

OXFORD

Aim High

Teacher's Book **3**

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

Jane Hudson

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3

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Contents

Introduction	4
Tips and ideas	6
Teaching notes	
1 On camera	8
2 Memories	16
3 Nine to five	25
4 Body and mind	33
5 Our future	42
6 Telling tales	50
7 Friendship	59
8 Travel	67
9 Spend, spend, spend!	76
10 Inspiration	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.
- 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 about *The Memory Man* on page 30 of the Student's Book, list these words: *forgetful unemployed technique notebook imagine history prize*. Ask students to look at the photos and tell you which two words they are not going to find in the text (notebook and prize).
- 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: surveillance • word formation: nouns • verbs for looking • cultural dress • synonyms: *look, see, watch* • idioms and expressions: colour

Grammar: order of adjectives • present tense contrast • stative and dynamic verbs • verb + infinitive / verb + *-ing*

Skills: describing different nationalities • describing clothes

Writing: a letter to an exchange student

Workbook pages 4–11

Reading PAGES 4–5**Warm-up**

- Look at the unit title and ask students: *How often do you take photos?*
- Read the title of the reading page, *Surveillance*. Explain that it means to watch someone or a group of people, especially when you think they are doing something illegal.

Before Reading

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

Background Notes

The photos show two CCTV (Closed-Circuit Television) cameras and a central control room where a man is monitoring images from a camera.

CCTV is the use of video cameras to transmit a signal to a specific place, on a limited set of monitors. It differs from broadcast television in that the signal is not openly transmitted. It is often used for surveillance in areas that may need monitoring, such as banks, casinos, airports, military installations and shops.

Read**Teaching Tip: Setting a time limit for reading a text**

Setting a time limit for reading a text helps to focus students on understanding the general meaning of the text and not dwelling on words they do not understand.

Exercise 1

- Read through the **Reading tip** with students. Check understanding by asking: *Is it necessary to understand every word?* [No] *What do you need to understand?* [the general meaning]
- Students read the text quickly and match the headings with the paragraphs. Check the answers, asking for justification.

ANSWERS

1 D 2 A 3 E 4 C 6 B (Heading 5 is not used.)

Exercise 2 1.02

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

ANSWERS

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

Exercise 3

- Students read the text again and mark the sentences true or false. Check the answers.

ANSWERS

- F (There were only a few cameras on major streets.)
- T
- T
- T
- F (The writer says 'perhaps' so it is not sure.)
- F (Your actions on your home computer can also be monitored.)

Optional Activity: Reading skills

Aim: To focus on paragraph order.

Preparation: Write the following questions on the board.

Where can you find photos of the world? [4]

Why is the amount of surveillance increasing? [2]

How can you be under surveillance at home? [5]

What do CCTV cameras do? [1]

What can phone companies find out from your calls? [3]

Students number the questions in the order the paragraphs appear in the text. They close their books and answer the questions in the correct order with a partner.

Understanding Ideas**Exercise 1**

- Students read the sentences and divide them into for and against arguments. Check the answers.
- Students then brainstorm more arguments for and against.

ANSWERS

Arguments for: sentences 2, 3, 7, 9

Arguments against: sentences 1, 4, 5, 6, 8

Exercise 2

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

SAMPLE ANSWERS

- CCTV cameras record people committing crimes, e.g. bank robberies, pickpocketing, shoplifting.
- If people think they are being watched, then they might not commit a crime.
- They might want to prevent crime and make the streets safer for the general public.
- Computer hackers would install this type of program.

Vocabulary

Exercise 1

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

ANSWERS

- 1 cash machine 2 surveillance 3 warn 4 illegal
5 citizens 6 tags 7 monitoring 8 work out
9 shoplifters 10 initially 11 offenders 12 interact
13 deter 14 potential 15 vulnerable

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 from the text (see below) and tell them to make notes. Also encourage them to use a monolingual dictionary to find definitions and example sentences. Encourage them to make their example sentences personal and true, e.g.

initially: at the beginning, at first.

I liked the book initially, but in the end it got boring.

cash machine is a noun which means a machine, usually on the wall outside a bank, from which you can withdraw money.

citizen is a noun which means an inhabitant of a state or nation. A person over the age of 65 is known as a senior citizen.

deter is a regular verb which means to make someone decide not to do something. The third person form is *deters* and the past simple form is *deterred*. The noun from *deter* is *deterrent*.

illegal is an adjective which describes something which is against the law. The opposite of *illegal* is *legal*.

initially is an adverb which means at the beginning, at first. The adjective form is *initial*.

interact is a regular verb which means to communicate or mix with somebody. The third person form is *interacts* and the past simple form is *interacted*. The noun from *interact* is *interaction*.

monitor is a regular verb which means to check, record or test something for a period of time. The third person form is *monitors* and the past simple form is *monitored*.

offender is a noun which means a person who breaks the law. The word for a crime or illegal action is an *offence*.

potential is an adjective which means possible. It is only used before a noun, e.g. *a potential problem*, *potential customers*.

shoplifter is a noun which means a person who steals from a shop.

surveillance is an uncountable noun which means the careful watching of somebody who may have done something wrong.

tag is a noun which means a label that you attach to an item, e.g. *price tag*.

vulnerable is an adjective which describes someone or something that is weak and easy to attack.

warn is a regular verb which means to tell somebody about something dangerous. The third person form is *warns* and the past simple form is *warned*. We use the construction *warn sb about sth*, e.g. *He warned me about the dangers of walking home alone at night*. The noun from *warn* is *warning*.

work out is a phrasal verb which means to calculate. *Work out* is separable, so we can say *work sth out* or *work out sth*, e.g. *We worked the answer out*. or *We worked out the answer*.

Exercise 2

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

- 1 *I'm still ____ with some of my friends from primary school.* [in contact]
- 2 *GPS signals are transmitted by ____.* [satellite]
- 3 *We reported the burglary and the police came to ____.* [investigate]
- 4 *They gave their son some new educational ____ for his computer.* [software]
- 5 *Most burglar alarms are designed to ____ movement.* [detect]
- 6 *Do you know how to ____ music from the internet?* [download]
- 7 *Your idea seems fine ____ but I'm not sure if it will work in practice.* [in theory]
- 8 *My suitcase has a label with my name and address ____ to it.* [attached]

Quick Test: Mystery definitions

Ask students to close their books. Draw a path containing 15 squares across the board. Write the first letters of the words from *Vocabulary exercise 1* in order in the squares. Divide the class into teams A and B, and allocate each team a different coloured pen. Focus on the first square and give a definition of the first word to a student from team A. Continue with the next square and the next student from team A until they get an answer wrong or fail to answer the question. Make a cross in the square they reach with their colour and move to team B. Start giving definitions from the start of the path again. The activity finishes when one team reaches the end of the path.

Optional Activity: Ordering

Aim: To practise talking about surveillance.

Preparation: Write the following places on the board:

<i>the Underground</i>	<i>a bank</i>
<i>a post office</i>	<i>a school</i>
<i>a casino</i>	<i>a supermarket</i>
<i>a street corner</i>	<i>a hotel</i>
<i>an airport</i>	<i>a sports centre</i>

Students discuss in pairs whether they think surveillance is necessary in each of these places. Then they number the places from 1–10 in the order they think surveillance may be necessary. Bring the class together to compare answers.

More practice

Workbook page 4

Target Vocabulary

Somebody is watching you: cash machine citizen deter illegal initially interact monitor offender potential shoplifter surveillance tag vulnerable warn work out

Word formation: nouns: appearance assistance attachment detection development exasperation harassment investigation recognition treatment

Verbs for looking: gape glance glare observe peek peer spot stare

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 something that is weak and easy to attack? [vulnerable]
What do we call the people who live in a state or nation? [citizens]
What do you call a person who breaks the law? [offender]
- Students complete the sentences. Check the answers.

ANSWERS

1 tags 2 Initially 3 offenders 4 interact 5 deter
 6 potential 7 vulnerable 8 citizens 9 surveillance
 10 work out 11 monitor 12 illegal 13 warn
 14 shoplifters 15 cashpoint machine

Extend

Exercise 1 Word formation: nouns

- Focus on the example with students and show them on the board how to join the verb *appear* with the suffix *-ance* to make the noun *appearance*.
- Students continue forming nouns from the verbs and suffixes to complete the chart. Check the answers.

ANSWERS

-ment: attachment, development, harassment, treatment
-ance: appearance, assistance
-ion: detection, exasperation, investigation, recognition

Teaching Tip: Verbs ending in -ate

Most multi-syllable verbs ending in *-ate* use the suffix *-ion* to form nouns, e.g. *communicate* – *communication*, *decorate* – *decoration*.

Exercise 2

- Focus on the example with students. Students continue completing the sentences with the nouns from exercise 1. Check the answers.

ANSWERS

1 attachment 2 investigation 3 development
 4 treatment 5 appearance 6 assistance 7 detection
 8 exasperation 9 recognition

Exercise 3 Verbs for looking

- Focus on the verbs. Check that students understand that they are all used for different kinds of looking.
- Students match the verbs with the definitions, using a dictionary to help them. Check the answers.

ANSWERS

1 stare 2 glare 3 observe 4 gape 5 glance 6 peer
 7 peek 8 spot

Exercise 4

- Focus on the example. Ask students to explain why *gaped* is the correct answer and the other verbs are wrong.
- Students complete the exercise individually or in pairs. Check the answers.

ANSWERS

1 gaped 2 glanced 3 glared 4 observes 5 peeked
 6 peers 7 spotted 8 staring

Optional Activity: Miming

Aim: To practise verbs for looking.

Preparation: No preparation needed.

Focus on the first verb in exercise 3 and encourage students to act it out. Choose a student whose facial expression mimics perfectly the verb and get the others to copy them. Continue with the other verbs until all the students are acting out the verbs in the right way.

Tell students they have three lives. Play a game by saying a verb and getting all the students to act out the verb. They lose a life if they make the wrong facial expression.

Get students to play the same game in small groups. They take turns to say a verb for the others to act. The winner in each group is the person with the most lives left.

Quick Test: Question time

Divide the class into two teams. Ask the questions to each team in turn. If they answer correctly, their team gets two points. If not, pass the question to the other team for one point. If they can't answer, give the answer yourself. The winner is the team with the most points.

What's another word for criminal? [offender]
How do you look at someone you're angry with? [glare]
What do you send with an email? [attachment]
How do you look when you can't see properly? [peer]
Who are the people who live in a country? [citizens]
What do you receive in hospital? [treatment]
Where can you get money from? [cash machine]
How do you look to discover more? [observe]
Where do you write your name on a suitcase? [tag]
What do you offer someone when you help them? [assistance]
What do you call something that's possible? [potential]
Who steals things from shops? [shoplifter]
What do you avoid by wearing dark glasses? [recognition]
How do you look with your mouth open? [gape]
How do you stop someone doing something? [deter]
What do you call something that is against the law? [illegal]

Vocabulary Notebooks

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

More practice

Workbook page 5

Present tense contrast

Warm-up

- Focus on the heading and ask students: *What are the two main present tenses?* [present simple and present continuous] *When do we use these tenses?* [We use present simple to talk about things that we usually do and present continuous to talk about things we are doing now.]

Explore

Exercise 1

- Students look at the photo. Ask: *Who can you see?* [a brother and sister] *Where are they?* [at the bus stop]
- Focus on the first verb in the box and elicit a sentence from students, e.g. *The bus is arriving.*
- In pairs students continue describing the photo using the verbs. Check the answers.

ANSWERS

The bus is arriving. The girl is holding a mobile phone. They aren't shouting. The boy isn't smiling. The girl is taking a photo. They are waiting for a bus. The boy is wearing a blue T-shirt and the girl is wearing a black top.

Teaching Tip: Auxiliary verbs

Students may have difficulty using the correct auxiliary verb to form these two tenses, especially in the negative form and in questions. When students make a mistake, use the prompt: *auxiliary verb* and ask them to repeat the sentence correctly.

Exercise 2

- Students read the dialogue and find examples of the present simple and present continuous tenses. Check the answers.

ANSWERS

Present simple: Sports day starts ... What do you do ...? I usually send ... She lives ...

Present continuous: I'm taking ... You're always taking ... Who are you sending ...? She's coming ... Why are you sending ...? The bus is leaving.

Exercise 3

- Focus on the table. Elicit the example sentence for the first use. [I usually send them to my friends.] Elicit the name of the tense. [present simple]
- Students continue matching the example sentences to the uses and completing the table with the tenses.
- Check the answers.

ANSWERS

1 simple 2 continuous 3 continuous 4 simple
5 continuous 6 simple

Uses 5 and 6 refer to the future.

- Read through the **Learn this!** box with students and elicit an example present simple sentence for each of the verbs.

Follow-up

Grammar Reference page 94

Exploit

Exercise 1

- Students work in pairs to complete the dialogue. Check the answers.

ANSWERS

1 is ringing 2 're watching 3 'm looking 4 runs
5 Is she phoning 6 is she saying 7 is always interrupting
8 often go 9 are you laughing 10 finishes

Exercise 2

- Model the activity with some sentences about yourself. Students write their own sentences.

Exercise 3

- Students work individually to complete the sentences.

ANSWERS

1 belongs 2 prefer 3 wants 4 don't understand
5 know, mean 6 Do ... remember 7 Do ... enjoy

Exercise 4

- Model the activity with some sentences about yourself. Students tell the class their own sentences.

Quick Test: Sentence transformation

Write the following sentences on the board. Give students time to write the corresponding question.

I play handball on Saturdays. [When do you play handball?]

I'm wearing a T-shirt and trousers. [What are you wearing?]

I live in the city centre. [Where do you live?]

I'm visiting relatives at the weekend. [What are you doing at the weekend?]

The film starts at 8.30. [What time does the film start?]

More practice

Workbook page 6

Grammar Builder page 95, exercises 1–5

ANSWERS GRAMMAR BUILDER 1 (PAGE 95)

Exercise 1

1 takes off 2 'm not taking 3 are you reading
4 'm living 5 always works 6 aren't going
7 Do you usually wear 8 correct

Exercise 2

1 a lives b is visiting
2 a doesn't drive b 's driving
3 a Do / Can ... speak b are ... speaking
4 a is having b has
5 a are ... meeting b does ... start
6 a 's always leaving b doesn't wash

Exercise 3

1 don't remember 2 needs 3 doesn't like 4 's raining
5 belong 6 Do ... know 7 're waiting 8 want

Exercise 4

1 'm enjoying 2 thinks 3 's having 4 feel
5 're considering 6 forget

Exercise 5

1 a smells b is smelling
2 a looks b 'm looking
3 a tastes b 'm tasting
4 a feels b is feeling

Cultural dress

Target Vocabulary

Cultural dress: checked kimono fur-lined parka long-sleeved tunic loose dress matching headscarf patterned sari plain turban tartan kilt alpaca poncho hard wooden sandals soft seal skin boots

Describing clothes: ankle-length baggy checked cotton decorated fine fur knee-length linen short-sleeved stripy strong thick tight wide

Warm-up

- Books closed. Brainstorm clothes with the class.

Vocabulary

Exercise 1

- Students look at the photos and answer the question.

SUGGESTED ANSWERS

1 Alaska 2 Japan 3 Kenya 4 India

Exercise 2

- Students describe the photos in pairs.

ANSWERS

Photo 1: fur-lined parka, soft seal skin boots

Photo 2: checked kimono, hard wooden sandals

Photo 3: loose dress, matching headscarf

Photo 4: long-sleeved tunic, plain turban
patterned sari – India tartan kilt – Scotland
alpaca poncho – Mexico

Exercise 3

- Students complete the chart, using a dictionary to help them.

ANSWERS

Pattern: checked, decorated, stripy, patterned, plain, tartan

Shape: baggy, tight, wide, loose

Texture: fine, strong, thick, hard, soft

Material: cotton, fur, linen, alpaca, wooden, seal skin

Other: ankle-length, knee-length, short-sleeved, long-sleeved, matching, fur-lined

More practice

Workbook page 7

Speak

- Read through the **Speaking tip** with students. Focus on the example and get students to read it out.
- Students continue describing the outfits in pairs.

Listen

Exercise 1 1.03

- Play the CD once for students to answer the questions.

ANSWERS

1 fur-lined parka; seal skin boots; turban; headscarf

2 Because they are influenced by the weather they have, and their cultural traditions.

TAPESCRIPT

Jill Hello and welcome to *Ways of the World*. In today's programme we're going to look at what influences different cultural dress styles. Anthropologist Deborah Greenberg is here in the studio with us today. Hello Deborah.

Deborah Hello Jill.

Jill So, Deborah, what kind of influences are we talking about here?

Deborah Well, I think the most obvious factor affecting the way different cultures dress is the weather. The best example of this is the Inuit who live in northern Canada in the Arctic. These people live in one of the world's most extreme climates and their clothing has been one of the keys to their survival.

Jill So, what materials do the Inuit use to make their clothes?

Deborah The traditional Inuit clothes are made from animal skins. The most important item of clothing is the beautiful, thick parka they wear over their clothes. This often has a wide fur-lined hood for extra warmth. Footwear is also important as the Inuit spend their days walking on ice and snow. They wear strong, decorated, seal skin boots over several layers of socks to keep their feet warm.

Jill What other factors affect the way different cultures dress?

Deborah Well, another major fact affecting dress styles is tradition. Sikhs provide us with a classic example of this, as their clothes follow a strict dress code. First of all, Sikhs are not allowed to cut their hair, so the men have beards and long hair which must be worn under a turban. Both men and women may wear turbans, but women often opt for a long, plain, cotton headscarf instead.

Jill Are there any other differences between men and women?

Deborah Yes, there are. The men sometimes wear western clothes with their turbans, instead of a long-sleeved white linen tunic over matching trousers.

Jill Deborah Greenberg, thank you very much for joining us.

Exercise 2 1.03

- Play the CD again for students to complete the phrases.

ANSWERS

1 the beautiful, thick parka 2 a wide, fur-lined hood

3 strong, decorated seal skin boots 4 a long plain, cotton headscarf 5 a long-sleeved, white linen tunic

Exercise 3

- Read through the **Look out!** box with students. Elicit the missing words.

ANSWERS

1 shape 2 colour 3 material

Exercise 4

- Students work individually. Check the answers.

ANSWERS

1 He's wearing a smart pale linen suit.

2 I bought a pair of long thick fur boots.

3 She wants a fine, plain cotton T-shirt.

4 They have to wear short thick checked skirts to school.

5 She's wearing a pair of comfortable, baggy, stripy trousers.

6 He always wears stylish black leather shoes to work.

More practice

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

Verb patterns: verb + infinitive / verb + -ing form

Warm-up

- Ask students: *Why do football clubs pay their players so much money?* Elicit answers from students. [to attract the best players, to keep the players in the club, etc.]

Explore

Exercise 1

- Check understanding of *cheer on*, *fan* and *season*.
- Students read the text and underline the verb patterns.

Exercise 2

- Students complete the table individually. Check the answers.

ANSWERS

verb + infinitive: can't afford to see / afford to buy, don't expect to watch, manage to see, pretended to be, don't seem to understand, refuse to listen, fail to realize, hope to play, want to go out, agree to earn

verb + -ing form: enjoy watching, spend many hours following, avoid going, imagine getting, can't help wondering, can't face leaving

Follow-up

Grammar Reference page 94

Exploit

Exercise 1

- Students complete the text individually. They compare answers before checking with the whole class.

ANSWERS

1 to sound 2 hearing 3 coming 4 to put up
5 installing 6 to see 7 to get 8 paying

Exercise 2

- Students complete the sentences individually. Check the answers.

ANSWERS

A playing B watching C making D doing E to try

Teaching Tip: Infinitive or -ing form?

Students often forget if a particular verb is followed by the infinitive or the -ing form. When students make a mistake, use the prompt: *infinitive or -ing form?* and ask them to repeat the sentence correctly.

Exercise 3 1.04

- Play the CD once for students to do the task.
- Play the CD again for them to check their answers.

ANSWERS

1 D 2 B 3 A 4 E

TAPESCRIPT

- I'm a firefighter, so my job is very intense, but I also happen to have a lot of free time. I have to keep fit for my job so I go to the gym, play tennis, go swimming and go running. There's time for everything really, because when I'm off, all my friends seem to be at work!
- My dad's a sports fanatic and I have three brothers, so there's always sport on in my house. Dad enjoys watching the cricket, but the boys prefer handball, so it's non-stop really. I hope to get a TV for my next birthday so I can watch something else for a change!
- You'll never catch me on a football pitch! I hated doing sport at school, basically because I wasn't very good. However, I always manage to go down to the football ground once a fortnight to support my local team. There's a great atmosphere, and it's a good chance to see some friends.
- They're opening a new martial arts centre in my district, so I think I might go down and have a look. I quite fancy having a go at Tai-chi as it sounds like a good way to relax. I can't stand team sports because I find them much too competitive.

Exercise 4

- Read through the **Learn this!** box with the class. Then look at the example and make sure students understand the two different meanings.
- Students continue discussing the different meanings of the verbs in pairs. Monitor and help.
- Check the answers by turning to the **Grammar Reference** on page 94 and reading through the explanations with students. Elicit a translation of the sentences if necessary.

Quick Test: Dictation

First read the whole text to the class and ask them to listen.

Rob really enjoys playing football and he's in the local football team. He hopes to be a professional football player when he leaves school because he wants to earn a lot of money. He spends all his free time practising because he's trying to get into a better team. His parents get very angry with him because he refuses to stay in and study. He can't imagine living without football.

Read the text again, repeating each phrase twice and pausing to allow students to write down the text. Then read the whole text again for students to listen and check. Finally, elicit the sentences and write the text on the board for students to check their answer.

More practice

Workbook page 8

Grammar Builder page 95, exercises 6–7

ANSWERS GRAMMAR BUILDER 1 (PAGE 95)

Exercise 6

1 not to spend 2 going 3 not to see 4 to buy
5 eating 6 doing 7 not to arrive 8 driving

Exercise 7

1 playing 2 to study 3 taking 4 to make 5 to buy
6 to get 7 singing 8 giving

A letter to an exchange student

Target Language

A letter to an exchange student: I'm (name).
I'm enclosing a photo of ... I'm in Year 9.
I'm really looking forward to visiting you.
What kind of ...? Please write soon. Best wishes
I've got lots of hobbies and interests. I'm into ...
Anyway, that's all for now. By the way Regards P.S.

Linking words: and but

Warm-up

- Focus on the letters and establish that they are letters of introduction to an exchange student.
- Elicit the information students expect to find in the letter. [age, family, school, hobbies, etc.] Make a list on the board.

Read

- Students read through the letters quickly. Tick the correct predictions on the board, and add any extra information to the list.
- Students read the letters again and answer the questions. Check the answers.

ANSWERS

Luc lives in Bordeaux, France.
George lives in Bournemouth, England.
Gloria lives in Spain.
Sarah lives in a small village in central Wales.

- Focus on the letters and elicit the following information:
 - The style of the letter is informal.
 - We use short forms in an informal letter.
 - We use the linking word *and* to join two phrases.
 - We use the linking word *but* to contrast two phrases.
 - We use the letters P.S. [Postscript] to add extra information at the end of a letter.

Prepare

Exercise 1

- Students read the letters again and match the topics with the paragraphs. Check the answers.

ANSWERS

Letter A A: e B: g C: b D: a
Letter B A: e B: d C: c D: a

Exercise 2

- Explain that the boxes in the letters represent missing sentences.
- Students work individually to match the sentences with the gaps in the letters. Check the answers.

ANSWERS

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

Teaching Tip: Beginning and ending informal letters

All letters in English begin with *Dear* (name). We end informal letters with *Best wishes*, *All the best* and *Regards*. If we know the person extremely well, we can use *Love*.

Write

Exercise 1

- Read the **Writing tip** with the students. Check understanding by asking: *How many paragraphs should you write in a letter?* [four] *What should each paragraph contain?* [information about one topic]
- Focus on the letter plan. Students look at **Prepare** exercise 1 and choose topics for paragraphs 2 and 3.

Exercise 2

- Students read through the instructions. Make sure they understand what they are going to write.
- 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

Dear Ute,
I'm Linda Kendall and I'm your new exchange student. I'm 15 and I live in a house in the south west of England with my parents and my brother and sister.
I'm enclosing a photo of me and my friends from school, Jane, Carol and Helen. Carol is the one at the back in the red top. She lives next door to me. We're all in the same class.
I've got lots of hobbies and interests and I do a lot of sport. I'm in a basketball team and I also play hockey. I'm really into music and I play the violin.
Anyway, that's all for now. I'm looking forward to hearing about your life in Germany. Have you got any brothers or sisters? What are your hobbies? Please write soon and send a photo too!
Best wishes
Linda

Marking Scheme

- Use of *Dear* (name) to start the letter. [1 mark]
- Four clear paragraphs. [1 mark]
- First paragraph includes general personal details. [1 mark]
- Second and third paragraph include information about friends, hometown, hobbies or school. [2 marks]
- Fourth paragraph includes questions about the other person. [1 mark]
- Use of the linking words *and* and *but*. [1 mark]
- Use of short forms. [1 mark]
- Accurate grammar and vocabulary. [1 mark]
- Appropriate end to letter. [1 mark]

More practice

Workbook page 9

Language Skills

Exercise 1 1.05

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

ANSWERS

1 doing 2 trying 3 don't 4 enjoy 5 listening
6 want 7 remember 8 fancy 9 Does 10 using
11 have 12 manage

Exercise 2

- Students read the sentences and circle the correct answers individually. Check the answers.

ANSWERS

1 are shopping 2 to see 3 is looking 4 has 5 listening
6 belongs 7 to buy 8 to find

Exercise 3

- Students work individually. Check the answers.

ANSWERS

1 to call 2 arrives 3 Do ... want 4 to put 5 don't like
6 to give 7 waking 8 having

Dictionary Corner

Teaching Tip: The Oxford 3000™

The most important and useful 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 Synonyms: look, see, watch

look  /lʊk/ **verb** 1 [I,T] ~ (at sth) to turn your eyes in a particular direction (in order to pay attention to sb/sth): *Sorry, I wasn't looking. Can you show me again?* ◊ *Look carefully at this picture.* ◊ *to look out of the window* ◊ *She blushed and looked away.* ◊ *Look who's come to see us.* ◊ *Look where you're going!* 2 [I] ~ (for sb/sth) to try to find (sb/sth): *We've been looking for you everywhere. Where have you been?* ◊ *to look for work* ◊ *'I can't find my shoes.'* *'Have you looked under the bed?'* 3 **linking verb** ~ (like sb/sth) (to sb); ~ (to sb) as if.../as though... to seem or appear: *You look very smart in that shirt.* ◊ *to look tired/ill/sad/well/happy* ◊ *The boy looks like his father.* ◊ *That film looks good – I might go and see it.* ◊ *You look (to me) as if/as though you need some sleep.* 4 [I] used for asking sb to listen to what you are saying: *Look, Will, I know you are busy but could you give me a hand?* 5 [I] to face a particular direction: *This room looks south so it gets the sun.* 6 [I] ~ to do sth to aim to do sth: *We are looking to double our profits over the next five years.*

- Students look up the word *look* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - The blue key symbol indicates that *look* is an Oxford 3000™ keyword. [see the Guide to the Dictionary on pages vi–viii of the OSD]
 - *look* is a regular verb.
 - *look* has six meanings. Sense numbers 1–6 show the different meanings. Sense 1 is similar in meaning to *see* and *watch*.
 - We normally use the preposition *at* before a direct object: *look at something*.
- Students then look up the words *see* and *watch* in their dictionary. Elicit similar information, e.g.
 - The blue key symbols indicate that *see* and *watch* are Oxford 3000™ keywords.
 - *see* has eleven meanings. Sense numbers 1–2 are synonymous with *look* and *watch*.
 - *watch* has three meanings. The first meaning is similar to *look* and *see*.
- Focus on the example sentence and elicit why *see* is the correct answer. [sense 1 in dictionary: *to become conscious of something using your eyes*]
- Students continue working individually. Remind them to use the present simple or present continuous form in their answers.

ANSWERS

1 sees 2 are looking 3 watches 4 see 5 see
6 looked 7 see 8 is watching

Exercise 2 Idioms and expressions: colour

in black and white in writing or in print: *I won't believe we've got the contract till I see it in black and white.*

- Students look up the word *black* in their dictionary.
- Focus on the section of the dictionary entry for *in black and white* and elicit that *in black and white* is an idiom.
- Focus on the example sentence and elicit the meaning of *in black and white*. [in writing or in print]
- Students continue working in pairs. Check the answers.

ANSWERS

1 in black and white 2 a blue moon 3 green fingers
4 The golden rule 5 a white lie 6 a red herring

Follow-up

Self Check, Workbook pages 10–11

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

2

Memories

This unit includes

Vocabulary: amnesia • adjectives and prepositions • phrasal verbs • phrasal verbs with *up* • feelings • nouns from adjectives • synonyms: memory

Grammar: past tense contrast • *used to* • exclamatory sentences

Skills: talking about feelings • describing early memories • discussing important days • describing and reacting to a story

Writing: notes

Workbook pages 12–19

Reading PAGES 12–13

Warm-up

- Look at the unit title and ask students: *Have you got a good memory?*
- Read the title of the reading page, *Lost in New York*. Ask students: *Have you ever been lost? Where were you? What happened?*

Before Reading

- Students look up the word *amnesia* and answer the questions in pairs. Discuss the questions as a class.

Background Notes

Amnesia is a profound memory loss which is usually caused either by physical injury to the brain or by the injection of a toxic substance. It can also be caused by a traumatic, emotional event. People with amnesia have difficulty learning new information and recalling previously learned information.

Unknown White Man is a documentary film directed by Rupert Murray covering the life of Doug Bruce, the subject of the reading text.

Read

Exercise 1

- Students read the text quickly and decide which sentence isn't true. Say: *You only need to understand the general sense of the text to do this exercise.*
- Check the answer with the class, asking for justification.

ANSWER

Sentence 2 isn't true.

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 1.08

- Play the CD while students read the text a second time and order the events. Check the answers.

ANSWERS

1 e 2 b 3 h 4 c 5 a 6 i 7 g 8 d 9 f

Exercise 3

- Read through the **Reading tip** with students. Check that they have understood by asking: *What should you read when you answer multiple choice questions?* [the question] *When should you read the options?* [after finding the correct place in the text]
- Students read the text again and choose the correct answers, finding the relevant lines in the text. Check the answers.

ANSWERS

- b (... because he had nowhere else to go.)
- d (They sent Doug to Coney Island Hospital.)
- c (... his general knowledge was patchy.)
- b (It was the number of a friend's mother.)
- c (... he had made a lot of money working at the stock exchange.)
- a (Now he ... isn't scared of showing his feelings.)

Exercise 4

- Students read the text again and mark the sentences true or false. They correct the false sentences. Check the answers.

ANSWERS

- F (He was wearing a T-shirt, shorts and flip-flops.)
- T 3 T 4 T
- F (They seemed like strangers to him.) 6 T

Optional Activity: Reading skills

Aim: To focus on paragraph order.

Preparation: Write the following questions on the board.

What was he wearing? [2]
Who made a film about Doug? [7]
What did the doctors diagnose? [3]
How has Doug changed? [6]
How did they identify Doug? [4]
Where did Doug Bruce wake up? [1]
What did Doug do in his previous life? [5]

Students number the questions in the order the paragraphs appear in the text. They close their books and answer the questions in the correct order with a partner.

Understanding Ideas

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

Teaching Tip: Brainstorming ideas

Focus on question 1 and elicit possible answers from students. Write all of their ideas on the board. Take a vote on which answer students think is the most likely.

Vocabulary

Exercise 1

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

ANSWERS

1 patchy 2 portrayed 3 outgoing 4 escorted
5 stunning 6 skull 7 at once 8 scrawled 9 discharge
10 baffled 11 severity 12 enrol 13 cope 14 rucksack
15 flip-flops

- 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).

at once is an adverb which means immediately.

baffled is an adjective which describes someone who is very confused.

cope is a regular verb which means to deal successfully with a difficult matter or situation. The third person form is *cope*s and the past simple form is *coped*. We use the construction *to cope with sb or sth*.

discharge is a regular verb which means to officially allow to leave a hospital, prison, etc. The third person form is *discharges* and the past simple form is *discharged*. We use the construction *to discharge sb from somewhere*.

enrol is a regular verb which means to become or make sb a member of a club, school, etc. The third person form is *enrols* and the past simple form is *enrolled*. The noun from *enrol* is *enrolment*.

escort is a regular verb which means to take somebody somewhere. The third person form is *escorts* and the past simple form is *escorted*.

flip-flops is a plural noun which means a pair of open shoes with a thin strap between the big toe and the one next to it.

outgoing is an adjective which describes someone who is friendly and interested in other people.

patchy is an adjective which means good in some parts but not in others.

portray is a regular verb which means to show someone or something in a picture or a film. The third person form is *portrays* and the past simple form is *portrayed*.

rucksack is a noun which means a bag that you use for carrying things on your back. A synonym of *rucksack* is *backpack*.

scrawl is a regular verb which means to write something quickly in an untidy and careless way. The third person form is *scrawls* and the past simple form is *scrawled*. A synonym of *scrawl* is *scribble*.

severity is a noun which means seriousness. The adjective is *severe*.

skull is a noun which means the bone structure of a human or animal head.

stunning is an adjective which describes someone or something that is very attractive.

Exercise 2

- Students find the adjectives in the text and complete the phrases. Check the answers.

ANSWERS

1 at 2 of 3 about 4 of 5 with

Teaching Tip: Adjectives with prepositions

Go round the class eliciting as many example sentences as possible using each adjective in turn. Encourage students to make a note of adjectives with the prepositions they are used with to help them remember the correct preposition in the future. Always get them to write an example sentence in the **Vocabulary Notebook** section of their Workbooks.

Exercise 3

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

- Tom was fed up with his job and so he _____. [resigned]
- They bought an apartment in _____ San Francisco. [downtown]
- My grandfather was _____ with bronchitis. [diagnosed]
- We check the value of our shares every day on the _____. [stock exchange]
- Many people in New York take the _____ to go to work. [subway]
- Jane looked much better after her weight _____. [loss]
- My father _____ his mistake. [admitted]
- _____, Amy's brother has been taken to hospital. [Apparently]

Quick Test: Verbs quiz

Write the following anagrams on the board:

tdami [admit]	pceo [cope]
igeanods [diagnose]	icehdasrg [discharge]
nlero [enrol]	tecosr [escort]
oyrptar [portray]	ensrig [resign]
raswcl [scrawl]	

Focus on the first anagram and elicit the verb. [admit] Elicit the past simple form of the verb. [admitted] Then elicit an example sentence using the past simple form. [The thief admitted stealing the money.] Students continue solving the anagrams and writing an example sentence.

Optional Activity: Deducing information

Aim: To practise learning about people from their appearance and the things they are carrying.

Preparation: Place a number of items which say something about you in the bag you usually take to class, e.g. a book, your car keys / bus pass, your MP3 player, photos of your family, a souvenir of your last holiday, contact lens solution, a present you have received recently. Tell students to imagine that you have just walked into a police station with amnesia and they have to discover facts about you from the things in your bag. Take out the items one by one and elicit ideas. Then put students into pairs and tell them they are going to discover facts about their partner from the things in their pocket or bag. First Student A tells Student B their ideas, and then swap. Finally, students tell the class about their partner.

More practice

Workbook page 12

Target Vocabulary

Unknown white male: at once baffled cope discharge enrol escort flip-flops outgoing patchy portray rucksack scrawl severity skull stunning

Adjectives + prepositions: ashamed of bored with happy with nervous about proud of scared of surprised at tired of upset about worried about

Phrasal verbs: break down come back fall through go out hold on set off stay in wake up

Phrasal verbs with up: clean up get up give up go up grow up speak up stand up turn up

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 someone who is very confused? [baffled]
What do we call a bag you carry on your back? [rucksack]
- Students complete the sentences. Check the answers.

ANSWERS

1 cope 2 flip-flops 3 escorted 4 baffled 5 at once
 6 patchy 7 outgoing 8 scrawled 9 portrayed
 10 skull 11 stunning 12 enrol 13 rucksack
 14 severity 15 discharge

Extend

Exercise 1 Adjectives + prepositions

- Read through the **Look out!** box with students. Check understanding by asking: *Which preposition do we use with nervous?* [about] *Which preposition do we use with upset?* [about] *Which preposition do we use with proud?* [of]
- Students work individually or in pairs to choose the correct preposition. Check the answers.

ANSWERS

1 with 2 at 3 of 4 about 5 about 6 of 7 about
 8 of 9 of 10 with

Teaching Tip: Phrasal verbs

Most students find phrasal verbs very difficult to learn and so it is useful to use several different approaches. Firstly, it is important for students to understand the meaning of the verb, so elicit a definition or an L1 translation. Next, give students an example sentence which illustrates the meaning and elicit further examples from them. Finally, encourage them to illustrate the verb by drawing a picture showing its meaning.

Exercise 2 Phrasal verbs

- Focus on the example with students and elicit an example sentence, e.g. *My holiday plans fell through because I didn't have enough money.*
- Students continue matching the phrasal verbs with the definitions, using a dictionary if necessary.

ANSWERS

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

Exercise 3

- Focus on the example and elicit the infinitive of *went out*. [go out] Point out that students have to choose the correct verb and use the correct verb form in this exercise.
- Students complete the exercise individually or in pairs.

ANSWERS

1 went out 2 broke down 3 'm staying in 4 woke up
 5 fell through 6 hold on 7 set off 8 came back

Exercise 4 Phrasal verbs with up

- Focus on the example and elicit the meaning of *grow up*. [become an adult]
- Students complete the exercise individually or in pairs, using a dictionary if necessary.

ANSWERS

1 grow up 2 stand up 3 turn up 4 clean up 5 get up
 6 give up 7 go up 8 Speak up

Optional Activity: Phrasal verbs

Aim: To practise phrasal verbs.

Preparation: Provide each student with a piece of paper and make sure they all have pencils.

Put students into pairs. Ask each pair to choose two phrasal verbs from exercises 2 and 4. Give them five minutes to draw two pictures illustrating their two verbs. Collect the pictures, number them and display them on the wall of the classroom. Ask students in pairs to look at the pictures and write down the phrasal verbs. Check the answers.

Quick Test: What's the preposition?

Divide the class into two teams. Read out a sentence to each team in turn. If they guess the missing preposition correctly, their team gets two points. If not, pass the question to the other team for one point. If they can't answer, give the answer yourself. The winner is the team with the most points.

Are you worried ___ your exams? [about]
It was raining so we stayed ___. [in]
The meeting was cancelled because no one turned ___. [up]
He's proud ___ his new car. [of]
Please hold ___ a moment. [on]
The sale of their house fell ___. [through]
We set ___ at dawn. [off]
He stood ___ to greet me when I arrived. [up]
I'm nervous ___ making the speech. [about]
She gave ___ trying to pass her driving test. [up]
They're happy ___ their new teacher. [with]
We came ___ late from the barbecue. [back]
They had to clean ___ before their parents came home. [up]
My car broke ___ this morning. [down]
She wants to be an architect when she grows ___. [up]
She's ashamed ___ her behaviour. [of]

Vocabulary Notebooks

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

More practice

Workbook page 13

Past tense contrast

Warm-up

- Ask a few students: *What did you do yesterday?* Ask students: *What are the three main past tenses?* [past simple, past continuous and past perfect]

Explore

Exercise 1

- Students look at the photo. Ask: *What can you see?* [a broken windscreen] *How did it break?* [The car crashed. / Someone threw a stone. / A tree fell on it, etc.]
- Focus on the first verb form in the text and elicit the name of the tense. [past perfect]. Students continue reading and naming the tenses in pairs. Check the answers.

ANSWERS

past simple: went, sat, started, threw, bounced, landed, smashed, came

past continuous: were chatting, was raining, was staring

past perfect: had come, had done

Teaching Tip: Irregular verbs

Students may have difficulty remembering the past simple and past participle forms of irregular verbs. Remind them about the irregular verb list on page 124 of the Student's Book and set them ten verbs to revise each class for homework. Test them on the verbs at the beginning of the next class.

Exercise 2

- Read through the **Learn this!** box with students and elicit the names of the tenses.
- Give students time to find examples of the rules in the text.

ANSWERS

- past continuous
- past simple
- past continuous, past simple
- past perfect

Exercise 3

- Students discuss the sentences in pairs. Check the answers.

ANSWERS

- I got to the party first, and then Kim opened her presents.
- Kim started opening her presents before I arrived at the party.
- Kim opened her presents first, and then I got to the party.

Follow-up

Grammar Reference page 96

Exploit

Exercise 1

- Students work individually or in pairs to choose the correct tenses. Remind them to check the uses in **Explore** exercise 2. Check the answers.

ANSWERS

- broke, was doing
- left, had rained
- was bringing
- arrived, helped
- had worked, stopped
- was driving, crashed
- got up, had, went
- had, hadn't eaten

Exercise 2

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

ANSWERS

- had given
- was playing
- noticed
- decided
- had washed
- took
- put
- was shining
- was waiting
- heard
- looked
- was pouring
- hadn't turned
- had decorated

Exercise 3

- Model the activity with some information about yourself.
- Ask students to think about one of their earliest memories. Give them a few minutes to make notes. Monitor and help.
- Students practise telling their memories to a partner.

Exercise 4

- Students tell the class about their earliest memories. Make a note of any errors with past tenses and correct them with the class at the end of the activity.

Quick Test: Error correction

Write the following sentences on the board. Give students time to correct the mistakes.

The sun shone when we left the house.

We had dinner, washed the dishes and had gone to bed.

Jack broke his leg while he played football.

Helen was worried because she was losing her purse.

It didn't snow when I woke up.

They were parking the car and walked to the restaurant.

The teacher got angry because the children didn't listen.

We couldn't play tennis because we didn't bring our rackets.

More practice

Workbook page 14

Grammar Builder page 97, exercises 1–2

ANSWERS GRAMMAR BUILDER 2 (PAGE 97)

Exercise 1

- broke, was playing
- was shining, decided
- had, got
- was waiting, read
- was watching, didn't hear
- was getting

Exercise 2

- Dad shouted at Pete because he had broken the television.
- James had a shower after he had played football.
- The plants died because we had forgotten to water them.
- We went out after we had done our homework.
- I bought a new mobile phone because I had lost my old one.
- Their car stopped because they hadn't bought any petrol.
- I locked the door after I had left the house.

How did you feel?

Target Vocabulary

Feelings: amused confused delighted depressed disappointed dismayed ecstatic embarrassed fed up furious guilty homesick irritated jealous nervous petrified pleased relieved upset

Warm-up

- Ask a few students: *How do you feel today?*

Vocabulary

Exercise 1

- Students look at the photos and answer the question in pairs. Check the answers.

SUGGESTED ANSWERS

- 1 amused, pleased 2 upset 3 ecstatic, delighted
4 depressed, disappointed, fed up, homesick
5 irritated, furious

Exercise 2

- Model the activity, miming some adjectives yourself. Then get students to mime the adjectives in small groups. Finally get each student to mime a different adjective for the class.

Exercise 3

- Students choose the best adjective individually or in pairs. Check the answers.

ANSWERS

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

More practice

Workbook page 15

Listen

Exercise 1

- Play the CD once for students to match the speakers with the events. Check the answers.

ANSWERS

Speaker 1 c Speaker 2 b Speaker 3 e Speaker 4 f
Speaker 5 a

TAPESCRIPT

Speaker 1 When I was ten, my parents decided that they wanted me to go to Helston Secondary school. You needed to pass a difficult exam to get in. So I took the exam – and I failed it. Was I disappointed? Not really. I didn't want to pass the exam, because I didn't want to go to Helston. I wanted to go to White Stone Comprehensive, with all my friends. So for me, failing was better than passing! But I didn't tell my parents that, of course.

Speaker 2 I remember my best friend at primary school was called Mandy. We were always together – we sat next to each other in class, we played together in the playground. Then one day, I got to school and Mandy didn't want to sit next to me – she wanted to sit next to Karen. Urgh! Karen! I still don't like the name. At the time, I felt really bad. I got angry with Mandy about it, and shouted at her – but of course, that didn't help!

Speaker 3 When I was six, I really wanted a bike for my birthday. I remember getting out of bed really early that morning, and going downstairs. In the middle of the living room, was an enormous present, all wrapped up in coloured paper. I couldn't wait! I unwrapped it, and inside, was a fantastic new bike. It was the best present ever! I'll never forget the feeling when I took the paper off and saw it for the first time.

Speaker 4 When I was about nine, my cousin got married. It was quite a big wedding – all the family were there, and lots of friends from our village, too. I was really looking forward to it. Then I saw THE DRESS – the dress that my parents wanted me to wear. It was awful – big and shiny and pink, and not the kind of thing I liked wearing at all. I always wore jeans and T-shirts. But my parents insisted. I felt so uncomfortable in that dress – and when my friends saw me, my face went bright red!

Speaker 5 I was five when I started school. I remember my mum saying goodbye at the school gate. I think she was crying! I didn't cry – I was too scared to do anything. All the other children seemed enormous! And I didn't know anybody there. It was all so strange and new. I wanted to run! I wanted to open the gate and run all the way home. In fact, I remember trying to run to the gate and escape, but I couldn't move!

Exercise 2

- Play the CD again for students to match the speakers with the adjectives. Check the answers.

ANSWERS

- 1 relieved 2 jealous 3 delighted 4 embarrassed
5 petrified

Speak

Exercise 1

- Students read the questions and discuss the answers in pairs.

ANSWERS

Students' own answers.

Exercise 2

- Focus on the example and elicit answers for the next adjective from students. Give them time to continue making notes about the adjectives.

Exercise 3

- Focus on the example and then model the activity by getting students to ask you the questions.
- Students ask and answer the questions in pairs. Monitor and help.

Optional Activity: Dialogue

Aim: To practise speaking about feelings.

Preparation: Write the following dialogue on the board.

A When did you last feel nervous?

B I last felt nervous before my history exam.

A Why did you feel nervous?

B Because I hadn't studied enough.

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 2, Teacher's Book pages 104–105

used to

Warm-up

- Ask students: *How old are your grandparents? How were their lives different when they were young?*

Explore

Exercise 1 1.10

- Play the CD for students to find the examples of *used to*.

Exercise 2

- Read through the **Learn this!** box with students. Elicit the correct answers.

ANSWERS

past, different

- 1 used to 2 used to 3 didn't use to 4 Did 5 use to
6 did 7 use to

Exercise 3 1.11

- Play the CD once. Check the answers.

ANSWERS

The *s* in *used to* is pronounced /s/.

The word *to* in *used to* is pronounced /tə/.

- Play the CD again, pausing after each sentence for students to listen and repeat, first as a group and then individually.

Follow-up

Grammar Reference page 96

Exploit

Exercise 1

- Students complete the sentences. Check the answers.

ANSWERS

- 1 used to like 2 did ... use to live 3 didn't use to do
4 didn't use to speak 5 used to work
6 Didn't / Did ... use to be

Exercise 2 1.12

- Focus on the photo and pre-teach the word *ghost town*.
- Play the CD once. Check the answer.

ANSWERS

It became a ghost town because the gold rush finished after a few years.

TAPESCRIPT

Fairview is in Colorado, USA, about 300 kilometres from the city of Denver. There are houses in Fairview – wooden houses – and shops too. But they're all empty. Fairview is a ghost town – nobody has lived here for more than a hundred years.

Fairview was founded around 1859, when prospectors discovered gold in the foothills of the Rocky Mountains. It grew quickly, as people came from all around to look for gold. Soon, it had a population of 2,000. They worked in the gold mines in the hills every day, and in the evenings, they ate and drank in the saloon in the centre of town. Today, the saloon is empty, like all the other buildings, the mines are closed, and nobody works in the hills.

The gold rush finished after a few years, and gradually, the people left. Today, tourists visit Fairview because it's a piece of American history. They arrive by car or coach along the new road. (Because there were no cars when Fairview was a busy town, there was no road.) They buy drinks and snacks at a coffee shop – the only new building in the town – but they can't stay at the hotel because it's been closed for a hundred years. So, they drink their coffee and imagine what it was like to live in a gold rush town in the hills.

Exercise 3 1.12

- Play the CD again for students to choose the correct words.

ANSWERS

- 1 doesn't 2 don't work 3 don't eat 4 buy 5 visit
6 can't 7 is

Exercise 4

- Focus on the example. Elicit the next sentence.
- Students continue rewriting the sentences.

ANSWERS

- 1 It used to have a population of 2,000.
2 People used to work in the gold mines.
3 People used to eat in the saloon.
4 People didn't use to buy snacks at the coffee shop.
5 Tourists didn't use to visit the town.
6 People used to stay at the hotel.
7 There didn't use to be a road.

Exercise 5

- Set this exercise for homework.

Exercise 6

- Students first practise with a partner.
- Ask a few students to tell the class their ideas.

Quick Test: Dictation

Instructions: See **Quick Test** on page 13.

Children today spend a lot of time in front of the TV. In the past they didn't use to watch so much TV and they didn't use to have computers. Instead, they used to spend more time playing outside with their friends. What did your parents use to play when they were children?

More practice

Workbook page 16

Grammar Builder page 97, exercises 3–4

ANSWERS GRAMMAR BUILDER 2 (PAGE 97)

Exercise 3

- 1 Did you use to eat vegetables when you were a child?
2 What did your grandparents use to give you when it was your birthday?
3 Did there use to be a park near your house where you could play?
4 Where did your parents use to live before they got married?
5 Did you use to watch TV on Saturday mornings when you got up?
6 Who did your family use to visit at the weekend?
7 Did your mother use to read to you before you went to bed?
8 Did you use to get up early before you started school?

Exercise 4

- 1 used to go 2 didn't use to be 3 used to work
4 used to play 5 used to be 6 didn't use to wear
7 didn't use to drink

Notes

Target Language

Notes: Could you please ...? Remember to ...
Don't forget to ... Really sorry Hope you enjoy the film.
Please apologize to (name) for me. Look forward to ...
Hope you can make it. (Name) phoned.

Linking words: and as because but even though
since so though whereas while

Phrasal verbs: call sb back look after sth lock sth up
look forward to sth pick sth up put sth away
run out of sth

Warm-up

- Focus on the texts and establish that they are notes.
- Elicit the reason why people might want to write a note. [to leave a phone message, to ask someone to buy something, to invite someone to a party, to leave instructions for a guest, to accept / reject an invitation, etc.] Make a list on the board.

Read

Exercise 1

- Students read through the notes quickly. Ask students to match the notes to the reasons on the board. Add any extra reasons to the list.
- Focus on the names at the end of the note and emphasize that these are the people who have written the notes.
- Focus on the task and elicit the answer to the first question from students. They continue reading the notes again to answer the questions. Check the answers.

ANSWERS

1 Mike's mum 2 Angela 3 Cathy 4 Jenny 5 Ben
6 Mike 7 Dave 8 Cathy 9 Steve and Tom

- Focus on the notes and elicit the following information:
 - The style of the note is informal.
 - We use first names to start and end a note.
 - We use short forms in a note.
 - The sentences may be quite short.

Exercise 2

- Focus on the task and elicit the phrasal verb for the first sentence. [run out of]
- Students work individually or in pairs to complete the sentences. Check the answers with the class.

ANSWERS

1 out of 2 up 3 after 4 away 5 up 6 to 7 back

Prepare

Exercise 1

- Read through the **Writing tip** with the students. Elicit an example sentence for each of the conjunctions.
- Ask students to read through the notes again and find at least one conjunction in each note. Check the answers.

ANSWERS

I won't have time ... **so** could you please ...
Put away all the CDs ... **and** remember to ...
You don't need to feed him today, **as** I fed him ...
I can't make it to the film ... **because** ...
Hope you can make it, **even though** ...
You can call her back ... **but** ...

Exercise 2

- Focus on the task. Explain that there may be more than one correct answer in some sentences.
- Students complete the sentences individually, then compare answers with a partner before checking with the class.

ANSWERS

1 as / while 2 as / because / since 3 whereas
4 even though 5 so

Teaching Tip: The dash (–)

A dash can be used to separate a phrase from the rest of a sentence. You can put a dash at the beginning or at the end of a phrase which adds extra information, e.g.

Really sorry – I can't make it to the film after all.

We're having a little party on Saturday – just a few close friends – and were hoping you could join us.

