On separate pieces of paper, write ten words from exercises 1 and 2. On another ten pieces of paper, write definitions for these words. Shuffle each set of papers. Put them in two piles.

Two students come to the front of the class. Each one takes a piece of paper from one of the piles, and reads it out.

If the definition doesn't match the word, the students put their papers at the bottom of the pile. Another pair of students comes to the front, and repeats the process.

If the definition matches the word, the class shouts *Snap!* The first student to shout *Snap!* wins a point. When all the words and definitions have been read out, the student with the most points wins.

Quick Test: Hot seat

Put a chair in front of the board, facing the class. One student sits on the chair, so that they can't see the board. Write one of the words from **Vocabulary** exercise 1 or 2 on the board. Students say a definition of the word for the student on the chair to guess what it is. If the student says the correct word, write another word on the board for the class to define. Change the student on the chair when they make a mistake, or after three correct words.

More practice

Workbook page 36

Vocabulary PAGE 42

Target Vocabulary

Monumental gifts: belong to construction dominates generation grounds host landmark lasts lighthouse parade property resides ship skyline structure

Parts of buildings: arch beam column dome minaret steps terrace tiles

People and buildings: audience diners guests spectators visitors

Compound nouns: boardroom earthquake headquarters housekeeper landlord oilfield skyline woodland

Prepositions of place: at in on

Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What's a public celebration where people walk through the streets?* [parade] *What's another word for the land and buildings that someone owns?* [property]
- Students complete the sentences. Check the answers.

ANSWERS

1 property 2 Construction 3 dominates 4 parade
5 lighthouse 6 lasts 7 skyline 8 grounds 9 host
10 landmark 11 ship 12 structure 13 resides
14 generation 15 belong to

Extend

Exercise 1 Parts of buildings

- Focus on the pictures. Ask: *What are these buildings?* [a mosque, a temple]
- Students match the words in the box with the parts of the buildings. Check the answers.

ANSWERS

1 tiles 2 beam 3 column 4 dome 5 terrace
6 minaret 7 steps 8 arch

Exercise 2 People and buildings

- Focus on the words in the box. Elicit or explain new vocabulary, and model the pronunciation.
- Students complete the sentences. Check the answers.

ANSWERS

1 spectators 2 guests 3 visitors 4 audience 5 Diners

Exercise 3 Compound nouns

- Write *skyline* on the board. Elicit what a compound noun is. [a noun that is made up of two other words] Say: *Compound nouns can be a single word, two words or two words joined with a hyphen.*
- Students match the words individually, then compare their answers in pairs. Check the answers.

ANSWERS

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

Exercise 4 Prepositions of place

- Write *at*, *in* and *on* on the board. Elicit that they are prepositions.
- Students complete the sentences. Check the answers.

ANSWERS

1 in 2 on 3 at 4 on 5 at 6 on 7 in 8 on

Language Note: *at* and *in* with places

When talking about someone being somewhere for a purpose, we use *at*. When we want to stress someone's physical location, we use *in*:

My friend is at the theatre. = *My friend is watching a play.*

My friend is in the theatre. = *My friend is inside the theatre building.*

With places which are not buildings, we use *at* to refer to location:

My friend is at the bus stop. = *My friend is standing by the bus stop.*

Optional Activity: Prepositions of place

Aim: To practise *at*, *in*, and *on*.

Preparation: Divide the class into As, Bs, and Cs.

Students A write two sentences using *at*, Students B write two sentences using *in* and Students C write two sentences using *on*. Monitor and help.

Put students into groups of three, each containing A, B and C students. Students read out their sentences to the group. Groups read out their sentences to the class.

Quick Test: Say the word

Divide the class into teams A and B. Read out the following definitions. The first team to say the correct word gets a point. The team with the most points at the end is the winner.

- A slim tower that you find on a mosque.* [minaret]
- When people walk along a street in a celebration.* [parade]
- People who watch a concert or a theatre performance.* [audience]
- An area with a lot of trees.* [woodland]
- To send big or heavy things from one place to another.* [ship]
- You find these on the roof of some buildings.* [tiles]
- All the people that were born at the same time.* [generation]
- You climb these to get to the next storey of a building.* [steps]
- This is when the ground shakes.* [earthquake]
- People who are eating in a restaurant.* [diners]

Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

More practice

Workbook page 37

Present perfect

Explore

Exercise 1

- Read out the example sentence. Ask: *When did the castle open?* [over 35 years ago] *Is it open now?* [Yes] *How do we know?* [because the sentence is in the present perfect]
- Students read Amanda's postcard. Ask: *Where did she go on Sunday?* [Cairo] *Is she still there?* [Yes]
- Students find the examples of the present perfect.

ANSWERS

We've been, We've seen, I've taken, we've been shopping, I haven't bought, Suzie has spent, She's gone to, She's been there, She's just sent, She's tried on, Have you fed ...?

Background Notes

Khan Al-Khalili market is a huge area of shops, food stalls and coffee houses that was founded in 1382. Giza is home to the biggest and most famous of the 138 pyramids found so far in Egypt. City Stars is a shopping, business, and residential area near Cairo airport.

Exercise 2

- Students complete the box with the words in the postcard.

ANSWERS

1 been 2 has 3 haven't 4 Have 5 fed

Exercise 3

- Read the **Learn this!** box as a class. Students match uses 1–4 with the examples in the postcard. Check the answers.

ANSWERS

- We've seen, I've taken, we've been shopping, I haven't bought, Suzie has spent, She's gone to, she's just sent, She's tried on, Have you fed ...?
- She's been there for hours.
- We've been in Cairo since Sunday.
- No examples

Exercise 4

- Read the **Look out!** box as a class.
- Students find the examples of *been* and *gone* in the postcard. Ask: *Has Amanda been to Khan Al-Khalili?* [Yes] *Is she still there?* [No] *Has Suzie been to City Stars?* [Yes] *Is she still there?* [Yes]

ANSWERS

been: We've been in Cairo, we've been shopping, She's been there
gone: She's gone to City Stars.

Language Note: *been* and *gone*

Have been is *be* in the present perfect, but it also means gone somewhere and come back again. *Have gone* means gone somewhere and not come back yet.

Exploit

Exercise 1

- Students complete the text messages. Check the answers.

ANSWERS

1 've tried on 2 Have you bought 3 haven't 4 've spent
 5 's gone 6 Has Dad phoned 7 haven't spoken
 8 've written

Exercise 2

- Students complete the sentences individually. Check the answers.

ANSWERS

1 gone 2 been 3 been 4 gone

Exercise 3

- Students complete the sentences with *for* or *since*. Some students read out their sentences. Correct any mistakes on the board with the class.

ANSWERS

Students' own answers.

Quick Test: Dictation

Instructions: See **Quick Test** on page 21.

Dear Grandma,
 I hope you're well. We've been in London for three days. We've been on a river tour and we've seen a lot of sights. Dad and I have just been to an art gallery. He's bought lots of postcards. We haven't met Dad's friends yet because they've gone shopping in Oxford Street. The shops are great in London. We've bought you a really nice present!
 Love Josh

More practice

Workbook page 38

Grammar Builder page 103, exercises 1–4

ANSWERS GRAMMAR BUILDER 5 (PAGE 103)

Exercise 1

1 've found 2 've bought 3 hasn't changed
 4 haven't spoken 5 Have you found 6 haven't
 7 've just looked 8 haven't decided 9 Have you started
 10 have 11 've given 12 hasn't paid

Exercise 2

Students' own answers.

Exercise 3

1 for 2 since 3 since 4 for 5 since 6 for

Exercise 4

- How long have you been a teacher? Since last year. / For a year.
- How long have you lived near the coast? For three years.
- How long has she been married? For two years.
- How long have you known Mary? Since last December.
- How long has your cousin worked in a factory? Since 2005.
- How long have you played the piano? Since 2001.
- How long have you had a passport? For three years.

Follow-up

Grammar Reference page 102

Retail

Target Vocabulary

Shops and shopping: browsing cash till charity shop clothes rail corner shop delicatessen department store food counter hardware store label newsagent's price tag queuing up window shopping

Vocabulary

Exercise 1

- Focus on the box. Elicit or explain difficult vocabulary.
- Students write what the shops are, then use eight of the words in the box to write sentences.

ANSWERS

- delicatessen
- department store
- hardware store
- corner shop

Students' own answers.

Exercise 2

- Students discuss the items in pairs and think of shops where you can buy them. Discuss the answers as a class.

SUGGESTED ANSWERS

- delicatessen / bakery / supermarket
- jeweller's / department store
- department store / electrical shop
- newsagent's / corner shop
- delicatessen / supermarket
- charity shop / discount store
- electrical shop / department store
- hardware store
- department store
- supermarket / corner shop

More practice

Workbook page 39

Listen

Exercise 1 1.38

- Play the CD twice. Students listen and number the words.

ANSWERS

a 3 b 1 c 5 d 4 e 6 f 2

TAPESCRIPT

Presenter Welcome to *Out and About*. I'm Chris Burrows and I'm from America. I'm travelling out and about in the UK discovering what life is like in the small towns and villages. Today I'm with Rachel Syers who lives in the village of Hale – a historic village near Liverpool. In a moment, we're going to go out and about in Hale to see what the village and its shops are like. Are you ready, Rachel?

Rachel Yes, I'm just getting my keys. OK, let's go!

Presenter Oh, look! We aren't in the village centre yet, but there's a small shop on the corner of your street, next to some houses.

Rachel That's the corner shop. Most neighbourhoods have one. They're really useful.

Presenter What do they sell?

Rachel They're similar to a newsagent's, but they also sell food and things, even washing-up liquid!

Presenter Are they open till late?

Rachel Yes, they are. I sometimes go and get milk from there at about nine o'clock at night!

Presenter We're in the centre of the village now, and we're just walking along the main street. The first shop on our left is a clothes shop.

Rachel Well, it sells clothes, but they aren't new. They're second-hand because it's a charity shop.

Presenter Really? The clothes look in very good condition. I like that jacket on the clothes rail over there. How much is it?

Rachel Sorry, I can't see the price tag. Let's go in and ask. It's a charity shop, so it won't cost a fortune!

Presenter It's only £7.00.

Rachel That's amazing! Are you going to buy it?

Presenter No, it's too small for me! ... OK, we're still on the main street of Hale and we're just outside a shop which smells delicious. What is it, Rachel?

Rachel It's a delicatessen, but most people call it a deli.

Presenter What does it sell?

Rachel Lots of lovely food like cheese and fresh olives! A lot of the food comes from different parts of the world, but some of it's local, like those strawberries.

Presenter Why are those people waiting at the food counter?

Rachel It's lunchtime and they're queuing up to buy sandwiches. That lady makes them while you wait.

Presenter They look great. Why don't we get one for lunch?

Rachel Good idea! Cheese and tomato for me!

Presenter Mmm, that was one of the most delicious sandwiches I've ever had.

Rachel Good. Are you ready to see the rest of Hale now?

Presenter Yes, I'm looking forward to ...

Exercise 2 1.38

- Play the CD again. Students answer the questions.

ANSWERS

- making a TV / radio programme
- milk
- a jacket
- It's too small.
- sandwiches
- a cheese and tomato sandwich

Speak

Exercise 1

- Students talk about shops in pairs. Monitor and help.

Exercises 2 and 3

- Students make notes individually, then present their ideas to the class.

Optional Activity: Dialogue

Aim: To practise talking about shopping.

Preparation: Write the following dialogue on the board.

A Who are you going to buy gifts for?

B For my uncle John, and my best friend Lucy.

A What are you going to buy?

B I'm going to buy some earphones and an MP3 player for my uncle, and a brooch and a second-hand book for Lucy.

A What shops do you need to visit?

B An electrical shop, a jeweller's and a charity shop.

Students practise the dialogue in pairs. Then rub out the underlined words. Students insert their own ideas.

More practice

Everyday English 5, Teacher's Book pages 110–111

Present perfect and past simple

Explore

Exercise 1

- Focus on the photo. Ask: *Where is this place?* [Peru] *Do you know what it's called?* [Machu Picchu] *Do you know who built it?* [The Incas. They started building it in 1430.]
- Play the CD. Students read and listen to the dialogue. Elicit or explain *ever* [at any time] and *never*. [at no time]
- Students say which tenses the blue words are in. Check the answers.

ANSWERS

Present perfect: Have you ever travelled ...? I've never been ...

Past simple: I went ... Was it ...? I visited ...

Exercise 2

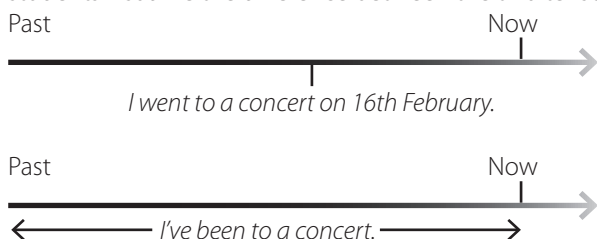
- Read the **Learn this!** box as a class. Check understanding of *at any time* and *a specific occasion*.
- Students decide why the verbs are in the past simple or the present perfect. Check the answers.

ANSWERS

The past simple verbs all refer to a specific event in the past. The present perfect verbs all refer to an experience at any time in the past up to now.

Teaching Tip: Present perfect and past simple

Draw the following timelines on the board to help students visualize the difference between the two tenses.



Follow-up

Grammar Reference page 102

Exploit

Exercise 1

- Students choose the correct tenses. Check the answers.

ANSWERS

- 1 I've received 2 gave 3 We had 4 I've never eaten
5 She's seen 6 We saw

Exercise 2

- Students complete the dialogues. Check the answers.

ANSWERS

- 1 Have you ever forgotten, forgot
2 Have you ever seen, saw
3 Have you ever met, met
4 Have you ever eaten, ate
5 Have you ever found, found

Exercise 3

- Students complete the questions. Check the answers.

ANSWERS

- 1 Have you ever bought 4 Have you ever heard
2 Have you ever had 5 Have you ever received
3 Have you ever borrowed 6 Have you ever forgotten

Exercise 4

- Students ask and answer the questions in exercise 3 in pairs.
- Remind them to reply with *Yes, I have* or *No, I've never ...*, and if they answer affirmatively, to give details in the past simple.

Quick Test: Write the questions

Write the following answers on the board. Students write the questions.

- 1 *Yes, I have. I went to Egypt last year.*
[Have you ever been to Egypt?]
2 *Yes, we had a great time on Saturday.*
[Did you have a great time on Saturday?]
3 *No, I've never eaten Thai food.*
[Have you ever eaten Thai food?]
4 *Yes, we really enjoyed the film last night.*
[Did you enjoy the film last night?]
5 *No, I've never ridden a horse.*
[Have you ever ridden a horse?]
6 *Yes, I passed the test.*
[Did you pass the test?]
7 *No, I haven't seen Jim today.*
[Have you seen Jim today?]

More practice

Workbook page 40

Grammar Builder page 103, exercises 5–7

ANSWERS GRAMMAR BUILDER 5 (PAGE 103)

Exercise 5

- 1 Have ... (ever) visited 2 went 3 did ... stay
4 Have ... (ever) received 5 gave 6 did ... say
7 wasn't 8 opened 9 wrote

Exercise 6

- 1 Have you ever been snowboarding?
2 Have you ever been to France or Germany?
3 Have you ever swum in the sea?
4 Have you ever broken a bone?
5 Have you ever played a computer game?
6 Have you ever borrowed money from a friend?
7 Have you ever visited a museum?

Students' own answers.

Exercise 7

- 1 I went to London yesterday.
2 She wrote three emails last night.
3 correct
4 correct
5 Last year my parents gave me a bicycle.
6 I've lived in London since last year.
7 Have you bought any presents yet?
8 Yes, I went snorkelling last summer.

An informal letter

Target Language

Informal letter: Dear ... I hope you're well. thanks again
Best wishes thank you so much for Lots of love Love

Colloquial words: brilliant give sth back go with
gorgeous I reckon mates plane

Warm-up

- Ask: *Have you ever received a letter? From who? Have you ever written a letter? Who did you write to and why?*
- Brainstorm reasons why people send letters. [to thank someone, to invite someone somewhere, to stay in touch with friends or relatives, etc.]

Read

- Students read the letter and find the three things that Amy got for her birthday. Check the answers.
- Ask: *How do we know that the letter is informal?* [Amy is writing to her aunt, it contains informal phrases.]

ANSWERS

a scarf, some money and a DVD

Prepare

Exercise 1

- Students find the words and phrases in the letter. Check the answers.

ANSWERS

1 gorgeous 2 goes with 3 gives (things) back
4 I reckon 5 plane 6 mates 7 brilliant

Exercise 2

- Students put the sentences in the correct order and under the correct paragraph numbers. Check the answers.

ANSWERS

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

Exercise 3

- Read the **Writing tip** as a class. Ask students to find examples of the items in Amy's letter. Ask: *How does Amy end her letter?*

ANSWER

Lots of love

Teaching Tip: Giving extra information

Tell students: *In an informal thank-you letter, it's a good idea to give positive extra information about what you are saying. Write the following example on the board:*
I really liked the book. It was very exciting and the characters were great.

Focus on the letter again. Ask: *Does Amy like the scarf?*
[Yes] *How do we know?* [She says it's gorgeous, warm, it goes with her eyes, and that she's worn it every day for the last week.]

Write the following statements on the board. Students write a sentence giving extra information about each one.
My new trainers are fantastic.
I really needed a new computer.
I loved the DVD.

Write

- Read the instructions and the writing plan as a class. Students make notes for their letters using the plan.
- If the writing is done in class, circulate, monitor, and correct common errors on the board.
- Students use the **Check your work** box to check their finished thank you letters.

SAMPLE ANSWER

53 Crescent Road
Gleeveham on Tyne
Newcastle
16th November

Dear Uncle Andrew,

Thank you so much for the fantastic digital camera that you sent me for my birthday. I was so happy when I opened it. It's the perfect birthday present for me because I love taking photographs, and I'm making a new website at the moment too. I can put lots of photos on it now!

I had a great birthday this year. We went to a Lebanese restaurant, and Danny and I ate too much food! Mum and Dad bought me a cool new pair of trainers, which was great because I've just joined a running club with a mate from school. Danny bought me a brilliant DVD. It's a really funny film and I've already watched it twice.

I hope you're well and that the weather is nice in Florida. It's freezing here in England! Thanks again for the wonderful present.

Love
Robbie

Marking scheme

- Use of informal style. [1 mark]
- Correct letter layout. [1 mark]
- Appropriate greeting and ending. [1 mark]
- Three paragraphs, containing all the information in the writing plan. [1 mark]
- Extra information giving reasons for statements in the letter. [1 mark]
- Colloquial words and expressions. [1 mark]
- Letter opens and closes with thanks for the present. [1 mark]
- Correct word length. [1 mark]
- Accurate spelling and punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice

Workbook page 41

Language Skills

Exercise 1 1.40

- Students complete the dialogue individually. Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

1 brilliant 2 with 3 glad 4 on 5 give 6 borrow
7 lend 8 seen 9 mates 10 round

Exercise 2

- Students read the dialogue again and answer the questions. Check the answers.

ANSWERS

- The school football kit.
- With his family.
- They had lunch at Alex's home.
- His brother.
- A digital camera, a few books and a DVD about famous footballers.
- The DVD about famous footballers.

Exercise 3

- Students choose the correct words. Check the answers.

ANSWERS

1 long 2 since 3 for 4 ever 5 went
6 haven't been 7 've been 8 was

Dictionary Corner

Exercise 1 Synonyms: *cheap* or *expensive*?

bargain ¹ /'bɑ:gən/ **noun** [C] 1 something that is cheaper or at a lower price than usual: *At that price, it's an absolute bargain!* ◇ *I found a lot of bargains in the sale.* 2 an agreement between people or groups about what each of them will do for the other or others: *Let's make a bargain – I'll lend you the money if you'll help me with my work.* ◇ *I lent him the money but he didn't keep his side of the bargain.*

- Students turn to the entry for *bargain* in their dictionaries. Elicit or highlight the following information:
 - bargain* is a countable noun.
 - the meaning of sense 1 refers to prices.
 - the meaning and example sentence indicate that *bargain* refers to something cheap.
- Students use their dictionaries to put the rest of the words in the correct columns. Check the answers.

ANSWERS

cheap: a bargain, economical, half-price, inexpensive
expensive: costly, dear, extortionate, pricey

Teaching Tip: Compound nouns and adjectives

In dictionaries, compound nouns and adjectives are listed alphabetically according to the first word. Remind students that if they are trying to find a compound noun or adjective, they must scan down the page to see if it is there.

Activity: Divide the class into groups and give each group one of these words: *shop, air, first, clothes, photo*. Groups use their dictionaries to find as many compound nouns for their word in one minute. After one minute, shout *Stop!* Groups read out their compound nouns. Which group found the most?

Exercise 2 Exploring vocabulary: shopping

shopping ¹ /'ʃɒpɪŋ/ **noun** [U] 1 the activity of going to the shops and buying things: *We always do the shopping on a Friday night.* ◇ *a shopping basket/bag/trolley* 2 (especially BrE) the things that you have bought in a shop

'shopping centre (AmE 'shopping mall; mall) **noun** [C] a place where there are many shops, either outside or in a covered building

'shopping mall (also mall) **noun** [C] (especially AmE) a large building or covered area that has many shops, restaurants, etc. inside it ◇ look at **arcade**

window ¹ /'wɪndəʊ/ **noun** [C] 1 the opening in a building, car, etc. that you can see through and that lets light in. A window usually has glass in it: *Open the window. It's hot in here.* ◇ *a shop window* ◇ *These windows need cleaning.* 2 (COMPUTING) an area inside a frame on a computer screen, that has a particular program operating in it, or shows a particular type of information: *to create/open/close a window* 3 a time when you have not arranged to do anything and so are free to meet sb, etc.

windowpane /'wɪndəʊpeɪn/ **noun** [C] one piece of glass in a window

'window-shopping **noun** [U] looking at things in shop windows without intending to buy anything

- Students turn to the entry for *shopping* in their dictionaries.
- Remind them to look for compound words below the entry, and point to *shopping centre*.
- The third compound noun also uses *shopping*, so ask students to look up *window* and to find the entry for *window-shopping*.
- Students use their dictionaries to complete the table by adding the correct word to each group. Point out that they only need to find one compound noun in each row in order to complete the row.
- Check the answers.

ANSWERS

- shopping list, window-shopping, shopping centre
- flea market, hypermarket, supermarket
- high season, low season, off season
- birthday card, credit card, identity card
- chain store, storekeeper, department store
- estate agent, newsagent, travel agent

Follow-up

Self Check, Workbook pages 42–43

Test Unit 5, Teacher's Book pages 130–131

This unit includes

Vocabulary: technology • health problems • collocations • word building: nouns to adjectives • early and modern devices • affixes

Grammar: *will* and *going to* • zero conditional • *may*, *might*, *could*

Skills: listening to descriptions of devices

Writing: a formal letter

Workbook pages 44–51

Reading PAGES 48–49**Warm-up**

- Look at the unit title and ask students to brainstorm important technological inventions on the board. [the printing press, the motor car, the telephone, the computer, the internet, etc.] As a class, decide which two inventions have been the most important.
- Read the title of the reading page, *Nanotechnology*. Explain that the prefix *nano* means very, very small, and that nanotechnology creates tiny machines.

Background Notes

Nanotechnology allows us to make things out of single molecules and atoms. Scientists are currently producing the parts for tiny machines from molecules and atoms. Eventually, they aim to build working nanobots, which will be able to move, fuel and reproduce themselves independently.

Before Reading**Exercise 1**

- Brainstorm reasons for and against the statement. [Agree: better healthcare, communications, quality of life, etc. Disagree: environmental problems, military weapons, etc.]

Exercise 2

- Elicit what inventions the photos show. [security cameras, robots, satellites, watches, computers, missiles, cars]
- Students discuss the questions giving reasons for their opinions.

Read**Exercise 1**

- Read the **Reading tip** as a class. Students read the first paragraph and predict what the text is about.

ANSWER

Nanotechnology

Exercise 2 2.02

- Play the CD while students read the text a second time and do the exercise, underlining the relevant lines in the text. Check the answers.

ANSWERS

- a ('I think there may be a market for five computers in total in the world'.)
- c (Nanotechnology is ... building tiny machines, so small that they are invisible.)
- c (This is just a film – but the reality of nanotechnology is not very different.)
- b (Eric Drexler is a scientist. In his book ...)
- b (They consume all the materials around them ... eventually 'eating' the world.)

Exercise 3

- Students find the correct paragraphs and complete the sentences in their own words. Check the answers.

ANSWERS

- Paragraph 3 – inject them into sick people and cure them.
- Paragraph 4 – reproduce rapidly and destroy everything around them.

Exercise 4

- Students decide if the sentences are true or false and correct the false sentences. Check the answers.

ANSWERS

- F (He said there was only a market for five computers.)
- T
- F (We don't know if nanotechnology will be a wonderful dream or a terrifying nightmare.)
- F (In 1966 they made a film about an amazing new way to cure diseases.)
- T
- T
- F (Very few scientists believe this.)

Understanding Ideas

- Students discuss the questions in pairs, giving reasons for their opinions.
- Discuss the questions as a class.

Teaching Tip: Using a scale of agreement

To help students do the above activity, draw a scale on the board labelled *Strongly agree*, *Agree*, *Not sure*, *Disagree* and *Strongly disagree*. Suggest other ways to show your level of agreement, e.g. adverbs of probability (*definitely*, *probably*, *possibly*, *definitely not*), adverbs of frequency (*always*, *sometimes*, *hardly ever*, etc.), qualifiers (*really*, *very*, *not very*, *not at all*).

SAMPLE ANSWERS

- Science fiction never / might show us what the future will be like. Most things in science fiction stories are impossible / will happen one day.
- Most / Some / Few of the predictions will happen. Nanobots will be safe / dangerous because people always worry too much about new technologies / we have no way of knowing what nanobots will do.
- We will have robots at home to help us / be able to travel more. Governments will use technology to control our lives. Technology will end up destroying our planet.

Vocabulary

Exercise 1

- Students match the highlighted words in the text with the definitions. Students check their answers in pairs.
- Check the answers.

ANSWERS

1 reproduce 2 marble 3 environment 4 cure
5 nightmare 6 invisible 7 injects 8 size 9 virus
10 shrinks 11 submarine 12 entire 13 organs
14 consume 15 predictions

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

consume is a regular verb which means to eat, drink, burn or take something like food, liquid, energy or materials. The third person form is *consumes* and the past simple form is *consumed*.

cure is a regular verb which means to make someone better after an illness. The third person form is *cures* and the past simple form is *cured*. The noun *cure* means a successful treatment for an illness.

entire is an adjective which means whole or complete.

environment is a noun which means the natural world or the place and conditions in which animals and people live.

inject is a regular verb which means to put a drug or medicine into someone's body using a needle. The third person form is *injects* and the past simple form is *injected*.

invisible is an adjective which describes something that we can't see because it is either transparent or very small.

marble is a noun which means a small coloured glass ball, about 1–2 cm in diameter, that children often play games with.

nightmare is a noun which means a bad or frightening dream.

organ is a noun which means a part inside your body that has a particular function.

prediction is a noun which means a statement about what someone thinks will happen in the future. The verb *to predict* means to make statements or have ideas about what will happen in the future.

reproduce is a regular verb which means to make a copy of something. The third person form is *reproduces* and the past simple form is *reproduced*.

shrink is an irregular verb which means to make something become smaller. The third person form is *shrinks* and the past simple form is *shrank*.

size is an uncountable noun which means how big or small something is or a countable noun which means one of a number of fixed measurements in which something is made, e.g. *shoe size*.

submarine is a noun which means a vehicle that can travel underwater.

virus is a noun which means a tiny living thing that can enter your body and make you ill.

Exercise 2

- Students find the words in the text and read the sentences which contain them. Elicit the meaning of the words.
- Read out the following sentences. Say 'blank' or 'gap' when you come to each gap. Students write the correct words.

- Lots of _____ companies are trying to build tiny machines.* [nanotechnology]
- The most important person in a company is the _____.* [head]
- The _____ is waiting to see his doctor.* [patient]
- The internet was only invented 20 years ago, but now it's part of our _____ lives.* [everyday]
- He's a _____. He wrote an interesting article about what life will be like a thousand years from now.* [futurist]
- I saw a great _____ film about a spaceship and a crazy robot.* [science fiction]
- I took my driving test four times before I _____ passed it.* [eventually]
- Plastic is a very useful _____. [material]*

Quick Test: Anagram race

Write the following anagrams of words from exercises 1 and 2 on the board, one by one. Students raise their hands and give the correct word, then a definition of the word.

- suvri* [virus]
- deha* [head]
- grahimetn* [nightmare]
- bivislein* [invisible]
- dipotnirec* [prediction]
- muscone* [consume]
- eritamal* [material]
- blemra* [marble]
- jinctes* [injects]
- tipaten* [patient]

More practice

Workbook page 44

Vocabulary PAGE 50

Target Vocabulary

What's the big idea?: consume cure entire environment inject invisible marble nightmare organ prediction reproduce shrink size submarine virus

Health problems: casualty cure diagnose epidemic infection muscle organs outpatient patient prescribe skeleton virus

Collocations: cure a disease develop technology have a nightmare increase the size make a prediction predict the future prescribe tablets protect the environment

Word building: environment / environmental future / futuristic infection / infected, infectious medicine / medical, medicinal muscle / muscular science / scientific success / successful technology / technological

Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What vehicle goes under the water?* [a submarine] *What small living thing can make you ill?* [a virus] *What's another word for a bad dream?* [a nightmare]
- Students complete the sentences. Check the answers.

ANSWERS

- submarine, environment
- virus, inject, cures
- prediction, reproduce, organs
- nightmare, shrink, size
- consumed, entire
- marbles, invisible

Extend

Exercise 1 Health problems

- Focus on the table. Elicit some examples for the categories.
- Students complete the table with the words in the box. Check the answers.

ANSWERS

people: patient, outpatient, casualty

problems: virus, epidemic, infection

the body: skeleton, organs, muscle

actions: diagnose, prescribe, cure

Exercise 2

- Students complete the sentences individually. Check the answers.

ANSWERS

- casualty
- skeleton
- prescribe
- outpatient
- epidemic
- muscle
- infection
- cure / diagnose

Exercise 3 Collocations

- Students match the verbs and nouns to make collocations, using a dictionary if necessary.
- Check the answers.

ANSWERS

- c
- g
- a
- h
- d
- b
- f
- e

Optional Activity: Collocations snap

Aim: To practise the collocations in exercise 3.

Preparation: Write the verbs and noun phrases from exercise 3 on separate sheets of paper. Put them in two piles and shuffle them separately.

Two students come to the front of the class. One takes a verb and reads it out. The other reads out a noun phrase. When students hear an incorrect collocation, they call out the correct collocation. When students hear a correct collocation, they shout *Snap!* The first student to shout *Snap!* or say a correct collocation wins a point.

Another pair of students comes to the front, and repeats the process. When all the words have been read out, the student with the most points wins.

Exercise 4 Word building

- Focus on the table. Brainstorm adjective endings. [-ic, -ed, -ar, -ful, -less, -al, -istic, etc.] Students write the adjective forms of the nouns, using a dictionary if necessary.
- Check the answers.

ANSWERS

- scientific
- technological
- successful
- medical / medicinal
- futuristic
- environmental
- infectious / infected
- muscular

Quick Test: Say the word

Divide the class into teams A and B. Read out the following definitions and parts of speech. The first team to say the correct word gets a point. The team with the most points at the end is the winner.

- Verb. To guess something about the future. [predict]
- Adjective. Big and strong. [muscular]
- Noun. A tiny living thing that can make you ill. [virus]
- Verb. To advise that a patient takes a type of medicine. [prescribe]
- Adjective. Something that you can't see. [invisible]
- Noun. All of the bones in your body. [skeleton]
- Verb. To make someone better after an illness. [cure]
- Noun. A frightening dream. [nightmare]
- Noun. When a very large number of people have the same disease. [epidemic]
- Adjective. Complete or whole. [entire]

Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

More practice

Workbook page 45

will and going to

Warm-up

- Focus on the photo. Ask: *Where are the boys?* [in the countryside] *What are they doing?* [going for a walk / reading a map]

Explore

Exercise 1 2.03

- Students read the dialogue and choose the correct words. Check understanding of *satellite navigation system*.
- Play the CD for students to check their answers.

ANSWERS

1 I'm going to 2 I'll 3 It's going to 4 that'll 5 I'll

Exercise 2

- Read the **Learn this!** box as a class. Elicit the meanings of *prediction, offer, promise* and *intention*.
- Students match their answers from exercise 1 with uses 1–5 in the box. If students find this difficult, read **Grammar Reference** page 104 with the class. Check the answers.

ANSWERS

Use 1: Do you think that'll help?

Use 2: I'll lend you my coat.

Use 3: I'll call a taxi.

Use 4: It's going to rain.

Use 5: I'm going to use ...

Follow-up

Grammar Reference page 104

Exploit

Exercise 1 2.04

- Students look at the cartoons and complete the speech bubbles in pairs.
- Play the CD. Students listen and check their answers. Check the answers.

ANSWERS

1 're going to 2 'll 3 'll 4 'm going to 5 's going to

Teaching Tip: Pronouncing will / going to

When speaking, we only use the full form *will* if we want to sound very emphatic. The contracted form *'ll* is much more common. We form it at the back of the mouth, as in *pull*, not *lemon*.

The *to* in *going to* is a weak form (a weakly-pronounced or unstressed word), so it is pronounced /tə/.

Exercise 2

- Write the following sentences on the board: *I'm going to read a book next week. I think I'll travel around the world after I leave school.* Ask: *Which is an intention and which is a prediction?* [The first is an intention, the second a prediction.]

- Individually, students write three personal intentions for next week (using *going to*) and three personal predictions for after they leave school (using *think + 'll*).

ANSWERS

Students' own answers.

Exercise 3

- Students read out their sentences to the class. How many students have similar ideas?

Quick Test: Sentence transformation

Write the following sentences on the board. Students transform them. Do number 1 as an example.

- Our football team won't win the cup. (?)*
[Will our football team win the cup?]
- Sam isn't going to join our club. (+)*
[Sam is going to join our club.]
- I'm going to learn German. (–)*
[I'm not going to learn German.]
- Will Jake's cousin come to the party? (–)*
[Jake's cousin won't come to the party.]
- The weather will be sunny tomorrow. (?)*
[Will the weather be sunny tomorrow?]
- I won't help you to tidy your room. (+)*
[I'll help you to tidy your room.]
- You're going to go shopping tomorrow. (?)*
[Are you going to go shopping tomorrow?]
- Are we going to go to the beach this weekend? (–)*
[We aren't going to go to the beach this weekend.]

More practice

Workbook page 46

Grammar Builder page 105, exercises 1–6

ANSWERS GRAMMAR BUILDER 6 (PAGE 105)

Exercise 1

I think / don't think ...

all children will have a mobile phone.

camcorders will be very small.

digital cameras will be very expensive.

cars will need petrol.

houses will use solar energy.

watches will include calculators.

Exercises 2 and 3

Suggested answers:

I'll help you. I'll lend you mine. We'll watch it at my house.

I'll record it for you.

Exercise 4

1 c 2 a 3 e 4 d 5 b

Exercise 5

Suggested answers:

1 The man is going to fall over.

2 The cyclist is going to crash and fall off.

3 He's going to steal the mobile phone. The policeman is going to chase him.

4 He's going to frighten her. She's going to scream.

Exercise 6

Students' own answers.

Early devices

Target Vocabulary

Devices: adding machine calculator camcorder
CD player cine camera crystal radio DAB radio
digital camera games console gramophone
Instamatic camera telegraph telephone typewriter
video game word processor

Vocabulary

Exercise 1

- Focus on the photos. In pairs, students discuss what they think each device is and what it does.
- Discuss students' ideas as a class.

ANSWERS

Students' own answers.

Exercise 2 2.05

- Play the CD. Students listen and check their answers.

TAPESCRIPT / ANSWERS

- You can send messages on it. It's a telegraph.
- You can add numbers on it. It's an adding machine.
- You can listen to the news on it. It's a crystal radio.
- You can record moving pictures on it. It's a cine camera.
- You can play music on it. It's a gramophone.

Exercise 3

- Focus on the words. Elicit or explain difficult vocabulary.
- Students match the devices. Check the answers.