Write

- Students read through the instructions. Make sure they understand what they are going to write.
- 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

Tina,
I've gone home to my parents' house for the weekend. Please don't forget to water the plants in the morning. I won't have time to go to the shops before I get back, so could you please pick up some bread for me on Sunday? Hope you have a good weekend. I'll be back on Sunday – probably in the evening.
Kate

Marking Scheme

- Start and end the note with first names. [1 mark]
- Note organized into one paragraph. [1 mark]
- Sentence saying where student has gone. [1 mark]
- Sentence reminding flatmate to do something. [1 mark]
- Sentence asking flatmate to buy something. [1 mark]
- Sentence wishing flatmate a good weekend. [1 mark]
- Sentence saying when student will be home. [1 mark]
- Use of appropriate linking words. [1 mark]
- Appropriate use of short forms. [1 mark]
- Appropriate use of a dash. [1 mark]

More practice

Workbook page 17

Language Skills

Exercise 1 1.13

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

ANSWERS

1 last 2 did 3 used 4 use 5 to 6 was 7 had
8 ran 9 gone 10 happened 11 took 12 missed

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 Last month. 2 In the country. 3 By bus.
4 At six o'clock. 5 He was waiting at the end of the road.
6 His P.E. kit. 7 Nearly three hours.

Exercise 3

- Students work individually. Check the answers.

ANSWERS

1 challenged 2 used to be 3 hadn't played
4 thought 5 was shining 6 jumped 7 had forgotten
8 had warmed up 9 was waiting 10 slipped
11 had hurt 12 hadn't even started

Dictionary Corner

Teaching Tip: Synonyms and opposites

Your dictionary can help you increase your vocabulary by giving you information about synonyms and opposites at individual entries. Synonyms are shown by the symbol **SYN** and opposites by the symbol **OPP**.

Activity: Students look up the following words to find the synonyms and opposites:

<i>miserable</i>	[SYN dismal]
<i>novice</i>	[SYN beginner]
<i>promote</i>	[OPP demote]
<i>riches</i>	[SYN wealth]
<i>superior</i>	[OPP inferior]
<i>trouble</i>	[OPP bother]

Exercise 1 Word building: nouns from adjectives

bored ^{tr0} /bɔ:d/ *adj.* ~ (with sth) feeling tired and perhaps slightly annoyed because sth is not interesting or because you do not have anything to do: *I'm bored with eating the same thing every day.*
◊ *The children get bored on long journeys.* ◊ *He gave a bored yawn.* ◊ *The play was awful – we were bored stiff* (= extremely bored).

boredom /'bɔ:dəm/ *noun* [U] the state of being bored

- Students look up the word *bored* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - The blue key symbol indicates that *bored* is an Oxford 3000™ keyword. [see the guide to the OSD on pages vi–viii]
 - bored* is an adjective.
 - We say *bored with sth*.
 - We can say *get bored*.
 - bored stiff* means extremely bored.
- Explain that nouns may appear as a separate entry, and that students may need to look above or below to find the noun. The word *boredom* is just below *bored*.
- Focus on the dictionary entry and elicit the following information:
 - boredom* is an uncountable noun.
 - boredom* means the state of being bored.
- Focus on the example sentence. Explain that students should find the adjective in brackets in their dictionaries and look for the corresponding noun.
- Students work individually. Check the answers.

ANSWERS

1 boredom 2 confusion 3 depression
4 disappointment 5 embarrassment 6 fury
7 homesickness 8 nervousness

Exercise 2 Synonyms: memory

memory ^{tr0} /'meməri/ *noun* (pl. memories)

1 [C] a person's ability to remember things: *to have a good/bad memory* ◊ *The drug can affect your short-term memory.* 2 [C,U] the part of your mind in which you store things that you remember: *That day remained firmly in my memory for the rest of my life.* ◊ *Are you going to do your speech from memory, or are you going to use notes?* 3 [C] something that you remember: *That is one of my happiest memories.* ◊ *childhood memories* 4 [C,U] (COMPUTING) the part of a computer where information is stored: *This computer has a 640k memory/640k of memory.*

IDM in memory of sb in order to remind people of sb who has died: *A service was held in memory of the dead.*

jog sb's memory → JOG¹

refresh your memory → REFRESH

- Students look up the word *memory* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - memory* is an Oxford 3000™ keyword.
 - memory* is both a countable and an uncountable noun, depending on its use.
 - memory* has four meanings. The first sense matches the definition in question 1 in the exercise.
- Students continue looking up the words in the box and match them with the definitions. Check the answers.

ANSWERS

1 memory 2 souvenir 3 reminder 4 remembrance
5 memorabilia 6 memorial

Follow-up

Self Check, Workbook pages 18–19

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

Literature Corner 1 PAGE 20

Treasure Island

Warm-up

- Read out the biography. Ask: *Why did Robert Louis Stevenson go to live on Samoa?* [The weather was good for his health.]

Exercise 1

- Focus on the title and the picture. Ask students: *What do you think the story is about?* Elicit the word *pirate*.
- Focus on the instructions. In pairs students check the meaning of the words in a dictionary, if necessary, and do the task.

ANSWERS

Students' own answers.

Exercise 2 1.16

- Play the CD once for students to listen and read and answer the questions. They compare answers in pairs before checking with the class.

ANSWERS

- He took some papers tied inside a cloth.
- He was the worst pirate that ever sailed.
- He was interested because Flint had money.
- It gave a list of all the money Flint had stolen from different ships.
- Because it appeared to show where the treasure was buried.

Exercise 3

- Students answer the questions individually, then compare with a partner.

SUGGESTED ANSWERS

- Dr Livesey put the papers 'quietly in the pocket of his coat' and waited for Captain Dance to leave before asking the squire about Flint.
- Squire Trelawny is said to speak with 'great enthusiasm'. He offers to prepare a ship and search for the treasure, before they have even looked at the book and the map.
- 'They' could have been Flint's colleagues, i.e. other pirates.

Exercise 4

- Students read through the instructions. Make sure they understand what they are going to write. Remind them to use the past simple, past continuous and past perfect.
- 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.

Skills Round-up 1–2 PAGE 21

Read

Exercise 1

- Focus on the picture and the title. Ask students: *Where are the people?* [They're on the London Underground.]
- Students read the text quickly and answer the question.

ANSWER

Joanna

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 J 2 A 3 J 4 S 5 A 6 S

Listen

Exercise 1 1.17

- Focus on the instructions and the nationalities in the box.
- Play the CD once for students to complete the chart. Check the answers.

ANSWERS

Rosanna: Brazilian **Ethan:** American **Junko:** Japanese
Cem: Turkish

TAPESCRIPT

Rosanna I love Brazilians – but maybe that's because I'm from Brazil! The best thing about them is they laugh a lot and they smile a lot. If you walk down the street, you see lots of smiles! Another thing is that they're always willing to share what they've got with you, even if they haven't got very much themselves ... They're not at all mean.

Ethan I'm from New York in the USA. It's an enormous country, of course, and people are different in different parts of the States. But I think there are some characteristics that are typical and that are shared by Americans across the country. Let me give you an example. In general, Americans work hard – they start work early, finish late and they don't have long holidays. In my opinion, they're proud of their country, and very proud to be American, whatever their ethnic background.

Junko I'm not typically Japanese – I'm probably more like an Australian, because I've lived here in Australia for years now. Japanese people have got good manners and show respect to other people, especially people they don't know. In fact, sometimes they can be rather formal. Personally, I'm not! Another difference between me and other Japanese is that I'm very open, even with people I don't know. Japanese people often hide their feelings. They don't like other people to know what they are thinking or feeling.

Cem I'm from Turkey – from the south, near Adana. I think Turkish people, in general, are quite warm-hearted and they like meeting new people and making new friends. Turkish people don't like to sit in silence – they like talking – they can chat away for hours on end. That's my opinion, anyway.

Exercise 2 1.17

- Play the CD again for students to match the opinions with the speakers. Check the answers.

ANSWERS

1 J 2 E 3 C 4 E 5 R 6 J 7 R 8 C

Write and Speak

Exercise 1

- Students work individually and then compare their notes with a partner.

Exercise 2

- Students compare their notes with the class.

3

Nine to five

This unit includes

Vocabulary: jobs • places of work • activities at work • describing work • expressing an opinion • agreeing and disagreeing • agent nouns • phrasal verbs

Grammar: defining relative clauses • non-defining relative clauses

Skills: discussing work and types of jobs • a job interview

Writing: a job application

Workbook pages 20–27

Reading PAGES 22–23

Warm-up

- Look at the unit title and ask students: *What time do people usually start and finish work in your country?*
- Read the title of the reading page, *Reversing roles*. Ask students: *Which jobs are typically for men? Which jobs are typically for women?*

Before Reading

Exercise 1

- Look at the photos and read through the **Reading tip** with students.
- Students check the meaning of the words in the box, then say what jobs the women are doing. Check the answers.

ANSWERS

firefighter and mechanic

Exercise 2

- Students discuss the questions in pairs. Elicit some possible answers from students and write their ideas on the board.

Background Notes

There are reportedly female firefighters in the USA, the UK, Canada, Germany, France, the Netherlands, Sweden, Japan, Colombia, Panama, Australia, New Zealand, South Africa, Ghana, Panama, Costa Rica, Trinidad and Tobago, Chile and Brazil.

Base 34 claims to be the first all-women garage in Europe. It was set up by Hervé Malige, who took on fifteen female apprentices in January 2006 for an eighteen-month training course. Both male and female customers are welcome at the garage.

Read

Exercise 1

- Students read the text quickly and check their answers to *Before Reading* exercise 2.

Exercise 2 1.18

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

ANSWERS

- a (When she became Crew Manager ... she was the first female to do so ...)
- c (There is more emphasis ... about fire prevention.)
- b (Everyone needs flexible working arrangements ...)
- d (...advertised for women who wanted to become mechanics.)
- c (And female customers might feel more comfortable ...)
- d (You need patience and intelligence to work out what the problem is.)

Exercise 3

- Students read the text again and mark the sentences true or false. Check the answers.

ANSWERS

- F (She's in charge of a team of firefighters.)
- T
- F (Many women are being put off the profession by the 24-hour-a-day commitment.)
- F (Everyone needs flexible working arrangements.)
- T
- F (120 women applied.)
- T
- F (Cars are much more complicated than they used to be.)
- T

Optional Activity: Reading skills

Aim: To learn how to write a summary.

Preparation: Write the following gapped summaries on the board.

Most people expect firefighters to be [male], but nowadays there are more [women] in the service, because the job requires more [communication] skills. However, the long [working] hours still put women off the profession.

The owner of the Base 34 garage employs only [women], because he thinks customers [trust] them more. Also, cars are more complicated today, so mechanics need patience and [intelligence] rather than [strength] to work out what the problem is.

Students copy and complete the summaries.

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: Making lists

Focus on question 1. Give students, in pairs, two minutes to write down as many qualities as possible they think the Crew Manager of a fire station should have. Ask the pair with the most qualities to read out their list while the others tick off the words they have listed.

Vocabulary

Teaching Tip: Word formation

Show students how to expand their vocabulary by introducing other parts of speech when focussing on new words. Elicit the verb forms of some of the nouns in the reading text, e.g. *commitment* – *commit*, *emphasis* – *emphasize*, *promotion* – *promote*, *requirement* – *require*, *resident* – *reside*. Always get students to note down these words in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

Exercise 1

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

ANSWERS

1 flexible 2 put off 3 trust 4 tough 5 residents
6 gradually 7 instinctively 8 skills 9 put out
10 emphasis 11 requirements 12 commitment
13 in charge of 14 excel 15 promotion

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks.

commitment is a noun which means a promise or an agreement. The verb from *commitment* is *commit*.

emphasis is a noun which means special importance. The verb from *emphasis* is *emphasize*.

excel is a regular verb which means to be very good at doing something. The third person form is *excels* and the past simple form is *excelled*. We use the construction *to excel at (doing) sth*.

flexible is an adjective which describes something that can be changed, e.g. *flexible working hours*. The opposite of *flexible* is *inflexible*.

gradually is an adverb which describes something that happens slowly, over a period of time. The adjective from *gradually* is *gradual*.

in charge of is an expression which means responsible for somebody or something.

instinctively is an adverb which describes something that happens naturally, without thinking. The adjective from *instinctively* is *instinctive*.

promotion is a noun which means a move to a more important job. The opposite of *promotion* is *demotion*. The verb from *promotion* is *promote*.

put off is a phrasal verb which means to make somebody not want to do something. We use the construction *put sb off sb*, *put sb off sth* or *put sb off doing sth*.

put out is a phrasal verb which means to make something stop burning. We use the construction *put sth out* or *put out sth*. A synonym of *put out* is *extinguish*.

requirement is a countable noun which means *things that you must do or need to have*. The verb from *requirement* is *require*.

resident is a countable noun which means a person who lives in a place. The verb from *resident* is *reside*.

skill is a countable noun which means an ability that you need in order to do a job or an activity well.

tough is an adjective which describes something that is physically difficult.

trust is a regular verb which means to believe that somebody is honest. The third person form is *trusts* and the past simple form is *trusted*. We use the construction *to trust sb to do sth* or *to trust sb with sth*.

Exercise 2

- Students find the words in the text and read the sentences which contain them.
- Write the following sentences on the board, or dictate them. Students complete the sentences.
 - Firefighters wear a ____ to protect their eyes.* [visor]
 - These instructions are really ____.* *I can't follow them.* [complicated]
 - We keep the garage tidy in order to ____ accidents.* [prevent]
 - ____, nurses were female and doctors were male.* [Traditionally]
 - I always wear two jumpers ____ my jacket in winter.* [underneath]
 - I sent an ____ for the job in the bank.* [application]
 - There's a competitive ____ in the running club.* [environment]
 - You have to have a lot of ____ to work with children.* [patience]

Quick Test: Password

Write on the board the first letters of ten of the words from **Vocabulary**. Put a chair in front of the class with its back to the board. Divide the class into two teams and get one student from the first team to sit on the chair. Read out the definitions on this page for each word in turn until the student makes a mistake. Then get a student from the second team to sit on the chair and start reading the definitions from the beginning again. Repeat until one student has guessed all the words correctly. This student's team is the winner.

Optional Activity: Best job

Aim: To talk about the advantages and disadvantages of different jobs.

Preparation: Elicit ten jobs from students and write them on the board.

Tell students to think about the jobs and discuss the advantages and disadvantages of each of them in pairs or small groups. Monitor and help. Students discuss their ideas with the class and then vote on which of the ten jobs they would prefer to do.

More practice

Workbook page 20

Vocabulary PAGE 24

Target Vocabulary

A man's world?: commitment emphasis excel flexible gradually in charge of instinctively promotion put off put out requirement resident skill tough trust

Professions: astronaut barrister builder carpenter child psychologist civil servant coal miner correspondent councillor electrician distributor editor engineer financial analyst flight attendant hairdresser lawyer lorry driver nanny nurse nursery school teacher pilot plumber secretary solicitor stock broker supply teacher surgeon wholesaler

Separable phrasal verbs: call off give out look up make up pick up take off tell off turn down

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 something that is physically difficult? [tough]
What do we call a person who lives in a place? [resident]
- Students complete the sentences. Check the answers.

ANSWERS

1 promotion 2 put out 3 requirements 4 flexible
 5 tough 6 instinctively 7 commitment 8 put off
 9 emphasis 10 excel 11 residents 12 skills
 13 gradually 14 trust / trusted 15 in charge of

Extend

Exercise 1 Professions

- Students work individually or in pairs to categorize the jobs. Check the answers.

ANSWERS

- a helping or looking after people: flight attendant, lawyer, nurse, secretary
- b working with small children or babies: nursery school teacher, nurse, nanny
- c working with heavy machinery: builder, coal miner, engineer, lorry driver
- d getting dirty: builder, coal miner
- e having specialized knowledge: aircraft pilot, astronaut, builder, carpenter, electrician, engineer, hairdresser, lawyer, nurse, plumber, surgeon

Exercise 2

- Elicit the category for the first word: barrister. [law]
- Students continue matching the jobs to the professional fields, using a dictionary if necessary. Check the answers.

ANSWERS

- 1 child psychologist, supply teacher
- 2 financial analyst, stockbroker
- 3 barrister, solicitor
- 4 civil servant, councillor
- 5 correspondent, editor
- 6 distributor, wholesaler

Exercise 3 Separable phrasal verbs

- Focus on the example and elicit more clothes that people take off. [shoes, jacket, etc.]
- Students continue matching the phrasal verbs with the definitions in pairs. Check the answers.

ANSWERS

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

Teaching Tip: Separable phrasal verbs

Students can find out which phrasal verbs are separable by looking them up in their dictionaries. Separable phrasal verbs are listed with the abbreviations *sth* or *sb* between the two parts of the verb, e.g. *take sth off*, *tell sb off*.

Optional Activity: Miming professions

Aim: To practise the vocabulary of professions.

Preparation: Write each of the professions from exercises 1 and 2 on a card or a small piece of paper.

Divide students into two teams. Tell them they are going to act out professions for their team to guess. Give the first student from each team a card and ask them to act out the profession in front of their team. Once their team has guessed the profession, the second student comes to the front. Continue until there are no more cards. The winner is the team who has guessed the most professions.

Quick Test: Quick definitions

Divide the class into pairs. Tell them they have to write short definitions for up to five of the professions from exercises 1 and 2. They must not use the name of the job or part of this word in their definition. Give them an example: *This person flies a plane.* [pilot] Give them five minutes to write their definitions.

Put the pairs into groups of four. Tell them they are going to have a race to see which pair can guess the most words in one minute. First pair A reads out their definitions for pair B to say the profession, and then swap. Make sure each pair only has one minute to read their definitions.

Exercise 4

- Read through the **Look out!** box with students. Check understanding by asking: *What are the possible positions for a noun used with a separable phrasal verb?* [between or after the two parts of the verb] *What is the only position for a pronoun?* [between the two parts of the verb]
- Students complete the exercise individually or in pairs. Check the answers.

ANSWERS

1 take them off 2 looked it up 3 told him off
 4 called it off 5 picks us up 6 made it up
 7 gave them out 8 turned it down

Vocabulary Notebooks

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

More practice

Workbook page 21

Defining relative clauses

Warm-up

- Ask students: *What's the worst job in the world?*

Explore

Exercise 1

- Students look at the photo. Ask: *What can you see?* [a chimney sweep] *How old is he?* [about eight]
- Focus on the first sentence and elicit the relative pronoun. [who] Students continue reading to find the relative pronouns. Check the answers.

Teaching Tip: Defining relative clauses

Students tend to repeat the subject of the noun after a relative pronoun, e.g. *A chimney sweep is a person who he cleans the insides of chimneys.* When this happens, write the sentence on the board and use the prompt: *Extra word* to get them to correct their mistake.

Exercise 2

- Read through the first **Learn this!** box with students and elicit the relative pronouns.

ANSWERS

1 which 2 who 3 where 4 whose

- Read through the second **Learn this!** box with students and check understanding by asking: *What comes directly before a defining relative clause?* [a noun] *What does the defining relative clause give us information about?* [the noun] *What is the position of a defining relative clause?* [in the middle or at the end of a sentence]

Follow-up

Grammar Reference page 98

Exploit

Exercise 1

- Students work individually or in pairs to complete the sentences. Remind them to refer back to the first **Learn this!** box if necessary. Check the answers.

ANSWERS

- | | |
|------------------------|----------------------------|
| 1 where (a cinema) | 5 where (a supermarket) |
| 2 whose (an architect) | 6 who (a manager) |
| 3 who (a waitress) | 7 which (a DVD recorder) |
| 4 which (a camcorder) | 8 whose (a doctor / nurse) |

Exercise 2

- Read through the **Look out!** box with students and elicit the answers to the question.

ANSWERS

Sentences 3, 4, 6 and 7

Exercise 3

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

ANSWERS

1 who 2 whose 3 where 4 which 5 which
6 who 7 which 8 which

Exercise 4

- Students work individually or in pairs to complete the sentences with the correct relative pronouns and suitable relative clauses. Check the answers.

ANSWERS

- e, People who want to become accountants need to be good at maths.
- b, The woman whose violin was stolen is a musician.
- c, The vehicle which is used on farms is called a tractor.
- g, The person in my family who earns the most money is my uncle.
- f, The villa where we spent our holidays was very near the beach.
- a, A studio is a place where people record TV programmes.
- d, A good manager is one whose staff are happy and motivated.

Exercise 5

- Students discuss the questions in pairs before comparing answers with the class.

Quick Test: Error correction

Write the following sentences on the board. Give students time to correct the mistakes.

A nanny works with children who [whose] parents are very busy.

A surgeon is a person which [who / that] does operations.

A correspondent is a person who he writes [who writes] articles for a newspaper.

The stock market is the place that [where] shares are bought and sold.

A stethoscope is the instrument who [which / that] doctors wear.

More practice

Workbook page 22

Grammar Builder page 99, exercises 1–2

ANSWERS GRAMMAR BUILDER 3 (PAGE 99)

Exercise 1

1 who 2 where 3 which 4 who 5 whose
6 who 7 where 8 which

Exercise 2

- They work on the building site where the new hospital will be.
- A paramedic is a person whose job is similar to a doctor's.
- Tom works for a design company which / that makes furniture.
- We live in a district where there are a lot of parks.
- They're looking for musicians who / that play jazz.
- Do you know any mechanics who / that repair bikes.
- He's the lecturer whose classes are so interesting.
- That's the bank where my brother works.

The world of work

Target Vocabulary

Activities at work: brainstorm ideas chair meetings
deal with customers draw up contracts
keep up with new technology liaise with a team
meet deadlines operate machinery upload data
report on sales figures work on an assembly line

Warm-up

- Ask students: *Which jobs do you think are rewarding?*

Vocabulary

Exercise 1

- Check understanding of the adjectives. Then students read the job adverts and discuss the questions in pairs.

Exercise 2

- Students work in pairs. Check the answers.

ANSWERS

- deal with customers, liaise with a team
- deal with customers
- keep up with new technology, meet deadlines, operate machinery, work on an assembly line
- brainstorm ideas, chair meetings, deal with customers, draw up contracts, report on sales figures, upload data

Exercise 3

- Students work individually. Check the answers.

ANSWERS

- deal with customers
- meet deadlines
- chair meetings
- report on sales figures
- keep up with new technology
- brainstorm ideas

More practice

Workbook page 23

Listen

Exercise 1 1.19

- Play the CD for students to guess the two jobs.

ANSWERS

firefighter and vet

TAPESCRIPT

Host Welcome to 'What's my job?' And our first participant is Jake from Manchester. OK, let's start the questions.

Man Me? Oh, OK. Hi, Jake. Do you usually work outside?

Jake Err, yes.

Man But you sometimes work inside?

Jake Yes.

Man I see.

Woman Do you work in retail?

Jake No.

Woman Do you earn a lot of money?

Jake No!

Woman Do you wear special clothes for your work?

Jake Yes.

Woman A uniform?

Jake Yes.

Woman Hmm, do you help people?

Jake Yes.

Woman Are you an ambulance driver?

Jake No.

Man Do you work with heavy machinery?

Jake Mmm, yes.

Man You sometimes work with heavy machinery?

Jake Yes.

Man Do you visit people's homes?

Jake Err, yes.

Man In an emergency?

Jake Yes.

Man When there's a fire?

Jake Yes!

Woman You're a ...

Jake That's right!

Host Thank you, Jake. And our second participant is Lucy from London. Let's begin!

Woman Hi, Lucy. Do you travel away from home with your work?

Lucy No.

Woman Do you work with your hands?

Lucy Yes.

Woman Do you work on an assembly line?

Lucy No.

Woman Do you work inside?

Lucy Yes.

Woman Do you have specialized knowledge?

Lucy Yes.

Woman Do you work in a hospital?

Lucy Yes.

Woman Do you look after people?

Lucy No.

Man This is difficult. Do you wear special clothes for your work?

Lucy Yes.

Man A uniform?

Lucy Err, no.

Man But you always wear the same clothes for work?

Lucy Yes.

Man And you work in a hospital, but you don't look after people?

Lucy Yes.

Man Is it a hospital for animals?

Lucy Yes.

Man Aha! You're a ...

Lucy Yes!

Exercise 2 1.19

- Play the CD again for students to complete the questions.

ANSWERS

- outside
- retail
- earn
- heavy
- homes
- hands
- assembly
- knowledge
- after
- special

Speak

Exercise 1

- Students discuss the questions in pairs.

Exercise 2

- Students play the game in pairs.

More practice

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

Non-defining relative clauses

Warm-up

- Ask students: *When do people usually retire in your country? Do you know any people who don't want to retire? Why do you think this is?*

Explore

Exercise 1

- Students read the text individually and answer the questions. Check the answers.

ANSWERS

He's a ticket inspector and he does it because he's always loved trains.

Exercise 2

- Get students to read the text aloud without the relative clauses. Elicit the answer to the question.

ANSWER

The text makes sense without the relative clauses.

Exercise 3

- Read through the **Learn this!** box with students and elicit the correct answers.

ANSWERS

1 after 2 makes sense 3 is

Teaching Tip: Relative pronoun: *that*

Students may be tempted to use the relative pronoun *that* in non-defining relative clauses. Remind them that this is not possible. Use the prompt: *Relative pronoun?* when students make this mistake and ask them to repeat the sentence correctly.

Follow-up

Grammar Reference page 98

Exploit

Exercise 1

- Focus on the photo and ask students: *What is the man's job?* [a toymaker]
- Students work individually. Check the answers.

ANSWERS

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

Exercise 2

- Focus on the example. Remind students that the relative clause can go in the middle or at the end of the sentence. Highlight the use of commas to separate the relative clause from the rest of the sentence.
- Students continue working individually. Check the answers.

ANSWERS

- Her son, who lives in Spain, works in a factory.
- My sister, who plays the violin, wants to be a musician.
- I'd like to visit Buckingham Palace, where the Queen lives.
- I left my new phone, which I bought last week, on the bus.
- Martin, whose mum comes from Rome, speaks fluent Italian.
- Last month, I visited Jamaica, where my grandfather was born.
- My uncle, who works for a bank, earns a lot of money.
- The Ferrari 550, which has a 5.5 litre engine, can go at 320 km / h.
- Jake, whose sister is in my class, is going to study maths at university.

Exercise 3

- Read through the example with the class.
- Students continue working individually or in pairs.

Exercise 4

- Read through the example with the class.
- Students expand their sentences individually or in pairs. Monitor and help.
- Ask a few students to read out their sentences without saying the person's name. The other students listen and guess the identity of the famous person.

Quick Test: Dictation

Instructions: See **Quick Test** on page 13.

Write the word *Brno* on the board and explain that it is the name of a city.

Thomas Edison, who was American, invented the light bulb. He was born in Milan, Ohio, where he lived with his family until he was seven. Edison, whose mother educated him at home, was not a good student. One of his first inventions was the phonograph, which was an early record player. The first building to use Edison's light bulbs was a theatre in the city of Brno, which is now in the Czech Republic.

More practice

Workbook page 24

Grammar Builder page 99, exercises 3–4

ANSWERS GRAMMAR BUILDER 3 (PAGE 99)

Exercise 3

- My sister, who's a nurse, works in the local hospital.
- My dog's vet, whose surgery is very near, is very good with animals.
- Stockholm, which is in Scandinavia, is the capital of Sweden.
- The headmaster, whose son is in my class, is very strict.
- Next month we're going to Cardiff, where my uncle lives.
- The doctor, who I've known for several years, is retiring.

Exercise 4

Possible answers:

- who wrote 'Romeo and Juliet'
- which is famous for chocolate
- which is produced in Greece
- whose ex-husband is Tom Cruise
- where the American President lives
- who was a film star

A job application

Target Language

Job applications: I am writing to apply for the post of ...
I have considerable experience of ...
My responsibilities included ... I am enclosing ...
I consider myself to be ... I can supply references ...
I would be very grateful for the opportunity to discuss
my application in person. I will be available to ...

Linking words: and as well as also

Warm-up

- Focus on the letter. Elicit that it is a job application.
- Ask students: *Who wrote the letter?* [Sandra] *Who did she write to?* [The manager of Lenny's Restaurant]

Read

- Students work individually. Check the answers.

ANSWERS

1 kitchen helper 2 in her local café 3 25 July

- Focus on the letter and elicit the following information:
 - The letter is organized into four paragraphs.
 - The style is formal, so we avoid short forms.
 - It finishes with an appropriate closing phrase: *I look forward to hearing from you soon.*
 - We sign our name and then print it in full afterwards.
 - We end the letter with *Yours Faithfully* if we have started with *Dear Sir or Madam*.

Prepare

Exercise 1

- Students work individually. Check the answers.

ANSWERS

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

Exercise 2

- Read through the **Writing tip** with the students. Check understanding by asking: *What type of expressions do we use in a letter of application?* [formal]
- Students work individually. Check the answers.

ANSWERS

1 apply, post
2 I have considerable experience of working
3 My responsibilities 4 I consider myself to be
5 supply 6 I would be very grateful for the opportunity
7 discuss, in person 8 will be available 9 I am enclosing

Teaching Tip: Linking words

We often have to list our experience in a job application and so the following linkers are common: *and*, *as well as* and *also*. Write these sentences on the board and ask students to complete them with a suitable word.

I am available for interview any day ... I can start work on 1 July. [and]

My duties included answering the phone and taking bookings ... greeting guests. [as well as]

I can speak French and ... a little German. [also]

Write

Exercise 1

- Students make notes in pairs. Monitor and help.

Exercise 2

- Students read through the instructions. Make sure they understand what they are going to write.
- 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

Dear Sir or Madam

I am writing to apply for the post of hotel receptionist at the Queen Victoria Hotel which was advertised in last Friday's newspaper.

I have had considerable experience of dealing with customers. Last summer, I worked for six weeks as a sales rep in a stationary shop. My duties there included greeting customers and advising them on different products as well as taking their orders.

I consider myself to be friendly, hard-working and efficient. If necessary, I can supply references from the shop owner and also from a teacher at my school.

I would be very grateful for the opportunity to visit the hotel and discuss my application with you in person. I am available for interview any day after school or on Saturdays. If my application is successful, I will be available to start work on 30 June, immediately after my exams.

I am enclosing my CV.

I look forward to hearing from you soon.

Yours faithfully

Kate Coombs

Kate Coombs

Marking Scheme

- Appropriate start and end to letter. [1 mark]
- Letter organized into four paragraphs. [1 mark]
- First paragraph includes job title and where advert was seen. [1 mark]
- Second paragraph includes relevant experience and responsibilities. [1 mark]
- Third paragraph includes personal qualities and an offer to send references. [1 mark]
- Fourth paragraph includes availability for interview and possible start date. [1 mark]
- Use of appropriate closing phrase. [1 mark]
- Letter includes appropriate linking words. [1 mark]
- Use of formal style, including formal expressions and no short forms. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice

Workbook page 25

Language Skills

Exercise 1 1.20

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

ANSWERS

1 doing 2 going 3 who 4 whose 5 mean
6 that 7 likes 8 are 9 where 10 serves
11 booked 12 have

Exercise 2

- Students work individually. Check the answers.

ANSWERS

- Tilly is having dinner with Amy, who plays on her volleyball team.
- Amy's father, who drives a yellow sports car, parks it at the end of Samira's road.
- Samira's brother likes the sports car which / that Amy's father drives.
- Tilly has booked a table at the fish restaurant where she celebrated her birthday last year.
- Samira likes the prawns which / that they serve in the fish restaurant.

Exercise 3

- Students work individually. Check the answers.

ANSWERS

- My grandfather, who he had eight children, died last year.
- correct
- A parka is a type of coat that it is worn in very cold places.
- The Niagara Falls, which they were formed during the last ice age, are on the border between Canada and the USA.
- Madagascar, which where 5% of the world's plants and animals live, is an island off the coast of Africa.
- That's the boy who his whose motorbike was stolen.

Dictionary Corner

Teaching Tip: Using examples

Examples are very important in a dictionary because they show you how a word is used. Verbs and nouns that commonly go together are shown in the example. Some common collocations are printed in bold type within the examples. **Activity:** Students look up the following words and complete the verb phrases with *do*, *make*, *have* or *give*.

_____ some advice [give] _____ a note [make]
_____ a swap [do] _____ a barbecue [have]

Exercise 1 Making nouns: professions

account¹ **W** /ə'kaʊnt/ **noun** [C] **1** (abbr. a/c) (FINANCE) the arrangement by which a bank looks after your money for you: *to open/close an account* ◊ *I have an account with/at Barclays.* ◊ *I paid the cheque into my bank account.* **2** [usually pl.] (BUSINESS) a record of all the money that a person or business has received or paid out: *If you are self-employed you have to keep your own accounts.*

accountant /ə'kaʊntənt/ **noun** [C] (FINANCE) a person whose job is to keep or examine the financial accounts of a business, etc.

- Students look up the word *account* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - account* is an Oxford 3000™ keyword.
 - accounts* is a noun in the field of business.
 - accounts* is usually used in the plural.
- Explain that students need to scan above or below *account* to find a related entry for the profession.
- Students then look below *account* to find *accountant* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - accountant* is a noun in the field of finance.
 - accountant* means a person whose job is to keep or examine the financial accounts of a business, etc.
- Focus on the example sentence. Explain that students should look up the words in bold and find the corresponding profession in a related entry above or below.
- Students work individually. Check the answers.

ANSWERS

- 1 accountant 2 illustrator 3 musician 4 photographer
5 politician 6 scientist

Exercise 2 Forming verb phrases

application **W** /æplɪ'keɪʃn/ **noun** **1** [C,U] (an) ~ (to sb) (for sth) a formal written request, especially for a job or a place in a school, club, etc.: *Applications for the job should be made to the Personnel Manager.* ◊ *To become a member, fill in the application form.* **2** [C,U] the practical use (of sth) **3** [U] hard work; effort **4** [C] (abbr. app) (COMPUTING) a program that is designed to do a particular job; a piece of software: *a database application*

- Students look up the word *application* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - application* is an Oxford 3000™ keyword.
 - application* is a countable and uncountable noun.
 - an *application* is a formal written request.
- Explain that students need to read the example sentences provided to find fixed phrases or collocations. The second example sentence for *application* shows *to fill in an application form*.
- Students look up the words in bold and match them with the verbs in the box to make verb phrases. Tell them to read the example sentences to find the answers.
- Students work individually. Check the answers.

ANSWERS

- 1 fill in 2 sign 3 attend 4 take 5 be
6 make 7 hand in

Exercise 3

- Students work individually. Check the answers.

ANSWERS

- 1 attend an interview 2 filled in an application form
3 has been promoted 4 be made redundant
5 took a job 6 hand in my resignation
7 signed a contract

Follow-up

Self Check, Workbook pages 26–27

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

4

Body and mind

This unit includes

Vocabulary: word formation: verbs • compound adjectives
• body idioms • homophones • collocations: parts of the body

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

Skills: talking about events • using body idioms • at the doctor's

Writing: an informal letter: giving news

Workbook pages 28–35

Reading PAGES 30–31

Warm-up

- Look at the unit title and ask students: *What is more important: a healthy body or a healthy mind? Why?*
- Read the title of the reading page, *All in the mind*. Ask students: *Is it possible to change the way your mind works? How?*

Before Reading

- Students answer the questions in pairs. Students tell the class about their partners.

ANSWERS

Students' own answers.

Background Notes

The text is about Andi Bell, who has been the World Memory Champion three times: in 1998, 2002 and 2003. He uses a method similar to the Method of Loci, described by the Greek scholar Simonides in 500 BC, which uses a well-known location to place things you wish to remember.

Read

Exercise 1

- Read through the **Reading tip** with students. Check understanding by asking: *What should you do if you don't understand a word?* [Read the whole sentence again and look for clues to the meaning.] *What is a sundial?* [a type of clock]
- Students read the text quickly and decide which sentence is false. Check the answer, asking for justification.

ANSWER

Sentence 1 is false. (He has been training his memory for around fifteen years.)

Exercise 2

- Students read the text again and complete it with the missing sentences. Check the answers.

ANSWERS

1 F 2 E 3 D 4 A 5 C

Exercise 3 1.23

- Play the CD while students read the text again and do the exercise, finding the relevant lines in the text. Check the answers.

ANSWERS

- b (Andi Bell ... used to be unemployed.)
- a (... inspired by an article he read about ... Dominic O'Brien.)
- b (I will have a working knowledge of the past 1,000 years in history.)
- d ('Your living room is in the eleventh century.')
- c ('You can apply it to learning.')

Optional Activity: Reading skills

Aim: To focus on who says what in a reading text.

Preparation: Write the following sentences on the board:

'Think of ten rooms in a building you know very well.' [A]

I think of the house I grew up in. [J]

'Your living room is in the eleventh century.' [A]

'Imagine the Battle of Hastings in the middle of the room.' [A]

Whatever will my mother say? [J]

I have to manoeuvre around him to get to Beethoven. [J]

'You can apply it to anything, you can apply it to learning.' [A]

So, have you been paying attention? [J]

Remind students the text includes an account of Andi Bell's technique. Ask students: *Who wrote the account?* [a journalist] *Who speaks in the account?* [Andi Bell and the journalist] *Students read the sentences and decide if they are said by the journalist [J] or Andi Bell [A].*

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: Pyramid discussion

When discussing question 4 in **Understanding Ideas**, write the following sentence on the board:

I think _____ was important because _____.

Students in pairs make a list of the ten most important historical events in their country using the sentence on the board to share their ideas.

Now write the following sentence on the board:

I think _____ was more important than _____ because _____.

Pairs team up with another pair to discuss the top five events using the sentence on the board. Finally the whole class agrees on the three most important events together.

ANSWERS

Students' own answers.

Vocabulary

Teaching Tip: Regular verbs

Elicit the pronunciation of the past tense *-ed* ending of new regular verbs and get students to practise the form around the class. Encourage them to make a note of the pronunciation of the *-ed* in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111) along with the meaning of the verb and an example sentence.

Exercise 1

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

ANSWERS

1 knowledge 2 inspired 3 stumble 4 manoeuvre
5 visualize 6 essentially 7 achievement 8 catapulted
9 apply 10 memorized 11 dull 12 associate
13 pantry 14 benefit 15 sundial

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks.

achievement is a noun which means something that you have done successfully, especially through hard work or skill. We can also say that something gives us *a sense of achievement*.

apply is a regular verb which means to make practical use of something. The third person form is *applies* and the past simple form is *applied*. We use the construction *to apply sth (to sth)*. The noun from *apply* is *application*.

associate is a regular verb which means to make a connection between people or things in your mind. The third person form is *associates* and the past simple form is *associated*. We use the construction *to associate sb / sth with sb / sth*. The noun from *associate* is *association*.

benefit is a regular verb which means to receive an advantage from something. The third person form is *benefits* and the past simple form is *benefited* or *benefitted*. We use the construction *to benefit from sth*.

catapult is a regular verb which means to throw somebody or something suddenly and with great force. The third person form is *catapults* and the past simple form is *catapulted*.

dull is an adjective which describes something that is not interesting or exciting.

essentially is an adverb which means when you consider the basic or most important part of something. A synonym of *essentially* is *basically*.

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*. We use the construction *to inspire sb to do sth*.

knowledge is an uncountable noun which means information, understanding and skills that you have learned through learning or experience. We can also say that something that everyone knows is *common knowledge*.

manoeuvre is a regular verb which means to move to a different position using skill. The third person form is *manoeuvres* and the past simple form is *manoeuvred*.

memorize is a regular verb which means to learn something so that you can remember it exactly. The third person form is *memorizes* and the past simple form is *memorized*. The noun from *memorize* is *memory*.

pantry is a countable noun which means a small room where food is kept. A synonym of *pantry* is *larder*.

stumble is a regular verb which means to hit your foot against something when you are walking and almost fall over. The third person form is *stumbles* and the past simple form is *stumbled*.

sundial is a countable noun which means a type of clock used in past times that uses the shadow caused by a pointed piece of metal being between the sun and the clock surface to show what the time is.

visualize is a regular verb which means to have a picture of something or somebody in your mind. The third person form is *visualizes* and the past simple form is *visualized*.

Exercise 2

- Students find the words in the text and read the sentences which contain them.
- Write the following sentences on the board, or dictate them. Students complete the sentences.
 - I recognize that girl; her face looks _____. [familiar]*
 - Many people lose their memories and get a bit _____ as they get older. [forgetful]*
 - We'll leave tonight or tomorrow morning _____ the times of the trains. [depending on]*
 - Everyone has their own _____ problems. [particular]*
 - You have to _____ to the teacher or you won't understand the explanation. [pay attention]*
 - Our school is going to _____ some money towards building a new gym. [assign]*
 - The old palace is of great _____ importance to the city. [historical]*
 - John Logie Baird invented the television in the early twentieth _____. [century]*

Quick Test: Matching race

Write the following on the board:

achieve	vre	[achievement]
ap	ble	[apply]
asso	ment	[associate]
bene	ply	[benefit]
cata	pult	[catapult]
in	fit	[inspired]
know	spired	[knowledge]
manoeu	ledge	[manoeuvre]
pan	try	[pantry]
stum	ciate	[stumble]

Students in pairs match the two halves of the words. The winner is the first pair to make the ten words.

Optional Activity: Memory game

Aim: To play a memory game.

Preparation: Place twenty typical classroom objects on a tray and cover it with a cloth.

Tell students you are going to show them twenty objects and they have to remember them. Give them one minute to look at the tray and ask you any words they don't know. Cover the tray and give them five minutes to list the objects. Uncover the tray again for students to check their list and establish which students have the best memories.

More practice

Workbook page 28

Vocabulary PAGE 32

Target Vocabulary

The memory man: achievement apply associate benefit catapult dull essentially inspire knowledge manoeuvre memorize pantry stumble sundial visualize

Word formation: verbs: activate alienate clarify differentiate exemplify memorize publicize simplify visualize

Compound adjectives: cold-blooded fair-haired kind-hearted level-headed narrow-minded right-handed short-sighted thick-skinned

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 something that is boring?* [dull] *What do we call a large cupboard for food?* [pantry]
- Students complete the sentences. Check the answers.

ANSWERS

1 stumbled 2 associate 3 catapulted 4 manoeuvre
5 benefit 6 Essentially 7 sundial 8 apply 9 visualize
10 achievement 11 pantry 12 dull 13 knowledge
14 inspired 15 memorize

Extend

Exercise 1 Word formation: verbs

- Look at the example with students. Elicit that *memory* is a noun and *memorize* is a verb. Explain that the words in the word pool are all nouns or adjectives. Highlight that the endings in the chart are all verb suffixes.
- Students form the verbs and write them in the chart.

ANSWERS

-ate: activate, alienate, differentiate
-ify: clarify, exemplify, simplify
-ize: memorize, publicize, visualize

Teaching Tip: Verbs ending in -ify

Verbs ending in *-ify* change their spelling slightly in the third person and past simple forms because the letter *y* changes to *i* before adding the relevant ending: *clarify* becomes *clarifies* and *clarified*, *exemplify* becomes *exemplifies* and *exemplified*, *simplify* becomes *simplifies* and *simplified*.

Exercise 2

- Focus on the example with students and explain that students have to use the correct verb form in this exercise.
- Students complete the sentences. Check the answers.

ANSWERS

1 simplified 2 memorized 3 visualize 4 exemplifies
5 clarified 6 activate 7 publicize 8 differentiate
9 alienated

Exercise 3 Compound adjectives

- Read through the **Look out!** box with students. Check understanding by asking: *How many words make up a compound adjective?* [two or more] *How are these words linked together?* [with a hyphen] *Why?* [to show that they are part of the same adjective]

- Focus on the example and highlight that the compound adjectives are formed by taking one word from A and one word from B. Remind students to link the words with a hyphen.
- Students continue completing the exercise individually or in pairs. They may use a dictionary if they wish.

ANSWERS

1 right-handed 2 cold-blooded 3 thick-skinned
4 narrow-minded 5 fair-haired 6 level-headed
7 kind-hearted 8 short-sighted

Exercise 4

- Focus on the example. Elicit the meaning of *level-headed* from students. [someone who is calm and sensible]
- Students complete the exercise individually or in pairs.

ANSWERS

1 level-headed 2 short-sighted 3 thick-skinned
4 right-handed 5 kind-hearted 6 Fair-haired
7 narrow-minded 8 cold-blooded

Optional Activity: Opposites

Aim: To expand students' vocabulary of compound adjectives.

Preparation: Provide students in pairs with a dictionary. Tell students they are going to make more compound adjectives by using the opposite of the first word. Look at the example in exercise 3: *right-handed* and elicit the opposite of *right*. [left] Elicit the new word. [left-handed] Get students to check in a dictionary that the word exists. Students continue making new words and checking them in a dictionary. Warn them that not all the compound adjectives have opposites: *cold-blooded* [warm-blooded], *fair-haired* [dark-haired], *kind-hearted* [cold-hearted], *level-headed* [no opposite], *narrow-minded* [open-minded], *short-sighted* [long-sighted], *thick-skinned* [thin-skinned].

Quick Test: Finish that word

Divide the class into two teams. Read out the first part of the first word. The first student to put up their hand can finish the word, either by making the verb / noun form or a compound adjective. Award two points for a correct answer. If the answer is wrong, pass the word to the other team and award one point for a correct answer. The winner is the team with the most points.

<i>thick</i> [thick-skinned]	<i>level</i> [level-headed]
<i>achieve</i> [achievement]	<i>know</i> [knowledge]
<i>fair</i> [fair-haired]	<i>public</i> [publicize]
<i>narrow</i> [narrow-minded]	<i>alien</i> [alienate]
<i>cold</i> [cold-blooded]	<i>short</i> [short-sighted]
<i>simple</i> [simplify]	<i>right</i> [right-handed]
<i>kind</i> [kind-hearted]	<i>different</i> [differentiate]

Vocabulary Notebooks

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

More practice

Workbook page 29

Past simple and present perfect contrast

Warm-up

- Ask students: *Are you afraid of heights?* Elicit things you can do if you aren't afraid of heights. [rock climbing, skydiving, abseiling, etc.]

Explore

Exercise 1

- Students look at the photo. Ask: *What can you see?* [a man running over the roofs of some buildings] *What do you think free running is?* Tell students to read the text to check their answers.
- Focus on the first sentence and elicit the two verb forms. [*has taken part* and *was*] Elicit the names of the two tenses. [present perfect and past simple] Students read the text again and underline all the present perfect and past simple verb forms.

Teaching Tip: Past simple and present perfect

Explain to students that verb tenses in English and their own language may often be similar. However, in some cases they are different, so it is unwise to translate directly from one language to the other. Remind students that the important difference between the past simple and the present perfect is a question of time, i.e. we use the past simple to talk about completed events in the past, whereas we use the present perfect to talk about events which have a connection with the present. When students use the wrong tense, use the prompt *Time?* and ask them to repeat the sentence correctly.

Exercise 2

- Read through the *Learn this!* box with students and elicit one example sentence for each of the uses. [Past simple: *The sport **began** in France in the 1980s.* Present perfect a): *Sebastian Foucan **has taken part** in free running since he was 15.* Present perfect b): *Sebastian **has appeared** on TV a number of times.* Present perfect c): ***He's just announced** his latest challenge]*
- Students continue matching the verbs with the uses.

ANSWERS

- Past simple: was, began, said, gave, came, appeared
- Present perfect
 - has taken part, has (always) existed, has (always) been, has become
 - has appeared, has (never) had, has jumped
 - 's (just) announced

Follow-up

Grammar Reference page 100

Exploit

Exercise 1 1.24

- Read through the information about Suzie Bowman with students and check understanding by asking: *What does Suzie Bowman do?* [She's a freediver.] *Does she use any apparatus when she dives?* [No.]
- Give students time to complete the interview. Highlight that they should use the past simple or present perfect form of the verbs. Tell them to look back at the uses in the *Learn this!* box if necessary.
- Play the CD, pausing after each sentence for students to check their answers.

ANSWERS

- 1 did ... start 2 made 3 did ... discover 4 've been
5 found 6 have ... broken 7 've broken 8 Have ... had
9 swam 10 weren't

Exercise 2

- Ask students to underline the time expressions in the dialogue. Elicit the tense used with the first time expression and ask students to write it in the chart.
- Students continue completing the chart. Check the answers.

ANSWERS

past simple: in 2001, later, on one occasion

present perfect: so far, since

Exercise 3

- Focus on the example questions and answers. Highlight that we use the present perfect to ask a general question and the past simple to ask a specific question.
- Model the task by getting one student to ask you questions about the first activity.
- Students in pairs ask and answer the questions. Monitor and help. Make a note of any mistakes and correct them on the board with the class at the end of the activity.

Quick Test: Dictation

Instructions: See **Quick Test** on page 13.

Write *Will Goodman* on the board.

Will Goodman has set a new world record for the longest scuba dive. During a dive in Indonesia, he spent 48 hours, 9 minutes and 17 seconds under the water. He watched films on an underwater iPod to stay awake. Will has already made two unofficial world records. In 2005 he stayed down for 24 hours and in 2008 he managed 33.

More practice

Workbook page 30

Grammar Builder page 101, exercises 1–2

ANSWERS GRAMMAR BUILDER 4 (PAGE 101)

Exercise 1

- 1 haven't seen 2 've moved 3 haven't found 4 've come
5 's just got 6 Have you lost 7 've changed

Exercise 2

- 1 moved 2 've known 3 haven't failed 4 was born
5 broke 6 didn't go 7 Have ... finished 8 went

Body idioms

Target Vocabulary

Body idioms: bite someone's head off get cold feet
get something off your chest
keep an eye on someone / something play it by ear
poke your nose into something pull someone's leg
put your foot in it split hairs twist someone's arm

Warm-up

- Brainstorm parts of the body and write them on the board.

Vocabulary

Exercise 1

- Students work in pairs or individually. They may use a dictionary if they wish. Check the answers.

ANSWERS

- get cold feet
- put your foot in it
- keep an eye on someone / something
- split hairs
- pull someone's leg
- bite someone's head off
- twist someone's arm
- poke your nose into something
- play it by ear
- get something off your chest

Exercise 2

- Point out that students will have to change the idioms slightly in this exercise. Check the answers.

ANSWERS

- got cold feet
- twisted his arm
- keep an eye on
- get it off my chest
- bit my head off
- poked her nose in / into it

More practice

Workbook page 31

Listen

Exercise 1 1.25

- Play the CD for students to match the dialogues with an idiom. Check the answers.

ANSWERS

- poke your nose into something
- put your foot in it
- pull someone's leg
- twist someone's arm
- bite someone's head off

TAPESCRIPT

1 **Vanessa** Jackie, you'll never guess my news.

Jackie What?

Vanessa I've got an audition for one of the lead parts in the school play.

Jackie Really? Oh, that's wonderful. Good luck.

Pete Hey, Vanessa. What's that about the school play? Did you say that you had got an audition? What part is it?

Vanessa It's none of your business, Pete. I wasn't talking to you.

2 **Rachel** Jane, I think I've just gone and said the wrong thing.

Jane What are you talking about, Rachel?

Rachel Remember you told me that you didn't like Suzanna, Amy's new friend?

Jane Oh no, what have you said?

Rachel Well, it's just that Amy was going to ask you to meet Suzanna for a coffee. You know, because she doesn't know many people here.

Jane And?

Rachel Well, I sort of said that I didn't think it was a good idea. And Amy said, Why? And so I, well, I tried to explain, nicely of course, that you didn't really get on with Suzanna. And now I think she's a bit upset.

Jane Oh, for heaven's sake, Rachel. You and your big mouth!

3 **Rosie** Oh, Rob, what's that on your face?

Rob What?

Rosie That big green mark.

Rob What is it?

Rosie I don't know.

Rob Can you rub it off?

Rosie I'm trying. No, it won't come off. Oh, dear. You do look funny.

Rob Oh, no. I'll have to go home.

Rosie I was joking! There's nothing on your face!

Rob Oh, Rosie! I wish you wouldn't do that all the time!

4 **Penny** Hi, Anthony. What is it?

Anthony I don't suppose you could lend me some money.

Penny No, I couldn't. It took you ages to pay it back the last time.

Anthony I'm sorry about that. I'll pay you back straightaway this time, I promise.

Penny No.

Anthony Oh, go on. It's not for me. It's Mum's birthday tomorrow and I want to buy her a present. Please. Please.

Penny Oh, OK, then, here you are. That's all I have.

Anthony Thanks, Penny. That's really good of you.

5 **Mother** Kieran, it's seven o'clock. Time to get up.

Kieran Mmm.

Mother Come on, Kieran! Wake up! What would you like for breakfast today?

Kieran Mum! Why did you wake me up so early? It's Project Week. I don't have to go into school until eleven today.

Mother Sorry, Kieran. I didn't realize. Go back to sleep then.

Exercise 2 1.25

- Play the CD again for students to answer the questions. Check the answers.

ANSWERS

- She's got an audition for the school play.
- She told her Jane doesn't get on with Suzanna.
- He thinks he's got a green mark on his face.
- He wants to buy a birthday present.
- He doesn't have to go into school until eleven.