ANSWERS

gramophone – CD player
adding machine – calculator
cine camera – camcorder
telegraph – telephone
crystal radio – DAB radio
Instamatic camera – digital camera
typewriter – word processor
video game – games console

Exercise 4

- Students choose the correct verbs. Elicit or explain difficult vocabulary. Check the answers.

ANSWERS

- plugged it in
- saved
- reboot
- rewind
- charge
- switch it on

More practice

Workbook page 47

Listen 2.06

- Play the CD twice. Students listen and complete the table. Check the answers with the class.

ANSWERS

- digital camera, in front of a computer
- video game, in a museum
- gramophone, in an auction
- DAB radio, in a shop

TAPESCRIPT

- Girl 1** Wow, there are lots to choose from.

Girl 2 Click on that one. That looks good.

Girl 1 Mmm, I like that one. It's smaller than most.

Girl 2 But it's got a big screen on the back so you can see your pictures clearly. And you can edit your pictures on the screen before downloading them.

Girl 1 How much is it?

Girl 2 Let's see ... it's £90.00 in the shops, but it's only £74.00 on this website.

Girl 1 That's a bargain! I think I'll buy it. Is it free delivery?
- Boy** Excuse me, can you tell me how old that device is?

Man It isn't the oldest thing in the museum. It's only from the 1970s.

Boy It looks archaic.

Man Well, it's very different from the games you play these days, but it was very modern at the time.

Boy What did you play on it?

Man Pong. It's like electronic table tennis on your TV.

Boy It sounds really boring!
- Auctioneer** OK, lot number 304 in the auction today is a lovely antique from the end of the 19th century. It's in very good condition and still plays music very well. Let's start at £200. Thank you. £200 over there. £240 ... £280 ... £320. Any more? It's £320 with the man at the front. ... Going, Going, Gone.
- Woman** Excuse me, can you show me how to use this?

Assistant Yes, of course. It's very easy to use. You switch it on with that button.

Woman OK.

Assistant When you turn that knob, you can select which channel you want to listen to. You can see information about the programme that's playing on that small screen. The sound quality is excellent because it's digital.

Woman What does this knob do?

Assistant That turns the sound up or down.

Woman That seems easy to use. I'll take one.

Assistant Great! The cash till is just over there.

Speak

Exercise 1

- Students discuss the questions in pairs. Remind them to give reasons for their choices. Monitor and help.

Optional Activity: Dialogue

Aim: To practise talking about modern devices.

Preparation: Write the following dialogue on the board.

A I can't live without my phone, and my games console.

B Why?

A Because I love playing computer games in my free time, and I need my mobile phone to stay in touch with my friends. Which two can you easily live without?

B A camcorder and a DAB radio – because I don't own a camcorder and I listen to the radio on the internet.

Students practise the dialogue in pairs. Then rub out the underlined words. Students insert their own ideas.

Exercise 2

- Discuss students' ideas as a class. Students vote for the two most and least essential devices.

More practice

Everyday English 6, Teacher's Book pages 112–113

Zero conditional

Warm-up

- Write *tell the truth* and *tell a lie* on the board. Elicit their meanings. Ask: *When do people sometimes tell lies?*

Explore

Exercise 1

- Elicit what a *truth machine* is. Elicit or explain *contain*, *sign*, *measure* and *amount*.
- Student read the text and answer the question.

ANSWER

There are two clauses in each sentence.

Background Notes

When people lie, their stress levels increase slightly. Lie detector machines, or polygraphs, have been used for over half a century to detect when people are getting stressed, and possibly lying. To do this they measure the person's pulse, body heat and breathing, as well as voice patterns.

Exercise 2

- Write one of the blue sentences from the text on the board. Label the two clauses *if clause* and *main clause*.
- Students read the **Learn this!** box and complete the rules.

ANSWER KEY

1 present simple 2 present simple

Follow-up

Grammar Reference page 104

Exploit

Exercise 1

- Students complete the sentences in pairs. Monitor and help.
- Check the answers.

ANSWERS

1 it boils. 2 you get green paint. 3 you get yellow light.
4 it dies. 5 you get 1,234,567,654,321.

Exercise 2

- Students complete the sentences with their own ideas. Discuss students' answers as a class.

ANSWERS

Students' own answers.

may, might and could

Explore

Exercise 1

- Read the sentences with the class. Ask: *Do the speakers think these things will definitely happen?* [No]

Language Note: *may, might, and could*

In modern usage, the modal verbs *may*, *might* and *could* have the same meaning, and we express degrees of probability through intonation. To express low probability, we add extra stress and higher intonation to the verb.

Exercise 2

- Read the **Learn this!** box as a class. Students complete the rules. Check the answers.

ANSWERS

might, could

Exploit

Exercise 1

- Students complete the text. Monitor and help.

ANSWERS

1 may / might / could happen 2 may / might / could buy
3 may / might / could lose 4 may / might / could close
5 may / might not see 6 may / might / could sell
7 may / might not have

Exercise 2

- Students write sentences, then compare with a partner. Discuss students' answers as a class.

ANSWERS

Students' own answers.

Quick Test: Dictation

Instructions: See **Quick Test** on page 21.

Ray helps me every day. If my homework is really difficult, Ray does it for me. If my room is a mess, Ray tidies it for me. If Ray does something, he does it really well! Ray is very intelligent. He could be the best student in my class, but he doesn't go to school. You might be surprised when you meet Ray, because Ray isn't a person – he's my robot.

More practice

Workbook page 48

Grammar Builder page 105, exercises 7–8

ANSWERS GRAMMAR BUILDER 6 (PAGE 105)

Exercise 7

1 d 2 f 3 a 4 c 5 b 6 e

Exercise 8

1 may / might / could happen
2 may / might / could share
3 may / might / could become
4 may / might / could do
5 may / might not want
6 may / might / could prefer

A formal letter

Target Language

Formal letter: Dear Sir or Madam, I am writing to ...
I am enclosing / returning ... Could you please ...?
I would be grateful if you could ...
I look forward to hearing from you.
Yours faithfully / sincerely,

Warm-up

- Ask: *Have you ever bought something that you weren't happy with? What was wrong with it? What did you do?*
- Brainstorm products that people might complain about, and reasons for complaints.

Read

Exercise 1

- Read the instructions as a class and check understanding.
- Put students in pairs. Students read and write answers for their letter.
- Pairs ask each other the questions, taking notes about the other letter. Check the answers.

ANSWERS

- Zenon ZK400 digital camera / UltraFast modem
- The Gadget Shop / a website
- 28th April / recently
- sometimes stops during shots / doesn't work
- repair it or send a new one / replace it

Exercise 2

- Students find the correct paragraphs. Check the answers.

ANSWERS

1 2 2 1 3 3

Prepare

Exercise 1

- Students read and complete the rules. Check the answers.

ANSWERS

- date
- Dear Sir or Madam
- Yours faithfully
- full name

Teaching Tip: Arranging a formal letter

Students can get confused about where to put the items in a formal letter. Write the following words on the board: 1 *Greeting* 2 *Signature* 3 *Sender's address* 4 *Recipient's address* 5 *Date* 6 *Sender's name*. Students use the letters to order the items correctly. Check the answers. [3, 5, 4, 1, 2, 6]

Exercise 2

- Read the **Writing tip** as a class. Check understanding of the set phrases.
- Students find the set phrases in the letters.

Write

Exercise 1

- Read the instructions and the box as a class. Check understanding.
- Students choose a device and a fault.

Exercise 2

- Read the instructions as a class. Students make notes for their letters using the bullet points.
- If the writing is done in class, circulate, monitor, and correct common errors on the board.
- Ask students to check each other's writing. Has all the information been included? Is the letter layout correct? Are there any errors? After peer correction, students write a second draft and hand it in.

SAMPLE ANSWER

16 Almond Close
Brighton, BH1 6DP
18th March 2010

Customer Services Department

Games World

Dursley DH1 6QD

Dear Sir or Madam,

I am writing to complain about a P200 Wireless games console that I bought from your website in February.

It takes too long for the console to send and receive commands. For example, if I play a racing game, my car drives off the track before I can control it. Also, I cannot play my old games on it.

I am returning the games console to you with this letter, together with the receipt. I would be grateful if you could repair or replace the console as soon as possible.

I look forward to hearing from you.

Yours faithfully,

Toby Judd

Toby Judd

Marking scheme

- Use of formal style throughout, e.g. non-contracted forms. [1 mark]
- Sender's and recipient's addresses in the correct places. [1 mark]
- Date below the sender's address. [1 mark]
- Appropriate greeting and ending. [1 mark]
- Three paragraphs, containing all the information in the bullet points. [3 marks]
- Use of set phrases for formal letters. [1 mark]
- Accurate spelling and punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice

Workbook page 49

Language Skills

Exercise 1 2.07

- Students complete the dialogue individually. Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

1 properly 2 middle 3 connect 4 instructions
5 receipt 6 repair 7 device 8 possible 9 replace
10 soon

Exercise 2

- Students read the repair form and complete it with words from the dialogue. Check the answers.

ANSWERS

1 player 2 stops 3 song 4 connects 5 repair
6 Peter Walton 7 322 437 881

Exercise 3

- Students complete the sentences. Check the answers.

ANSWERS

1 'll carry 2 'm going to sleep 3 will build, might be
4 might be

Dictionary Corner

Teaching Tip: Affixes

Affixes that come before a word are called prefixes. Affixes that come after a word are called suffixes. Prefixes generally change the meaning of the word, whereas suffixes generally change both the meaning and the part of speech. Many dictionaries list common prefixes and suffixes alphabetically, so if you aren't sure of the meaning of an affix, look it up.

Exercise 1 Affixes

bio- /'baɪəʊ/ **prefix** (in nouns, adjectives and adverbs) connected with living things or human life:
biology ⇨ *biodegradable*

- Students turn to the entry for *bio-* in their dictionaries. Elicit the following information:
 - *bio-* is a prefix and can be used to modify nouns, adjectives and adverbs.
 - It has the meaning of being connected with living things.
- Ask students to look at the entries after *bio-*, and to find words that they are familiar with.
- Students use their dictionaries to match the rest of the affixes in the box with the definitions. Check the answers.

ANSWERS

1 bio- 2 -phile 3 photo- 4 -phobe 5 tele-
6 thermo- 7 micro- 8 phono-

Exercise 2

biometric /ˌbaɪəʊ'metrɪk/ **adj.** (BIOLOGY) using measurements of human features, such as fingers or eyes, in order to identify people: *Biometric systems have several advantages over conventional identification methods.*

- Students turn to the entry for *bio-* again. Ask them to find the word that completes the sentence. [biometric]
- Students use their dictionaries to complete the words with the affixes from exercise 1. Remind students to search in the entries that appear below the prefix.
- Check the answers, eliciting the meaning of the words.

ANSWERS

1 biometric 2 technophobe 3 microchip
4 phonology 5 photosynthesis 6 bibliophile
7 telescope 8 thermostat

Exercise 3

- Students use their dictionaries to find more words containing three of the affixes in exercise 1. Students read out some of their words. Elicit or explain why the words have those particular affixes.

SUGGESTED ANSWERS

telephone: because you use it to send and hear sound over a long distance

photograph: because light has been used to make a picture

biology: because it is the study of living things

microscope: because you use it to look at very small things

thermometer: because you use it to measure temperature

Follow-up

Self Check, Workbook pages 50–51

Test Unit 6, Teacher's Book pages 132–133

Literature Corner 3 PAGE 56

Warm-up

- Read out the biography. Ask: *Where was Jonathan Swift born?* [Dublin, Ireland] *Was 'Gulliver's Travels' his only book?* [No, he published a lot of books.]
- Focus on the picture. Students try to predict the story.

Read

Exercise 1

- Students quickly read the text and answer the questions. Discuss the answers as a class.

SUGGESTED ANSWERS

Compared to humans, the Lilliputians are tiny, and have less technology. Gulliver is a prisoner, so he probably isn't having a good time.

Exercise 2 2.10

- Play the CD while students read the text again and answer the questions. Check the answers.

ANSWERS

- 1 Gulliver wanted the king to take off his chains.
- 2 They were looking for weapons.
- 3 Gulliver put them there.
- 4 It was a watch (on a chain).
- 5 They fell down because they were terrified.

Exercise 3

- Students answer the questions in their own words. Discuss the answers as a class.

SUGGESTED ANSWERS

- 1 Very surprised, and maybe amused, because they were so small.
- 2 A good man, because he didn't want to hurt Gulliver but he wanted to protect his people.
- 3 Swift's message was that guns are very dangerous.
- 4 Yes, because he could escape after they took off his chains.

Exercise 4

- Brainstorm modern devices. Students choose one and imagine they have never seen it before, then write a description of it. Monitor and help.
- Some students read their descriptions to the class, without saying what the device is. The class guesses the devices.

Skills Round-up 5-6 PAGE 57

Read

Exercise 1

- Focus on the photo and the title. Elicit what *txt* means, and why it is written like this.
- Elicit some common text abbreviations in your country. Ask: *Do you send text messages? How often do you send them? Who do you send them to?*

ANSWERS

txt means 'text'. It is written like this because it is quicker to write, and takes less space.

Exercise 2

- Students read the text quickly and match the topics with the paragraphs. Check understanding of *convenient*, *addiction* and *bill*.

ANSWERS

1 3 2 1 3 2 4 3 5 2 6 3 7 1 8 3

Exercise 3

- In pairs, students try to read the text message phrases to each other. Monitor and help.
- Students write the phrases in normal English.

ANSWERS

- 1 See you soon.
- 2 Call me before tomorrow.
- 3 You're great.
- 4 I'm at home.

Listen 2.11

- Read the instructions and questions as a class.
- Play the CD. Students listen and match the people with questions 1–4. Check the answers.

ANSWERS

1 Cindy 2 Darren 3 Paula 4 Ethan

TAPESCRIPT

Paula I really like mobile phones and I love having the latest model. I usually upgrade my handset every 12 or 18 months. At the moment, I've got a 3G phone. It's fantastic. I can do instant messaging, play games, watch videos ... Look, I've got an episode of *Friends* on here.

Ethan I use my phone a lot. I'm not very keen on texting – I prefer to make a voice call, actually. In fact, some of my calls are really long! I use a wireless headset and I walk down the street, talking to my friends – sometimes I talk for 20 or 30 minutes before I realize how much it's costing me! Anyway, my dad pays the bill so ... Sorry, excuse me. Oh, hi Dad. Oh dear, was it? £278! That's impossible. I never talk for more than a few minutes ...

Darren I use my phone a lot, and I love all the different ringtones you can get. I see adverts for them on MTV – you just dial a number and download a new ringtone. It's easy! It isn't too expensive, either. At the moment, my favourite ringtone is this. Listen.

Cindy My friends and I have all got mobiles, and we spend a lot of time texting each other. I love it! It's much cheaper than making voice calls. It cost about 10p to send a text message. Sometimes I send ... Just a minute. It's from Michael. Ha ha ha ha ha ha.

Speak and Write

Exercise 1

- In pairs, students ask and answer the questions. Discuss students' answers as a class.

Exercise 2

- Brainstorm some advantages and disadvantages of having a mobile phone. [Advantages: you can stay in touch with friends, you can call for help in an emergency, etc. Disadvantages: it's expensive, it can be addictive, it can be annoying to others if you are always phoning or texting people, etc.]
- Students write their paragraphs. Monitor and help.

This unit includes

Vocabulary: traditions • prohibition and permission • groups of animals • dependent prepositions • gestures • expressions: the body

Grammar: *must*, *mustn't* and *needn't* • first conditional

Skills: describing gestures • listening to people talk about customs in their countries

Writing: a note

Workbook pages 52–59

Reading PAGES 58–59

Warm-up

- Look at the unit title and ask: *What is the difference between culture and customs?* Culture belongs to a group of people or a community and includes their beliefs and customs. A custom is something that we do because our community has been doing it for a long time. Ask: *What customs are important in your culture?*
- Read the title of the reading page, *Unusual festivals*. Brainstorm what people usually do at festivals, and make a list on the board. [celebrate an occasion, prepare special food, wear costumes, get together in the street or in a special place, have fireworks, enjoy yourselves unusual, etc.] Ask them why a festival should be unusual. [because it is not done anywhere else in the world]

Before Reading

- Focus on the photos. Ask: *In which countries do you think these photos were taken?*
- Students discuss the questions, using the titles to help them.

ANSWERS

Students' own answers.

Background Notes

The Thai new year is called Songkran. People throw water because it symbolizes washing away bad things. At this time, many people also go to Buddhist temples to pray. The tradition of cheese rolling may go as far back as Roman times. It takes place on the last Monday in May at Cooper's Hill, Gloucestershire.

The festival of San Fermin happens every year in Pamplona, Spain. The American writer Ernest Hemingway wrote a book, *The Sun Also Rises*, about it. This helped to make it one of the world's most popular festivals.

Read

Exercise 1

- Read the **Reading tip** as a class and check understanding.
- Students read sentences 1–9 and identify the key words. Elicit what key words are. [the words in the sentence that most help you to understand it, e.g. the main verb, noun, or adjective]

- Students read the texts and match the sentences to them. Check the answers. Elicit or explain *to ban*, *to throw* and *to roll*.

ANSWERS

1 CR 2 WT 3 CR 4 BR 5 BR 6 WT 7 CR
8 WT 9 BR

Exercise 2 2.12

- Play the CD while students read the text a second time and do the exercise, underlining the relevant lines in the text. Check the answers.

ANSWERS

- b (How do they celebrate it? By dousing people with water!)
- c (1997 was a particularly bad year for casualties, up to 37 people were injured. ... Even so, about twelve people a year get injured.)
- c (Nobody knows exactly when this tradition ... started, but it was centuries ago.)
- a (... after the bull running, the bulls are killed in bull fights.)
- c (The event is extremely dangerous. In 2004, eight participants were injured ...)

Understanding Ideas

- In pairs, students read and answer the questions. Give students a time limit to complete each question.
- Discuss the questions as a class.

Teaching Tip: Time limits

Do the above activity by setting time limits. When students have several questions to do, they often spend too long on the first questions, then run out of time. For example, say: *You have three minutes to do question 1. After three minutes, say Stop! Move on to question 2. You have three minutes ... and so on.*

SAMPLE ANSWERS

- We think cheese rolling / bull running is the most dangerous because there are a lot of injuries / people can get very badly hurt by the bulls.
- People take part in dangerous events to have fun / for the excitement / to show people that they are brave / because people in their town have done it for a long time.
- Students' own answers.

Optional Activity: Invent a festival

Aim: To discuss the kinds of things that happen at festivals.

Preparation: Divide the class into groups of three to four.

Say: *You are going to invent and plan your own festival.*

Brainstorm a festival checklist on the board, e.g. *Name? Special food? Special clothes? Events? Location? Time of year? Music?* Groups use this to plan their festivals.

Groups present their festivals to the class. The class votes for the best festival.

Vocabulary

Exercise 1

- Students match the highlighted words in the text with the definitions. Students check their answers in pairs.
- Check the answers.

ANSWERS

1 leap 2 steep 3 poured 4 sign up 5 chase
6 soared 7 tied 8 dousing 9 horns 10 relieve
11 respect 12 concussion 13 elderly 14 protests
15 herd

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

chase is a regular verb which means to run after and try to catch someone or something. The third person form is *chases* and the past simple form is *chased*.

concussion is a noun which means a head injury which often makes people lose consciousness.

douse (also *dowse*) is a regular verb which means to throw or pour a lot of liquid over somebody or something. The third person form is *douses* and the past simple form is *doused*.

elderly is an adjective which we use to describe people. It means old.

herd is a noun which means a group of animals that live and eat together. We usually use *herd* to describe a group of large herbivorous animals, e.g. sheep, cows or wild animals like elephants or zebra. We don't use *herd* to describe animals kept inside, or groups of carnivorous animals.

horns is a plural noun which means the long, pointed things that grow on some animal's heads.

leap is an irregular verb which means to jump. The third person form is *leaps* and the past simple form is *leapt* or *leaped* (American English).

pour is a regular verb which means to make a liquid flow from a container into or onto something else. The third person form is *pours* and the past simple form is *poured*.

protest is a noun which means an action that shows that people are against something. For example, a protest can involve things like marching, putting up posters or writing letters to people. The verb form is *to protest*.

relieve is a regular verb which means to make an unpleasant situation better, e.g. relieving thirst by drinking something. The third person form is *relieves* and the past simple form is *relieved*.

respect is a noun which means the feeling that someone else is important, and you should be polite to them, or the feeling that you admire someone. The verb form is *to respect*.

sign up is a phrasal verb which means to officially join an event, e.g. by signing your name on a list.

soar is a regular verb which means to rise high into the sky. The third person form is *soars* and the past simple form is *soared*.

steep is an adjective which describes something with an angle or gradient that is quite close to vertical.

tie is a regular verb which means to fasten by pulling the two ends together. The third person form is *ties* and the past simple form is *tied*.

Exercise 2

- Students find the words in the text and read the sentences which contain them. Elicit the meaning of the words.
- In pairs, students use dictionaries to write definitions of the words. Monitor and help where necessary.
- Students read out their definitions.

Quick Test: Nonsense word sentences

Write the nonsense word *jabba* on the board. Explain that it is a word with no meaning. Say: *I'm going to read out sentences containing the word 'jabba.' You have to write the correct word. Give this example first: Bulls are animals with two jabbas on their heads. [horns]* Read out the sentences below. Students write the correct words.

- 1 *There's a jabba of cows in that field. [herd]*
- 2 *After Mark hit his head, he went to hospital because he had jabba. [concussion]*
- 3 *Can you jabba over that wall? [leap]*
- 4 *It's difficult to climb this hill because it's very jabba. [steep]*
- 5 *You don't have to jabba before the event. Just come along! [sign up]*
- 6 *In Pamplona, the bulls jabba people through the streets. [chase]*
- 7 *It's a dangerous sport so you must obey the jabbas. [safety rules]*
- 8 *The jabbas must stay behind the fence in the bull running festival. [spectators]*
- 9 *Please carry some water in that jabba into the garden. [bucket]*
- 10 *There were some serious injuries and four people broke a jabba. [limb]*

More practice

Workbook page 52

Vocabulary page 60

Target Vocabulary

The traditions they tried to ban: chase concussion douse elderly herd horns leap pour protest relieve respect sign up soar steep tie

Prohibition and permission: allow authorize boycott censor exile prohibit

Groups of animals: flock herd pack pride school troop

Dependent prepositions: around about for from in of to with

Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What's another word for 'old'?* [elderly] *What's another word for 'run after'?* [chase]
- Students complete the sentences. Check the answers.

ANSWERS

1 pour 2 horns 3 concussion 4 leap 5 respect
6 herd 7 soared 8 elderly 9 steep 10 signed up
11 relieve 12 douse 13 chases 14 tied 15 protest

Extend

Exercise 1 Prohibition and permission

- Focus on the example. Elicit the meaning of *prohibit*. [ban]
- Students match the verbs with the definitions. Check the answers.

ANSWERS

1 f 2 d 3 a 4 c 5 e 6 b

Exercise 2

- Students complete the sentences. Check the answers.

ANSWERS

1 boycotting 2 censored 3 allow 4 exiled
5 authorized 6 prohibited

Exercise 3 Groups of animals

- Ask: *What do we call a group of bulls?* [a herd] Tell students that there are lots of words in English for groups of different animals.
- Students use their dictionaries to complete the animal groups. Check the answers.

ANSWERS

1 pride 2 herd 3 flock 4 troop 5 pack 6 school

Language Note: Groups of animals

In English, groups of fish and whales are called *schools*. Most flying bird groups are called *flocks*. Groups of large herbivores are called *herds*, and groups of monkeys and apes are called *troops*. Other animal groups have various names, such as *a pack of wolves*, *a pride of lions*, *a colony of penguins*.

Exercise 4 Dependent prepositions

- Elicit the prepositions that we normally use with the following verbs: *dream* [about, of], *talk* [about, to, with], *think*. [about, of] Remind students that we use some verbs, nouns and adjectives with just one or two particular prepositions.
- Students complete the text. Check the answers.

ANSWERS

1 about 2 for 3 of 4 with 5 in 6 around 7 to
8 from

Language Note: Dependent prepositions

Other words that are followed only by one or two specific prepositions include: *interested in*, *reason for*, *listen to*. The prepositions are called dependent prepositions because they are determined by the preceding word.

Quick Test: Speedy sentences

Write the following words on the board, one by one: *chase, prohibit, flock, pour, exile, pack, respect, leap, allow, elderly, horns, herd, boycott, protest, concussion*. After you have written the first word, students raise their hands and try to say a correct sentence containing that word. If a student says a correct sentence, rub out the word and write the next one. Repeat until all the words have been used.

Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

More practice

Workbook page 53

must, mustn't and needn't**Explore****Exercise 1** 2.13

- Focus on the photo. Ask: *What is happening? Who do you think the people are?*
- Students read and complete the text. Elicit or explain *chopsticks* [sticks that Chinese people use for putting food in their mouths], *bowl* [deep, round receptacle that you eat from], *host* [the person who invites you to their house or to a party] and *proverb*. [a popular truth]
- Play the CD for students to check their answers.

ANSWERS

1 mustn't 2 must 3 needn't

Exercise 2

- Read the **Learn this!** box as a class. Students complete the rules. Check the answers.

ANSWERS

1 must 2 needn't 3 mustn't

Language Note: must and mustn't

The first *t* in *mustn't* is silent: /'mʌsnt/. When *must* is followed by a verb beginning with a consonant, we don't pronounce the final *t*, and the *u* is pronounced /ə/.
e.g: *I must go* /aɪ mʌs 'gəʊ/

Follow-up

Grammar Reference page 106

Exploit**Exercise 1**

- Focus on the box. Elicit some example sentences and write them on the board.
- In pairs, students write six sentences about their school rules using the phrases. Students read out their sentences.

SUGGESTED ANSWERS

At our school ...
we mustn't run in the corridor.
we must study English.
we mustn't copy our friend's homework.
we must switch off our mobile phone in class.
we must / needn't wear a uniform.
we must / needn't stand up when the teacher comes in.

Exercise 2

- In pairs, students write more sentences about school rules.
- Students read out their sentences. Which pair wrote the most sentences?

ANSWERS

Students' own answers.

Exercise 3

- Students read and complete the sentences. Elicit or explain difficult vocabulary. Check the answers.

ANSWERS1 must 2 mustn't 3 must 4 mustn't 5 needn't
6 mustn't 7 needn't 8 mustn't**Exercise 4**

- Focus on the mealtime customs in the box. Check understanding.
- In pairs, students write sentences stating whether they are customs in their country or not.
- Discuss students' sentences as a class.

ANSWERS

Students' own answers.

Exercise 5

- Individually, students complete the note explaining mealtime customs in their country.
- Students read out their notes.

ANSWERS

Students' own answers.

Quick Test: Sentence transformation

Dictate the following sentences. Students transform them using *must*, *mustn't* or *needn't*. Do number 1 as an example.

- 1 *Don't dive into the swimming pool. You ...*
[You mustn't dive into the swimming pool.]
- 2 *Study hard before the exam! Students ...*
[Students must study hard before the exam.]
- 3 *We aren't allowed to skateboard here. We ...*
[We mustn't skateboard here.]
- 4 *It isn't necessary for you to write a letter. You ...*
[You needn't write a letter.]
- 5 *It's forbidden to drop rubbish in the park. People ...*
[People mustn't drop rubbish in the park.]
- 6 *Buy a ticket! You ...*
[You must buy a ticket.]
- 7 *It's not important for us to go to the wedding. We ...*
[We needn't go to the wedding.]
- 8 *Be quiet in the library. Everyone ...*
[Everyone must be quiet in the library.]

More practice

Workbook page 54

Grammar Builder page 107, exercises 1–3

ANSWERS GRAMMAR BUILDER 7 (PAGE 107)**Exercise 1**

1 c 2 a 3 f 4 e 5 d 6 b

Exercise 21 mustn't 2 must 3 mustn't 4 must 5 must
6 mustn't 7 must 8 must**Exercise 3**

- 1 You needn't buy her a present.
- 2 We needn't arrive on time.
- 3 They needn't phone me.
- 4 He needn't wear a suit.
- 5 She needn't cook dinner for me.
- 6 You needn't wait for me.

Body language

Target Vocabulary

Gestures: beckon bow cross your legs embrace fold your arms frown gesticulate hold hands nod pat somebody on the back / head point (at somebody / something) raise your hat shake hands shake your head wave goodbye

Warm-up

- Write *body language* on the board. Elicit its meaning. Mime gestures (shake hands, hug, smile, wave, etc.) for students to guess. Brainstorm other gestures.

Vocabulary

Exercise 1

- Focus on the expressions in the box. Check understanding.
- In pairs, students describe the pictures using the expressions in the box. Check the answers as a class.

ANSWERS

- They are bowing.
- They are shaking hands.
- They are patting each other on the back.
- They are raising their hats.
- They are waving goodbye.

Exercise 2

- Students read the text and complete it with verbs from the box in exercise 1.
- Play the CD. Students listen and check their answers.

ANSWERS

- beckons
- points
- gesticulates
- shakes
- frowns
- folds
- nod

Exercise 3

- Ask: *Which of the gestures in exercise 1 do we do in our country?* Discuss as a class.
- In pairs, students write sentences about how often people do the gestures in exercise 1. Remind them to use adverbs of frequency, e.g. *always, often, sometimes, rarely, never*.
- Students read out their sentences.

More practice

Workbook page 55

Listen

Exercise 1

- Play the CD. Students listen and match the sentence halves.

ANSWERS

- c
- a
- b

TAPESCRIPT

Lucy from Australia We aren't formal here, not at all. We generally treat everybody the same, whether they're an important company director or a shop assistant. So, for example, when you get in a taxi in Australia, you should sit in the front, with the driver, not in the back. There aren't many rules about behaviour – but of course, you

mustn't be rude. Actually, one thing that's quite rude in Australia, is pointing at people, especially if you are talking about them and they are near by. If you do, they might get quite upset or angry with you!

Haruko from Japan Many people think that the Japanese don't show their feelings in public. I think this is probably true. At least, it's true that we're quite formal. One of the nice things about Japanese people is that they're very polite – and they expect other people to be polite too. Sometimes people are rude without meaning to be, because they don't know the customs. For example, in Japan, you shouldn't cross your legs when you're in a formal situation – crossing your legs is very casual. When you meet a woman for the first time, you should bow to her – you mustn't shake hands, like they do in many European countries. And if you visit somebody's house in Japan, it's rude to look in the kitchen. Many visitors don't know that, and they do it by mistake!

Ludmilla from Russia Although many parts of Russia are very cold, I think the people are very warm. They're friendly, too – and helpful. If you get lost in Russia, somebody will always help you to find where you're going. In fact, they'll often actually take you there themselves! When Russians meet, they often greet each other with an embrace. Men and women do that. Strangers often shake hands, but close friends kiss each other on the cheek. Traditionally, they give each other three kisses because three is a lucky number in Russia.

Exercise 2

- Read the **Look out!** box as a class. Check understanding.
- Play the CD again. Students listen and choose the correct words. Students listen again and check their answers.

ANSWERS

- should
- point at
- cross your legs
- mustn't
- kitchen
- and
- three times

Speak

- Students discuss the questions in pairs. Remind them to give further details in their responses. Monitor and help.
- Discuss students' answers as a class. Do most students use the same forms of greeting?

Background Notes

The 'high five' originated in the USA as a gesture to celebrate a success, say hello, or show happiness. One person says to another: *Gimme five!* ('Give me five!') They raise one arm each and hit their open palms together.

Optional Activity: Dialogue

Aim: To discuss body language.

Preparation: Write the following dialogue on the board.

- A *Do people shake hands when they meet in Japan?*
 B *No, they usually bow. What do people do in Egypt?*
 A *It depends who they are greeting. Men who are good friends often kiss each other to say hello.*
 B *What do you do if you meet a boy for the first time?*
 A *I shake his hand.*
 B *And how do you greet a girl?*
 A *I smile and say 'hello'.*

Students practise the dialogue in pairs, then say the dialogue again, substituting their own ideas.

More practice

Everyday English 7, Teacher's Book pages 114–115

First conditional

Warm-up

- Write *luck* on the board. Elicit the meaning and some examples of good and bad luck. [winning the lottery, falling down a hole in the road]
- Ask: *Can you think of any news stories about lucky people?*

Explore

Exercise 1

- Read the questions as a class. Check understanding of *superstitions* and *behaviour*.
- Students discuss the questions in pairs. Monitor and help. Discuss students' answers as a class.

ANSWERS

Students' own answers.

Exercise 2

- Students read the text. Elicit or explain *take chances*. [take risks]
- Discuss the superstitions in the text as a class. Which ones are familiar to students? Which ones are not?

Exercise 3

- Read the **Learn this!** box as a class. Write *if clause* and *main clause* on the board. Ask: *Which clause describes the action?* [if clause] *And the result?* [main clause]
- Students find two more examples of the first conditional in the text. Write them on the board. Elicit the tenses.

ANSWERS

If you look at the seats on some aeroplanes, you won't find the number 13.

If you believe in bad luck, you'll probably have it!

Follow-up

Grammar Reference page 106

Language Note: Pronouncing *won't*

Students often have difficulty distinguishing between *won't* /wɒnt/ and *want* /wɒnt/. Model the diphthong /əʊ/, demonstrating how it is made up of two single vowels and how the mouth moves when saying it. Then model the single vowel /ɒ/, where the mouth doesn't move.

Exploit

Exercise 1

- Students complete the sentences. Check the answers. Ask: *Which superstition do you think is the strangest / most interesting?*

ANSWERS

- 1 will rain 2 give 3 will make 4 smiles
5 will get 6 sings

Exercise 2

- Students read and complete the text.
- Check the answers. Ask: *What superstitions do the photos show?* [A magpie: lucky in Korea, unlucky in England. A broken mirror: lucky or unlucky in Russia. Stone wall carvings in Salamanca University, Spain: lucky for students if they touch them.]

ANSWERS

- 1 see 2 will get 3 wash 4 won't remember 5 look
6 will have 7 leave 8 will have 9 won't be 10 look
11 touch 12 will do 13 forget 14 won't pass

Background Notes

Magpies are a type of crow. Different types of magpie live across Europe and Asia. The bird in the photo is a European magpie.

Exercise 3

- Read the exercise as a class. Model an example with a strong student.
- Students ask and answer the questions in pairs. Students tell the class their partner's answers.

Quick Test: Write the sentences

Write the following prompts on the board. Students write the sentences.

- if / the weather be / hot tomorrow / I go / to the beach*
[If the weather is hot tomorrow, I'll go to the beach.]
- if / you break / a mirror / you have / bad luck*
[If you break a mirror, you'll have bad luck.]
- Mum be / angry / if / we come / home late*
[Mum will be angry if we come home late.]
- if / you tidy / your room / I help / you*
[If you tidy your room, I'll help you.]
- we pass / the test / if / we revise / for it*
[We'll pass the test if we revise for it.]
- I ask / the teacher / about the project / if / I see / him*
[I'll ask the teacher about the project if I see him.]
- if / Jess finish / her homework / she watch / TV*
[If Jess finishes her homework, she'll watch TV.]

More practice

Workbook page 56

Grammar Builder page 107, exercises 4–6

ANSWERS GRAMMAR BUILDER 7 (PAGE 107)

Exercise 4

- 1 b 2 f 3 d 4 a 5 e 6 c

Exercise 5

- 1 eats 2 asks 3 leave 4 work 5 snows
6 doesn't come

Exercise 6

- 1 'I'll call 2 won't buy 3 'I'll be 4 'I'll have
5 will ... do 6 will ... sleep

A note

Target Language

Note: Thanks very much for the invitation / your note.
I hope you can make it. I hope you have a great time.
I'd love to come. I'll definitely be there. I'm afraid ...
I'm really looking forward to it. It's very kind of you to ...
See you soon. Shall I bring ...? Would you like to come?

Colloquial expressions: hear from you make it mates
rubbish too bad

Abbreviations: asap CD e.g. etc. PS Rd RSVP Tel.

Read

Exercise 1

- Focus on the photo. Ask: *Where is the girl?* [at her graduation] Elicit or explain *graduation* if necessary.
- Ask: *Why do people write notes?* [to make invitations, to apologize, to thank someone, to request something, etc.]
- Students read the notes quickly and match them with purposes a–c. Check the answers.

ANSWERS

1 c 2 a 3 b

Exercise 2

- Students read the notes again and answer the questions. Elicit or explain *do* in note 1. [event / party] Check the answers.

ANSWERS

- A graduation celebration.
- She's celebrating her grandma's birthday with a meal at an Italian restaurant.
- He's having a barbecue in his garden.
- A few CDs.
- On Saturday.
- Greek food.

Prepare

Exercise 1

- Read the **Writing tip** as a class. Elicit some common abbreviations and their meanings in your own language, and in English. [p.m., i.e., TV, St, etc.]
- Students match the words in the box with the abbreviations in the notes. Check the answers.

ANSWERS

- compact disc
- Road
- telephone number
- for example
- Please reply
- and so on
- I also want to say
- as soon as possible

Exercise 2

- Students match the colloquial expressions with the definitions. Check the answers.

ANSWERS

- mates
- make it
- hear from you
- rubbish
- too bad

Write

Exercise 1

- Read the instructions as a class. Elicit some phrases for the bullet points and write them on the board.

Teaching Tip: Accepting and declining

Write the following phrases on the board.

Thanking someone for an invitation:

It's very kind of you to invite me.

Thank you very much for inviting me.

Thanks very much for the invitation.

Declining an invitation:

I'd love to come, but I'm afraid that ...

I wish I could come, but ...

It's too bad that ... / It's a pity that ...

Accepting an invitation:

I'll definitely be there.

I'll certainly make it.

Thanks, I'd love to come!

Exercise 2

- Read the writing plans as a class. Students plan their notes. Monitor and help.
- If the writing is done in class, circulate, monitor and correct common errors on the board.

SAMPLE ANSWERS

Dear Mike,

Thanks very much for your note. It's very kind of you to invite me to your barbeque, but I've got a really important exam on Monday and I haven't done any revision yet!

Sorry I can't make it. I hope you have a great time though. Let's meet up asap, OK?

See you soon,

Andy

Hi Mike,

Great to hear from you. Thanks a lot for the invitation to come to your birthday party on Sunday. I'll definitely be there! What time shall I come?

I'm really looking forward to it!

Love,

Jack

PS What would you like for your birthday – a book, clothes, etc.?

Marking scheme

- Appropriate greeting and ending. [1 mark]
- Use of informal style. [1 mark]
- Use of colloquial expressions. [1 mark]
- Use of abbreviations. [1 mark]
- Say thank you for the invitation. [1 mark]
- Accept / Decline the invitation with an appropriate phrase. [1 mark]
- Ask a question when accepting / give a reason when declining the invitation. [1 mark]
- Correct word length. [1 mark]
- Accurate spelling and punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice

Workbook page 57

Language Skills

Exercise 1 2.16

- Students complete the dialogue individually. Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

- 1 speaking 2 invitation 3 afraid 4 make 5 pity
6 celebrate 7 bad 8 Anyway 9 classmates
10 forward

Exercise 2

- Students read the dialogue again and decide if the sentences are true or false. Students correct the false sentences. Check the answers.

ANSWERS

- 1 T
2 F (Jane is going to celebrate her parents' wedding anniversary.)
3 T
4 F (She is going to the wedding anniversary.)
5 F (Jane says they can have a meal at her house.)
6 T

Exercise 3

- Students complete the sentences. Check the answers.

ANSWERS

- 1 needn't 2 must 3 mustn't 4 must 5 needn't
6 mustn't

Exercise 4

- Students write answers for the questions. Check the answers.

ANSWERS

- 1 She'll come to the meal if you ask her.
2 They'll walk to school if they miss the bus.
3 They'll watch TV if they haven't got homework.
4 He'll pass the exam if he studies hard.
5 They'll win the match if they play well.
6 He'll play tennis if it doesn't rain.

Dictionary Corner

Exercise 1 Expressions: the body

yawn ¹ /jɔːn/ **verb** [I] to open your mouth wide and breathe in deeply, especially when you are tired or bored ► **yawn** **noun** [C]: 'How much longer will it take?' he said with a yawn.

- Students turn to the entry for *yawn* in their dictionaries. Elicit or highlight the following information:
 - yawn* is a verb and a noun.
 - the definition explains that this is something you do when you are tired.
- Students look up the bold words in their dictionaries and complete the sentences. Check the answers.

SUGGESTED ANSWERS

- 1 tired 2 a cold / flu 3 sleep 4 quickly / fast
5 funny / amusing 6 sad / upset

Exercise 2

bend ¹ ¹ /bend/ **verb** (pt, pp **bent** /bent/) 1 [T] to make sth that was straight into a curved shape: *to bend a piece of wire into an S shape* ◊ *It hurts when I bend my knee.* 2 [I] to be or become curved: *The road bends to the left here.* 3 [I] to move your body forwards and downwards: *He bent down to tie up his shoelaces.*

IDM **bend the rules** to do sth that is not normally allowed by the rules

bend ² ¹ /bend/ **noun** [C] a curve or turn, for example in a road: *a sharp bend in the road*
IDM **round the bend** (informal) crazy; mad: *His behaviour is driving me round the bend* (= annoying me very much).

- Students turn to the entry for *bend* in their dictionaries. Elicit or highlight the following information:
 - bend* is a verb and a noun. In this exercise they are looking for verbs.
 - bend* has three meanings; sense 3 is related to the body.
 - bend* collocates with knees.
- Students use their dictionaries to match the rest of the verbs with the parts of the body. Explain that the expressions are collocations and can also be found in the example sentences as well as the definitions.
- Students use their dictionaries to write an example sentence for each collocation.
- Check the answers and example sentences.

ANSWERS

- 1 a 2 e 3 f 4 b 5 c 6 g 7 d

Exercise 3

fist /fɪst/ **noun** [C] a hand with the fingers closed together tightly: *She clenched her fists in anger.*

- Students turn to the entry for *fist* in their dictionaries.
- Ask them to read the definition and see that *fist* is related to the hand.
- Students use their dictionaries to put the words in the box in the correct columns.
- Check the answers.

ANSWERS

head: gums, lobe, nostril, temple

arm and hand: fist, forearm, knuckles, wrist

leg and foot: heel, shin, sole, thigh

Teaching Tip: Dictionary illustrations

Dictionaries often contain illustrations of groups of words that are more easily explained pictorially, such as the body, or tools. When students look up a word, remind them to check if the entry includes a cross-reference to an illustration. (For example, see *Oxford Student's Dictionary* page 80.)

Follow-up

Self Check, Workbook pages 58–59

Test Unit 7, Teacher's Book pages 134–135

This unit includes

Vocabulary: disasters • word building • natural phenomena • periods of time • water • global issues • -en and en-: prefix and suffix

Grammar: second conditional • *I wish ...*

Skills: listening to a radio programme • describing photos

Writing: an essay

Workbook pages 60–67

Reading PAGES 66–67**Warm-up**

- Look at the unit title and explain that this is a shortened version of the question *What would happen if ...?*
- Read the title of the reading page, *Disaster*. Elicit its meaning. [an event that causes devastation and loss of life] Brainstorm types of natural disaster. [hurricane, volcano, earthquake, flood, forest fire, tornado, etc.]

Before Reading

- In pairs, students match the countries with the volcanoes. Say: *If you don't know, guess.*
- Check the answers. Can students name any other volcanoes? [Mount Rainier, USA; Nevada del Ruiz, Columbia, etc.]

ANSWERS

1 Japan 2 Italy 3 Indonesia 4 Mexico 5 Turkey

Read**Exercise 1**

- Read the **Reading tip** as a class. Check understanding.
- Focus on the diagrams and photo. Elicit what is happening / what students can see in each.
- Students use the diagrams and photo to say if the sentences are true or false. Check the answers.

ANSWERS

1 T 2 F (five hours) 3 T

Exercise 2

- Students scan the text and find what the numbers refer to. Remind them that they only need to read the text quickly to find each number. Check the answers.

ANSWERS

- The sea next to the volcano is six kilometres deep.
- 500 billion tonnes of rock would fall into the sea in a landslide.
- The wave would travel at about 800 km/h.
- A 90-metre wave would flood north-west Africa.
- Eight hours after the eruption, the wave would smash into the east coast of America.

Background Notes

Cumbre Vieja, on the island of La Palma in the Canary Islands, last erupted in 1949 and 1971. The 1971 eruption was minor, but in 1949, parts of the western half of the mountain moved one metre sideways and two metres downwards towards the sea. A major eruption of Cumbre Vieja would cause a rapid landslide and a mega-tsunami, but a more gradual one would not trigger a tsunami.

Exercise 3 2.20

- Play the CD while students read the text and do the exercise, underlining the relevant lines in the text. Check the answers.

ANSWERS

- a (When it erupts, an enormous chunk of the volcano could collapse ... it would unleash a tsunami ...)
- c (The side of the volcano faces west, across the Atlantic ocean.)
- b (The wave could travel a kilometre inland and devastate towns and villages.)
- b (Scientists want to ... give us an early warning ...)
- c (Scientists want better equipment ... so ... at least the authorities could evacuate the towns and cities.)

Understanding Ideas

- Put students into small groups. Students discuss the questions and take notes.
- Groups present their ideas to the class. Discuss the questions as a class.

Teaching Tip: Creating a scenario

Do the above activity by telling students to imagine that they are really about to experience a tsunami. Put students into groups called *Canary Islands, Lisbon, London, New York*, etc. Each group represents the people from this place. They have just heard that Cumbre Vieja is about to erupt and a tsunami is almost certain to happen. Groups then answer the questions as if they are experiencing the scenario for real, contributing and taking notes at an 'emergency meeting'.

SAMPLE ANSWERS

- The tsunami would travel to west Africa, Europe, North and South America, the Caribbean and Greenland.
- The tsunami would flood the land and destroy buildings and roads. Telephone, electricity and water supplies would be cut off. Many thousands of people would drown.
- They would try to get away from the coast or reach high areas. There would be mass panic and huge traffic jams.

Vocabulary

Exercise 1

- Students match the highlighted words in the text with the definitions. Students check their answers in pairs.
- Check the answers.

ANSWERS

1 evacuate 2 flatten 3 erupts 4 devastate
5 unleash 6 chunk 7 smash 8 landslide 9 flood
10 catastrophe 11 plunged 12 warning 13 collapse
14 tidal wave 15 havoc

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

catastrophe is a noun which means a sudden disaster which causes a lot of suffering and damage.

chunk is a noun which means a large piece of something.

collapse is a regular verb which means to suddenly fall down. The third person form is *collapses* and the past simple form is *collapsed*.

devastate is a regular verb which means to destroy or damage something very badly. The third person form is *devastates* and the past simple form is *devastated*.

erupt is a regular verb which means to explode or throw out fire. We normally use *erupt* to refer to volcanoes or other geological features which throw out something at high speed, like geysers. The third person form is *erupts* and the past simple form is *erupted*.

evacuate is a regular verb which means to move people from a place which it isn't safe. The third person form is *evacuates* and the past simple form is *evacuated*.

flatten is a regular verb which means to become or make something flat. The third person form is *flattens* and the past simple form is *flattened*.

flood is a regular verb which means to cover or fill a place with water. The third person form is *floods* and the past simple form is *flooded*.

havoc is a noun which means a situation where there is a lot of damage or destruction and confusion.

landslide is a noun which means when rocks or earth suddenly fall down the side of a hill or a mountain.

plunge is a regular verb which means to drop or fall suddenly from a high place. The third person form is *plunges* and the past simple form is *plunged*.

smash is a regular verb which means to hit something very hard, to move with great force into something or to break something. The third person form is *smashes* and the past simple form is *smashed*.

tidal wave is a noun which means a large amount of sea water in a wave which destroys things on the coast and often goes inland.

unleash is a regular verb which means to suddenly release something which has a dangerous effect, such as a strong force. The third person form is *unleashes* and the past simple form is *unleashed*.

warning is a noun which means something that tells people about possible danger, such as an announcement or a sign.

Exercise 2

- Students find the words in the text and read the sentences which contain them. Elicit the meaning of the words.
- Write the headings *noun*, *verb*, *adjective* and *adverb* on the board. Students write the words under the correct headings. [Noun: coastline, decade, volcano. Verb: face, record. Adjective: entire, steep. Adverb: inland (note that *inland* is also an adjective)].
- In pairs, students each write a sentence containing four of the words in the box.
- Pairs share their sentences. Then they read out their sentences to the class.

Quick Test: Anagram race

Put students into small teams. Write the following anagrams of words from exercises 1 and 2 on the board, one by one. Teams raise their hands and give the correct word, then a definition of the word, for two points. The team with the most points wins.

- 1 *nginwar* [warning]
- 2 *nocalov* [volcano]
- 3 *dolof* [flood]
- 4 *petes* [steep]
- 5 *tasteaved* [devastate]
- 6 *sefa* [face]
- 7 *kunch* [chunk]
- 8 *spellaco* [collapse]
- 9 *sdeldnali* [landslide]
- 10 *pture* [erupt]

More practice

Workbook page 60

Vocabulary

PAGE 68

Target Vocabulary

Wave power: catastrophe chunk collapse devastate erupt evacuate flatten flood havoc landslide plunge smash tidal wave unleash warning

Word building: act / action / active create / creation / creative destroy / destruction / destructive devastate / devastation / devastating, devastated inform / information / informative predict / prediction / predictable, predictive protect / protection / protective

Natural phenomena: avalanche drought earthquake hurricane thunderstorm tornado

Periods of time: century decade fortnight leap year millennium quarter

Water: dribble drip irrigate soak spill splash squirt water

Activate

- Focus on the words in the box. Review their meaning by asking students to define a few of them.
- Students complete the sentences. Check the answers.

ANSWERS

- 1 tidal wave, smashed, flattened, flooded
- 2 warning, evacuate, havoc
- 3 erupted, unleashed, devastated, catastrophe
- 4 chunk, collapsed
- 5 plunged, landslide

Extend

Exercise 1 Word building

- Focus on the table. Complete the first line as a class.
- Students use dictionaries to complete the table. Check the answers.

ANSWERS

- 1 act 2 active 3 creative 4 destroy 5 devastate
- 6 devastating / devastated 7 inform 8 informative
- 9 predict 10 predictable / predictive 11 protect
- 12 protective

Optional Activity: Gladiators

Aim: To practise forming verbs, nouns and adjectives.

Preparation: Divide the class into teams A and B.

A student from each team (a 'gladiator') comes to the front of the class. Tell each of them a word of any type from the table in **Extend** exercise 1.

The A gladiator says their word. The B gladiator has to correctly say the other two forms of the word, winning two points if so.

The B gladiator repeats the activity. Continue until one of them makes a mistake, and is replaced by another student from that team. The team with the most points wins.

Exercise 2 Natural phenomena

- Students match the words with the photos.
- Check the answers. Ask: *Which of these natural phenomena happen in our country?*

ANSWERS

- 1 hurricane 2 drought 3 tornado 4 earthquake
- 5 avalanche 6 thunderstorm

Exercise 3 Periods of time

- Students match the periods of time with the words in the box. Ask: *How often do we have leap years?* [every four years, when February has 29 days instead of 28]

ANSWERS

- 1 leap year 2 fortnight 3 quarter 4 decade
- 5 century 6 millennium

Language Note: quarter

We rarely use the word *quarter* in everyday conversation, but it is commonly used in business, economics, finance, etc. Businesses measure their progress every quarter, by publishing *quarterly sales figures*, *quarterly profits*, etc.

Exercise 4 Water

- Focus on the words in the box. Explain that they are all verbs for things that water does, or that we do with water. Elicit or explain the verbs.
- Students use dictionaries to complete the exercise. Check the answers.

ANSWERS

- 1 soak 2 spill 3 irrigate 4 drip 5 splash 6 water
- 7 squirted 8 dribbled

Quick Test: This is when ...

Read out the following sentences. Students write the words.

- 1 This is when people water fields. [irrigate]
- 2 This is when something is made. [creation]
- 3 This is when a big wave hits the coast. [tidal wave]
- 4 This is when things get destroyed. [destruction]
- 5 This is when you accidentally drop water. [spill]
- 6 This is when there are 366 days in a year. [a leap year]
- 7 This is when a lot of snow moves quickly down a mountain. [avalanche]
- 8 This is when a lot of rocks move quickly down a mountain. [landslide]
- 9 This is when you say something is going to happen, before it happens. [prediction]
- 10 This is when the earth shakes. [earthquake]

Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

More practice

Workbook page 61

Second conditional

Explore

Exercise 1 2.21

- Students read and complete the text. Explain that Daryl Hannah is a Hollywood actress.
- Play the CD for students to check their answers.

ANSWERS

1 used 2 wouldn't produce 3 had 4 would earn

Exercise 2

- Read the **Learn this!** box as a class. Check understanding.

Language Note: were in if clauses

It is grammatically correct to use *I / he / she / it were* (instead of *was*) in the *if* clauses of second conditional sentences. This is the past subjunctive, a tense that has now almost disappeared in English (apart from in these cases). However, in modern everyday usage, it is also perfectly acceptable to use *I / he / she / it was* in second conditional sentences.

- Read out the first paragraph of the text. Ask: *How many people are there in the world?* [6.3 billion] *How many people are there in the village?* [100] *What does the village represent?* [all the people in the world]
- Students complete the text individually. Check the answers. Ask: *Which fact do you think is the most surprising?*

ANSWERS

1 would be 2 would be 3 would speak
4 would speak 5 would earn 6 wouldn't have
7 would own 8 would consume 9 wouldn't be

Follow-up

Grammar Reference page 108

Exploit

Exercise 1

- Students match and complete the sentence halves. Check the answers.

ANSWERS

1 c – didn't produce, would reduce
2 d – would give, were / was
3 a – would save, were able to
4 e – would be, stopped
5 b – didn't pollute, would be

Exercise 2

- Write *plastic bottles* on the board and two downward arrows underneath. Under one arrow, write *recycle*. Under the other, write *burn oil, greenhouse gases, global warming and climate change*.
- As a class, discuss how the words on the board are related.
- Students complete the sentences. Check the answers.

ANSWERS

1 recycled 2 wouldn't have to 3 produced
4 would burn 5 burnt 6 wouldn't be 7 weren't
8 would be able to 9 reduced 10 wouldn't change

Exercise 3

- Read out the first situation. Elicit ideas for what students would do if they found £100. Write them on the board.
- Individually, students make notes for what they would do in situations 1–6. Remind them to use the structure *I would* + base verb. Monitor and help.
- Students tell the class what they would do.

ANSWERS

Students' own answers.

Quick Test: Write the sentences

Write the following prompts on the board, or dictate them. Students write the sentences.

- if / Sarah be / rich / she give / some money / to charity*
[If Sarah was / were rich, she would give some money to charity.]
- if / we live / by the beach / we swim / every day*
[If we lived by the beach, we would swim every day.]
- this town be / cleaner / if / people not drop / rubbish*
[This town would be cleaner if people didn't drop rubbish.]
- I watch / TV / if / I not have / a test tomorrow*
[I would watch TV if I didn't have a test tomorrow.]
- my room look / nicer / if / I tidy it*
[My room would look nicer if I tidied it.]
- the teacher not give / me / bad marks / if / I work / harder*
[The teacher wouldn't give me bad marks if I worked harder.]

More practice

Workbook page 62

Grammar Builder page 109, exercises 1–3

ANSWERS GRAMMAR BUILDER 8 (PAGE 109)

Exercise 1

1 had 2 owed 3 had 4 knew 5 didn't live 6 copied
7 didn't stay up 8 didn't smoke

Exercise 2

1 lived, would be
2 would play, was
3 had, would watch
4 could, didn't spend
5 would happen, didn't go
6 wouldn't be, didn't invite
7 found, would take
8 would you feel, didn't pass

Exercise 3

- If I had a computer, I'd play computer games.
- If Ben didn't have to get up early on Mondays, he would go out on Sunday evenings.
- If Kate had a ticket for tennis at Wimbledon, she would go.
- If there were / was a football match on TV this evening, they wouldn't go out.
- If I didn't have a lot of homework, I wouldn't stay in this evening.
- If we had to help with the cooking, we wouldn't be able to watch a DVD.

Global issues

Target Vocabulary

Global issues: child labour disease endangered species famine floods and landslides global warming homelessness piracy pollution poverty racism

Warm-up

- Explain that a global issue is a problem which affects the whole world. Brainstorm global issues on the board.

Vocabulary

Exercise 1

- Focus on the photos. Students say what they can see in each, and what global issues they think they represent.
- Students match the photos with the words from the box. Check the answers.

ANSWERS

1 homelessness 2 child labour 3 endangered species
4 pollution 5 poverty 6 floods and landslides

Exercise 2 2.22

- Play the CD. Students listen and repeat the words chorally. Check understanding.

More practice

Workbook page 63

Listen 2.23

- Play the CD twice. Students listen and complete the table. Check the answers.

ANSWERS

1 endangered species 2 homelessness 3 racism
4 famine 5 disease 6 child labour

TAPESCRIPT

Speaker 1 The European lynx is a type of wild cat. These beautiful animals nearly became extinct in Europe over 100 years ago, but they were reintroduced in Switzerland in 1971 and there are now 200 in Poland. They eat rabbits and small deer ...

Speaker 2 Nobody knows exactly how many homeless people there are in Britain. But we know that many of them are teenagers who have left home after a family argument or because their parents have divorced. They sleep in parks and on the streets ...

Speaker 3 Late last night two young black men were attacked in south London. They were leaving a restaurant when four white men came up to them and asked for money. The police suspect a racist motive ...

Speaker 4 It hasn't rained here for two years. The animals have all died and it's impossible to grow crops. The people are all very hungry. If we don't get some food to this region soon, many people will die ...

Speaker 5 Malaria is easy to prevent with drugs yet each year, it causes disease in approximately 515 million people and kills between one and three million people, the majority of whom are young children in sub-Saharan Africa.

Speaker 6 These football shirts are made in Bangladesh. The children that make them receive only \$1 a day ... that is why they are so cheap. But these children work very long hours in difficult conditions ...

- Write the following phrases from the listening on the board: *divorced* [speaker 2], *suspect a ... motive* [speaker 3], *grow crops* [speaker 4], *prevent with drugs*, *sub-Saharan Africa* [speaker 5], *conditions* [speaker 6].
- Elicit or explain their meaning. Ask: *Which speaker mentions each phrase?* Students listen again and write the speakers.

Background Notes

Malaria is a dangerous but preventable disease caused by a parasite that infects the blood. It is spread by mosquitoes.

Speak

Exercise 1

- Read the **Speaking tip** as a class. Students choose words from the box to describe photo 1.
- Discuss students' answers as a class.

SUGGESTED ANSWERS

cold, dangerous, home, poor, sleep, sleeping bag, street

Exercise 2

- Students discuss the photo in pairs and answer the questions about the person's life. Monitor and help.
- Discuss students' answers as a class.

SUGGESTED ANSWERS

- In the street.
- He hasn't got anywhere else to go. / He's homeless.
- He's sleeping.
- He might be feeling cold, lonely and depressed.

Exercise 3

- Read the instructions as a class. In pairs, students discuss and choose issues from **Vocabulary** exercise 1.
- Discuss students' choices in class. Make sure students give reasons for their choices. Write some of the ideas on the board.
- As a class, vote for the most three serious issues for (a) your country and (b) the world.

Optional Activity: Dialogue

Aim: To practise talking about global issues.

Preparation: Write the following dialogue on the board.

A *What do you think the three most serious issues for our country are?*

B *I think the three most serious issues are poverty, pollution and piracy. What about you?*

A *I agree. And what about the three most serious issues for the world?*

B *I think they are pollution, global warming and famine.*

A *Why?*

B *Because I think the environment is the biggest problem facing the Earth. If we don't reduce pollution and CO₂ emissions, global warming will get worse and worse, and we may not be able to grow enough food to live.*

Students practise the dialogue in pairs, then swap roles. Then rub out the underlined words. Students repeat the activity, inserting their own ideas.

More practice

Everyday English 8, Teacher's Book pages 116–117

I wish ...

Warm-up

- Say: *I'd like to be able to paint and draw really well / go to Australia*, etc. (i.e. something you would like to do, but which isn't possible). Tell students that this is your dream.
- Ask: *What are your dreams?* Ask questions to help, e.g. *Would you like to be rich / famous / really good at something?* Write students' ideas on the board.

Explore

Exercise 1

- Focus on the cartoons. Ask: *Is the boy / the cat / the girl happy? Why? / Why not?* Students explain what is happening, e.g. the cat wants to fly but it can't, etc.
- Students answer the questions. Check the answers.

ANSWERS

1 Yes 2 No 3 No

Exercise 2

- Read the **Learn this!** box as a class.
- Students choose the correct word to complete the rule. Check the answer.

ANSWER

We use *wish* + the past.

Language Note: *wish* + the past

We use the past form after *I wish ...* because when we wish, we are talking about an imaginary situation. So the structure is the same as the *if* clause in a second conditional sentence. (For this reason, it is correct to use either *I / he / she / it were* or *I / he / she / it was*.)

Follow-up

Grammar Reference page 108

Exploit

Exercise 1

- Students write sentences using *I wish ...*. Monitor and help. Check the answers.

ANSWERS

- 1 I wish I could drive.
- 2 I wish I had a laptop.
- 3 I wish I liked vegetables.
- 4 I wish I was / were good at maths.
- 5 I wish I spoke French.
- 6 I wish I could play the guitar.
- 7 I wish I didn't have so much homework.
- 8 I wish I was / were tall / taller.

Exercise 2

- Students complete the sentences. Check the answers.

ANSWERS

1 was 2 run 3 knew 4 were 5 had 6 play
7 drove 8 read

Exercise 3 2.24

- Read the phrases in the box as a class. Explain *break all the chains* and *remove all the bars*.
- Play the CD. Students listen and complete the song. Check understanding. Play the song a final time.

ANSWERS

- | | |
|------------------------|------------------------|
| 1 break all the chains | 5 be like a bird |
| 2 say all the things | 6 soar to the sun |
| 3 share all the love | 7 break all the chains |
| 4 know how it feels | 8 say all the things |

Exercise 4

- Students write endings for the sentences individually, then compare answers in pairs. Monitor and help.
- Students read their sentences to the class.

ANSWERS

Students' own answers.

Quick Test: Complete the sentences

Dictate or write the following sentences on the board. Students complete the sentences with the correct form of an appropriate verb.

- 1 *Jake wishes he _____ football better.* [played / could play]
- 2 *I wish I _____ on holiday at the moment.* [was / were]
- 3 *I wish I _____ so many chores to do!* [didn't have]
- 4 *Scott wishes he _____ a better computer.* [had]
- 5 *I wish I _____ the answer to this question.* [knew]
- 6 *Jenny wishes she _____ in another town.* [lived]
- 7 *I wish I _____ Chinese.* [spoke / could speak]
- 8 *I wish our neighbours _____ so much noise!* [didn't make]

More practice

Workbook page 64

Grammar Builder page 109, exercises 4–5

ANSWERS GRAMMAR BUILDER 8 (PAGE 109)

Exercise 4

- 1 I wish I were taller.
- 2 I wish we had tickets.
- 3 I wish I lived in the country.
- 4 I wish you could talk.
- 5 I wish the music wasn't so loud.
- 6 I wish I could buy that jacket.

Exercise 5

- 1 didn't have 2 were 3 could 4 wasn't / weren't
- 5 didn't hate 6 were 7 could 8 didn't have to

An essay

Target Language

Essay: As I see it, ... I believe / don't believe (that) ...
I think / don't think (that) ... I'm convinced that ...
In my opinion, In my view, the first thing
the next thing finally • expressions with *make*

Warm-up

- Brainstorm on the board some of the global issues that students studied earlier in the unit.
- Discuss the issues as a class. How would students solve them?

Read

Exercise 1

- Students read the essay and tick the issues that Cathy mentions. Elicit or explain difficult vocabulary.
- Check the answers.

ANSWERS

disease, famine, global warming

Exercise 2

- Students read the essay again and answer the questions. Check the answers.

ANSWERS

- 1 She would make sure that poor farmers could sell their food to the rest of the world.
- 2 She would make drug companies vaccinate children.
- 3 She would make petrol-driven cars illegal to reduce pollution and stop global warming.
- 4 She would ban rap music (and petrol-driven cars).
- 5 She doesn't like sports programmes.
- 6 She'd make him change his socks every day.

Prepare

Exercise 1

- Read the **Writing tip** as a class. Check understanding. Students find the opinion phrases in the text.

ANSWERS

in my opinion, I believe, In my view, I think

Teaching Tip: Expressing opinions

In normal speech, *I think / don't think (that) ...* is the most common way to express opinions. *I believe / don't believe (that) ...* and *I'm convinced that ...* express stronger opinions. We usually say or write *I **don't** think that (something) is ...* rather than *I **think** that (something) isn't ...*

Exercise 2

- Students find the structures in the essay. Check the answers.

ANSWERS

- 1 I'd make drug companies do ... , I'd make my brother change his socks ...
- 2 I'd also make more medicines available ... , if we could also make petrol-driven cars illegal ...
- 3 I'd make sure that poor farmers could ...

Exercise 3

- Students complete the sentences. Elicit or explain *optional* and *compulsory*.
- Check the answers.

ANSWERS

- 1 illegal
- 2 found
- 3 reduce
- 4 smaller
- 5 pick up
- 6 was
- 7 optional

Write

- Read the instructions and the writing plan as a class. Check understanding. Brainstorm some serious and less serious ideas for students' essays.
- Students plan their essays. Monitor and help.
- If the writing is done in class, circulate, monitor, and correct common errors on the board.
- Students use the **Check your work** box to check their finished essays.
- Ask students to check each other's writing. Has all the information been included? Are there any errors? After peer correction, students write a second draft and hand it in.

SAMPLE ANSWER

If I ruled the world, by Mark

If I ruled the world, I would make it a better place. Firstly, I'd make it illegal to cut down trees in the rainforests. I'm convinced that we could save a lot of endangered species if we protected our rainforests. I'd also make people plant more trees in their gardens.

The next thing I'd do is stop the arms trade. In my opinion, there wouldn't be many wars if people couldn't buy and sell guns easily. I think that wars are one of the biggest problems that the world faces.

There are some less serious things I'd do too. I'd make people paint public buildings in bright colours. If we did that, our cities would be nicer places to live in. I believe that boring colours make people feel depressed.

Marking scheme

- Use of separate paragraphs. [1 mark]
- Give and explain serious ideas. [1 mark]
- Give and explain less serious ideas. [1 mark]
- Use of second conditional. [1 mark]
- Use of opinion expressions. [1 mark]
- Use of sequencers (*firstly, finally*, etc.) [1 mark]
- Use of expressions with *make*. [1 mark]
- Use of formal essay style. [1 mark]
- Accurate spelling and punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice

Workbook page 65

Language Skills

Exercise 1 2.25

- Students complete the dialogue individually. Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

1 opinion 2 convinced 3 make 4 true 5 see
6 thing 7 my 8 wouldn't 9 could 10 idea

Exercise 2

- Students answer the questions. Check the answers.

ANSWERS

- He thinks it's a good idea.
- The elderly.
- He says cars are polluting our cities.
- He would make them cheaper.
- He says public transport should be free.
- Repairing the roads.

Exercise 3

- Students write the sentences. Check the answers.

ANSWERS

- If I were you, I would do my homework now.
- If we lived in London, we would learn English faster.
- They would go to the theatre if they had tickets.
- What would you buy if you had a lot of money?
- She would send us an email if she had a computer.
- If he told them, they wouldn't believe him.

Exercise 4

- Students complete the sentences with one word. Check the answers.

ANSWERS

- wasn't / weren't 2 could 3 lived 4 made 5 had
- knew

Dictionary Corner

Teaching Tip: Finding words quickly

The word at the top of the left-hand page of a dictionary shows the first headword on that page. The word at the top of the right-hand page shows the last headword on that page. All the words are arranged alphabetically. These words help us to find the right page in a dictionary quickly.

Exercise 1 Exploring vocabulary: global problems

conservation /ˌkɒnsə'veɪʃn/ **noun** [U]
1 (ENVIRONMENT) the protection of the natural world: Conservation groups are protesting against the plan to build a road through the forest. 2 not allowing sth to be wasted, damaged or destroyed: the conservation of energy ➔ verb **conserve**

- Students turn to the entry for *conservation* in their dictionaries. Elicit or highlight the following information:
 - conservation* is an uncountable noun.
 - conservation* has a subject label: ENVIRONMENT.
 - the definition of conservation is the protection of the natural world.
- Students use their dictionaries to complete the sentences with the rest of the words in the box.
- Check the answers.

ANSWERS

- Conservation 2 slavery 3 Recycling 4 Vaccinations
- discrimination 6 starvation

Exercise 2 Word building: *en-* and *-en*

bright ˈbraɪt/ **adj.** 1 having a lot of light: a bright, sunny day ◊ eyes bright with happiness
2 (used about a colour) strong and easy to see: a bright yellow jumper 3 clever, or able to learn things quickly: a bright child ◊ a bright idea 4 likely to be pleasant or successful: The future looks bright.
5 happy; cheerful ► **brightness** **noun** [U]
► **brightly** **adv.**: brightly-coloured clothes
DOM look on the bright side → LOOK 1

brighten ˈbraɪtn/ **verb** [I,T] ~ (sth) (up) to become brighter or happier; to make sth brighter: His face brightened when he saw her. ◊ to brighten up sb's day (= make it happier)

- Students turn to the entry for *bright* in their dictionaries. Elicit or highlight the following information:
 - bright* is an adjective.
 - the next entry is *brighten*.
 - brighten* is a verb, meaning to make something brighter.
- Remind students that *-en* is a suffix because it comes at the end of the word.
- Explain that if a word doesn't have an *-en* ending, then they should find the entry *en-*. So for *courage* they should look up *encourage*.
- Students use their dictionaries to find the verb forms and match them with the definitions.
- Alternatively, tell students to check for each verb under the prefix *en-* first. If they can't find the verb under *en-*, students look up the base word, then scan down the page to see if it has a verb form ending in *-en*.
- Check the answers.

ANSWERS

- brighten 2 endanger 3 flatten 4 quieten 5 enrich
- worsen 7 encourage 8 enforce 9 sweeten
- enlarge

Language Note: *en-* and *-en*

The verb prefix *en-* means to put something into a particular condition. *En-* verbs are usually transitive. The suffix *-en* means to give or gain a particular quality. Verbs with the suffix *-en* are often transitive (e.g. *Brighten the room by opening the curtains*), and intransitive (e.g. *The weather is brightening*).

Follow-up

Self Check, Workbook pages 66–67

Test Unit 8, Teacher's Book pages 136–137

Literature Corner 4 PAGE 74

Warm-up

- Read out the biography. Ask: *How many books did John Buchan write?* [over a hundred] *What were they about?* [either real events in history or adventure stories]
- Focus on the picture. Students try to predict the story.

Read

Exercise 1

- Students read the first paragraph and tick what they think will happen next.
- Students read the next paragraph and check their answer.

ANSWER

b

Exercise 2 2.29

- Play the CD while students read the text again and answer the questions. Check the answers.

ANSWERS

- 1 The policeman was standing outside the post office, reading something.
- 2 Hannay realized that the policeman was reading about him (and so would probably arrest him).
- 3 Because he didn't have a map.
- 4 Because it would make it easier for the police and the Black Stone to find him.
- 5 The car went over a steep drop or cliff, and into a river.

Exercise 3

- Students answer the questions in their own words. Discuss the answers as a class.

SUGGESTED ANSWERS

- 1 Perhaps the police were chasing Hannay because they thought he had done something wrong.
- 2 A secret criminal organization or a spy ring.
- 3 He felt afraid.
- 4 Because his pursuers may not find the car if it sank under the river, and if they did, they may think Hannay had died and so would stop looking for him.

Exercise 4

- Check understanding of *similes*, *flash* and *maniac*. Students match the parts of the similes. Check the answers.

ANSWERS

1 b 2 c 3 d 4 a

Skills Round-up 7–8 PAGE 75

Listen

Exercise 1 2.30

- Focus on the photos. Students describe what they can see. Read out the quiz and elicit or explain *decompose* (as in rubbish), *the ozone layer*, *ultra-violet light* and *pesticides*.

- In pairs, students guess the answers to the quiz. Play the CD for students to check their answers.

ANSWERS

1 c 2 a 3 c 4 b 5 d

TAPESCRIPT

- 1 The answer is c. Plastic bags can take up to 1,000 years to decompose. When we go shopping, we should take a bag with us.
- 2 The answer is a. The ozone layer stops ultra-violet light from the sun. It's between 15 and 17 kilometres above the surface of the Earth.
- 3 The answer is c. About 90% of the world's energy comes from oil, coal and gas. One problem is that they are not renewable – they will eventually run out. Another problem is that when we burn them, they cause global warming.
- 4 The answer is b. At the moment the EU only recycles about 45% of its rubbish. It wants to recycle between 50 and 80% of its waste.
- 5 The answer is d – all of them. More than 400 pesticides are regularly used in non-organic farming. The pesticides can kill wild animals and birds, and also cause water pollution.