Speak

Exercise 1

- Model the activity by getting one student to ask you the first question. Then students continue to ask and answer the questions in pairs.

Exercise 2 and 3

- Students write a dialogue in pairs. Monitor and help.
- Students act out their dialogues for the others to guess the body idiom.

More practice

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

Present perfect continuous

Warm-up

- Ask students: *Have you ever done yoga?*

Explore

- Write the following question on the board: *Why do these students do yoga?* Ask students to read the text to find the answer. [Because it helps them to concentrate.]
- Ask individual students to read out the sentences containing verbs in blue. Read through the **Learn this!** box with students and elicit the answers to complete the rule.

ANSWERS

- 1 has 2 been

Teaching Tip: *for* or *since*?

Students often find it difficult to distinguish between *for* and *since*. Explain that we use *for* with a period of time and *since* with a point in time. When students make a mistake use the prompt *Period or point?* and ask them to repeat the sentence correctly.

Follow-up

Grammar Reference page 100

Exploit

Exercise 1

- Students work individually to complete the questions and answers. Check the answers. Then get students to practise the dialogues in pairs.

ANSWERS

- 'Why have students at Pravda College been getting up earlier this term?'
- 'How long has Mannan Dhatri been working at the school?'
- 'They've / have been studying harder and they've (also) been sleeping better.'
- 'How long has Sanjiv Haryadi been sitting in lessons?'
- 'How long has Sanjiv been doing yoga?'

Exercise 2

- Students work individually to complete the answers. Check the answers. Then get students to practise the dialogues in pairs.

ANSWERS

- I've / have been sitting in a traffic jam.
- I haven't been feeling very well.
- I've / have been painting the ceiling.
- I've / have been working in the garden.
- I've / have been eating chocolate all day.
- It's / has been raining.

Exercise 3

- Read through the **Look out!** box with students and elicit another example for each rule from the text.

ANSWERS

- I've already handed in this week's assignments.
- My students have only had eight yoga sessions.
- I've always liked doing physical exercise.

Exercise 4

- Focus on the example. Elicit the use of the present perfect continuous here. [Use 1: an action that began in the past and is still in progress]
- Students continue completing the sentences individually. Remind them to look at the uses if necessary. Check the answers.

ANSWERS

- have been learning
- have / 've read
- have / 've known
- Have ... been crying
- have / 've ... seen
- have / 've been looking, haven't found
- has been shopping, has / 's bought
- has / 's been doing, hasn't finished

Exercise 5

- Focus on the example. Elicit more reasons for the situations.
- Students in pairs continue thinking of a reason for the situations.

ANSWERS

Students' own answers.

Quick Test: Error correction

Write the following sentences on the board. Give students time to correct the mistakes. Tell them two sentences are correct.

She's crying because she's been cutting her finger.

I haven't always been walking to school.

How many times have you been seeing that film?

They've lived in London since two years.

I'm hot because I've run.

Have you been playing football? [correct]

Ben's learnt Spanish for a month.

We've liked classical music since last year. [correct]

You haven't been doing your homework yet.

There's plenty of food because I've shopped.

More practice

Workbook page 32

Grammar Builder page 101, exercises 3–4

ANSWERS GRAMMAR BUILDER 4 (PAGE 101)

Exercise 3

- a 's cut b 's been cutting
- a 've been watching b Have ... watched
- a 've been tidying b 's tidied
- a 's read b 've been reading
- a has ... run b 's been running
- a 's studied b 's been studying

Exercise 4

- 've ... crashed
- 's been raining
- Have ... met
- 've ... understood
- Have ... been cooking
- haven't finished
- 've ... wanted
- haven't done

An informal letter: giving news

Target Language

Informal letters: Do write Enough of all that.
Guess what! How are you?
I'd better finish here as I'm running out of space.
I'd better stop here. It was great to hear from you.
Loads of love Must dash. She sends her love.
Sorry I haven't written for ages. Thanks for your letter.
That's all for now. That's all my news for now.
What have you been up to? Why don't we ...?

Linking words: also and but

Warm-up

- Elicit typical subjects people write about in informal letters. [school, exams, holidays, family, friends, etc.]

Read

Exercise 1

- Students read the letters quickly and answer the question.

ANSWERS

Emily has broken her arm. Julie has a temperature and an upset stomach.

- Focus on the informal letters and elicit the following:
 - We use *Dear* (first name) to start an informal letter.
 - An informal letter has three or four paragraphs.
 - Questions and exclamations are very common.
 - We can end an informal letter with *Love*, or *Loads of love*.
 - We can add information to an informal letter by writing a postscript [P.S.] at the end.

Exercise 2

- Students read the letters again and answer the questions.

ANSWERS

- Emily has been busy with end-of-term exams and rehearsing for the talent show.
- Because she's been working really hard.
- Her dad has bought a new car, and her brother has bought a new computer.
- Sally's mum has been teaching at their old primary school.
- Susie sends her love.
- Rose now goes to school in London.

Prepare

Exercise 1

- Students work in pairs or individually to do the exercise.

ANSWERS

1 B 2 E 3 B 4 E 5 E 6 B 7 E 8 E 9 B

Exercise 2

- Focus on the first phrase and ask students to find it in the letters. [*Enough of all that*: letter 2 paragraph 2] Elicit the correct function. [e: changing the subject]
- Students continue working individually or in pairs.

ANSWERS

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

Teaching Tip: Linking words

Informal letters include basic linking words like *and*, *also* and *but*. Write these sentences on the board and ask students to complete them with a suitable word.

We've just come back from our holiday ____ we had a great time. [and]

My dad's got a new job and ____ my mum's been promoted. [also]

I studied really hard for my exams, ____ but I failed two of them. [but]

Write

Exercise 1

- Focus on the writing plan. Students make notes. Monitor and help.

Exercise 2

- Read through the **Writing tip** with the students.
- Students read through the instructions. Make sure they understand what they are going to write.
- 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.

SAMPLE ANSWER

Dear Helen,
Thanks for your letter – it was great to hear from you! Sorry I haven't written for ages, but I've been really busy with my exams. Guess what! I've signed up for dancing classes! There are about twenty of us in the class and the teacher is great! I've only had two classes so far, but I'm really enjoying it.
Mum and Dad are well, but they're both really busy at work. They don't get home until late, so I have to make the dinner. Nobody has complained yet, so my cooking can't be that bad! Enough of all that. What about you? What have you been up to? How's basketball? Have you won many matches recently? I hope so!
That's all for now. I'd better go.
Loads of love
Pippa

Marking Scheme

- Letter starts with *Dear* (first name). [1 mark]
- Letter starts and ends with an appropriate phrase. [1 mark]
- Letter organized into four paragraphs. [1 mark]
- Paragraph one includes an apology. [1 mark]
- Paragraph two includes news about the sender. [1 mark]
- Paragraph three includes news about the sender's friends and / or family. [1 mark]
- Paragraph four includes some questions. [1 mark]
- Use of everyday language including appropriate use of short forms. [1 mark]
- Letter includes appropriate linking words. [1 mark]
- Correct use of grammar and spelling. [1 mark]

More practice

Workbook page 33

Language Skills

Exercise 1 1.26

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

ANSWERS

1 didn't 2 playing 3 did 4 ago 5 loved
6 gave 7 having 8 played 9 have 10 taken
11 practising 12 for

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 's / has been playing 2 's / has loved 3 gave
4 's / has been having 5 's / has taken part
6 's / has been practising

Exercise 3

- Students work individually. Check the answers.

ANSWERS

1 I lost my wallet yesterday.
2 How long have you known your best friend?
3 Gail hasn't done her homework yet.
4 My parents didn't sleep well last night.
5 We've seen that film three times.
6 Robert's been playing computer games all day today.
7 How long has your brother been studying at university?
8 Where did you buy your new mobile phone?

Dictionary Corner

Teaching Tip: Collocations

Some common collocations can be found in the IDIOMS section under the relevant entry in your dictionary. The OSD contains a large number of idioms shown by the symbol **IDM**. You can usually find an idiom if you look at the entry for the first word in the idiom, unless the idiom is a very common word.

Activity: Write the following sentences on the board:

She makes all her clothes by ____ [hand]
He's Spanish, so Flamenco music is in his ____ [blood]
I was in two ____ about taking the job. [minds]
They had to learn the irregular verbs by ____ [heart]

Students look up the following words in their dictionary to complete the sentences: *minds, heart, hand, blood*.

Exercise 1 Homophones

chord /kɔːd/ **noun** [C] **1** (MUSIC) two or more musical notes that are played at the same time

cord /kɔːd/ **noun** **1** [C,U] (a piece of) strong, thick string **2** [C,U] (especially AmE) (a piece of) wire

- Focus on the example sentence. Explain that *chord* and *cord* are homophones, i.e. they have the same pronunciation but different meanings. Students look up the two words in their dictionary.

- Focus on the dictionary entry for *chord* and elicit the following information:
 - chord* is a countable noun.
 - chord* is connected with music.
- Focus on the dictionary entry for *cord* and elicit the following information:
 - cord* is a noun that can be countable or uncountable.
 - cord* means a piece of strong thick string.
- Explain that *chord* is the correct word to use because it matches the context of the sentence.
- Students continue working individually or in pairs looking up the homophones in their dictionary. Check the answers.

ANSWERS

1 chord 2 draught 3 leak 4 mayor 5 Maize
6 mousse 7 tears 8 yolk

Exercise 2 Collocations: part of the body

clear³ **verb** **1** [T] to remove sth that is not wanted or needed: *to clear the roads of snow/to clear snow from the roads* ◊ *It's your turn to clear the table* (=to take away the dirty plates, etc. after a meal). **2** [I] (used about smoke, etc.) to disappear: *The fog slowly cleared and the sun came out.* **3** [I] when the sky or the weather **clears**, it becomes brighter and free of cloud or rain: *After a cloudy start, the weather will clear during the afternoon.* **4** [T] ~ sb (of sth) (LAW) to provide proof that sb is innocent of sth: *The man has finally been cleared of murder.* **5** [T] to jump over or get past sth without touching it **6** [T] to give official permission for a plane, ship, etc. to enter or leave a place: *At last the plane was cleared for take-off.* **7** [T] ~ sth (with sb) to get official approval for sth to be done: *I'll have to clear it with the manager before I can refund your money.* **8** [I,T] if a cheque that you pay into your bank account **clears**, or a bank **clears** it, the money is available for you to use

IDM **clear the air** to improve a difficult or uncomfortable situation by talking honestly about worries, doubts, etc.

clear your throat to cough slightly in order to make it easier to speak

- Students look up the verb *clear* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - There are two idioms listed under *clear*.
 - One of the idioms is: *clear your throat*.
- Focus on the example sentence and explain that students should look up the verbs and match them with the parts of the body. Encourage them to use example sentences and related entries to find the answers.
- Students work individually or in pairs. Check the answers.

ANSWERS

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

Exercise 3

- Focus on the example sentence. Students continue writing examples individually in pairs. Monitor and help.

ANSWERS

Students' own answers.

Follow-up

Self Check, Workbook pages 34–35

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

Great Expectations

Exercise 1

- Read out the biography.
- Students quickly read the text and answer the questions.

ANSWERS

The main character is a boy called Pip.

The man he meets is b: an escaped convict.

Exercise 2 1.30

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

ANSWERS

- 1 He was sitting on a gravestone in the churchyard.
- 2 Because the man looked very fierce.
- 3 Pip lives with his sister. Because both his parents are dead.
- 4 Joe Gargery is a blacksmith.
- 5 He orders Pip to bring a file and some food.

Exercise 3

- Students answer the questions individually or in pairs.

Exercise 4

- Students read through the instructions. Make sure they understand what they are going to write.
- If the writing is done in class, circulate and monitor.

Skills Round-up 3–4

Read

Exercise 1

- Focus on the photo and the title. Ask students: *Which foods are the most fattening?* [hamburgers, chips, cakes, etc.]
- Students read the text and answer the question with a partner.

SAMPLE ANSWER

They said that they were fat because McDonald's sells unhealthy food.

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 C 2 A 3 E 4 B

Listen

Exercise 1 1.31

- Play the CD for students to answer the questions. Check the answers.

ANSWERS

- 1 Tony: four or five hours; Karen: two hours; Chris: three hours
- 2 Tony: every day; Karen: twice a week; Chris: four times a week
- 3 Tony: pretty healthily; Karen: isn't sure; Chris tries to eat healthily

TAPESCRIPT

Tony

Interviewer Can I ask you a few questions about your lifestyle?

Tony Sure. Go ahead.

Interviewer On average, how much time do you spend each day watching TV?

Tony Each day? About four or five hours, I think. It depends what's on. I watch a movie most evenings.

Interviewer And how often do you exercise?

Tony Well, I walk to school every day. And I play soccer on Saturdays and I usually go surfing on Sundays, so every day, I suppose.

Interviewer Would you say that you eat healthily?

Tony Pretty healthily, yes.

Interviewer Do you ever eat junk food?

Tony Not very often. I sometimes have a burger and fries when I'm in town with my friends.

Karen

Interviewer On average, how much time do you spend each day watching TV?

Karen Well, I don't watch TV every day. Sometimes there's nothing good on – so I do something else. Or if I've got a lot of homework, I don't watch TV. But I watch it most days.

Interviewer So how many hours, on average, do you think?

Karen Maybe two.

Interviewer OK. And how often do you exercise?

Karen Hardly ever. I don't like sports. We have to do sports at school twice a week, but that's about it.

Interviewer And do you eat healthily, do you think?

Karen Mmm. I'm not sure. I eat a lot of potato chips and chocolate.

Interviewer Do you eat TV dinners at home?

Karen Yes, sometimes. Mom doesn't come in from work till late so she leaves them in the fridge for us. We just heat them up.

Chris

Interviewer On average, how much time do you spend each day watching TV?

Chris Well, I watch TV before breakfast, for about an hour. Then in the evening I watch it in my bedroom, for a couple of hours maybe.

Interviewer So, about three hours a day?

Chris Yes, about that.

Interviewer OK. And how often do you exercise?

Chris I do gym and basketball at school. So that's three times a week. And I usually go rollerblading with my friends on Saturday or Sunday.

Interviewer And would you say that you eat healthily?

Chris Yes, I think so. I try not to eat too many foods that have lots of fat and sugar in them.

Interviewer Do you eat TV dinners at home?

Chris No, but we sometimes get a take-out for a treat – Chinese or Italian.

Exercise 2 1.31

- Play the CD again for students to do the task.

ANSWERS

1 T 2 T 3 F 4 T 5 T 6 F 7 T 8 F 9 T

Write and Speak

Exercises 1 and 2

- Students ask and answer the questions in pairs.
- Students then tell the class about their partner.

This unit includes

Vocabulary: predicting the future • compound nouns • verb + noun collocations • gadgets • prefixes

Grammar: speculating and predicting: *will, may, might*, etc. • first conditional • zero conditional • future perfect and future continuous • *will, going to*, present continuous

Skills: talking about gadgets and the future • making plans

Writing: an essay: for or against

Workbook pages 36–43

Reading PAGES 40–41**Warm-up**

- Write the following headings on the board: *houses, transport, medicine, school, free time activities*.
- Look at the unit title and ask students: *What do you think houses will be like in the future?* Repeat with the other headings.
- Read the title of the reading page, *Visions of the future*. Ask: *Are you optimistic or pessimistic about the future? Why?*

Before Reading

- Students look at the pictures and answer the questions in pairs. Monitor and help with vocabulary. Write any new words on the board.
- Ask one pair of students to describe the first picture. Continue with the second and third pictures.
- Discuss the second question as a class.

ANSWERS

Students' own answers.

Background Notes

The scientists in the text are all experts in their fields. Sir David King was the Chief Scientific Adviser to the British Government from 2000–2007 and made leaders aware of the need to act on climate change.

Francis Collins is an American physician-geneticist, noted for his landmark discoveries of disease genes and his leadership of the Human Genome Project (HGP).

John Richard Gott is a professor of astrophysical sciences at Princeton University. He is especially well-known for developing and advocating the theory of Time Travel.

Ellen Heber-Katz is a professor of biology at the Wistar Institute in Philadelphia and does research into autoimmunity, wound healing and regeneration.

Peter Norvig is an American computer scientist who at the time of print was the Director of Research at Google Inc. Eric Horvitz joined Microsoft Research in 1993 and as Principle Researcher has formed the Decision Theory and the Adaptive Systems Group.

Read**Exercise 1**

- Students read the **Reading tip**. Check understanding by asking: *How can you find out quickly what a paragraph is about?* [by reading the first sentence of the paragraph]
- Students read the texts quickly and match the experts with the topics. Check the answers.

ANSWERS

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

Exercise 2 2.02

- Give students time to read the sentences before they read the text for a second time.
- Play the CD while students read the text and match the sentences with the experts. Check the answers.

ANSWERS

a 6 b 4 c 5 d 6 e 3 f 1 g 2 h 4 i 5 j 1
k 2 l 3

Optional Activity: Reading skills

Aim: To learn how to summarize information.

Preparation: Write the following predictions on the board.

The world will become too ____ for human life. [hot]

Millions of people will live past the age of ____. [100]

The Earth could be hit by a ____. [comet]

Doctors will be able to make damaged body parts ____ again. [grow]

People will be able to talk with their ____. [computers]

Computers will be able to ____ from one language to another. [translate]

Students complete the sentences in pairs. Then write these sentences on the board:

I think it's true because ...

I don't think it's true because ...

Ask students to discuss the predictions in pairs using the sentences on the board.

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. After the discussion in groups, each group representative reports back to the class.

ANSWERS

Students' own answers.

Vocabulary

Teaching Tip: Word formation

Encourage students to look up the noun form of the verbs they learn and to make a note of them next to the verb in the **Vocabulary Notebook** section of their workbook (see Workbook pages 92–111), e.g. *treat (v) – treatment (n)*; *reduce (v) – reduction (n)*.

Exercise 1

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

ANSWERS

1 set up 2 reason 3 regenerate 4 provide 5 limbs
6 interpreting 7 reduce 8 treat 9 search engine
10 overcrowding 11 catastrophe 12 malfunctioning
13 smart 14 flock 15 life-threatening

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks.

catastrophe is a noun which means a sudden disaster that causes great suffering or damage. The adjective from *catastrophe* is *catastrophic*.

flock is a regular verb which means to go and meet somewhere in large numbers. The third person form is *flocks* and the past simple form is *flocked*. The noun from *flock* is also *flock*.

interpret is a regular verb which means to translate what somebody is saying into another language as they are speaking. The third person form is *interprets* and the past simple form is *interpreted*. The noun from *interpret* is *interpretation*.

life-threatening is an adjective which describes a situation that is likely to kill somebody.

limb is a noun that means a leg or an arm of a person or animal.

malfunction is a regular verb which means to fail to work properly. The third person form is *malfunctions* and the past simple form is *malfunctioned*. We usually use *malfunction* in connection with machines. The noun from *malfunction* is also *malfunction*.

overcrowding is a noun which means the situation when there are too many people in one place.

provide is a regular verb which means to give something to somebody or make it available for them to use. The third person form is *provides* and the past simple form is *provided*. We use the constructions *provide sb with sth* or *provide sth for sb*. The noun from *provide* is *provision*.

reason is a regular verb which means to form a judgement after thinking about something in a logical way. The third person form is *reasons* and the past simple form is *reasoned*. *Reason* can also be a noun, but another noun from *reason* is *reasoning*.

reduce is a regular verb which means to make something less or smaller. The third person form is *reduces* and the past simple form is *reduced*. The noun from *reduce* is *reduction*.

regenerate is a regular verb which means to grow again or to make grow again. The third person form is *regenerates* and the past simple form is *regenerated*. The noun from *regenerate* is *regeneration*.

search engine is a noun which means a computer program that searches the internet for information.

set (sth) up is a phrasal verb which means to start a system. The third person form is *sets up* and the past simple form is *set up*.

smart is an adjective which describes something that is clever and intelligent.

treat is a regular verb which means to use medicine to make somebody well again. The third person form is *treats* and the past simple form is *treated*. The noun from *treat* is *treatment*.

Exercise 2

- Students find the words in the text and read the sentences which contain them.
- Write the following definitions on the board, or dictate them. Students write the words.
 - It's an object in space.* [comet]
 - It's connected with the North and South Poles.* [polar]
 - It can live on its own.* [self-supporting]
 - It's a country ruled by another more powerful country.* [colony]
 - It's the arrangement of genes that controls how each living being will develop.* [genetic code]
 - It's connected with the area where the land meets the sea.* [coastal]
 - It's when a doctor suggests the medicine you should take.* [prescribe]
 - It's when the last animal of one species dies.* [extinction]

Quick Test: Vocabulary Quiz

Divide the class into two teams. Read out the first phrase for a student in the first team to complete with a word from **Vocabulary** page 41. If they are correct, award two points. If not, pass the phrase over to the other team and award one point for a correct answer. Read out the next phrase for the second team and continue until you have read out all the phrases. The winner is the team with the most points.

a space ____ [colony]
a ____ bear [polar]
____ some medicine [prescribe]
a ____ disease [life-threatening]
break a ____ [limb]
____ a debt [reduce]
____ parts of the body [regenerate]
____ a system [set up]
a ____ student [smart]
____ an illness [treat]
____ to a concert [flock]
use a ____ [search engine]
____ food and clothing [provide]
a major ____ [catastrophe]

More practice

Workbook page 36

Target Vocabulary

Fifty years on: catastrophe flock interpret
life-threatening limb malfunction overcrowding
provide reason reduce regenerate search engine
set up smart treat

Compound nouns: acid rain carbon emissions
endangered species genetic code global warming
greenhouse effect key word ozone layer rainforest
solar power space exploration spinal cord

Verb + noun collocations: access information
do research make important discoveries
make mistakes meet targets prevent climate change
reduce carbon emissions treat illnesses

Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What word can we use to describe someone who is very clever?* [smart] *What do we call our arms and legs?* [limbs]
- Students complete the sentences. Check the answers.

ANSWERS

- 1 provide 2 set up 3 malfunctioning 4 regenerate
5 smart 6 reduce 7 treat 8 catastrophe
9 overcrowding 10 limbs 11 life-threatening
12 interpreting 13 reason 14 flocked 15 search engine

Extend

Exercise 1 Compound nouns

- Read through the **Look out!** box with students. Check understanding by asking: *Which words can form a compound noun?* [two nouns or an adjective and a noun]
- Students find the compound nouns in the text.

ANSWERS

- 1 carbon emissions 2 genetic code 3 spinal cord
4 key word 5 space exploration

Teaching Tip: Word formation

Encourage students to look up the noun form of the verbs they learn and to make a note of them next to the verb in the **Vocabulary Notebook** section of their workbook (see Workbook pages 92–111), e.g. *treat (v) – treatment (n); reduce (v) – reduction (n)*.

Teaching Tip: Compound nouns

Most compound nouns are usually written as two separate words, e.g. *space race*. However, compound nouns can also be written as one word, e.g. *rainforest* or joined together with a hyphen, e.g. *check-in*. Remind students that if they are unsure how a compound noun is written they should consult a dictionary to find the correct spelling.

Exercise 2

- Focus on the example and elicit the meaning of acid rain. [chemical rain that causes damage to the environment]
- Students continue making compound nouns individually or in pairs. Check the answers.

ANSWERS

- 1 h solar power 2 d ozone layer 3 f carbon emissions
4 e global warming 5 a endangered species
6 c greenhouse effect 7 b acid rain 8 g rainforest

Exercise 3

- Students complete the exercise individually or in pairs.

ANSWERS

- 1 acid rain 2 greenhouse effect 3 Global warming
4 rainforest 5 ozone layer 6 carbon emissions
7 endangered species 8 Solar power

Exercise 4 Verb + noun collocation

- Elicit the meaning of *collocation* from students. [a combination of words that is very common – the wrong combination sounds wrong]
- Students complete the exercise individually or in pairs.

ANSWERS

- 1 access 2 do 3 treat 4 make 5 meet 6 prevent
7 reduce 8 make

Exercise 5

- Students complete the exercise individually or in pairs.

ANSWERS

- 1 climate change 2 access information
3 make important discoveries 4 do research
5 treat illnesses 6 making ... mistakes
7 meet ... targets 8 reduce carbon emissions

Optional Activity: State your aims

Aim: To practise talking about the environment.

Preparation: Write these verbs on the board:

*avoid develop do invest make meet prevent
protect provide reduce*

Divide students into small groups. Tell them they are a new environmental group and they need to convince members to join. Ask them to write sentences describing their aims using the verbs on the board. Monitor and help. Ask each group to read out their aims. Then get students to vote on the best environmental group.

Quick Test: Collocations Quiz

Divide the class into two teams. Read out the first phrase to a student in the first team. If they give a correct collocation from page 42, award two points. If not, pass the phrase over to the second team and award one point for a correct answer. Continue until you have read out all the phrases.

<i>solar</i> ____ [power]	____ <i>exploration</i> [space]
<i>genetic</i> ____ [code]	<i>greenhouse</i> ____ [effect]
____ <i>information</i> [access]	<i>acid</i> ____ [rain]
____ <i>research</i> [do]	<i>endangered</i> ____ [species]
____ <i>mistakes</i> [make]	____ <i>targets</i> [meet]

Vocabulary Notebooks

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

More practice

■ **Workbook page 37**

Modals and first conditional

Warm-up

- Focus on the heading and ask students: *What are modals?* [They are verbs that are used to express ideas such as possibility, obligation, speculating, etc.]

Explore

Exercise 1

- Focus on the photo. Ask students: *Who is the man and what is special about him?* Students read the text and answer the question. [He's the president of Casio and he's good at predicting the future of technical gadgets.]
- Read through the *Learn this!* box with students. Then students read the text again and underline the structures.

Teaching Tip: Modal verb + infinitive without to

Some students tend to use modal verbs with an infinitive with *to*. When students make this mistake use the prompt *Infinitive* and ask them to repeat the sentence correctly.

Exercise 2

- Read through the *Learn this!* box with students and elicit the example of the first conditional in the text.

ANSWER

If you try to predict the future of technology, you'll probably get it horribly wrong.

Follow-up

Grammar Reference page 102

Exploit

Exercise 1

- Students work individually, using the key in the chart to write sentences about Vince's future.
- Students then ask and answer the questions in pairs and complete the chart.

ANSWERS

- He'll learn to drive.
- He may get married.
- He may have children.
- He won't have four or more children.
- He might / could move abroad.
- He'll stay fit.

Students' own answers.

Exercise 2



2.03

- Play the CD for students to listen and answer the question.

ANSWER

Salma is more optimistic.

TAPESCRIPT

Salma Hi, Martin. Are you OK? You look worried.

Martin I've been reading an article about the future of our planet.

Salma Oh. What did it say?

Martin It just made lots of predictions about global warming, the environment, stuff like that.

Salma Oh, right.

Martin If we don't reduce carbon emissions, the world's climate will change. And the result of that will be terrible – droughts and famine, floods. And it could all happen in the next 50 years!

Salma Well, maybe people will reduce carbon emissions. If petrol becomes very expensive, people may use their cars less. That will help.

Martin Yes, I suppose so. But it might be too late already.

Salma You're so negative! What about all the exciting things that might happen in the future? Life could be great. If we program robots to do a lot of menial jobs, everybody will have more time for hobbies and relaxation. And everybody will be healthier too.

Martin Really? Why do you think that?

Salma If scientists find cures for all major diseases, people will live much longer. Maybe 120 will be a normal age.

Martin Great! A world full of old people.

Salma Well, I want to live to be 100 even if you don't. I think the world will be a great place by then.

Martin If it still exists.

Salma What do you mean?

Martin There are millions of meteorites in the solar system. If a huge meteorite hits the Earth, it could destroy everything.

Exercise 3



2.03

- Play the CD again for students to complete the sentences.

ANSWERS

- don't reduce, will change
- becomes, may use
- program, will have
- find, will live
- hits, could destroy

Exercise 4

- Students discuss the predictions in exercise 3 in pairs.

Exercise 5

- Students complete the predictions individually. They compare with a partner before discussing with the class.

Quick Test: Error correction

Write the following incorrect sentences on the board. Students write the sentences correctly in their notebooks.

- We might to go to the party if they invite us.*
- They're playing a match tonight, but they could not win.*
- If she's late tomorrow, the teacher is angry.*
- You no may like that film – it's very violent.*
- Jack will buy a car if he will pass his test.*

More practice

Workbook page 38

Grammar Builder page 103, exercises 1–2

ANSWERS GRAMMAR BUILDER 5 (PAGE 103)

Exercise 1

- It may rain this afternoon.
- We won't win the match tonight.
- Chris might not be at home right now.
- Abigail may know the answer to the homework.
- I will pass my driving test first time.
- Megan might not come to our party.
- My parents will pay for my holiday.

Exercise 2

- doesn't come, 'll / will be
- 'll / will go, doesn't rain
- 'll / will be, don't pass
- won't go, don't get
- get, 'll / will move
- won't win, don't play
- won't buy, loses
- 'll / will make, sends

Gadgets

Target Vocabulary

Gadgets: biometric cordless digital eco-friendly innovative labour-saving sonic state of the art ultimate unconventional wacky

Warm-up

- Ask students: *What technical gadgets have you got?* Make a list on the board.

Vocabulary

Exercise 1

- Students work individually. Check the answers.

ANSWERS

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

Exercise 2

- Students work individually or in pairs. Check the answers.

ANSWERS

1 Sonic 2 labour-saving 3 Digital 4 State of the art
5 Biometric 6 unconventional 7 Wacky 8 Ultimate
9 innovative 10 cordless 11 eco-friendly

More practice

Workbook page 39

Listen

Exercise 1

- Play the CD for students to listen and answer the questions.

ANSWERS

- Ben wants to buy something for his dad because it's his birthday.
- He decides to get him an energy saving button for his laptop.
- She thinks only one of the gadgets will catch on.

TAPESCRIPT

Sally Hi, Ben. Are you doing your homework?

Ben No, I'm looking on the internet for something for Dad's birthday. I was thinking of getting him some kind of gadget.

Sally That's a good idea. He loves new gadgets and innovative things.

Ben Sally, come and look at this website! There might be something on here for him.

Sally Oh, let's see ... Hah! What's that?

Ben It says it's a state of the art pet's camera.

Sally What? You mean it takes photos of your cat or dog?

Ben No! It's a camera that you put around your pet's neck, and it takes a photo of where they are every fifteen minutes.

Sally What's the point of that?

Ben It's so you know where your cat or dog has been or what it's been doing in the house all day.

Sally I don't think that'll catch on. I mean, the pictures won't be very interesting. You'll see a tree, or a rubbish bin!

Ben Dad might want one for the dog.

Sally I don't think so, Ben. Anyway, look! It's £40. You can't afford that. What's that round thing?

Ben It's an eco-friendly button to plug into your computer.

Sally And what does it do?

Ben You press the button when you're going to leave your computer for a while, and it reduces the amount of energy the computer uses.

Sally That's a great idea. It saves you money and it's eco-friendly. They're good value, too. Look! They're £15 each. I'm sure they'll catch on.

Ben I agree! Imagine if everyone used one!

Sally Hang on! What's that?

Ben I'm not sure. I don't believe it! It's a wacky alarm clock.

Sally Why is it different to a normal alarm clock?

Ben It's got wheels so when the alarm goes off in the morning, the clock starts moving.

Sally What? Why?

Ben It's for people who find it difficult to wake up in the morning. It moves around your bedroom floor and hides.

Sally Hides from you?

Ben You know! Under the furniture. It means you have to get out of bed and find it to switch the alarm off. If you do that, you'll definitely be wide awake then!

Sally That's a rather unconventional idea! People might buy them to try, but I don't think they will really catch on. They sound really annoying.

Ben They aren't cheap either ... £30.

Sally Dad doesn't really need one anyway. He doesn't have a problem getting up in the morning. So, which gadget are you going to get for him?

Ben I think I'll get him the energy saving button for his laptop. I'm sure Dad'll like it. He likes helping to protect the environment.

Sally Well, I think I'll get the wacky alarm clock for you for Christmas. Then you won't stay in bed for ages in the morning.

Ben Very funny, Sally!

Exercise 2

- Play the CD again for students to listen and complete the table. Check the answers.

ANSWERS

- a pet's camera; It takes a photo of where they are every fifteen minutes; £40
- an eco-friendly button; It reduces the amount of energy the computer uses; £15
- a wacky alarm clock; It has wheels and hides when the alarm goes off; £30

Speak

- Students discuss the questions in pairs.

Optional Activity: Dialogue

Aim: To practise talking about gadgets.

Preparation: Write the following dialogue on the board.

A I think the sonic chair will catch on.

B Really? I don't think people will want to use them.

A Why not?

B Because they take up a lot of space.

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 5, Teacher's Book pages 110–111

Future perfect and future continuous

Warm-up

- Ask students: *Have you ever stayed in a hotel? Where?* Get students to describe their ideal hotel.

Explore

Exercise 1

- Students read the text and answer the questions in pairs.

ANSWERS

Maxicom is planning to build a hotel on the moon.
Students' own answer.

Exercise 2

- Read through the first two points of the **Learn this!** box with students.
- Students underline examples of the future perfect and the future continuous in the text.
- Elicit the names of the tenses that complete the rules in points 3 and 4 of the box.

ANSWERS

3 future perfect 4 future continuous

Follow-up

Grammar Reference page 102

Exploit

Exercise 1

- Focus on the timetable and the example. Elicit why the tense is future continuous. [It's an action in progress.]
- Students complete the sentences individually or in pairs. Remind them to check the rules if necessary.

ANSWERS

- | | |
|--------------------------|-----------------------------|
| 1 will be building | 5 'll / will be advertising |
| 2 'll / will have built | 6 'll / will have trained |
| 3 'll / will be looking | 7 will be staying |
| 4 'll / will be training | 8 will have finished |

Teaching Tip: Spelling of -ing forms

Remind students that most verbs form the *-ing* form by adding *-ing* to the infinitive, e.g. *buy – buying*. Elicit exceptions to this rule from students, i.e.

- verbs ending in the letter *-e*: drop the *-e* and add *-ing*, e.g. *write – writing*.
- verbs ending in consonant, vowel, consonant: double the final consonant and add *-ing*, e.g. *get – getting*.
- verbs ending in *-ie*: change to *-y* and add *-ing*, e.g. *die – dying*.

Exercise 2

- Students complete the text individually or in pairs.

ANSWERS

- 1 will have left 2 will have done 3 will have / will have had
4 will be earning 5 will be driving 6 won't be living
7 will be sharing 8 will have found
9 won't have got married

Exercise 3

- Students work individually to tick the boxes.

ANSWERS

Students' own answers.

Exercise 4

- Focus on the example and ask one pair of students to read it out. Elicit the next question and answer from another pair.
- Students continue asking and answering the questions in pairs. Monitor and help.

ANSWERS

Students' own answers.

Exercise 5

- Focus on the example and ask one pair of students to read it out. Elicit the next question and answer from another pair.
- Students continue asking and answering the questions in pairs. Monitor and help.

ANSWERS

Students' own answers.

Optional Activity: 2025

Aim: To practise using the future perfect and future continuous.

Preparation: Write these questions on the board:

What will you be doing in 2025?

What will you have done by 2025?

Students discuss the questions in pairs. Monitor and help. Students then tell the class about their partner.

Quick Test: Dictation

Instructions: See **Quick Test** on page 13.

By the year 2025, newspapers will have disappeared and people will find out the news from the internet on hand-held computers. Companies will be publishing books online only, so people won't be buying books any more. Schoolchildren will be doing all their work on computers and students will have forgotten how to write. Nobody will know what a pen or a pencil is.

More practice

Workbook page 40

Grammar Builder page 103, exercises 3–4

ANSWERS GRAMMAR BUILDER 5 (PAGE 103)

Exercise 3

- By April I will have had my driving test.
- In September he will be starting work.
- By March they will have moved house.
- In August we will be going on holiday.
- At 10 o'clock we will be landing in New York.
- By June I will have finished my exams.
- By November she will have got married.

Exercise 4

- | | |
|----------------------------|-------------------------|
| 1 'll / will have read | 4 'll / will be wearing |
| 2 'll / will have finished | 5 'll / will be waiting |
| 3 will be sitting | 6 'll / will have found |

An essay: for and against

Target Language

An essay: for and against: I (don't) believe ...
I (don't) think ... will ... In conclusion ...
It is true that ... Many people ... , others ...
That is the key question.

Linking words: besides but furthermore however
moreover nevertheless on the other hand
what is more

Warm-up

- Focus on the statement in the task. Ask for a show of hands from those students in favour of the statement and then from those against it. Elicit reasons from students for their opinions.

Read

- Students read the essay and answer the questions.

ANSWERS

The writer generally agrees with the statement. The writer's opinion is clearly stated in the conclusion in paragraph 4.

Prepare

Exercise 1

- Students match the topics with the paragraphs.

ANSWERS

a 4 b 1 c 2 d 3

Exercise 2

- Read through the **Look out!** box with students. Write this sentence on the board and ask students to correct it: *I think computers won't replace books.* [I don't think computers will replace books.]
- Students find the example in the essay.

ANSWER

Paragraph 4: I don't think that the situation will get out of control.

Exercise 3

- Students write sentences individually. Monitor and help.

ANSWERS

Students' own answers.

Teaching Tip: Linking words in essays

Linking words are used in essays to connect ideas and make the writing flow. Typical linking words that contrast ideas are: *but, however, nevertheless* and *on the other hand*. Typical linking words that add more ideas are: *besides, furthermore, moreover* and *what is more*.

Write

Exercise 1

- Focus on the task. Ask for a show of hands from students who agree with the statement and those who disagree.

- Focus on exercise 3 in **Prepare** and ask students to tick the sentences they agree with. Give them time to add any other reasons that support their opinions.

Exercise 2

- Give students time to complete the paragraph plan. Monitor and help.

Exercise 3

- Read through the **Writing tip** with students. Check understanding by asking: Which tense do we usually use after *when* to talk about the future? [present simple]
- Students read through the instructions. Make sure they understand what they are going to write.
- 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.

SAMPLE ANSWER

Life today is very different than it was fifty years ago, although not all of the changes have been good. In the next fifty years, there will be even more changes which will influence the lives of ordinary people in many ways.

In the near future, global warming will cause serious problems for our planet. Many areas will become uninhabitable and there will not be enough food and water for everyone.

Moreover, there will be more overcrowding in big cities, and so the traffic problems will get worse. Life in the city will be even more uncomfortable than it is today.

On the other hand, medical advances will mean that doctors will be able to cure most diseases and so most people will live longer. What is more, robots will replace factory workers, so that people will no longer have to do the more repetitive and tedious jobs. In general, life in developed countries could be quite pleasant.

In conclusion, I do not think that life will be much easier and healthier than it is today. Although medical advances will improve our health, problems such as global warming and climate change will affect both developed and developing countries. I believe governments will have to find solutions to these problems, otherwise life will be much more difficult for ordinary people in the future.

Marking Scheme

- The essay has four paragraphs. [1 mark]
- The first paragraph includes an introduction to the main issues. [1 mark]
- The second paragraph includes arguments against the statement. [1 mark]
- The third paragraph includes arguments for the statement. [1 mark]
- The fourth paragraph summarizes the writer's opinion. [1 mark]
- Use of linking words. [1 mark]
- Correct use of future tenses. [1 mark]
- Correct use of future time clauses. [1 mark]
- Accurate spelling. [1 mark]
- Use of formal style. [1 mark]

More practice

Workbook page 41

Language Skills

Exercise 1 2.05

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

ANSWERS

1 not 2 won't 3 will 4 are 5 might 6 don't
7 try 8 doing 9 have 10 be 11 qualified 12 living

Exercise 2

- Students read the dialogue again and circle the correct verb forms. Check the answers.

ANSWERS

1 will 2 will 3 will have left 4 may 5 'll be working

Exercise 3

- Students complete the exercise individually. Check the answers.

ANSWERS

1 'll / will have worked 2 'll / will work 3 'll / will be doing
4 'll / will have done 5 'll / will do 6 will drive
7 'll / will be driving 8 'll / will have driven

Dictionary Corner

Teaching Tip: Following up cross references

Cross references in the OSD send you to different parts of the dictionary to give you more information about the word you are looking up.

Activity: Students look for the cross references in these entries to answer the questions.

Where can you find a note about words like **accurate**?

[at **true**]

Where can you find a picture of **the ozone layer**?

[at **atmosphere**]

What is the opposite of **acid**? [alkaline]

Exercise 1 Compound nouns: computing

'chat room *noun* [C] (COMPUTING) an area on the Internet where people can communicate with each other, usually about one particular topic

- Explain that compound nouns are made up of two words. Compounds can be found below the headword of the first word.
- Students look up the word *chat*. In the entry below, they will find the compound noun *chat room*.
- Focus on the dictionary entry and elicit the following information:
 - chat room* is used in the field of computing.
 - chat room* is written as two words.
- Students continue working individually or in pairs. Remind them to check the spelling of the compound nouns in a dictionary. Check the answers.

ANSWERS

1 chatroom 2 website 3 search engine
4 software 5 username 6 hard disk

Exercise 2 Prefixes

- Check the meaning of *prefix*. [a group of letters that you put at the beginning of a word to change its meaning]
- Students look up the prefixes in the box and check their meanings.
- Ask students to find an example word for each prefix, e.g. *autobiography*, *micro-organism*, *multicoloured*, *prepaid*, *sub-zero*.

ANSWERS

1 multi- 2 sub- 3 pre- 4 auto- 5 micro-

Exercise 3

national¹ /ˈnæʃnəl/ *adj.* connected with all of a country; typical of a particular country: *Here is today's national and international news.* > a national newspaper > look at **international**, **regional**, **local**
> **nationally** *adv.*

national² /ˈnæʃnəl/ *noun* [C] (*technical*) (POLITICS) a citizen of a particular country

multinational /ˌmʌltiˈnæʃnəl/ *adj.* existing in or involving many countries: *multinational companies*
> **multinational** *noun* [C]: *The company is owned by Ford, the US multinational.*

- Students can find words with prefixes in the entry for the main word, or in the entries following the headword for the prefix.
- multinational* can be found below the entry for *multi*. Focus on the dictionary entry and elicit the following information:
 - multinational* means involving many countries, so a multinational company means a company that has offices in different countries.
- Students continue working individually or in pairs. Remind them to check the meaning of the new words in a dictionary. Check the answers.

ANSWERS

1 multinational 2 microchip 3 autobiography
4 subtitles 5 preview

Follow-up

Self Check, Workbook pages 42–43

Test Unit 5, Teacher's Book pages 130–131

6

Telling tales

This unit includes

Vocabulary: a court case • house and garden • crime and punishment • negative prefixes • parts of speech • synonyms: say

Grammar: *must have, might have, can't have* • reported speech (statements) • *say* and *tell* • reported speech (questions) • verbs with two objects

Skills: deciding who committed a crime • role-playing a TV interview • negotiating and compromising

Writing: a formal letter: making a reservation

Workbook pages 44–51

Reading PAGES 48–49

Warm-up

- Look at the unit title and ask students: *Do you know anyone who is good at telling stories? Who is it? What stories do they tell?*
- Read the title of the reading page, *Was he who he said he was?* Check understanding by asking students to translate the title into their own language. Ask: *How do police usually check a person's identity?*

Before Reading

- Read through the **Reading tip** with students. Check that they have understood by asking: *Do you need to understand every word in a text?* [No] *Which words should you look up in a dictionary?* [key words]
- Students look up the word *impostor* in their dictionaries and answer the questions in pairs. Discuss the questions as a class.

ANSWERS

Students' own answers.

Background Notes

An impostor is a person who pretends to be somebody else in order to trick other people.

The story outlined in the article refers to the Tichborne Case, a celebrated 19th century legal case in the United Kingdom which occurred when Arthur Orton, an impostor, claimed to be Sir Roger Tichborne, the missing heir of Lady Tichborne. After a famous trial, Orton was found guilty of perjury and spent ten years in prison for his crime. He died in poverty on 2 April 1898 and was buried in a coffin which has a plate with the name Sir Roger Charles Doughty Tichborne.

Read

Exercise 1

- Students read the text quickly and match the topics with the paragraphs. Check the answers.

ANSWERS

A 2 B 5 C 3 D 1

Exercise 2 2.08

- Give students time to read the sentences before they read the text for a second time.
- Play the CD while students read the text and decide who the sentences refer to. Check the answers.

ANSWERS

1 RT 2 AO 3 AO 4 RT 5 RT 6 AO 7 AO 8 RT

Exercise 3

- Students read the text again and choose the best answers, finding the relevant lines in the text. Check the answers.

ANSWERS

- c (... but Lady Tichborne refused to believe that Roger had died.)
- b (Orton had told the lawyer that he was Lady Tichborne's son.)
- a (Orton could remember so many details about the family that he soon convinced the servant that he was Sir Roger.)
- b (... had taught Roger to speak the language fluently.)
- d (However, several members of the family were dissatisfied with the situation, alleging that the man was an imposter ...)
- c (The jury found him guilty ...)
- a (However, when he left prison in 1884, everyone had forgotten him.)

Optional Activity: Reading skills

Aim: To focus on paragraph content.

Preparation: Write the following questions on the board.

Who claimed to be Sir Roger Tichborne? [B]

Why did Lady Tichborne put advertisements in newspapers around the world? [A]

What was Orton's punishment? [D]

Did all the Tichborne family accept Arthur Orton? [C]

What happened when Lady Tichborne died? [D]

What is written on Orton's coffin? [D]

Who did Lady Tichborne send to corroborate the story? [B]

What happened in Paris? [C]

Students label the questions A–D according to the paragraph in which the answers can be found. They then close their books and answer the questions in the correct order with a partner. Monitor and help.

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: Using role play

Focus on question 2 and elicit ten questions that the servant may have asked Arthur Orton to corroborate his story. Write the questions on the board. Divide students into pairs. Student A is the servant and Student B is Arthur Orton. Ask Student A to interview Student B with the questions on the board. Student B should invent the answers to the questions. Remind students that Arthur Orton is very good at telling tales. Students swap roles.

Vocabulary

Teaching Tip: Irregular verbs

Point out that students can find the past simple and past participle forms of irregular verbs by looking up the infinitive of the verb in a dictionary. Elicit irregular verbs with a similar pattern, e.g. *sink – sank – sunk*; *drink – drank – drunk*; *ring – rang – rung*. Always get students to make a note of the past simple and past participle forms of irregular verbs in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

Exercise 1

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

ANSWERS

- 1 witnesses 2 trial 3 precious 4 overjoyed 5 jury
6 confessed 7 poverty 8 convinced 9 alleging
10 corroborate 11 sentenced 12 drowned
13 announced 14 sunk 15 impostor

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks.

allege is a regular verb which means to say that somebody has done something wrong but without having any proof. The third person form is *alleges* and the past simple form is *alleged*. *Allege* is a formal word often used in the field of Law.

announce is a regular verb which means to make something known publicly and officially. The third person form is *announces* and the past simple form is *announced*.

confess is a regular verb which means to admit that you have done something bad or wrong. The third person form is *confesses* and the past simple form is *confessed*. We use the construction *confess to sth* or *confess to doing sth*. *Own up to sth* is a synonym of *confess*. The noun from *confess* is *confession*.

convince is a regular verb which means to succeed in making somebody believe something. The third person form is *convinces* and the past simple form is *convinced*. We use the construction *convince sb that* or *convince sb of sth*.

corroborate is a regular verb which means to support a statement by providing new evidence. The third person form is *corroborates* and the past simple form is *corroborated*. *Corroborate* is a formal word often used in the field of Law.

drown is a regular verb which means to die in water because it is not possible to breathe. The third person form is *drowns* and the past simple form is *drowned*.

impostor is a countable noun which means a person who pretends to be somebody else in order to trick other people.

jury is a countable noun which means the twelve people in court who decide if a person is guilty or not. *Jury* can be used with a singular or a plural verb.

overjoyed is an adjective which means very happy. *Overjoyed* is not used before a noun. We say *overjoyed at sth* or *overjoyed to do sth*.

poverty is an uncountable noun which means the state of being poor.

precious is an adjective which means loved very much.

sentence is a regular verb used about a judge which means to tell a guilty person their punishment. The third person form is *sentences* and the past simple form is *sentenced*. *Sentence* is used in the field of Law and we use the construction *sentence sb to sth*.

sink is an irregular verb which means to go down under the surface of the water. The third person form is *sinks*, the past simple form is *sank* and the past participle is *sunk*.

trial is a countable noun which means the process in a court where the judge and jury listen to evidence and decide if a person is guilty or innocent. We say *be on trial for sth*. *Trial* is used in the field of Law.

witness is a countable noun which means a person who appears in court to say what they know about a crime. *Witness* is often used in the field of Law.

Exercise 2

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

- She ____ a detective to investigate the employee. [hired]
- The lights weren't on, so we ____ they weren't at home. [presumed]
- The company ____ the name of its founder. [bears]
- He speaks Arabic _____. [fluently]
- They ____ that the land belongs to them. [claim]
- We were ____ with our meal and so we complained. [dissatisfied]
- Using a mobile phone while you're driving is _____. [illegal]
- The jury found him ____ and so he went to prison. [guilty]

Quick Test: Verbs quiz

Read out the following sentences and elicit the correct verb.

- The Titanic has gone under the water.* [sunk]
It was me who took the money. [confess]
The wedding will be on 4 June. [announce]
I know it's true, so you should believe me. [convince]
You will go to prison for ten years. [sentence]
That man stole my car. [allege]
I believe he's a chef because he works in a restaurant. [corroborate]
They'll die in the water. [drown]

Optional Activity: True or False?

Aim: To practise discovering true and false information.

Preparation: Write four sentences (three true and one false) about yourself on the board, e.g. *I've travelled to China. I've sung in a concert. I've won a competition. I've broken my leg.*

Tell students to ask you questions to find out which of the sentences is false, e.g. *Where did you stay in China?* You can answer the questions about the true sentences truthfully, but you will have to invent answers for the false sentence. When students have guessed which of your sentences is false, get them to write their own sentences. In pairs, they ask and answer questions to discover the false sentence.

More practice

Workbook page 44

Target Vocabulary

I'm your long-lost son: allege announce confess convince corroborate drown impostor jury overjoyed poverty precious sentence sink trial witness

Crime and punishment: acquit appear in court charge sb with a crime defend sb find sb guilty or not guilty give evidence plead guilty or not guilty prove sb is guilty or innocent reach a verdict sentence sb to prison accused defence judge jury prosecution witness

Negative prefixes: disagreeable dishonest illegible illiterate immature impractical indecisive invisible irrational irrelevant unacceptable unstable

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 someone who is loved very much?* [precious] *What do we call the twelve people in court who decide if someone is guilty or innocent?* [jury]
- Students complete the sentences. Check the answers.

ANSWERS

1 impostor 2 poverty 3 confessed 4 drowned
5 announced 6 sunk 7 precious 8 trial 9 convince
10 corroborate 11 sentenced 12 overjoyed
13 witnesses 14 jury 15 alleging

Extend

Exercise 1 Crime and punishment

- Focus on the people and get students to cover the actions. Elicit ideas from students of what the people do in court.
- Students uncover the actions and use a dictionary to match them to the people. Check the answers.

ANSWERS

1 c 2 e 3 c 4 a 5 c 6 f 7 d 8 b 9 c 10 b

Exercise 2

- Focus on the example with students and point out that they may have to change the form of the verbs.
- Students continue completing the text individually or in pairs. Check the answers.

ANSWERS

1 charged 2 appeared 3 prove 4 give
5 defended 6 pleaded 7 reached 8 found
9 sentenced 10 acquitted

Teaching Tip: Negative prefixes

Un- is by far the most common negative prefix. *Dis-*, *in-* and *im-* are quite common, but *il-* and *ir-* are quite uncommon.

Exercise 3 Negative prefixes

- Read through the **Look out!** box with students. Check understanding by asking: *Which prefixes do we use to make adjectives negative?* [*un-*, *dis-*, *in-*, *im-*, *il-* and *ir-*] *When do we usually use im-?* [before *m* and *p*] *When do we usually use ir-?* [before *r*] *When do we usually use il-?* [before *l*]

- Students find the three negative adjectives in the text on page 48 of the Student's Book. Check the answers.

ANSWERS

incredible dissatisfied illegal

Exercise 4

- Focus on the example. Explain that students should write the new adjective in the correct column of the table.
- Students complete the exercise individually or in pairs. Check the answers.