Exercise 2 2.30

- Elicit or explain *non-organic farming*.
- Play the CD again. Students listen and answer the questions. Check the answers.

ANSWERS

- 1 We should take a bag with us.
- 2 It's between 15 and 17 kilometres above the Earth.
- 3 It causes global warming. (And that these things will one day run out.)
- 4 The EU wants to recycle between 50 and 80%.
- 5 More than 400 pesticides are used.

Read

- Students read and complete the text. Check the answers.

ANSWERS

1 countries 2 environment 3 energy 4 letters
5 rubbish 6 turn off 7 use

Write

- Read the instructions and email as a class.
- Students complete the email, using their own ideas and those in **Read** above. Monitor and help.
- Some students read out their emails to the class.

SAMPLE ANSWER

Try to reduce pollution. Recycle more and use cars less. Use bicycles or public transport instead!

Don't waste energy. Turn off lights, TVs and computers when you are not using them.

If we did this, we could really make a difference to the environment. Please help!

9

Crime scene

This unit includes

Vocabulary: computer crimes • computers • compound adjectives: numbers • extreme adjectives • collocation: verbs • police equipment • law and order

Grammar: past perfect • reported speech

Skills: listening to dialogues about crime • discussing crimes

Writing: a story

Workbook pages 68–75

Reading PAGES 76–77

Warm-up

- Look at the unit title and elicit its meaning. [the location of a crime] Ask students why you shouldn't move anything at a crime scene before the police arrive. [because you may disturb important evidence]
- Read the title of the reading page, *Computer crime*. Brainstorm crimes that people commit using a computer. [computer viruses, illegal downloading, looking at unauthorized files]

Before Reading

Exercise 1

- Focus on the photos. Students say what they can see.
- As a class, discuss how they are related to computers.

SUGGESTED ANSWERS

A supermarket, a post box, a hospital sign and pills, a computer and a railway.

All of the things are controlled or affected by computers. For example, you can buy food on the internet. The products in supermarkets are ordered and delivered using computers. Postal systems, rail systems and hospitals are managed by computers.

Exercise 2

- Discuss the questions as a class.

SUGGESTED ANSWERS

A computer virus is a program which can disrupt the way a computer system works and the data that is stored on it. It can seriously damage computer systems, change the way they work, permanently delete data and transmit data to unauthorized users.

Read

Exercise 1

- Read the **Reading tip** as a class. Elicit or explain *skimming*. [reading something quickly to understand the main idea of text, without reading every word]
- Students skim the text and decide what type it is. Check the answer.

ANSWER

1 an article

Exercise 2

- Students match the titles with the paragraphs. Check the answers.

ANSWERS

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

Exercise 3 3.02

- Play the CD while students read the text and do the exercise, underlining the relevant lines in the text. Check the answers.

ANSWERS

- c (the postal service in Taiwan ... banks in Hong Kong ... trains in Australia ... planes in the USA)
- a (He avoided a 5-year prison sentence because he was only 18 when he committed the crime.)
- c (He was just delighted that it had worked ... He was terrified when he saw a TV news report ...)
- a (Detectives arrested Sven after one of his classmates contacted Microsoft with a tip-off about his activities.)
- b (Sven's teachers at school were astonished ... 'There are others in the class who are better than him.')

Understanding Ideas

- Read the questions as a class. Check understanding.
- In pairs, students discuss the questions and write as many ideas as they can.
- Discuss students' ideas as a class.

Teaching Tip: Team debate

Do question 3 in the above activity as a team debate. Write *It was wrong for Sven to get a job because of his crime* on the board, then write *For* and *Against* underneath. Divide the class into teams A and B. Team A proposes reasons to support the statement, then Team B proposes reasons against it. Write the reasons on the board. Finally, students vote (giving their real opinion) for or against the statement.

Extend the debate by rubbing out the original statement and replacing it with statements related to questions 1 and 2, such as:

Sven created the virus to impress his friends.

People create viruses because they want to cause damage.

SAMPLE ANSWERS

- Sven created the Sasser virus because he wanted to learn more about computer programs / he was bored / he wanted to impress his friends.
- People create computer viruses to cause damage / protest about something / steal money / show others how clever they are.
- We think this isn't correct because he caused a lot of problems. / We think this is correct because he didn't intend to cause a lot of damage / knows how to make viruses, so now he can protect people against them.

Vocabulary

Exercise 1

- Students match the highlighted words in the text with the definitions. Students check their answers in pairs.
- Check the answers.

ANSWERS

1 suspended sentence 2 reward 3 crashed 4 halt
5 trial 6 arrested 7 chaos 8 vital 9 tip-off
10 investigation 11 traced 12 clues 13 charged
14 guilty 15 released

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

arrest is a regular verb which means to take someone to a police station. The third person form is *arrests* and the past simple form is *arrested*.

chaos is an uncountable noun which means a situation when everything is disorganized and confused. The adjective form is *chaotic*.

charge is a regular verb which means to accuse somebody of doing something illegal. The third person form is *charges* and the past simple form is *charged*.

clue is a countable noun which means a piece of information that help people to solve a mystery, such as investigating a crime.

crash is a regular verb which we use with computers and means to suddenly stop working. The third person form is *crashes* and the past simple form is *crashed*. *To crash* also means to hit something or collide with a great force.

guilty is an adjective which means being responsible for doing something bad or illegal. In a criminal court, people decide if a person is *guilty* or *not guilty* of a crime.

halt is a noun which means a situation when something stops moving or happening. *Come to a halt* is a phrasal verb which means to unexpectedly or suddenly stop. The verb *to halt* means to stop somebody or something.

investigation is a noun which means an official examination of the facts about a situation, such as a crime or an accident.

release is a regular verb which means to let something spread in a place, or to allow someone or something to be free. The third person form is *releases* and the past simple form is *released*.

reward is a noun which means the money someone receives for helping to find someone or something. The police may pay a reward for information that helps them to find a criminal.

suspended sentence is a compound noun which means a punishment that a person will only receive if they do something illegal again within a certain period of time.

tip-off is a compound noun which means secret information that you give to somebody, which helps them to do something. The information is often something which helps the police to catch a criminal or helps someone to commit a crime. The verb form is *to tip off (somebody)*.

trace is a regular verb which means to find someone by following clues or information, such as tracing a computer criminal through his / her internet service provider and phone company. The third person form is *traces* and the past simple form is *traced*. The noun *trace* means a clue or mark which something has left.

trial is a noun which means an examination in court to find out if someone is guilty of a crime.

vital is an adjective which means extremely important.

Exercise 2

- Students find the words in the text and read the sentences which contain them. Elicit the meaning of the words.
- Dictate the following definitions. Students write the words.

- 1 *To press the button on a computer mouse.* [click]
- 2 *A place where people judge someone who has been charged with a crime.* [court]
- 3 *Very happy.* [delighted]
- 4 *A police officer who investigates crimes.* [detective]
- 5 *This crime is when someone damages or destroys something.* [criminal damage]
- 6 *To give a disease to a person, or to give a virus to a computer.* [infect]
- 7 *In a period of time, or inside a place.* [within]
- 8 *To agree that you did something wrong.* [admit]

Quick Test: Sentence race

Write the following words on the board: *chaos, click, investigation, trace, clue, detective, vital, trial, delighted, guilty, reward, arrest, crash*.

Give students three minutes to use the words in as many different sentences as possible. They must use one word per sentence.

Students write their sentences individually. After three minutes, students say how many sentences they have written.

Students read out their sentences. Correct any mistakes on the board as a class. The student with the most correct sentences is the winner.

More practice

Workbook page 68

Vocabulary PAGE 78

Target Vocabulary

An online threat: arrest chaos charge clues crash guilty halt investigation release reward suspended sentence tip-off trace trial vital

Computers: attach backups delete files install protect software update

Compound adjectives: numbers: 300-word five-lane five-star four-door ten-minute ten-storey three-month two-hour

Extreme adjectives: astonished brilliant delighted enormous terrible terrific terrified tiny

Verb collocations: charge a battery / someone commit a crime / yourself to something leave a meal / a place receive a gift / a warning release a prisoner / a film spend time / money

Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What's another word for 'very important'?* [vital] *What do the police do when they take someone to the police station?* [arrest them]
- Students complete the sentences. Check the answers.

ANSWERS

- halt, crashed, chaos
- investigation, tip-off, reward
- traced, arrested, charged, trial, guilty, suspended sentence
- releases, clues, vital

Extend

Exercise 1 Computers

- Students read and complete the text. Check the answers.
- Ask: *How does the text recommend that you protect your computer from viruses?* [Don't open emails from unknown people, buy anti-virus software, update your programs, Make backups of all your documents.]

ANSWERS

- delete
- files
- protect
- attach
- install
- software
- update
- backups

Exercise 2 Compound adjectives: numbers

- Read the instructions as a class. Check understanding.
- Students complete the exercise. Check the answers.

ANSWERS

- a three-month investigation
- a two-hour wait
- a five-star hotel
- a ten-minute walk
- a five-lane motorway
- a 300-word essay
- a ten-storey building
- a four-door car

Exercise 3 Extreme adjectives

- Ask: *What are extreme adjectives?* [adjectives which mean very + normal adjective]
- Students scan the text on pages 76–77 and find eight extreme adjectives. Students match the adjectives with the definitions.
- Check the answers.

ANSWERS

- enormous
- tiny
- astonished
- brilliant
- delighted
- terrible
- terrific
- terrified

Optional Activity: Extreme adjectives

Aim: To practise using extreme adjectives.

Preparation: Write the extreme adjectives from exercise 3 on the board. Write *A* and *B* alternately next to each adjective.

- Divide the class into A and B students. Students write a sentence for each of their extreme adjectives.
- Students read out their sentences. Correct any mistakes as a class.

Exercise 4 Collocation: verbs

- Students identify the correct collocations. Say: *The correct collocations are all in the text on pages 76–77.*
- Check the answers. Elicit the meaning of the collocations.

ANSWERS

- to spend time, money
- to release a prisoner, a film
- to charge a battery, someone with a crime
- to commit yourself to something, a crime
- to receive a gift, a warning
- to leave a meal, a place

Quick Test: Missing letters

Write the following letters and dashes on the board, one by one. Students raise their hands and say the complete word. If the student says the correct word, he / she says a sentence using that word.

- _n_rm_s [enormous]
- s_ft_r_ [software]
- ch_rg_ [charge]
- _rr_st [arrest]
- c_mm_t [commit]
- br_ll_nt [brilliant]
- _nv_st_g_t_n [investigation]
- b_ck_p [backup]
- g__lty [guilty]
- _st_ll [install]

Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

More practice

Workbook page 69

Past perfect

Explore

Exercise 1

- Focus on the photo. Ask: *What is the person's job?* [a radio disc jockey] *What radio stations / programmes do you listen to?* Elicit or explain *to confess, to describe, to be proud of, to discover*.
- Students read the text and decide when the events happened. Check the answer with the class.

ANSWER

before

Exercise 2

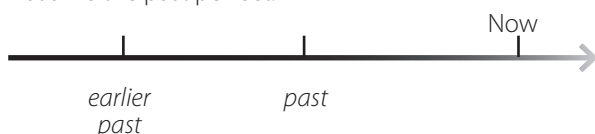
- Read the **Learn this!** box as a class. Remind students that the past participle of regular verbs is formed with *-d / -ed*.
- Students complete the rule.

ANSWER

before

Teaching Tip: Past perfect timeline

Draw the following timeline on the board to help students visualize the past perfect.



Write the following sentences on the board:

The film had started [earlier past] before we arrived. [past]

I went out [past] after I'd done my homework. [earlier past]

As a class, match the events to the time periods on the timeline.

Follow-up

Grammar Reference page 110

Exploit

Exercise 1

- Students write sentences, then compare in pairs.
- Students read out their sentences to the class.

ANSWERS

Students' own answers.

Exercise 2

- Explain *joyriders*. [criminals who steal cars simply to drive them around and then abandon them] Students read and complete the text.
- Check the answers. Check understanding of *catch up with, run out of* and *keep up with*. Ask: *Were the police fast enough to keep up with the car?* [No] *How did they catch up with it?* [It ran out of petrol.]

ANSWERS

- 1 had stolen 2 had ... stopped 3 hadn't paid for
4 had run out of 5 had realized 6 had ordered

Exercise 3

- Read the exercise as a class. Brainstorm ideas on the board, e.g. *I had won a prize, I had forgotten your birthday*, etc.
- Students complete the sentences using the past perfect, then read out their sentences to the class.

ANSWERS

Students' own answers.

Exercise 4

- Read the examples as a class. Brainstorm more bad things. Students write one sentence. Monitor and help.

Exercise 5

- Read the instructions and examples as a class. Begin the activity yourself by reading out the first example. Then a strong student repeats what you said, adding their own sentence from exercise 4.
- A third student repeats the two preceding sentences and adds their own sentence from exercise 4. Continue the chain around the class, until someone forgets a sentence.

Quick Test: Combining sentences

Write the following prompts on the board, or dictate them. Students write the sentences. Do number 1 as an example.

- I got dressed. I went out. (after)*
[I went out after I had got dressed.]
- We finished our essays. The teacher collected them. (when)*
[When we had finished our essays, the teacher collected them.]
- I took off my coat. It stopped raining. (when)*
[When it had stopped raining, I took off my coat.]
- I didn't watch the end of the film. I fell asleep. (because)*
[I didn't watch the end of the film because I had fallen asleep.]
- The car ran out of petrol. We drove for hours. (after)*
[The car ran out of petrol after we had driven for hours.]
- We cooked dinner. We ate it. (when)*
[When we had cooked dinner, we ate it.]
- I did my homework. I came home from school. (after)*
[I did my homework after I had come home from school.]

More practice

Workbook page 70

Grammar Builder page 111, exercises 1–2

ANSWERS GRAMMAR BUILDER 9 (PAGE 111)

Exercise 1

- 1 had seen 2 had eaten 3 had broken down
4 hadn't finished 5 hadn't had 6 had bought
7 had promised 8 hadn't visited 9 had written
10 had done

Exercise 2

- When I arrived home, Joe had gone out.
- When Paul phoned, I had gone to bed.
- When the police arrived, the shoplifter had run away.
- When Dad got home, Mum had cooked dinner.
- When we had finished our homework, we watched TV.
- When we arrived at the cinema, the film had started.
- When we left the beach, it had started to rain.
- When we got to the station, the train had left.

Crimes and criminals

Target Vocabulary

burglary / burglar fraud / fraudster joyriding / joyrider
murder / murderer robbery / robber
shoplifting / shoplifter theft / thief vandalism / vandal

Vocabulary

Exercise 1

- Brainstorm words for crimes and criminals. Write them on the board. Ask: *What crimes are a problem in our city?*
- Focus on the photos. Students name the crimes.

ANSWERS

1 burglary 2 vandalism 3 joyriding 4 robbery
5 shoplifting

Exercise 2

- Students read the extracts and match them with the photos.
- Check the answers. Elicit or explain *to smash*, *to break into* and *to rob*.

ANSWERS

a 3 b 5 c 2 d 1 e 4

Exercise 3 3.03

- Focus on the words in the box. Check understanding. Students identify the words that aren't shown in the photos. [cheat, murder]
- Students complete the table. Play the CD for students to check their answers.
- Read the **Look out!** box as a class. Check understanding.
- Play the CD again. Students listen and repeat the words.

ANSWERS

1 burglary 2 cheat 3 joyriding 4 murder 5 robbery
6 steal 7 theft 8 vandalize

More practice

Workbook page 71

Listen 3.04

- Play the CD twice. Students listen and choose the correct crimes.

ANSWERS

1 b 2 a 3 a 4 b 5 a

TAPESCRIPT

- 1 A Somebody broke into the school in the middle of the night.
B Broke into the school? Really? Do you know how they got in?
A They climbed through a window.
B Did they steal anything?
A No, but they smashed lots of desks and chairs.
B That's terrible. Do they know who did it?
A Well, the police arrested two boys this morning.

- 2 A Did you hear about Mark?
B No. What?
A Two teenagers stopped him in the street last night when he was walking home. They stole his wallet and his mobile.
B Is he OK?
A Yes, they didn't hurt him.
- 3 A Two fraudsters cheated my dad out of £100 last week. They said they were collecting money for charity.
B Really? How do you know it was a fraud?
A My dad thought something was a bit strange and rang the charity. They said that they'd never heard of the two men.
- 4 A Kate's son stole a CD from the department store in town last weekend.
B Yes, I heard. A shop assistant called the police.
A I don't think that was necessary. It was only a CD.
B But he shouldn't steal from shops, should he?
A I know, but he's only sixteen.
- 5 A Some boys took our neighbour's car last night.
B Really?
A Yes. They didn't steal it, but they drove it round the streets for an hour, and then left it near the park.
B Did the police catch them?
A Yes, they're questioning two local boys at the police station.

Speak

Exercise 1

- In pairs, students discuss the crimes in **Vocabulary** exercise 3, and write notes about which three they think are the most serious.
- Remind students to give reasons for their choices. Monitor and help.

Exercise 2

- Pairs present their notes to the class. Discuss students' answers as a class.
- As a class, vote for the most three serious crimes.

ANSWERS

Students' own answers.

Optional Activity: Dialogue

Aim: To practise talking about crime.

Preparation: Write the following dialogue on the board.

A *What do you think are the three most serious crimes?*

B *Firstly, I think murder is the most serious crime.*

A *Why?*

B *Because taking a person's life is the worst thing you can do.*

A *I agree.*

B *I think robbery is the next most serious crime, because using force against another person is very traumatic for the victim.*

A *I think the third most serious crime is vandalism, because destroying public property makes towns look ugly and is a waste of public money.*

Students practise the dialogue in pairs, then swap roles. Then rub out the underlined words. Students repeat the activity, inserting their own ideas.

More practice

Everyday English 9, Teacher's Book pages 118–119

Reported speech

Explore

Exercise 1

- Focus on the picture. Elicit that it shows a bank robbery.
- Students read the text and match the reported speech with quotations 1–4. Check the answers.

ANSWERS

- The robber. (He ... said that he was robbing the bank.)
- The assistant. (She said that he was in the Wells Fargo Bank.)
- The assistant. (She said that ... he needed to take the form to the Bank of America.)
- The assistant. (She told the police that a man had tried to rob the bank.)

Exercise 2

- Read the **Learn this!** box as a class, then compare the quotations and the reported speech from exercise 1.
- Students complete the rules. Check the answers.

ANSWERS

- 1 b 2 b 3 a 4 b

Follow-up

Grammar Reference page 110

Exploit

Exercise 1

- Students rewrite the quotations in reported speech. Check the answers.

ANSWERS

- The policeman said that he wanted to catch the thief.
- He said that she had stolen a book from the book shop.
- She said that the police had arrested a thief.
- He said that he went joyriding at weekends.
- The policeman said that they were questioning two teenagers about the burglary.
- My brother said that a boy in his class had vandalized a phone box.
- Mark said that Jake was a fraudster.
- She said that the police were looking for the bank robbers.

Exercise 2

- Students write three sentences, using the specified tenses.

Exercise 3

- Students report their partners' sentences to the class. Correct any mistakes as a class.

Exercise 4

- Students read the text and change the direct speech to reported speech. Check the answers.

ANSWERS

- 'You're sitting in my car.'
 'I want you to get out.'
 'It's the wrong key and it doesn't fit.'
 'This isn't my car.'
 'We accidentally stole a car.'
 'They arrived at the police station a few minutes ago and they reported the theft of the car by two dangerous old ladies.'

Quick Test: Sentence transformation

Dictate the following sentences or write them on the board. Students transform them into direct or reported speech.

- 'I'm reading a detective story,' said Tom.*
[Tom said that he was reading a detective story.]
- 'I didn't steal anything,' the man said.*
[The man said that he hadn't stolen anything.]
- 'There's more crime in cities,' Ann said.*
[Ann said that there was more crime in cities.]
- Jason said that someone had taken his mobile phone.*
['Someone took my mobile phone,' said Jason.]
- 'We're calling the police now,' they said.*
[They said that they were calling the police now.]

More practice

Workbook page 72

Grammar Builder page 111, exercises 3–6

ANSWERS GRAMMAR BUILDER 9 (PAGE 111)

Exercise 3

- 1 liked 2 had stolen 3 was cheating 4 was getting
 5 had smashed 6 was 7 had robbed 8 stole

Exercise 4

- 1 she 2 they 3 he, his 4 me, I 5 she, her

Exercise 5

Fiona said that ...

- she was hungry.
- she hadn't had any breakfast.
- she wanted a banana.
- she was going out.
- her friend was meeting her at the cinema.
- her friend's name was Helen.
- she had first met her last year.
- they were going to see a French film.

Exercise 6

- 'It isn't raining,' he said.
- 'Last month, joyriders stole my car,' she said.
- 'I need a holiday,' he said.
- 'I'm going to Tom's party this evening,' you said.
- 'I saw the robbers leaving the bank,' he said.
- 'You're greedy,' she said.
- 'I had lunch,' you said.
- 'I'm feeling ill,' he said.

A story

Target Language

Time expressions: after a while as as soon as at first (two weeks) earlier immediately in the end last (week) one (evening) soon the following (day) the next (day) then while

Read

- Write *The careless thief* on the board. Elicit the meaning of *careless*. [not thinking about what you are doing, making mistakes] Explain *insurance company* and *auction site*.
- Students read the story quickly and answer the question. Check the answer.

ANSWER

He wanted to buy a sat nav system because two weeks earlier, a thief had stolen his.

Prepare

Exercise 1

- Read the **Writing tip** as a class. Check understanding.
- Students find the time expressions in the story. Check the answers.

ANSWERS

One evening, last week, Two weeks earlier, After a while, As, immediately, the following day, Then, The next day, As soon as, in the end

Exercise 2

- Students choose the correct time expressions. Check the answers.

ANSWERS

1 immediately 2 a week earlier 3 as
4 At first, in the end 5 as soon as

Exercise 3

- Focus on the pictures. Elicit what students can see in each picture. Write any required vocabulary on the board.
- In pairs, students use the pictures to prepare a script retelling the story.
- Retell the story as a class, with different students contributing different parts.

Teaching Tip: First and third person narratives

Students look at the story again. Elicit that the story is written in the third person. Say: *We usually write stories in the third person. Sometimes we write stories in the first person.* The third person allows the writer to describe the actions and thoughts of different people. The first person allows the writer to speak more directly to the reader. However, if the first person is used, the writer has to describe all the events through the eyes of a single narrator, and can't describe events that happened when the narrator wasn't present. In pairs, students retell *The careless thief* in the first person.

Write

- Read the instructions and the writing plan as a class. Make sure students understand what they are going to write. Brainstorm different crime scenarios and crime story ideas on the board.
- Students plan their crime stories using the writing plan. Monitor and help.
- If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.
- Students use the **Check your work** box to check their finished crime stories.
- Ask students to check each other's writing. Has all the information been included? Are there any errors? After peer correction, students write a second draft and hand it in.

SAMPLE ANSWER

Holiday photos

One afternoon last summer, Carrie was taking photos on the beach when she saw two strange men. She noticed them because they weren't wearing beach clothes and they looked very nervous.

The men were standing behind some rocks and looking at something inside a big bag. Carrie hid behind a boat to take a photo. She could see inside the bag – it was full of money! As soon as she had left the beach, Carrie called the police. But by the time the police arrived, the men had gone. That night, the TV news said that two men had robbed a bank. They had left their car near a beach and escaped by boat.

Two weeks later, a policeman visited Carrie's house. He said that they had arrested the robbers. The police had put Carrie's photos on the internet and someone had recognized them.

Marking scheme

- Good title. [1 mark]
- Use of time expressions. [1 mark]
- Contains all the content in the writing plan. [3 marks]
- Interesting plot. [1 mark]
- Good ending. [1 mark]
- Correct word length. [1 mark]
- Accurate spelling and punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice

Workbook page 73

Language Skills

Exercise 1 3.05

- Students complete the dialogue individually. Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

1 had 2 stolen 3 While 4 earlier 5 asked 6 when
7 immediately 8 told 9 How 10 last

Exercise 2

- Students read the dialogue again and decide if the sentences are true or false. Students correct the false sentences. Check the answers.

ANSWERS

- T
- F (She went to the police because someone had stolen her purse.)
- F (Sara was crossing the street when a man stopped her.)
- F (The man dropped some keys.)
- T
- T

Exercise 3

- Students rewrite the sentences. Check the answers.

ANSWERS

- You told me that Dale wasn't working.
- My parents told me that they had seen my teacher yesterday / the day before.
- Yousef said that he was learning to ski.
- Sam told Steve that he didn't like his new trainers.
- Alice said that she wasn't tired.
- My friend said that he / she had had a good time on holiday.

Dictionary Corner

Teaching Tip: Pronunciation and word stress

Dictionaries indicate pronunciation by giving the phonetic spelling of words after the headword. Phonetics aren't usually given for collocations and compounds, unless the pronunciation changes. For pronunciation of these words, look up the words separately instead. Students can also find out the word's stress pattern by reading the stress marks in the phonetics. The most-stressed syllable in a multiple-syllable word is preceded by a primary stress mark. (') The second-most stressed syllable in a word may also be preceded by a secondary stress mark. (,) Encourage students to look at the stress patterns and to try to say words aloud. Correct their pronunciation and stress if necessary.

Exercise 1 Police equipment

baton /'bætən/ **noun** [C] **1** = TRUNCHEON **2** (MUSIC) a short thin stick used by the leader of an ORCHESTRA (the conductor) **3** (SPORT) a stick which a runner in a race (a relay race) passes to the next person in the team

truncheon /'trʌntʃən/ (BrE) (also baton) **noun** [C] (old-fashioned) (LAW) a short thick stick that a police officer carries as a weapon

- Students turn to the entry for *baton* in their dictionaries. Elicit or highlight the following information:
 - baton* is a noun and has 3 sense meanings.
 - senses 2 and 3 are not related to this topic.
 - the = symbol of sense 1 means that *baton* is a symbol for *truncheon*.
 - the entry for *truncheon* explains that it is a stick used by police officers.
- Students match *baton* to photo 3.
- Students look up the rest of the words and match them to the photos.
- Check the answers. Ask: *What does the suffix '-proof' in bulletproof mean?* [protecting against] Elicit other phrases with this suffix. [a waterproof watch, a soundproof room]

ANSWERS

- helmet 2 torch 3 baton 4 shield 5 handcuffs
6 bulletproof vest

Exercise 2 Law and order

black 'market **noun** [C, usually sing.] (ECONOMICS) the buying and selling of goods or foreign money in a way that is not legal: *to buy/sell sth on the black market*

- Students turn to the entry for *black* in their dictionaries. Ask them to look for compound words with *black*.
- Students find the entry for *black market* and study the definition and example sentence.
- Students use their dictionaries to match words 1–6 with a–f.
- Students use their dictionaries to write an example sentence when they have matched all the words.
- Check the answers and example sentences.

ANSWERS

- a 2 f 3 e 4 d 5 c 6 b

Follow-up

Self Check, Workbook pages 74–75

Test Unit 9, Teacher's Book pages 138–139

This unit includes

Vocabulary: journeys • at the station • phrasal verbs • inventions and discoveries • parts of the car

Grammar: the passive (present simple) • the passive (other tenses)

Skills: listening and talking about important inventions

Writing: an article

Workbook pages 76–83

Reading PAGES 84–85**Warm-up**

- Look at the unit title and ask what kind of things people discover. [countries, historic buildings or monuments, scientific theories, treasure, medicines, new species of plants or animals]
- Read the title of the reading page, *Great explorers*. Explain that they are going to read a text about three explorers who travelled in the 13th–15th century. Ask students what they think these explorers were looking for. [adventure, gold, silk, new trading routes, new friends, new countries]

Before Reading

- Read the **Reading tip** as a class. Explain that thinking about a topic before reading helps you to understand the text and any difficult vocabulary.
- Read out the five explorer's names. Elicit any information that students know about who they were and where they went. Elicit other explorers (see Background Notes).

ANSWERS

Ferdinand Magellan sailed around the world. Christopher Columbus sailed from Spain to the Caribbean and Central America. James Cook explored the Pacific. Neil Armstrong was the first person on the moon. Roald Amundsen was the first person to reach the South Pole.

Background Notes

Another famous explorer is Lief Ericson, who was born in Iceland, lived in Greenland and sailed around the northern coast of Canada over a thousand years ago.

In 1519, Portuguese explorer Ferdinand Magellan led the first expedition to sail around the world. Christopher Columbus, who was born in Genoa, Italy, led four Spanish expeditions across the Atlantic Ocean to the Caribbean between 1492 and 1504. Captain James Cook led three British expeditions to the Pacific between 1766 and 1779, and mapped many parts of the Pacific Ocean. On 20th July 1969, US astronaut Neil Armstrong landed on the moon with Edwin 'Buzz' Aldrin, in the Apollo 11 space capsule. Norwegian explorer Roald Amundsen led expeditions to the North and South Pole, and was the first person to reach the South Pole.

Read**Exercise 1**

- Students read the texts quickly and match the explorers with the routes. Check the answers.

ANSWERS

Marco Polo: C Ibn Battuta: B Vasco da Gama: A

Exercise 2 3.08

- Play the CD while students read the text and do the exercise, underlining the relevant lines in the text. Check the answers.

ANSWERS

- IB (Many of his contemporaries refused to believe the story of his travels ...)
- VG (Shortly after that, da Gama departed for home ...)
- MP (... his father and uncle, who were wealthy merchants ...)
- IB (... he set off from Tangier on the pilgrimage to Makkah ...)
- MP (After 17 years working for the emperor ...)
- VG (... he decided to return to India, but died in Goa shortly after arriving there ...)
- VG (while in jail [Marco Polo] wrote an account of his travels ..., Ibn Battuta wrote an account of his travels ...)
- IB (... he eventually arrived in Delhi. He stayed there for eight years ...)
- MP (... while in jail wrote an account of his travels ...)

Understanding Ideas

- Put students into pairs or small groups. Give each pair / group one question each to discuss and take notes about.
- Pairs / Groups present their ideas to the class.
- Discuss the answers as a class and vote for the best ones.

Teaching Tip: Voting

Voting is a good way to bring class or group discussions to a resolution. For the above activity, ask pairs or small groups of students to focus on different questions. Give them a time limit of two or three minutes to brainstorm ideas and take notes, then ask them to present their ideas to the class. Discuss all the answers as a class, then vote for the best one for each question.

SAMPLE ANSWERS

- Perhaps it takes longer to travel overland than by sea. Perhaps Marco Polo and his family went slowly because they were trading along the way. Perhaps the Silk Road is not the quickest route to China. Perhaps it took a long time because the route goes through the mountains.
- Perhaps they didn't believe him because nobody in his country had travelled to those places before. Perhaps his account had so many amazing stories in it that people didn't believe it.
- Perhaps they wanted to see new places, make money, draw maps, trade with new people, discover new products, colonize new territories.

Vocabulary

Exercise 1

- Students match the highlighted words in the text with the definitions. Students check their answers in pairs.
- Check the answers.

ANSWERS

1 destination 2 pilots 3 cargo 4 route 5 retired
6 theology 7 pilgrimage 8 caravan 9 contemporaries
10 merchants 11 abandoned 12 coast 13 shipwrecks
14 ambassador 15 inspired

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

abandon is a regular verb which means to leave something, usually permanently, because you can't use it anymore. The third person form is *abandons* and the past simple form is *abandoned*.

ambassador is a noun which means an important person who represents their country in another country.

caravan is a noun which means a group of people and traders travelling overland by camels and horses. Caravans often travel across desert areas.

cargo is a noun which means the goods that a ship carries.

coast is a noun which means an area of land which is next to or very close to the sea.

contemporary is a noun which means a person who live at the same time as somebody else.

destination is a noun which means the place where you are going.

inspire is a regular verb which means to make somebody want to do or create something. The third person form is *inspires* and the past simple form is *inspired*.

merchant is a noun which means a person who buys and sells goods, often travelling to take the goods from one place and sell them in another.

pilgrimage is a noun which means a journey to a holy place for religious reasons.

pilot is a noun which means a person who helps to guide a ship. A pilot is also a person who flies a plane. The verb form is *to pilot*.

retire is a regular verb which means to stop working for life. The third person form is *retires* and the past simple form is *retired*.

route is a noun which means the way from one place to another.

shipwreck is a noun which means an accident at sea in which a ship is destroyed and the ship sinks. A person or ship becomes *shipwrecked*.

theology is a noun which means the study of religion.

Exercise 2

- Students find verbs 1–6 in the text and match them with phrases a–f. Check the answers.

ANSWERS

1 b 2 e 3 d 4 a 5 f 6 c

Exercise 3

- Students find the words in the text and read the sentences which contain them. Elicit the meaning of the words.
- Elicit whether each word is a noun, verb or adjective. [Nouns: account, civil servant, diplomat. Verbs: appreciate, depart, imprison. Adjectives: impressed, wealthy.]
- Read out the following sentences. Say 'blank' or 'gap' when you come to each gap. Students write the correct words.

- 1 A _____ is a person who represents his country in another place, similar to an ambassador. [diplomat]
- 2 A _____ person has a lot of money. [wealthy]
- 3 When you _____, you leave a place. [depart]
- 4 We often _____ somebody after they commit a crime. [imprison]
- 5 To _____ something means to respect or value something very much. [appreciate]
- 6 When you feel _____ by something or someone, you think it / he / she is really good. [impressed]
- 7 Many explorers write an _____ about the things that happened to them. [account]
- 8 A _____ is a person who works for the government. [civil servant]

Quick Test: Noughts and crosses

Draw a 3x3 grid on the board and play a game of noughts and crosses with one student, to remind students how to play. Then draw a new 3x3 grid and write a word from **Vocabulary** in each square. Divide the class into two teams (Noughts and Crosses). Noughts choose a square and help while one team member writes a definition for that word on the board. If the definition is correct, they draw a nought in that square. If it is incorrect, the square remains in play. Then Crosses play. Continue until one team has made a line of three.

More practice

Workbook page 76

Target Vocabulary

Great journeys: abandon ambassador caravan cargo coast contemporary destination inspire merchant pilgrimage pilot retire route shipwreck theology

At the station: cafeteria carriage departures board guard information desk locomotive passenger platform sleeping car ticket office waiting area

Phrasal verbs: travel: blast off check in check out drop sb off get back get off get on pick sb up set off touch down

Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What's another word for 'holy journey'?* [pilgrimage]
- Students complete the sentences. Check the answers with the class.

ANSWERS

- 1 cargo, destination, pilot 2 theology, inspired
3 shipwreck, coast, route 4 pilgrimage, caravan
5 contemporaries 6 Merchant 7 ambassador
8 retired, abandoned

Extend

Exercise 1 At the station

- Focus on the picture and the words in the box. Ask students what they can see.
- Students label nine of the items in the picture with the words in the box. Check the answers.

ANSWERS

- 1 locomotive 2 platform 3 guard 4 ticket office
5 passengers 6 waiting area 7 departures board
8 cafeteria 9 information desk
Carriage and sleeping car aren't illustrated.

Optional Activity: Describing things

Aim: To practise the words in **Extend** exercise 1.

Preparation: Put students in pairs.

Students take turns to describe an item in the picture in **Extend** exercise 1, without saying the name. e.g. *This is the place where you buy tickets.* Their partner says the word. [ticket office]

Exercise 2 Phrasal verbs: travel

- Students match the phrasal verbs to their definitions. Check the answers.

ANSWERS

- 1 get back 2 set off 3 check in 4 blast off 5 get on
6 touch down 7 drop sb off 8 check out 9 get off
10 pick sb up

Teaching Tip: Phrasal verb cards

Making phrasal verb cards is a good way to help students learn and remember phrasal verbs. Students write each phrasal verb on one side of a piece of paper or card, and write a definition or example sentence, or draw a picture, on the other. You or the students can then use the cards in class activities, e.g. holding up the card (phrasal verb showing) to the class, while they say the definition.

Exercise 3

- Read the instructions and the example as a class. Students complete the exercise individually, then check their answers in pairs.
- Students read out the sentences to the class.

ANSWERS

- 1b set, got 2c checked, checking 3d drop, pick
4e get, get 5a blasted, touched

Optional Activity: Missing prepositions

Aim: To practise the phrasal verbs in **Extend** exercises 2–3.

Preparation: Read out the following sentences, saying 'blank' or 'gap' when you come to each gap. Students listen and write the missing prepositions.

- I'm going to check ___ at the hotel and stay for one night.* [in]
- The rocket blasted ___ from Cape Canaveral last night.* [off]
- We ran to get ___ the train before it left.* [on]
- We must check ___ of the hotel before twelve o'clock.* [out]
- Can you drop me ___ outside the school?* [off]
- My mum picks me ___ after school and takes me home.* [up]
- Our plane touched ___ in Cairo 20 minutes late.* [down]
- Get ___ the bus at the last stop.* [off]
- Dad often gets ___ from work really late.* [back]
- What time do you want to set ___ tomorrow?* [off]

Quick Test: Initial letters

Write the following initial letters (in bold) on the board. Read out the definitions, pausing while students write the answers.

- T D** *To come back to the ground in a rocket or a plane.* [touch down]
- P A** *A journey to a religious place.* [pilgrimage]
- D B** *This tells you when trains are leaving.* [departures board]
- D O** *To stop a car and leave a person somewhere.* [drop (somebody) off]
- T O** *You buy train tickets here.* [ticket office]
- G B** *To return to a place that you left earlier.* [get back]
- C** *People who live at the same time as someone.* [contemporaries]
- S C** *This is where you stay at night on a train.* [sleeping car]
- C O** *To leave a hotel.* [check out]
- M** *This person buys and sells things.* [merchant]

Vocabulary Notebooks

Remind students to make notes on new vocabulary in the **Vocabulary Notebook** section of their Workbooks.

More practice

Workbook page 77

The passive (present simple)

Explore

Exercise 1

- Students quickly read the text. Read the **Learn this!** box as a class. Check understanding. Ask: *Do we always say who performed an action in a passive sentence?* [No]
- Students look at the text again and complete the rule in the **Learn this!** box. Check the answer.

ANSWER

to be

Exercise 2

- Students find the other examples of the passive in the exercise 1 text. Check the answers.

ANSWERS

Passive with is: *Oil is found deep under the ground.*

Passive with are: *Many plastics are made from oil.*

Passive with by: *... global warming is caused by the burning of oil ...*

Teaching Tip: The passive

Explain that the object of an active sentence becomes the subject in a passive sentence. Write on the board:

We use oil to make plastic. (Active sentence: object = 'oil')

Oil is used to make plastic. (Passive sentence: subject = 'oil')

Follow-up

Grammar Reference page 112

Exploit

Exercise 1

- Students choose the correct words. Check the answers.

ANSWERS

1 are 2 is 3 are 4 aren't 5 is 6 is 7 are 8 is

Exercise 2

- Focus on the photos. Elicit or explain difficult vocabulary.
- Students complete the sentences, then number the photos in the correct order. Check the answers.

ANSWERS

1 is surveyed 2 is located 3 is located 4 are erected
5 are drilled 6 is pumped 7 is carried 8 is separated
9 are used 10 are combined 1 E 2 B 3 D 4 A 5 C

Optional Activity: Reconstructing a process

Aim: To practise the present simple passive.

Prepare: Write *pump, locate, separate, erect, combine, survey, drill* and a flow chart with seven empty boxes on the board.

Students read the text in exercise 2 again.

As a class, complete the flow chart with the verbs in the order that they occur in oil processing. [*survey* → *locate* → *erect* → *drill* → *pump* → *separate* → *combine*]

Students reconstruct the stages of oil processing around the class. e.g. Student 1: *The ground is surveyed by geophysicists.* Student 2: *The oil is located,* etc.

Exercise 3

- Read the example as a class. Students write the questions.
- Check the answers.

ANSWERS

- Where is the oil located?
- How is the oil brought to the surface?
- How is the oil carried to the refinery?
- What products is the oil separated into?
- What are gasoline, kerosene and diesel oil mostly used for?
- Why are some of the products combined with other things?

Quick Test: Sentence transformation

Dictate the following sentences. Students transform them into the passive. Do number 1 as an example.

- They make lots of things out of plastic.*
[Lots of things are made out of plastic.]
- They don't grow tea in Britain.*
[Tea isn't grown in Britain.]
- They sell gasoline in petrol stations.*
[Gasoline is sold in petrol stations.]
- People send millions of emails every day.*
[Millions of emails are sent every day.]
- They post the magazine to me every month.*
[The magazine is posted to me every month.]
- They don't sell concert tickets here.*
[Concert tickets aren't sold here.]
- We play football at school in Britain.*
[Football is played at school in Britain.]
- They don't speak Spanish in Brazil.*
[Spanish isn't spoken in Brazil.]

More practice

Workbook page 78

Grammar Builder page 113, exercises 1–4

ANSWERS GRAMMAR BUILDER 10 (PAGE 113)

Exercise 1

- 1 is grown 2 are worn 3 is spoken 4 is drunk
5 is taught 6 are eaten

Exercise 2

- 1 is contacted 2 is sent 3 is interviewed
4 are taken 5 is written 6 is paid

Exercise 3

- 1 is grown 2 are sold 3 is spoken 4 is made
5 are sent 6 are eaten 7 is visited

Exercise 4

- A lot of cardboard and paper is recycled in Britain.
- Books aren't sold in this shop.
- English isn't spoken in Germany.
- Recycled paper is used in newspapers.
- Oranges aren't grown in Antarctica.
- Tap water isn't drunk in some countries.

Inventions and discoveries

Target Vocabulary

Inventions and discoveries: airplane antibiotics bicycle camera combustion engine contact lenses dishwasher freezer frozen food gravity hovercraft microwave oven mobile phone MP4 player nuclear power paper pasteurized milk penicillin printing press telegram telephone telescope waterwheel X-rays

Vocabulary

Exercise 1

- Students match the words in the box with the pictures.

ANSWERS

1 combustion engine 2 frozen food 3 nuclear power
4 telescope 5 contact lenses 6 gravity 7 X-rays
8 printing press 9 pasteurized milk 10 penicillin

Exercise 2

- Students complete the table with words from exercises 1 and 2, and their own ideas. Elicit or explain new words.

SUGGESTED ANSWERS

Transport: airplane, bicycle, hovercraft, combustion engine

Domestic appliances: dishwasher, freezer, microwave oven

Media and entertainment: camera, MP4 player

Communication: mobile phone, paper, telegram, telephone, printing press

Science and medicine: antibiotics, contact lenses, frozen food, gravity, pasteurized milk, penicillin, telescope, X-rays

Energy: nuclear power, waterwheel

More practice

Workbook page 79

Listen

Exercise 1 3.09

- Play the CD twice. Students listen and write the three inventions. Check the answers.

ANSWERS

The mobile phone, antibiotics and writing.

TAPESCRIPT

Sally So, which three inventions and discoveries shall we choose?

Jeff Well, I think we should include the telephone.

Sally Really?

Jeff Yes, before the invention of the telephone, communication was really slow. You had to send a letter or maybe a telegram. But now you can contact people anywhere in the world in just a few seconds.

Sally Let's choose the mobile phone, then, because you don't even need to be in a building or a phone box to make a call.

Jeff OK. The mobile phone, then.

Sally What about our second choice? I think we should include a medical discovery of some sort.

Jeff OK, what about pasteurized milk and frozen food? These processes mean that food can last longer and can be transported further. So, generally people can have a better diet and are more healthy.

Sally Mmm, those are certainly important discoveries, but I think antibiotics, like penicillin, is a more significant invention. Before antibiotics millions of people died from simple infections. Eating good food keeps people healthy, but antibiotics can prevent people from dying.

Jeff Yes, I agree with you. I think antibiotics should be on our list.

Sally OK, so we've chosen two. We need one more. What about the airplane?

Jeff That's certainly a very important invention. But all it's done is made it easier and quicker to travel. It's also done a lot of damage to the environment.

Sally Like the car.

Jeff Yes, that's right. Let's not include those two.

Sally I know, what about paper or writing?

Jeff What do you mean?

Sally Well, before writing and paper were invented, people couldn't record anything. They could talk to one another, but the information was quickly forgotten.

Jeff That's a good idea. Shall we say paper, then?

Sally Well, I think the invention of writing is more significant. It doesn't matter what you write on, does it?

Jeff OK, let's go for writing, then.

Sally So, who invented writing, then?

Exercise 2 3.09

- Play the CD again while students complete the sentences. Check the answers.

ANSWERS

1 which 2 should 3 Before 4 choose 5 choice
6 significant 7 agree 8 list 9 certainly 10 not

Speak

Exercise 1

- In pairs, students discuss their three top inventions, using the phrases in **Listen** exercise 2. Monitor and help.

Optional Activity: Dialogue

Aim: To practise talking about inventions.

Preparation: Write the following dialogue on the board.

A So which three inventions shall we choose?

B I think we should include the combustion engine. It's important because it saves a lot of time. Without it we couldn't travel long distances, and modern life would be impossible.

A Yes, I agree with you. I think we should include the printing press too, because it's useful for publishing books and newspapers. Without it, we couldn't educate large numbers of people or communicate ideas and information.

B That's certainly an important invention. What about our third choice?

A I think penicillin is a very significant invention. It saves a huge number of lives.

Students practise the dialogue in pairs, then swap roles. Then rub out the underlined words. Students repeat the activity, inserting their own ideas.

Exercise 2

- Pairs choose one invention from their list and make notes about why it is important. Pairs present their notes to the class.

More practice

Everyday English 10, Teacher's Book pages 120–121

The passive (other tenses)

Explore

- Students read the text. Ask: *What three things were invented by Arab mathematicians?* [the number zero, algebra and geometry]
- Look at the table as a class. Elicit the forms of these tenses. Write them on the board. (see Grammar Reference on page 112)
- Students complete the table with the passive forms from the text. Check the answers.

ANSWERS

- 1 are used, are based, is considered 2 was taken
3 wasn't invented 4 has been named
5 will always be remembered

Follow-up

Grammar Reference page 112

Exploit

Exercise 1

- Elicit or explain *dynamite, solar system, navigate* and *renewable energy*.
- Students match the active and passive sentences, then complete them. Check the answers with the class.

ANSWERS

- 1e was invented 2d have been discovered 3a used
4f will be remembered 5c consider
6b have been developed

Background Notes

Dynamite is a powerful and stable explosive. It was invented by Swedish chemist and engineer Alfred Nobel in 1866. He was also the founder of the Nobel Prizes. Johann Gutenberg invented the first mechanical printing press in Germany, around 1450. Several hundred planets have been discovered outside our solar system, most of which are large planets made of gas, like Jupiter.

Exercise 2

- Students read and complete the text. Check the answers.
- Ask: *What is a wiki website?* [a website written by people who use the website] *When was the first wiki website created?* [1995] *How many people regularly work on Wikipedia?* [about 20,000]

ANSWERS

- 1 is used 2 are written 3 was created
4 have been published 5 have been added 6 is done

Exercise 3

- Students complete the questions. Check the answers.

ANSWERS

- 1 is worn 2 was attacked 3 was called 4 was founded
5 has been received 6 was ... chosen 7 was won
8 was used

Exercise 4

- In pairs, students look back through units 1–5 and find the answers to the questions in exercise 3. Give clues if necessary. Check the answers.

ANSWERS

- 1 A white coat (page 4)
2 Bethany Hamilton (page 12)
3 Hicham El Guerrouj (page 19)
4 Monowi (page 22)
5 The George Cross (page 30)
6 Wigan (page 33)
7 The Nobel Prize for Literature (page 36)
8 The Statue of Liberty (page 40)

Optional Activity: General knowledge quiz

Aim: To practise forming passive questions.

Preparation: Divide the class into small teams. Give each team two pieces of paper. Write the following topics on the board: *famous buildings, science, sport*.

Brainstorm one question for each topic and write them on the board in the passive form, e.g. *Where was the Eiffel built? Who was radiation discovered by? Where was baseball invented?*

Each team writes five passive questions, with answers, for each category. Monitor and help, making sure no questions are duplicated.

Teams take turns to read out their questions while the other teams write the answers. Collect teams' answer papers and add up the scores.

Quick Test: Dictation

Instructions: See **Quick Test** on page 21.

The first airplane was flown in 1903. Twenty-four years later, the first airplane was flown across the Atlantic Ocean from New York to Paris. Since then, airports have been built all over the world, and airplanes have changed our lives. A lot of pollution and noise is produced by plane engines, but in the future, better planes will be built. They will be designed to take us around the world in a few hours!

More practice

Workbook page 80

Grammar Builder page 113, exercises 5–7

ANSWERS GRAMMAR BUILDER 10 (PAGE 113)

Exercise 5

- 1 was made 2 was written 3 were invented
4 were performed 5 was murdered 6 was discovered

Exercise 6

- 1 My camera has been stolen.
2 The bus stop has been vandalized.
3 The new DVDs have been taken by shoplifters.
4 Their house has been burgled.
5 Three people have been murdered.
6 Three suspects have been interviewed by the police.

Exercise 7

- 1 will be collected 2 will be cleaned 3 will be polished
4 will be taken 5 will be hoovered 6 will be returned

An article

Target Language

Article: but for example furthermore however so in my view the first / second thing I'd ... the problem with ... is that ... to sum up what is more the reason I'd like to ... is that ...

Warm-up

- Brainstorm inventions that students don't like on the board. Ask: *Which of these would you most like to 'uninvent', if it were possible?*

Read

- Students read the article and answer the questions in their own words. Check the answers.

ANSWERS

- Antibiotics
- The main reason the writer gives is that there are too many plastic bags, because people just throw them away instead of reusing them.
- The additional reason is that they aren't biodegradable, so they take many years to decompose.
- The main reason is that the ringtones are irritating.
- The additional reason is that people always shout when they use them.

Prepare

Exercise 1

- Students find phrases in the article to match with the functions. Check the answers.

ANSWERS

- the first thing I'd 'uninvent' is ..., the second thing I'd 'uninvent' is ...
- the problem with ... is that, the reason I'd like to ... is that
- furthermore, what is more
- to sum up
- in my view
- for example
- but, however

Teaching Tip: Conceding and contrasting arguments

In essays and articles, we often write arguments which acknowledge the opposing point of view. We then write contrasting arguments which support our own view.

Phrases to introduce conceding arguments: *Admittedly, Again, It's true that, Of course, I admit that.*

Phrases to introduce contrasting arguments: *However, Even so, Nevertheless, Still, Nonetheless.*

Exercise 2

- Brainstorm things that students would like to 'uninvent'.
- Students use the headings to make notes about two things they would like to 'uninvent'. Monitor and help.

Write

- Read the **Writing tip** and the **Check your work** box as a class. Make sure students understand what they are going to write.
- Students use the phrases and notes from exercises 1 and 2 to write their articles. If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.
- Students use the **Check your work** box to check their finished articles.
- Ask students to check each other's writing. Are there any errors? After peer correction, students write a second draft and hand it in.

SAMPLE ANSWER

Most inventions have made our lives easier and safer. But are all inventions a good thing? There are two things that I would 'uninvent' if I could.

The first thing I would like to 'uninvent' is cars. Admittedly, cars are very useful. However, they create a lot of pollution. What is more, millions of people are injured in car accidents every year. If we didn't have cars, everyone would travel by train or bicycle, which would be much safer.

I'd also 'uninvent' television. Of course, there are lots of interesting programmes on TV. But often, families don't talk to each other very much at home because they're watching TV. In addition, watching TV isn't a social activity. It's much better to go out with friends.

To sum up, both cars and televisions have changed our lives, but in my opinion, the world would be a much better place without them.

Marking scheme

- Use of four separate paragraphs. [1 mark]
- Main part of article divided into two paragraphs. [1 mark]
- First paragraph attracts the readers' attention with a question. [1 mark]
- Use of phrases from exercise 1. [1 mark]
- Use of conceding and contrasting arguments. [1 mark]
- Conclusion sums up student's views and feelings. [1 mark]
- Correct word length. [1 mark]
- Use of formal article style. [1 mark]
- Accurate spelling and punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice

Workbook page 81

Review

PAGE 91

Language Skills

Exercise 1 3.10

- Students complete the dialogue individually. Play the CD for students to check their answers.
- Students practise the dialogue in pairs.

ANSWERS

1 inspired 2 named 3 route 4 set 5 shipwrecked
6 abandoned 7 destination 8 was 9 back 10 killed

Exercise 2

- Students read the dialogue again and answer the questions. Check the answers.

ANSWERS

- A school project.
- An explorer.
- The route from the Atlantic Ocean to the Pacific Ocean (through the southern part of South America).
- From Spain.
- He sailed west.
- He was killed on an island in the Pacific.

Exercise 3

- Students complete the sentences. Check the answers.

ANSWERS

- is grown 2 was ... invented
- wasn't washed / hasn't been washed
- will be remembered 5 was discovered
- are made 7 has been employed 8 was taught

Dictionary Corner

Teaching Tip: American and British English

There are slight differences in vocabulary and spelling between American and British English. British English dictionaries indicate American English variations by listing them after the abbreviation *AmE*.

Activity: Students use their dictionaries to find two other words in the exercise which are different in American English. [indicator. AmE = *turn signal*; windscreen. AmE = *windshield*.] Then they find one word in the exercise with a different spelling in American English. [tyre. AmE = *tire*.]

Parts of a car

bonnet /'bɒnɪt/ **noun** [C] **1** (*AmE hood*) the front part of a car that covers the engine **2** a type of hat which covers the sides of the face and is fastened with strings under the chin

- Students turn to the entry for *bonnet* in their dictionaries. Elicit or highlight the following information:
 - bonnet* is a countable noun (noun [C]) with two meanings. The first meaning refers to cars.
 - The letters *AmE* show that in American English, we say *hood*, not *bonnet*.
- Students look up the rest of the words and match them to the parts of the car. Check the answers.

ANSWERS

- bumper 2 front grille 3 bonnet 4 windscreen
- windscreen wiper 6 rear window 7 wing mirror
- door handle 9 indicator 10 wheel 11 tyre
- headlight

Follow-up

Self Check, Workbook pages 82–83

Test Unit 10, Teacher's Book pages 140–141

Literature Corner 5 PAGE 92

Read

Exercise 1

- Students match the words, then read the text and check.

ANSWERS

1 c 2 a 3 b

Exercise 2 3.13

- Students read and listen, and answer the questions.

ANSWERS

- Because he was below deck and it was dark.
- His uncle and the captain.
- Because he was very ill.
- He would die.
- To a cabin on deck / with daylight.

Exercise 3

- Students read the text again and answer the questions.

SUGGESTED ANSWERS

- Because someone had tied him up.
- When his kidnappers caught him.
- Brave, calm, kind.
- Sell him as a slave / make him work on the ship.

Exercise 4

- Students write their paragraphs. Monitor and help.

Skills Round-up 9–10 PAGE 93

Read

Exercise 1

- Students describe the person and answer the questions.

ANSWER

He's a fictional character (Sherlock Holmes).

Exercise 2

- Students read and identify the incorrect description.

ANSWER

4. Holmes is not funny and friendly.

Exercise 3

- Students decide if the sentences are true or false.

ANSWERS

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

Listen

Exercise 1 3.14

- Play the CD. Students listen and put the events in order.
- Play the CD again. Students listen and check the order.

ANSWERS

2, 4, 6, 1, 7, 3, 5, 8

Exercise 2 3.15

- Play the CD. Students listen and answer the questions.

ANSWERS

- She was bitten by a snake.
- He was bitten by the same snake.

TAPESCRIPT

The Speckled Band – Part 1

At 7.15 in the morning, Sherlock Holmes wakes Doctor Watson and tells him that there is a visitor downstairs: a young woman called Helen Stoner. She is very frightened, and she has come to see Sherlock Holmes to ask for help. He asks her to explain why she is frightened. Helen Stoner tells Holmes that she lives in the south of England with her step-father, Doctor Roylott. Doctor Roylott met Helen's mother, a widow, when they were both in India. Her father had died a few months earlier. Helen and her twin sister, Julia, were only two years old when their mother married Doctor Roylott.

Helen Stoner explains to Holmes that her step-father is a violent man. While they were living in India, somebody burgled their house and Doctor Roylott was so angry that he murdered one of his own servants. He spent a long time in prison for his crime. Then, he came back to England with his wife and daughters. Soon after they got back to England, Helen's mother died in an accident. This was eight years ago.

Six years later, the sisters were no longer children. Julia was planning to get married. One evening, two weeks before the wedding, Helen was in Julia's room, talking to her. Julia mentioned a strange sound – a whistle – that she sometimes heard at night. Helen said she hadn't heard it. She left the room and went to bed.

Later that night, Helen woke up when she heard her sister scream. She ran to Julia's room. Julia opened the door. She was in terrible pain. She said something about a 'speckled band'. Their step-father came, but he couldn't do anything to help Julia. She died in a few minutes. What had she meant when she talked about the speckled band? It was a mystery.

The Speckled Band – Part 2

Now, two years later, Helen is planning to get married. She is frightened because she has started to hear a strange sound at night – a whistle – just like her sister mentioned before she died! Helen thinks that her own life is now in danger too.

Sherlock Holmes visits the house. He examines the room where Julia was sleeping when she died. He notices that there is a rope by the bed. This room is now Helen's bedroom. Gradually, Holmes works out what has happened. He agrees that Helen's life is in danger and tells her that she cannot sleep in the room tonight.

Holmes and Watson wait in the room overnight, while Julia sleeps in another room. For hours, nothing happens. Then suddenly they hear a whistle. Holmes jumps up and hits the rope by the bed with his stick. A few seconds later, they hear a terrible scream. They go next door and find Dr Roylott sitting in a chair, dead. Around his head is something that looks like a band of speckled or spotty material. Then it moves. It's a snake! Holmes recognizes it as the most poisonous kind of snake in India.

Holmes reveals that it was Doctor Roylott who murdered Julia and was planning to murder Helen. He had brought the snake back from India and trained it to go from his room, down the rope, to the other bedroom. He gave it instructions by whistling! When Holmes frightened the snake by hitting the rope with his stick, it went back and attacked Doctor Roylott. One bite was enough to kill him in ten seconds.

Speak and Write

Exercise 1

- In pairs, students ask and answer the questions.

Exercise 2

- Students write a short article about a book that they like.

Workbook answer key

PAGE 4 Unit 1

READING My favourite uniform!

- 1 1 uniform 2 dress code 3 respectable 4 wear 5 attitude
6 casual 7 torn 8 dress 9 brands 10 compulsory
11 unfashionable
- 2 Jeans
- 3 In 1600
- 4 1 F (They don't want to wear school uniforms.)
2 T
3 F (They are a symbol of freedom.)
4 F (If you are wearing jeans, you are saying you don't have to follow a dress code.)
5 T
6 F (Levi Strauss sold jeans to miners in California.)
7 F (most people wear them because they are comfortable and practical.)
8 T
- 5 1 and 4

Challenge!

Students' own answers.

PAGE 5 VOCABULARY What to wear

- 1 1 staff 2 invest 3 fashionable 4 informal clothes 5 expect
6 code 7 formal clothes 8 well 9 torn 10 avoid 11 attend
12 stereotype 13 brand 14 judge 15 attitude
- 2 1 diver 2 tracksuit 3 Judges 4 overalls 5 Physicians
6 apron

3	dress: a child, up for a celebration, smartly	wear: a suit, an apron, a smart shirt
---	--	--

- 4 1 slogan 2 packaging 3 logo 4 label 5 design
6 brand goods
- 5 1 in 2 up 3 on 4 off 5 in 6 up 7 on

PAGE 6 GRAMMAR Present simple and continuous

- 1 1 'What do you do?' 'I'm a teacher.'
2 ✓
3 He goes to the gym every day.
4 I'm wearing jeans today.
5 I don't understand you.
6 ✓
7 What is she doing tomorrow evening?
8 ✓
- 2 1 do ... come 2 'm staying 3 Do ... like
4 'm having 5 'm studying 6 do ... do 7 work
8 'm not working 9 Do ... want

Challenge!

Students' own answers.

- 3 1 b 2 a 3 b, b 4 a 5 a 6 b 7 b 8 b 9 a 10 b
- 4 1 'm watching 4 'm going
2 's playing 5 are ... going
3 are ... doing 6 are ... meeting

PAGE 7 SKILLS Personalities

- 1 1 timid 2 lazy 3 generous 4 pessimistic 5 impatient
6 thoughtless 7 talkative 8 earnest 9 bad mannered
- 2 1 considerate 2 quiet / timid 3 bad mannered
4 talkative 5 pessimistic 6 assertive 7 lazy
8 amusing 9 impatient 10 generous
- 3 1 confident 2 serious 3 well mannered 4 impolite 5 funny
6 shy 7 unkind 8 kind
- 4 1 uncomfortable 2 dishonest 3 unfit 4 impolite 5 untidy
6 unlucky 7 disloyal 8 intolerant
- 5 1 uncomfortable 2 fit 3 impolite 4 untidy 5 tolerant
6 honest 7 lucky 8 disloyal
- 6 Students' own answers.

PAGE 8 GRAMMAR Verb + infinitive or -ing form

- 1 1 going 2 playing 3 having 4 thinking 5 helping
6 getting up 7 watching 8 living 9 copying
- 2 1 to be, picture c 4 to pay, picture b
2 to let, picture f 5 to study, picture e
3 to buy, picture a 6 to carry, picture d
- 3 1 to help 2 chatting 3 wearing 4 to tell 5 to hear 6 to go
7 feeling 8 staying in 9 to see 10 being 11 to arrive
12 watching 13 singing 14 to come
- 4 Hi Jackie
How are you? I keep to phone you, but you're always out, so I decided sending you an e-mail. I'm having a very boring week. I spend all my time studying for the exams, but I refuse to work all weekend, too! So do you fancy to go to the cinema with me on Saturday? There are several good films on that I want to see. I don't mind seeing any of them, so you can choose.
I hope hearing from you soon.
Lots of love
Anna

to phone – phoning

sending – to send

to go – going

hearing – to hear

Challenge!

Students' own answers.

PAGE 9 WRITING A personal profile

- 1 1 C 2 B 3 A
- 2 1 I'm ... 2 I'm at ... 3 I'm interested in ... 4 I get on well with ...
5 I'm not very keen on ... 6 I think ...
- 3 1 My name's Mandy.
2 I'm 16 years old and I'm from Hastings.
3 I live with my parents and older brother, Harry.
4 Harry and I go to Hillcrest School.
5 I've got lots of hobbies and interests.
6 I like drawing and I spend a lot of time reading.
7 As for sport, I play hockey at school.
8 I also enjoy tennis.
9 I'm quite talkative.
10 In fact I really love chatting on the phone with my friends.
11 I've probably got one big fault.
12 I'm very lazy.

Challenge!

Students' own answers.

- 4 1 I am not an ambitious person at all.
2 Kate is a bit mean.
3 My best friend is very loyal.
4 Henry is quite a tolerant person.
5 Toby is slightly shy.
6 My brother is quite impatient.

5 Students' own answers.

PAGE 10 Self check 1: Grammar

- 1 1 habit, frequently 2 simple 3 actions, happening, moment
4 future 5 continuous
- 2 1 isn't using 2 doesn't like 3 finish 4 Are you studying
5 're visiting 6 Does Alice go 7 write 8 're getting up
- 3 1 rule 3 2 rule 5 3 rule 1 4 rule 3 5 rule 4 6 rule 1
7 rule 2 8 rule 4
- 4 1 Sally always expects to pass her exams.
2 Mark can't stand travelling by plane.
3 He hopes to play in the final.
4 We don't fancy going to the cinema tonight.
5 Frank agreed to help his sister with her English homework.
6 I can't imagine winning a lot of money.
7 Sara offered to repair my bicycle.
8 Kelly doesn't mind waiting for you at the bus stop.
- 5 1 running 2 finding 3 to get 4 to take part 5 to eat
6 to go 7 seeing 8 training

PAGE 11 Self check 1: Vocabulary

- 1 1 impatient 2 wetsuit 3 code 4 label 5 expect 6 mean
7 coat 8 attitude 9 overalls 10 quiet 11 casual 12 logo
13 pessimistic 14 fashionable 15 apron 16 amusing
17 thoughtless 18 tracksuit 19 gown 20 lazy
2 1 staff 2 design 3 slogan 4 attend 5 investing 6 judge
7 respectable 8 considerate 9 chef 10 assertive

PAGE 12 Unit 2

READING Friendly dolphins save swimmers

- 1 1 beach 2 wave 3 island 4 surfer 5 surfboard 6 shark
2 1 swimming 2 professional 3 thought 4 attacking
5 screamed 6 clear 7 Eventually
3 1 The swimmers were in the sea about 100 metres from the beach.
2 About ten dolphins appeared.
3 They thought that the dolphins were attacking them.
4 One of the swimmers tried to swim back to the beach.
5 Because there was a three-metre shark swimming towards them.
6 The dolphins stayed with the swimmers for forty minutes.
4 1 The lifeguards were on a training swim.
2 Ten dolphins appeared.
3 The dolphins started to swim around the people.
4 Ron tried to swim back to the beach.
5 The dolphins pushed Ron back to the other swimmers.
6 One of the swimmers screamed when she saw a shark.
7 The shark tried to attack the swimmers.
8 The dolphins stayed with the swimmers for forty minutes.
9 The shark swam away.
10 The swimmers returned to the beach.

PAGE 13 VOCABULARY Surfing superstar!

- 1 1 b 2 a 3 a 4 b 5 b 6 a 7 b 8 a 9 b 10 a 11 c
12 c 13 c 14 c 15 b
2 1 (set) in 2 (sets) off 3 (set) on 4 (sets some) aside
5 (set us) down 6 (set me) back
3 1 up 2 towards 3 along 4 across 5 through 6 into
4 1 fool 2 jokes 3 back 4 fire 5 along 6 time 7 cool
8 cards

PAGE 14 GRAMMAR Past simple

- 1 1 was 2 couldn't 3 had to 4 didn't expect 5 didn't stop
6 swam 7 played 8 saw 9 decided 10 represented
11 came 12 won 13 broke 14 retired
2 1 tried 2 fell 3 didn't kick 4 laughed 5 said 6 played
7 wanted 8 showed 9 didn't leave 10 ate
3 1 didn't win 2 wasn't 3 didn't compete 4 didn't learn
5 didn't play 6 wasn't 7 didn't see
4 Students' own answers.
5 (Answers will vary.)
1 What did you do last night?
2 What did you do last Sunday?
3 How many hours did you sleep last night?
4 What did you do on your last birthday?
5 Where did you go on holiday last summer?

PAGE 15 SKILLS A question of sport

- 1 a tennis g rugby
b cycling h basketball
c football i golf
d badminton j ice hockey
e volleyball k baseball
f table tennis l weightlifting
2 1 gymnastics 2 athletics 3 swimming 4 judo
5 surfing 6 karate

3	play: badminton, baseball, basketball, football, golf, ice hockey, rugby, table tennis, tennis, volleyball	do: athletics, gymnastics, judo, karate, weightlifting	go: cycling, surfing, swimming
---	---	--	---

- 4 1 competed, won 2 scored 3 passed 4 lost 5 missed
6 served

PAGE 16 GRAMMAR Past simple and continuous

- 1 1 had 2 was skiing 3 was shining 4 were skiing 5 lost
6 crashed 7 fell 8 arrived 9 took

Challenge!

- 1 1 Were, weren't 2 Did, did 3 Did, were, didn't 4 did
5 Did, was, did 6 did, didn't, wasn't
2 1 visited 2 were staying 3 went 4 was 5 were cheering
6 scored 7 didn't win 8 threw 9 caught 10 were leaving
11 gave 12 said
3 1 Last month Joe and Simon went to the motorbike Grand Prix. The sun was shining and the crowd was happy. Joe and Simon stood near the finish line.
2 The race was really exciting. Two riders were racing very close. On the last corner Colin Edwards was leading. Suddenly, Nicky Hayden passed Edwards. Edwards was surprised. He lost control of his motorbike.
3 Edwards crashed 500m before the finish line. While he was checking his motorbike, eleven other riders finished the race. Hayden won the Grand Prix, but the crowd cheered when Edwards crossed the finish line!

PAGE 17 WRITING A magazine article

- 1 1 famous 2 coaches 3 joined 4 team 5 medal 6 records
7 champion 8 number 9 admire 10 country
2 1 B 2 D 3 A 4 C
3 Students' own answers.

Challenge!

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

PAGE 18 Self check 2: Grammar

- 1 1 He didn't ~~kicked~~ *kick* the ball once in the whole game!
2 They didn't ~~won~~ *win* a medal but they played well.
3 Karl ~~come~~ *came* first in the race.
4 He tripped over a dog and ~~failed~~ *fell* over.
5 Sally ~~swimmed~~ *swam* from England to France last summer!
6 How many Olympic games ~~do~~ *did* she compete in?
7 We ~~eated~~ *ate* pasta for lunch.
8 Did Karen ~~met~~ *meet* her friends at the shopping centre?
9 I ~~taked~~ *took* part in a surfing competition last July.
10 What happened when the boat ~~sink~~ *sank*?
2 1 They didn't laugh at my jokes.
2 Did Neil cheat in the exam?
3 We didn't leave school early yesterday.
4 Did John score two goals in the match?
5 Did Mary buy a new dress for her sister's wedding?
6 I didn't eat breakfast yesterday before the exam.
7 Mike didn't compete in the last Olympics.
8 Did your dad retire last year?
9 I didn't catch the ball.
10 Did the spectators cheer at the end of the game?
3 1 It was raining heavily when he had the accident.
2 Helen fell over when she was skiing very fast down the mountain.
3 While we were having dinner, Jack came home from the match.
4 He said he wasn't well when we were going to the stadium.
5 When I finished my homework, the sun wasn't shining anymore.
6 They were rowing very fast when they crashed into the bridge.
7 He lost control of his bicycle when he was racing to the finish line.
8 The ball hit Tom in the face when he was watching the game.
9 A shark attacked Bethany when she was surfing in Hawaii.
10 The footballer got a red card and left the pitch.
4 1 went 2 was 3 was skiing 4 was shining 5 had
6 were leading 7 passed 8 was cheering 9 lost 10 hit

PAGE 19 Self check 2: Vocabulary

- 1 1 outstanding 2 athletics 3 recuperate 4 in 5 through
6 sponsors 7 karate 8 sharp 9 joke 10 back
11 gymnastics 12 instinct 13 up 14 grip 15 ice hockey
16 on 17 cards 18 badminton 19 across 20 off
2 1 b 2 a 3 d 4 c 5 a 6 b 7 a 8 d 9 b 10 c

PAGE 20 Unit 3

READING The Edge of the World

- 1 1 f 2 b 3 a 4 g 5 c 6 e 7 d
2 1 stressful 2 modern 3 safe 4 polluted 5 exciting
6 pretty 7 noisy
3 a Where is St Kilda? c Leaving St Kilda
b St Kilda around 1800 d St Kilda today

- 5 1 F (St Kilda is 65 km west of the Outer Hebrides islands.)
 2 T
 3 T
 4 T
 5 F (In 1930 the final 36 inhabitants decided they wanted to leave St Kilda.)
 6 F (The final 36 inhabitants were taken to Scotland by boat.)
 7 F (There are also a few soldiers.)
 8 F (There is a sauna and a café.)

PAGE 21 VOCABULARY Monowi, Population: 1

- 1 1 founded 2 immigrants 3 inhabitants 4 storey 5 clerk
 6 treasurer 7 migrated 8 thriving 9 industrialized
 10 abandoned 11 ruins 12 dust 13 junk 14 rusting
 15 rural
 2 1 pilgrim 2 globetrotter 3 emigrant 4 commuter 5 refugee
 6 immigrant 7 nomad
 3 1 do 2 make 3 did 4 making 5 made 6 makes 7 do
 8 makes 9 did 10 done
 4 1 block 2 cosmopolitan 3 harbour 4 local
 5 neighbourhood 6 resort 7 suburb 8 urban
 5 1 ten-storey 2 knew 3 brakes 4 dye 5 sighed 6 groan
 7 deer 8 blew

PAGE 22 GRAMMAR Quantifiers: some, any, much, many, a lot of, a little, a few

- 1 1 any 2 any 3 any 4 some 5 some 6 any
 7 some 8 any
 2 1 a lot of 2 any 3 a lot of 4 many 5 a lot of 6 any
 3 1 A 2 B 3 A/B 4 A 5 B 6 A/B
 4 1 lots of 2 a lot of 3 much 4 a lot of 5 a few 6 some
 7 a few 8 many 9 a little

Challenge!

Students' own answers.