ANSWERS

un- unacceptable, unstable
dis- disagreeable, dishonest
in- indecisive, invisible
im- immature, impractical
ir- irrational, irrelevant
il- illegible, illiterate

Exercise 5

- Focus on the example. Explain that students should use one of the negative prefixes to make a new adjective and complete the sentence.
- Students complete the exercise individually or in pairs. Check the answers.

ANSWERS

1 untidy 2 impatient 3 illegible 4 disorganized
5 irregular 6 insensitive

Optional Activity: Opposite adjectives

Aim: To practise negative prefixes.

Preparation: Explain to students that you are going to dictate some sentences containing adjectives. They should write the sentence with the opposite adjective.

The boat was visible from the shore.
Her argument was relevant.
They gave me some practical advice.
The old man was literate.
His behaviour was honest.
The woman had an agreeable face.
I was feeling decisive.
Her condition is stable.

Quick Test: Verbs quiz

Write these verb phrases on the board and give students two minutes to complete them with a suitable verb from Student's Book page 50.

___ a verdict [reach]	___ to a crime [confess]
___ in court [appear]	___ a story [corroborate]
___ acquitted [be]	___ an event [announce]
___ evidence [give]	___ the accused [sentence]
___ a ship [sink]	___ guilty [plead]

Vocabulary Notebooks

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

More practice

Workbook page 45

Reported speech: statements

Warm-up

- Ask students: *What crimes are in the news at the moment?*

Explore

Exercise 1

- Students look at the photo and the title. Ask students: *What do you think the text will be about?* [a crime involving some diamonds]
- Students read the text and answer the question.

ANSWERS

The text does not include any direct speech.

Teaching Tip: say and tell

Students often misuse these two verbs. When they make a mistake use the prompt *Tell or say to?* and ask them to repeat the sentence again correctly.

Exercise 2

- Focus on the task. Do the first example with the whole class. [... said that they had come to discuss important business with him]
- Students continue finding the lines in the text.

Exercise 3

- Focus on the example and elicit that present simple verbs in direct speech change to past simple in reported speech.
- Students continue completing the table. Check the answers.

ANSWERS

- 1 past simple 2 present continuous 3 past perfect
4 present perfect 5 could 6 will

Exercise 4

- Read through point 1 in the **Learn this!** box with students. Look at the first sentence in exercise 2 and highlight the pronoun changes. [we > they; you > him]
- Students find more examples of pronouns that change.

Exercise 5

- Read through point 2 in the **Learn this!** box with students.
- Elicit the first answer in the exercise. [the day before]
- Students continue working individually or in pairs. Check the answers.

ANSWERS

- 1 c 2 d 3 a 4 e 5 b

Follow-up

Grammar Reference page 104

Exploit

Exercise 1

- Students work individually or in pairs. Check the answers.

ANSWERS

- 'We went to the festival last year.'
- 'I won't give you any more time.'
- 'I've finished my homework.'
- 'My father doesn't speak English.'
- 'We're studying for our exams tomorrow.'
- 'You can borrow my car tonight.'
- 'I wasn't ill last week.'

Exercise 2

- Read through the **Look out!** box with students. Check understanding by asking: *Which verbs do we use if we say who we are talking to? [tell or say to] Which verb do we use if we don't say who we are talking to? [say]*
- Students work individually or in pairs. Check the answers.

ANSWERS

- Jack said to his sister that he didn't believe her story.
- His mother said that she'd spent all her money.
- She told her friend that they'd be in London the next day.
- Mary said that she'd arrived the day before.
- Jack told his sister that she always spoiled his fun.
- Suzie said to her sister that she wasn't listening to her.
- They told me that they couldn't see me until the next week.

Quick Test: Sentence transformation

Write the following sentences on the board. Ask students to rewrite the sentences in reported speech.

I said, 'I didn't do my homework yesterday.'

She told him, 'I've lost my car keys.'

They said to me, 'We can't come next week.'

He said, 'I'll help you tonight.'

You told them, 'I don't eat meat.'

We said, 'We're going out today.'

More practice

Workbook page 46

Grammar Builder page 105, exercises 1–4

ANSWERS GRAMMAR BUILDER 6 (PAGE 105)

Exercise 1

- | | |
|------------------------|--------------------|
| 1 they had seen | 5 she would call |
| 2 they'd never seen | 6 he could explain |
| 3 they hadn't gone out | 7 he often forgot |
| 4 they were thinking | 8 he had climbed |

Exercise 2

- 1 that night 2 that day 3 the next week
4 the day before 5 the month before

Exercise 3

- Emma said that they had nearly moved house the year before.
- Emma said that they had bought a new house the month before.
- She said that they had packed their books into boxes the day before.
- She said that they were moving the furniture that day.
- She said that they were sleeping in their new bedroom that night.
- She said that they were having a house-warming party the next week.

Exercise 4

- 1 told 2 told 3 said 4 told 5 told 6 said

Investigating a crime in the home

Target Vocabulary

House and garden: apron armchair balcony basin bookcase carpet chest of drawers cooker cupboard curtains dining table drainpipe fireplace flower bed hedge ladle lawn mantelpiece mirror path rug saucepan shears sink sofa stepladder stool stove vase wardrobe

Vocabulary

Exercise 1

- Students work in pairs to identify the things and make a list of other objects. They may use a dictionary if they wish.

More practice

Workbook page 47

Listen

Exercise 1 2.09

- Play the CD for students to match the people with the descriptions. Check the answers.

ANSWERS

1 d 2 a 3 c 4 b

TAPESCRIPT

1 Martha

Inspector Fox Martha, where were you at six o'clock this evening?

M I was doing what I usually do at that time – preparing dinner. I was cutting up vegetables.

IF Where did the vegetables come from?

M The garden, of course. Harold the gardener brought them in for me.

IF What time?

M 5.30.

IF I see. You didn't like Lord Snodbury, did you?

M Well, it's no secret. Nobody likes him. I need help in the kitchen. It's always busy and I'm getting old. But he wouldn't let me have a kitchen maid to help me. He's mean and unkind. After all I've done for him!

2 Harold

IF Harold, where were you when Lord Snodbury was murdered?

H I was cutting hedges in the garden.

IF Didn't you take the vegetables into the kitchen?

H That was before, at about half past five.

IF Did you hear the gunshot?

H Yes. I thought Lord Snodbury was shooting rabbits. He was always doing that.

IF You didn't like Lord Snodbury, did you, Harold? You had an argument with him, didn't you?

H I asked him for more money. He hasn't increased my wages in ten years! But he just got angry.

IF But I understand you paid £500 into the bank two days ago.

H Yes, well. Algernon gave me some money. He knew about my argument with his father, and he felt sorry for me, I suppose. He's a good boy is Algernon.

3 Lord Algernon

IF Lord Algernon, where were you at six o'clock?

LA In my room. I was getting dressed for dinner. I heard the gunshot, but I thought it was Father shooting rabbits again. Then, I went downstairs and found Mother kneeling on the floor beside Father's body in the library.

IF What time did you go downstairs?

LA It was about two minutes after I heard the shot.

IF Had you had an argument with your father?

LA Yes. He wanted me to marry Victoria Fawcett-Smith because she's rich. But I don't care about money, I only care about love. And I love Emma Jones, Inspector. She's poor – that's why Father was so angry about the engagement.

IF I know. And did you give Harold money?

LA Yes, I did, Inspector. That was another argument with Father. He wouldn't increase the poor man's wages. That's how mean he was. But I did love him, Inspector.

IF Of course, Lord Algernon. Oh, you've cut your hand, I see.

LA Oh, that? Yes, I did it while I was shaving. Goodbye, Inspector.

4 Lady Snodbury

IF Lady Snodbury, could you tell me where you were when you heard the gunshot?

LS I was in the dining room, arranging the flowers I had picked from the garden.

IF And what did you do when you heard the gunshot?

LS I rushed to the library to find my husband lying on the floor.

IF Did Algernon join you?

LS Yes, he did. About ten minutes later, I think. I was just sitting there in shock. He said that at first he thought that it was just his father shooting rabbits. Poor boy, he was very upset.

IF Was your marriage a happy one?

LS Inspector! Such a question! ... Well, I suppose it's true that my husband could be a very difficult man.

IF Had you argued with him recently?

LS Well, if you must know – we argued last night, about Algernon.

IF I see. Thank you very much, Lady Snodbury.

Exercise 2 2.09

- Play the CD again for students to complete the notes.

ANSWERS

1 dinner 2 kitchen 3 unkind 4 hedges 5 garden
6 money 7 £500 8 getting dressed 9 room
10 two 11 engagement 12 flowers 13 dining room
14 library 15 ten

Speak

Exercise 1

- Read through the **Look out!** box with students. Students match the sentences with the meanings.

ANSWERS

1 b 2 c 3 a

Exercise 2

- Read through the examples with students. They work in pairs to discuss the question.

Exercise 3

- Get students to vote on who they think is the murderer.
- Students check their answer on page 104.

More practice

Everyday English 6 Teacher's Book pages 112–113

Reported speech: questions

Warm-up

- Focus on the picture and ask students: *Who can you see in the picture?* [a police inspector interviewing a man]

Explore

Exercise 1 2.10

- Focus on the interview. Point out that the man is the victim of the crime. Students work individually or in pairs to complete the interview.
- Play the CD for students to check their answers.

ANSWERS

- Have you had a cup of tea?
- What did you see?
- How many men did you see?
- Can you describe him?
- Will you have a look at these photos?
- Do you recognize any of these men?
- Are you sure?
- Why are you smiling, Inspector?

Exercise 2

- Focus on the text. Elicit the first reported question. [The inspector asked me if I'd had a cup of tea.]
- Students continue underlining the reported questions individually or in pairs.

Exercise 3

- Focus on the reported questions in the text in exercise 2 and elicit the correct words in the **Learn this!** box.

ANSWERS

- 1 ask 2 are 3 before 4 don't use 5 if

Teaching Tip: Word order in reported questions

Students are often tempted to use question word order in reported questions instead of affirmative word order. When students make a mistake, use the prompt: *word order?* and ask them to repeat the sentence correctly.

Follow-up

Grammar Reference page 104

Exploit

Exercise 1

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

ANSWERS

- if he could go out
- where he was planning to go
- her he wanted to play
- asked him if he had got much homework
- hadn't given them any
- if he wanted to eat before he went
- if there was any pasta

Exercise 2

- Focus on the task and the example. Elicit an example using the next tense from students, e.g. *Are you doing anything tonight?*

ANSWERS

Students' own answers.

Exercise 3

- Focus on the instructions and the examples. Get one pair to read out the question and answer and another pair to report the question and answer.
- Students continue playing the game in groups of four. Monitor and help.

Quick Test: Error correction

Write the following sentences on the board. Give students time to correct the mistakes.

They asked me where did I live.

[They asked me where I lived.]

He asked us if we saw his wallet.

[He asked us if we had seen his wallet.]

I asked you when will you arrive.

[I asked you when you would arrive.]

You asked them what was the matter.

[You asked them what the matter was.]

She asked him if he finished his homework.

[She asked him if he had finished his homework.]

We asked her what time the train did leave.

[We asked her what time the train left.]

More practice

Workbook page 48

Grammar Builder page 105, exercises 5–6

ANSWERS GRAMMAR BUILDER 6 (PAGE 105)

Exercise 5

- They asked us where we had been.
- He asked me what time I had arrived home.
- She asked him if he had seen the thief.
- We asked her what he had taken.
- He asked him why he had his camcorder.
- We asked them if they had forgotten about the picnic.

Exercise 6

- John asked Edward what he had seen.
- Sean asked his mum if she would clean his room.
- Amy's dad asked her if she had done her homework.
- Megan asked Joe where he was going.
- Lily asked Robert if he liked jazz.
- Oscar asked Katie if she could help him.

A formal letter: making a reservation

Target Language

A formal letter: making a reservation:

Further to our recent telephone conversation, ...
 I wish to ... we will require ... a twin room
 I would be very grateful if ... You mentioned that ...
 Would it be possible to ...? I can forward them ...
 I am enclosing ... Please could you ...
 I assume ... Would you mind ...?
 I look forward to hearing from you in due course.

Warm-up

- Ask a few students: *What can you cook?*

Read

Exercise 1

- Students read through the advert and answer the question.

Exercise 2

- Students work individually. Check the answer.

ANSWER

Tyler forgets to send the uniform sizes.

- Focus on the letter and elicit the following information:
 - We use *Dear* (title + name) to start a formal letter if we know the person's name and *Yours sincerely* to end it.
 - There are four paragraphs in the letter.
 - The style of the letter is formal.
 - We do not use short forms in a formal letter.
 - We sign a formal letter and print our name underneath.

Prepare

Exercise 1

- Students work individually or in pairs. Check the answers.

ANSWERS

- Further to our recent telephone conversation ...
- I wish to ...
- a twin room
- I would be very grateful if you would ...
 - Would it be possible to ...?
 - Please could you ...?
 - Would you mind ...?
- I look forward to hearing from you in due course.
- Yours sincerely

Exercise 2

- Read through the **Learn this!** box with the students. Give them time to find the examples in the letter.

ANSWERS

... if you could give us rooms on the same floor.
 ... you would send me directions by post.
 Would it be possible to email me the directions ...?
 Would you mind sending me a receipt ...?

Follow-up

Grammar Reference page 104

Exercise 3

- Students rewrite the sentences individually or in pairs.

ANSWERS

- Can you do me a favour?
- Would you mind showing us your pictures?
- She read the class her poem.
- He cooked his friends dinner.
- I'm going to tell my brother that story.
- They didn't offer their guests any food.

Write

Exercise 1

- Students read through the plan and make notes.

Exercise 2

- If the writing is done in class, circulate and monitor.

SAMPLE ANSWER

Dear Ms Weatherby,

Further to our recent telephone conversation, I am writing to confirm that I wish to make a reservation for the Weekend Cookery Course from 4 to 6 June. There will be four people in our party and we will require two twin rooms. On the telephone I mentioned that none of us is vegetarian. In fact, two of my friends are vegetarians, so I would be grateful if you could make suitable dinner arrangements for them. Would you mind sending me a brochure of the hotel, if there is one available?

My friends and I will all require a medium size uniform, so please could you order these for us?

I look forward to hearing from you in due course.

Yours sincerely

Stephanie White

Miss Stephanie White

Marking scheme

- Start letter with *Dear Ms Weatherby* and finish with *Yours sincerely*. [2 marks]
- Letter organized into four paragraphs. [1 mark]
- First paragraph to include dates and number of group. [1 mark]
- Second paragraph to correct some information. [1 mark]
- Third paragraph to request a brochure. [1 mark]
- Fourth paragraph to make an additional request. [1 mark]
- Use of a suitable closing phrase. [1 mark]
- Use of formal phrases and vocabulary. [1 mark]
- Appropriate grammar and spelling. [1 mark]

More practice

Workbook page 49

Grammar Builder page 105, exercise 7

ANSWERS GRAMMAR BUILDER 6 (PAGE 105)

Exercise 7

- Mia's friend made her dinner last night.
- Tom's mum bought him a new shirt.
- Daisy owes him £50.
- Beth's neighbour sold her his car.
- Patrick wrote her a letter.
- Scott sent her a text message.
- Dad booked us a flight to Paris.

Language Skills

Exercise 1 2.11

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

ANSWERS

1 said 2 say 3 would 4 asked 5 wanted 6 had
7 told 8 was 9 why 10 me 11 if 12 him

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 was 2 didn't know 3 had spoken 4 had to go
5 was ... waiting 6 had made 7 knew 8 could

Exercise 3

- Students work individually. Check the answers.

ANSWERS

- James said that he didn't eat meat.
- Rita asked me if I was going to the match the next week.
- Bob told Sam that he hadn't enjoyed the film the day before.
- Tara told us that her parents had bought her a new car.
- Tony asked Mark if his brother could cook.
- He told his mother that he wouldn't forget to call her that night.
- My friends asked me where my sister worked.
- Paul's aunt asked him how he had broken his leg.

Dictionary Corner

Teaching Tip: Finding the right part of speech

In the Oxford Student's Dictionary words have separate entries for different parts of speech.

Activity: Students look up the entries and write down which parts of speech these words can be.

charge [noun or verb]

mirror [noun or verb]

sentence [noun or verb]

sink [noun or verb]

witness [noun or verb]

Exercise 1 Checking parts of speech

homeless /'həʊmləs/ **adj.** 1 having no home
2 the homeless **noun** [pl.] people who have no home ► **homelessness** **noun** [U]

- Students look up the word *homeless* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - *homeless* is an adjective that means having no home.
 - We say *the homeless* to refer to the group of people who have no home.
 - We refer to the state of having no home with the uncountable noun *homelessness*.

- Focus on the example. Explain that students should look up the words to find what part of speech they are, and to check their meaning.
- Students work individually. Check the answers.

ANSWERS

- d – homeless (adj)
- g – home-made (adj)
- f – homesick (adj)
- h – homeward (adj)
- b – housebound (adj)
- a – household (noun)
- c – housekeeper (noun)
- e – house-proud (adj)

Exercise 2 Synonyms: say

argue ˈɑːɡjuː / **verb** 1 [I] ~ (with sb) (about/over sth) to say things, often angrily, that show that you do not agree with sb about sth: *The couple next door are always arguing.* ◊ *I never argue with my husband about money.* ➔ look at **fight**¹ (4), **quarrel**² (1)

- Students look up the word *argue* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - *argue* is an Oxford 3000™ keyword.
 - *argue* is an intransitive verb, which means it is not used with an object.
 - *argue* means to say things that show that you do not agree with somebody about something.
 - We say *to argue with sb about sth*.
 - We can find more information about *argue* in the entries for *fight* and *quarrel*.
- Focus on the example sentence and explain that students should look up the words in the box and check their meaning to complete the sentences.
- Students work individually. Check the answers.

ANSWERS

1 argued 2 groaned 3 yelled 4 enquired
5 responded 6 whispered 7 muttered 8 screamed

Follow-up

Self Check, Workbook pages 50–51

Test Unit 6, Teacher's Book pages 132–133

Literature Corner 3 PAGE 56

The Hound of the Baskervilles

Exercise 1

- Read out the biography.
- Focus on the title and the picture. Explain that hound is another word for *dog*. Ask students: *What do you think the story is about?*
- Students read the text quickly and match the names with the people. Check the answers.

ANSWERS

1 d 2 e 3 a 4 b 5 c

Exercise 2 2.14

- Play the CD for students to listen and read, and answer the questions. They compare answers in pairs before checking with the class.

ANSWERS

- 1 Because he's a man of science.
- 2 He was worried because he believed the story of the Hound of the Baskervilles.
- 3 Sir Charles saw something moving between the trees.
- 4 He said there were no other prints around the body.
- 5 He saw the footprints of a huge hound.

Exercise 3

- Students answer the questions individually. They compare answers in pairs before checking with the class.

SAMPLE ANSWERS

- 1 Dr Mortimer isn't telling the truth, because a man of science would not believe in the existence of a huge hound.
- 2 There was a large dog living in the woods and it killed the owner of the Hall.
- 3 When he met Sir Charles three weeks before he died. That night, Dr Mortimer also saw something moving between the trees.
- 4 He started whispering to frighten Holmes.

Exercise 4

- Students read through the instructions. Make sure they understand what they are going to write. Remind them to use *must have*, *might have* and *can't have*.
- 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.

Skills Round-up 5–6 PAGE 57

Read

Exercise 1

- Focus on the photos and the title. Ask students: *What can you see?* [a monster]
- Students work individually and answer the questions.

ANSWERS

Students' own answers.

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 c 2 a 3 e 4 b

Listen

Exercise 1

- Students describe the photo in pairs. Compare the answers with the class.

Exercise 2 2.15

- Play the CD for students to mark the sentences true or false. Check the answers.

ANSWERS

1 T 2 F 3 F 4 F 5 T 6 T 7 T

TAPESCRIPT

The Native Americans who lived in the north-west of the country had always told stories about Sasquatch, a large and mysterious creature that was half human, half ape. When the early European settlers moved into that region, they began to record these stories. In the nineteenth century, newspapers reported many encounters between Sasquatch and the settlers. In 1884, some men captured a creature that they said was 'half man, half animal'. They said that it looked like a human being, but had black hair all over its body. They also said that it was shorter, but much stronger, than a human. They gave the creature a name – 'Jacko' – and decided to take it to London, but 'Jacko' disappeared during the journey. A man called Albert Ostman met one of these creatures in 1924, although he didn't tell anybody his story for years because he didn't think they would believe him. It happened while he was camping in the mountains. He was asleep at night when a large Sasquatch picked him up and took him over the mountain to a valley. He was the prisoner of the Sasquatch family (father, mother, son and daughter) for six days before he managed to escape. He didn't tell anybody about it until 1957 – 33 years later! In the summer of 1988, a twelve-year-old-boy was fishing in a river in Washington state. He looked up and saw a white Sasquatch looking at him from the opposite bank of the river, about six metres away. The creature was about two metres tall. It had blue eyes and a pink face. It was covered in white hair. It was walking slowly, as if it had injured its right foot. The boy jumped onto his motorbike and rode away. He didn't even take his fishing equipment with him – he was so scared. He told his father about the sighting, but his father didn't believe him. Eventually, he persuaded his father to go back to the river with him. The creature had gone, but they found large footprints in the mud. The right footprint was different, as if the foot was injured.

Write and Speak

Exercise 1

- Students work individually. Monitor and help.

Exercise 2

- Focus on the example dialogue and ask one pair of students to read it out. Elicit the next question from students.
- Students role-play the dialogue in pairs. Monitor and make a note of any common errors. Correct the mistakes on the board with the whole class when the activity has finished.

This unit includes

Vocabulary: friendship • time expressions • phrasal verbs • -ed / -ing adjectives • relationships • idioms: *heart* • types of relationships

Grammar: comparative and superlative adjectives and adverbs • second conditional • *I wish, if only, I'd rather* • question tags

Skills: talking about relationships and friendship • making conversations

Writing: formal and informal emails of apology

Workbook pages 52–59

Reading PAGES 58–59

Warm-up

- Look at the unit title and ask students in pairs to prepare a definition of the word *friendship*. Compare the answers as the class.
- Read the title of the reading page, *Special friendships*. Ask students: *What makes a friendship special?*

Before Reading

- Students answer the questions in pairs before comparing answers with the class.

ANSWERS

Students' own answers.

Background Notes

The dictionary definition of *friendship* is a relationship between friends. The Oxford Advanced Learner's Dictionary defines a *true friend* as one who shows respect and support in a way that does not change, even in different situations.

Read

Exercise 1

- Read through the **Reading tip** with students. Check understanding by asking: *What can make it easier to understand the text?* [being aware of the type of text and the information you expect to find in it]
- Students look through the text quickly and answer the question.

ANSWER

b an online article

Exercise 2

- Students read the text quickly and answer the question.

ANSWER

The writer's answer is a resounding YES!

Exercise 3 2.16

- Play the CD while students read the text and mark the sentences true or false. They correct the false sentences. Check the answers.

ANSWERS

- T
- F (The writer read a survey in a magazine.)
- F (Most of the names in the contact list are friends' names.)
- T
- T
- T
- F (The writer says that sometimes he is quite selfish.)
- T

Exercise 4

- Students read the text again and do the exercise, finding the relevant lines in the text. Check the answers.

ANSWERS

- d (You will have around 350 friends in your lifetime.)
- c (... but I didn't think we'd have anything in common.)
- b (The most important thing I learnt that day is never to judge someone by what they look like.)
- c (... often other people can't think beyond their own obligations and personal concerns.)
- a (They are the people who are always there for you.)

Reading skills

Aim: To learn how to put events in chronological order.

Preparation: Write the following sentences on the board.

He learnt not to judge people by their appearance. [3]

Jason and Rob became good friends. [4]

He saw Rob playing basketball. [1]

Jason read a magazine survey. [5]

He realized that Rob was a true friend. [7]

He started chatting to Rob in the gym. [2]

He asked himself who he would contact in an emergency. [6]

Students in pairs read the sentences and number them in chronological order.

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: Teamwork

Focus on question 3. Get a large piece of card and write the title on it: *Our concerns and obligations*. Stick the card on the board. Ask each student in turn to come to the front and write a concern or obligation on the card. If they can't think of one, the other students can help. Afterwards, display the poster your class has made on the wall.

ANSWERS

Students' own answers.

Vocabulary

Teaching Tip: Learning idioms

Write up some gapped sentences on the board for students to complete with a personal example of the idiom, e.g.

I talk to ___ when I need a shoulder to cry on.

The subject of ___ is very close to my heart.

I have a lot in common with ___.

My ___ is always on the go.

Get students to write their example sentences in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

Exercise 1

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

ANSWERS

1 sauntering 2 genuine 3 resounding 4 in common
5 glimpse 6 wheelchair 7 otherwise 8 concerns
9 a shoulder to cry on 10 treat 11 close to my heart
12 interrupt 13 obligations 14 judge 15 on the go

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks.

a shoulder to cry on is an idiom which is used to describe a person who listens to your problems and understands how you feel.

close to my heart is an idiom which is used to describe somebody or something which has a lot of importance and interest for somebody.

concern is a noun which means something that causes you to worry.

genuine is an adjective which describes something that is real or true.

glimpse is a countable noun which means a very quick and not complete view of somebody or something.
We say to catch a glimpse of sth.

in common is an expression which means to share something with somebody else. We say *to have sth in common with sb.*

interrupt is a regular verb which means to say something that makes somebody stop what they are saying. The third person form is *interrupts* and the past simple form is *interrupted*. The noun from *interrupt* is *interruption*.

judge is a regular verb which means to form an opinion about somebody based on the information you have. The third person form is *judges* and the past simple form is *judged*. The noun from *judge* is *judgement*.

obligation is a noun which means something that you have to do because it is your duty. The verb from *obligation* is *oblige*.

on the go is an expression which means very active or busy.

otherwise is an adverb which means *if not*. It is used for stating what will happen if you do not do something.

resounding is an adjective which describes something that is very loud. It is only used before another noun.

saunter is a regular verb which means to walk without hurrying. The third person form is *saunters* and the past simple form is *sauntered*.

treat is a regular verb which means to act or behave towards somebody in a particular way. The third person form is *treats* and the past simple form is *treated*. The noun from *treat* is *treatment*.

wheelchair is a countable noun which means a chair with large wheels that a person who cannot walk can move or be pushed about in.

Exercise 2

- Students find the words in the text and read the sentences which contain them.
- Write the following sentences on the board, or dictate them. Students complete the sentences.
 - They didn't ___ the issue as being very important.* [regard]
 - I know I'll never visit all the countries in the world in my ____.* [lifetime]
 - My sister is very ___ and she never puts herself before other people.* [unselfish]
 - A software company has recently carried out a ___ into online customer service.* [survey]
 - She can't understand. ___, she's only two.* [After all]
 - We all ___ him for being such a good footballer.* [admire]
 - We had a ___ yesterday because the bathroom flooded.* [crisis]
 - We're having a party on Saturday, so I can't think ___ the weekend.* [beyond]

Quick test: Synonym race

Explain that you are going to say some words and students have to write down a synonym from **Vocabulary** exercises 1 and 2.

<i>walk slowly</i> [saunter]	<i>worry</i> [concern]
<i>important to me</i> [close to my heart]	<i>if not</i> [otherwise]
<i>behave towards</i> [treat]	<i>quick look</i> [glimpse]
<i>share something</i> [in common]	<i>loud</i> [resounding]
<i>stop someone speaking</i> [interrupt]	<i>real</i> [genuine]
<i>duty</i> [obligation]	<i>busy</i> [on the go]

Put students into pairs to compare their answers. Then they try to remember the original clues that you gave. Check the answers. Pairs get one point for the correct synonym and an extra point for the correct clue. The winning pair has the most points.

Optional Activity: A true friend

Aim: To talk about when students met a true friend.

Preparation: Write these questions on the board:

Who is your true friend?

When did you meet?

Where did you meet?

What were you doing when you met?

What was your first impression of them?

How long have you been friends?

What do you do when you're together?

How often do you see each other?

Divide students into pairs. Student A tells Student B about their true friend by answering the questions on the board. Then swap. You could ask a few students to tell the class about their partner to round off the activity.

More practice

Workbook page 52

Target Vocabulary

Is there such a thing as a true friend?: a shoulder to cry on
close to my heart concern genuine glimpse
in common interrupt judge obligation on the go
otherwise resounding saunter treat wheelchair

Three-part phrasal verbs: come up with cut down on
fall out with get away with get on with look down on
look up to put up with

-ed / -ing adjectives: amused, amusing
annoyed, annoying depressed, depressing
entertained, entertaining exhausted, exhausting
fascinated, fascinating frightened, frightening
satisfied, satisfying

Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What word can we use when someone forms an opinion about another person before meeting them?* [judge] *What do we call a thing for people who can't walk?* [a wheelchair]
- Students complete the sentences. Check the answers.

ANSWERS

1 interrupt 2 judge 3 treat 4 obligations
5 wheelchair 6 concerns 7 on the go 8 will saunter
9 a shoulder to cry on 10 glimpse 11 in common
12 resounding 13 close to my heart 14 Otherwise
15 genuine

Extend

Exercise 1 Three-part phrasal verbs

- Read through the **Look out!** box with students. Check understanding by asking: *Can you separate the words of a three-part phrasal verb?* [No] Elicit the meaning of the phrasal verbs in the box. [run out of – to finish; look forward to – to wait for something with pleasure]
- Focus on the example and establish that students have to complete the phrasal verb and match it to its definition.
- Students work individually or in pairs to complete the task. They may use a dictionary if they wish. Check the answers.

ANSWERS

1 get on with, b 2 fall out with, f 3 get away with, c
4 cut down on, h 5 put up with, g 6 look down on, a
7 come up with, d 8 look up to, e

Exercise 2

- Focus on the example. Remind students that they may have to change the form of the verb to complete the sentence.
- Students work individually or in pairs. Check the answers.

ANSWERS

1 fallen out with 2 looks up to 3 came / has come up with
4 get on with 5 cut down on 6 looks down on
7 got away with 8 put up with

Teaching Tip: Pronunciation of -ed / -ing adjectives

Pronunciation of these adjectives can be quite tricky. Get students to underline the stress in the adjectives in **Extend** exercise 3. Check the answers. Then model and drill the correct word stress before they do the activity.

Exercise 3 -ed / -ing adjectives

- Read through the **Look out!** box with students. Check understanding by asking: *Which ending says how people feel?* [-ed] *What does the -ing ending describe?* [the people or things that cause the feeling]
- Focus on the example and ask: *Why is 'entertaining' the correct answer?* [Because it describes the thing that causes the feeling, i.e. the film.]
- Students continue choosing the correct word individually or in pairs. Check the answers.

ANSWERS

1 entertaining 2 satisfying 3 fascinated 4 frightening
5 exhausted 6 amused 7 depressing 8 annoyed

Optional Activity: -ed adjectives

Aim: To practise -ed adjectives.

Preparation: Write twenty -ed adjectives on cards.

Divide students into two teams. Tell them they are going to act out feelings for their team to guess.

Give the first student from each team a card and ask them to act out the feeling in front of their team.

Once their team has guessed the feeling the second student comes to the front. Continue until there are no more cards.

Quick Test: Right or wrong

Divide the class into three teams. Explain that you are going to read out sentences and they have to decide if the sentences are right or wrong. If the sentence is wrong, they have to correct it. They get two points for a correct answer, but if they are wrong, the sentence is passed to the next team for one bonus point.

You fall in with people in an argument. [fall out with]

A person who listens is an arm to cry on. [a shoulder]

Jack was satisfied with his exam results. [correct]

We look forward to people we admire. [look up to]

The experience was quite frightened. [frightening]

Busy people are always on the go. [on the go]

She can't put up with the noise any longer. [correct]

Some criminals get on with their crimes. [get away with]

The athletes were exhausting after the race. [exhausted]

Friends have a lot of things in mind. [in common]

I'm going to cut down on sweets. [correct]

Important things are close to your head. [close to your heart]

You came in with a brilliant idea. [came up with]

The current economic situation is very depressing. [correct]

Her stories are always very entertained. [entertaining]

More practice

Workbook page 53

Comparatives and superlatives

Warm-up

- Briefly revise the rules for forming comparative and superlative adjectives with students.

Explore

Exercise 1

- Students look at the photo. Ask: *Who can you see?* [four friends] *What are they doing?* [chatting and laughing]
- Focus on the first sentence and elicit the correct answers. [faster, more hectic] Students continue working individually.

Exercise 2 2.17

- Play the CD for students to check their answers.
- Students discuss the question in groups.

ANSWERS

- 1 faster 2 more hectic 3 more isolated
4 more difficult 5 more limited 6 more effective
7 easier 8 simplest 9 most sensible

Teaching Tip: Two-syllable adjectives

Some two-syllable adjectives behave like short adjectives, e.g. *quiet, clever, simple, narrow*. Some two-syllable adjectives behave like long adjectives, e.g. *tiring, boring, careful* and *useful*. All two-syllable adjectives ending in -y behave like short adjectives, i.e. *pretty > prettier > prettiest*.

Exercise 3

- Read the first **Learn this!** box and check understanding by asking: *What is the comparative of 'slow'?* [more slowly] *What is the comparative of 'fast'?* [faster] *What is the opposite of 'more' and 'most'?* [less and least] *Can we use 'less' and 'least' with adjectives and adverbs?* [yes]
- Give students time to match the examples with the explanations. Check the answers.

ANSWERS

- 1 less stressful 2 least dangerous 3 more quickly
4 harder 5 the best

- Read through the second **Learn this!** box and check understanding by asking: *What can we make comparisons with?* [simple nouns and clauses] *Which tense do we often use the superlative with?* [present perfect]

Follow-up

Grammar Reference page 106

Exploit

Exercise 1

- Focus on the example and make sure students know what they have to do. Students continue working individually.
- Check the answers.

ANSWERS

- London is less crowded than Tokyo.
- Tom is the nicest man I've ever met.
- Kieran talks more loudly than Phoebe.
- This is the least difficult question.
- Roger works more quickly than Dan.

Exercise 2

- Focus on the example dialogue and get one pair to read it out. Elicit a question and answer for the next prompt.
- Students continue asking and answering questions in pairs. Monitor and make a note of any common errors. Correct any mistakes on the board with the whole class.

Quick Test: Sentence transformation

Write the following sentences on the board. Give students time to complete them with the opposite adjectives and adverbs.

- English is easier than Chinese.*
English is [less difficult] than Chinese.
- The cheapest food is a sandwich.*
The [least expensive] food is a sandwich.
- John drives less slowly than Mark.*
John drives [faster] than Mark.
- Ana speaks more loudly than me.*
Ana speaks [less quietly] than me.
- My father cooks the worst.*
My father doesn't cook [the best].

More practice

Workbook page 54

Grammar Builder page 107, exercises 1–5

ANSWERS GRAMMAR BUILDER 7 (PAGE 107)

Exercise 1

- 1 prettier 2 taller 3 longer 4 more beautiful
5 as her 6 than 7 best 8 the funniest

Exercise 2

- 1 the least popular 2 is less intelligent than
3 is less hard-working than 4 the least confident
5 less polite than 6 the least generous

Exercise 3

- 1 Ellie arrives earlier than Jessica.
2 Vicky writes more neatly than Lewis.
3 Alex does the science experiments better than Isabella.
4 Michael sits more quietly than Brandon.
5 Abigail speaks more softly than Lauren.
6 Ella shouts more loudly than Grace.

Exercise 4

- 1 the hardest 2 the quickest 3 the fastest
4 the latest 5 the most clearly 6 the most beautifully

Exercise 5

- 1 She's more confident than she used to be.
2 That shirt is cheaper now than it was last week.
3 He's not as fat as he was when he was little.
4 You drive faster now than you used to.
5 We live further from the centre than we did before.
6 We arrive at school earlier than our friends do.

Relationships

Target Vocabulary

Relationships: back sb up confide in sb
fall out with sb get on well with sb hang out with sb
keep in touch with sb lend sb a hand let sb down
lose touch with sb make up put up with sb
stand up for sb

Warm-up

- Write these questions on the board and ask students to write a sentence to answer each question: *What does a good friend always do? What does a good friend never do?*
- Ask a few students to read out their sentences to the class.

Vocabulary

Exercise 1

- Students do the task individually or in pairs. They may use a dictionary if they wish. Check the answers.

ANSWERS

1 always 2 always 3 never 4 always 5 always
6 always 7 always 8 never 9 never 10 always
11 always 12 always

Exercise 2

- Students complete the story individually. Check the answers.

ANSWERS

1 out 2 on 3 out 4 in 5 up 6 up 7 down
8 up 9 with 10 in

More practice

Workbook page 55

Listen

Exercise 1 2.18

- Focus on the instructions. Play the CD once for students to match the speakers to the pictures. Check the answers.

ANSWERS

Ben 4 Paul 1 Elma 3 Kate 2

TAPESCRIPT

Ben In my district there is a group of older boys who always seem to be causing trouble. We usually avoid them as they are aggressive and often get in trouble with the police. I used to spend all my time with my friend Mark, so I didn't have anything to do with them. But one day I saw Mark talking to them and they were all looking at me. Suddenly I knew that our friendship was over. After that he started spending all his time with the older boys and he never spoke to me again.

Paul Last year I had to take a plane to Paris so I had arranged for my friend Andy to take me to the airport. That morning, I got up early and waited for him to arrive. An hour later I decided to call him because it was getting quite late. Eventually he answered the phone but he said he couldn't drop me off because he had a football match. In the end I took a taxi but I missed my flight anyway.

Elma Two years ago I had a big fight with my best friend Laila. It was over something very small – I can't even remember what we disagreed about. Anyway, we never made up and I really regret that now. One day when I got to school all the girls were smiling and waving to Laila. Later I found out that Laila was moving to a different city, but we weren't on speaking terms so she hadn't told me. Laila and her family left and I never saw her again. Next time I fall out with someone, I will definitely make more effort to restore the friendship.

Kate When I was younger I had a good friend at school called Jessica. We got on really well and we used to hang out together after school and at weekends. But the moment we left school, we suddenly stopped seeing each other. First I tried calling her, but she was always out and she never returned my calls. After a few weeks, I went round to her house, but she said she was busy. Finally, we lost touch completely.

Exercise 2

- Students work in pairs to write a sentence.

ANSWERS

Ben's friend Mark started hanging out with older boys and they stopped talking to each other.

Paul's friend let him down.

Elma regrets not making up with Laila after an argument.

Kate lost touch with her school friend Jessica.

Exercise 3 2.18

- Play the CD again for students to complete the table.

ANSWERS

Ben: one day, suddenly, after that

Paul: last year, that morning, an hour later, eventually, in the end

Elma: two years ago, one day, later, next time

Kate: the moment we left school, suddenly, first, after a few weeks, finally

Speak

- Read through the **Speaking tip** with students and check understanding by asking: *What should you do before speaking?* [make a note of words and phrases you are going to need]
- Give students time to make notes about their story.
- Student A tells Students B their story and then swap. Monitor and make a note of any common errors. Correct the mistakes with the whole class on the board.
- Ask a few students to tell the class their partner's story.

Optional Activity: Dialogue

Aim: To practise speaking about a friend who let you down.

Preparation: Write the following dialogue on the board.

A *What was your friend's name?*

B *Joanna.*

A *What did she do?*

B *She forgot my birthday.*

A *How did you feel?*

B *I was very disappointed.*

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 7 Teacher's Book pages 114–115

Second conditional

Warm-up

- Ask a few students: *Where would your ideal holiday be?*

Explore

Exercise 1 2.19

- Focus on the photo and ask students: *What's the relationship between the two people?* [brother and sister]
- Play the CD once for students to choose the correct verb forms.
- Play the CD again for students to check their answers.

ANSWERS

1 could 2 had 3 was 4 I'd spend 5 wouldn't be
6 were 7 you'd be 8 didn't 9 you'd have 10 wore

Exercise 2

- Read through the first **Learn this!** box with students and elicit the correct answers.

ANSWERS

1 past 2 would

- Give students time to find the examples of second conditional in the dialogue.

ANSWER

There are three examples of the second conditional:
If I was rich, I'd spend every winter on a tropical island.
It wouldn't be boring if you were with me.
If you didn't buy so many clothes, you'd have enough money for holidays.

Teaching Tip: Second conditional of *be*

In more formal second conditional sentences, we use *were* instead of *was* for the first and third person singular, e.g. *If I were sure ...*, *If she were available, ...*. We always use *were* in the construction *If I were you*. We use this construction for giving advice, e.g. *If I were you, I'd apologize to her*.

Exercise 3

- Read through the second **Learn this!** box with students and elicit an example for each of the uses from the dialogue.

SAMPLE ANSWERS

- I wish I could afford a holiday this year.
- I wish you'd be more open-minded sometimes.
- I'd rather go skiing.
- Would you rather I wore a tracksuit all the time?

Follow-up

Grammar Reference page 106

Exploit

Exercise 1

- Students work individually to complete the sentences. Monitor and help. They compare with a partner before comparing with the class.

ANSWERS

Student's own answers.

Exercise 2

- Focus on the example and elicit the use from the second **Learn this!** box [1]. Remind students that *I wish* and *If only* have the same meaning.
- Students continue working individually. Check the answers.

ANSWERS

1 I wish / If only 2 I'd rather 3 I wish / If only 4 I'd rather
5 I'd rather 6 I wish / If only

Exercise 3

- Focus on the instructions and elicit a sentence from students, e.g. *I wish she'd do better in her exams*.
- Students continue making sentences in pairs.

ANSWERS

Students' own answers.

Exercise 4

- Focus on the example with students and ask one pair to read it out.
- Elicit a dialogue from a different pair using the second prompt.
- Students continue making comments and responding in pairs. Monitor and make a note of any common errors. Correct any mistakes on the board with the whole class.

ANSWERS

Students' own answers.

Quick Test: Error correction

Write the following sentences on the board. Give students time to correct the mistakes.

If only you tidy your room!
I wouldn't buy a new phone if the old one isn't broken.
I'd rather he doesn't go out.
If he studied more, he passed his exams.
I wish I am taller.
She'll get the job if she spoke English.
I'd rather eating out tonight.
If they wouldn't watch TV, they would have more time.

More practice

Workbook page 56

Grammar Builder page 107, exercises 6–7

ANSWERS GRAMMAR BUILDER 7 (PAGE 107)

Exercise 6

- hung out, wouldn't talk
- wouldn't chat, didn't like
- didn't like, would stop
- wouldn't steal, asked
- would try, knew
- fell out, would be
- would be, got on
- got, would go

Exercise 7

- I had
- I lived
- could find
- you didn't call
- you wouldn't complain
- my friend wasn't
- you didn't
- you wouldn't borrow
- have dinner

Writing to apologize

Target Language

Informal apology: I'm ever so sorry, but ...
I feel awful because ... It's all my fault.
I'm really, really sorry.

Formal apology: I am writing to apologize for ...
I am extremely embarrassed about ...
I accept full responsibility for ...
Please accept my apologies for ...

Warm-up

- Ask students: *When did you last say sorry? Why?*

Read

Exercise 1

- Focus on the instructions and the example. Establish that apologizing to a friend is an informal situation. Elicit situations that may require a formal apology. [apologizing to a teacher, a doctor, the manager of a hotel or shop, etc.]
- Students continue working individually or in pairs.

ANSWERS

1 I 2 F 3 I 4 F 5 D 6 F

Exercise 2

- Students read the emails and answer the questions.

ANSWERS

1 losing something you've borrowed from a friend
2 causing damaged to someone's property
The second email is the most formal.

Exercise 3

- Focus on the chart and the examples. Elicit the first example of an apology from the formal email. [I am writing to apologize for ...] Ask students to write the phrase in the chart. Elicit the corresponding example from the informal email. [I'm ever so sorry, but ...]
- Students continue working individually or in pairs.

ANSWERS

Formal apology	Informal apology
1 I very much regret ...	I'm sorry but ...
2 I am writing to apologize for ...	I'm ever so sorry but ...
3 I am extremely embarrassed about ...	I feel awful because ...
4 I accept full responsibility for ...	It's all my fault ...
5 Once again, please accept my apologies for ...	I don't know what to say except that ...

Exercise 4

- Students work individually or in pairs. Check the answers.

ANSWERS

1 Apologize 2 Say how you feel 3 Admit responsibility
4 Explain what happened 5 Say what will happen next
6 Apologize again

Prepare

Exercise 1

- Students underline the time expressions individually.
- Read through the **Writing tip** with students. Check understanding by asking: *Which preposition do we use with seasons?* [in] *Which preposition do we use with dates?* [on] *Which preposition do we use with clock times?* [at]

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 in, at 2 at, in, on, at, on 3 At, at, in 4 in 5 on, in, in

Teaching Tip: Modifiers

The modifiers *really* and *ever so* are more informal.
The modifiers *very* and *extremely* are more formal.

Write

Exercise 1

- Students choose a situation from **Read** exercise 1 and answer the questions, making notes. Monitor and help.

Exercise 2

- Students read through the instructions. Make sure they understand what they are going to write.
- If the writing is done in class, circulate and monitor.

SAMPLE ANSWER

Dear Debbie,
I'm ever so sorry, but I forgot to invite you to my party. I feel awful because you didn't know anything about it. Now you'll think I didn't want you to come and it's all my fault.
I meant to come and find you at lunchtime on Friday to tell you about the party. I got distracted because our biology teacher told us we had an exam this week and I wanted to make sure I had all the notes.
Anyway, I'm going out now to get you a present to say sorry. I'll give it to you when I see you at school tomorrow. I don't know what to say except that I'm really, really sorry.
Love
Becky

Marking Scheme

- Appropriate start to letter. [1 mark]
- Letter organized into four paragraphs. [1 mark]
- First paragraph includes how the writer feels about the incident. [1 mark]
- Second paragraph includes what exactly happened. [1 mark]
- Third paragraph includes what the writer is going to do next. [1 mark]
- Fourth paragraph includes a final apology. [1 mark]
- Appropriate end to letter. [1 mark]
- Appropriate use of time prepositions. [1 mark]
- Appropriate use of full forms or short forms. [1 mark]
- Appropriate use of modifiers. [1 mark]

More practice

Workbook page 57

Language Skills

Exercise 1 2.20

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

ANSWERS

1 wish 2 further 3 more 4 would 5 wouldn't 6 less
7 rather 8 better 9 most 10 only 11 least 12 best

Exercise 2

- Students work individually to complete the sentences. Check the answers.

ANSWERS

1 the worst 2 longer 3 faster
4 the least stressful 5 easier 6 less expensive
7 the best 8 the most important

Exercise 3

- Students work individually to write sentences. Check the answers.

ANSWERS

1 If only I was taller.
2 I wish I had a bigger room.
3 I'd rather sit somewhere more comfortable.
4 I wish she'd speak more slowly.
5 If only I could sleep better.
6 I wish he'd drive more carefully.
7 I'd rather watch something more interesting.
8 If only they'd go to bed earlier.

Dictionary Corner

Teaching Tip: Idioms

Idioms often have a meaning which is very different from the sum of their parts. Write these phrases on the board and ask students to guess the meaning.

call it a day

jump on the bandwagon

give sb the push

stick up for sb

Get them to check their answers in a dictionary. Remind them that they should look up the first meaningful word of the idiom, unless it is a very common word. The dictionary uses the symbol **IDM** to indicate idiomatic expressions. An arrow shows if the idiom also appears in the entry of another word.

Exercise 1 Idioms: heart

IDM **after your own heart** (used about people) similar to yourself or of the type you like best
at heart really; in fact: *My father seems strict but a very kind man at heart.*

- Students look up *heart* in their dictionary and look at the list of idioms indicated by the **IDM** symbol.
- Focus on the entry for *at heart* and elicit the following information:
 - at heart* is an idiom.
 - at heart* means *really* or *in fact*.
 - an example of *at heart* is *My father seems strict but he's a very kind man at heart*.
- Focus on the example sentence. Explain that students should look up the idioms related to *heart* and find the right meaning to complete the sentences.
- Students work individually. Check the answers.

ANSWERS

1 at heart 2 heart of gold 3 by heart 4 change of heart
5 bottom of my heart 6 to heart 7 heart and soul

Exercise 2

- Read through the example with students and make sure they know what to do.
- Students continue working individually or in pairs.

SUGGESTED ANSWERS

1 My grandfather is ninety, but he's still really young.
2 Sue is very generous.
3 I've memorized his phone number.
4 I've changed my mind.
5 My promise to help was sincere.
6 Don't get upset when teachers are critical.
7 Marian always does her school work with a lot of enthusiasm.

Exercise 3 Choosing the correct word: types of relationships

acquaintance /ə'kwemtəns/ **noun** 1 [C] a person that you know but who is not a close friend 2 [U] ~ with sb/sth a slight knowledge of sb/sth

- Students look up *acquaintance* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - acquaintance* has two meanings.
 - acquaintance* is a countable noun which means a person that you know but who is not a close friend.
- Focus on the example sentence and explain that students should look up the words in the box and complete the definitions.
- Students work individually. Check the answers.

ANSWERS

1 acquaintance 2 penfriend 3 spouse 4 sibling
5 classmate 6 relative 7 colleague 8 boss

Follow-up

Self Check, Workbook pages 58–59

Test Unit 7, Teacher's Book pages 134–135

This unit includes

Vocabulary: holidays, trips and excursions • travel and transport • transport adjectives • verbs + prepositions • verbs of movement • compound nouns: on holiday

Grammar: the passive • indefinite pronouns: *some-, any-, no-* • introductory *it* • indirect questions

Skills: discussing different modes of travel • planning an ideal holiday • exchanging information

Writing: a postcard

Workbook pages 60–67

Reading PAGES 66–67**Warm-up**

- Look at the unit title and ask students: *When was the last time you travelled somewhere? Where did you go?*
- Read the title of the reading page, *Trip of a lifetime*. Ask students: *Where would you go on a trip of a lifetime?*

Before Reading

- Read through the **Reading tip** with students. Check understanding by asking: *What can you use to help you understand difficult vocabulary?* [the photos]
- Students look at the photos and answer the questions in pairs. Discuss the questions as a class.

ANSWERS

Students' own answers.

Background Notes

The animals regarded as 'big cats' are the lion, the tiger, the jaguar and the leopard. The leopard is the smallest of the four. Leopards are now found mainly in sub-Saharan Africa in countries like Zambia and Namibia. They are primarily nocturnal creatures, but they may also hunt during the day. Mid-sized antelope provide the majority of the leopard's prey, especially impala and Thompson's gazelle.

Read**Exercise 1**

- Focus on the instructions and the list of animals. Make sure students understand all the words.
- Students read the text quickly and number the animals. Check the answers.

ANSWERS

1 impala and baboons 2 lions 3 elephants 4 giraffes
5 a crocodile 6 buffalo 7 a leopard
The writer doesn't see a tiger.

Exercise 2 3.02

- Play the CD while students read the text a second time and order the events. Check the answers.

ANSWERS

- The plane landed in Mfuwe.
- They travelled by jeep to their camp.
- Daisy saw baboons.
- Daisy saw some lions.
- Daisy got very close to some elephants.
- Two other guests saw a leopardess and her cub.
- The jeep got stuck in the mud.
- Daisy saw a leopardess.

Exercise 3

- Students read the text again and choose the best answers, finding the relevant lines in the text. Check the answers.

ANSWERS

- b (... ever since I watched a BBC wildlife documentary about them.)
- a (There is one leopard for every kilometre, and you can do night drives there.)
- a (... see two lionesses ... my heart is thumping.)
- d (Rocky tells us ... 'Never run, unless I say so. And if I say get up the tree, get up the tree'.)
- b (I'm really cross, because there probably won't be another sighting for ages.)
- a (When she realizes she's being watched, she darts back into the bush.)

Optional Activity: Reading skills

Aim: To practise summarizing a text.

Preparation: Write the following gapped summary on the board.

Daisy goes to [Zambia] in the hope of seeing [leopards]. She travels by [jeep] from the airport to the camp. On the first night, their [guide], Rocky, takes them on a drive and they see a [lion] hunt. The next day they see three [elephants] crossing the road.

Her favourite excursion is the walking [safari]. She's [cross] when she hears some other guests boasting that they have seen a [leopard] and her [cub], but that night, she sees a [leopardess] herself. The experience is [awesome].

Students copy the summary and complete the spaces. Check the answers. Students then test each other on the summaries in pairs. Student B closes their book and Students A prompts them to remember the summary. Then they swap.

Understanding Ideas

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

ANSWERS

Students' own answers.

Vocabulary

Teaching Tip: Silent letters

Silent letters make English pronunciation quite complicated. If students are familiar with the phonemic alphabet, you can use it to illustrate the pronunciation of difficult words. If not, you can write the word on the board in one colour and in another colour cross out the letters which aren't pronounced, e.g. *boast*, *stealthy*.