PAGE 23 SKILLS Landscapes

- 1 1 post box 2 valley 3 wood 4 cottage 5 stream 6 footpath
 7 street lamp 8 hill 9 gate 10 pavement 11 traffic lights
 12 road sign 13 roadworks 14 advertisement 15 rubbish bin
 16 field 17 lane 18 hedge
 Mystery word: pedestrian crossing
 2 1 past (b) 2 along (c) 3 across (e) 4 over (d) 5 through (a)
 3 1 shopping centre 2 sweatshirt 3 newspapers 4 weekends
 5 swimming pool 6 table tennis 7 basketball 8 homework
 9 computer games

PAGE 24 GRAMMAR Definite, indefinite and zero articles

- 1 1 a composer 2 a footballer 3 a politician 4 an actor
 5 an author 6 an artist 7–10 Students' own answers.
 2 1 a, the 2 a, the 3 the, a 4 a, the 5 a, the 6 The, a
 7 the, a 8 A, the
 3 1 X 2 the 3 X 4 the 5 X 6 X 7 X 8 the
 9 the 10 X
 4 1 The 2 X 3 The 4 X 5 The 6 The
 5 1 a 2 a 3 a 4 the 5 the 6 the 7 a 8 the 9 a
 10 the 11 the

Challenge!

- 1 X 2 the 3 X 4 a 5 a 6 the 7 X 8 a 9 the 10 the

PAGE 25 WRITING A leaflet

- 1 1 e 2 d 3 b 4 f 5 a 6 c
 2 1 historic 2 wonderful 3 beautiful 4 stunning
 5 ancient 6 fantastic
 3 1 enjoy 2 spend 3 buy 4 go 5 visit 6 relax 7 go
 8 take 9 climb 10 wander
 4 Students' own answers.

PAGE 26 Self check 3: Grammar

- 1 1 some/a lot of 2 any 3 much 4 many 5 a lot of/some
 6 a little 7 a few
 2 1 little 2 much 3 many 4 few 5 lot 6 some 7 any
 8 much 9 little 10 much 11 lot
 3 1 e 2 c 3 d 4 f 5 a 6 b
 4 1 an 2 the 3 the 4 a 5 X 6 The 7 a 8 X
 5 1 a 2 the 3 the 4 a 5 the 6 X 7 the 8 a

PAGE 27 Self check 3: Vocabulary

- 1 1 industrialized 2 immigrant 3 inhabitants 4 road sign
 5 refugee 6 appointment 7 lights 8 storey
 9 bus stop 10 street 11 gate 12 well 13 commuter
 14 abandoned 15 urban 16 stream 17 lane 18 through
 19 suburbs 20 bin
 2 1 Deer Dear 6 stories storeys
 2 knew new 7 brakes breaks
 3 impresion impression 8 inabitants inhabitants
 4 neighbourhood neighbourhood 9 imigrants immigrants
 5 abandoned abandoned 10 comuters commuters

PAGE 28 Unit 4

READING Cameron Weir

- 1 1 broke 2 burst 3 caught 4 burning 5 set 6 drove
 2 1 bravery 2 safety 3 pain 4 hero / heroism
 3 1 (his sister) and 2 (his brother)
 4 1 They were going home.
 2 Their names are Angus Weir, Beryl Weir, Cameron Weir, Mac Weir and Rosie Weir.
 3 Cameron was the first person to escape from the car.
 4 He couldn't see her seatbelt because the water was cloudy.
 5 Passers-by rescued Cameron's father from the car.
 6 They thought he was a passer-by because he was so calm.

PAGE 29 VOCABULARY An award for bravery

- 1 1 astounded 2 countless 3 terrified 4 dazed 5 intense
 6 heroic 7 gripping 8 exhausted 9 dreadful
 2 1 Panic-stricken 2 horrific 3 exceptional 4 agonizing
 5 distressed
 3 1 interesting 2 thrilled 3 exhausting 4 embarrassing
 5 bewildered 6 annoying 7 bored 8 frightened
 4 1 deafening 2 disappointed 3 amazing 4 moving
 5 mesmerized 6 bored

Challenge!

Students' own answers.

PAGE 30 GRAMMAR Comparatives and superlatives

- 1 1 wealthy, wealthier, the wealthiest
 2 generous, more generous, the most generous
 3 scary, scarier, the scariest
 4 small, smaller, the smallest
 5 hot, hotter, the hottest
 6 cold, colder, the coldest
 7 good, better, the best
 8 bad, worse, the worst
 9 far, further, the furthest
 10 talented, more talented, the most talented
 11 well known, better known, the best known
 12 fit, fitter, the fittest
 2 1 Gold is heavier than silver.
 2 Brazil is warmer than Norway.
 3 April is shorter than January.
 4 Fruit is healthier than junk food.
 5 Turkey is smaller than Egypt.
 6 Ferraris are more expensive than Fiats.
 7 Tigers are more dangerous than horses.
 3 Students' own answers.
 4 1 the largest (d) 4 the biggest (c)
 2 the longest (a) 5 the busiest (b)
 3 the most successful (f) 6 the hottest (e)
 5 Students' own answers.

Challenge!

- 1 What is the biggest country in the world? Russia.
 2 Is the Atlantic Ocean larger or smaller than the Pacific Ocean? Smaller.
 3 Which is the coldest continent in the world? Antarctica.
 4 Is gold heavier than silver? Yes.
 5 What's the highest mountain in the world? Mount Everest.
 6 Which is nearer to the sun: Mars or Earth? Earth.

PAGE 31 SKILLS Personal heroes

- 1 1 courage 2 cowardice 3 education 4 generosity
 5 intelligence 6 loyalty 7 meanness 8 modesty 9 wisdom
 2 1 courage 2 generous 3 loyal 4 wise 5 educated
 6 intelligence 7 modest 8 mean 9 cowardice

- 3 Students' own answers.
 4 1 The most important thing is being a loyal friend.
 2 My uncle spent his childhood in Australia.
 3 In addition, it started to rain.
 4 I find her courage admirable.
 5 He's an inspiration to other children.
 6 What stands out most is his calm voice.
 5 1 born 2 grew up 3 orphanage 4 managed 5 college
 6 became 7 blind 8 taught 9 inspiration 10 successful

PAGE 32 GRAMMAR not as ... as, too, enough

- 1 1 Jeff isn't as young as Gemma.
 2 Gemma isn't as old as Jeff.
 3 Jeff is as tall as Gemma.
 4 Gemma isn't as heavy as Jeff.
 5 Gemma is as rich as Jeff.
 6 Gemma isn't as hard-working as Jeff.
 2 Students' own answers.
 3 1 We aren't early enough to see the dawn.
 2 I'm not old enough to drive a car.
 3 These jeans are too wet to wear.
 4 His car is too slow.
 5 He isn't generous enough to pay for my coffee.
 6 The film was too short.
 7 He isn't popular enough to win the award.
 8 She's too impatient to wait.
 9 You aren't optimistic enough about your future!
 4 1 as 2 than 3 as 4 than 5 as 6 as

Challenge!

- 1 He's as cold as ice. 5 He's as blind as a bat.
 2 She's as pretty as a picture. 6 She's as busy as a bee.
 3 He's as quiet as a mouse. 7 It's as easy as ABC.
 4 She's as quick as lightning. 8 He's as tall as a tree.
 Students' own answers.

PAGE 33 WRITING A book report

- 1 1 e 2 b 3 h 4 c 5 g 6 a
 2 Paragraph 1: the author
 Paragraph 2: the book's story
 Paragraph 3: his opinion
 3 1 f 2 b 3 j 4 d 5 h 6 i 7 a 8 e 9 g 10 c
 4 Students' own answers.

PAGE 34 Self check 4: Grammar

- 1 Students' own answers.
 2 1 more interesting 2 more difficult 3 richer 4 taller
 5 more hard-working 6 better known 7 hotter
 8 worse 9 cheaper
 3 1 youngest 2 most popular 3 longer 4 more difficult
 5 biggest 6 most successful 7 smaller
 4 1 tall enough 2 confident enough 3 enough milk
 4 warm enough 5 enough time 6 good enough
 7 enough room 8 enough money
 5 1 Saturn isn't as big as Jupiter.
 2 China isn't as large as Russia.
 3 The Nile is longer than the Amazon.
 4 The Arctic isn't as cold as the Antarctic.
 5 Chimpanzees are more intelligent than dolphins.
 6 The speed of sound isn't as fast as the speed of light.

PAGE 35 Self check 4: Vocabulary

- 1 1 heroic 2 generosity 3 bored 4 exceptional 5 humour
 6 terrified 7 patience 8 gripping 9 courage 10 countless
 11 exhausting 12 frightened 13 agonizing 14 embarrassed
 15 meanness 16 perseverance 17 intelligent 18 disappointing
 19 loyal 20 cowardice
 2 1 boring 2 interesting 3 disappointed 4 annoying 5 excited
 6 wisdom 7 education 8 loyalty 9 surprised 10 exhausted

PAGE 36 Unit 5

READING The Library of Alexandria

- 1 1 skyscraper 2 concert hall, opera house 3 stadium
 4 castle, palace 5 tower 6 City Hall 7 museum
 2 Students' own answers.
 3 1 largest 2 workers 3 landmark 4 floors 5 space
 6 galleries 7 tourist attractions 8 place

Challenge!

Students' own answers.

PAGE 37 VOCABULARY Famous gifts

- 1 1 lighthouse 2 parade 3 ship 4 landmark 5 structure
 6 construction 7 skyline 8 grounds 9 generation
 10 property 11 last 12 belongs 13 host 14 reside 15 easy
 2 1 b 2 a 3 b 4 a 5 a 6 b 7 a 8 a
 3 1 e 2 d 3 a 4 b 5 c
 4 1 oilfield 2 housekeeper 3 earthquake 4 landlord
 5 headquarters 6 skyline
 5 1 on 2 on 3 on 4 in 5 in 6 on

PAGE 38 GRAMMAR Present perfect

- 1 1 've been 2 've walked 3 haven't stayed 4 've slept
 5 've saved 6 've bought 7 have been 8 hasn't enjoyed
 2 1 Has she swum in the sea? Yes, she has.
 2 Has she spent a lot of money on souvenirs? No, she hasn't.
 3 Has she tried windsurfing? Yes, she has.
 4 Has she read a lot of books? No, she hasn't.
 5 Has she made a lot of new friends? No, she hasn't.
 6 Has she been / gone to an internet café? Yes, she has.
 3 Possible postcard text:
 I've swum in the sea and I've tried windsurfing but I haven't spent a lot of money on souvenirs. I haven't read a lot of books and I haven't made a lot of new friends but I've been to an internet café.
 4 1 have decided 2 haven't sent 3 have spoken 4 has found
 5 has made 6 hasn't chosen 7 haven't bought
 5 (Answers may vary.)
 1 How long have you been in this class?
 2 How long has your teacher known you?
 3 How long have you lived in your house or flat?
 4 How long have you studied English?
 5 How long have you had your shoes?

PAGE 39 SKILLS Retail

- 1 1 department store 2 department store 3 delicatessen
 4 newsagent's 5 charity shop 6 corner shop
 7 hardware store
 2 Students' own answers.
 3 1 sell 2 afford 3 spend 4 cost 5 save 6 borrow 7 lend
 8 charge 9 owe 10 buy
 4 1 buy 2 afford 3 lend 4 borrow 5 spend
 6 cost 7 sell

Challenge!

Students' own answers.

PAGE 40 GRAMMAR Present perfect and past simple

- 1 1 Have ... been 2 haven't 3 went 4 Did ... have 5 was
 6 Have ... seen 7 have 8 did ... see 9 Did ... enjoy
 10 didn't think
 2 1a won 4a 's cooked
 1b have won 4b cooked
 2a tidied 5a 've met
 2b 've tidied 5b Did ... meet
 3a did ... arrive
 3b Has ... arrived
 3 1 haven't e-mailed 2 've been 3 arrived 4 took
 5 haven't travelled 6 visited 7 didn't want
 8 Have you ever been 9 had 10 stood
 4 1 earned 2 started 3 have given 4 has spent 5 gave
 6 provided 7 have received

PAGE 41 WRITING An informal letter

- 1 1 c 2 e 3 b 4 a 5 d
 2 a Thank you very much for
 b It's just what I wanted
 c I had a really good birthday
 d I got lots of great presents
 e I hope you and Aunt Joan are well
 3 a 1 b 2 c 1 d 3 e 2
 4 1 brilliant 2 the States 3 go with 4 mates 5 gorgeous
 6 reckon 7 plane 8 given ... back
 5 Students' own answers.

PAGE 42 Self check 5: Grammar

- 1 1 c 2 a 3 b
2 1 How long have you lived in London?
2 for
3 How long have you spoken English?
4 since
5 How long have you been a doctor?
6 since
7 How long have you worked at the hospital?
8 for
9 How long have you been married?
10 for
3 1 Andy has worked here for six years.
2 I've had this MP4 player since my birthday.
3 Danny has known Frank since they were children.
4 My parents have been married for twenty-five years.
5 My brother has worked in Dubai since last year.
6 Mary has been ill for three days.
7 I've been at this school for three years.
8 They've lived in Sydney for ten years.
4 1 bought 2 has ... been 3 visited 4 did ... arrive 5 went
6 have ... lived 7 Have ... worked 8 did ... start 9 travelled
10 borrowed
5 1 Have ... been 2 did ... go 3 went 4 Have ... visited
5 've been 6 did ... leave 7 left 8 's worked 9 've ... lived

PAGE 43 Self check 5: Vocabulary

- 1 1 bulb 2 audience 3 second-hand 4 till 5 window
6 charity 7 property 8 delicatessen 9 diners 10 earthquake
11 landlord 12 landmarks 13 belong 14 tag
15 newsagent's 16 spectators 17 department 18 steps
19 ship 20 dome
2 1 landmarks 2 skyline 3 arch 4 grounds 5 resides 6 tiles
7 visitors 8 construction 9 structure 10 browsing

PAGE 44 Unit 6

READING Robot Revolution

- 1 1 make predictions 2 build a robot 3 cure diseases
4 repair damage 5 make copies 6 predict the future
7 damage the environment
2 1 make predictions 2 repair damage 3 build a robot
4 damage the environment 5 predict the future
6 cure diseases 7 make copies
3 1 change 2 nightmare 3 the world 4 inventors 5 worries
6 control 7 predictions
4 1 Soon domestic robots will do all the boring jobs while you relax.
2 We will build robots that can do all the dangerous and difficult jobs.
3 They will do the jobs of doctors, pilots and scientists.
4 They are worried that intelligent robots might be difficult to control.
5 That robots will destroy the human race and possibly the entire planet.
5 Positive:
Soon, domestic robots will do all the boring jobs while you relax.
We will build robots that can do all the dangerous and difficult jobs.
Negative:
Intelligent robots might be difficult to control.
Robots will destroy the human race and possibly the entire planet.
6 Students' own answers.

PAGE 45 VOCABULARY What's the big idea?

- 1 1 c 2 a 3 b 4 a 5 b 6 a 7 c 8 b 9 c 10 c 11 a
12 a 13 c 14 b 15 a
2 1 skeleton – A skeleton is part of the body. It isn't a person you find in a hospital.
2 virus – A virus is a medical problem. It isn't a room in a hospital.
3 casualty – Casualty is a room in a hospital. It isn't a part of the body.
4 surgeon – A surgeon is a person you find in a hospital. It isn't a medical problem.
5 ward – Ward is a room in a hospital. It isn't a medical action.
3 1 prediction 2 technology 3 disease 4 size 5 environment
6 tablets 7 future 8 nightmare
4 1 successful 2 muscular 3 environment 4 medicine
5 futuristic 6 infection 7 Technology 8 scientific

PAGE 46 GRAMMAR will and going to

- 1 1 will 2 is going to 3 's going to 4 'll 5 'll 6 'll
7 's going to

- 2 1 'll have 2 are ... going to get 3 'm going to watch 4 'll lend
5 'll turn ... down 6 's going to look for
3 1 Are you going to come 2 'm going to spend 3 'll get
4 're going to have 5 are ... going to go 6 'll phone

Challenge!

Students' own answers.

PAGE 47 SKILLS Early devices

- 1 1 b 2 g 3 e 4 i 5 f 6 a 7 d 8 j 9 c 10 h
1 1 telephone 2 cine camera 3 gramophone 4 typewriter
5 games console 6 calculator 7 camcorder 8 CD player
9 word processor 10 telegraph
2 1 gramophone 2 telephone 3 telegraph
4 word processor, typewriter 5 calculator 6 CD player
7 cine camera 8 games console 9 camcorder 10 telegraph
3 1 digital 2 Instamatic 3 switch 4 charged 5 battery
6 plug 7 take 8 delete
4 1 turn 2 put 3 switch 4 take 5 pick
5 1 put 2 turn 3 Pick 4 Take
6 1 out 2 down 3 on 4 away

PAGE 48 GRAMMAR Zero conditional

- 1 1 People usually smile at you if you smile at them.
2 If I eat a lot of chocolate, I feel ill.
3 Plants die if they don't get enough water.
4 If you freeze water, it turns to ice.
5 I can't sleep if I drink too much coffee.
6 If I don't do my homework, my teacher gets annoyed.
7 If you turn off the lights, you use less electricity.
8 If you miss the bus, you're late for work.

Challenge!

Students' own answers.

- 2 1 She might be hungry. / She may be hungry.
2 I might buy a digital radio. / I may buy a digital radio.
3 My mobile phone might be broken. / My mobile phone may be broken.
4 He might want to borrow my camcorder. / He may want to borrow my camcorder.
5 My parents might buy me a new games console. / My parents may buy me a new games console.
3 1 She might not be hungry. / She may not be hungry.
2 I might not buy a digital radio. / I may not buy a digital radio.
3 My mobile phone might not be broken. / My mobile phone may not be broken.
4 He might not want to borrow my camcorder. / He may not want to borrow my camcorder.
5 My parents might not buy me a new games console. / My parents may not buy me a new games console.
4 Students' own answers.

PAGE 49 WRITING A formal letter

- 1 1 e 2 a 3 f 4 d 5 h 6 c 7 g 8 b
2 1 to, about 2 with, from 3 to, with 4 to
3 1 I am writing to report a fault.
2 I am returning the camera to you.
3 I would be grateful if you could repair the modem.
4 Please could you send me a new DVD player? / Could you please send me a new DVD player?
5 I am enclosing the digital radio together with the receipt.
6 I look forward to hearing from you.
4 Students' own answers.

PAGE 50 Self check 6: Grammar

- 1 1 predictions 2 promises 3 decisions 4 evidence
5 intentions
2 1 'll 2 'll 3 're going to 4 will 5 're going to 6 'm going to
7 're going to 8 'll 9 'll 10 're going to 11 's going to
12 won't
3 1 h 2 g 3 k 4 l 5 j 6 d 7 a 8 f 9 i 10 b
11 c 12 e
4 1 Humans might to live on other planets one day.
2 We ~~could~~ *might* / *may* not see you tomorrow.
3 I might ~~buying~~ *buy* a newspaper when I'm out.
4 It ~~can~~ *could* be a good idea, but I'm not sure.
5 Are we ~~having~~ *going to have* good weather at the weekend?

- 6 The history class ~~will~~ *will be* very interesting tomorrow.
- 7 He ~~may be~~ tell you the answers, but I'm not sure.
- 8 If you ~~mixes~~ *mix* red and yellow, you get orange.
- 9 I'm ~~go~~ *going* to be a doctor when I'm older.
- 10 She ~~mays~~ *may* be on holiday now.
- 11 I think he'll ~~buys~~ *buy* a DAB radio.

PAGE 51 Self check 6: Vocabulary

- 1 1 medical 2 nightmare 3 prescribe 4 submarine
5 telephone 6 adding 7 invisible 8 muscular 9 shrink
10 epidemic 11 camera 12 skeleton 13 prediction
14 infectious 15 on 16 cure 17 casualty 18 inject
19 diagnose 20 scientific
- 2 1 prediction 2 environmental 3 scientific 4 Medical
5 successful 6 Infectious 7 muscular 8 Future 9 invisible
10 Technological

PAGE 52 Unit 7

READING Dancing horses

- 1 1 at risk 2 banned 3 injured 4 Participants 5 Spectators
6 casualties 7 sign up 8 horns 9 concerned
- 2 1 T 2 F 3 F
- 3 1 When did the festival start? 4 Why did they push the horses?
2 Where did it take place? 5 How long did the festival last?
3 Who rode their black horses? 6 What happens after the festival?

Challenge!

Students' own answers.

PAGE 53 VOCABULARY The traditions they tried to ban

- 1 1 herd 2 sign up 3 soar 4 respect 5 steep 6 relieve
7 tie 8 protest 9 pour 10 horns 11 douse 12 chase
13 leap 14 elderly 15 concussion
- 2 1 allow 2 censor 3 boycotting 4 prohibited 5 authorized
6 exiled
- 3 1 school 2 pride 3 troop 4 flock 5 pack
- 4 1 about 2 for 3 of 4 in 5 around 6 to 7 from

PAGE 54 GRAMMAR *must*, *mustn't* and *needn't*

- 1 1 In Japan you *mustn't* wear shoes indoors.
2 In some Muslim countries women *must* cover their hair.
3 In many Asian countries you *mustn't* eat with your left hand.
4 In many countries you *mustn't* point at people with your finger.
5 In American restaurants you *must* leave the waiter a 15% tip.
6 In the USA you *mustn't* touch people if you don't know them very well.
7 You *mustn't* call people after about 10 p.m. unless it's an emergency.
- 2 1 *needn't* 2 *must* 3 *needn't* 4 *mustn't* 5 *mustn't* 6 *must*
7 *mustn't* 8 *needn't*
- 3 1 You *needn't* wear a tie.
2 You *mustn't* be late.
3 You *needn't* eat with a knife and fork.
4 You *mustn't* laugh at teachers.
5 You *needn't* take off your shoes if you don't want to.
6 You *needn't* take a gift when you visit him.
7 You *mustn't* belch at the table.
8 You *needn't* accept the invitation if you don't want to go.

Challenge!

Students' own answers.

PAGE 55 SKILLS Body language

- 1 1 shake 2 pat 3 fold 4 shake 5 point 6 cross
- 2 1 The teacher is pointing at one of the students.
2 She is folding her arms.
3 They're embracing.
4 They're bowing.
5 She's crossing her legs.
6 They're waving.
- 3 1 Lie down! 2 Turn over! 3 Sit up! 4 Stand up!
5 Put up your hands! 6 Lift up your foot! 7 Hold out your arms!
8 Bend over! 9 Turn round! 10 Sit down!

PAGE 56 GRAMMAR First conditional

- 1 (order may vary)
1 You'll have seven years of bad luck if you break a mirror.
2 If you see a magpie in the morning, you'll get good news that day.
3 If a man smiles a lot during his wedding, his first child will be a girl.

- 4 If you see a spider in your house, you'll have visitors.
- 5 If you wash your hair on the morning of an exam, you won't remember what you've learned.
- 6 You'll make a lot of money during the year if you eat lentils on 1st January.
- 2 1 If there is a good film on TV, we'll watch it.
2 I'll help you if you want.
3 If we don't hurry, we'll miss the train.
4 He won't mind if you don't phone him.
5 If I have time tomorrow, I'll help you with your homework.
6 I'll make you a sandwich if you're hungry.
- 3 1 won't wait 2 rains 3 don't turn round 4 won't be able
5 lie down 6 'll open
- 4 1 she'll trip over the bag 4 he'll bump his head
2 he'll sit in his dinner 5 she'll get a surprise
3 he'll turn into a prince 6 he'll squash the cat

PAGE 57 WRITING A note

- 1 1 Thanks very much for your note. (a)
2 I'll definitely be there. (e)
3 I hope you have a great picnic. (c)
4 I'm afraid I won't be able to make it. (b)
5 Thanks very much for the invitation to your birthday party. (d)
6 What time does it start? (f)
- 2 1 mates 2 make it 3 hear from you 4 too bad 5 guess
- 3 1 e.g. 2 asap. 3 tel. 4 CDs 5 etc.
- 4 1 come with us, friends 2 Tel., Rd., RSVP
- 5 Students' own answers.

PAGE 58 Self check 7: Grammar

- 1 1 c 2 a 3 b
- 2 1 *must* 2 *must* 3 *needn't* 4 *needn't* 5 *must* 6 *mustn't*
7 *must* 8 *mustn't* 9 *needn't* 10 *must*
- 3 1 *needn't* 2 *mustn't* 3 *must* 4 *mustn't* 5 *needn't* 6 *must*
7 *mustn't* 8 *must* 9 *must* 10 *needn't*
- 4 1 predict 2 parts 3 action 4 result 5 clause 6 comma
- 5 1 We'll miss the train if you don't hurry up!
2 If I don't feel better, I'll go the doctor's tomorrow.
3 If you don't stop smoking, you'll be ill.
4 The pizza will be hard if you don't take it out of the oven.
5 Your jeans will shrink if you soak them for too long.
6 If you speak to your teacher, she'll give you some good advice.
7 She'll have an accident if she doesn't drive more slowly.
8 If my dad arrives late, he won't see the news.
9 The students will be disappointed if they don't win the competition.
10 If you wait at the bus stop, the bus will come soon.
11 If he doesn't make an appointment, he won't see the doctor.

PAGE 59 Self check 7: Vocabulary

- 1 1 flock 2 wave 3 about 4 nod 5 Pour 6 arms 7 exile
8 Put 9 herd 10 around 11 point 12 bow 13 raise
14 concussion 15 from 16 pride 17 elderly 18 shake
19 boycott 20 steep
- 2 1 b gestures 2 c folds 3 d Crossing 4 a an embrace
5 a shake 6 a wave 7 c shakes 8 a nod 9 c touch
10 c gesticulate

PAGE 60 Unit 8

READING A big hit?

- 1 1 volcano 2 future 3 tonnes 4 tsunami 5 directions
6 energy 7 damage 8 catastrophe 9 equipment
10 eruption
- 2 1 a meteorite 2 a crater
- 3 1 fall 2 reach 3 hit 4 travel 5 happen 6 devastate
7 cause 8 predict 9 protect
- 4 1 a 2 b 3 b 4 b 5 b

PAGE 61 VOCABULARY Wave power

- 1 1 catastrophes 2 erupted 3 chunks 4 plunge 5 landslides
6 collapsed 7 unleashed 8 tidal wave 9 warnings
10 evacuate 11 smashed 12 flattened 13 devastated
14 floods 15 havoc
- 2 1 verb 2 adjective 3 noun 4 noun 5 verb
6 adjective 7 verb
- 3 1 c 2 f 3 d 4 b 5 a 6 e

- 4 1 leap years 2 quarter 3 fortnight 4 century 5 decade
6 millennium
5 1 dribble 2 soak 3 spill 4 splash 5 water 6 squirt
7 irrigate 8 drip

PAGE 62 GRAMMAR Second conditional

- 1 (Structure and order may vary)
1 If people didn't drop litter, the pavements would be cleaner.
2 He'd be healthier if he had enough to eat.
3 If they stopped using their car, they'd cause less pollution.
4 There would be much less disease if everybody had clean water to drink.
5 If people didn't kill tigers, they wouldn't be an endangered species.
6 She wouldn't sleep on the street if she weren't homeless.
2 1 won 2 'd help 3 'd phone 4 rang 5 'd shake 6 knew
7 'd discuss 8 had
3 1 If you gave me £200, I'd buy a guitar.
2 If I bought a guitar, I'd practise every day.
3 If I practised every day, I'd play really well.
4 If I played really well, I'd join a band.
5 If I joined a band, I'd give concerts around the world.
6 If I gave concerts around the world, I'd become famous.
7 If I became famous, I'd earn a lot of money.
8 If I earned a lot of money, I'd give you £1,000!
4 Students' own answers.

Challenge!

Students' own answers.

PAGE 63 SKILLS Global issues

- 1 1 piracy 2 child labour 3 endangered species
4 global warming 5 poverty 6 disease 7 homelessness
8 racism 9 pollution 10 famine
2 1 child labour 2 piracy 3 poverty 4 famine
5 global warming 6 racism
3 1 disease 2 homelessness 3 endangered species 4 pollution

Verb / Adjective	Noun
inform	information
suggest	suggestion
sad	sadness
discuss	discussion
dark	darkness
good	goodness
organize	organization
act	action
educate	education
happy	happiness

PAGE 64 GRAMMAR I wish ...

- 1 1 I wish I could speak French.
2 I wish I didn't have a headache.
3 I wish I had some money.
4 I wish my brother wasn't at home.
5 I wish the weather was nicer.
6 I wish it was the weekend.
2 1 I wish I lived there. (d) 4 I wish I had an umbrella. (c)
2 I wish I was / were taller. (a) 5 I wish I liked pizza. (e)
3 I wish I knew the answers. (f) 6 I wish I spoke Japanese. (b)
3 1 I wish I wasn't / weren't feeling ill.
2 I wish you were listening to me.
3 I wish we weren't losing.
4 I wish it wasn't raining.
5 I wish I was / were wearing my glasses.
6 I wish you weren't eating all the chocolate.
7 I wish I wasn't / weren't still doing my homework.
8 I wish I was / were feeling optimistic.
9 I wish she wasn't talking to my friend.

Challenge!

Students' own answers.

PAGE 65 WRITING An essay

- 1 1 first 2 think 3 believe 4 make 5 mind 6 were
7 view 8 convinced
2 4

- 3 1 'I believe a uniform would make the students have a more serious attitude to their work.'
2 'I find it very difficult to get up in the morning.'
3 'I would learn some interesting English vocabulary.'
4 1 convinced 2 don't think 3 view 4 believe 5 As 6 In
5 1 I'd make lessons shorter.
2 I'd make the government build more sports centres.
3 I'd make sure there were facilities for disabled students.
4 I'd make school holidays longer.
5 I'd make sure students only used English in class.
6 Students' own answers.

PAGE 66 Self check 8: Grammar

- 1 1 imaginary 2 past tense 3 would / wouldn't 4 main
5 were 6 comma
2 1 If I had a car, I'd drive to my village at weekends.
2 If we lived in Germany, we would speak German.
3 If Tom didn't have a boat, he wouldn't go sailing.
4 If I knew the answer, I would tell you.
5 If we had enough money, we would go on holiday.
6 If Brendan didn't go to school, he would work.
7 If Paula didn't have a computer, she wouldn't send emails to her sister.
8 If I was / were tired, I would want to go to bed.
3 1 understood 2 lived 3 didn't have 4 earned 5 spoke
6 was / were
4 1 I wish I had a TV in my bedroom.
2 I wish I didn't work in a shop on Saturday mornings.
3 I wish I lived in the country.
4 I wish I could write well in English.
5 I wish I ran for the school athletics team.
6 I wish I could make a pizza.
7 I wish I was / were sociable.
8 I wish I didn't eat a lot of fast food.
9 I wish I read more books.
10 I wish I could swim.
5 1 If I ruled the world, I'd stop poverty.
2 I wish I could play tennis
3 If he found some money, would he keep it?
4 I wish my friends were here.
5 I wouldn't eat that if I were you.
6 I wish there wasn't any pollution.
7 You'd feel good if you gave some money to charity.
8 Do you ever wish you had a big house?
9 If I could run fast, I'd enter a marathon.
10 I wish I spoke Chinese.

PAGE 67 Self check 8: Vocabulary

- 1 1 warming 2 millennium 3 information 4 act
5 species 6 wave 7 flood 8 drip 9 creative
10 drought 11 fortnight 12 warning 13 avalanche
14 devastation 15 spill 16 century 17 labour
18 earthquake 19 Racism 20 protect
2 1 devastating 2 destruction 3 created 4 flattened
5 Information 6 warning 7 creation 8 prediction
9 action 10 homelessness

PAGE 68 Unit 9

READING 'I love you'

- 1 1 vital 2 arrested 3 investigation, trial 4 clues
5 chaos, crashed
2 1 c 2 a 3 d 4 b 5 e
3 1 virus 2 computer systems 3 crash 4 damage 5 guilt
6 crime 7 software
4 1 c 2 a 3 b 4 a 5 b

PAGE 69 VOCABULARY An online threat

- 1 1 b 2 c 3 a 4 b 5 c 6 b 7 a 8 a 9 a 10 b 11 a
12 b 13 c
2 1 delete 2 install 3 update 4 attach 5 software 6 files
7 protect
3 1 My brother's got a two-door sports car.
2 It's only a thirty-minute drive to the beach.
3 We live in a five-storey block of flats.
4 The police say there will be a one-year investigation!
5 At the sports centre there is an eight-lane athletics track.
6 We're going to stay in a cheap one-star hotel.

- 4 1 delighted 2 terrified 3 tiny 4 terrible 5 brilliant
6 astonished
5 1 commit 2 leave 3 charge 4 released 5 received
6 spend 7 charged

PAGE 70 GRAMMAR Past perfect

- 1 1 hadn't phoned 2 had had 3 had arrived 4 hadn't arrived
5 had begun 6 hadn't finished
2 Students' own answers.
3 1 got, had stolen 2 looked, had sprayed 3 had left, arrived
4 didn't have, had eaten 5 looked, had grown
6 had taken, borrowed
4 1 had remembered 2 had 3 could 4 had not left
5 put 6 opened 7 heard 8 Had ... forgotten 9 shouted
10 had arrived 11 hadn't forgotten

Challenge!

Students' own answers.

PAGE 71 SKILLS Crimes and criminals

- 1 1 viruses 2 shoplifting 3 burglar 4 robbery 5 thief
6 joyriders 7 stole 8 murderer
2 1 committed 2 stole 3 went 4 sprayed
5 vandalized 6 rob
3 1 an artist 2 a politician 3 a reporter 4 a dentist
5 a photographer 6 a novelist
4 1 artist 2 dentist 3 reporter 4 photographer 5 novelist
6 politician

PAGE 72 GRAMMAR Reported speech

- 1 1 he was feeling ill. 6 vandals were criminals.
2 it was raining. 7 she lived near the sea.
3 he didn't speak Japanese. 8 they were playing really well.
4 they didn't eat meat. 9 he wasn't wearing a coat.
5 it was very cold outside.
2 1 He said that thieves had stolen his shoes.
2 He said that she had forgotten to pay for the CDs.
3 They said that they had bought lots of new clothes.
4 He said that he hadn't committed the robbery.
3 Alan said that he was looking for a detective story.
Mark said that he loved detective stories.
He said that Inspector Morse was his favourite.
Alan said that he preferred Sherlock Holmes.
He said that he was a more interesting character.
Mark said that he had read a Sherlock Holmes story recently.
He said that he didn't enjoy it.
Alan said that he wasn't talking about the books. He said that he was talking about the films.
Mark agreed. He said that the films were fantastic.
4 Juliet I don't like Manchester. I'm lonely.
Mary I know a good café in Manchester. It has great food and fantastic music.
Juliet I can't go to the café because I don't have any friends. I hate going to cafés alone.
Mary I've got a friend in Manchester. She's really nice.
Juliet I want to meet her.
Mary I'm trying to find her phone number!

PAGE 73 WRITING A story

- 1 1 past simple 2 past continuous 3 past perfect
2 1 was walking 2 saw 3 were looking 4 didn't break
5 had gone 6 had phoned 7 arrived 8 were running
3 1 c 2 f 3 a 4 e 5 d 6 b
4 this evening, Suddenly, After a while, Then, As soon as, this time, immediately, while, as
5 1 end 2 while 3 One 4 earlier 5 following 6 soon
6 Students' own answers.

PAGE 74 Self check 9: Grammar

- 1 1 After we had played rugby, we had a shower.
2 I realized I had left my books in class when I sat down to do my homework.
3 I didn't have lunch because I hadn't bought any food.
4 The film hadn't finished when our dad sent us to bed!
5 The police arrested a man because he had burgled a house.
6 Mark didn't pass his exams because he hadn't studied enough.
7 We realized that we had seen the film before.
8 There was water everywhere because the river had flooded.

- 2 1 he had sold his bicycle.
2 they had made a big lunch.
3 she hadn't studied.
4 he had broken his leg.
5 they hadn't gone shopping.
6 she hadn't switched on her alarm clock.
7 he had had a nightmare.
8 I hadn't charged it up.
3 1 Alice was late because she hadn't heard her alarm clock.
2 Frank was angry because he'd lost his MP4 player.
3 Zoe was disappointed because her team had lost the final.
4 Mark was hungry because he hadn't eaten breakfast.
5 John was upset because he hadn't passed his driving test.
6 Laura was embarrassed because she had fallen off her chair.
7 Jack was thrilled because he had found some money.
4 1 simple, past 2 present, continuous 3 past, perfect
4 pronouns, context
5 1 John said his dad had arrested a thief.
2 Helen said, 'I'm talking about my new book.'
3 Sandra said, 'I'm late because I missed the bus.'
4 Nell said she wanted to go to the cinema.
5 Tim said, 'I worked very hard.'

PAGE 75 Self check 9: Vocabulary

- 1 1 guilty 2 sentence 3 burgle 4 tiny 5 shoplifter
6 halt 7 tip-off 8 murderer 9 investigation 10 delighted
11 joyrider 12 thief 13 receive 14 enormous 15 software
16 money 17 vandal 18 charge 19 reward 20 terrified
2 1 c 2 a 3 d 4 a 5 b 6 c 7 d 8 a 9 b 10 d

PAGE 76 Unit 10

READING Christopher Columbus

- 1 1 merchant 2 overland 3 account 4 pilgrims 5 ambassador
6 contemporaries 7 storm, tip 8 spices
Not needed: emperor, ocean
2 1 b 2 g 3 c 4 e 5 a 6 f 7 h 8 d
3 1 F 2 T 3 T 4 F 5 T 6 T

PAGE 77 VOCABULARY Great journeys

- 1 1 pilgrimage 2 cargo 3 coast 4 inspired 5 set off
6 pilot 7 caravan 8 ambassador 9 destination
10 abandoned 11 contemporaries
2 1 d 2 b 3 a 4 e 5 c
3 1 passenger 2 carriage 3 cafeteria 4 platform 5 locomotive
6 guard 7 ticket
4 1 back 2 up 3 off 4 off 5 down 6 off 7 in 8 on
9 out 10 off

Challenge!

Students' own answers.

PAGE 78 GRAMMAR The passive (present simple)

- 1 1 This book is printed in China.
2 Laws are made by Parliament.
3 A lot of crimes are committed every year.
4 Cheese is made from milk.
5 Rugby is played in Australia.
6 Oil products are used to power vehicles.
2 1 are exported 2 is made 3 aren't sold 4 aren't allowed
5 are spoken 6 is watched 7 is ... used 8 is ... included

Challenge!

Possible answers:

Oil is produced in Saudi Arabia. / Oil is found deep under the ground.

Volkswagen cars are made in Germany.

Paper is made from wood.

MP3 players are sold in that shop.

Paper is an amazing invention. Millions of tonnes of paper are used in schools and offices every day. But how is it made?

- 3 1 Trees are grown on a 'tree farm'. The trees are cut down, then new trees are planted.
2 The wood is taken by lorry to the paper mill. The wood is cut into very small pieces (called 'chips').
3 The chips are cooked with a lot of water.
4 The mixture is pressed onto large flat metal sheets.
5 The sheets of paper are dried. Then they are put into big rolls.
6 The rolls of paper are sent to factories. The paper is made into books, magazines and hundreds of other things.

PAGE 79 SKILLS Inventions and discoveries

- 1 1 Power station: energy
2 Printing press: communication / media and entertainment
3 The internet: media and entertainment / communication
4 Washing machine: domestic appliances
- 2 a 4 b 3 c 2 d 1
- 3 1 X-rays 2 frozen food 3 telescope 4 penicillin
5 washing machine 6 glasses 7 telephone 8 printing press
9 fridge 10 the internet 11 nuclear power
- 4 1 two and three quarters 2 two thirds 3 one and one fifth
4 three and a half 5 nought point five 6 one point six six
7 nought point seven five 8 two point one eight

PAGE 80 GRAMMAR The passive (other tenses)

- 1 1 This book was written in 1956.
2 This car was made in Japan.
3 The photos were taken by my sister.
4 The crime was committed at 5 o'clock this morning.
5 I was helped by my brother.
6 The pyramids were built more than 4,500 years ago.
7 The painting was found in an old box.
- 2 1 The rubbish has been picked up.
2 The bus stop has been repaired.
3 The flowers have been planted.
4 The pavement has been cleaned.
5 The hedge has been cut.
6 The house has been sold.
- 3 1 was 2 have been 3 were 4 hasn't been 5 has just been
- 4 1 was taken 2 has been involved 3 were formed
4 was released 5 were created 6 were discovered
7 have ... been photographed
- 5 1 Bread is sold in that shop.
2 The letter will be delivered tomorrow.
3 I haven't been chosen for the football team.
4 My car was repaired last week.
5 The room wasn't cleaned.
6 More planets will probably be discovered in the future.

PAGE 81 WRITING An article

- 1 1 the fridge
2 the ballpoint pen
- 2 1 for example 5 The reason
2 The first invention 6 What is more / Furthermore
3 Furthermore / What is more 7 To sum up
4 The second invention 8 in my view
- 3 Students' own answers.
- 4 Students' own answers.

PAGE 82 Self check 10: Grammar

- 1 1 made 2 taught 3 taken 4 written 5 done 6 found
7 grown 8 bought 9 spun 10 built 11 proven 12 hidden
13 spread 14 shut 15 inputted 16 spilled / spilt
- 2 1 are 2 wasn't 3 will ... be 4 hasn't been 5 are
6 's been 7 wasn't
- 3 1 The living room is tidied and cleaned every day.
2 A new bridge will be built over the river.
3 My car wasn't repaired very well.
4 Tea is grown in India.
5 The goods were transported by ship.
6 Global warming is caused by the burning of fossil fuels.
7 A man has been arrested.
- 4 1 was invented 2 is supported 3 have been developed
4 are used
- 5 1 Al-Khwarizmi will ~~remember~~ be remembered as the 'father of algebra'.
2 Football is ~~playing~~ played all over the world.
3 The tree ~~blown~~ was blown down in the storm.
4 When ~~did~~ was the man arrested?
5 My watch ~~has~~ has been stolen!
6 How was the car ~~damage~~ damaged?

PAGE 83 Self check 10: Vocabulary

- 1 1 Theology 2 departures 3 lenses 4 pilot 5 touch
down 6 platform 7 retired 8 cafeteria 9 in 10 cargo
11 coast 12 gravity 13 shipwreck 14 guard 15 drop sb off
16 telescope 17 sleeping 18 get 19 destination 20 X-rays
- 2 1 off 2 in 3 on 4 off 5 out 6 back 7 down 8 down
9 off 10 out

PAGE 84 Round-up 1-2

- 1 1 takes place 2 annual 3 teams 4 rowers, cox 5 spectators
6 dead heat 7 take part 8 record
- 2 b
- 3 1 b 2 a 3 a 4 b 5 a 6 a

Challenge!

Students' own answers.

PAGE 85 Round-up 3-4

- 1 1 independent 2 population 3 spectacular 4 industrial
5 situated 6 Celtic 7 kayaking 8 Farming
- 2 1 d 2 a 3 e 4 c
- 3 Location: in the north of Britain
Population: about five million
Capital: Edinburgh
Highest mountain: Ben Nevis
Languages: English and Gaelic
Important industry: tourism
Famous tourist attraction: Loch Ness
- 4 Students' own answers.
- 5 Students' own answers.

Challenge!

- 1 a 2 c 3 c 4 a 5 a 6 b

PAGE 86 Round-up 5-6

- 1 1 bill 2 number 3 text message 4 handset
5 wireless headset 6 voice calls 7 ringtone
- 2 1 e 2 c 3 d 4 a 5 b
1 pay my phone bill
2 is addicted to text messaging
3 stay in touch with my friends
4 take part in a texting competition
5 spend about £10 on texts
- 3 download songs, watch TV, listen to the radio, send and receive emails, access the internet, download videos, play music

Challenge!

- 1 Where are you?
2 Do you want to go out tonight?
3 Wait for me at the park.
4 Thanks for your text message.
5 See you later.

PAGE 87 Round-up 7-8

- 1 1 decompose 2 ozone 3 ultra-violet 4 oil 5 renewable
6 warming 7 recycles 8 pesticides 9 organic 10 improve
- 2 1 is false.
- 3 1 British families now recycle about 22% of their waste.
2 In Germany and Holland they recycle about 60%.
3 Households in England produce 25 million tonnes of waste a year.
4 People could recycle garden waste, paper, cardboard, kitchen waste, plastic, wood, glass and aluminium cans.
5 If we changed the way we shop, we could reduce the amount of packaging that we throw away (by shopping in places that use less packaging).

Challenge!

Students' own answers.

PAGE 88 Round-up 9-10

- 1 1 a 2 a 3 b 4 b 5 b 6 a
- 2 Characters: Inspector Morse, Sergeant Lewis
Car: Jaguar
- 3 1 fictional 2 free 3 well known 4 old-fashioned
5 intelligent 6 bored 7 married 8 final
- 4 1 ✓ 2 Morse works for the police. 3 ✓
4 Morse's closest friend is a police officer. 5 ✓
6 There are 13 novels about Morse. 7 ✓
8 Morse dies, and the author refused to bring him back to life.

Challenge!

Students' own answers.

Giving an opinion



Alice What do you like doing in your free time?
 Sonia I enjoy **going to the cinema**.
 Alice Me too. But I'd rather watch TV.
 Sonia Really? I often watch TV during the week, but at the weekend, I prefer **going to the cinema**.
 Alice What else do you like doing?
 Sonia I love **surfing the internet**.
 Alice Do you? I can't stand **surfing the internet**.
 Sonia And I quite like **playing tennis**, too.
 Alice So do I. Do you fancy playing tennis now?
 Sonia Sure! Good idea.

1 (1.07) Read and listen to the dialogue. Underline phrases that mean:

- 1 I really like ...
- 2 I really don't like ...
- 3 I prefer ...
- 4 Would you like to ...?

2 Work in pairs. Practise reading the dialogue in exercise 1, changing the words in **bold**. Use phrases from the box or your own ideas.

Hobbies and interests

chatting online	reading
the radio	shopping
doing sport	taking photos
drawing	playing chess
going out with friends	playing computer games
listening to music	

3 (1.08) Listen to four dialogues. Complete the table with phrases (a–d).

- a listening to the radio – presenters
- b eating out – kinds of food
- c shopping – shops
- d watching sports – sports

	both like	but prefer different
1 Fred and Simon	watching sports	sports
2 Chloe and Tara		
3 John and Kevin		
4 Lucy and Pam		

4 (1.08) Listen again. Answer the questions.

- 1 What does Fred prefer?
- 2 What does Chloe hate?
- 3 Who does John like?
- 4 What food doesn't Lucy like?

5 (1.09) Study the *Speaking tip*. Listen and repeat, copying the intonation of the phrases.

Speaking tip

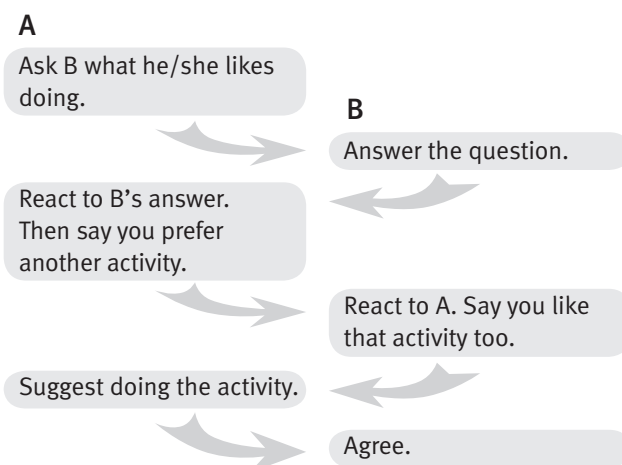
In a conversation, react to what the other person says using phrases such as:
Do you? Really? Me too! So do I! That's interesting!

6 Work in pairs. Take turns to say the sentences and react to them.



- 1 I like going out with friends.
- 2 I quite like playing computer games.
- 3 I often go to the cinema on Friday evenings.
- 4 I can't stand reading newspapers.
- 5 I prefer watching football on TV to playing it.

7 Work in pairs. Prepare a dialogue following the chart below. Make notes.



8 Act out your dialogue to the class.

EVERYDAY ENGLISH 1

Giving an opinion PAGE 102

Target language

Listening: people giving opinions about hobbies and free-time activities

Vocabulary: What do you like doing in your free time?
I (don't) really like ... I enjoy ... I quite like ...
I can't stand ... I prefer ... I'd rather ...
Do you fancy ...? Do you? Really? Me too! So do I!
That's interesting! • hobbies and interests

Speaking: asking about free-time activities and reacting to people's opinions

Warm-up

- Write *free time* on the board. Elicit the meaning.
- Elicit activities that students like doing in their free time and write them on the board. [Reading, playing sport, surfing the internet, etc.]

Exercise 1 1.07

- Play the CD. Students read and listen to the dialogue, then underline the phrases. Check understanding of *I quite like* [I don't like ... a lot, but I think it's OK.]
- Check the answers.

ANSWERS

1 I love 2 I can't stand 3 I'd rather 4 Do you fancy ...?

Exercise 2

- Students read the dialogue in pairs, substituting the words in bold with words from the box or their own ideas.
- Students swap roles and read the dialogue again, substituting different words.

Exercise 3 1.08

- Focus on the table. Tell students they are going to listen to these people giving their opinions about free time activities.
- Play the CD. Students listen and complete the table with phrases a–d.
- Play the CD again. Students check their answers.

ANSWERS

1 d 2 c 3 a 4 b

TAPESCRIPT

- 1 **Fred** What do you like doing in your free time?
Simon I enjoy watching sport on TV.
Fred So do I. What's your favourite sport?
Simon Tennis. I love watching tennis.
Fred Really? Tennis is OK, but I prefer watching football.
Simon I can't stand football. It's boring.
- 2 **Chloe** What do you enjoy doing at weekends?
Tara I like shopping.
Chloe Me too. What's your favourite shop?
Tara Top Shop.
Chloe Really? That's a clothes shop, isn't it?
Tara Yes, it is.
Chloe I hate clothes shops. I prefer buying books.

- 3 **John** What do you enjoy doing in your free time?
Kevin I love listening to the radio.
John So do I. Who's your favourite radio presenter?
Kevin Chris Fox.
John That's interesting. I'm not really a fan.
Kevin Who do you like, then?
John I really like Terry Smith.
Kevin Urgh! Terry Smith is so arrogant!

- 4 **Lucy** What do you like doing?
Pam I love eating out.
Lucy Me too. What's your favourite kind of food?
Pam I love Indian food.
Lucy Do you? That's interesting. I don't really like Indian food.
Pam What kind of food do you like?
Lucy I love Italian food. Pasta, pizzas ... mm ... delicious!

Exercise 4 1.08

- Play the CD again. Students listen and answer the questions.
- Check the answers.

ANSWERS

- 1 Fred prefers watching football.
2 Chloe hates clothes shops.
3 John likes Terry Smith.
4 Lucy don't like Indian food.

Exercise 5 1.09

- Read the **Speaking tip** as a class.
- Play the CD, pausing after each item. Students listen and repeat. If necessary, model the intonation of the phrases for students to repeat again.

TAPESCRIPT

- 1 **Pam** I love Indian food.
Lucy Do you?
2 **Simon** I love watching tennis.
Fred Really?
3 **Pam** I love eating out.
Lucy Me too!
4 **Kevin** I love listening to the radio.
John So do I.
5 **John** Who's your favourite radio presenter?
Kevin Chris Fox.
John That's interesting!

Exercise 6

- In pairs, students take turns to read and react to the sentences, using phrases from the **Speaking tip**. Monitor and help.

Exercise 7

- Students use the chart to prepare dialogues in pairs. Remind them to include phrases from the **Speaking tip**. Monitor and help.
- Pairs practise their dialogues, then swap roles.

Exercise 8

- Students role play their dialogues. Monitor and correct any problems with pronunciation.

Follow-up

Workbook Functions Bank page 89

Talking about the past



- 1 (1.16) Complete the dialogue with the phrases in the box. Listen and check.

my grandparents to the park some new trainers
for a burger

Megan Hi Becky. What did you do last weekend?

Becky I went shopping on Saturday.

Megan Really? What did you buy?

Becky 1 _____.

Megan Cool. What did you do on Sunday?

Becky Nothing much. I did my homework in the morning and took the dog for a walk in the afternoon.

Megan Where did you go?

Becky 2 _____. What about you? Did you have a good weekend?

Megan It was OK. I watched television on Saturday afternoon. Then I went out with some friends.

Becky Where did you go?

Megan We went 3 _____.

Becky What did you do on Sunday?

Megan I played computer games in the morning and visited some relatives in the afternoon.

Becky Who did you visit?

Megan 4 _____.

- 2 Work in pairs. Practise reading the dialogue in exercise 1, using different phrases from the box to complete it.

1 a new T-shirt a CD some books
2 to the beach to the town centre round the block
3 to the cinema for a pizza to the park
4 my cousin my uncle my grandma

- 3 (1.17) Listen to some teenagers talking about their weekends and answer the questions.

1 What was the score in the ice hockey match?

a 4–3 b 5–4

2 What did George do on Sunday?

a He went to the cinema. b He stayed in.

3 Why did Linda sit in a car for most of Saturday?

a The beach was closed. b The weather was bad.

4 What did Linda do on Sunday?

a Her sister had a birthday celebration.

b She did her homework and tidied her bedroom.

5 Where did Chris go on Saturday?

a He went to his friend's house. b He went shopping.

6 Why didn't he buy anything?

a The clothes were too expensive.

b He didn't see anything he liked.

- 4 Read the *Speaking tip* below. Underline the follow-up questions in the dialogue in exercise 1.

Speaking tip

When you ask someone about what they did or what happened, ask follow-up questions to find out more information and to keep the conversation going.

A What did you do on Saturday?

B I went shopping.

A Really? Where did you go?

- 5 Work in pairs. Student A: Choose an activity from the box and make a sentence using the past simple. Student B: Ask a follow-up question.

Free-time activities

chat with a friend on the phone/online

go out with my friends

go to a café/to the park/to the cinema

go away for the weekend

have relatives/friends to stay

listen to the radio

read a book/magazine

visit some relatives

I went to the cinema last night.

What did you see?

- 6 Work in pairs. Prepare a dialogue about what you did last weekend following the chart.

A

Greet B. Ask what he / she did last weekend.

B

Say what you did on Saturday.

Ask a follow-up question.

Answer the question.

Ask what he / she did on Sunday.

Answer the question.

Ask a follow-up question.

Answer the question.
Ask what A did on Sunday.

Answer the question.

Ask a follow-up question.

Answer the question.

- 7 Act out your dialogue to the class.

●●●●● Workbook Functions Bank page 89

EVERYDAY ENGLISH 2

Talking about the past PAGE 104

Listening: people talking about their weekend

Vocabulary: What did you do last weekend?

I went shopping. Really? What did you buy? Oh, dear.
What about Sunday? • free-time activities

Speaking: talking about your weekend

Warm-up

- Ask students: *What did you do last weekend?* Write some answers on the board, in full sentences.
- Put students in pairs. Students ask each other what they did last weekend, then report back to the class.

Exercise 1 1.16

- Students read and complete the dialogue.
- Play the CD. Students listen and check their answers.

ANSWERS

- Some new trainers.
- To the park.
- for a burger.
- My grandparents.

Exercise 2

- Read the instructions as a class. Elicit or explain *go round the block*. [To walk around a small area of a town or city which has streets on all four sides.]
- In pairs, students read out the dialogue in exercise 1, substituting gaps 1–4 with phrases from the box.
- Students swap roles and read the dialogue again, substituting different words.

Exercise 3 1.17

- Tell students they are going to listen to some teenagers talking about what they did last weekend.
- Play the CD. Students listen and choose the correct answers.
- Play the CD again. Students listen and check their answers.

ANSWERS

1 a 2 b 3 b 4 b 5 b 6 a

TAPESCRIPT

- 1 **Harry** Hi George. What did you do at the weekend?
George I played ice hockey on Saturday afternoon. We won 4–3. And then I went to the cinema with some of the other guys from the team.
Harry What did you see?
George *Troy*. It was really good.
Harry What did you do on Sunday?
George I stayed in. I listened to the radio and read magazines.
- 2 **Julia** Did you have a good weekend, Linda?
Linda No, not really.
Julia Why? What did you do?
Linda It was my sister's birthday on Saturday so we went to the beach, but the weather was terrible and we sat in the car most of the time.
Julia Oh dear. What did you do on Sunday?
Linda I had lots of homework to do. Then I tidied my bedroom.

- 3 **David** What did you do at the weekend, Chris?

Chris I went out with my friends on Saturday.

David Where did you go?

Chris We went to town and went to some sports shops.

David Did you buy anything?

Chris No, I didn't have enough money.

David What about Sunday?

Chris I went cycling with my brother. We took a picnic and went out into the country.

Exercise 4

- Read the **Speaking tip** as a class.
- Students underline the four follow-up questions in exercise 1.

ANSWERS

What did you buy?

Where did you go?

Where did you go?

Who did you visit?

Exercise 5

- Read the instructions as a class. Choose a few items from the box and brainstorm possible follow-up questions on the board.
- In pairs, students take turns to make sentences and ask follow-up questions. Monitor and help.

Optional Activity: Truth and lies

Aim: To practise asking and answering follow-up questions.

Preparation: Put students into groups of four.

Two students in each group invent a false activity that they did at the weekend. The other two students think of something that they really did. Groups can decide who is going to lie, or you can assign roles quietly, without the rest of the class hearing.

Bring the class together. Groups tell the class what they did at the weekend.

The class asks follow-up questions and guesses who is lying and who is telling the truth. (Students will find it more difficult to answer follow-up questions if they are lying.)

Exercise 6

- Students use the chart to prepare dialogues in pairs. Monitor and help.
- Pairs practise their dialogues, then swap roles.

Exercise 7

- Students perform their dialogues to the class.

Follow-up

Workbook Functions Bank page 89

Giving directions

- 1 Work in pairs. Ask and answer questions about the location of shops and buildings on the map below. Use the prepositions in the box.

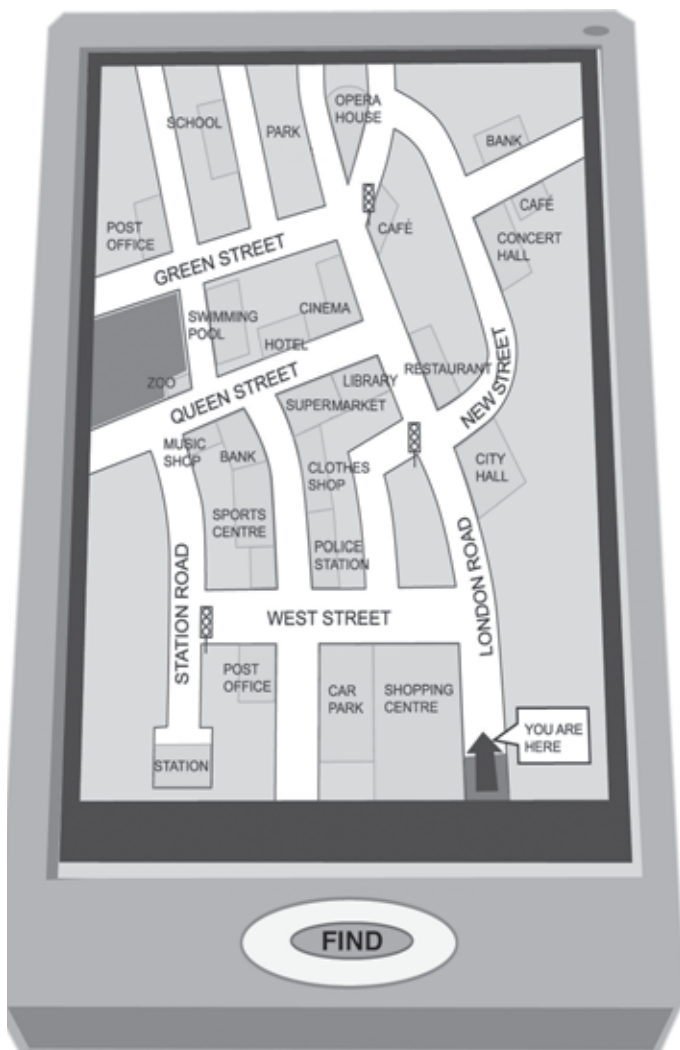
Prepositions of place behind between ... and near
next to on the corner of opposite

Where's the sports centre?

It's opposite the clothes shop.

- 2 (1.26) Read and listen to the dialogue. Follow the directions on the map.

Woman Excuse me. Is there a bank near here?
Man Yes, there's one in Churchill Road.
Woman Can you tell me how to get there?
Man Go straight on, and, let me see, turn right at the traffic lights. Follow the road and turn right into Churchill Road. The bank is opposite the café.
Woman Thanks.

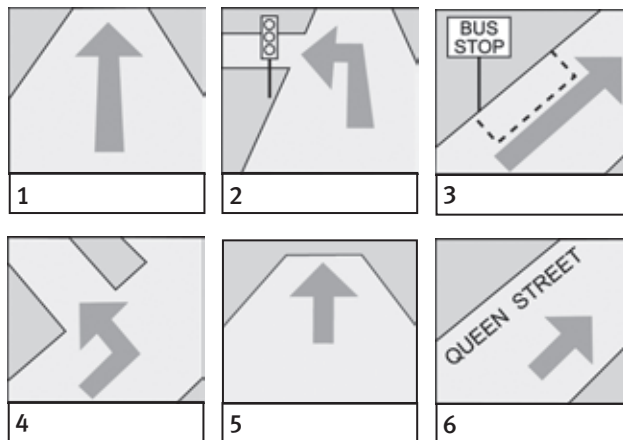


- 3 Practise reading the dialogue in exercise 2.

- 4 Match the sentences in the box with the diagrams.

Directions

Go along Queen Street. Go to the end of the road.
 Go past the bus stop. Take the first left.
 Go straight on. Turn left at the traffic lights.



- 5 (1.27) Listen to the dialogues and follow the directions on the map in exercise 2. Where do the people want to go?

- 6 Read the *Speaking tip*. Find a filler in the dialogue in exercise 2.

Speaking tip

When you need time to think during a conversation, say *let me think*, *um* or *let me see*.

- 7 Work in pairs. Prepare a dialogue using the map and the chart below. Include some fillers.

A

Ask about a place.

B

Answer.

Ask for directions.

Give directions.

Say thank you.

Excuse me. Is there a post office near here?

Yes, there's one in James Street.

- 8 Act out your dialogue to the class.

- 9 Work in pairs. Ask and answer questions about how to get to places near your school.

●●●●● Workbook Functions Bank page 89

EVERYDAY ENGLISH 3

Giving directions PAGE 106

Target language

Listening: person asking for directions

Vocabulary: prepositions of place • directions •
let me think let me see

Speaking: giving directions to places near your school

Warm-up

- Review prepositions by asking a few questions about objects in the classroom, e.g. *What is behind my desk? Who is sitting between Ali and Mark?*

Exercise 1

- Read the instructions and the example as a class.
- In pairs, students ask and answer questions about places on the map. Monitor and help.

Exercise 2 1.26

- Say: *The man and woman are both standing at the 'You are here' point on the map.*
- Play the CD. Students read and listen to the dialogue, drawing the route of the man's directions on the map.
- Check the answer.

ANSWER

The man's directions lead to the bank in the top right-hand corner of the map.

Exercise 3

- Students practise reading the dialogue in exercise 2.

Exercise 4

- Students match the directions in the box with the diagrams. Check the answers.

ANSWERS

- | | |
|------------------------------------|------------------------------|
| 1 Go straight on. | 4 Take the first left. |
| 2 Turn left at the traffic lights. | 5 Go to the end of the road. |
| 3 Go past the bus stop. | 6 Go along Queen Street. |

Language Note: take and turn

We say *Turn left / right* and *Turn left / right at the traffic lights*, but we say *take* with ordinals and sequencers. e.g. *Take the second right. Take the next road on the left*, etc.

Exercise 5 1.27

- Tell students they are going to listen to people giving directions to different places in the map in exercise 2. Explain that everyone in the dialogues is at the 'You are here' point on the map.
- Play the CD. Students listen, follow the directions and find the places on the map.
- Play the CD again for students to check their answers.
- Check the answers.

ANSWERS

- 1 music shop 2 hotel 3 station 4 clothes shop
5 school

TAPESCRIPT

- 1 Turn left into West Street. Take the second right and go to the end of the road. Turn left and it's, uh, let me see, on the corner, opposite the zoo.
- 2 Go straight on. Take the third left. It's on the right, between the cinema and the swimming pool.
- 3 Go straight on. Take the first left and go to the end of the road. Turn left and it's at the end of the road.
- 4 Go straight on. Take the first left, then the second right. It's on the right, between the police station and the supermarket.
- 5 Go straight on. Take the fourth left, then the first right. It's on the left.

Exercise 6

- Read the **Speaking tip** as a class. Students find the filler in the dialogue in exercise 2.

ANSWER

let me see

Language Note: Fillers

Students will sound more fluent if they disguise their pauses by filling them. We use fillers to gain time when we are thinking what to say next. The most common fillers are *er* and *um*. Other fillers include *Let me see*, *Let me think*, *You see*, *You know* and *Well*.

Exercise 7

- Students use the chart to prepare dialogues in pairs. Remind students to include fillers when they answer some questions. Monitor and help.
- Pairs practise their dialogues, then swap roles.

Exercise 8

- Students perform their dialogues to the class.

Exercise 9

- Brainstorm locations near your school. [a park, shops, a train station, etc.] Elicit directions to one of these locations. Write them on the board.
- In pairs, students ask for and give directions to locations near your school. Monitor and help.

Optional Activity: Directions memory game

Aim: To practise giving directions.

Preparation: Draw a map of the area around your school on the board.

Elicit locations near your school and draw them on the map. Students look at the map for one minute, then look away from the board.

Ask individual students to give directions from your school to various locations on the map. Students must give the directions without looking at the board. The class corrects any mistakes.

Follow-up

Workbook Functions Bank page 89

Buying tickets

- 1 (1.33) Read and listen to the dialogue. What does Joanna want to do?



Clerk Good afternoon. Can I help?
 Joanna I'd like three tickets for the **Valley of the Kings** exhibition, please.
 Clerk Adults or children?
 Joanna **Two 16-year-olds and a 13-year-old.**
 Clerk Sorry, did you say **two 13-year-olds?**
 Joanna No, **one 13-year-old, and two 16-year-olds.**
 Clerk OK. That's **one child and two adults.** That'll be **£18.50.** The tickets also give you free entry to the rest of the museum.
 Joanna Pardon? How much did you say?
 Clerk That's **£18.50** for three tickets.
 Joanna OK. Here you are.
 Clerk Thank you. **£20.** Here's your change.

- 2 Work in pairs. Practise reading the dialogue, changing the words in **bold**. Use the museum guide.

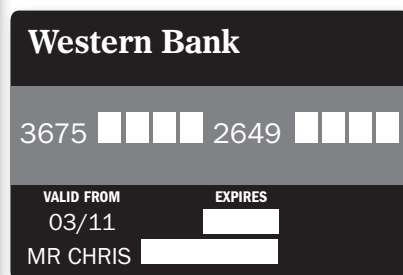
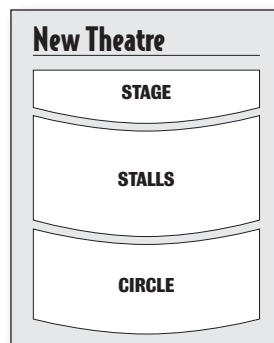
City Arts Centre Museum Guide July–September

Exhibitions		Tickets
The Romans in Britain	1 July–30 September	Adults: £7.00 Children (under 16), OAPs, Students: £4.50
The Vikings	1 August–31 October	£4.50
The Valley of the Kings	ends 31 August	Advance booking 012 787878

- 3 (1.34) Listen to Chris booking tickets on the phone. Answer the questions.

- What is Chris booking tickets for?
- How much do they cost in total?

- 4 (1.34) Listen again. Mark the seats on the theatre plan and complete the credit card.



- 5 Read the speaking tip below. Find two of the phrases in the dialogue in exercise 1.

Speaking tip

Don't be afraid to say you don't understand something. Use phrases such as:
 Pardon?
 Sorry, did you say ...?
 Could you repeat that, please?

- 6 Work in pairs. Imagine you are booking tickets on the phone for a concert. Prepare a dialogue following the chart below.

Clerk

Answer the phone.

Customer

Ask for tickets. Give the name of the concert, the date and number of tickets. Adults or children?

Say the prices of the seats that are available.

Say which price of seat you'd like.

Tell the customer the total price. Ask for the customer's credit card number.

Give the number.

Ask for the expiry date.

Give the expiry date.

Ask for the customer's address.

Give your address.

Thank the customer and say when you will post the tickets.

Thank the clerk and finish the call.

- 7 Act out your dialogue to the class.

EVERYDAY ENGLISH 4

Buying tickets

PAGE 108

Target language

Listening: person buying tickets for a museum exhibition

Vocabulary: Can I help? I'd like three tickets for ...

Can I book ...? That'll be ... Here's your change.

Sorry, did you say ...? Pardon.

Could you repeat that, please? free entry

I'm afraid it's sold out. stage stalls circle

card number expiry date

Speaking: buying tickets for a concert over the phone

Warm-up

- Focus on the photo. As a class, discuss where the girl is and what she is doing. [buying a ticket at a museum or art gallery]
- Brainstorm things that people buy tickets for. [football matches, museums, historical sites, cinemas, theatres, trains and buses, etc.]

Exercise 1



1.33

- Play the CD. Students read and listen to the dialogue. Check understanding of *exhibition*, *adults* and *entry*.
- Play the CD again. Students answer the question. Check the answer.

ANSWER

Joanna wants to buy three tickets for the Valley of the Kings exhibition.

Background Notes: The Valley of the Kings

The Valley of the Kings was a burial site for Egyptian kings and other important officials for about 200 years, between 3,700 and 3,500 years ago. It is close to Luxor, on the opposite side of the River Nile from the city.

Exercise 2

- Read the instructions and museum guide as a class. Explain *advance booking* [to buy or reserve a ticket for something in advance] and *OAP*. ['old age pensioner': in Britain, someone who is over the age of 60 or 65. These people often pay reduced prices for public transport, theatre tickets. etc.]
- In pairs, students read out the dialogue in exercise 1, substituting the words in bold with information from the museum guide. Monitor and help.
- Students swap roles and read the dialogue again, substituting different words.

Exercise 3



1.34

- Read the instructions and questions as a class. Play the CD. Students listen and answer the questions.
- Play the CD again for students to check their answers. Check understanding of *sold out*. Ask: *Why didn't Chris book tickets for the concert on July 24th?* [It was sold out.]

ANSWERS

- 1 He's booking tickets for a Will Young concert.
- 2 They cost £50 in total.

TAPESCRIPT

Clerk Good evening, New Theatre box office.

Chris Oh, hello. Can I book tickets to see Will Young on July 24th?

Clerk July 24th ... I'm afraid that concert is sold out.

Chris Oh. What about the 25th? Is that sold out too?

Clerk Let me see ... We've got tickets at £40 and a few at £25.

Chris Where are the £25 seats? Are they a long way from the stage?

Clerk They're at the back of the stalls. In the middle of row M.

Chris OK. I'd like two tickets at £25, please.

Clerk That's £50. Can I have your card number, please?

Chris 3675 3795 2649 3321.

Clerk And the expiry date?

Chris 03, 14.

Clerk Thank you. And your name and address?

Chris Chris Brown. 22 Marston Rd, Birmingham B31 4TK.

Clerk Thank you. I'll put your tickets in the post today.

Chris Thank you. Goodbye.

Clerk Goodbye.

Exercise 4



1.34

- Play the CD again. Students complete the seating plan and the credit card.
- Check the answers.

ANSWERS

The seats that Chris books are at the back of the stalls, in the middle of row M.

Credit card number: (3675) 3795 (2649) 3321

Expires: 03/14

Name: (Mr Chris) Brown

Exercise 5

- Read the **Speaking tip** as a class. Model the pronunciation of the phrases for students to repeat.
- Students find the two phrases in the dialogue in exercise 1. Check the answers with the class.

ANSWERS

Sorry, did you say ...?

Pardon?

Language Note: sorry

We can use the word *sorry* in situations when we aren't apologizing for doing something wrong. For instance, instead of excuse me (*Sorry, can I get past you?*); asking a person to repeat what they said (*Sorry, did you say ...?*) and sympathizing (*I'm sorry you had a bad day*).

Exercise 6

- Students use the chart to prepare dialogues in pairs. Remind them to include phrases from the **Speaking tip**. Monitor and help.
- Pairs practise their dialogues, then swap roles.