Exercise 1

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

ANSWERS

1 trail 2 hurtle 3 stroll 4 boast 5 stealthy
6 thumping 7 cross 8 awesome 9 plain
10 nocturnal 11 trundling 12 springs 13 trunk
14 markings 15 soaked

- 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).

awesome is an adjective which means very good, excellent. *Awesome* is used frequently as a colloquial word in American English.

boast is a regular verb which means to talk with too much pride about something that you have done. The third person form is *boasts* and the past simple form is *boasted*.

cross is an adjective which means angry or annoyed. *Cross* is an informal word and we say *be cross with sb* or *be cross about sth*.

hurtle is a regular verb which means to move with great speed. The third person form is *hurtles* and the past simple form is *hurtled*.

markings is a noun which means the shapes, lines and patterns of colour on an animal. We usually use *markings* in the plural.

nocturnal is an adjective used about animals and birds which means awake and alive at night and asleep during the day. The opposite of *nocturnal* is *diurnal*.

plain is a countable noun which means a large area of flat land with few trees. *Plain* is used in the field of Geography.

soaked is an adjective which means very wet. We say *be soaked* or *get soaked*.

spring is an irregular verb which means to jump or move quickly. The third person form is *springs*, the past simple form is *sprang* and the past participle is *sprung*.

stealthy is an adjective which means moving secretly and quietly.

stroll is a regular verb which means to walk slowly for pleasure. The third person form is *strolls* and the past simple form is *strolled*.

thump is a regular verb which means to make a loud sound by beating hard. The third person form is *thumps* and the past simple form is *thumped*.

trail is a countable noun which means a path through the country.

trundle is a regular verb which means to move slowly and noisily. The third person form is *trundles* and the past simple form is *trundled*.

trunk is a countable noun which means an elephant's long nose.

Exercise 2

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

- It isn't easy to ____ some animals in the wild. [spot]
- Our holiday was an ____ disaster. [absolute]
- The most common house in the African countryside is a ____ [mud hut]
- The children went on an ____ to the seaside. [excursion]
- We saw a rabbit ____ across the field. [dart]
- We saw a police car ____ the thieves. [tear after]
- Being ____ with a wild animal can be a terrifying experience. [face to face]
- It was difficult not to ____ at her strange hat. [stare]

Quick Test: First to finish

Divide the class into three teams. Number the students in each team. Explain that you are going to read out some sentences and the students must try to be the first to finish them with a word from **Vocabulary** exercises 1 and 2. Read out sentence 1 for the number 1 students and award two points to the student who answers correctly first. Award one point each in the case of a draw. Continue until you have read out all the sentences. The winner is the team with the most points.

- I can't stand people who _____. [boast]
- Her son had broken a vase and so she was _____. [cross]
- Tigers and leopards have beautiful _____. [markings]
- Our trip in a hot-air balloon was _____. [awesome]
- Owls are _____. [nocturnal]
- A flat piece of land is a _____. [plain]
- It was raining, so we got _____. [soaked]
- When lions are hunting, their movements are _____. [stealthy]
- It was a lovely day, so we went for a _____. [stroll]
- I was so nervous that my heart started to _____. [thump]
- We turned left when we got to the end of the _____. [trail]
- The elephant picked up the fruit in its _____. [trunk]

Optional Activity: Worst holiday

Aim: To practise talking about your worst holiday.

Preparation: Write these questions on the board.

Where did you go?

When did you go?

How did you get there?

What was the weather like?

What happened?

How did you feel?

What did you do?

What happened in the end?

Divide students into pairs. Student A tells Student B about their worst holiday by answering the questions on the board. Then swap. You could ask a few students to tell the class about their partner to round off the activity.

More practice

Workbook page 60

Vocabulary PAGE 68

Target Vocabulary

Big cat diary: awesome boast cross hurtle markings nocturnal plain soaked spring stealthy stroll thump trail trundle trunk

Verbs and prepositions: agree with sb about sth apologize to sb for sth argue with sb about sth arrive at belong to boast about care about complain about concentrate on dream of doing sth insist on laugh at listen to look at stare at wait for

Verbs of movement: dart hobble limp pace stride stroll tear trudge

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 something that moves slowly and noisily? [trundle]
What word can we use to describe something that jumps quickly and suddenly? [spring]
- Students complete the sentences. Check the answers.

ANSWERS

1 trail 2 trunk 3 stroll 4 springs 5 plain
6 thumping 7 trundled 8 stealthy 9 soaked
10 markings 11 hurtle 12 nocturnal 13 boast
14 awesome 15 cross

Extend

Exercise 1 Verbs and prepositions

- Read through the **Look out!** box with students. Check understanding by asking: *Which preposition follows 'listen'?* [to] *Which preposition follows 'smile'?* [at] *Where do we usually put prepositions in questions?* [at the end]
- Students find the verbs in the text and note down the prepositions that follow them. Check the answers.

ANSWERS

arrive at, boast about, care about, complain about, dream of, listen to, look at, stare at

Exercise 2

- Focus on the example and point out that the same preposition follows both verbs in each pair of sentences.
- Students continue completing the sentences individually or in pairs. Check the answers.

ANSWERS

1 for 2 with 3 about 4 on 5 at 6 to

Teaching Tip: The verb *arrive*

Students find this verb a little tricky because it can be followed by two different prepositions.

We say: *arrive in* a city or country, e.g. *I arrived in London at two o'clock.*

We say *arrive at* a building or similar place, e.g. *We arrived at our friends' house after lunch.*

When students make a mistake with prepositions, use the prompt *Preposition?* and ask them to repeat the sentence correctly.

Exercise 3 Verbs of movement

- Focus on the verbs and point out that they all describe different ways people move around.
- Students match the verbs with the definitions, using a dictionary if necessary. Check the answers.

ANSWERS

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

Exercise 4

- Students work individually or in pairs to choose the best answer. Check the answers.

ANSWERS

1 hobble 2 strolled 3 trudge 4 strode 5 paced
6 darted 7 tore 8 limped

Optional Activity: Verbs of movement

Aim: To practise verbs of movement.

Preparation: Write these descriptions of people on the board.

a girl who doesn't want to be seen [dart]
a man with blisters on both feet [hobble]
a footballer who has twisted his ankle [limp]
an impatient father [pace]
a giant [stride]
a married couple in the park [stroll]
a naughty boy [tear]
a tired old woman in the snow [trudge]

Students match the people with a verb of movement.

Quick Test: Sentence transformation

Write these sentences on the board and give students five minutes to rewrite them with a verb + preposition.

I said I was sorry I was late. [I apologized for being late.]
We got to the airport early. [We arrived at the airport early.]
He said his car was the best. [He boasted about his car.]
She says she'd like to travel around the world. [She dreams of travelling around the world.]
We're at the bus stop. [We're waiting for the bus.]
He said my joke was really funny. [He laughed at my joke.]
They said the food was awful. [They complained about the food.]
That's my coat. [That coat belongs to me.]
She said it was blue, not green. [She argued about the colour.]
I told him he was right. [I agreed with him.]

Vocabulary Notebooks

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

More practice

Workbook page 61

The passive

Warm-up

- Ask students: *What type of car does your family drive?*

Explore

Exercise 1

- Students read the text quickly and answer the questions.
- Students find examples of the passive in the text and complete the table. Check the answers.

ANSWERS

1 Germany 2 Bertha Benz 3 America

present simple: is celebrated, are built

past simple: was built, were first produced

present perfect: have been manufactured

past perfect: had been designed

future with will: will be developed

Teaching Tip: Past participles

Remind students that we form the passive with the verb *be* and the past participle of the main verb. They can find the past participle of irregular verbs on Student's Book page 124. When students make a mistake, use the prompt *Past participle?* and ask them to repeat the sentence correctly.

Exercise 2

- Focus on the question and elicit the answer. [by]
- Students find the examples in the text. Check the answers.

ANSWERS

The first motor car was built by Karl Benz in Germany in 1885. Over a billion cars have been manufactured by companies all over the world.

Follow-up

Grammar Reference page 108

Exploit

Exercise 1

- Students work individually or in pairs to change the sentences from active to passive. Check the answers.

ANSWERS

- The first motor car was built by Karl Benz in 1885.
- A lot of delays have been caused by engineering works.
- Your bags will probably be searched at customs.
- We had already been directed to platform 4 by the guard.
- This train is used by a lot of commuters.
- The price of rail tickets has recently been increased.
- This bag was left on the plane.

Exercise 2

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

ANSWERS

- is remembered
- was made by
- was made
- was powered by
- was controlled by
- had been tested
- were witnessed by
- was taken
- were reported

Exercise 3

- Students work individually to complete the sentences with the passive form of the verbs.
- They compare their answers and choose the correct answer in pairs.

Exercise 4 3.03

- Play the CD for students to check their answers.

ANSWERS

- was invented, b
- was opened, a
- was finished, b
- was completed, b
- have been carried, a
- are made, c

Quick Test: Error correction

Write the following sentences on the board. Give students time to find the mistakes and write the sentences correctly.

The Volkswagen Beetle was designed for Ferdinand Porsche.

Portuguese are spoken in Brazil.

The telephone is invented by Alexander Graham Bell.

Marconi was invented the radio.

A new airport had been build a few years earlier.

A new treatment for cancer has discovered.

The new road will be open next year.

Minis are make in the UK.

Contact lenses was invented by Otto Wichterle.

Penicillin isn't discovered until the twentieth century.

More practice

Workbook page 62

Grammar Builder page 109, exercises 1–3

ANSWERS GRAMMAR BUILDER 8 (PAGE 109)

Exercise 1

- Who was that poem written by?
- Who was that picture painted by?
- How will trains be driven in the future?
- What are traffic jams caused by?
- Where has your car been taken?
- Why was the train cancelled?
- Who had the room been cleaned by?

Exercise 2

- has been changed
- aren't eaten
- hadn't been stolen
- was painted
- will be opened
- weren't written

Exercise 3

- are used
- were they invented
- was first developed
- is considered
- made
- have become
- are owned
- is spent

Getting from A to B

Target Vocabulary

Getting from A to B: air traffic controller cab carriage customs departures board escalator passport control rucksack runway track traffic jam trolley

Transport adjectives: cheap convenient dangerous economical environmentally-friendly expensive healthy reliable relaxing slow stressful uncomfortable unreliable

Warm-up

- Ask students: *How do you usually get to school?*

Vocabulary

Exercise 1

3.04

- Play the CD once for students to match the photos with the paragraphs. Check the answers.

ANSWERS

1 A 2 C 3 B

Exercise 2

- Students work individually or in pairs to complete the sentences, using a dictionary if necessary. Check the answers.

ANSWERS

1 runway 2 rucksack 3 escalator 4 traffic jam
5 air traffic controller 6 carriage 7 Customs
8 Passport control 9 departures board 10 trolley
11 track 12 Cab

More practice

Workbook page 63

Listen

3.05

- Play the CD for students to complete the table. Check the answers.

ANSWERS

Situation 1: cab / taxi, traffic jam

Situation 2: underground, fault with the track

Situation 3: plane, land late

Situation 4: train, buffet service closed

TAPESCRIPT

1 **Man** Oh dear. That looks like a nasty traffic jam.

Cab driver Mmm. I think there's been an accident up ahead.

Man How far is it to the station from here?

Cab driver Only a couple of hundred yards. It's up ahead on the left. You'll be quicker walking, you know.

Man OK. Let's get out here. How much do we owe you?

Cab driver Um, £9.80.

Man Here's £11. Keep the change.

Cab driver Thanks very much.

2 Ladies and gentlemen. Could I have your attention, please?

This service will terminate here due to a fault with the track between here and the next station. Please get off the train here and continue your journey by bus or taxi. Make sure you take all your belongings with you when you leave the train. London Underground apologizes for any inconvenience this will cause.

3 Good evening, everyone. This is your captain speaking.

Unfortunately we're going to land slightly late tonight at Manchester Airport. I've been talking to the air traffic controller, and there are four planes in a queue ahead of us. As soon as they've landed, I'll have you safely on the runway and I think that'll be in about ten minutes' time. I hope you've enjoyed your flight with us today.

4 **Ticket inspector** Tickets, please.

Woman Here you are.

Ticket inspector That's great, thanks. ... Tickets, please.

Woman Do you fancy something to drink?

Man Yeah, that's a good idea. I'm really thirsty. I'll have cup of tea, please.

Woman OK, I'll be back in a minute.

Announcer Good evening, ladies and gentlemen. For your information, the buffet service is now closed.

Man Oh, great.

Speak

Exercise 1

- Write these words on the board: *bicycle, car, train, bus, underground, plane, ship*.
- Focus on the adjectives in the box. Make sure students understand the words.
- Elicit from students one advantage and one disadvantage of travelling by bike, e.g. *Travelling by bicycle is environmentally-friendly; Travelling by bicycle is very slow*.
- Students continue using the adjectives to discuss the advantages and disadvantages of the different means of transport. Monitor and help.

Exercise 2

- Focus on the example and get one pair to read out the dialogue.
- Elicit a response for the third sentence from students. Continue eliciting responses until no one has anything to say. Then elicit an advantage of a new means of transport.
- Make a note of any mistakes and correct the errors on the board with the whole class when the activity has finished.

Optional Activity: Dialogue

Aim: To practise talking about transport.

Preparation: Write the following dialogue on the board.

A The plane is faster than the train.

B That's true, but the train is cheaper.

A I agree, but the plane is less dangerous.

B You're right, but the train is more comfortable.

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 8 Teacher's Book pages 116–117

Indefinite pronouns: *some-, any-, no-*

Warm-up

- Focus on the photo and ask students: *What can you see?* [a car driving at night]

Explore

Exercise 1

- Students read the text and complete the table. Check the answers.
- Get students to retell the story in pairs.

ANSWERS

- 1 nobody 2 anything 3 nothing 4 somewhere
5 anywhere

Exercise 2

- Read through the **Learn this!** box with students and elicit the missing words for the rules.

ANSWERS

- 1 affirmative 2 interrogative, negative 4 affirmative

Teaching Tip: *nobody, nowhere, nothing*

Students are often tempted to use *nobody, nowhere* and *nothing* in negative sentences even if the verb is negative. Explain that we can only use these words with an affirmative verb, and if the verb is already negative we use *anybody, anywhere* and *anything*. When students make a mistake, use the prompt *Affirmative or negative?* and ask them to repeat the sentence correctly.

Follow-up

Grammar Reference page 108

Exploit

Exercise 1

- Students work individually or in pairs to choose the correct words. Check the answers.

ANSWERS

- 1 anything 2 no one 3 something
4 nowhere, somewhere 5 anywhere 6 anybody
7 nothing

Exercise 2

- Students work individually or in pairs to complete the dialogue. Check the answers.

ANSWERS

- 1 something 2 nothing 3 Nobody / No one
4 Anywhere 5 anything 6 anyone / anybody

Exercise 3

- Students work individually or in pairs to complete the questions. Check the answers.
- Students ask and answer the questions in pairs. Monitor and make a note of any errors. Correct any mistakes on the board with the whole class when the activity has finished.

ANSWERS

- 1 anywhere 2 nobody / no one
3 somewhere, somewhere 4 anybody / anyone

Quick Test: Sentence transformation

Write the following sentences on the board. Give students time to rewrite them using an indefinite pronoun.

I want to buy a present for my mum. [something]

The room was empty when we arrived. [nobody]

Did you see a person go into the shop? [anybody]

We didn't eat our food because we weren't hungry. [anything]

They had to stand because all the chairs were occupied.

[nowhere]

He's going to ask a person about the times of the trains.

[somebody]

He couldn't find his keys in the whole house. [anywhere]

I was bored because I had finished all my work. [nothing]

She put the money in a safe place. [somewhere]

More practice

Workbook page 64

Grammar Builder page 109, exercises 4–5

ANSWERS GRAMMAR BUILDER 8 (PAGE 109)

Exercise 4

- 1 a anybody b nobody c somebody
2 a nothing b anything c something
3 a somewhere b nowhere c anywhere

Exercise 5

- 1 There isn't anybody on the train.
2 I haven't got anything to wear.
3 Freya doesn't want anybody / anyone to see her crying.
4 Can I have something to drink?
5 correct
6 Please sit anywhere.
7 Has anybody seen my sunglasses?
8 correct

A postcard

Target Language

Postcard: We've been in ... I'm in ...
We're having a terrible time. it was a good job
it said in the brochure it isn't worth complaining
it's no use moaning it took ages she's had enough
I'd better ... first thing tomorrow See you soon.

Linkers: and but so still though

Warm-up

- Ask students: *When do people send postcards?*

Read

Exercise 1

- Students read the postcards and answer the question.

ANSWER

The first postcard goes with the photo.

Exercise 2

- Students read the postcards again and answer the questions.
Check the answers.

ANSWERS

- The plane was delayed.
 - They ate some sandwiches from the journey.
 - They still can't get to sleep because of the noise from the motorway.
 - The hardest part was finding the hotel.
 - Because he had lost his wallet.
 - Because they are going to Fort William the next day.
- Focus on the postcard and elicit the following information:
 - The style of the postcard is informal and uses short forms.
 - We use *Dear ...* to start the postcard and *Love* to end it.
 - The postcard finishes with a short phrase, e.g. *See you soon* or *I'd better go now*.
 - There is only one paragraph in the postcard.

Teaching Tip: Informal linkers

Postcards are written in an informal style and so the following linkers are common: *and, but, so, still* and *though*.

Activity: Write these sentences on the board and ask students to complete them with a suitable linker.

The plane was delayed ____ we arrived an hour late. [so]

The room was dirty ____ there were no towels. [and]

The food isn't bad, ____ [though]
____, things can only get better. [Still]

We complained, ____ the receptionist didn't listen to us. [but]

Prepare

Exercise 1

- Students answer the questions individually or in pairs.
Check the answers.

ANSWERS

The first piece of information is where they are. The last is what they are going to do next.

Exercise 2

- Read through the **Learn this!** box with the students.
Students in pairs discuss the question. Monitor and help.

Follow-up

Grammar Reference page 108

Write

Exercises 1 and 2

- Students choose four of the problems and make notes, then write their postcard. Monitor and help.

SAMPLE ANSWER

Dear Matt,

We've been in Greece for four days now and we're having a terrible time. We had a disastrous journey because the plane was delayed. When we eventually arrived, we discovered that the airline had lost one of our suitcases. It was really late by the time we came out of the airport so there was nobody waiting to meet us. In the end we had to get a taxi to the hotel, which was really expensive. The hotel is OK, but it's three kilometres to the nearest beach, so we've had to rent a car. We've had to buy new clothes as well, so we haven't got much money left. We're really looking forward to coming home!

See you soon.

Love

Rob

Marking Scheme

- Appropriate start to the postcard. [1 mark]
- Postcard is organized into one paragraph. [1 mark]
- Postcard includes four problems. [1 mark]
- Postcard starts with information about the place. [1 mark]
- Postcard finishes with information about what is going to happen next. [1 mark]
- Appropriate use of short forms. [1 mark]
- Appropriate use of introductory *It*. [1 mark]
- Use of a suitable closing phrase. [1 mark]
- Appropriate end to the postcard. [1 mark]
- Appropriate grammar and spelling. [1 mark]

More practice

Workbook page 65

Grammar Builder page 109, exercise 6–7

ANSWERS GRAMMAR BUILDER 8 (PAGE 109)

Exercise 6

- It's a good job we checked our departure time.
- It's a shame there's nowhere to sit.
- It isn't worth getting a trolley.
- It's no use changing trains if the track's blocked.
- It took us ages to find the right platform.
- It's impossible to get to the centre in the rush hour.

Exercise 7

- It took me over an hour to do my homework.
- It's impossible to repair my bike.
- It's a shame that you failed your driving test.
- It doesn't matter what you get me for my birthday.
- It's a good idea that we brought some sandwiches.
- It isn't worth taking the car to the centre.

Language Skills

Exercise 1 3.06

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

ANSWERS

1 anywhere 2 anybody 3 Nobody 4 someone
5 stolen 6 Nothing 7 been 8 has 9 was
10 Everybody 11 is 12 be

Exercise 2

- Students work individually to choose the correct answer. Check the answers.

ANSWERS

1 has disappeared 2 had been left 3 weren't being used
4 has opened 5 has been stolen 6 isn't caught

Exercise 3

- Students work individually to complete the sentences. Check the answers.

ANSWERS

1 something 2 everywhere 3 somewhere
4 anybody / anyone 5 Nobody / No one
6 somebody 7 anything

Dictionary Corner

Teaching Tip: British and American English

There are many cases where different words are used in British and American English. Your dictionary shows the British word (labelled BrE) and the American word (labelled AmE), too.

Activity: Students look up these British English words and find the American English equivalent.

pavement [sidewalk]
railway [railroad]
taxi [cab]
tram [streetcar]
trolley [cart]
underground [subway]

Exercise 1 Choosing the correct word: travelling

crossing /'krɒsɪŋ/ **noun** [C] **1** a place where you can cross over sth: *You should cross the road at the pedestrian crossing.* ♦ **a border crossing** **2** (BrE level **crossing**) a place where a road and a railway line cross each other **3** a journey from one side of a sea or river to the other: *We had a rough crossing.*

- Students look up the word *crossing* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - *crossing* is a countable noun with three meanings.
 - Meaning 3 matches definition g in exercise 1.
- Explain that students should look up the words in a dictionary and match them with the definitions.
- Students continue working individually. Check the answers.

ANSWERS

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

Exercise 2 Compound nouns: on holiday

'baggage reclaim (BrE) (AmE 'baggage claim) **noun** [U] (TOURISM) the place at an airport where you get your bags, suitcases, etc. again after you have flown

- Students look up *baggage reclaim* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - We say *baggage reclaim* in British English and *baggage claim* in American English.
 - *baggage reclaim* means the place in an airport where you get your bags and suitcases after you have flown.
 - *baggage reclaim* is an uncountable noun.
 - *baggage reclaim* is written as two words.
- Focus on the two boxes and explain that students should join a word in A to a word in B to make compound nouns. Then they should look up the compound noun in a dictionary to check how it is written.
- Focus on the example sentence and explain that students should complete the sentences with the compound nouns they have formed.
- Students continue working individually. Check the answers.

ANSWERS

1 baggage reclaim 2 luggage rack 3 waiting room
4 package holiday 5 ski resort 6 holidaymakers
7 departure lounge

Follow-up

Self Check, Workbook pages 66–67

Test Unit 8, Teacher's Book pages 136–137

The Dead of Jericho

Exercise 1

3.09

- Read out the biography. Focus on the title and the photo. Ask students: *What do you think the story is about?*
- Play the CD for students to do the task.

ANSWERS

1 T 2 T 3 F 4 F 5 F

Exercise 2

- Students work individually. Check the answers.

ANSWERS

- They are talking in the kitchen.
- Bell says that Morse is the cleverest detective he's ever met.
- It was strange that it wasn't locked.
- She hanged herself.
- Bell is looking for a suicide note explaining why she had killed herself.
- Because he's looking for clues.

Exercise 3

- Students work individually. Check the answers.

SAMPLE ANSWERS

- No, because he thinks Morse is lazy.
- Bell has only just started investigating the case and he hasn't found many answers yet.
- Because the chair was found two metres away from the woman.
- Anne Scott lives alone. She seems to be very tidy and organized. She is close to her mother.

Exercise 4

- Students read through the instructions. If the writing is done in class, circulate and monitor.

Skills Round-up 7-8

Read

Exercise 1

- Focus on the photo and the title. Ask students: *What can you see?* [a crowd of holidaymakers on a beach]
- Students work individually and answer the questions.

ANSWERS

Most travel abroad for their holidays.

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 T 2 F 3 F 4 T 5 T 6 F 7 F 8 T

Exercise 3

- Students work individually. Check the answers.

ANSWERS

camping holiday, caravan holiday, package holiday, day trip, city break

Listen

Exercise 1

3.10

- Play the CD once for students to write down the countries.

ANSWERS

England / Britain, Portugal, Spain, Gibraltar, Austria, Switzerland, France, Italy

TAPESCRIPT

1 Tony We live in London, but we have family in Devon which is in the south west of England. Devon is really beautiful with lots of lovely countryside and beaches. My aunt and uncle have lived in an old farmhouse there for over ten years now, and every summer we go and stay with them for a few weeks. Being in London in summer is not very pleasant, so my sister and I really look forward to going there. There are lots of things to do, and we get on really well with our cousins. We cycle to the beach, or go for walks, and sometimes we go out in my uncle's boat. There's a surfing beach nearby, so we've been practising our surfing – I'm not very good, but it's great fun! I wouldn't like to live there in winter, though – it's too boring then.

2 Karen My mum used to live in Portugal, so we often go back there for our holidays, just the two of us. We never stay in the same place. We always hire a car and drive to different places. We visit Lisbon, the capital city, for example, or visit my mum's friends on the west coast. Now and then we cross over the border and go to the south of Spain. Once we went to Gibraltar – that tiny part of Spain which is still British. That was interesting, though I wouldn't like to live there! Portugal is lovely, though, and the people are very friendly and kind. My mum speaks Portuguese fluently, of course, and I can speak a bit, too, though it's not an easy language to pronounce. And it's always warm and sunny there – such a nice place for a holiday.

3 Dan We both have quite busy jobs, so holidays are important to us. We like to get away from it all and do something completely different. We save some of our money every month and put it away for our next holiday. We've recently found something we love doing – skiing! We tried it for the first time two years ago, and thought it was wonderful!

Jill Yes, I didn't think I would enjoy it that much, as I don't like the cold. But on a beautiful white mountain with a blue sunny sky, it doesn't feel cold at all. Skiing's expensive though, so we try to arrange something at the last minute, so we can get the holiday cheaper. So far, we've been to Austria. This year I think we're going to Switzerland. We can't wait!

4 Chris I'm 17 now, and I used to go on holiday with my parents and little sisters. But I never enjoyed it very much. Wherever we went, either in Britain, or sometimes France or Italy, my Dad wanted to look at all the churches and historical buildings. The occasional old place can be interesting, I suppose, but I used to get so bored. My mum took my little sisters to a café for yet another ice cream, and there I was – stuck between old churches and pink ice creams. So last year I decided to do something different. Now when my family goes on holiday, I go somewhere on my own in Britain. So far I've been canoeing and kayaking, mountain climbing, and camping, and it's been just great. There are lots of people my age, and we all learn something new, and get to know each other at the same time. I've done so many new things and met so many people – I wish I had thought of it sooner!

Exercise 2

3.10

- Play the CD again for students to do the task.

ANSWERS

1 Dan and Jill 2 Tony 3 Chris 4 Karen

This unit includes

Vocabulary: spending a fortune • phrasal verbs • verb phrases: money • money and payment • expressions and prepositions • idioms: finance

Grammar: *have something done* • reflexive pronouns • third conditional

Skills: talking about money and spending • arguing your case

Writing: a formal letter: asking for information

Workbook pages 68–75

Reading PAGES 76–77**Warm-up**

- Look at the unit title and ask students: *What do you spend most money on?*
- Read the title of the reading page, *Giving it all away*. Ask students: *If you were rich, who would you give money to?*

Before Reading**Exercises 1 and 2**

- Students discuss the list and questions in pairs before comparing decisions and answers with the class.

Background Notes

Percy Ross (22 November 1916–14 November 2001) was an American self-made multi-millionaire. He was best known for his 'Thanks a Million' newspaper column, where he would often grant requests for readers in need. 'Thanks a Million' ran in over 800 publications for 17 years. It eventually became a radio show running on over 400 radio stations. From the column and shows, he gave away an estimated \$20 to \$30 million US dollars over a period of 17 years.

Read**Exercise 1**

- Students read through the text quickly and answer the questions. Check the answers.

ANSWER

Percy Ross was an entrepreneur who gave all his money away. He did this through a newspaper column called 'Thanks a Million'.

Exercise 2

- Students complete the text with the missing sentences. Check the answers.

ANSWER

1 C 2 E 3 F 4 D 5 A

Exercise 3 3.11

- Play the CD while students read the text and mark the sentences true or false. They correct the false sentences. Check the answers.

ANSWERS

- F (Over the years there have been several examples ...)
- F (His parents were from Latvia and Russia.)
- F (His first was an auction business.)
- T
- T
- F (He started the newspaper column first, and the radio show later.)
- T
- F (He wished he had given away twice as much.)

Exercise 4

- Read through the **Reading tip** with students. Check understanding by asking: *Is it necessary to read every word in a text when you are looking for specific information?* [No]
- Students in pairs find the dates and numbers in the text and explain their significance. Check the answers.

ANSWERS

- Percy Ross was born in 1916.
- In 1969 he sold his plastic bag company.
- He gave \$50,000 to 50 Vietnamese refugees.
- He bought 1,050 bikes for poor children.
- He received 40,000 requests for money every month.
- He gave \$16,500 in silver coins to children at a parade.
- In 1999 he published his last newspaper column.
- People estimate he gave away around \$30 million.

Optional Activity: Reading skills

Aim: To focus on the order of events in a text.

Preparation: Write the following sentences on the board.

He succeeded in giving away his entire fortune. [7]

He gave some money to some Vietnamese refugees. [3]

He hosted a radio show. [6]

He passed away. [8]

He lost all his money. [2]

Percy Ross made a fortune in the auction business. [1]

He started a newspaper column. [5]

He held a party for poor children in Minneapolis. [4]

Students number the sentences in chronological order.

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: Twenty chances

Focus on question 1. On the board write this sentence:

A successful entrepreneur is very ____.

On a piece of paper write down these five qualities:

motivated, hard working, ambitious, competitive, creative

Tell students they have twenty chances to guess the words you have chosen to complete the sentence. Elicit words from students and write their ideas on the board. After twenty chances, tell them your words. Have a whole class vote on the most important quality.

Vocabulary

Teaching Tip: Parts of speech

Some nouns in English have the same verb form. Write these sentences on the board and get students to rewrite them using a verb.

They sold the painting for a high price at an auction.

[They auctioned the painting for a high price.]

There was a boom in the textile industry in the 1850s.

[The textile industry boomed in the 1850s.]

He had no regrets about selling his story to the press.

[He didn't regret selling his story to the press.]

She was a radio show host for twenty years.

[She hosted a radio show for twenty years.]

Exercise 1

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

ANSWERS

1 settle 2 talent 3 vast 4 entire 5 regrets
6 auction 7 passed away 8 boomed 9 on the contrary
10 goal 11 cheques 12 entrepreneur 13 donating
14 hosted 15 venture

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks.

auction is a noun which means a public sale at which items are sold to the person who offers the most money.

To auction is also a verb.

boom is a regular verb which means to grow rapidly and become successful. The third person form is *booms* and the past simple form is *boomed*. *Boom* is also a noun.

cheque is a countable noun which means a piece of paper printed by a bank that you sign and use to pay for things.

donate is a regular verb which means to give money or goods to an organization. We say *donate sth to sb*. The noun from *donate* is *donation*.

entire is an adjective used only before a noun which means including everything, everyone or every part.

entrepreneur is a countable noun which means a person who makes money by starting or running businesses.

goal is a countable noun which means your purpose or aim.

host is a countable noun which means a person who introduces a television or radio show and talks to the guests. *To host* is also a verb.

on the contrary is an idiom which means the opposite is true.

pass away is a phrasal verb used as a polite way of saying to die. *Pass away* is intransitive and inseparable.

regret is a countable noun which means a feeling of sadness about something that cannot now be changed. *To regret* is also a verb.

settle is a regular verb which means to go and live permanently in a new area. The third person form is *settles* and the past simple form is *settled*.

talent is a countable noun which means a natural skill or ability.

vast is an adjective that describes something which is extremely big.

venture is a countable noun which means a project which is new and possible dangerous, because you cannot be sure that it will succeed.

Exercise 2

- Students find the words in the text and read the sentences which contain them.
- Write the following sentences on the board, or dictate them. Students complete the sentences.
 - Those factories ____ cars. [manufacture]
 - Hassan left Somalia as a ____ during the last war. [refugee]
 - That journalist writes an interesting ____ once a week. [newspaper column]
 - Most people would like to ____ and never work again. [make a fortune]
 - I see my grandparents ____ – usually every weekend. [on a regular basis]
 - There was no bread, so we had to ____ toast at breakfast. [do without]
 - Our gardener is an _____. I think he comes from Poland. [immigrant]
 - We took all our old and useless furniture to the _____. [junk dealer]

Quick Test: Short definitions

Choose a good student. Explain that you are going to give short definitions for some words and the student has to say the word. Ask another student to time you and say *stop* after one minute. Read out these definitions.

It's a public sale. [auction]

You can pay with this. [cheque]

It's everything. [entire]

It's the opposite. [on the contrary]

It's your aim. [goal]

It's a new project. [venture]

It's a sad feeling. [regret]

It's a natural ability. [talent]

It's to die. [pass away]

It's a radio presenter. [host]

It's extremely big. [vast]

Give students five minutes in pairs to write down short definitions. Then students work in groups of four. One pair reads out the definitions and the other pair guesses the word. Time the activity and find out which pair guessed the most words. Students swap and repeat.

Optional Activity: Interview

Aim: To role play an interview with Percy Ross.

Preparation: Tell students to imagine that Percy Ross is still alive. Give them five minutes in pairs to write down ten questions they would like to ask him.

Student A is a journalist and Student B is Percy Ross.

Student A interviews Student B using the questions they have written. Then swap. Monitor and help.

More practice

Workbook page 68

Vocabulary PAGE 78

Target Vocabulary

Thanks a million: auction boom cheque donate entire entrepreneur goal host on the contrary pass away regret settle talent vast venture

Inseparable phrasal verbs: break into come across count on go over go with look after pick on

Verb phrases: money: ask for a loan invest in shares / the stock market pay for sth by credit card save up for sth spend money on sth take money out of a cash machine

Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What word is to go and live permanently in another place?* [settle] *What do we call a person who takes a risk to open a new business?* [entrepreneur]
- Students work individually or in pairs. Check the answers.

ANSWERS

1 settle 2 talent 3 vast 4 auction 5 hosted
6 venture 7 regrets 8 going to donate 9 passed away
10 On the contrary 11 boomed 12 goal
13 entrepreneur 14 cheque 15 entire

Extend

Exercise 1 Inseparable phrasal verbs

- Read through the **Look out!** box with students. Check understanding by asking: *Where do we put the object of an inseparable phrasal verb?* [after the phrasal verb] Elicit the example from the box. [look after] Ask: *Are three-part phrasal verbs separable or inseparable?* [inseparable]
- Students look for the three transitive inseparable phrasal verbs in the text. [do without, come up with, look back on]

Exercise 2

- Focus on the example and explain the task.
- Students work individually or in pairs. They may use a dictionary if they wish. Check the answers.

ANSWERS

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

Exercise 3

- Focus on the example. Remind students that they may have to change the form of the verb to complete the sentence.
- Students work in pairs to rewrite the sentences.

ANSWERS

1 came across it 2 pick on him 3 looked after us
4 count on her 5 went over it 6 go with them
7 broke into it

Teaching Tip: pay and pay for

Students sometimes are not sure when to use the preposition *for* with the verb *pay*. Explain that we use *pay* when the object is something we owe, e.g. *pay a bill* or *pay a fine*. We use *pay for* when the object is something we have bought, e.g. *pay for a jacket* or *pay for a meal*.

Exercise 4 Verb phrases: money

- Focus on the example and explain the task.
- Students continue working individually or in pairs to match the verb phrases. Check the answers.

ANSWERS

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

Exercise 5

- Focus on the example. Remind students that they may have to change the form of the verb to complete the sentence.
- Students continue working individually or in pairs to complete the sentences. Check the answers.

ANSWERS

1 spent 2 paid 3 ask for 4 investing
5 take 6 save up

Quick Test: Guess the verb

Divide the class into four teams. Explain that you are going to read out a sentence and they have to put up their hand and complete it with a verb from Student's Book page 78. Ask the first students to put up their hand to complete the sentence. They get two points for a correct answer, but if they are wrong, the sentence is left to the end to be read out again.

They want to move to Canada and ___ in Vancouver. [settle]
She's worried that someone might ___ her house. [break into]
Older boys often ___ younger boys. [pick on]
My grandparents ___ in the stock market. [invest]
Our teachers ___ our exams at the end of term. [go over]
I'm going to ___ £25 to the earthquake fund. [donate]
Your shoes ___ your bag. [go with]
I'm going to ___ for a new mobile phone. [save up]
He can always ___ his best friend to help him. [count on]
They went to the bank to ___ a loan. [ask for]

Optional Activity: Inseparable phrasal verbs

Aim: To practise inseparable phrasal verbs.

Preparation: Write these sentences on the board.

Your coat doesn't go with ...
The thieves broke into ...
I'm counting on ... to help me.
We came across ...
They were picking on ...
She's looking after ...
He went over ...

Focus on the first sentence. Elicit different ways of completing it, e.g. *your shoes, your trousers*. Write students' ideas on the board.

Focus on the second sentence. Tell students they have to complete the sentence in as many different ways as possible in one minute. Stop them after a minute and ask the student with the most endings to read them out. Continue with the rest of the sentences.

Vocabulary Notebooks

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

More practice

Workbook page 69

have something done

Warm-up

- Ask students: *If you could choose, where would you like to live?* Elicit answers from a few students.

Explore

Exercise 1

- Students look at the photo. Ask: *What can you see?* [a barn] *Is it old or new inside?* [It's new.]
- Students read the text and answer the question.

ANSWER

They paid someone else to do it.

Exercise 2

- Read through the **Learn this!** box and check understanding by asking: *What structure can you use when someone does something for you?* [have + object + past participle]
- Students find examples of *have something done* in the text.

Teaching Tip: Referring to body parts

Some languages use definite articles to refer to body parts, whereas in English we use possessive adjectives, e.g. *I'm going to have **my** hair cut. He's just had **his** eyes tested.* When students make a mistake, use the prompt *Possessive adjective* and ask them to repeat the sentence correctly.

Follow-up

Grammar Reference page 110

Exploit

Exercise 1 3.12

- Focus on the example and remind students to use the past simple of *have something done* to complete the dialogue. Students continue working individually.
- Play the CD for students to check their answers.

ANSWERS

- 1 had it painted 2 had some new curtains made
3 had everything delivered 4 had the shelves fitted
5 had it cleaned 6 had my bag stolen

Exercise 2

- Students complete the sentences individually. Check the answers

ANSWERS

- 1 had his leg examined 2 have / 've not had my eyes tested
3 do ... have your hair cut 4 don't have their flat cleaned
5 had their house burgled

Exercise 3

- Read through the **Learn this!** box with students and check understanding by asking: *When do we use reflexive pronouns?* [when the object of a verb is the same as the subject; to add emphasis]
- Students find an example of a reflexive pronoun in the dialogue in exercise 1 and answer the question.

ANSWERS

Did you bring all the furniture home yourself?
The reflexive pronoun is use 2.

Exercise 4

- Focus on the example and explain that students have to rewrite the first sentence with *have something done* and then write a negative sentence with a reflexive pronoun.
- Students work individually. Check the answers.

ANSWERS

- She had her make-up done. She didn't do it herself.
- She had her air-conditioning installed. She didn't install it herself.
- We had our car washed. We didn't wash it ourselves.
- He had his teeth examined. He didn't examine them himself.
- I had my eyes tested. I didn't test them myself.
- They had their shoes cleaned. They didn't clean them themselves.

Quick Test: Error correction

Write the following sentences on the board. Give students time to find the mistakes and write them correctly.

He's having repaired his car.
I prefer to clean my flat me.
We usually have our shopping deliver.
She painted the room yourself.
Yesterday I had the hair cut.
Have you tested your eyes recently?
They're going have their roof repaired.
We always decorate our house ourself.

More practice

Workbook page 70

Grammar Builder page 111, exercises 1–4

ANSWERS GRAMMAR BUILDER 9 (PAGE 111)

Exercise 1

- I've had my hair dyed.
- They had their house painted last year.
- Tom's having his car repaired.
- My neighbours are having their windows changed.
- I'm going to have my photo taken.
- Olivia had her eyes tested last week.
- Harvey's had his coat dry cleaned.
- We're going to have our new shower installed.

Exercise 2

- Has she had her hair cut?
- she's had it dyed
- Has she had her nose reduced?
- Has she had her teeth whitened?
- Did she have it made

Exercise 3

- No, she dyes it herself.
- No, they clean them themselves.
- No, he shaves it himself.
- No, we repair them ourselves.
- No, we cook them ourselves.

Exercise 4

- hurt himself 2 burn themselves 3 look after ourselves
- cut myself 5 get herself 6 turn itself

Money and finance

Target Vocabulary

Money and payment: cash machine credit card
currency current account debit card exchange rate
in debt notes PIN pocket money rate of interest
receipt savings account

Warm-up

- Ask students: *Which currency is used in your country? Which other currencies do you know? Where are they used?*

Vocabulary

Exercise 1

- Students read the quotation and answer the questions with a partner. Check the answers.

ANSWERS

The quotation is describing the Earth. The small green pieces of paper are bank notes. The author doesn't understand why the pieces of paper made the people unhappy.

Exercise 2

- Students answer the questions individually, using a dictionary if necessary. Check the answers.

ANSWERS

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

More practice

Workbook page 71

Listen

Exercise 1 3.13

- Focus on the instructions. Play the CD for students to match the speakers with the sentences. Check the answers.

ANSWERS

1 c 2 f 3 a 4 d 5 b

TAPESCRIPT

1 I've been saving up for ages for a new pair of trainers, but they're quite expensive and I haven't saved enough yet. My mum says she'll buy them on her credit card and I can pay her back when I've got enough. It's really kind of her but I don't like to borrow money from my family. In fact I really don't like being in debt to anyone. So, I guess I'll have to just keep saving until I've got enough.

2 The other day something really irritating happened. I was in a clothes shop in town and I saw this great T-shirt in the sale. Luckily they had my size so I went up to the till to pay for it. I tried to use my debit card, but I couldn't remember my PIN. Anyway, it was £4.99 so I paid in cash. I gave the sales assistant a £10 note but she only gave me 1p change. I was so pleased with my bargain, that I didn't notice until I was on the bus home – by which time of course it was too late. It wouldn't have happened if I'd used my debit card.

3 I want to get a computer game that's just come out. It's really brilliant, but it's quite expensive. The problem is, I haven't got any money in my current account. I've just spent all my money on a new bike, so I'm really broke. Anyway, I asked my parents to lend me some money but my dad reacted really badly when I told him what I wanted it for. He said I shouldn't waste money on computer games. 'I'll lend you some money to buy books,' he said, 'but not computer games.'

4 I want to get my mum something really nice for Christmas, something to wear maybe. I haven't got much money now, but Christmas is still a couple of months away, and I get £4 a week pocket money. I'm paying £2 a week into my savings account. I'm not sure what the rate of interest is, but I should be able to afford something nice for her, like a nice top or some gloves and a scarf.

5 I bought a pair of jeans last weekend. They were £20, but as they were in the sale I got £5 off, which was fortunate because I'd only drawn out £20 from the cash machine! I took them home, but when I tried them on they didn't fit. The sales assistant didn't give me a receipt and I forgot to ask for one, so I can't take them back. It's a real pain – I've got a pair of jeans that don't fit me and I'm £15 poorer.

Exercise 2

- Play the CD again for students to complete the sentences. Check the answers.

ANSWERS

1 for 2 from 3 for 4 in 5 on 6 on
7 into 8 in, off

Speak

Exercise 1

- Students discuss the questions in pairs. Monitor and make a note of any common errors. Correct any mistakes on the board with the whole class at the end of the activity.

Exercise 2

- Students in pairs discuss the meaning of the quotations.
- Focus on the speech bubbles. Ask a few students to continue the sentences.
- Students in pairs discuss whether they agree or disagree with the sentences. Monitor and help.

Optional Activity: Dialogue

Aim: To practise speaking about money quotations.

Preparation: Write the following dialogue on the board.

A *What do you think the first quotation means?*

B *It means that money won't make you happy.*

A *What do you think about that?*

B *I agree. Money won't make you happy because your health is more important. What do you think?*

A *I disagree. Money is very important because you need it to buy food.*

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 9 Teacher's Book pages 118–119

Third conditional

Warm-up

- Ask students: *What are the three most important things you should always take on holiday with you?*

Explore

Exercise 1 3.14

- Focus on the photo and ask: *Which city is it?* [New York] Explain that students are going to listen to a conversation between two friends who have just landed in New York.
- Play the CD for students to complete the dialogue.
- Play the CD again for students to check their answers.

ANSWERS

1 would 2 wouldn't 3 hadn't 4 known 5 hadn't

Exercise 2

- Read through the **Learn this!** box with students and check understanding by asking: *Which verb forms are used in the third conditional?* [*if* + past perfect, *would have* + past participle] *When do we use the third conditional?* [to talk about the imaginary result of things that did not happen] *What feelings can the third conditional express?* [criticism and regret] *What happens when the 'if' clause is the second part of the sentence?* [We omit the comma.] *What does 'd mean?* [had or would]
- Students find the examples in the dialogue.

ANSWERS

If I'd had more time in the airport, I'd have changed some money.
We wouldn't have arrived at the airport late if you hadn't made a mistake with the train times.
If I'd known that, I would have brought it.
I wouldn't have put it there if I hadn't wanted you to bring it!

Teaching Tip: Third conditional

Students are often confused as to where they should put the verb *would* in a third conditional sentence. Remind them that *would* never appears in the *if* clause. When they make a mistake, use the prompt *Would?* and ask them to repeat the sentence correctly.

Follow-up

Grammar Reference page 110

Exploit

Exercise 1

- Students work individually. Check the answers.

ANSWERS

- hadn't become
- would have paid
- would have won
- had been
- wouldn't have failed, had worked
- wouldn't have eaten, had seen
- wouldn't have left, hadn't been
- would have been able, hadn't spent

Exercise 2

- Students work individually. Check the answers.

ANSWERS

- We could have paid for dinner if you'd brought your credit card.
- We would have gone skiing if it had snowed.
- I would have invited you to my barbecue if I'd had your number.
- She would have bought you a present if she'd known it was your birthday.
- I would have made a pizza if I'd had some flour.
- They would have gone to the beach if it had been sunny.

Exercise 3

- Students work individually. They compare their answers with a partner before checking with the whole class.

ANSWERS

Students' own answers.

Quick Test: Sentence transformation

Write the following sentences on the board. Give students time to rewrite the sentences.

I didn't hear the phone. I was in the shower.
[I'd have heard the phone if I hadn't been in the shower.]
She lost her passport. She didn't put it away.
[She wouldn't have lost her passport if she'd put it away.]
He forgot her number. He didn't call her.
[If he hadn't forgotten her number, he'd have called her.]
They didn't slow down. They got a fine.
[If they'd slowed down, they wouldn't have got a fine.]
We didn't go to the wedding. We didn't have an invitation.
[We'd have gone to the wedding if we'd had an invitation.]

More practice

Workbook page 72

Grammar Builder page 111, exercises 5–6

ANSWERS GRAMMAR BUILDER 9 (PAGE 111)

Exercise 5

- If Holly hadn't forgotten her credit card, she would have bought a new TV.
- We wouldn't have bought a new car if we hadn't asked for a bank loan.
- If Amy hadn't gone to the sales, she wouldn't have found a bargain.
- Simon wouldn't have borrowed the money if he had saved up.
- If Daisy hadn't had enough money, she wouldn't have lent Benjamin £50.
- Joseph would have found a cheap leather jacket if he'd looked in the sales.

Exercise 6

- What would you have done if you'd felt ill this morning?
- Where would you have gone today if it had been Saturday?
- Where would you have stayed if you'd gone away last weekend?
- Which film would you have seen if you'd gone to the cinema last night?
- Who would you have visited last night if you'd had the time?
- What would you have bought yesterday if you'd had the money?

A formal letter: asking for information

Target Language

Asking for information: I am writing to enquire about ...
 Could you please tell me whether ...?
 Do you know if ...?
 I would be grateful if you could also let me know ...
 Could you also tell me ...?
 I look forward to hearing from you.

Linking words: and as you know even finally so

Warm-up

- Ask students: *Have you ever been camping?* If the answer is *Yes*, ask: *When and where did you go?* If the answer is *No*, ask: *Would you like to go camping?*

Read

- Students read the letter and answer the question.

ANSWERS

Clare needs to buy a tent and a sleeping bag.

- Focus on the letter and elicit the following information:
 - The letter is organized into five paragraphs.
 - The style of the letter is formal, so it contains full forms.
 - The letter finishes with the closing phrase *I look forward to hearing from you*.

Prepare

Exercise 1

- Students match the notes to the paragraphs in the letter. Check the answers.

ANSWERS

Paragraph 2: OK for wet and windy Scottish weather?

Paragraph 3: Big enough for three with lots of luggage?

Paragraph 4: How long? and Which colours?

Paragraph 5: Sleeping bag?

Exercise 2

- Students discuss the questions in pairs. Check the answers.

ANSWERS

Clare starts with *Dear Sir or Madam* and finishes with *Yours faithfully*. If she knew the name of the person she was writing to, she would start with *Dear Mr / Mrs / Ms (surname)* and finish with *Yours sincerely*.

Exercise 3

- Read through the **Writing tip** with students. Check understanding by asking: *What should you give at the start of the letter?* [your reason for writing it] *How can you make questions more polite?* [by using indirect questions]
- Students find the four indirect questions in the letter.

ANSWERS

... could you please tell me whether ... would be more suitable?

Do you know if the three-berth tents have plenty of storage space?

I would be grateful if you could also let me know ...

Finally, could you also tell me if you sell sleeping bags?

Teaching Tip: Linking words

Formal letters asking for information may include the following linkers: *and, as you know, even, finally* and *so*.

Activity: Write these sentences on the board and ask students to complete them with a suitable word.

I am going with a friend ____ we are travelling by plane. [and]
____, it can be quite cold at that time of year. [As you know]
The sun can be quite strong, ____ in September. [even]
____, I would like to know the frequency of the bus. [Finally]
We will be driving, ____ we will need a parking space. [so]

Write

Exercise 1

- Students read through the advertisement and answer the questions in pairs. Check the answers.

ANSWERS

- No, riding on rough terrain
- taking lots of luggage
- lights and locks

Exercise 2

- Students read through the instructions. Make sure they understand what they are going to write.
- If the writing is done in class, circulate and monitor.

SAMPLE ANSWER

Dear Sir or Madam,

I am writing to enquire about the range of bikes that I recently saw advertised in *Let's Go Cycling* magazine.

I am planning a cycling holiday this summer in the Lake District. As you know, the terrain there can be quite rough, so could you please tell me whether the Easyrider Touring range or the Adventurer range would be more suitable?

I am going for a whole month and so I am planning to take a lot of luggage. Do you know if it would be possible to fit panniers to the bikes?

I would be grateful if you could also let me know if the bikes are available with large frames, and how much the postage and packing is for bikes under £200.

Finally, could you also tell me if you sell lights and locks?

I look forward to hearing from you.

Yours faithfully,

Charlotte Simpson

Charlotte Simpson

Marking Scheme

- Appropriate start and end to letter. [2 marks]
- Letter organized into five paragraphs. [1 mark]
- First paragraph includes where the advertisement was seen and the reason for writing. [1 mark]
- Second paragraph includes information about what the writer needs the bike for. [1 mark]
- Letter includes all the questions in the notes. [1 mark]
- Letter includes an appropriate closing phrase. [1 mark]
- Appropriate use of indirect questions. [1 mark]
- Appropriate use of full forms. [1 mark]
- Appropriate use of linking words. [1 mark]

More practice

Workbook page 73

Language Skills

Exercise 1 3.15

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

ANSWERS

1 can't 2 hadn't 3 have 4 wouldn't 5 if
6 didn't 7 been 8 had 9 ourselves 10 known
11 'd 12 myself

Exercise 2

- Students work individually to complete the sentences.

ANSWERS

1 would have gone out, he'd
2 hadn't been, wouldn't have bought
3 wouldn't have cost, had taken
4 would have done, 'd known
5 wouldn't have got, 'd arranged
6 hadn't spent, wouldn't have cooked

Exercise 3

- Students work individually to complete the dialogues.

ANSWERS

1 himself; No, he had it mended.
2 myself; No, you are going to have it made.
3 yourselves; No, we have them ironed.
4 themselves; No, they're having it decorated.
5 yourself; No, I had it cleaned.
6 herself; No, she has it dyed.

Dictionary Corner

Teaching Tip: Examples

Examples are very important in a dictionary because they show you how a word is used. Important phrases and collocations are printed in bold type within the examples.

Activity: Write these sentences on the board and ask students to look up the words that are underlined to complete the space.