Exercise 7

- Students perform their dialogues to the class.

Follow-up

Workbook Functions Bank page 89

Buying clothes

- 1 (1.41) Complete the dialogue with the words in the box. Then listen and check your answers.



black brother £24.99 jumper jumpers medium

- Assistant** Can I help you?
Julia Yes, I'm looking for a ¹_____.
Assistant The ²_____ are over there, near the changing rooms.
Julia OK. Thanks ... This one's nice. And it's in the sale! Have you got it in ³_____
Assistant Yes. What size are you?
Julia It isn't for me. It's a present for my ⁴_____. He's a ⁵_____, I think.
Assistant Here you are. Could you come over to the till, please? That's ⁶_____.
Julia Can I bring it back if it doesn't fit?
Assistant Sure. Just keep the receipt.

- 2 Practise reading the dialogue in exercise 1.
 3 Find the words in the dialogue and match them with the definitions.

In a shop changing room receipt sale size till to fit

- a a time when a shop sells things for less money than usual
 b how big or small something is
 c the place in a shop where you pay for things
 d a place where you try on clothes
 e the ticket you get when you buy something
 f to be the right size

Speaking tip

Go to the Functions Bank on page 89 in the Workbook for more phrases and expressions you can use in a conversation.

Talking about prices

We write We say

75p

Seventy-five p

£15

Fifteen pounds

£4.99

Four pounds ninety-nine or four ninety-nine

- 4 Study the information in the box above, then say the prices.

- 1 £2.50 4 £45
 2 50p 5 £10.99
 3 £19.95 6 95p

- 5 Work in pairs. Practise reading the dialogue in exercise 1, using different words from the box to complete it.

- 1,2 T-shirt(s) jacket(s) tracksuit(s)
 3 blue green yellow
 4 sister boyfriend / girlfriend cousin
 5 small large extra-large
 6 £15.95 £35 £19.50

- 6 (1.42) Listen to two dialogues and complete the table.

	Article of clothing	Size	Colour
Dialogue 1			
Dialogue 2			

Listening tip

Look at the table before you listen to the recording. Make sure you know what information you are listening for.

- 7 (1.42) Complete the sentences from the dialogues. Then listen again and check.

- 1 _____ are you?
 Um, small, I think.
 2 Can I _____ ?
 Of course. The changing rooms are over there.
 3 Can I help you?
 Yes, I'm looking for a top _____ this skirt.
 4 How much are they?
 The _____ is on the label.
 5 _____ it in a 14?
 I'll just have a look.

- 8 Work in pairs. Imagine you are in a clothes shop. Prepare a dialogue using the ideas below. Make notes.

- What is the customer looking for?
- Size?
- Colour?
- Try it on? Does it fit?
- Price?

- 9 Write your dialogue out. Practise reading it in pairs.

- 10 Act out your dialogue to the class.

●●●●● Workbook Functions Bank page 89

EVERYDAY ENGLISH 5

Buying clothes

PAGE 110

Target language

Listening: customer trying on clothes in a clothes shop

Vocabulary: Can I help you? I'm looking for ...
Have you got it in ...? changing room bring sth back
receipt sale size small medium large extra-large
till to fit to go with • prices

Speaking: a customer buying clothes in a clothes shop

Warm-up

- Brainstorm clothes vocabulary on the board.
- Ask: *Do you like shopping for clothes? Why? / Why not? Where do you buy clothes? What's your favourite shop?*

Exercise 1

1.41

- Focus on the photo. Ask: *What clothes can you see in the photo?*
- Students read and complete the dialogue.
- Play the CD. Students listen and check their answers.

ANSWERS

1 jumper 2 jumpers 3 black 4 brother 5 medium
6 £24.99

Exercise 2

- In pairs students practise reading the dialogue, copying the intonation.

Exercise 3

- Focus on the words in the box. Students find these words in the dialogue in exercise 1, then match them with definitions a–f. Check the answers.
- Read the **Speaking tip** as a class. Go to page 89 in the Workbook and read the extra vocabulary as a class.

ANSWERS

a sale b size c till d changing room e receipt f to fit

Exercise 4

- Read out the prices in the box, modelling the pronunciation for students to repeat.
- In pairs, students practise saying the prices. Monitor and help.

ANSWERS

1 Two pounds fifty / two fifty
2 Fifty p
3 Nineteen pounds ninety-five / nineteen ninety-five
4 Forty-five pounds
5 Ten pounds ninety-nine / ten ninety-nine
6 Ninety-five p

Exercise 5

- In pairs, students read out the dialogue in exercise 1, using words from the box to complete it. Monitor and help.
- Students swap roles and read the dialogue again, substituting different words.

Exercise 6

1.42

- Read the **Listening tip** with the class and focus on the table. Elicit the topic of the listening and the information that students need to find.
- Play the CD. Students listen and complete the table.
- Play the CD again for students to check their answers. Check understanding of *top*. [an item of clothing that you wear on the top half of your body, such as a T-shirt or blouse]

ANSWERS

1 shirt, small, white
2 top, size 14, blue

TAPESCRIPT

- 1 **Martin** Excuse me. I'm looking for a white shirt.
Shop assistant OK. What size are you?
Martin Um, small, I think.
Shop assistant How about this one?
Martin Yes, that looks nice. Can I try it on?
Shop assistant Of course. The changing rooms are over there.
Martin Where?
Shop assistant Next to the till.
Martin Oh yes. ... I'll take it please.
Shop assistant That's £25, please ... Thank you. ... And £5 change.
Martin Thanks.
- 2 **Shop assistant** Can I help you?
Cathy Yes, I'm looking for a top to go with this skirt.
Shop assistant How about these blue tops?
Cathy Hmm. They're quite nice. How much are they?
Shop assistant The price is on the label.
Cathy Oh yes. £18. Have you got it in a 14?
Shop assistant I'll just have a look. Yes, here you are.
Cathy Thanks. Can I try it on?
Shop assistant Certainly. ... Is it OK?
Cathy It's a nice colour, but it doesn't fit very well. I'll leave it. Thanks anyway.
Shop assistant Thank you. Good bye.

Exercise 7

1.42

- Students complete the sentences.
- Play the CD again. Students listen and check their answers.

ANSWERS

1 What size 2 try it on 3 to go with 4 price
5 Have you got

Exercise 8

- Read the instructions and bullet points as a class. Brainstorm some ideas on the board.
- In pairs, students use the bullet points and ideas on the board to make notes for their dialogues.

Exercise 9

- Pairs write their dialogues. Monitor and help.
- Pairs practise their dialogues, then swap roles.

Exercise 10

- Students perform their dialogues to the class.

Follow-up

Workbook Functions Bank page 89

Arranging to meet



- 1 (2.08) Read and listen to the dialogue. When and where are Judy and Tracey going to meet?

Judy Hello?
 Tracey Hi, Judy. It's Tracey.
 Judy Hi, Tracey. What are you up to?
 Tracey Nothing much. Do you fancy meeting up in town?
 Judy Sure. What time?
 Tracey About **four o'clock**.
 Judy OK. Where do you want to meet?
 Tracey Why don't we meet at the **department store**?
 Judy Fine. I'll see you at **four**.
 Tracey Just a moment. Where are we going to meet, exactly?
 Judy Let's meet **outside the main doors**.
 Tracey OK, great. See you later!

- 2 Work in pairs. Practise reading the dialogue in exercise 1 using your own names and changing the words in **bold**. Use words and phrases from the box and your own ideas.

Place leisure centre bookshop sports centre
 Exact meeting point by the lifts / escalators / stairs
 just inside the main doors / side entrance
 in the coffee bar

- 3 Find three different ways of making a suggestion in the dialogue in exercise 1.

- 4 (2.09) Listen to the dialogue. Why don't Tracey and Judy meet at four o'clock?

Listening tip

Don't worry if you can't understand every word in the recording. Just keep listening.

- 5 (2.09) Listen again. What is their new arrangement? Circle the correct information in the table.

Time	Place	Exact meeting point
4.15	the sports shop	by customer services
4.30	the library	by the back door
5.00	the book shop	on the top floor
5.30	the museum	on the ground floor

- 6 Work in pairs. Prepare a dialogue following the chart below.

A

Greet B.
 Suggest meeting up in town.

B

Agree. Ask what time.

Reply.

Agree. Suggest a place to meet.

Agree. Ask for a meeting point.

Confirm time, place and meeting point.

Agree. End conversation.

- 7 Act out your dialogue to the class.

●●●● Workbook Functions Bank page 89

EVERYDAY ENGLISH 6

Arranging to meet PAGE 112

Target language

Listening: two friends making an arrangement to meet

Vocabulary: What are you up to? Nothing much.
Do you fancy ...? Why don't we ...? Let's meet ...
by the lifts / escalators / stairs exactly
just inside the main doors side entrance
I've just thought of something. somewhere else Fine.
No problem. Sure. Great. See you later!
customer services

Speaking: two people deciding where to meet

Warm-up

- Ask: *How often do you meet your friends? Do you go out or stay at home? What do you like to do?*

Exercise 1 2.08

- Students read and listen to the dialogue and answer the question.
- Check the answer. Check understanding of *nothing much*. [nothing very important or interesting]

ANSWER

At four o'clock at the department store, outside the main doors.

Exercise 2

- Focus on the phrases in the box. Elicit or explain *leisure centre, lifts, escalator, just inside, side entrance* and *coffee bar*.
- In pairs, students read out the dialogue in exercise 1, substituting the words in bold with words from the box or their own ideas. Monitor and help.
- Students swap roles and read the dialogue again, substituting different words.

Exercise 3

- Students underline the three suggestions in the dialogue in exercise 1. Check the answers.

ANSWERS

Do you fancy meeting up in town?

Why don't we meet at the department store?

Let's meet outside the main doors.

Exercise 4 2.09

- Read the **Listening tip** as a class. Check understanding.
- Play the CD. Students listen and answer the question. Check the answer.

ANSWER

They don't meet at four o'clock because they each went to different department stores by mistake.

TAPESCRIPT

Tracey Hello?

Judy Hi Tracey, it's Judy.

Tracey Oh, hi!

Judy It's four o'clock. Where are you?

Tracey I'm outside the department store. Are you inside?

Judy No, I'm outside too. I'm standing next to the doors.

Tracey That's funny. I can't see you.

Judy I'm by the main doors. You aren't by the side entrance, are you?

Tracey No, I'm by the main doors too.

Judy Right. I've just thought of something. What's the name of the department store?

Tracey Peacock's.

Judy Peacock's? I've never heard of that. Where is it?

Tracey It's near the bottom of North Street. Where are you?

Judy I'm outside Jackson's.

Tracey Jackson's? Oh, right. That department store. Oh, dear. We're at different ends of town. We'll have to meet somewhere else – in the centre.

Judy OK. Why don't we meet at the library?

Tracey We can't. It closes in twenty minutes.

Judy What about the book shop on the High Street? That will be open.

Tracey OK. See you there at 4.30?

Judy Fine. Let's meet on the ground floor.

Tracey No, it'll be too busy there. Let's meet on the top floor.

Judy OK, no problem. See you at half past four in the book shop on the top floor.

Tracey Great. Bye!

Exercise 5 2.09

- Play the CD again. Students circle the correct information in the table.
- Play the CD again. Students check their answers.

ANSWERS

4.30, the book shop, on the top floor

Teaching Tip: Agreeing to suggestions

Tell students to find three words or phrases in the dialogue in exercise 1 for agreeing with suggestions. [Sure. Fine. OK, great.]

Exercise 6

- Students use the chart to prepare dialogues in pairs. Remind students to include a variety of phrases for suggesting and agreeing. Monitor and help.
- Pairs practise their dialogues, then swap roles.

Exercise 7

- Students perform their dialogues to the class.

Follow-up

Workbook Functions Bank page 89

Making invitations



Olly I'm having some friends over tomorrow night to watch a DVD. Would you like to come?
Pete I'd love to, thanks. What time?
Olly About eight o'clock.
Pete Shall I eat before I come?
Olly No, we're going to eat while we watch the film.
Pete Shall I bring some food, then?
Olly You needn't bring anything. I'm going to make some popcorn!
Pete Great! I love popcorn.
Olly See you tomorrow.
Pete Bye!

1 **(2.17)** Read and listen to the dialogue. Are the sentences true or false?

- 1 Pete accepts an invitation to Olly's house.
- 2 Olly asks Pete to bring some popcorn.
- 3 Pete doesn't like popcorn.

2 **(2.18)** Listen and complete the invitations in the table with activities from the box.

Social activities go for a bike ride go shopping
 go skateboarding go to the cinema have a barbecue
 have a picnic have lunch in a café have friends over
 play basketball play computer games
 go to a football match go to a concert

Invitation...
1
2
3
4
5
6

3 **(2.18)** Listen again. Do the speakers say yes or no?

4 **(2.19)** Listen and repeat the phrases in the box. Try to copy the intonation.

Invitations

1 Making

Would you like to come?
 Do you fancy joining us?
 Why don't you come along?

2 Accepting

I'd love to, thanks.
 Yes. That sounds great!
 Thanks. I'll definitely be there.

Reacting

Great! See you there.
 Glad you can make it.

3 Declining

I'm sorry, I can't.
 I'd love to, but I can't.
 Sorry, but I won't be able to make it.

Reacting

That's a shame.
 Sorry you can't make it.

5 Work in pairs. Prepare two short dialogues, following the chart below. Use ideas and phrases from exercise 4 and social activities from exercise 2.

Dialogue 1

A

Greet B.

B

Greet A.

Make an invitation.

Accept the invitation.

React.

Ask a question
(e.g. time, meeting place).

Answer the question.

Say goodbye.

Say goodbye.

Dialogue 2

A

Greet B.

B

Greet A.

Decline the invitation.

Make an invitation.

Say goodbye.

React.

Say goodbye.

6 Act out your dialogues to the class.

●●●●● Workbook Functions Bank page 89

EVERYDAY ENGLISH 7

Making invitations

PAGE 114

Target language

Listening: two friends making and accepting an invitation

Vocabulary: inviting • reacting to and accepting / declining invitations • social activities

Speaking: making and accepting or declining an invitation

Warm-up

- Write *invitations* on the board. Brainstorm events that we invite people to. [weddings, parties, school events, exhibitions, etc.]

Exercise 1 2.17

- Students read and listen to the dialogue, and decide if the sentences are true or false.
- Check the answers with the class.

ANSWERS

1 T 2 F 3 F

Exercise 2 2.18

- Play the CD. Students listen and complete the table with activities from the box.
- Play the CD again. Students listen and check their answers.

ANSWERS

1 go to a football match 2 go shopping
3 go to the cinema 4 have friends over
5 have a barbecue 6 have a picnic

TAPESCRIPT

- 1 **Boy 1** Hi!
Boy 2 Hello. How are you?
Boy 1 Fine, thanks. Hey, We're going to a football match tomorrow evening. Would you like to come?
Boy 2 I'd love to, thanks! What time are you meeting?
Boy 1 At 7.00, at the bus stop. The match starts at 7.45, and we don't want to be late.
Boy 2 OK, see you tomorrow at seven o'clock.
Boy 1 Great! See you there!
- 2 **Girl 1** Hello.
Girl 2 Hi! Are you all right?
Girl 1 Yes, I'm fine. I'm just going into town. I'm going shopping with my sister. Do you fancy joining us?
Girl 2 I'm sorry, I can't.
Girl 1 Oh. That's a shame.
Girl 2 I've got lots of homework for tomorrow. I really need to start!
- 3 **Boy 1** Are you going into town?
Boy 2 Yes, I am. I'm going to the cinema with a couple of friends.
Boy 1 What are you going to see?
Boy 2 We haven't decided yet. Hey, why don't you come along?
Boy 1 I'd love to, but I can't. I'm playing in a basketball match tonight.
Boy 2 Oh, well. Sorry you can't make it.
Boy 1 See you soon.

- 4 **Girl 1** Hi! Are you around this weekend?
Girl 2 Yes, I am. Why?
Girl 1 I'm having some friends over on Saturday night. Would you like to come?
Girl 2 Yes. That sounds great!
Girl 1 Glad you can make it!
Girl 2 See you on Saturday.
- 5 **Boy 1** What are your plans for the weekend?
Boy 2 My family is having a barbecue on Sunday.
Boy 1 Really? That sounds fun.
Boy 2 Why don't you come along?
Boy 1 Sorry, but I won't be able to make it.
Boy 2 That's a shame. Why not?
Boy 1 I'm going to visit my grandparents on Sunday.
Boy 2 Oh. Sorry you can't make it.
- 6 **Girl 1** What are you doing tomorrow?
Girl 2 I'm meeting some friends at the park. We're going to have a picnic.
Girl 1 I love picnics.
Girl 2 Yes, so do I. Do you fancy joining us?
Girl 1 Thanks. I'll definitely be there.
Girl 2 Great! See you there.

Language Note: *have someone over*

To *have / ask someone over* means to invite them to your house. We also say *have / ask someone round*. We often end conversations about meeting with the phrase *See you there!*

Exercise 3 2.18

- Play the CD again. Students listen and decide if the speakers say yes or no to the invitations in exercise 2.
- If the people said no, tell students to explain why.

ANSWERS

- 1 Yes.
2 No, because she has to do her homework.
3 No, because he's playing in a basketball match.
4 Yes.
5 No, because he's going to visit his grandparents.
6 Yes.

Exercise 4 2.19

- Play the CD. Students listen and repeat the phrases in the box, copying the intonation.
- Elicit or explain the meaning of *glad*, *make it* and *that's a shame*.

Exercise 5

- Students use the charts to prepare two dialogues in pairs.
- Remind students to include phrases from exercise 2 and exercise 4. Remind students to give a reason when they decline the invitation. Monitor and help.
- Pairs practise their dialogues, then swap roles.

Exercise 6

- Students perform their dialogues to the class.

Follow-up

Workbook Functions Bank page 89

Giving advice

- 1 (2.26) Complete the dialogue with the words in the box. Then listen and check.

advice borrowed idea lent upset



Mark Can I ask your ¹_____ about something?
Lucas Sure. What's the problem?
Mark I ²_____ £20 to Joe last week and he hasn't paid me back. I think he's forgotten about it.
Lucas I think you should ask him to pay you back.
Mark Yes, but it's embarrassing. He might get ³_____.
Lucas If I were you, I'd say, 'I'm a bit short of money, Joe. When do you think you could pay back the £20 you ⁴_____ last week?' He shouldn't get upset at that.
Mark OK. Thanks. That's a good ⁵_____.

LOOK OUT!

- 1 We use **should** and **ought to** for suggestions, advice and opinions.
 2 We often use *I think* or *I don't think* with **should** and **ought to**.
I think you ought to go to bed.
I don't think you should stay up late.

- 2 Work in pairs. Practise reading the dialogue in exercise 1.

- 3 What do you think of the advice that Lucas gives? Would you give different advice?

I wouldn't tell Mark to ... / I'd tell him to ...

Listening tip

Don't worry if you don't understand every word in the recording on the first listening. Try to understand the general sense of it.

- 4 (2.27) Listen to the dialogue. What is Will's problem?

- 5 (2.27) Listen again. Are the sentences true or false?

- Will arrived home very late one day last week.
- Will's parents were cross because he missed the bus.
- Will didn't apologize because he wasn't sorry.
- Sally thinks Will should apologize for being late.

- 6 (2.28) Listen and repeat the phrases in the box. Pay attention to how *should* / *shouldn't*, *would* / *wouldn't* are pronounced.

Giving advice

I think you should ...
 I think you ought to ...
 If I were you, I would ...
 If I were you, I wouldn't ...
 Why don't you ...?
 I don't think you should ...
 I don't think you ought to ...
 In my opinion, you shouldn't ...

- 7 Write advice for the problems. Start with phrases from exercise 6 and include the words in brackets.

- 'I'm really tired.' (go to bed)
If I were you, I would go to bed.
- 'I've got a difficult exam tomorrow.' (revise)
- 'This milk smells bad.' (drink it)
- 'I've got sunburn.' (sit in the sun)
- 'I've lost my brother's sunglasses.' (buy him some new ones)

- 8 Work in pairs. Choose one of the problems below, or invent one of your own. Talk about what advice you would give.

Problems & possible advice

- 1 My friend has given me a T-shirt for my birthday, but I hate it.
 • Don't tell him / her that you don't like it. Wear it anyway.
 • Tell him / her you don't like it. Ask if you can take it back to the shop and change it.

- 2 There's a girl in my class that I want to be friends with but I'm not sure if she likes me, so I'm afraid to talk to her.
 • Go and talk to her. Just relax, smile and be friendly.
 • Don't speak to her. It might be embarrassing.

- 3 My brother Wayne said he went to the library last night. But I saw Wayne at the cinema last night.
 • Tell your parents that you saw Wayne at the cinema.
 • Ask Wayne if he went to the cinema last night. Find out why he didn't go to the library.

- 9 Work in pairs. Now write a dialogue about the problem and advice you talked about in exercise 8. Use the phrases for giving advice from exercise 6. Then practise reading your dialogue in pairs.

- 10 Act out your dialogue to the class. Does the class agree with the advice you gave each other?

EVERYDAY ENGLISH 8

Giving advice PAGE 116

Target language

Listening: person giving advice to a friend about a problem

Vocabulary: Can I ask your advice about something?
I think you should / ought to ... If I were you, I'd ...
That's a good idea. I'll give it a try.

Grammar: *should* and *ought to*

Speaking: giving advice

Warm-up

- Write the word *advice* on the board. Elicit the meaning and the verb form. [to advise]
- Brainstorm situations when people ask for advice. Write them on the board.

Language Note: advice

Advice is an uncountable noun. People give *some advice* or ask for *a piece of advice*.

Exercise 1 2.26

- Students complete the dialogue with the words in the box.
- Play the CD. Students listen and check. Check the answers.

ANSWERS

1 advice 2 lent 3 upset 4 borrowed 5 idea

Exercise 2

- Read the **Look out!** box as a class. Tell students to find two sentences with *should* in the dialogue. [I think you should ask him to pay you back. He shouldn't get upset at that.]
- In pairs, students practise the dialogue in exercise 1.

Exercise 3

- Ask students if they think Lucas's advice was a good idea.
- Brainstorm other ways to ask for the money. Ensure students use *I would / wouldn't* ... when they explain their ideas. The class votes for the best advice.

ANSWERS

Students' own answers.

Exercise 4 2.27

- Read the **Listening tip** as a class. Check understanding.
- Play the CD. Students listen and answer the question. Check the answer.

ANSWER

Will's parents won't let him stay out after nine o'clock, but his friends can stay out until ten.

TAPESCRIPT

Sally Hello, Will.

Will Hi Sally. Can I ask your advice about something?

Sally Sure. What is it?

Will My parents won't let me stay out after nine o'clock in the evening. All my friends can stay out till about ten.

Sally Why won't they let you stay out?

Will Well, one day last week I got home very late because I missed the last bus. It was nearly midnight, and they were very cross because I didn't ring them or answer my mobile.

Sally Did you apologize?

Will They didn't give me a chance. We just got into a big argument.

Sally If I were you, I'd say sorry for being late last week, and tell them you'll make sure you're always back before ten.

Will OK. I'll give it a try.

Exercise 5 2.27

- Elicit or explain *cross* [angry] and *apologize* [say sorry].
- Play the CD again. Students listen and decide if the sentences are true or false.
- Play the CD again for students to check their answers. Check the answers.

ANSWERS

1 T 2 F 3 F 4 T

Exercise 6 2.28

- Play the CD. Students listen and repeat the phrases.
- Model the pronunciation of the phrases for students to repeat again. Pay special attention to the pronunciation of *should / shouldn't* and *would / wouldn't*.

Language Note: *should* and *would*

We don't pronounce the *l* in *should / shouldn't* and *would / wouldn't*. We pronounce the letters *ou* as a schwa or /ə/ sound. *Ought to* (/ɔ:t tə/) also contains a schwa and the silent letters *gh*.

Exercise 7

- Students write advice for the problems, using the phrases in exercise 6.
- Some students read their advice to the class.

SAMPLE ANSWERS

1 If I were you, I would go to bed.

2 I think you ought to revise.

3 If I were you, I wouldn't drink it.

4 I don't think you should sit in the sun.

5 Why don't you buy him some new ones?

Exercise 8

- Read the problems and advice as a class. Check understanding.
- In pairs, students discuss the problems, then choose or invent one.
- Pairs discuss the advice that they would give for their chosen problem. Monitor and help.

Exercise 9

- Pairs write a dialogue about the problem they discussed in exercise 8. Remind them to use phrases for giving advice from exercise 6. Monitor and help.
- Pairs practise their dialogues, then swap roles.

Exercise 10

- Students perform their dialogues to the class. Does the class agree with the advice?

Follow-up

Workbook Functions Bank page 89

Reporting a theft



Sarah Excuse me?
Police officer Yes. How can I help?
Sarah I think someone has stolen my **bag**.
Police officer OK, I'll just take some details. Could you tell me where and when you last had it?
Sarah I think I left it in a **café in King Street, about an hour ago**.
Police officer And you've been back to the **café** to see if it's there?
Sarah Yes, I went straight back but it wasn't there.
Police officer Can you describe it?
Sarah Yes, it's **blue and white**. It's made of **canvas**.
Police officer Can you tell me what was in the **bag**?
Sarah Yes, **my wallet, a pen and some keys**.
Police officer OK. Was there any identification in the **bag**?
Sarah I'm not sure.
Police officer That's fine. So, could you just give me your name?

- 1 (3.06) Read and listen to the dialogue. What was stolen? When and where did it happen?
- 2 Work in pairs. Practise reading the dialogue in exercise 1, changing the words in **bold**. Use the information from the box.

Item stolen	Where and when	Colour	Material	Contents
wallet	shop at about 11 o'clock	black	leather	£20 in cash
schoolbag	internet café, two hours ago	green	canvas	school books, pens
sports bag	park, just now	white	plastic	trainers, tracksuit

- 3 (3.07) Listen to the dialogues. Which of Julia's items were stolen? Which of Malcolm's items were stolen?

bus pass bag credit card wallet mobile phone
 schoolbag £20 store cards

- 4 (3.07) Listen again. Choose the correct answers.

- 1 When did Julia realize that her wallet was missing?
 - a an hour ago
 - b 30 minutes ago
 - c 15 minutes ago
- 2 What advice does the police officer give to Julia?
 - a She should go back to the shop.
 - b She should contact the credit card company.
 - c She should contact the travel insurance company.
- 3 What colour is Julia's wallet, and what is it made of?
 - a blue, made of leather
 - b black, made of plastic
 - c black, made of leather
- 4 What had the thief done with Malcolm's schoolbag?
 - a He had thrown it into a garden.
 - b He had thrown it into a river.
 - c He had given it to someone.
- 5 What make and model was the mobile?
 - a Nokia 6260
 - b Nokia 6060
 - c Nokia 6062
- 6 What does the officer ask Malcolm to do?
 - a get a new bus pass
 - b get a new mobile
 - c fill in a form

- 5 Work in pairs. Prepare a dialogue in a police station following the chart below.

Police officer

Greet the person. Ask if you can help.

Student

Tell the officer that someone has stolen your bag.

Ask where and when it happened.

Answer the question.

Ask for a description of the bag.

Answer the question.

Ask what was in the bag.

Answer the question.

Ask for a description of the item(s) in the bag.

Answer the question.

Give some advice. What should he / she do now?

Thank the officer.

- 6 Act out your dialogue to the class.

●●●●● Workbook Functions Bank page 89

EVERYDAY ENGLISH 9

Reporting a theft PAGE 118

Listening: person reporting a theft to a police officer

Vocabulary: How can I help? I'd like to report a theft. Someone has stolen my bag. I noticed it was missing ... I'll just take some details. Could you tell me ...? an hour ago make and model fill in a form It's made of ... leather canvas plastic £20 in cash bus pass postcards identification actually, ... I'm afraid it's unlikely.

Speaking: reporting a theft and describing what has been stolen

Warm-up

- Without looking, students quickly write a list of all the things in their school bags. Monitor and help.
- Students look in their bags and check their lists. Did they forget anything?

Exercise 1 3.06

- Students read and listen to the dialogue, then answer the questions. Check the answers.

ANSWERS

Sarah's bag was stolen, from a café in King Street about an hour ago.

Exercise 2

- Focus on the box. Elicit or explain *leather* and *canvas*.
- In pairs, students read out the dialogue in exercise 1, substituting the words in bold with words from the box.
- Students swap roles and read the dialogue again, substituting different words.

Exercise 3 3.07

- Focus on the words in the box and check understanding.
- Play the CD. Students listen and identify the stolen items for each person.
- Play the CD again for students to check their answers. Check the answers.

ANSWERS

Julia's items: credit cards, wallet, £20, store cards

Malcolm's items: bus pass, mobile phone, schoolbag

Background Notes

A bus pass is an official card which normally shows a person's name, photo, age or status (e.g. child, student, OAP). It either allows the person to travel on buses for a reduced ticket price or is proof that they have already paid for bus travel over a certain period of time, such as a month or a year.

TAPESCRIPT

1 **Officer** Good morning. Can I help you?

Julia Good morning. Yes, someone has stolen my wallet from my bag.

Officer OK. Can you give me your name, please?

Julia Julia Rochdale. That's R-O-C-H-D-A-L-E.

Officer Thank you. Now, when did this happen?

Julia I noticed it was missing about half an hour ago. I was going to pay for some postcards and it wasn't there.

Officer What was in the wallet?

Julia About £20 cash, my credit cards ... oh yes, and some store cards.

Officer OK. You should ring your credit card company and tell them what's happened. They'll stop the card so that nobody can use it.

Julia OK.

Officer Can you describe the wallet?

Julia Yes, it's black, made of leather.

Officer OK. I'll just take some more details. Where are you staying?

2 **Officer** Good afternoon.

Malcolm Hello. I'd like to report a theft.

Officer Oh, yes?

Malcolm Someone has stolen my mobile. Actually, they took my schoolbag, but I found the schoolbag later. They'd thrown it into someone's garden. But the mobile was missing.

Officer The mobile was in the bag?

Malcolm Yes.

Officer What was the make and model?

Malcolm It was a Nokia 6060.

Officer Colour?

Malcolm Black.

Officer Have you phoned your network?

Malcolm No, not yet.

Officer Well, you must do that as soon as possible. Now did they take anything else from the bag?

Malcolm Yes, my bus pass ... Do you think I'll get the mobile back?

Officer I'm afraid it's unlikely. Now, could you fill in this form, please?

Exercise 4 3.07

- Play the CD again. Students listen and choose the correct answers.
- Check the answers. Explain *to stop a credit card*. [To cancel a lost or stolen card, so that nobody else can use it.]

ANSWERS

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

Exercise 5

- Read the instructions as a class. Brainstorm items that could be in a stolen bag, and advice that someone might give you following a theft.
- Students use the chart to prepare dialogues in pairs. Monitor and help.
- Pairs practise their dialogues, then swap roles.

Exercise 6

- Students perform their dialogues to the class.

Follow-up

Workbook Functions Bank page 89

Asking for information



John Good morning. I wonder if you could help me. I'm looking for a book called *The Great Explorers*.

Librarian If we've got it, it'll be over there in the **History** section.

John I've looked, but I can't see it on the shelves.

Librarian Let me just check on the computer ... Do you know the name of the author?

John I think it's **Hammond**.

Librarian Ah, yes. We do have it, but I'm afraid it's out on loan. But I can reserve it for you.

John Yes, please. When is it due back?

Librarian Er, **a week tomorrow**.

John That's fine.

Librarian OK, if I could just take some details ...

1 **3.11** Read and listen to the dialogue. Answer the questions.

- 1 Why doesn't John get the book that he wants?
- 2 When will he get it?

2 Work in pairs. Practise reading the dialogue in exercise 1, changing the words in **bold**. Use the words in the box and your own ideas.

Library sections adult fiction art and photography
 biography children's fiction cookery film
 foreign languages gardening health and fitness
 history law and business poetry and drama
 reference science and technology sport travel

3 **3.12** Listen to three people in a library. Which two people leave with a book?

4 **3.12** Complete the sentences from the dialogues with the prepositions in the box. Then listen again and check.

down for on out over under up

- 1 All our science books are _____ there.
- 2 It's out _____ loan, I'm afraid.
- 3 Try looking _____ foreign languages.
- 4 You can take _____ up to five books.
- 5 I'm looking _____ a book called *The Ugly Princess*?
- 6 I'll look it _____ on the computer.
- 7 Can you write _____ your name and telephone number?

5 Work in pairs. Prepare a dialogue in a library following the chart below.

Student

Say what book you are looking for.

Librarian

Tell the person where they can find it.

Say that you can't find it.

Check if the book is available. Suggest reserving it.

Ask when it is due back.

Reply.

Decide whether to reserve it or not.

6 Act out your dialogue to the class.

●●●●● Workbook Functions Bank page 89

EVERYDAY ENGLISH 10

Asking for information PAGE 120

Target language

Listening: person in a library asking for information

Vocabulary: Excuse me. I wonder if you could help me. Can you recommend anything? Let me just check ... suitable library card Don't worry. author over there out on loan due back reserve look for take out up to five books look under foreign languages look it up write down available a week tomorrow instead • library sections

Speaking: asking for information in a library

Warm-up

- Write *science fiction*, *dictionary* and *poetry* on the board. Elicit the connection. [They are all types of book.]
- Ask: *How often do you read books? What kinds of books do you like to read?*

Exercise 1 3.11

- Play the CD. Students read and listen to the dialogue, then answer the questions.
- Check the answers. Elicit or explain *to be out on loan* [borrowed and not yet returned to the library], *to be due back* [when a book is going to be returned] and *reserve*. [be the next person to borrow the book]

ANSWERS

- 1 Someone else has borrowed it. / It's out on loan.
- 2 A week tomorrow (a week after tomorrow).

Exercise 2

- Focus on the library sections in the box. Check understanding by asking a few questions, e.g. *Where can I find a book about running?* [health and fitness] / *a story for children?* [children's fiction] / *a dictionary?* [reference] / *a book about chemistry?* [science and technology]
- In pairs, students read out the dialogue in exercise 1, substituting the words in bold with words from the box or their own ideas.
- Students swap roles and read the dialogue again, substituting different words.

Exercise 3 3.12

- Play the CD. Students listen and answer the question.
- Play the CD again for students to check their answer.

ANSWER

The first two customers leave with books.

TAPESCRIPT

- 1 **Assistant** Can I help you?
Customer Yes, I need a book for school. It's called *The World's Greatest Inventions*.
Assistant All our science books are over there ... in the science and technology section.
Customer I'm afraid I couldn't find it.
Assistant Let me have a look on the computer. It's out on loan, I'm afraid.
Customer Oh dear. When is it due back?

Assistant In ten days. We've got other books on inventions. What about *The Book of Inventions*?

Customer OK, I'll take that instead. How long can I borrow it for?

Assistant Three weeks.

Customer OK, that's great.

- 2 **Customer** Excuse me. I want to learn Arabic. Can you recommend anything?

Assistant Try looking under foreign languages. It's at the back, next to the reference section. I think we've got quite a few self-study books on the shelves.

Customer OK. Thanks.

Assistant Did you find anything suitable?

Customer Yes, I did. *Teach Yourself Arabic* and *Arabic Made Easy*. Can I take out both books?

Assistant Yes, you can take out up to five books.

Customer Great.

Assistant Can I have your library card, please?

Customer Here you are.

- 3 **Customer** Excuse me. I'm looking for a book called *The Ugly Princess*. Do you know it?

Assistant No, I don't. Is it for children?

Customer Yes, it is. But I can't remember the name of the author.

Assistant Don't worry, I'll look it up on the computer. Ah, here it is. It's by Malcolm Bryant. But I'm afraid we haven't got it in this library. I can order it from another library.

Customer Er, yes, please. How long will it take to come?

Assistant It's difficult to say. Maybe a week or ten days.

Customer OK, that's great.

Assistant Can you write down your name and telephone number? We'll call you when the book arrives.

Customer OK, that's great.

Exercise 4 3.12

- Students complete the sentences with the prepositions in the box.
- Play the CD again for students to check their answers.

ANSWERS

1 over 2 on 3 under 4 out 5 for 6 up 7 down

Exercise 5

- Read the instructions as a class. Elicit or explain *available*. [something that is free or ready for your use]
- Students use the chart to prepare dialogues in pairs. Monitor and help.
- Pairs practise their dialogues, then swap roles.

Exercise 6

- Students perform their dialogues to the class.

Follow-up

Workbook Functions Bank page 89