The house was sold _____ *auction*. [at / by]

Would you prefer me to pay _____ *cash*? [in]

Can I pay _____ *cheque*? [by]

The hospital was built _____ *a cost* of £10 million. [at]

After he lost his job, he got _____ *debt*. [into]

He bought the CD player _____ of his own *pocket*. [out]

Exercise 1 Expressions with prepositions

fun¹ **ˈfʌn** /ˈfʌn/ **noun** [U] pleasure and enjoyment; an activity or a person that gives you pleasure and enjoyment: *We **had** a lot of **fun** at the party last night.*
◊ *The party was **great fun**.* ◊ *Have **fun** (=enjoy yourself)!* ◊ *It's **no fun** having to get up at 4 o'clock every day.*

IDM (just) **for fun/for the fun of it** (just) for AMUSEMENT or pleasure; not seriously: *I **don't need** English for my work. I'm just learning it for **fun**.*

in fun as a joke: *It was said **in fun**. They didn't mean to upset you.*

make fun of sb/sth to laugh at sb/sth in an unkind way; to make other people do this: *The older children are always **making fun of** him because of his accent.*

poke fun at sb/sth → POKE

- Students look up the word *fun* in their dictionary.
- Focus on the idiom *for fun* and elicit the following information:
 - *for fun* is an idiom.
 - *for fun* means for amusement or pleasure; not seriously.
 - the preposition used with *fun* is *for*.

change² **ˈtʃeɪndʒ** /tʃeɪndʒ/ **noun** 1 [C,U] ~ (in/to sth)

IDM **a change for the better/worse** a person, thing or situation that is better/worse than the one before

a change of heart a change in your opinion or the way that you feel

for a change in order to do sth different from usual: *I usually cycle to work, but today I decided to walk for a change.*

make a change to be enjoyable or pleasant because it is different from what you usually do

- Students look up the noun *change* in their dictionary.
- Focus on the idiom *for a change* and elicit the following information:
 - *for a change* is an idiom.
 - *for a change* means in order to do something different from usual.
 - the preposition used with *a change* is *for*.
- Focus on the example. Explain that students should look up the words and find the right prepositions to complete the phrases. Point out that students will find the prepositions either in the examples of the main entry for the word or in the list of idioms that follows the main entry.
- Students work individually. Check the answers.

ANSWERS

1 for 2 by 3 on 4 in 5 at 6 under
7 out of 8 from

Exercise 2 Idioms: finance

cost² **ˈkɒst** /kɒst/ **verb** [T] (pt, pp **cost**) 1 to have the price of: *How much does a return ticket to London **cost**?* ◊ *We'll take the bus – it won't **cost** much.*

◊ (informal) *How much did your car **cost** you?* 2 to make you lose sth: *That one mistake **cost** him his job.*

IDM **cost the earth/a fortune** to be very expensive

- Students look up the verb *cost* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - *cost* is a transitive verb, which means it takes an object.
 - The past simple and past participle forms are both *cost*.
 - *cost* has two meanings.
 - The idioms *cost the earth* and *cost a fortune* both mean to be very expensive.
- Focus on the example sentence. Explain that students should look up the word in bold to find the correct word in the box to complete the sentence.
- Students work individually. Check the answers.

ANSWERS

1 up 2 fortune 3 in 4 meet 5 belts
6 money 7 water

Follow-up

Self Check, Workbook pages 74–75

Test Unit 9, Teacher's Book pages 138–139

This unit includes

Vocabulary: street art • visual and performing arts • idioms: art • art and artists • word building: adjectives from nouns

Grammar: present participle clauses • determiners: *all, each, every*, etc. • nominal subject clauses • *so* and *such*

Skills: different forms of art and performance • evaluating an experience

Writing: an essay: giving your opinion

Workbook pages 76–83

Reading PAGES 84–85**Warm-up**

- Look at the unit title and ask students in pairs to write a definition of the word *inspiration*. [a feeling, person or thing that makes you want to do something or gives you exciting new ideas]
- Read the title of the reading page, *Urban art*. Ask: *Where do urban artists usually display their work?* [in the street]

Before Reading

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

ANSWERS

Students' own answers.

Background Notes

Banksy is a British graffiti artist whose identity is not known. He is believed to be from Bristol in the UK and to have been born in 1974. His street art combines graffiti writing with a distinctive stencilling technique.

Julian Beever is an English, Belgium-based chalk artist who has been creating chalk drawings on pavement surfaces since the mid 1990s. His works are created using a projection called anamorphosis, which creates the illusion of three dimensions when viewed from the correct angle.

Read**Exercise 1** 3.18

- Students work individually to match the sentences to the gaps. They compare their answers with a partner before listening to the CD.
- Play the CD for students to check their answers.

ANSWERS

1 D 2 A 3 C 4 E

Exercise 2

- Students work individually to match the sentences with the artists. They compare their answers with a partner before checking with the class.

ANSWERS

1 B, PP 2 PP 3 PP 4 PP 5 B 6 PP 7 B, PP 8 B

Optional Activity: Reading skills

Aim: To practise summarizing a text.

Preparation: Write the following gapped summary on the board.

Banksy is an [urban] artist from Britain, but [nobody] knows his real identity. Banksy paints striking images on [walls] and [billboards]. The paintings often contain a social [comment]. Nowadays, Banksy does some paid work for [charities], but he refuses to work for big [businesses].

Pavement Picasso is a [chalk] artist from Britain and his [real] name is Julian Beever. Beever draws 3D-images on [pavements]. His pictures often depict enormous [creatures] and [objects]. Nowadays, Pavement Picasso does [advertisements] for big companies, but he refuses to display his work in [art galleries].

Students copy the summary and complete the spaces. Check the answers. Students then test each other on the summaries in pairs. Student B closes their book and Student A prompts them to remember the summary. Then swap.

Understanding Ideas

- Read through the **Reading tip** with students. Check that they have understood by asking: *How should you answer questions about your understanding of the text?* [in your own words]
- Students read the questions and think of possible answers.
- Students discuss their answers in groups.
- Bring the class together to compare answers.

ANSWERS

Students' own answers.

Teaching Tip: Compare and contrast

Focus on the text and photos and elicit one comparison and one contrast between Banksy and Pavement Picasso. [They are both street artists; Banksy won't advertise for big companies whereas Pavement Picasso does.] Put students into pairs and ask them to think of two more comparisons and two more contrasts between the two artists. Compare answers with the class and write students' ideas on the board.

Vocabulary

Teaching Tip: Word stress

Encourage students to underline the stress on words which are difficult to pronounce, e.g.

elaborate, incorporate, portable, primitive

Exercise 1

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

ANSWERS

1 swerve 2 factors 3 claimed 4 depicting 5 potholes
6 elaborate 7 incorporated 8 billboards 9 brickwork
10 portraits 11 publicity stunts 12 charities 13 portable
14 striking 15 primitive

- 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).

billboard is a countable noun which means a large board near a road where advertisements are put. Another word for *billboard*, which is often used in British English is *hoarding*.

brickwork is an uncountable noun which means the part of a building that is made of bricks.

charity is a countable noun which means an organization that collects money to help people.

claim is a regular verb which means to say that something is true without having any proof. The third person form is *claims* and the past simple form is *claimed*. *Claim* is often used figuratively in the expression *to claim responsibility for something*.

depict is a regular verb which means to show something in a picture or drawing. The third person form is *depicts* and the past simple form is *depicted*. The noun form is *depiction*.

elaborate is an adjective which means very complicated. The noun form is *elaboration*.

factor is a countable noun which means one of the things that influences a situation.

incorporate is a regular verb which means to make something part of something else. The third person form is *incorporates* and the past simple form is *incorporated*. A synonym of *incorporate* is *include*. The noun form is *incorporation*.

portable is an adjective which describes something that can be moved or carried easily.

portrait is a countable noun which means a picture, painting or photograph of a person.

pothole is a countable noun which means a hole in the surface of a road that is formed by traffic and bad weather.

primitive is an adjective used only before a noun which means connected with a very early stage in the development of humans or animals.

publicity stunt is a countable compound noun which means something you do to get people's attention.

striking is an adjective which means making a strong impression.

swerve is a regular verb which means to change direction suddenly. The third person form is *swerves* and the past simple form is *swerved*.

Exercise 2

- Students find the words in the text and read the sentences which contain them.
- Write the following sentences on the board, or dictate them. Students complete the sentences.
 - You must stop at a crossing if there is a ____ waiting.* [pedestrian]
 - We sheltered from the rain in a ____.* [cave]
 - ____ development is slowing down because of the crisis in the building industry.* [Urban]
 - I fell because the path had a very uneven ____.* [surface]
 - Seen from this ____ the room looks bigger.* [angle]
 - We got soaked in that heavy ____ of rain yesterday.* [shower]
 - The artist makes sculptures out of ____ rubbish.* [discarded]
 - We all believed her because her story was ____.* [convincing]

Quick Test: Guess the picture

Tell students you are going to draw one of the words from Student's Book page 85 on the board and they have to guess which word it is. Choose one of the words, e.g. *primitive*, and attempt to draw a picture to illustrate the word on the board, e.g. some animals from a primitive cave painting. Stop when students have guessed the word.

Now put students into pairs and tell them that they are going to play *Guess the picture* together. Student A draws a picture for Student B to guess and then they swap. Continue until most pairs have finished guessing all the words.

Optional Activity: Favourite artist

Aim: To practise talking about your favourite artist.

Preparation: Write these questions on the board.

What is their name?

Where are they from?

What type of pictures do they create?

Where can you see their work?

What is their most famous work of art?

Why do you like their work?

Divide students into pairs. Student A tells Student B about their favourite artist by answering the questions on the board. Then swap. You could ask a few students to tell the class about their partner's favourite artist to round off the activity.

More practice

Workbook page 76

Target Vocabulary

Banksy and Pavement Picasso: billboard brickwork charity claim depict elaborate factor incorporate portable portrait pothole primitive publicity stunt striking swerve

Visual and performing arts: instrument landscapes novels plays poet role scriptwriter sculptor songwriter symphonies

idioms: art: blow your own trumpet change your tune face the music have sth down to a fine art make a song and dance about sth put sb in the picture read sb like a book steal the show

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g.
What is an organization that collects money to help people? [charity]
What word means to show something in a picture? [depict]
- Students complete the sentences. Check the answers.

ANSWERS

- 1 portable 2 swerve 3 brickwork 4 elaborate
 5 depicts 6 portraits 7 billboards 8 potholes
 9 striking 10 primitive 11 claimed 12 incorporate
 13 factor 14 charities 15 publicity stunt

Extend

Exercise 1 Visual and performing arts

- Look at the first column and elicit examples of the different art forms from students. [Performing arts: dancing, acting; Visual arts: painting, sculpture; Music: classical, pop; Literature: poems, novels]
- Students complete the chart individually or in pairs. They may use a dictionary if they wish. Check the answers.

ANSWERS

- 1 instrument 2 role 3 landscapes 4 sculptor
 5 symphonies 6 songwriter 7 plays 8 poet
 9 novels 10 scriptwriter

Exercise 2

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

ANSWERS

- 1 sculptures 2 poems 3 playwrights 4 scriptwriter
 5 symphony 6 lyrics 7 role 8 novels

Teaching Tip: Looking up idioms

Explain to students that to find an idiom in a dictionary they need to look at the main entry for the first word in the idiom, unless the first word is very common. Idioms are listed after the main entry in a separate section marked **IDM**.

Exercise 3 Idioms: art

- Elicit any idioms about art that students may know in their own language.
- Focus on the example and elicit the word that students should look up to find the idiom in a dictionary. [fine]
- Students continue matching the idioms and the definitions individually or in pairs. Check the answers with the class.

ANSWERS

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

Exercise 4

- Students complete the sentences individually or in pairs.

ANSWERS

- 1 picture 2 tune 3 trumpet 4 music
 5 song and dance 6 art 7 show 8 book

Optional Activity: Arts vocabulary

Aim: To practise the vocabulary of the arts.

Preparation: Write these words for people on the board.

actor [Meryl Streep]
composer [Tchaikovsky]
musician [Vanessa Mae]
novelist [Margaret Atwood]
painter [Claude Monet]
playwright [William Shakespeare]
poet [John Keats]
scriptwriter [Stephen Spielberg]
sculptor [Fernando Botero]
songwriter [Alanis Morissette]

Elicit from students a real person for each of the words and write the name on the board. Then set up a dialogue build for the names with students, e.g.

- A *Who's Meryl Streep?*
 B *She's an actor.*
 A *What does she do?*
 B *She plays a role in a film.*

Quick Test: Get it right

Write these sentences on the board and give students five minutes to correct them.

She painted a landscape of her mother. [portrait]
That man is always blowing his own instrument. [trumpet]
The car incorporated to avoid the cyclist. [swerved]
A poet writes plays for the theatre. [playwright]
My favourite painting is Michelangelo's David. [sculpture]
We saw the advert on a pothole on the motorway. [billboard]
My baby niece stole the music at our party. [show]
He bought a primitive DVD player for the car. [portable]
A novelist writes screenplays for films. [scriptwriter]
I can read my brother like a novel. [book]

Vocabulary Notebooks

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

More practice

Workbook page 77

Participle clauses

Warm-up

- Ask students: *What's your favourite painting?*

Explore

Exercise 1

- Students read the text quickly and answer the questions.

ANSWERS

The picture was painted by Georges Seurat and you can see it in an art gallery in Chicago.

Exercise 2

- Read through the **Learn this!** box with students and check understanding by asking: *Why do we use participle clauses?* [to give more information about a noun] *What type of clauses do they replace?* [defining and non-defining clauses] *Which participles replace active verbs?* [present participles] *Which participles replace passive verbs?* [past participles]
- Focus on the three examples in the box and ask students to read them out. Elicit the answer to the question. [The non-defining clause is the last one: *The final episode ...*]

Exercise 3

- Students do the task individually or in pairs.

ANSWERS

painted: 1 a non-defining clause 2 Yes

This picture, which was painted by the French artist Georges Seurat, is called ...

relaxing: 1 a defining clause 2 No

It shows Parisians who are relaxing ...

wearing: 1 a non-defining clause 2 Yes

The young men and women, who are wearing their best Sunday clothes, appear as calm ...

reflected: 1 a defining clause 2 No

... the sailing boats which are reflected ...

measuring: 1 a non-defining clause 2 Yes

This large picture, which measures approximately 200 cm by 300 cm, is made up ...

known: 1 a non-defining clause 2 Yes

... form of painting, which is now known as pointillism, would make the colours ...

displayed: 1 a non-defining clause 2 Yes

La Grande Jatte, which is permanently displayed in an art gallery in Chicago, is Seurat's ...

based: 1 a defining clause 2 No

There is even a stage musical which is based ...

composed: 1 a non-defining clause 2 Yes

... the picture, which was composed in 1984 ...

Teaching Tip: Present participles

Remind students of the spelling rules for present participles. Normally we add *-ing* to the infinitive of the verb, e.g. *wear* – *wearing*. If the infinitive ends in one vowel and one consonant, we double the consonant and add *-ing*, e.g. *stop* – *stopping*. If the infinitive ends in *-e*, we omit the *-e* and add *-ing*, e.g. *write* – *writing*. If the infinitive ends in *-ie*, we change to *-y* and add *-ing*, e.g. *lie* – *lying*.

Follow-up

Grammar Reference page 112

Exploit

Exercise 1

- Students work individually or in pairs to complete the description. Check the answers.

ANSWERS

1 wearing 2 holding 3 lying 4 smoking 5 left
6 startled 7 accompanied 8 sitting 9 lost

Exercise 2

- Students work individually or in pairs to describe the people and things in the picture. Check the answers.

SUGGESTED ANSWERS

- There's a man kneeling in the centre of the picture.
- There's a man on the right of the picture speaking to the man in the centre.
- There's a man on the left of the picture offering refreshments.
- There are three men in the foreground on the left playing musical instruments.
- There are three men in the foreground on the right listening to music.

Quick Test: Dictation

Instructions: See **Quick Test** on page 13.

Write on the board: *Renoir: Luncheon of the Boating Party*
This painting depicts a group of Renoir's friends relaxing at a restaurant situated on the banks of a river. The man sitting in the lower right is another painter. Renoir's future wife is in the foreground playing with a small dog. The light captured by Renoir in the painting is coming from outside. The white vests worn by the men in the foreground and the tablecloth reflect this light and send it through the whole composition.

More practice

Workbook page 78

Grammar Builder page 113, exercise 1

ANSWERS GRAMMAR BUILDER 10 (PAGE 113)

Exercise 1

- The *Mona Lisa*, hanging in the Louvre in Paris, is a 16th century portrait by Leonardo da Vinci.
- The sculpture, carved over 3,000 years ago, represents King Ramses II.
- Aida*, written by Verdi, was first performed at the Khedivial Opera House in Cairo in 1871.
- Pride and Prejudice*, featuring Keira Knightly, was released in 2005 as a film.
- The exhibition featuring works by Monet and Renoir has been extended by a month.
- Hamlet*, written by Shakespeare, is a play about murder and revenge.

Art and artists

Target Vocabulary

Visual and performing arts: an abstract painting aria audience buskers director drum kit a gig graffiti juggling lines melody mikes performance art a portrait a sculpture a stage musical a recital script a still life violins

Warm-up

- Ask students: *Have you ever been to a live concert?*

Vocabulary

Exercise 1

- Students work individually or in pairs.

ANSWERS

1 buskers 2 a gig 3 sculpture 4 performance art
5 a recital 6 a still life

Exercise 2

- Students work individually or in pairs.

ANSWERS

a an abstract painting, a portrait, a sculpture, a still life,
b performance art, a stage musical
c a gig, a recital
d a sculpture
e buskers, graffiti, juggling, performance art

Exercise 3

- Students work individually or in pairs.

More practice

Workbook page 79

Listen

Exercise 1

- Play the CD for students to number the sentences.

ANSWERS

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

TAPESCRIPT

1 **Stage hand** 1 Back a bit, back a bit. Now lift!
Stage hand 2 Ooh, this is heavy! What is it?
Stage hand 1 The Houses of Parliament.
Stage hand 2 Well, it weighs a tonne. They should have it on wheels.
Stage hand 1 I know. I said that, but the set designer wouldn't listen.
Stage hand 2 I'm going to have a word with the director.
Stage hand 1 He won't listen either. They never do.
2 **Soprano** So, then you walk to the chair and sit down at the table.
Tenor That's right. And I sing my aria.
Soprano And then I come and stand next to you.
Tenor Yes, actually, maybe you could try sitting at the table opposite me.
Soprano If you prefer.
Tenor It's a little hard to sing with you standing next to me.
Soprano If you say so.
Tenor So, let's try from the beginning of the scene again.

3 **Dresser** I just love this silk!

Actress Yes, it smells wonderful, doesn't it? You don't think the colour makes me look ... dull?

Dresser Not at all! You look exquisite. Shall I help you with the laces?

Actress Yes, thank you. Oooh, not too tight.

Dresser Sorry!

Actress And have you seen my shoes?

Dresser Yes, they're here.

Actress I wish I didn't have to run onto the stage at the start of the scene! These shoes aren't made for running.

Dresser I know, but they look superb.

Actress Thank you, you're a darling. Now, ... Where's my script? I need to practise my lines.

4 **Techie** One, two, one, two ... one, one, one, one ...

Sound man OK, that's fine. Can you test the mikes on the drum kit?

Techie Sure. Hang one. All the lights have gone off. I can't see anything.

Lighting man Sorry, just changing some of the lights. I need to keep them off for a minute.

Sound man Can you find the drums anyway?

Techie I'll try.

Techie Found them!

5 **Conductor** Now, the first time we hear the melody, I want you to play it softly, as if it were a memory of a dream. Do you understand? As quietly as you possibly can.

Percussionist Sorry! I dropped it.

Conductor Violins – more expressive, please. More romantic. Trumpets – pianissimo. Remember that the violins have the melody. All right, let's try it again from the beginning.

6 **Choreographer** And then it's step, step, turn – jump.

Dancer Step, step, turn – which way do I turn? To the left, or to the right?

Choreographer To the right. But keep looking straight ahead the whole time. Look straight at the audience. So your body turns, but your head stays still.

Dancer All right. Can we try it again?

Choreographer Step, step, turn – jump.

Dancer Argh! I forgot! I turned to the left. Sorry, sorry, sorry, let's do it again. Sorry, I'm being so slow today!

Exercise 2

- Play the CD again for students to complete the sentences.

ANSWERS

1 director 2 aria 3 script, lines 4 mikes, drum kit
5 violins, melody 6 audience

Speak

- Students discuss the questions in pairs.

More practice

Everyday English 10 Teacher's Book pages 120–121

Determiners: *all, each, every, few, little, no*

Warm-up

- Focus on the photo and ask students: *What can you see in the photo?* [someone dancing with people watching]

Explore

Exercise 1

- Tell students they are going to read about a TV programme. Write these questions on the board:
What was the TV programme called? [How Ballet changed my life]
Who took part in the programme? [60 young people from disadvantaged families]
What happened by the end of the programme? [They all felt that the experience had improved their attitude to life.]
- Students read the text and answer the questions.
- Students read the text again and complete the table. Check the answers.

ANSWERS

1 each 2 many 3 little 4 much 5 all
6 some 7 no

Exercise 2

- Read through the table with students. Give them time to find the examples in the text. Check the answers.

ANSWERS

All of the participants were from disadvantaged families.
Most of them had no experience of ballet.
Every one of them felt that the experience had led to some improvement.
A few of them might even become professional performers.

- Read through the **Look out!** box with students and check understanding by asking: *When do we use 'few' and 'little'?* [when we want to emphasize the smallness of the number] *Do 'few' and 'little' have a positive or a negative meaning?* [negative]

Teaching Tip: *everything, everybody, everywhere*

In English we tend to use *everything, everybody* and *everywhere* instead of *all of the things, all of the people* and *all of the places*.

Follow-up

Grammar Reference page 112

Exploit

Exercise 1

- Students work individually or in pairs to choose the correct words. Check the answers.

ANSWERS

1 All 2 no 3 most of 4 little 5 many 6 all
7 few 8 much 9 every one

Exercise 2

- Students work individually or in pairs to complete the sentences. Check the answers.

ANSWERS

1 few 2 a few 3 little 4 a few 5 a little
6 few 7 a little

Exercise 3

- Focus on the instructions. Explain that students should try and guess the truth about their classmates. Students complete the sentences individually. Monitor and help.

Exercise 4

- Ask a few students to read out their first sentence. Ask the class: *Have you seen a ballet performance on stage?* and ask students to put up their hands if the answer is Yes. Elicit the determiner which best expresses the truth about the class and ask students: *Were you right?*
- Repeat for sentences 2 to 6. Finally, find out which students guessed the most sentences correctly.

Quick Test: Error correction

Write the following sentences on the board. Give students time to find the mistakes and write the sentences correctly.

There are little people in my English class. [few]

She's already finished most her homework. [most of]

We do our homework every days. [every day]

I've got a little money, so I can't go out. [little]

They haven't got many time. [much]

He didn't eat none of his food. [any]

I've made few friends, so I'm not lonely. [a few]

Would you like some this cake? [some of]

He's got any paper, so he can't write a letter. [no]

The coach values all person in our team. [each]

More practice

Workbook page 80

Grammar Builder page 113, exercises 2–4

ANSWERS GRAMMAR BUILDER 10 (PAGE 113)

Exercise 2

1 Most 2 Some 3 A few of 4 any of 5 every one
6 no 7 a little of 8 much of

Exercise 3

1 many, a few 2 much, a little 3 many, a few
4 much, a little 5 many, a few 6 much, a few

Exercise 4

- None of the people complained about the price.
- We haven't got any paint.
- None of my classmates has been to the opera.
- I haven't read any books by him.
- No art expert should miss the new exhibition.
- There aren't any tickets left.

An essay: giving your opinion

Target Language

Opinion essay: ... does not just refer to ...
in my opinion, even people who ...
they are still affected by ... to sum up I believe

Linkers: also and for example in addition too
whereas

Warm-up

- Ask students: *Is art important to you? Why? / Why not?*

Read

Exercise 1

- Students work individually and answer the question.

ANSWER

Paragraph 4 is missing from the essay.

- Focus on the essay and plan and elicit the following:
 - The essay starts with a general introduction to the topic.
 - The style of the essay is formal, so we use full forms.
 - There should be five paragraphs in the essay.
 - Each of the middle paragraphs should explore one topic.
 - Expressions used for giving opinions include *in my opinion* [first paragraph] and *I believe* [last paragraph].
 - We can give examples using the expression *for example*.
 - The essay finishes with a conclusion.

Teaching Tip: Linkers for essays

We often have to support an argument in an essay and so the following linkers are common: *also, and, in addition, too* and *whereas*.

Prepare

Exercise 1

- Read through the **Writing tip** with students and check understanding by asking: *How should you make an essay plan?* [with key words, abbreviations and symbols]
- Give students time to find the examples in the essay plan.

ANSWERS

1 = 2 etc. 3 ads 4 e.g. 5 → 6 sb 7 +

Exercise 2

- Read through the **Learn this!** box with students and check understanding by asking: *What is a nominal subject clause?* [It's a *what* clause followed by *be*.]
- Give students time to find the example in the essay.

ANSWER

What they need are ...

Follow-up

Grammar Reference page 112

Exercise 3

- Students work individually to rewrite the sentences. Check the answers.

ANSWERS

- What I prefer are unusual clothes.
- What I like is modern architecture.
- What I really hate are grey tower blocks.
- What we need is a new attitude to urban architecture.
- What it shows is how important art can be.
- What they're looking for is a more attractive house.

Write

Exercises 1 and 2

- Students read the essay question and write a plan. They then write their essay.

SAMPLE ANSWER

In what ways can films make our lives better?

There are many different types of films, for example, historical films, documentaries and comedies. Not all films can make our lives better, but some of them, at least, can have a positive effect on us.

Historical films are very popular nowadays. Although the facts are not always accurate, we can still learn something from them. In addition, it is much easier to appreciate how our ancestors lived than reading about them in a book.

The same is true of documentaries. It is not possible to travel to all the countries of the world, but watching documentaries about different places helps us to broaden our horizons. Comedies deal with very superficial topics, but in my opinion they can still make our lives better. People with a sense of humour tend to deal with problems well, whereas those who never laugh often get frustrated in the same situation.

To sum up, I believe different types of films make our lives better in many ways. They are educative, informative and highly entertaining.

Marking scheme

- Essay organized into five paragraphs. [1 mark]
- First paragraph is an introduction. [1 mark]
- Middle paragraphs explore one topic each. [1 mark]
- Final paragraph is a conclusion. [1 mark]
- Use of expressions for giving opinions. [1 mark]
- Appropriate use of full forms. [1 mark]
- Use of a nominal subject clause. [1 mark]
- Inclusion of examples. [1 mark]
- Appropriate use of linking words. [1 mark]
- Appropriate grammar and spelling. [1 mark]

More practice

Workbook page 81

Grammar Builder page 113, exercises 5–6

ANSWERS GRAMMAR BUILDER 10 (PAGE 113)

Exercise 5

- What I need right now is to go on holiday.
- What I'm looking forward to is finishing my exams.
- What I'd like to do tomorrow is have a lie-in.
- What I'm thinking about is planning a trip together.
- What we're going to have is an end-of-term celebration.
- What I want to do tonight is watch TV instead of revising.

Language Skills

Exercise 1 3.20

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

ANSWERS

1 of 2 any 3 One 4 sitting 5 built 6 visiting
7 many 8 most 9 every 10 some 11 few 12 some

Exercise 2

- Students work individually to choose the correct answer. Check the answers.

ANSWERS

1 All of 2 some 3 Each 4 a few 5 any 6 most of

Exercise 3

- Students work individually to complete the sentences. Check the answers.

ANSWERS

1 flying 2 given 3 written 4 wondering

Dictionary Corner

Teaching Tip: Finding related words

Remind students that the entries for words in the same family are printed alphabetically in their dictionaries. They will need to scroll up and down around a word to find related words.

Activity: Students put these words in alphabetical order and then check their answers in a dictionary.

artistic [3], *arty* [4], *art* [1], *artist* [2]

creative [3], *create* [1], *creator* [4], *creation* [2]

entertain [1], *entertainment* [4], *entertainer* [2],
entertaining [3]

poet [2], *poetry* [4], *poem* [1], *poetic* [3]

publicize [4], *public* [1], *publication* [2], *publicity* [3]

Exercise 1 Word building: adjectives from nouns

extensive ¹ /ɪk'stensɪv/ **adj.** 1 large in area or amount: *The house has extensive grounds.* ◊ *Most of the buildings suffered extensive damage.*
2 (AGRICULTURE) (used about methods of farming) producing a small amount of food from a large area of land with a small amount of money and effort: *extensive agriculture* ◊ look at **intensive**
▶ **extensively** **adv.**

extent ¹ /ɪk'stɛnt/ **noun** [U] the ~ of sth the length, area, size or importance of sth: *I was amazed at the extent of his knowledge.* ◊ *The full extent of the damage is not yet known.*

IDM **to a certain/to some extent** used to show that sth is only partly true: *I agree with you to a certain extent but there are still a lot of points I disagree with.*
to what extent how far; how much: *I'm not sure to what extent I believe her.*

- Students look up *extensive* and *extent* in their dictionary.
- Focus on the dictionary entries and elicit the following information:
 - *extent* is a noun which means the length, area, size or importance of something.
 - *extensive* is an adjective which means large in area or amount.
 - The entry for *extensive* comes before the entry for *extent* because it comes first alphabetically.
- Focus on the example sentence. Explain that students should look up the nouns to find the corresponding adjective, either looking above or below the entry for the noun.
- Students continue working individually. Check the answers.

ANSWERS

1 extensive 2 financial 3 hopeless 4 mysterious
5 peaceful 6 pleasurable 7 poetic 8 wooden

Exercise 2 Choosing the correct word: art and artists

abstract ¹ **art** **noun** [U] (ART) art that does not show people or things as they really look, but which shows the artist's feelings about them

- Students look up *abstract* and *bizarre* in their dictionary.
- Under the entry for *abstract* they will find *abstract art*, but *bizarre* doesn't collate with *art*.
- Focus on the dictionary entry for *abstract art* and elicit the following information:
 - *abstract art* is a noun that means art that does not show people or things as they really look, but which shows the artist's feelings about them.
 - The ART symbol indicates that *abstract art* is used in the field of Art.
- Focus on the example sentence and explain that students should look up the words in a dictionary to find out which one is correct.
- Students continue working individually. Check the answers.

ANSWERS

1 abstract 2 kit 3 artefacts 4 box office 5 stagehands
6 subject

Follow-up

Self Check, Workbook pages 82–83

Test Unit 10, Teacher's Book pages 140–141

Literature Corner 5 PAGE 92

Sense and sensibility

Exercise 1 3.24

- Read through the biography of Jane Austen with students. Ask: *When was 'Sense and Sensibility' published?* [1811]
- Play the CD. Students listen and read, and answer the question. Check the answer.

ANSWERS

The family fortune is inherited by Henry Dashwood but only for use during his lifetime. On his death, it would pass to his son, John.

Exercise 2

- Students work individually. Check the answers.

ANSWERS

- 1 He had four children – one son and three daughters.
- 2 They were living at Norland Park.
- 3 Because he had received a large inheritance from his mother, and added to his wealth through his own marriage.
- 4 The inheritance passed to his son, John.
- 5 Henry Dashwood begged him to take care of his stepmother and sisters.

Exercise 3

- Students work individually. Check the answers.

SAMPLE ANSWERS

- 1 Henry Dashwood is disappointed because the inheritance would have made sure his wife and daughters were comfortable after his death.
- 2 John Dashwood only seems to care about himself.
- 3 She probably resents Henry Dashwood's wife and daughters and behaves badly towards them.
- 4 He probably treats them with contempt and tries to get out of giving them an allowance.

Skills Round-up 9–10 PAGE 93

Read

Exercise 1

- Focus on the photo and the title. Ask students: *What can you see?* [vending machines, selling drinks and snacks]
- Students discuss the questions in pairs.

Exercise 2

- Students read the text quickly and answer the question.

ANSWER

The text mentions 1 (vending machines) and 4 (equipment supplied by large companies).

Exercise 3

- Students read the text again and answer the questions.

ANSWERS

- 1 US teenagers spend about \$190 billion a year.
- 2 'Pester power' is when children / teenagers repeatedly ask their parents to buy something they want.
- 3 Schools benefit by earning money which can be spent on books and equipment.

- 4 Tesco has supplied more than 50,000 computers to British schools.
- 5 Be Sport Ltd doesn't charge anything for sports kits, they supply them free.
- 6 Because advertising tries to influence our thoughts in a particular direction.
- 7 They argue vending machines promote unhealthy food.
- 8 Pupils would have to buy 5,440 bars of chocolate to get a free volleyball set.

Exercise 4

- Students work individually or in pairs.

Exercise 5

- Students work individually or in pairs. They may use a dictionary if they wish. Check the answers.

ANSWERS

- 1 income 2 vouchers 3 purchase 4 consumers
- 5 sponsors 6 firm 7 brands 8 supply 9 promote

Listen 3.25

- Play the CD for students to do the task.
- Play the CD again for students to check their answers.

ANSWERS

- a 4 b 5 c 1 d 2 e 3

TAPESCRIPT

- 1 I don't see anything wrong with vending machines in schools. Yes, I guess it's advertising – in a way. But students buy this food and drink outside school, so having it inside school isn't going to make any difference.
- 2 I think it's dangerous to allow large companies to provide things for schools. They say they're interested in education, but they're only really interested in selling things. This is just another way of getting inside the heads of young people.
- 3 I think sponsorship by big companies is a great idea, because everybody wins – the school and the students win because they get books and equipment for free. The companies win because they get their names and logos into the schools.
- 4 I think a little bit of advertising in schools is OK – you know, logos on vending machines, that kind of thing. But I wouldn't like to see big advertisements in corridors, or logos in the classroom. That would be too much. A school should be a place for education, not business.
- 5 I think businesses get involved in education because the government doesn't give schools enough money. That's why head teachers can't say no to big business. If the government provided more money, they wouldn't have to accept advertising.

Speak and Write

- Focus on the first sentence and ask a few students to give their opinion using the example sentences.
- Students continue discussing the sentences in pairs.

Workbook answer key

PAGE 4 Unit 1

READING The RFID Revolution

- 1 1 deter 2 tag 3 illegal 4 monitor 5 password 6 warn
7 shoplifters 8 cash machine 9 citizens
2 A 4 B 3 C 2 D 1 E 6

PAGE 5 VOCABULARY Somebody is watching you

- 1 1 potential 2 deter 3 Surveillance 4 citizens 5 Initially
6 interact 7 warned 8 cash machine 9 illegal 10 vulnerable
11 shoplifters 12 offenders 13 tags 14 monitoring
15 work out
2 1 development 2 appearance 3 attachment 4 harrassment
5 treatment 6 investigation 7 recognition 8 detection
3 1 g 2 h 3 f 4 e 5 d 6 c 7 a 8 b
4 1 gaped 2 spotted 3 peered 4 observed 5 stared
6 glared 7 peeked 8 glanced

PAGE 6 GRAMMAR Present tense contrast

- 1 1 starts 2 're going 3 drives 4 's singing 5 get up
6 're always leaving
2 a 5 b 3 c 1 d 4 e 6 f 2
3 1 'm doing 2 go 3 opens 4 have 5 're ... playing
6 's going out 7 gets 8 's snowing
4 1 We believe in freedom of speech.
2 They like eating ice cream in the summer.
3 I prefer fish to meat.
4 He needs a new coat.
5 I want to have a drink of water.
6 We hate walking to school in the rain.
5 1 Do you like playing football?
2 Does she want to go home now?
3 What are you listening to at the moment?
4 Do they prefer the cinema or the theatre?
5 Does he need a glass of water?
6 Are you enjoying this play?
7 Is she going home now?
8 Does this jacket belong to you?

Challenge!

Students' own answers.

PAGE 7 SKILLS What to wear

- 1 1 dress 2 tunic 3 poncho 4 sari 5 headscarf 6 sandals
7 turban 8 parka 9 kimono 10 boots
2 patterns: checked, decorated, patterned, plain, stripy
shape: baggy, long, wide, loose, tight
materials: cotton, fur, linen, seal skin, wooden
texture: fine, hard, soft, strong, thick
other: ankle-length, knee-length, long-sleeved, matching,
short-sleeved
3 1 It's a smart yellow tunic. 5 ✓
2 They're loose linen trousers. 6 It's a warm fur coat.
3 It's a tight green kimono. 7 It's a wide checked skirt.
4 They're baggy cotton shorts. 8 ✓
4 1 He's wearing a loose linen suit.
2 He's wearing a long-sleeved stripy shirt.
3 She's wearing plain baggy trousers.
4 He's wearing a plain short-sleeved T-shirt.
5 She's wearing a patterned fur hat.
6 She's wearing a knee-length checked skirt.

Challenge!

Students' own answers.

PAGE 8 GRAMMAR Verb patterns: verb + infinitive / verb + -ing form

- 1 1 going out 2 to see 3 to watch 4 to finish 5 laughing
6 to go 7 to help 8 to phone
2 1 studying 2 to learn 3 doing 4 studying 5 going out
6 taking 7 going 8 lying
3 1 to lock 2 going 3 to buy 4 putting 5 to find
6 to become
4 1 to say 2 drinking 3 to post 4 pushing 5 eating
6 visiting 7 to learn

Challenge!

Students' own answers.

PAGE 9 WRITING A letter to an exchange student

- 1 1 d 2 c 3 f 4 a 5 e 6 b
2 1 May I introduce myself?
2 I'm enclosing a photo of me and my friends.
3 I'll tell you a bit about my family.
4 Anyway, that's all for now.
5 Do write soon and tell me all about your country.
6 I'm really looking forward to visiting you.
3 Tick: 1, 3, 6, 7
4 1 Do you live in the town centre?
2 What's your school like?
3 What do you do in your free time?
4 Have you got a cousin?
5 What kind of music do you like?
6 What's your best subject at school?
5 Students' own letters.

PAGE 10 Self check 1: Grammar

- | | |
|---|---|
| 1 1 a drives
b 's driving
2 a do ... play
b Are ... playing
3 a doesn't speak
b isn't speaking | 4 a Does ... shout
b is ... shouting
5 a don't go
b aren't going
6 a 's always taking
b always takes |
| 2 1 don't understand
2 are ... crying
3 wants
4 is coming | 5 aren't wearing
6 don't believe
7 Does ... belong
8 isn't working |
| 3 1 avoid sitting
2 manages to look after
3 enjoy making
4 promise not to be
5 feel like going | 6 refuses to lend
7 suggests not drinking
8 can't face leaving
9 expect to do
10 fail to hand in |
| 4 1 b 2 b 3 a 4 b 5 a | |

PAGE 11 Self check 1: Vocabulary

- 1 1 monitor 2 assistance 3 thick 4 detection
5 cash machine 6 stare 7 linen 8 long-sleeved 9 matching
10 fur-lined 11 patterned 12 observe 13 appearance
14 Shoplifters 15 loose 16 interact 17 short-sleeved
18 baggy 19 treatment 20 glare
2 1 a 2 d 3 b 4 d 5 b 6 b 7 a 8 c 9 a 10 b

PAGE 12 Unit 2

READING The Piano Man

- 1 1 artistic 2 baffled 3 aptitude 4 good at 5 skills
6 genius 7 proficient
2 1 of 2 in 3 at 4 in 5 by
3 A 6 B 4 C 5 D 1 E 3
4 1 F 2 T 3 F 4 F 5 F

PAGE 13 VOCABULARY Unknown white male

- 1 1 rucksack 2 baffled 3 skull 4 patchy 5 stunning 6 cope
7 at once 8 severity 9 discharge 10 escorted 11 enrol
12 scrawled 13 outgoing 14 flip-flops 15 portrayed
2 1 of 2 with 3 about 4 with 5 about 6 at 7 of
8 about 9 of 10 of
3 1 off 2 up 3 through 4 down 5 out 6 on 7 back 8 in
4 1 tidying up 2 grows up 3 stood up 4 turned up 5 get up
6 give up 7 went up 8 speak up

PAGE 14 GRAMMAR Past tense contrast

- 1 1 Did you go to school yesterday?
2 I didn't have breakfast this morning.
3 You were singing in the shower!
4 Was Mark drawing a picture when the teacher walked in?
5 They weren't wearing caps.
6 ✓
7 She was angry because he'd forgotten her birthday.
8 We drove to Italy for our holiday last year.

- 2 1 got up 2 was shining 3 were playing 4 were you doing
5 'd forgotten 6 didn't go 7 had gone 8 Did you buy
- 3 1 She didn't have dinner and she didn't go to bed.
2 It was raining so we didn't go out.
3 I had brought a sandwich, so I had lunch.
4 They weren't nervous because they didn't have an exam.
5 The teacher wasn't angry because the class was working.
6 They were happy because they had tickets to the theme park.
7 She hadn't brought her swimming costume so she didn't go swimming.
- 4 1 brought 2 were talking 3 went 4 was standing
5 had told 6 thought 7 decided 8 fell 9 had been
10 ran 11 had happened

Challenge!

Students' own answers.

PAGE 15 SKILLS How did you feel?

- 1 1 E 2 B 3 H 4 D 5 F 6 C 7 G 8 A
- 2 1 amusing 2 embarrassed 3 confusing 4 delighted
5 relieved 6 depressing 7 disappointed 8 pleased
- 3 1 homesickness 2 embarrassment 3 depression
4 disappointment 5 irritation 6 confusion 7 excitement
8 sadness 9 frustration Mystery word: happiness

Challenge!

Students' own answers.

PAGE 16 GRAMMAR used to

- 1 1 He used to be very lazy.
2 Did you use to have a motorbike?
3 She didn't use to be so bad-tempered.
4 They didn't use to live in a village.
5 There used to be a cinema in that street.
6 Did she use to go to a different school?
- 2 1 I used to live in the country, but now I don't.
2 Did you use to wear glasses?
3 ✓
4 He used to have a motorbike.
5 ✓
6 She used to cry a lot when she was a baby.
- 3 1 What did you use to wear?
2 What time did you use to go to bed?
3 Who did you use to play with?
4 Where did you use to go on holiday?
5 What did you use to watch on TV?
6 What did you use to hate eating?
7 Which school did you use to go to?
- 4 Students' own answers.
- 5 1 used to have, has 2 used to be, is 3 used to wear
4 didn't use to wear 5 used to have, has 6 used to see, sees
7 didn't use to carry 8 used to go, goes

Challenge!

Students' own answers.

PAGE 17 WRITING Notes

- 1 1 look after 2 put away 3 call back 4 pick up 5 look for
6 run out of 7 lock up 8 look forward to
- 2 1 look after 2 run out of 3 pick up 4 put away 5 looked for
6 call back
- 3 1 I didn't want to go to the party because I was tired.
2 They didn't like the food but they didn't say anything about it. /
Though / Even though they didn't like the food, they didn't say
anything about it.
3 We enjoyed the film so we went to see it again.
4 Karen is a vegetarian, whereas / while I eat a lot of meat.
5 They recommended the hotel even though / though they hadn't
enjoyed their stay.
6 We stayed in and played cards since / because we were too late to
see the film.
- 4 Students' own answers.

PAGE 18 Self check 2: Grammar

- 1 1 When I got home, I had dinner.
2 The sun was shining and people were swimming in the lake.
3 My brother dropped a plate while he was laying the table.
4 Lily finished her homework before she went out.
5 When we were driving / When we drove to the airport, we saw an
accident.
6 Her parents were waiting for her when she came home.
7 The boys broke a window when they were playing football.
8 It was raining hard and the waves were crashing on the beach.
9 Who were you talking to when I met you?
10 While everyone was celebrating Joe's birthday, someone broke into
the house.
- 2 1 had done, watched 4 received, hadn't paid
2 didn't answer, hadn't heard 5 had ironed, put ... away
3 had had, went 6 had eaten, was
- 3 1 used to work 5 did ... used to do
2 used to get up 6 didn't use to have
3 did ... use to leave 7 used to go
4 didn't use to finish 8 used to dream
- 4 1 When I was little I used to cry a lot.
2 What did you use to wear when you were young?
3 Not possible
4 There used to be a theatre in my town.
5 We didn't use to see my grandparents much in the past.
6 Not possible
7 Not possible
8 I didn't use to like vegetables as a child.
9 My family didn't use to go camping very often.
10 Not possible

PAGE 19 Self check 2: Vocabulary

- 1 1 Flip-flops 2 confused 3 gave 4 cope 5 guilty 6 about
7 rucksack 8 of 9 stay 10 homesick 11 nervous
12 severity 13 outgoing 14 at 15 hold 16 relieved
17 petrified 18 patchy 19 delighted 20 grew
- 2 1 with 2 through 3 off / out 4 down 5 up 6 of 7 up
8 back 9 about 10 up

PAGE 20 Unit 3

READING Linda Greenlaw: Swordfish Fisherman

- 1 1 embark on 2 break 3 opportunity 4 struggle 5 promoted
6 settle in
- 2 1 a 2 b 3 c 4 b 5 c

PAGE 21 VOCABULARY A man's world?

- 1 1 emphasis 2 in charge of 3 put out 4 excels 5 flexible
6 gradually 7 promotion 8 requirements 9 tough 10 trust
11 instinctively 12 a commitment 13 residents 14 skills
15 put me off
- 2 1 astronaut 2 surgeon 3 solicitor 4 carpenter 5 plumber
6 electrician 7 editor
- 3 1 supply teacher 2 child psychologist 3 editor 4 barrister
5 wholesaler 6 councillor 7 financial analyst
- 4 1 took off 2 told off 3 made up 4 gave out 5 called off
6 picked up 7 looked up 8 turned down
- 5 1 took it off 2 told him off 3 made it up 4 gave them out
5 called it off 6 picked her up 7 looked it up 8 turned it down

PAGE 22 GRAMMAR Defining relative clauses

- 1 1 which 2 which 3 where 4 whose 5 who 6 where
7 who 8 whose
- 2 1 A nanny is a person that looks after children.
2 A tag is a label that you attach to luggage.
3 Not possible
4 A surgeon is a doctor that performs operations.
5 A salary is the money that you earn in your job.
6 Leggings are tight trousers that girls wear.
7 Not possible
8 An architect is a person that designs houses.
- 3 1 A hospital is a place where ill people go.
2 A musician is a person who plays music.
3 A coat is a thing which you wear in the winter.
4 He's the boy who's good at football.
5 ✓
6 That's the girl whose mother is a dentist.

- 4 1 She's the receptionist who answered my call.
- 2 That's the man whose dog scared me.
- 3 That's the sport shop where I bought my tracksuit.
- 4 He's the shop assistant who served me.
- 5 That's the jacket which I bought in the sales.
- 6 A laboratory is a place where scientists do experiments.
- 7 That's the car which was parked outside our house.
- 8 That's the woman whose daughter is in my class.

Challenge!

Students' own answers.

PAGE 23 SKILLS The world of work

- 1 1 menial 2 stressful 3 skilled 4 challenging 5 monotonous 6 rewarding

2	A	T	E	C	H	N	O	L	O	G	Y	L	M	D
	M	B	D	X	E	F	G	H	I	Y	G	X	P	A
	A	S	S	E	M	B	L	Y	L	I	N	E	D	T
	C	T	R	A	A	F	H	X	B	N	W	O	R	A
	H	U	C	S	L	D	M	E	P	K	P	Z	B	C
	I	B	S	D	R	E	L	V	O	J	N	C	E	S
	N	L	M	T	E	F	S	I	Q	T	F	K	U	G
	E	Z	E	D	O	F	G	F	N	J	H	A	I	T
	R	B	E	W	E	M	X	H	I	E	F	H	P	S
	Y	C	T	E	A	M	E	P	N	G	S	R	B	O
	A	B	I	Z	L	J	Z	R	B	S	U	E	L	M
	C	O	N	T	R	A	C	T	S	J	V	R	W	P
	A	M	G	O	V	X	K	O	T	W	U	X	E	D
	Y	U	S	C	R	J	U	F	Z	I	D	E	A	S

- 1 customers
- 2 contracts
- 3 sales figures
- 4 assembly line
- 5 technology
- 6 data
- 7 machinery
- 8 ideas
- 9 meetings
- 10 team
- 11 deadlines

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

Challenge!

Students' own answers.

PAGE 24 GRAMMAR Non-defining relative clauses

- 1 1 who was a German composer
- 2 which is on the fourth floor
- 3 which can be read at a distance
- 4 who used to be Secretary General of the UN
- 5 whose books include *The Kite Runner*
- 6 where we usually go on holiday
- 2 1 who 2 which 3 whose 4 where 5 who 6 who
- 3 1 Tenerife, which is a popular holiday destination, is in the Canary Islands.
- 2 Jane Austen, whose best known novel is *Sense and Sensibility*, had seven brothers and sisters.
- 3 Stockholm, where I went last year, is the capital of Sweden.
- 4 ✓
- 5 My car, which I bought last year, is a cool yellow Mini.
- 6 Picasso, whose paintings include *Guernica*, was born in Malaga, in the South of Spain.
- 4 1 Crete, which is the largest of the Greek islands, has a lot of ancient history.
- 2 Julius Caesar, who was killed by a former friend, was Emperor of Rome until 44 BC.
- 3 Mozart, who died in poverty, is one of the most popular classical composers.
- 4 Dakar, where the famous car race ends, is the capital of Senegal.
- 5 William Shakespeare, whose plays include *Hamlet* and *Romeo and Juliet*, was born in Stratford-upon-Avon.

Challenge!

Students' own answers.

PAGE 25 WRITING A job application

- 1 1 I am writing to apply for the post of gardener.
- 2 I am enclosing my CV.
- 3 We could discuss my application in person.
- 4 My responsibilities there included planting as well as garden design.
- 5 I have considerable experience in gardening.
- 6 I will be available to start work on 15th May.
- 7 I can supply a reference if necessary.
- 2 1 I am writing to apply for the post of gardener
- 2 I have considerable experience in gardening.
- 3 My responsibilities there included planting as well as garden design.
- 4 I can supply a reference if necessary
- 5 we could discuss my application in person.
- 6 I will be available to start work on 15th May
- 7 I am enclosing my CV.

- 3 1 F 2 G 3 H 4 A 5 B 6 I 7 D 8 E 9 C

4 Students' own answers.

PAGE 26 Self check 3: Grammar

- 1 1 who 2 which 3 where 4 whose 5 where 6 whose 7 who 8 which
- 2 1 Mount Everest, which is the highest mountain in the world, is in Nepal.
- 2 Yuri Gagarin, who was the first man in space, died in a flying accident in 1968.
- 3 Kuala Lumpur, where you can see the Petronas Towers, is the capital city of Malaysia.
- 4 Michael Phelps, whose favourite sport is swimming, won eight gold medals at the 2008 Olympic Games.
- 5 The painter Van Gogh, whose works include *Sunflowers*, cut off his own ear.
- 6 Sabeer Bhatia, who founded the company Hotmail in 1996, is originally from India.
- 7 The River Nile, which is the longest river in the world, flows into the Mediterranean Sea.
- 8 Machu Picchu, where the Incas once lived, is a major tourist attraction in Peru.
- 3 1 where 2 whose 3 who 4 which 5 who 6 where 7 whose 8 which
- 4 1 A paper clip is a thing which holds paper together.
- 2 A skilled worker is a person who has special qualifications.
- 3 A zebra crossing is a place where you can cross the road.
- 4 A neighbour is a person whose house is next to yours.
- 5 A mechanic is a person who repairs cars.
- 6 A match is a thing which makes fire.
- 7 A library is a place where you can borrow books.
- 8 An orphan is a person whose parents have died.

PAGE 27 Self check 3: Vocabulary

- 1 1 civil 2 wholesaler 3 instinctively 4 attendant 5 meetings 6 up 7 charge 8 promotion 9 requirements 10 stressful 11 flexible 12 up 13 lorry driver 14 off 15 nursery 16 machinery 17 miner 18 told 19 skills 20 off
- 2 1 stressful 2 requirements 3 rewarding 4 information 5 challenging 6 skilled 7 gradually 8 advertisement / advert 9 application 10 promotion

PAGE 28 Unit 4

READING Super Size Me

- 1 1 butter 2 sweets 3 carrots 4 pasta 5 eggs 6 crisps
- 2 1 sue 2 dismissed 3 lawsuits 4 bill
- 3 It made him very unhealthy. He gained a lot of weight and experienced depression, headaches, heart and liver problems.
- 4 1 T 2 F 3 F 4 T 5 F 6 F 7 F

Challenge!

Students' own answers.

PAGE 29 VOCABULARY The Memory Man

- 1 1 apply 2 sundial 3 memorized 4 catapulted 5 achievement 6 essentially 7 benefit 8 visualize 9 inspired 10 manoeuvre 11 dull 12 associate 13 knowledge 14 pantry 15 stumbled
- 2 1 exemplifies 2 simplify 3 visualize 4 alienated 5 activate 6 publicized 7 clarify 8 differentiate
- 3 1 kind-hearted 2 narrow-minded 3 level-headed 4 fair-haired 5 thick-skinned 6 cold-blooded 7 short-sighted 8 right-handed
- 4 1 right-handed 2 short-sighted 3 cold-blooded 4 thick-skinned 5 fair-haired 6 level-headed 7 narrow minded 8 kind-hearted.

PAGE 30 GRAMMAR Past simple and present perfect contrast

- 1 1 arrived 2 have been 3 have seen 4 have visited 5 had 6 went 7 ate 8 gave
- 2 1 've been, went 2 lost, has lost 3 had, has had 4 has broken, broke
- 3 a 3 b 1 c 2, 4
- 4 1 took 2 haven't missed 3 went 4 have seen 5 scored
- 5 1 was born 2 built 3 travelled 4 won 5 started 6 became 7 came 8 has been 9 has just changed 10 has moved 11 has bought 12 asked

Challenge!

Students' own answers.

PAGE 31 SKILLS The human body

- 1 1 thumb, N 2 thigh, S 3 shin, T 4 heel, K 5 lip, D
6 scalp, A 7 nostril, C 8 eyelash, G 9 calf, I 10 chest, M
11 stomach, P 12 eyebrow, B 13 throat, E 14 hip, R
15 ankle, J 16 waist, O 17 eyelid, F 18 chin, L 19 wrist, Q
20 knee, H
2 1 brain 2 heart 3 spine 4 lungs 5 Blood 6 liver 7 ribs
8 stomach
3 1 head 2 foot 3 leg 4 eye 5 nose 6 hairs 7 feet
8 chest 9 arm 10 ear

Challenge!

Students' own answers.

PAGE 32 GRAMMAR Present perfect continuous

- 1 1 has been playing 5 haven't been painting
2 have been complaining 6 haven't been practising
3 has been climbing 7 has been doing
4 has been shouting 8 haven't been listening
2 a 1, 2, 3, 5, 7 b 4, 6, 8
3 1 she's broken 2 She's liked 3 has been flying
4 they've crashed 5 they've played 6 has only taught
7 We've seen 8 I've been reading
4 1 has been playing 2 has been 3 has been training
4 has received 5 has won 6 has ... beaten 7 has been living
8 has ... published
5 1 for 2 since 3 for 4 for 5 since 6 since

Challenge!

Students' own answers.

PAGE 33 WRITING An informal letter: giving news

- 1 1 She broke both her wrists.
2 Venice.
3 She's got a new job in France.
2 1 Why don't we 5 I'd better stop now
2 Do write 6 Guess what?
3 She sends her love 7 What have you been up to?
4 Enough of all that
3 1 written 2 hear 3 for 4 are
4 1 news for now. 2 me for dinner. 3 out of space.
4 getting late. 5 better go now.
5 Students' own answers.

PAGE 34 Self check 4: Grammar

- 1 1 have known / 've known 2 didn't go 3 haven't got up
4 has applied / 's applied 5 forgot 6 broke 7 hasn't slept
8 didn't have 9 lived 10 haven't seen 11 has been
2 1 What time did you go to bed last night?
2 How many exams has Jamie taken so far?
3 Have you spoken to your cousins since their visit?
4 Did your family live in the same house ten years ago?
5 Has Colin tidied his room yet?
6 When did Gloria meet her best friend?
7 Where were you yesterday morning?
8 Has your brother finished his homework already?
9 Has he seen the new Bond film yet?
10 What did you have for dinner last night?
11 Did anyone come to collect the parcel earlier?
3 1 a has cleaned 4 a has been running
b has been cleaning b has run
2 a have been reading 5 a have been doing
b have read b have done
3 a has been cutting
b has cut
4 1 've been studying 2 've been 3 've visited 4 've booked
5 've been looking 6 've planned 7 has suggested
8 've been looking forward

PAGE 35 Self check 4: Vocabulary

- 1 1 achievement 2 clarify 3 ankle 4 eye 5 knowledge
6 publicize 7 hips 8 short-sighted 9 associate 10 activate
11 wrist 12 memorize 13 apply 14 narrow-minded
15 chest 16 differentiate 17 benefit 18 thick-skinned
19 foot 20 inspired
2 1 b 2 c 3 d 4 a 5 c 6 a 7 b 8 a 9 c 10 b

PAGE 36 Unit 5

READING WALL-E – A vision of the future?

- 1 1 d 2 f 3 c 4 g 5 e 6 a 7 b
2 The film warns us about pollution and waste. It suggests that humans could become dependent on technology and have no contact with each other. But the film also suggests there is hope for the human race if we pay attention to nature.
3 1 C 2 F 3 A 4 E 5 B

PAGE 37 VOCABULARY Fifty years on

- 1 1 treated 2 provides 3 life-threatening 4 smart 5 reduce
6 flocked 7 overcrowding 8 regenerate 9 search engine
10 set up 11 catastrophe 12 malfunctioning 13 limbs
14 reason 15 interpreting
2 1 acid rain 2 rainforest 3 solar power 4 endangered species
5 greenhouse effect 6 ozone layer
3 1 greenhouse effect 2 ozone layer 3 Endangered species
4 Solar power 5 Acid rain 6 rainforest
4 1 treat 2 prevent 3 achieve 4 have made 5 avoid
6 doing 7 provide 8 reduce

PAGE 38 GRAMMAR Modals and first conditional

- 1 1 will disappear 2 might not exist 3 may work 4 won't travel
5 may run 6 may cook 7 won't have 8 will become
2 1 If John passes his driving test, he'll buy a new car.
2 If he goes to university, he'll study medicine.
3 If he gets married, he'll have two children.
4 If he has enough money, he'll travel to Australia.
5 If he can find a job, he'll work as a doctor.
3 1 d 2 b 3 g 4 h 5 f 6 e 7 a 8 c

Challenge!

Students' own answers.

PAGE 39 SKILLS Gadgets

- 1 1 unconventional 2 innovative 3 wacky 4 state-of-the-art
5 labour-saving 6 biometric 7 digital 8 eco-friendly 9 sonic
10 ultimate 11 cordless
2 1 sonic 2 wacky 3 digital 4 eco-friendly 5 innovative
6 cordless 7 labour-saving 8 state-of-the-art 9 ultimate
10 biometric 11 unconventional
3 1 unconventional 2 wacky 3 innovative 4 ultimate
5 biometric 6 state-of-the-art 7 cordless

Challenge!

Students' own answers.

PAGE 40 GRAMMAR Future perfect and future continuous

- 1 1 will be eating 2 will have disappeared 3 will be living
4 will have melted 5 will have risen 6 will have died
2 1 will have finished 2 will be travelling 3 will have started
4 will have bought 5 will be getting 6 will have had
7 will have had 8 will be retiring
3 1 Yes, she will have finished university by 2016.
2 No, she won't be travelling round the world in 2018.
3 Yes, she will be starting work in 2017.
4 No, she won't have got married by 2020.
5 Yes, she will have bought a house by 2022.
6 No, she won't be having her first child in 2025.
7 No, she won't have retired by 2050.
4 1 will be doing 2 will be chatting 3 will be working
4 will have grown 5 will have thrown 6 will be going
7 will have fallen 8 will be looking

Challenge!

Students' own answers.

PAGE 41 WRITING An essay: for and against

- 1 1 C 2 D 3 B 4 A
2 Sample answers:
1 I don't think everybody will live for 150 years or more.
2 I think scientists will be able to cure every disease.
3 I think robots will do most jobs.
4 I don't think everybody will be super-rich.
5 I think scientists will invent faster computers.
6 I don't think everybody will have hours of free time.
7 I don't think scientists will be able to stop global warming.

- 3 1 ✓
 2 Scientists will keep searching until they find a cure.
 3 Which cities will become uninhabitable when sea levels rise?
 4 Computers will become more intelligent than humans if science keeps advancing.
 5 ✓
 6 Global warming will get worse when more and more people in the world have cars.
 7 ✓
 8 Only very rich people will be able to afford cars when the oil runs out.

4 Students' own answers.

5 Students' own answers.

PAGE 42 Self check 5: Grammar

- 1 1 may go 2 won't get 3 'll / will see 4 might not win
 5 won't like 6 might not have 7 may be 8 'll / will pass
 2 1 feel, won't go 5 won't remember, don't write
 2 passes, will buy 6 're, are / won't let
 3 will call, find 7 'll, will get / don't take
 4 doesn't go, won't earn 8 'll, will stay in / doesn't stop
 3 1 will be sending 2 will be buying 3 will have replaced
 4 will be having 5 will have disappeared 6 will have gone
 7 will have risen 8 will be living
 4 1 he'll have left 2 it'll have started 3 I'll be doing
 4 they'll be playing 5 she'll have gone 6 you'll be flying
 7 she'll be driving 8 we'll have had

PAGE 43 Self check 5: Vocabulary

- 1 1 discoveries 2 Endangered 3 wacky 4 reduce
 5 Overcrowding 6 flocked 7 regenerate 8 life-threatening
 9 treat 10 access 11 labour-saving 12 biometric 13 solar
 14 prevent 15 ozone layer 16 limbs 17 rainforest
 18 catastrophe 19 provide 20 malfunctioning
 2 1 malfunctioning 2 up 3 get 4 access 5 engine 6 did
 7 provided 8 reason 9 reduce 10 avoid

PAGE 44 Unit 6

READING The Great Impostor

- 1 mountain bike book case flower bed market research
 police officer drain pipe hay fever coffee table life guard
 chest infection
 2 1 police officer 2 drain pipe 3 coffee table 4 mountain bike
 5 flower bed 6 chest infection 7 hay fever 8 market research
 3 1 announced 2 investigated 3 convinced 4 ignored
 5 deceived 6 admitted
 4 1 f 2 d 3 b 4 e 5 a

PAGE 45 VOCABULARY I'm your long-lost son

- 1 1 drowned 2 alleging 3 jury 4 confessed 5 Poverty
 6 sunk 7 precious 8 announced 9 witnesses 10 trial
 11 sentenced 12 corroborate 13 overjoyed
 2 1 e 2 g 3 f 4 b 5 c 6 h 7 a 8 d
 3 1 accused 2 verdict 3 acquit 4 judge 5 witness
 6 sentence 7 court 8 lawyers
 Mystery word: evidence
 4 1 illiterate 2 indecisive 3 dishonest 4 immature 5 irrelevant
 6 unacceptable 7 disagreeable 8 unstable

PAGE 46 GRAMMAR Reported speech: statements

- 1 1 was 2 had bought 3 had 4 would 5 couldn't 6 didn't
 7 had been
 2 1 She told her that she was going to bed.
 2 He said (to him) that he had bought some pizzas.
 3 He said (to her) that she was a great cook.
 4 My parents told me that they were going to be late.
 5 We said (to them) that they could come to our party.
 6 Lynn told us that she didn't like dogs.
 7 I said (to him) that I didn't want to go out.
 8 You told us that you wanted to see us.
 3 1 He said (that) he had not robbed the bank the month before.
 2 He told her (that) he had been on holiday in Brazil until the day before.
 3 She told him (that) he would have to stay in jail that night.
 4 He told her (that) he wanted to speak to his lawyer.
 5 She said (that) he could see his lawyer the next day.

- 4 1 I'm offering you an incredible bargain.
 2 I can sell you the Eiffel Tower.
 3 The city can't afford to pay for the repairs any more.
 4 I'll show you the Eiffel Tower tomorrow.
 5 I won't tell anyone about the deal.
 6 I want to pay for the tower tonight.
 7 I can't live on my tiny salary.

Challenge!

Students' own answers.

PAGE 47 SKILLS Investigating a crime in the home

- 1 1 apron 2 shower 3 path 4 stepladder 5 cupboard
 6 bookcase

2	Q	E	T	S	U	O	P	A	D	G	J	K	L	Z
	X	C	V	B	O	N	C	O	O	K	E	R	M	W
	R	Y	I	P	S	F	H	F	H	V	J	L	E	I
	A	F	O	Q	X	Y	A	B	W	O	A	Q	F	M
	R	E	U	S	V	I	N	O	A	B	A	S	I	N
	M	M	I	S	W	X	D	M	R	A	U	A	E	R
	C	G	I	R	T	B	E	O	D	L	A	M	P	P
	H	A	Q	R	S	N	L	T	R	C	Z	E	A	P
	A	G	R	J	R	H	I	W	O	O	K	E	T	I
	I	V	U	P	S	O	E	L	B	N	Z	T	H	J
	R	T	G	I	E	A	R	C	E	Y	J	U	M	S
	Y	M	E	X	F	T	O	E	T	N	S	J	L	M
	R	A	Y	B	O	O	K	C	A	S	E	U	J	K
	C	U	P	B	O	A	R	D	R	E	O	G	Z	K

- 3 1 Jill can't have forgotten about your birthday.
 2 Catherine could have missed the bus.
 3 Emma must have known it was Friday.
 4 Oliver can't have got the invitation.
 5 Matt must have gone to the doctor's.
 6 Richard can't have had a basketball match.
 7 Karen's car could have broken down.
 4 1 John must have broken his leg.
 2 He might have fallen off his bike.
 3 Rachel's friend must have written to her.
 4 She might have asked her to go on holiday with her.
 5 Their team can't have won.
 6 They might have missed the match.
 7 His car must have broken down.
 8 It can't have been a very good car.

Challenge!

Students' own answers.

PAGE 48 GRAMMAR Reported speech: questions

- 1 1 she, him 2 we 3 me 4 he 5 me, her 6 you
 7 them, us
 2 1 He asked me where I had been.
 2 We asked them if they could come for dinner.
 3 I asked him when my car would be ready.
 4 You asked me if I knew the way.
 5 They asked her where she was going.
 6 She asked him if he wanted a drink.
 3 1 Sophie asked me where I'd been.
 2 Abigail asked me if I'd gone on holiday.
 3 Chloë asked me if I'd been ill.
 4 Jessica asked me if I could tell them about my trip.
 5 Ellie asked if the head teacher knew that I was back.
 6 John asked if I was better.
 7 Emily asked if I wanted to borrow her notes.
 8 Dan asked if I would still take my exams.
 9 Sam asked why I had missed school.
 4 1 How old are you?
 2 Have you ever had a job before?
 3 What's your best subject at school?
 4 Did you pass your last maths exam?
 5 What do you want to do when you leave school?
 6 Are you planning to go to university?
 7 Will you work two evenings during the week?
 8 Can you start next week?

Challenge!

Students' own answers.

PAGE 49 WRITING A formal letter: making a reservation

- 1 1 mind 2 grateful 3 possible 4 confirm
- 2 1 Would it be possible to have a triple room for the three of us?
2 Would you mind sending me further details of the bus service
3 I would be grateful if you could send me payment details for our stay.
4 Please can you confirm that we will be collected from the village?
- 3 1 Further to our telephone conversation
2 I wish to make a reservation
3 We would like to express our preference for a room with a balcony
4 I look forward to hearing from you in due course
5 Yours sincerely
- 4 1 Can you send me a brochure?
2 He gave her some roses.
3 I sent them the deposit.
4 She cooked him a meal.
5 You told me a lie.
- 5 Students' own answers.

PAGE 50 Self check 6: Grammar

- 1 1 (that) she worked in a hospital.
2 (that) he was busy the next day.
3 (that) they had finished their homework.
4 (that) she had eaten too much the day before.
5 (that) he would call her the next week.
6 (that) they could stay out late that night.
7 (that) she didn't like Chinese food.
8 (that) she was going home.
- 2 1 told 2 said 3 tell 4 tell 5 said 6 say 7 told 8 said
9 tell 10 say
- 3 1 asked 2 if 3 where 4 us 5 was 6 what 7 were
8 him
- 4 1 if I had a car.
2 what sports he played.
3 if he was in a hurry.
4 if he had cleaned his shoes.
5 where she had parked her car.
6 if I could drive.
7 what he was listening to.
8 what we would do with the prize money.
- 5 1 My brother said he was going out.
2 We asked them where they were going.
3 I asked her if she had a pen.
4 My uncle said he hadn't enjoyed our trip to Monaco.
5 Her parents told her she had to work harder.
6 They asked me if I wanted to help.

PAGE 51 Self check 6: Vocabulary

- 1 1 wardrobe 2 jury 3 armchair 4 mantelpiece 5 hedge
6 overjoyed 7 immature 8 poverty 9 confessed 10 trial
11 stepladder 12 sentenced 13 evidence 14 curtains
15 irrational 16 witness 17 announced 18 cooker
19 dissatisfied 20 illegible
- 2 1 c 2 a 3 b 4 d 5 b 6 c 7 c 8 d 9 a 10 b

PAGE 52 Unit 7

READING Life without the internet

- 1 1 judge 2 close to my heart 3 an obligation 4 genuine
5 interrupt 6 nothing in common 7 on the go
- 2 A 3 B 5 C 6 D 4 E 1

PAGE 53 VOCABULARY Are online friendships real?

- 1 1 interrupting 2 on the go 3 concern 4 otherwise
5 glimpse 6 sauntered 7 obligations 8 in common with
9 judges 10 treat 11 close to my heart 12 genuine
13 a shoulder to cry on 14 wheelchairs 15 resounding
- 2 1 don't get 2 fell 3 got 4 'm / am cutting 5 'd / had put
6 looked 7 didn't come 8 didn't look
- 3 1 out with her 2 down on us 3 up with it 4 up with her
5 down on it 6 on ... with her 7 up to him 8 away with it
- 4 1 interested 2 fascinated 3 frightening 4 entertaining
5 bored 6 depressing 7 annoying 8 exhausted

PAGE 54 GRAMMAR Comparatives and superlatives

- 1 1 better, the best
2 faster, the fastest
3 more energetically, the most energetically
4 harder, the hardest
5 more clearly, the most clearly
6 more carefully, the most carefully
- 2 1 faster 2 less patient 3 the least accurately 4 stronger
5 the best 6 as well as 7 the least intelligent 8 the least fast
9 less correctly 10 as intelligent as
- 3 1 than he used to be 4 than I was before
2 as it was when I bought it 5 than five years ago
3 she was as a child 6 than it used to be
- 4 1 She's the most interesting person I've ever met.
2 That is the most exciting film I have ever seen.
3 This is the most unreliable car we've ever bought.
4 He's the funniest man I've ever worked with.
5 That's the most expensive present he's ever received.
6 That's the nicest thing you've ever said.
7 That's the best meal I've ever eaten.

Challenge!

Students' own answers.

PAGE 55 SKILLS Relationships

- 1 1 confided in 2 backed ... up 3 put up with 4 let ... down
5 fell out with 6 made up 7 lent ... a hand 8 kept in touch with
- 2 1 c 2 g 3 d 4 a 5 b 6 e 7 f
- 3 1 I don't often confide in anyone.
2 My brother has always got on well with my father.
3 Alan fell out with Oliver during the football match.
4 We hung out together in the park yesterday before going home.
5 They used to be friends, but they lost touch when they started work.
6 My sister stood up for me in our last family argument.
7 We've put up with our neighbours for long enough.
8 I called my friend and tried to make up with her.

Challenge!

Students' own answers.

PAGE 56 GRAMMAR Second conditional

- 1 1 If you didn't go to bed late, you wouldn't feel bad in the morning.
2 If you put your clothes away, your room wouldn't be a mess.
3 If you went shopping, there would be food in the fridge.
4 If you weren't always with your friends, you'd have time for me.
5 If you studied, you'd pass your exams.
6 If you didn't eat a lot of sweets, you wouldn't get toothache.
7 If you went to football practice, you'd be in the football team.
- 2 1 had 2 would listen 3 were 4 would tell 5 didn't get on
6 weren't 7 would relax 8 wouldn't shout 9 would leave
10 didn't live
- 3 1 I'd rather you didn't turn the TV on.
2 I'd rather stay in a hotel than in a tent.
3 I wish we lived in a bigger house.
4 If only we saw more of each other.
5 If you didn't work so much, you'd be happier.
6 I'd rather we went for a walk.
7 If only you were ten years younger.
- 4 1 'd like 2 wouldn't say 3 would listen 4 stopped
5 would speak 6 got, would like 7 get 8 'd make

Challenge!

Students' own answers.

PAGE 57 WRITING Emails to apologize

- 1 1 I 2 F 3 I 4 I 5 F 6 F 7 I 8 F
- 2 1 I am writing to apologize for being so rude at the weekend.
2 Please accept my apologies for spoiling your meal.
3 I'm very sorry for shouting at you yesterday.
4 I'm ever so sorry for being so moody.
- 3 1 on 2 at 3 on 4 at 5 at 6 in 7 in 8 in
- 4 Students' own answers.

PAGE 58 Self check 7: Grammar

- 1 1 slower 2 less dangerously 3 least difficult 4 dirtiest
5 less stressful 6 quieter 7 less shy 8 paints well
9 is further from ... than 10 faster
- 2 1 greener 2 less noisy 3 less crowded 4 more polluted
5 friendlier 6 most unfriendly 7 the rudest 8 safer
9 more carefully 10 longer

- 3 1 worried, would have 2 would, invited 3 would, won
4 didn't, wouldn't 5 had, would 6 would sing, asked
7 wouldn't, weren't 8 'd come, could 9 would be, weren't
10 'd, ate
4 1 rather 2 only 3 wish 4 wish 5 only 6 wish 7 only
8 rather 9 wish 10 only

PAGE 59 Self check 7: Vocabulary

- 1 1 close to his heart 2 fascinating 3 cut down on
4 stands up for 5 interrupt 6 on the go 7 look up to
8 genuine 9 depressing 10 put up with 11 keep in touch with
12 entertaining 13 in common 14 exhausted 15 come up with
16 get away with 17 glimpse 18 fall out with 19 resounding
20 confide in
2 1 b 2 d 3 a 4 a 5 c 6 b 7 c 8 d 9 a 10 b

PAGE 60 Unit 8

READING An unforgettable experience

- 1 1 claws 2 tusks 3 horn 4 thrive
2 1 F 2 F 3 F 4 F 5 T 6 T 7 F

PAGE 61 VOCABULARY Big cat diary

- 1 1 markings 2 soaked 3 plain 4 boast 5 stealthy 6 trunk
7 cross 8 hurtle 9 springs 10 nocturnal 11 trundling
12 trail 13 thumping 14 awesome 15 stroll
2 1 d 2 g 3 h 4 c 5 b 6 f 7 a 8 e
3 1 about 2 of 3 with 4 to 5 at 6 with 7 on 8 at
4 1 The guests **were strolling** in the gardens of the hotel.
2 The farmer **trudged** through the snow to feed the animals.
3 My father **strode** into the room and sat down at the head of the table.
4 Everybody **darted** into their houses when they heard the explosion.
5 The old lady's feet were hurting, so she **hobbled** across the road.
6 He **paced** in the room, waiting for his son to come home.
7 She had sprained her ankle, so she **was limping**.
8 The children **tore** down the street to greet their father.

PAGE 62 GRAMMAR The passive

- 1 1 is spoken 2 have arrested 3 had been stolen
4 has been built 5 was played 6 ride 7 made 8 will be held
2 1 was invented 2 are made 3 has been given
4 will be cut down 5 was delayed 6 had been stolen
7 are watched 8 will be cancelled
3 1 *Stuart Little* is read by children all over the world.
2 Unicef is sponsored by the Barcelona football team.
3 The prize will be given by the head teacher tomorrow.
4 *The Da Vinci Code* was written by Dan Brown.
5 We couldn't drive because our car had been damaged by vandals.
6 Because of the accident this morning the motorway was closed by the police.
4 1 is ... known 2 was given 3 was taught 4 was asked
5 was offered 6 have been made

Challenge!

Students' own answers.

PAGE 63 SKILLS Getting from A to B

- 1 a departures board b information desk c trolley d rucksack
e carriage f railway track

2	At an airport: air traffic controller, cab, customs, departures board, escalator, passport control, rucksack, trolley, runway	At a train station: cab, carriage, departures board, escalator, rucksack, track, trolley	In the street: cab, rucksack, traffic jam
---	---	--	---

- 3 1 dangerous 2 slow 3 expensive 4 cheap 5 uncomfortable
6 relaxing

Challenge!

Students' own answers.

PAGE 64 GRAMMAR Indefinite pronouns: some-,

any-, no-

- 1 1 something 2 anything 3 somebody 4 somewhere
5 anybody 6 anything

- 2 1 We went nowhere special last weekend.
2 Don't shout at him! He hasn't done anything wrong!
3 Katie has seen nobody today.
4 That train isn't going anywhere.
5 There wasn't anybody at the airport to meet us.
6 I'm bored. I've got nothing to do.
3 1 We were tired but we didn't have anywhere to sleep.
2 Has anybody seen my passport?
3 ✓
4 ✓
5 There wasn't anybody at the check-in desk.
6 Can I have something to drink?
7 ✓
8 He's hungry because he didn't have anything for breakfast.
4 1 somewhere 2 somebody 3 anywhere 4 anything
5 nothing 6 Nobody 7 something 8 anybody 9 nowhere

Challenge!

Students' own answers.

PAGE 65 WRITING A postcard

- 1 1 d 2 f 3 e 4 h 5 b 6 a 7 c 8 g
2 1 it's a good job we brought some warm clothes.
2 It's been snowing since we arrived.
3 it's no use complaining
4 It was really dangerous driving on the motorway.
5 it took so long to get here
6 it's impossible to go out
3 1 B 2 E 3 B 4 E 5 B 6 E 7 B 8 E
4 a disastrous journey chilly weather an unfinished hotel
disgusting food a rocky beach unfriendly people
damp rooms an incompetent airline
5 Students' own answers.

PAGE 66 Self check 8: Grammar

- 1 1 were made by Levi Strauss.
2 is spoken in Brazil
3 will probably be cancelled because of the bad weather.
4 have been planted in my street.
5 had been sold.
6 was invented in 1876 by Alexander Graham Bell.
7 are worn in Japan.
8 has been developed by scientists.
9 had been bought for the picnic.
10 will be taken by the waitress.
2 1 is made 2 weren't arrested 3 had been stolen
4 have been painted 5 was won 6 aren't worn
7 has been built 8 won't be held
9 has ... been written 10 won't be finished
3 1 nobody 2 somewhere 3 something 4 anyone
5 nowhere 6 anything 7 somebody 8 nothing 9 anywhere
10 somewhere
4 1 Nothing 2 Somewhere 3 Nowhere 4 Anything
5 Nobody / No one 6 Something 7 somebody / someone
8 anybody / anyone 9 Anywhere 10 Somebody / Someone

PAGE 67 Self check 8: Vocabulary

- 1 1 Nocturnal 2 limp 3 markings 4 stealthy 5 about
6 awesome 7 with 8 relaxing 9 trudged
10 departures board 11 thumping 12 of 13 trolley
14 strolled 15 cross 16 escalator 17 cab 18 hobbled
19 soaked 20 environmentally-friendly
2 1 d 2 a 3 d 4 d 5 b 6 c 7 a 8 c 9 b 10 a

PAGE 68 Unit 9

READING Secret Millionaire

- 1 1 nineteen ninety-five
2 twenty thousand, three hundred and fifty-nine
3 forty-five million
4 two thousand and five
5 thirty-six thousand four hundred
6 two thousand and ten
2 A 5 B 6 C 3 D 1 E 2
3 1 c 2 a 3 e 4 b 5 f 6 d

PAGE 69 VOCABULARY Thanks a million

- 1 1 goal 2 booming 3 hosted 4 passed away 5 regrets
6 auction 7 entire 8 settle 9 talent 10 venture 11 gifts
12 entrepreneur 13 donated 14 vast 15 On the contrary
- 2 1 h 2 g 3 f 4 e 5 b 6 d 7 a 8 c
- 3 1 go with the dress 5 came across some old photos
2 broke into the school 6 pick on me
3 count on you 7 looked after us
4 is looking forward to the party 8 went over the explanation
- 4 1 paid 2 spends 3 invested / had invested 4 am saving up
5 took 6 asked for

PAGE 70 GRAMMAR have something done

- 1 1 I'm going to have my photo taken tomorrow.
2 Jessica is having her hair cut.
3 Georgia had her nails painted last week.
4 Leo has had his mobile phone stolen.
5 Did you have your eyes tested yesterday?
6 Have you had your teeth whitened?
- 2 1 He's having his house cleaned.
2 I had my car repaired.
3 He's going to have his eyes tested.
4 She's had her hair dyed.
5 He's going to have his hair cut.
6 We're having our house decorated.
7 They have their clothes ironed.
- 3 1 herself 2 himself 3 myself 4 ourselves 5 themselves
6 yourself 7 myself
- 4 1 a cut 2 a hurt
b cut himself b hurt herself
2 a enjoy 3 a taught herself
b enjoy yourself b taught
3 a control herself 6 a look after themselves
b control b look after

Challenge!

Students' own answers.

PAGE 71 SKILLS Money and finance

- 1 1 machine 2 card 3 debt 4 money 5 rate 6 interest
7 account 8 account 9 card 10 number 11 currency
12 change
- 2 1 credit card 2 foreign currency 3 small change
4 PIN number 5 cash machine 6 savings account 7 debit card
8 in debt 9 pocket money 10 exchange rate 11 rate of interest
12 current account
- 3 1 owes 2 lent 3 charges 4 sell 5 wastes 6 take 7 afford
8 spends
- 4 1 h 2 f 3 c 4 e 5 b 6 a 7 g 8 d

Challenge!

Students' own answers.

PAGE 72 GRAMMAR Third conditional

- 1 1 c 2 e 3 f 4 a 5 d 6 b
- 2 1 If Jason hadn't spent all of his pocket money, he would have been able to afford a new MP3 player.
2 If we had gone to the right gate, we wouldn't have missed the flight.
3 If they hadn't left home earlier, they would have got stuck in a traffic jam.
4 They would have run out of petrol if they hadn't stopped at the last petrol station.
5 He would have broken his leg if he had fallen off the stepladder.
6 They wouldn't have fallen out if he hadn't forgotten Ellie's birthday.
- 3 1 If I had taken some money out ...
2 I would have bought the laptop if ...
3 They would have borrowed the money if ...
4 ... if they had known ...
5 They would have given us a discount if ...
6 ... if it had been in the sale ...
- 4 1 If he'd studied more at school, he'd have passed his exams.
2 If he'd had some qualifications, he'd have found a job more easily.
3 If he hadn't worked as a labourer, he wouldn't have hurt his back.
4 He wouldn't have lived with his mother if he'd earned more money.
5 He'd have met more friends if he'd been able to go out.
6 If he'd got married earlier, he'd have had children.
7 He'd have gone abroad if he hadn't been broke.

Challenge!

Students' own answers.

PAGE 73 WRITING A formal letter: asking for information

- 1 1 B 2 C 3 A
- 2 1 I have a few queries
2 which model would be the most suitable
3 to make sure there is a van available for us
4 how much the rental would increase
5 I look forward to hearing from you
6 Yours faithfully
- 3 1 Greeting 2 Reason for writing 3 Main query 4 Second query
5 Third query 6 Final query 7 Sentence requesting a reply
8 Sign-off 9 Signature 10 Name
- 4 Students' own answers.

PAGE 74 Self check 9: Grammar

- 1 1 having their house painted.
2 have had my bike repaired.
3 didn't have a new shower installed.
4 is going to have her hair cut.
5 having his arm examined?
6 haven't had my eyes tested for a long time.
7 had our carpet cleaned last week.
8 going to have your photo taken?
- 2 1 myself 2 yourselves 3 herself 4 himself 5 ourselves
6 yourself 7 itself 8 themselves
- 3 1 hadn't sat, wouldn't have got
2 wouldn't have driven, had known
3 hadn't been, wouldn't have missed
4 hadn't come, would ... have done
5 would have lent, had asked
6 wouldn't have seen, hadn't forgotten
7 Would ... have remembered, hadn't reminded
8 hadn't fallen, wouldn't have broken
- 4 1 If he'd had enough money, he would have bought the laptop.
2 If she hadn't spoken good English, they wouldn't have offered her a job.
3 We wouldn't have got lost if we had taken the map.
4 If their best player hadn't been injured, they would have won the match.
5 I wouldn't have broken my glasses if I hadn't dropped them.
6 You wouldn't have lost your camera if you hadn't left it on the bus.
7 If he hadn't had a very big lunch, he wouldn't feel tired now.
8 If you had taken your umbrella, you wouldn't have got wet.

PAGE 75 Self check 9: Vocabulary

- 1 1 entrepreneur 2 goes with 3 talent 4 settle 5 donate
6 currency 7 auction 8 pocket money 9 credit / debit card
10 cash machine 11 broke into 12 across 13 counting
14 picked on 15 receipt 16 boomed 17 invest 18 saved up
19 PIN 20 cheques
- 2 1 take 2 type 3 pay 4 use 5 look 6 breaks 7 count
8 borrow 9 ask 10 go

PAGE 76 Unit 10

READING Wyland's whales

- 1 street art oil painting art gallery public place living sculpture
1 art gallery 2 living sculpture 3 street art 4 public place
5 oil painting
- 2 1 a 2 d 3 b 4 c

PAGE 77 VOCABULARY Banksy and Pavement Picasso

- 1 1 primitive 2 brickwork 3 potholes 4 striking
5 incorporates 6 depicting 7 publicity stunt 8 billboards
9 portable 10 charities 11 claim 12 portraits 13 factors
14 elaborate 15 swerve
- 2 1 poet 2 composer 3 scriptwriter 4 musician 5 actor
6 playwright 7 sculptor 8 songwriter
- 3 1 d 2 a 3 g 4 h 5 f 6 c 7 b 8 e
- 4 1 read her like a book 5 changed his tune
2 blowing his own trumpet 6 put me in the picture
3 stole the show 7 song and dance
4 down to a fine art 8 face the music

PAGE 78 GRAMMAR Participle clauses

- 1 1 taken 2 testing 3 collected 4 held 5 painted 6 played
7 watching 8 inviting

- 2 1 wearing 2 looking 3 selling ✓ 4 bought ✓ 5 carrying ✓
6 not sold ✓
- 3 1 He played a trombone belonging to his father.
2 On stage there's a woman brushing her hair.
3 She said thank you for the flowers given by the audience.
4 The scenery broken yesterday needs to be repaired.
5 The play performed by the National Theatre was an absolute disaster.
6 The guitarist playing in the gig isn't usually a member of the band.

Challenge!

Students' own answers.

PAGE 79 SKILLS Art and artists

- 1 **art gallery:** still life, portrait, painting
theatre: scenery, stage, musical, costumes
concert hall: aria, recital, orchestra
outside: buskers, graffiti, juggling
Students' own answers.
- 2 1 model 2 stage hand 3 conductor 4 sound technician
5 audience 6 busker 7 juggler 8 soprano
- 3 1 test 2 weren't working 3 forgot 4 change into 5 looking
6 were moving 7 was practicing 8 rehearsing

Challenge!

Students' own answers.

PAGE 80 GRAMMAR Determiners: *all, each, every, few, little, no*

- 1 1 Not many men enjoy stage musicals.
2 ✓
3 Singers and dancers earn little money at first.
4 ✓
5 It doesn't take much time to feel more confident.
6 Few music students become famous.
- 2 1 I saw most of it.
2 I watched some of it.
3 I don't like any of them.
4 I made all of it.
5 I've read a few of them.
6 I liked some of them.
7 I've seen none of them.
- 3 1 Some of my friends were at the opening night.
2 Most of the singers came to the party after the show.
3 Few people knew about the exhibition.
4 Many artists have a second job.
5 All these portraits were painted by Rembrandt.
6 Most people prefer the cinema to the theatre.
7 The actress couldn't remember any of her lines.
8 Much of the scenery was made by the stage hands.
- 4 1 Few 2 a few 3 little 4 a little 5 a few 6 little

Challenge!

Students' own answers.

PAGE 81 WRITING An essay: giving your opinion

- 1 1 C 2 D 3 B 4 A
- 2 1 c 2 i 3 e 4 g 5 h 6 a 7 b 8 f 9 d
- 3 1 = 2 > 3 / 4 + 5 sth 6 tog 7 comm^y 8 sb 9 >
10 cos of
- 4 A What I've always been interested in is history, all the amazing events that have happened over time.
B What I love is the way you can choose to inhabit a moment in time, in a particular country.
C What I like is exploring notions of kinship and family likeness, also the sharing of personality traits.
- 5 Students' own answers.

PAGE 82 Self check 10: Grammar

- 1 1 The boy waiting here has gone.
2 The woman accompanying you will be here shortly.
3 All the places visited were ticked off.
4 The trams rattling through the streets all night kept me awake.
5 The pages marked are the ones you want to look at.
6 The animals usually seen here have moved to a different territory.
7 His brother, walking ten paces behind, looked miserable.
8 The sculptures usually displayed in the main hall were being cleaned.
9 This picture, taken when Bryony was only three, shows her dancing ability.
10 The film shown here tomorrow will be the first in a series of Antonioni films.

- 2 1 The train, which was pulled by two engines, sped past the station.
2 We're going to see the new art gallery which is opening tomorrow.
3 The prisoner, who was escorted by two police officers, entered the courtroom.
4 I'm sure that the dinner, which will be prepared by such an expert, will be very successful.
5 My office is in that block which adjoins the business centre.
6 I've received two letters which ask / are asking me for money I don't owe.
7 The two men, who were wearing overalls and trainers, climbed in through the window of the house.
8 These cottages, which were built in 1770, are under threat of demolition.
9 I was at school with that girl who is working behind the counter.
10 Anyone who is found in the changing rooms without good cause will be reported.
- 3 1 a little 2 All 3 a few of 4 none of 5 some 6 Much
7 Each of 8 few 9 No 10 most
- 4 1 d 2 f 3 h 4 a 5 c 6 g 7 j 8 b 9 e 10 i

PAGE 83 Self check 10: Vocabulary

- 1 1 lyrics 2 swerve 3 billboards 4 striking 5 elaborate
6 role 7 landscapes 8 face 9 song 10 picture 11 buskers
12 portrait 13 audience 14 screenplay 15 gig 16 abstract
17 tune 18 stage musicals / operas 19 book 20 script
- 2 1 Striking 2 artists 3 sculptures 4 playwrights 5 lighting
6 Conductor 7 musicians 8 composer 9 performance
10 spectators

PAGE 84 Round up 1-2

- 1 1 funny 2 rude 3 generous 4 quiet 5 unreliable
6 cheerful 7 lazy 8 arrogant
- 2 1 c 2 a 3 b
- 3 1 Finns 2 Germans 3 Finns 4 Americans 5 Germans
6 Americans

Challenge!

Students' own answers.

PAGE 85 Round up 3-4

- 1 1 g 2 c 3 f 4 h 5 i 6 a 7 d 8 j 9 e 10 b
2 1 C 2 D 3 B 4 A
- 3 1 full-fat 2 variety 3 fresher 4 waste 5 processed
6 portion 7 affluent 8 lifestyle

Challenge!

Students' own answers.

PAGE 86 Round up 5-6

- 1 1 evidence 2 genuine 3 fake 4 hoax 5 claim
- 2 1 F 2 T 3 F 4 T 5 F 6 T 7 T

Challenge!

Students' own answers.

PAGE 87 Round up 7-8

- 1 package holiday seaside town long-haul flight long weekend
budget airline exotic destination coach tour day trip
- 2 1 package holiday 2 seaside town 3 exotic destination
4 coach tour 5 long-haul flight 6 budget airline 7 day trip
8 long weekend
- 3 A 3 B 5 C 2 D 6 E 1

Challenge!

Students' own answers.

PAGE 88 Round up 9-10

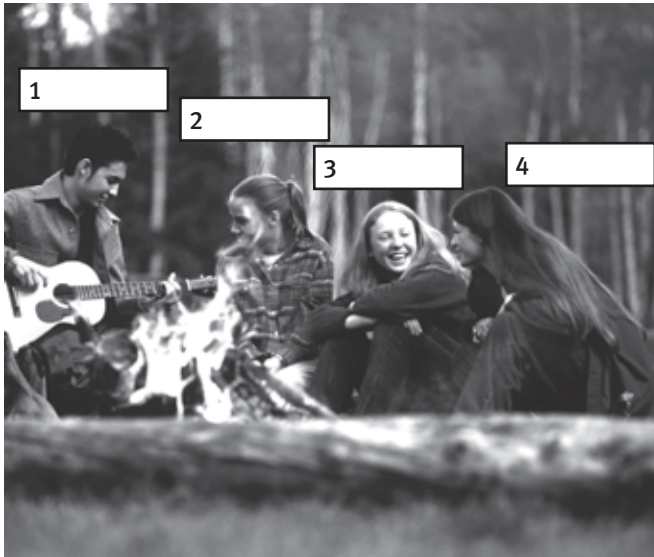
- 1 1 target 2 firms 3 consumes 4 sponsors 5 vouchers
6 brand 7 supply 8 purchase 9 promote 10 income
- 2 1 c 2 a 3 b 4 d 5 a

Challenge!

Students' own answers.

Talking about photos

- 1 (1.06) Read and listen to the dialogue. Find Cathy's sister in the photo.



- Sarah What's this photo?
 Cathy It's from the summer holidays. I went camping with some friends.
 Sarah You look as though you're having a great time. Who's the girl in the checked shirt?
 Cathy She's a friend of my sister's.
 Sarah Is your sister in this photo?
 Cathy Yes, she is. She's the girl on the right, the one with long, brown hair.
 Sarah Oh, yes. She looks a bit like you. Who's the girl sitting next to her?
 Cathy That's my cousin, Jenny.
 Sarah She looks friendly!

- 2 Complete the phrases for identifying people in photos. Use the prepositions in the box.

at in on with

- 1 the guy _____ the back / front
 2 the girl _____ the left / right
 3 the man _____ short, black hair
 4 the woman _____ the stripy top

- 3 Read the information in the **Look out!** box. Then find one example of each expression in the dialogue in exercise 1.

LOOK OUT!

Expressions with **look**
look (a bit / just) like + noun / person
look + adjective
look as though / as if / like + clause

- 4 Complete the sentences with the correct form of one of the expressions with **look** from exercise 3.

- 1 Did you see Clare at the dinner? She _____ beautiful in that long dress.
 2 She doesn't _____ an Australian. She _____ Chinese.
 3 They don't _____ they're working very hard.
 4 You _____ a film star in that jacket.
 5 It _____ it's going to rain.

- 5 Work in pairs. Describe somebody from the photo in exercise 1 using an expression from exercise 3. Can your partner identify the person?

She looks as though she's laughing.

Is it the girl with the long, fair hair?

- 6 (1.07) Listen to the dialogue between Sarah and Cathy. Label the people in the photo in exercise 1 with the names in the box. How are they connected to Cathy?

Sandra Julia Paul Jenny

Listening tip

Don't worry if there are words in the recording that you don't understand. You don't have to understand every word to complete the task.

- 7 Work in pairs. Prepare a dialogue about the photo below.

Student A: You know the people in the photograph. Invent names and decide how they are connected with you / each other.

Student B: You don't know any of the people in the photograph. Ask Student A about them. Use phrases from exercise 2 to identify who you are talking about.



- 8 Act out your dialogue to the class.

Who's the guy on the left, the one in the striped shirt?

That's my cousin, Danny.

EVERYDAY ENGLISH 1

Talking about photos

Target language

Listening: friends talking about people in a photo

Vocabulary: look look as though look like
the girl on the left / right the guy at the back / front
the man with short, black hair
the woman in the striped top

Speaking: discussing people in a photo

Exercise 1 1.06

- Play the CD for students to listen and answer the question.

ANSWER

Cathy's sister is the girl with the long, brown hair.

Exercise 2

- Students find the phrases in the dialogue and complete them with the correct preposition. Check the answers.

ANSWERS

1 at 2 on 3 with 4 in

Exercise 3

- Read through the **Look out!** box with students and check understanding by asking: *Which expression do we use with an adjective?* [look] *Which expression do we use with a noun?* [look like] *Which expression do we use with a clause?* [look as though, look as if or look like]
- Students find one example of each expression in the dialogue.

ANSWERS

You look as though you're having a great time.

She looks a bit like you.

She looks friendly!

Exercise 4

- Students work individually to complete the sentences. Remind them to use the correct form of the verb. Check the answers.

ANSWERS

1 looked 2 look like, looks
3 look as though / look as if / look like
4 look like 5 looks as though / looks as if / looks like

Exercise 5

- Focus on the task and the photo. Ask a pair of students to read out the example. Elicit a description and a suitable reply from a different pair.
- Students continue describing the people in the photo and trying to guess their identity. Monitor and help.

ANSWERS

Students' own answers.

Exercise 6 1.07

- Read through the **Listening tip** with students and check understanding by asking: *Do you need to understand every word in the recording to complete the task?* [No]

- Play the CD for students to listen and label the photo. Check the answers.

ANSWERS

1 Paul 2 Sandra 3 Jenny 4 Julia.

Paul and Jenny are Cathy's cousins.

Julia is Cathy's sister.

Sandra is a friend of Julia's.

TAPESCRIPT

Sarah Who's the boy on the left playing the guitar?

Cathy That's Paul. He's Jenny's brother.

Sarah So he's your cousin too.

Cathy Yes.

Sarah They don't look like brother and sister.

Cathy Oh, I think they do. But they've got very different personalities. Paul's very quiet but Jenny's really outgoing and friendly.

Sarah And who's the girl next to him wearing the checked shirt?

Cathy She's a friend of my sister Julia's. I can't remember her name ... Oh, it's Sandra.

Sarah She looks younger than everyone else.

Cathy Yeah, she does. I think she's about fourteen or fifteen.

Sarah Does she go to our school?

Cathy No, Sandra and Julia play for the same basketball team on Saturday mornings.

Sarah I see. Well, I hope I can come with you next year – it looks fun.

Cathy Yes, please do. It would be great to have you with us. You're the best cook I know!

Exercise 7

- Students work in pairs to prepare a dialogue about the photo. Monitor and help.

ANSWERS

Students' own answers.

Exercise 8

- Students act out their dialogues to the class.

SAMPLE ANSWER

A Who's the guy on the left, the one in the striped shirt?

B That's my cousin, Danny.

A He looks friendly. Who's the girl with the blonde hair?

B That's my sister, Helen.

A She looks as if she's enjoying herself. Who's the boy in the middle?

B He's my little brother, Charlie.

A He looks a bit like you. Who's the older man in the middle?

B He's Danny's dad, my uncle Chris.

A He looks as if he spends a lot of time in the countryside. Who's the girl with the long brown hair?

B She's my friend, Karen. She's in my class at school.

A She looks nice. Who's the little girl at the front?

B She's Karen's sister, Delia.

A You all look really happy!

Follow-up

Workbook Functions Bank page 89

Narrating events

- 1 (1.14) Read and listen to the dialogue. In your own words, explain what two things went wrong for Martin.



Martin I will never forget the day my father asked me to help out at his restaurant.

Oliver Why? What happened?

Martin I was about 14 at the time and one of the waiters was sick. My father told me to put on a uniform and start taking the orders from the customers who had already arrived.

Oliver Were you nervous?

Martin At first I wasn't nervous at all, but then I saw one of the teachers from school sitting at a table with his wife. Then I didn't feel quite so confident.

Oliver So what did you do?

Martin Well, I wanted to make a good impression, so I hurried over to their table to give them a menu. Unfortunately, the trousers of my uniform were so long that I tripped over them and landed on the floor at the teacher's feet.

Oliver How embarrassing! What happened next?

Martin After that, things got worse. They had ordered soup as a starter and as I was putting it on the table, one of the plates slipped. The soup went all over the teacher's wife.

Oliver Oh no! What a disaster!

Martin Yes, it was, because she was wearing a lovely white dress and it was tomato soup.

Oliver How awful!

Martin In the end, they left the restaurant without eating their meal and I had to explain to my father what had happened.

Oliver Poor you! But – how funny!

- 2 Tick (✓) the sequencing words that Oliver and Martin use.

after a few minutes ☐ a few minutes later ☐
 after that ☐ at first ☐ finally ☐ first ☐
 in the end ☐ later on ☐ next ☐ then ☐

- 3 Read the *Learn this!* box. Find four exclamatory sentences in the dialogue in exercise 1.

●●●● Grammar Reference: page 96

●●●● Grammar Builder: page 97

LOOK OUT!

Exclamatory sentences

- We can use exclamatory sentences beginning *What ...* or *How ...* to react strongly to something.
- We use *how* with an adjective.
How wonderful! *How unpleasant!*
- We use *what* with a noun, even if it has an adjective before it.
What a singer! *What an amazing goal!*

- 4 (1.15) Listen to two dialogues. What are they about? Choose from a–d.

- A meeting a celebrity
- B starting at a new school
- C meeting a new family member
- D staying at an amazing hotel

- 5 (1.15) Listen to the dialogues again. Choose the best answers.

Dialogue 1

- Tom's birthday
 - a was fantastic all day.
 - b started badly but was fantastic in the end.
 - c started well but was terrible in the end.
- Tom and his friend saw a film at
 - a the first cinema they went to.
 - b the second cinema they went to.
 - c the third cinema they went to.
- Johnny Depp
 - a sat next to Tom and his friend in the cinema.
 - b gave Tom and his friend tickets for the film.
 - c bought Tom and his friend drinks and popcorn.

Dialogue 2

- Who has just had a baby?
 - a Emily's sister.
 - b Emily Rose.
 - c Patricia's sister.
- When Patricia first saw the baby,
 - a she was surprised.
 - b she wasn't very interested.
 - c she immediately thought she was beautiful.
- Patricia felt proud because
 - a Emily Rose was so cute.
 - b her friends are silly.
 - c she's Emily Rose's auntie.

- 6 Work in pairs. Make notes about a real or imagined memorable event (e.g. a birthday, a journey, a holiday, your first day at school).

- Where were you? / What were you doing? / Who were you with? / How old were you?
- What happened? Describe the events. How did people react? / How did you feel?
- What happened in the end?

- 7 Work in pairs. Use your notes to prepare a dialogue. Use sequencing words from exercise 2 and exclamatory sentences.

- 8 Act out your dialogue to the class.

●●●● Workbook Functions Bank: page 89

EVERYDAY ENGLISH 2

Narrating events

Target language

Listening: people talking about memorable events

Vocabulary: after a few minutes a few minutes later
after that at first finally first in the end later on
next then How awful! How embarrassing!
How funny! What a disaster! Poor you!

Speaking: telling a story about a memorable event

Exercise 1 1.14

- Play the CD for students to listen and answer the question.

ANSWER

First, Martin tripped over his trousers on the way to the teacher's table. Then, he spilled tomato soup on the teacher's wife's white dress.

Exercise 2

- Students work individually. Check the answers.

ANSWERS

at first then after that in the end

Exercise 3

- Read through the **Learn this!** box with students and check understanding by asking: *When do we use exclamatory sentences? [to react strongly to something] Which word do we use with an adjective? [How ...!] Which word do we use with a noun? [What ...!]*
- Students find four exclamatory sentences in the dialogue.

ANSWERS

How embarrassing! What a disaster! How awful!
How funny!

Follow-up

Grammar Reference page 96

More practice

Grammar Builder Student's Book page 97, exercise 5

ANSWERS GRAMMAR BUILDER 2 (PAGE 97)

1 What 2 How 3 What 4 How 5 How 6 What
7 What 8 How

Exercise 4 1.15

- Play the CD once for students to listen and answer the questions. Check the answers.

ANSWERS

1 a (meeting a celebrity)
2 c (meeting a new family member)

TAPESCRIPT

Dialogue 1

Tom I remember my last birthday really well.

Kevin Why's that? Was it good?

Tom In the end it was fantastic. First, I met my best friend and went into London, because I wanted to see a film. But two cinemas were full. Next, we went to Leicester Square. We were standing behind a big crowd of people, when suddenly we realized that a film premiere was going on. Then a car drove up and Johnny Depp got out!

Kevin How amazing!

Tom I know! He said, 'Hello. What can I do for you?' And I said, 'It's my birthday – can we come and see your film?'

Kevin You didn't!

Tom I did. Then he smiled and gave us two tickets! He told the man beside him, 'Look after these young men.' After that, we walked up the red carpet and the man showed us to two front seats and gave us drinks and popcorn.

Kevin How lucky!

Tom And finally we went backstage and met all the stars of the film!

Kevin What an incredible birthday!

Dialogue 2

Patricia My sister's just had her baby.

Clare Oh, how fantastic! Boy or girl?

Patricia A little girl called Emily Rose.

Clare Oh, what a lovely name! What's she like?

Patricia Actually, I thought she was beautiful.

Clare You sound surprised!

Patricia Yeah, I was surprised at how I felt. When I went to see them both in the hospital I didn't know what to expect. At first, I wasn't very interested. I don't know much about babies, anyway. But then I saw my sister sitting there looking so incredibly happy, and I actually felt quite emotional. And a few minutes later I held Emily for the first time. I thought she was wonderful, so gorgeous and tiny and cute. Finally, I thought, 'I'm her auntie', and I felt so proud.

Clare Awww. That's really sweet!

Exercise 5 1.15

- Play the CD again for students to choose the best answers.

ANSWERS

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

Exercise 6

- Students work in pairs, using the questions to make notes about a memorable event. Monitor and help.

Exercise 7

- Students work in pairs to prepare a dialogue using their notes. Monitor and help.

Exercise 8

- Students act out their dialogues to the class.

SAMPLE ANSWER

A I will never forget the first time I used our washing machine.

B Why? What happened?

A I was about twelve at the time and it was the summer holidays. My mum had gone to work and she had left me with a list of housework.

B How awful!

A First, I decided to do the washing. I remembered that I'd worn my new red T-shirt the day before, so I opened the washing machine and put it in. Then, I turned on the washing machine.

B So, what went wrong?

A All of the white clothes went pink because of my red T-shirt.

B What a disaster!

A I know. My mother was furious.

B What did she do?

A Well, she washed the clothes again, and most of them were OK.

B How lucky!

A Yes. It was really embarrassing, though.

Follow-up

Workbook Functions Bank page 89

A job interview

- 1 (1.21) Read and listen to the dialogue. Then read the three job advertisements below. Which job did Callum apply for?



Manager How did you find out about the job?
Callum I saw your advert in the local newspaper.
Manager Have you worked in a shop before?
Callum Yes, I have. I used to help out at my uncle's shop.
Manager Right. What did you do there?
Callum Everything! I served customers. I cleaned, I stacked shelves ...
Manager How long did you work there?
Callum About two years, part-time.
Manager I see. And why do you think you're the right person for this job?
Callum Because I'm hard-working and reliable, and I enjoy dealing with the public. I'm also good at working in a team.
Manager Well, thanks for coming in, Callum. We'll be in touch before the end of the week.

a **RECEPTIONIST**
 required for sports club near the city centre. We are looking for a reliable person who can work 10 hours a week (2 hours every evening, Monday to Friday). Computer skills essential.
 £6 / hour

b **Waiter / Waitress**
 A busy café in the town centre needs a confident waiter or waitress to join our friendly, young team. Must have experience.
 £6.30 / hour plus tips

c **Electrical store requires a part-time shop assistant for weekends only. Must enjoy dealing with customers.**
 £5.50 an hour

- 2 Find the words and phrases 1–3 in the dialogue in exercise 1.
- a phrase which means 'to put things on the shelves in a shop'.
 - an adjective which means '(somebody) that you can trust'.
 - a phrase which means 'to contact by phone or letter'.

- 3 (1.22) Match the definitions with the four jobs in the box. Then listen to the interview for a summer job. Which of the four jobs is it?

fruit picker gardener life guard market researcher

- A person who interviews ordinary members of the public to get information for companies.
- A person who takes fruit from trees or plants when it is ready.
- A person who looks after plants and flowers.
- A person who watches to make sure swimmers are safe.

- 4 (1.22) Listen again. Number the questions in the order that you hear them. How many of the answers can you remember?

- What kinds of things do you do? ☐
- Are you in good physical health? ☐
- When can you start work? ☐
- Do you live locally? ☐
- Have you got any experience of this type of work? ☐
- Why do you want this job? ☐

Speaking tip

When someone answers a question or a statement, show that you've listened to them, and understood what they said. Use these phrases.
Really? That's great! Right. I see.
That's interesting. OK.

- Work in pairs. Plan an interview for one of the other jobs in exercises 1 or 3. Use questions from this page or invent your own. Include some phrases from the *Speaking tip*.
- Write your dialogue out. Then practise reading it in pairs.
- Act out your dialogue to the class. The class votes on whether the applicant gets the job!

●●●●● Workbook Functions Bank: page 89

EVERYDAY ENGLISH 3

A job interview

Target language

Listening: an interview for a summer job

Vocabulary: be in touch reliable stack shelves Really? That's great! Right I see That's interesting. OK

Speaking: interviewing an applicant for a job

Exercise 1 1.21

- Play the CD for students to listen and answer the question.

ANSWER

Callum applied for job c.

Exercise 2

- Students work individually to find the phrases in the dialogue. Check the answers.

ANSWERS

1 stacked shelves 2 reliable 3 be in touch

Exercise 3 1.22

- Students match the words with the definitions. Check the answers.
- Then play the CD once for students to listen and answer the question. Check the answer.

ANSWERS

a market researcher b fruit picker c gardener
d life guard

The interview is for a summer job as a life guard.

TAPESCRIPT

Interviewer Hello, Mandy. Come in and sit down.

Mandy Thank you.

Interviewer Now, have you got any experience of this type of work?

Mandy Yes, I have. I spent six weeks working at a swimming pool last summer.

Interviewer I see. And are you in good physical health?

Mandy Yes, I'm very fit and healthy.

Interviewer What kinds of things do you do?

Mandy I love all kinds of sport. I play volleyball and netball. I go running and of course I swim a lot – most evenings in fact.

Interviewer That's interesting. So, why do you want this job, Mandy?

Mandy Well, as I say, I've done this kind of job before and I really enjoyed it. I think it's a very important job too. I take safety at the swimming pool very seriously.

Interviewer Uh huh. Do you live locally?

Mandy Yes, I do. It's about a fifteen-minute walk from the pool.

Interviewer Right. When can you start work?

Mandy Well, term finishes next Friday, so any time after that.

Interviewer Well, thanks very much for coming in Mandy. We'll be in touch in the next couple of days.

Exercise 4 1.22

- Play the CD again for students to listen and number the questions.
- Students in pairs try to remember the answers to the questions. Check the answers.

ANSWERS

- 1 e (She spent six weeks working at a swimming pool last summer.)
- 2 b (She is very fit and healthy.)
- 3 a (She plays volleyball and netball. She goes running and she swims most evenings.)
- 4 f (She really enjoyed the job last year and she thinks safety at the swimming pool is important.)
- 5 d (She lives about fifteen minutes away from the pool.)
- 6 c (She can start work any day after next Friday.)

Exercise 5

- Read through the **Speaking tip** with students and check understanding by asking: *How can you show that you've understood an answer?* [by using the phrases in the box] Students close their books and elicit the phrases.
- Students in pairs choose one of the jobs from exercise 1 or 3 and plan a job interview. Monitor and help.

Exercise 6

- Students write out their dialogue and practise it in pairs. Monitor and help.

Exercise 7

- Students in pairs act out their dialogues to the class. After each dialogue take a class vote on whether the applicant should get the job or not.

SAMPLE ANSWER

A Hello Andrew. Come in and sit down.

B Thank you.

A Have you got any experience of this type of work?

B Yes, I have. I worked in my uncle's restaurant for three months last summer.

A Right. And are you in good physical health?

B Yes, I am. I'm very fit!

A OK. What kinds of things do you do?

B I enjoy cycling and I play football for a local team.

A I see. Why do you want this job, Andrew?

B Well, I enjoyed working for my uncle last year, but I'd like to try a bigger restaurant where I can be part of a team.

A That's interesting. Do you live locally?

B Yes, I do. I live opposite the restaurant.

A That's great! When can you start work?

B On the first of the month.

A Well, thanks for coming in, Andrew. We'll be in touch next week.

Follow-up

Workbook Functions Bank page 89

At the doctor's

- 1  (1.27) Complete the dialogue with the phrases in the box. Then listen and check.

listen to your chest
keep warm and get plenty of rest
I've got a temperature and a bad cough
for about a week
three times a day after meals



Patient Good morning, Doctor.
Doctor Good morning. What can I do for you?
Patient Well, I haven't been feeling very well recently.
1 _____
Doctor How long has this been going on?
Patient 2 _____
Doctor Can I just 3 _____?
Patient Of course.
Doctor I think you've got an infection. I'll prescribe some antibiotics.
Patient Will I get better soon?
Doctor Take the tablets 4 _____
and it should clear up in a few days.
Patient OK. Thank you.
Doctor You should 5 _____
If you're not feeling better in a week from now,
come and see me again.
Patient Thank you, Doctor. Goodbye.
Doctor Goodbye.

- 2 Match the symptoms (1–6) with the illnesses (a–f).

Symptoms

- 1 I can't stop sneezing and my eyes are watering all the time. ☐
- 2 I feel shivery, I've got a headache and I'm aching all over. I feel terrible. ☐
- 3 I banged my head and I feel dizzy and confused. ☐
- 4 My ankle is swollen and I can't really walk on it. ☐
- 5 I've got a nasty cough, a temperature and my nose is blocked. ☐
- 6 I've got stomach ache and I feel sick. ☐

Illnesses

- a flu
- b a chest infection
- c food poisoning
- d hay fever
- e a twisted ankle
- f concussion

- 3  (1.28) Listen. Which illnesses in exercise 2 do the three patients have?

- 4  (1.29) Complete the doctor's advice. Use the words in the box. Then listen and check.

avoid drink feel ice liquid plenty of prescribe
rest see stay take walk work

- 1 You should _____ as much as possible, and _____ in bed.
- 2 I don't think you should go to _____. You need _____ rest.
- 3 If you don't _____ better in three or four days, come back and _____ me again.
- 4 You must _____ your foot for a couple of days. Try not to _____ on it.
- 5 I'll _____ some painkillers. You can _____ them every four hours.
- 6 You can also put _____ on it to keep it cool.
- 7 Drink lots of _____.
- 8 When you feel better, eat a little dry bread – but _____ milk and cheese.

- 5 Work in pairs. Prepare a dialogue between a patient and a doctor. Use the words and phrases in exercises 1, 2 and 4.

- Greet each other.
- Doctor: ask what the problem is.
- Patient: explain your symptoms.
- Doctor: say what you think the illness is.
- Patient: ask for the doctor's advice.
- Doctor: give your advice.
- Patient: thank the doctor.
- Say goodbye to each other.

- 6 Act out your dialogue to the class.

●●●●● Workbook Functions Bank: page 89

EVERYDAY ENGLISH 4

At the doctor's

Target language

Listening: three patients at a doctor's appointment

Vocabulary: ache all over antibiotics bang my head a chest infection concussion a cough dizzy clear up feel better feel sick flu food poisoning get plenty of rest hay fever listen to your chest keep warm my eyes are watering my nose is blocked prescribe some painkillers shivery sneeze stomach ache swollen take some tablets a temperature a twisted ankle

Speaking: consulting a doctor

Exercise 1 1.27

- Students complete the dialogue individually.
- Play the CD once for students to listen and check.

ANSWER

- 1 I've got a temperature and a bad cough.
- 2 For about a week.
- 3 listen to your chest?
- 4 three times a day after meals
- 5 keep warm and get plenty of rest

Exercise 2

- Students work individually. They may use a dictionary if they wish. Check the answers.

ANSWERS

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

Exercise 3 1.28

- Play the CD once for students to answer the question.

ANSWERS

- 1 flu 2 a twisted ankle 3 food poisoning

TAPESCRIPT

1 **Doctor** Hello, Mr Jones. Come in and sit down. How can I help?

Man Good afternoon, Doctor. I haven't been feeling very well. In fact, I feel terrible.

Doctor I see. Do you feel shivery?

Man Yes, and I'm aching all over.

Doctor How long have you been feeling like this?

Man Since yesterday.

Doctor OK, I'll just take your temperature. ... 39 degrees. Yes, you've got quite a high temperature. You've got a touch of flu.

Man Can you prescribe some antibiotics?

Doctor No, they won't help. Flu is a virus. You should drink as much as possible, and stay in bed.

Man But I have to work.

Doctor I don't think you should go to work. You need plenty of rest. If you don't feel better in three or four days, come back and see me again.

Man OK. Thank you.

2 **Woman** Good morning, Dr Benson.

Doctor Good morning, Miss Davies. What can I do for you?

Woman My ankle hurts. I think I twisted it while I was playing volleyball this morning.

Doctor Can I see it, please? ... Yes, it's a bit swollen and there's a bruise. Does that hurt?

Woman Ow!

Doctor Yes, you've twisted it. You must rest your foot for a couple of days. Try not to walk on it.

Woman So, I should stay at home?

Doctor Yes. I'll give you an elasticated bandage to put on it.

Woman It really hurts. Can you do anything about that?

Doctor I'll prescribe some painkillers. You can take them every four hours.

Woman Thank you.

Doctor You can also put ice on it to keep it cool. But don't keep the ice on it for more than ten or fifteen minutes at a time.

3 **Doctor** Come in. Take a seat. How can I help?

Patient I don't feel very well. I've got a stomach ache.

Doctor How long have you had it?

Patient It started in the middle of the night.

Doctor I see. Have you been sick?

Patient No, but I feel terrible.

Doctor Well, I think it could be food poisoning. Have you eaten anything which might have disagreed with you?

Patient I had some seafood last night.

Doctor That could be it. Drink lots of liquid. When you feel better, eat a little dry bread, but avoid milk and cheese.

Patient Oh, don't mention food!

Doctor Don't worry. I'm sure you'll feel better tomorrow.

Exercise 4 1.29

- Students work individually.
- Play the CD for students to listen and check.

ANSWERS

- 1 drink, stay 2 work, plenty of 3 feel, see 4 rest, walk
5 prescribe, take 6 ice 7 liquid 8 avoid

Exercise 5

- Students work in pairs to prepare the dialogue. Monitor and help.

Exercise 6

- Students act out their dialogues to the class.

SAMPLE ANSWER

A Good morning, Doctor Wilson.

B Good morning, Layla. How can I help you?

A I can't stop sneezing and my eyes are watering all the time.

B I think it could be hay fever.

A What do you think I should do?

B You should avoid going outside as much as possible. And keep the windows closed when you're at home. I'll prescribe some tablets. Take them three times a day after meals.

A Thank you, Doctor. Goodbye.

B You're welcome. I hope you feel better soon.

Follow-up

Workbook Functions Bank page 89

Talking about plans

- 1 (2.06) Read and listen to the dialogue. What are Kirsty and Fran planning to do this weekend? Write *K* (Kirsty) and *F* (Fran) next to the activities in the box.

do some homework	☐	go to the cinema	☐
do some shopping	☐	play computer games	☐
write some e-mails	☐	read	☐
play tennis	☐	watch a DVD	☐
visit relatives	☐	have lunch at a restaurant	☐



Kirsty What are your plans for the weekend?
 Fran I'm **playing tennis** on Saturday afternoon.
 Kirsty What about Sunday?
 Fran I'm going to **stay in and do some homework** during the day. What about you? Have you got plans?
 Kirsty Yes, I have. I'm going to **do some shopping** on Saturday, and on Sunday, I'm **having lunch with my family at a restaurant**. Shall we do something on Saturday evening?
 Fran I'm afraid I can't. **My parents are going out and they've asked me to babysit**.
 Kirsty Well, what about Sunday evening?
 Fran Sure. What do you fancy doing?
 Kirsty Why don't we **go to the cinema**?
 Fran That's a good idea. I'll **find out what's on**.
 Kirsty OK. Let's speak again on Sunday morning.
 Fran Fine. I'll call you.

- 2 Read the *Learn this!* box and underline all the examples of the tenses in the dialogue in exercise 1.

LEARN THIS!

will, going to and present continuous

- We use *will* for things we decide to do as we are speaking (instant decisions, offers, promises).
- We use *going to* for things we have already decided to do (intentions).
- We use the *present continuous* for things we have already agreed to do, usually with somebody else (arrangements).

●●●● Grammar Reference: page 102

●●●● Grammar Builder: page 103

- 3 Work in pairs. Practise reading the dialogue in exercise 1 replacing the words in **bold** with your own ideas.

- 4 (2.07) Listen to two dialogues. What does each pair arrange to do on Sunday evening?

- Tim and Damien: _____
- Paula and Julie: _____

- 5 (2.07) Read the *Look out!* box. Listen again and tick the phrases that the speakers use: four for making suggestions, three for accepting suggestions and two for declining suggestions.

LOOK OUT!

Making suggestions

Shall we ...? Why don't we / you ...? Let's ...

Do you fancy (+ -ing form)? Maybe we / you could ...

Accepting suggestions

Great idea. That's a good idea. Sure. I'd love to

Declining suggestions

I'm afraid I can't. I don't really fancy (+ -ing form).

Thanks, but I've already got plans for ...

It's kind of you to ask, but ...

- 6 Work in pairs. Practise making suggestions and reacting to them using phrases from the *Look out!* box above. Use activities from the box in exercise 1 and your own ideas.

Why don't we watch a DVD?

That's a good idea.

- 7 Work in pairs. Prepare a dialogue using the chart below. Use phrases from exercise 5.

A

Ask what B's plans are for the weekend.

B

Say what your plans are for Saturday. Suggest doing something on Sunday afternoon.

Decline B's suggestion. Give a reason.
Make a suggestion for Sunday evening.

Accept A's suggestion.

Offer to find out more information
(e.g. times, prices).

Agree. Promise to call A at a specified time on Sunday.

- 8 Act out your dialogue to the class.

●●●● Workbook Functions Bank: page 89

EVERYDAY ENGLISH 5

Talking about plans

Target language

Listening: people making plans for the weekend

Grammar: *will, going to*, and present continuous

Vocabulary: Making suggestions: Shall we ...?

Why don't we / you ...? Let's ...

Do you fancy (+ *-ing* form)? Maybe we / you could ...

• Accepting suggestions: Great idea. That's a good idea. Sure.

• Declining suggestions: I'm afraid I can't.

I don't really fancy (+ *-ing* form).

Thanks, but I've already got plans for ...

It's kind of you to ask, but ...

Speaking: making an arrangement for Sunday evening

Exercise 1 2.06

- Play the CD for students to listen and do the task.

ANSWER

Kirsty: do some shopping, have lunch at a restaurant

Fran: play tennis, do some homework

Exercise 2

- Read through the **Learn this!** box with students and check understanding by asking: *Which construction do we use for instant decisions, offers and promises?* [will] *Which construction do we use for future intentions?* [going to] *Which construction do we use for future arrangements?* [present continuous]
- Students underline the examples of the tenses in the dialogue.

Follow-up

Grammar Reference page 102

More practice

Grammar Builder Student's Book page 103, exercise 7

ANSWERS GRAMMAR BUILDER 5 (PAGE 103)

- 1 I'm going 2 we're going to buy 3 I'll meet
4 I'm playing 5 's going to get up 6 I'll call
7 they're flying 8 I'm going

Exercise 3

- Students in pairs practise the existing dialogue.
- Students in pairs practise the dialogue again substituting the words in bold with their own ideas.

Exercise 4 2.07

- Play the CD once for students to listen and answer the question. Check the answers.

ANSWERS

- 1 They're going to watch a DVD at Tim's house.
2 They're going to go to the theatre in London.

TAPESCRIPT

Tim and Damien

Tim Have you got any plans for the weekend?

Damien Not, really. My grandparents are coming for lunch on Saturday.

Tim Oh, right. Shall we do something in the evening?

Damien I'm afraid I can't. We're going to give them a lift home in the afternoon. We might not be back until late. But what are you doing on Sunday?

Tim I'm playing basketball at the gym in the afternoon.

Damien What time will that finish?

Tim I'm not sure. I'll call you when I get home. You could come over and maybe we could watch a DVD.

Damien That's a good idea. I haven't seen a good film for ages.

Paula and Julie

Julie Are you busy at the weekend? Do you fancy going out?

Paula Sure. But not on Saturday. I'm going to have an early night on Saturday.

Julie Really? Why?

Paula Because I have to get up early on Sunday. I'm meeting my friend Becky at the station at 7:30. We're going to London for the day.

Julie That sounds fun.

Paula Why don't you come too?

Julie Thanks, but I've already got plans for Sunday morning. But maybe we could meet in London in the evening.

Paula Great idea. We could go to the theatre.

Julie OK. I'll look on the internet now to see what's on.

Paula Let's speak later, then. I'm going to be at home all evening. Call me any time before eleven.

Julie Sure. Speak to you later.

Exercise 5 2.07

- Read through the **Look out!** box with students and elicit an example for each of the phrases in **Making suggestions**.
- Play the CD again for students to do the task.

ANSWERS

making suggestions: Shall we do something in the evening? Maybe we could watch a DVD. Do you fancy going out? Why don't you come too?

accepting: That's a good idea. Sure. Great idea.

declining: I'm afraid I can't. Thanks, but I've already got plans for Sunday morning.

Exercise 6

- Focus on the task and get one pair to read out the example. Elicit another example from a different pair.
- Students continue working in pairs.

Exercise 7

- Students work in pairs to prepare a dialogue using the chart. Monitor and help.

Exercise 8

- Students act out their dialogues to the class.

SAMPLE ANSWER

A Have you got any plans for the weekend?

B I'm doing some shopping on Saturday, but I'm free on Sunday. Why don't we play tennis in the afternoon?

A I'm afraid I can't. I'm visiting relatives on Sunday. Maybe we could go out for dinner on Sunday night.

B That's a good idea. We could try the new Italian in the town centre.

A OK. I'll find out what time it opens.

B Fine. I'll call you when I get home.

Follow-up

Workbook Functions Bank page 89

Deciding what to do

1 (2.12) Cover the dialogue. Listen and answer the questions.

- 1 What does Jack want to do at first?
- 2 What does Craig want to do at first?
- 3 What do they finally agree to do?



Jack What are you doing after school? **Do you fancy** meeting up?

Craig **Mmm. Not really.** I've got loads of homework so I'll have to stay in tonight.

Jack Too bad. I've got a new computer game – it's really good. **You could** come round when you've finished your homework.

Craig Maybe, but I've got an essay to write. It'll take me ages to finish.

Jack I know! **Why don't we** play online? Then you can stay at home and write your essay at the same time.

Craig OK! **You've persuaded me.** I'll start doing my essay when I get home and I'll text you when I take a break.

Jack **Good idea.** We can play for half an hour, then you can carry on with your essay.

Craig OK. **That sounds great.**

2 Read the dialogue and check your answers.

3 Look at the phrases in **bold** in the dialogue. Match them with the functions and complete the table.

suggesting	do you fancy
compromising or agreeing	
objecting	

4 Read the *Look out!* box. Then find three more intransitive phrasal verbs of this kind in the dialogue.

LOOK OUT!

Intransitive phrasal verbs

Some phrasal verbs are intransitive. They do not take a direct object and you cannot separate the verb and the preposition.

carry on wake up break down get up

I asked him to stop, but he carried on walking.

5 (2.13) Listen to two dialogues. Complete the sentences with the correct names.

Dialogue 1: Tanya and Simon

- 1 _____ wants to go for a walk.
- 2 _____ doesn't want to go on a bike ride.
- 3 _____ suggests going swimming.
- 4 _____ doesn't really want to walk to the pool.
- 5 _____ agrees to buy ice creams for both of them.

Dialogue 2: Cathy and Rufus

- 6 _____ suggests going to the cinema.
- 7 _____ hasn't got much money.
- 8 _____ doesn't like badminton.
- 9 _____ suggests chess.
- 10 _____ suggests playing scrabble.

6 (2.13) Listen again and complete the sentences.

Dialogue 1: Tanya and Simon

- 1 _____ go out for a walk?
- 2 _____ fancy it. It's too hot.
- 3 _____ a bike ride, then?
- 4 Oh, _____ on!
- 5 OK, you've _____ it.

Dialogue 2: Cathy and Rufus

- 6 _____ to the cinema.
- 7 You'll _____ when you get there.
- 8 _____ a game of badminton?
- 9 I'm _____ badminton.
- 10 OK. _____ idea!

7 Match sentences in exercise 6 with the three functions in exercise 3.

8 Work in pairs. Use phrases from exercise 6 and the dialogue in exercise 1.

Student A: Make a suggestion. Use the activities below or your own ideas.

Student B: Object to it. Give a reason for objecting.

- 1 go for a walk
- 2 go out for something to eat
- 3 play chess
- 4 do some homework together
- 5 play computer games
- 6 listen to the radio

Do you fancy going for a walk?

Not really. It's too cold out.

9 Work in pairs. Prepare a dialogue like the one in exercise 1. Each of you should suggest something to do, make objections and then agree on a compromise.

10 Act out your dialogue to the class.

Workbook Functions Bank: page 89

EVERYDAY ENGLISH 6

Deciding what to do

Target language

Listening: people discussing what to do

Vocabulary: Suggesting: Do you fancy (+ *-ing* form)?

We / You could ... Why don't we ...?

How / What about (+ *-ing* form)?

• Compromising or agreeing: You've persuaded me. You've talked me into it.

OK. Great idea. That sounds great.

• Objecting: Mmm. Not really. I don't really fancy it. I'm not really into it.

Speaking: compromising on a plan

Exercise 1 2.12

- Tell students to cover the dialogue. Play the CD for them to listen and answer the questions.

Exercise 2

- Students uncover the dialogue and check their answers.

ANSWERS

- 1 Jack wants to play a computer game with Craig.
- 2 Craig has got to write an essay.
- 3 They agree to play online in Craig's break.

Exercise 3

- Students work individually. Check the answers.

ANSWERS

suggesting: Do you fancy ...? You could ... Why don't we play ...?

compromising or agreeing: You've persuaded me. That sounds great.

objecting: Mmm. Not really.

Exercise 4

- Read through the **Look out!** box with students and check understanding by asking: *Do intransitive phrasal verbs take an object?* [No] *Can we separate intransitive phrasal verbs?* [No]
- Students write an example for each of the phrasal verbs in the box. Then they find the examples in the dialogue.

ANSWERS

meet up, stay in, come round

Exercise 5 2.13

- Play the CD once for students to do the task.

ANSWERS

- 1 Simon 2 Tanya 3 Simon 4 Tanya 5 Simon
- 6 Rufus 7 Cathy 8 Rufus 9 Cathy 10 Rufus

TAPESCRIPT

Tanya and Simon

Tanya I'm so bored. What shall we do?

Simon Why don't we go out for a walk?

Tanya I don't really fancy it. It's too hot.

Simon What about a bike ride then?

Tanya Even worse! What can we do to keep cool?

Simon We could go swimming. The outdoor pool will be lovely and cool.

Tanya That's true, but we still have to walk there.

Simon Yes, but it'll be worth it in the end. Oh, come on!

Tanya OK, you've talked me into it. But only if you buy me an ice cream on the way.

Simon Good idea! I'll buy us both one!

Cathy and Rufus

Cathy What shall we do this evening?

Rufus We could go to the cinema. There's a good film on.

Cathy I don't want to go to the cinema again. We went yesterday.

Rufus But *Pirates of the Caribbean 4* is really good. Please! You'll enjoy it when you get there.

Cathy Yes, I know, but I haven't got enough money to see another film. How about a game of badminton?

Rufus I'm not really into badminton.

Cathy OK, then. Why don't we stay in and play a game?

Rufus What kind of game?

Cathy What about chess? Do you like chess?

Rufus Not really. But do you fancy playing scrabble?

Cathy OK. We can play online.

Rufus OK. Great idea!

Exercise 6 2.13

- Play the CD again for students to complete the sentences.

ANSWERS

- 1 Why don't we 2 I don't really 3 What about 4 come
- 5 talked me into 6 We could go 7 enjoy it 8 How about
- 9 not really into 10 Great

Exercise 7

- Students work individually. Check the answers.

ANSWERS

suggesting: sentences 1, 3, 6 and 8

compromising or agreeing: sentences 5 and 10

objecting: 2 and 9

Exercise 8

- Focus on the task. Ask one pair of students to read out the example. Elicit the next example from a different pair.
- Students continue working in pairs.

ANSWERS

Students' own answers.

Exercise 9

- Students work in pairs to prepare a dialogue. Monitor and help.

Exercise 10

- Students act out their dialogues to the class.

SAMPLE ANSWER

A Do you fancy going out for something to eat tonight?

B Mmm. Not really. I haven't got a lot of money.

A Too bad. There's a new Indian restaurant in town. We could try it out.

B I'm not really into Indian food.

A I know! Why don't we get a takeaway! It's Tuesday today and the Chinese restaurant has a special offer. It won't be expensive.

B OK. You've talked me into it. Let's call the restaurant before the football match on TV and eat the meal at half-time.

A Good idea. I'll find the number.

Follow-up

Workbook Functions Bank page 89

Making conversations

1 (2.21) Read and listen to the dialogue. Answer the questions.

- 1 What is the social connection between Beth and Tanya?
- 2 What hobby do they share?
- 3 Why does Beth end the conversation?



Beth Excuse me. You're Alison Wilson's sister, aren't you?
 Tanya Yes, I am. My name's Tanya.
 Beth Pleased to meet you, Tanya. I'm Beth.
 Tanya Hi Beth. How do you know Alison?
 Beth We sometimes play volleyball together.
 Tanya Oh, right. Are you really into sport?
 Beth Yes, I am. What about you? Have you got any hobbies?
 Tanya Not really. I like watching TV – and DVDs.
 Beth What kind of films do you like?
 Tanya Anything, really. Comedies, thrillers, adventure films.
 Beth I like films too. There are some good films on at the cinema now, aren't there?
 Tanya Yes, I think so.
 Beth Maybe we could go all to the cinema some time.
 Tanya Yes, good idea.
 Beth Anyway, I'd better get back to my friends. Nice talking to you.
 Tanya And you. See you around.

2 Read the *Learn this!* box. Find two question tags in the dialogue in exercise 1.

LEARN THIS!

Question tags

- 1 We use question tags when we want somebody to confirm what we are saying. A statement with a question tag often sounds more polite than a direct question or a plain statement.
You live near the station, don't you?
- 2 We use auxiliary verbs (*do, have, would, etc.*) or the verb *be* in question tags. When the main verb is affirmative the question tag is negative, and vice versa.
You passed your exams, didn't you?
You weren't at Jake's house, were you?

●●●● Grammar Reference: page 106

●●●● Grammar Builder: page 107

3 Add question tags to the statements.

- 1 I've met your friend before.
I've met your friend before, haven't I?
- 2 You came to my chess club.
- 3 You're the girl who works in the supermarket.
- 4 You used to be at my school.
- 5 You were at the concert last weekend.

4 (2.22) Listen to two dialogues. Which pair gets on best?

- 1 Ben and Joe
- 2 Sally and Debbie

5 (2.22) Listen again. Complete the sentences from the dialogues. They aren't in the order that you hear them!

- 1 So, _____ me more about your choir.
- 2 Well, I'm _____ I'll see you around.
- 3 We've met _____ before, haven't we?
- 4 What _____ do you like doing at weekends?
- 5 You were at the summer festival last week, _____ you?
- 6 _____, it's time I got back to work.

6 Put the phrases in **bold** in exercise 5 into the correct groups (a–c). Then find one or two more phrases for each group in the dialogue in exercise 1.

- a Phrases for initiating a conversation
- b Phrases for sustaining a conversation
- c Phrases for ending a conversation

7 Work in pairs. Invent two characters and decide:

- 1 where they are meeting.
- 2 what the social connection is between them (a friend of a friend, a classmate's brother, etc.).
- 3 what hobbies they each have.

8 Work in pairs. Prepare a dialogue using your notes from exercise 7 and the chart below. Remember to use phrases from exercise 6.

A

Initiate the conversation.

B

Reply. Introduce yourself.

Introduce yourself.

Ask about A's hobbies.

Reply. Ask about B's hobbies.

Reply. Sustain the conversation.

Reply.

Make a suggestion or invitation.

Accept or decline.

End the conversation.

9 Act out your dialogue to the class.

●●●● Workbook Functions Bank: page 89

EVERYDAY ENGLISH 7

Making conversations

Target language

Listening: people starting a conversation with someone

Grammar: question tags

Vocabulary: Initiating a conversation: I saw you at ..., didn't I? We've met somewhere before, haven't we? You were at ..., weren't you? You're ..., aren't you?
• Sustaining a conversation: How do you know ...? So tell me more about ... What about you? What else do you ...?
• Ending a conversation: Anyway, I'd better ... It's time I ... I'm sure we'll bump into each other again. I'll see you around.

Speaking: making conversation with someone you recognize

Exercise 1 2.21

- Play the CD for students to listen and answer the questions.

ANSWERS

- 1 Beth plays volleyball with Tanya's sister.
- 2 Watching films.
- 3 She needs to get back to her friends.

Exercise 2

- Read through the **Learn this!** box with students.
- Students find the examples in the dialogue.

Follow-up

Grammar Reference page 106

More practice

Grammar Builder Student's Book page 107, exercise 8

ANSWERS GRAMMAR BUILDER 7 (PAGE 107)

- 1 aren't you? 2 haven't they? 3 didn't he? 4 would you?
- 5 doesn't he? 6 don't you? 7 will you? 8 can he?

Exercise 3

- Students work individually. Check the answers.

ANSWERS

- 1 haven't I? 2 didn't you? 3 aren't you?
- 4 didn't you? 5 weren't you?

Exercise 4 2.22

- Play the CD once for students to answer the question.

ANSWER

Joe and Ben get on best.

TAPESCRIPT

Dialogue 1

Joe Here's your coffee.

Ben Thanks. We've met somewhere before, haven't we?

Joe I'm not sure ... er ... in this café?

Ben No, this is the first time I've been in here! Oh, I know. Do you go to a basketball class on Saturdays?

Joe Yes, I do! How do you know?

Ben Because I go to a martial arts class at the same place. You're always leaving as I arrive.

Joe Yes! Now that you mention it, your face is familiar. What's your name?

Ben Ben.

Joe I'm Joe. Nice to meet you.

Ben And you.

Joe So ... What else do you like doing at weekends?

Ben I'm really into running at the moment.

Joe Really? So am I!

Ben Hey, do you want to go for a run with me one day?

Joe I'd love to. Why don't I give you my mobile number. You can call me. I'll write it down for you.

Ben Great! I'll call you soon.

Joe I hope so. Anyway, it's time I got back to work.

Dialogue 2

Sally Hi, I'm Sally.

Debbie My name's Debbie.

Sally You were at the summer festival last week, weren't you?

Debbie Yes, I was. What did you think of it?

Sally I thought it was OK.

Debbie Me too.

Sally There are a lot of events happening this summer.

Debbie I know. I sing with my school choir – we're performing at the town hall next month.

Sally Really? That's great!

Debbie Yes, it is.

Sally So, tell me more about your choir.

Debbie We do lots of traditional songs and a few modern ones.

Sally Really? I'm not really into traditional music. I like really modern stuff.

Debbie Do you? Anyway, I'd better get back to my friends.

Sally Well, I'm sure I'll see you around.

Debbie Yes, I'm sure.

Exercise 5 2.22

- Play the CD again for students to listen and do the task. Check the answers.

ANSWERS

- 1 tell 2 sure 3 somewhere 4 else 5 weren't
- 6 Anyway

Exercise 6

- Students work individually. Check the answers.

ANSWERS

Initiating a conversation: 3 and 5

You're Alison Wilson's sister, aren't you?

Sustaining a conversation: 1 and 4

How do you know Alison? What about you?

Ending a conversation: 2 and 6

Anyway, I'd better get back to my friends.

Exercise 7

- Students work in pairs.

Exercise 8

- Students work in pairs. Monitor and help.

Exercise 9

- Students act out their dialogues to the class.

Follow-up

Workbook Functions Bank page 89

At the airport: exchanging information

- 1 (3.07) Listen and complete the dialogue with the phrases in the box.

Can you tell me ... Could you tell me ...
Do you know ... May I ask ...
Would you mind telling me ...



Immigration officer Good morning, sir.
Jack Wilson Good morning.
Officer May I see your passport, please?
Jack Yes, certainly.
Officer Thank you. ¹_____ which flight you arrived on, Mr Wilson?
Jack Yes. The British Airways flight from Heathrow.
Officer I see. ²_____ how long you'll be staying in the United States, sir?
Jack Three weeks.
Officer You have a return flight, don't you?
Jack Yes, I do – on 14 July. Would you like to see the ticket?
Officer No, that's OK. ³_____ what the purpose of your visit is?
Jack Yes, I'm visiting relatives. My uncle lives here.
Officer ⁴_____ where you'll be staying, sir?
Jack At his house in Boston.
Officer ⁵_____ if you'll be visiting any other cities during your stay?
Jack We'll probably be travelling round a bit. I'd like to see New York.
Officer OK. Thank you, Mr Wilson. Enjoy your stay.

- 2 Match these direct questions with the indirect questions in the dialogue.

Will you be visiting any other cities during your stay?
Which flight did you arrive on?
Where will you be staying?
What is the purpose of your visit?
How long will you be staying in the United States?

- 3 Compare the indirect questions in the dialogue with the direct questions in exercise 2. Choose the correct words to complete the rules in the *Learn this!* box.

LEARN THIS!

Indirect questions

- If there is not a question word (*who, when, etc.*), we use *if / how*.
- The word order and verb forms in an indirect question are the same as in a *direct question / statement*.

●●● Grammar Reference: page 108

- 4 (3.08) Listen. Where are the people? Write the number of the dialogue next to each place.

check-in desk ☐
airport information desk ☐
tourist information desk ☐

- 5 (3.08) Put the words in the correct order. Then listen again and check. Which are indirect questions?

- you / me / Can / where / I / should / in / tell / check / ?
- know / which / Do / are / flying / airline / you / with / you / ?
- you / Have / if / the / on / time / any / idea / flight / is / ?
- if / wonder / could / you / help / me / I / ?
- how / many / Could / nights / you'll / be / you / tell / me / staying / ?
- please / I / have / your / and passport / May / ticket / ?
- you / me / if / you / check / in / Can / have / any / bags / tell / to / ?
- have / I / a / please / window / seat / Could / ?

Speaking tip

We sometimes use indirect questions when we want to sound more polite.

- 6 Read the *Speaking tip*. Then make the questions into indirect questions.

- Where's the nearest post office?
- Do the buses run all night?
- How old are you?
- What's your friend's name?
- How much did you pay for your watch?
- Why are you here?

- 7 Work in pairs. Prepare a dialogue for the situation below. Use indirect questions to make the questions more polite.

A passenger is at the information desk and wants to know

- the best way to get into town.
- how far it is.
- how much the journey will cost.
- where to buy a ticket.

The information clerk answers all the questions and asks

- how quickly the passenger needs to get into town.
- if the passenger needs information about hotels.

- 8 Act out your dialogue to the class.

●●● Workbook Functions Bank: page 89

EVERYDAY ENGLISH 8

At the airport: exchanging information

Target language

Listening: people asking questions at the airport

Grammar: indirect questions

Vocabulary: Can you tell me ...? Could you tell me ...?
Do you know ...? May I ask ...?
Would you mind telling me ...?

Speaking: finding out information at the airport

Exercise 1 3.07

- Play the CD for students to listen and do the task.

ANSWERS

- 1 May I ask 2 Can you tell me 3 Could you tell me
4 Would you mind telling me 5 Do you know

Exercise 2

- Students work individually. Check the answers.

Exercise 3

- Read through the **Learn this!** box. Elicit the correct words.

ANSWERS

- 1 if 2 statement

Follow-up

Grammar Reference page 108

More practice

Grammar Builder Student's Book page 109, exercise 8

ANSWERS GRAMMAR BUILDER (PAGE 109)

- 2 I wonder if you could describe the robbers for me?
3 Can you remember what they were wearing?
4 Would you mind telling me what they did with the bags they were carrying?
5 Did you notice where the car went?
6 Can you tell me when you phoned the police?
7 I wonder if you could come back tomorrow and answer some more questions?

Exercise 4 3.08

- Play the CD once for students to do the task.

ANSWER

- 1 airport information desk 2 tourist information desk
3 check-in desk

TAPESCRIPT

- 1 **Information officer** Good afternoon. Can I help you?
Woman Yes, I'm flying to Rome this afternoon. Can you tell me where I should check in?
Officer Do you know which airline you are flying with?
Woman Yes, it's British Airways.
Officer British Airways. Let me see. You can check in at desks 31 to 35.
Woman Have you any idea if the flight is on time?
Officer Yes, it's on time. No delays are expected.
Woman Thank you very much.
Officer You're welcome.

- 2 **Man** Hello, I wonder if you could help me?
Clerk What would you like to know?
Man I've just arrived from Dublin and I need to find a hotel.
Clerk Are you looking for a hotel near the airport or downtown?
Man Downtown.
Clerk Well, here's a list of recommended hotels. The cheapest are at the top, the most expensive at the bottom. I can make a reservation for you from here.
Man OK. Um, let me see. The Washington Hotel near Central Park looks nice. Could you ring them and see if they have any vacancies?
Clerk Certainly, sir. Could you tell me how many nights you'll be staying?
Man Just the one.
Clerk OK. ... Oh, good evening. I have a gentleman here who's looking for a room for ...
3 **Check-in clerk** Good morning, madam.
Woman Good morning.
Clerk Where are you travelling to?
Woman Madrid.
Clerk May I have your ticket and passport, please?
Woman Here you are.
Clerk Thank you. Can you tell me if you have any bags to check in?
Woman Yes, one suitcase.
Clerk Did you pack the suitcase yourself?
Woman Yes, I did. Could I have a window seat, please?
Clerk Certainly, madam. We have 10A for you. That's a window seat.
Woman Thank you.
Clerk The flight is boarding from gate number 10 at 12.30.
Woman Thank you.
Clerk Thank you. Have a pleasant flight.

Exercise 5 3.08

- Students work individually. Play the CD again to check.

ANSWERS

- 1 Can you tell me where I should check in?
2 Do you know which airline you are flying with?
3 Have you any idea if the flight is on time?
4 I wonder if you could help me?
5 Could you tell me how many nights you'll be staying?
6 May I have your ticket and passport, please?
7 Can you tell me if you have any bags to check in?
8 Could I have a window seat, please?

Sentences 1–7 are indirect questions.

Exercise 6

- Read through the **Speaking tip**. Students do the task.

POSSIBLE ANSWERS

- 1 Do you know where the nearest post office is?
2 Could you tell me if the buses run all night?
3 Would you mind telling me how old you are?
4 Can you tell me what your friend's name is?
5 May I ask how much you paid for your watch?
6 Could you tell me why you are here?

Exercises 7 and 8

- Students work in pairs to prepare a dialogue.
- Students act out their dialogues to the class.

Follow-up

Workbook Functions Bank page 89

Arguing your case

1 (3.16) Sophie and Lydia are backpacking. Read and listen to the dialogue. Answer the questions.

- 1 What do they disagree about?
- 2 Who gets her own way in the end?



Sophie It's seven o'clock in the evening. We need somewhere to stay.
Lydia I think we should stay in that youth hostel. It's right opposite!
Sophie Really? I'm not sure that's a good idea.
Lydia Why not?
Sophie Youth hostels aren't always very clean. Personally, I'd rather we found a campsite. We've got a tent. We should use it.
Lydia True, but it's late, and there aren't any campsites in the centre of town. I really think we'd be better off staying in the youth hostel.
Sophie I'm not convinced. A campsite would be cheaper, and we could get a bus there.
Lydia Well, if that's what you really want to do, then OK.
Sophie Great! Let's find a bus stop.

2 Who uses these facts and opinions to argue their case? Write *Sophie* or *Lydia*.

- 1 The youth hostel is very near. _____
- 2 Youth hostels are sometimes dirty. _____
- 3 They've got a tent with them. _____
- 4 The campsites are all out of town. _____
- 5 Campsites are cheaper than youth hostels. _____
- 6 There are buses to the campsites. _____

3 (3.17) Listen to three dialogues. Match the speakers with the disagreements a–c.

- | | |
|-----------------------------------|--------------------------|
| 1 Lily and Cameron disagree about | ☐ |
| 2 James and Chloe disagree about | ☐ |
| 3 Leo and Millie disagree about | ☐ |
- a what to buy their dad for his birthday.
 b what food to prepare for a party.
 c whether to have a vending machine in the school.

4 (3.17) Listen again. Who gets their own way in each disagreement?

5 Put the expressions from the dialogues into the correct group: A, B, C or D.

- 1 I suppose you could be right.
- 2 Oh, I don't agree.
- 3 I take your point, but on the other hand, ...
- 4 Are you sure about that?
- 5 I see what you mean, but ...
- 6 OK, whatever you want. I don't feel strongly about it.
- 7 I still think I'm right.
- 8 Do you really think so?

A Doubting a suggestion
B Giving an alternative suggestion
C Conceding the argument
D Refusing to concede

6 Find phrases in exercise 1 to add to the groups in exercise 5.

7 Work in pairs. Choose one of the ideas below and think of suggestions and alternative suggestions. Include reasons.

- where to go on holiday
- who to invite on a picnic
- what to watch on television
- which computer to buy

8 Work in pairs. Prepare a dialogue like the one in exercise 1. Include your ideas from exercise 7 and expressions from exercise 5.

9 Act out your dialogue to the class.

EVERYDAY ENGLISH 9

Arguing your case

Target language

Listening: people negotiating a decision

Vocabulary: Doubting a suggestion:

Are you sure about that? Do you really think so?
I'm not sure that's a good idea.

- Giving an alternative suggestion: I take your point, but on the other hand ... I see what you mean, but ... Personally, I'd rather ... True, but ...
- Conceding the argument: I suppose you could be right. OK, whatever you want. I don't feel strongly about it. Well, if that's what you really want to do, then OK.
- Refusing to concede: I don't agree. I still think I'm right. I'm not convinced.

Speaking: getting your own way

Exercise 1 🎧 3.16

- Play the CD for students to listen and do the task.

ANSWERS

- 1 They disagree about where to stay.
- 2 Sophie gets her own way in the end.

Exercise 2

- Students work individually. Check the answers.

ANSWERS

- 1 Lydia 2 Sophie 3 Sophie 4 Lydia 5 Sophie
- 6 Sophie

Exercise 3 🎧 3.17

- Play the CD once for students to do the task.

ANSWERS

- 1 b 2 c 3 a

TAPESCRIPT

1 Lily and Cameron

L We should go shopping, Cameron. Our party's tomorrow and we need to get some food.

C What should we get?

L Let's do roast chicken – everybody likes roast chicken. And we can get some salad and potatoes too ...

C Do you really think so?

L Yes. Why not?

C It seems like a lot of work for us – cooking chicken, preparing salad.

L We can do it all in the morning. That way we won't have to do anything at the last minute.

C But Lily, can't we just buy some crisps and some pizzas? People would be happy with that. And it would be much easier for us – and cheaper! We can't afford to provide roast chicken for 25 people!

L I suppose you could be right.

C So, we'll just get crisps and pizzas, then.

L OK.

2 James and Chloe

J Chloe, could you come into my office for a moment. I want to discuss the new vending machine with you.

C What new vending machine is this, James?

J I want to have a soft drinks vending machine put in the school hall so that the students can buy drinks at breaktime.

C I don't think that's a very good idea. The kind of fizzy drinks you get from vending machines aren't very healthy.

J I take your point, but on the other hand the students go and buy fizzy drinks from shops at lunchtime anyway.

C How much will it cost?

J That's just it. It won't cost anything! The soft drinks company will provide it for free.

C Yes, but they'll make a lot of money out of it and get free advertising – in our school.

J I see what you mean, but we'll also make money out of it. We'll get 10p for every drink that is sold. That could be £10,000 a year.

C I still think I'm right. Advertising has no place in schools. You should turn down their offer.

J Oh, I suppose you're right ...

3 Leo and Millie

L It's Dad's birthday on Saturday, Millie. You hadn't forgotten, had you?

M No, I've been thinking about what to get him.

L Any good ideas?

M Let's get him a new coat. He's been wearing that old grey coat for years – it's falling apart. He'd love a new one.

L Are you sure about that? He probably wears that coat all the time because he likes it.

M Hmm, maybe. Well, why don't we get him a shirt, then? He hasn't got many nice shirts, has he? That red one he wears is horrible.

L Oh, I don't agree. I quite like it. And anyway, I'm not sure clothes are a good present for Dad. He likes to choose his own clothes.

M Well, what would you suggest?

L I don't know. A book, maybe. How about a book about cricket? He loves cricket.

M It isn't a very exciting present, though, is it?

L Maybe not, but he loves books.

M OK, whatever you want. I don't feel strongly about it.

Exercise 4 🎧 3.17

- Play the CD again for students to answer the question.

ANSWER

- 1 Cameron 2 Chloe 3 Leo

Exercise 5

- Students work individually. Check the answers.

ANSWERS

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

Exercise 6

- Students work individually. Check the answers.

ANSWERS

A Really? I'm not sure that's a good idea.

B Personally, I'd rather ...; True, but ...

C Well, if that's what you really want to do, then OK.

D I'm not convinced.

Exercise 7

- Students work in pairs to brainstorm ideas.

Exercise 8

- Students work in pairs to prepare a dialogue.

Exercise 9

- Students act out their dialogues to the class.

Follow-up

Workbook Functions Bank page 89

Evaluating an experience

- 1 (3.21) Read and listen to the dialogue. What did Tara like about the play? Tick (✓) the things that she mentions.

the costumes	☐	the scenery	☐
the music	☐	the special effects	☐
the story	☐	the dancing	☐
the male lead	☐	the female lead	☐



Lucy What did you do at the weekend?
 Tara I went to see a play with my aunt. We got a train down to London and then went to the Globe theatre.
 Lucy What was the play like?
 Tara It was fantastic! I loved every minute of it.
 Lucy Really? What was so good about it?
 Tara Everything, really. The costumes were wonderful, and the actors were awesome. They were so athletic!
 Lucy It sounds great.
 Tara And I loved the main character. He was such a brilliant actor – and so handsome! You should come with me next time I go.
 Lucy Yes, I'd love to.

- 2 Find five adjectives in the dialogue which mean 'extremely good'.
 3 Imagine that Tara hated everything about the play. Rewrite the dialogue using some of the adjectives below and changing other words where necessary.

appalling atrocious awful dreadful pathetic
 terrible unattractive

- 4 Read the *Learn this!* box. How many examples of *so* and *such* are in the dialogue in exercise 1?

LEARN THIS!

so and *such*

We can use *so* or *such* to intensify the meaning of an adjective or adverb. We use them in these structures

- 1 *be + so + adjective*
I'm so tired!
- 2 *so + adverb*
They all danced so brilliantly.
- 3 *such + adjective + plural noun / uncountable noun*
She's got such beautiful eyes / hair.
- 4 *such + a / an + adjective + noun*
He's got such an amazing voice.

●●● Grammar Reference: page 113

- 5 Complete the sentences with *so*, *such* or *such a(n)*.

- 1 The songs were _____ wonderful!
- 2 The main character was _____ atrocious actor!
- 3 I'd never seen _____ amazing scenery!
- 4 The special effects were _____ brilliant!
- 5 The actors were all wearing _____ beautiful costumes!
- 6 The orchestra played _____ well!

●●● Grammar Builder: page 113

- 6 (3.22) Listen and repeat the sentences in exercise 5. Try to copy the intonation.

- 7 (3.23) Listen to four dialogues. Match what the people (1–4) are talking about with the events in the box.

a musical an opera a film modern dance

- 8 (3.23) Listen again. Which of the aspects (a–g) does each speaker mention? Put a tick (✓) for a positive comment, and a cross (X) for a negative comment.

	1	2	3	4
a the costumes				
b the music	✓			
c the story	X			
d the scenery				
e the dancing				
f the male lead				
g the female lead				

- 9 Work in pairs. Prepare a dialogue about a real or imaginary show that you thought was very good or very bad. Comment on some of the aspects in exercise 8 and use your own ideas.

- 10 Act out your dialogue to the class.

●●●● Workbook Functions Bank: page 89

EVERYDAY ENGLISH 10

Evaluating an experience

Target language

Listening: people describing an experience

Grammar: *so* and *such*

Vocabulary: Extremely good: awesome brilliant

fantastic great wonderful

• Extremely bad: appalling atrocious awful dreadful
pathetic terrible unattractive

Speaking: describing a show

Exercise 1 3.21

- Play the CD for students to listen and do the task.

ANSWERS

Tara mentions the costumes and the male lead.

Exercise 2

- Students work individually. Check the answers.

ANSWERS

fantastic, wonderful, awesome, great, brilliant

Exercise 3

- Students work in pairs. Monitor and help.

Exercise 4

- Read through the **Learn this!** box. Students find examples.

Follow-up

Grammar Reference page 112

Exercise 5

- Students work individually. Check the answers.

ANSWERS

1 so 2 such an 3 such 4 so 5 such 6 so

More practice

Grammar Builder Student's Book page 113, exercise 7

ANSWERS GRAMMAR BUILDER (PAGE 113)

1 so 2 so 3 so 4 such 5 such 6 so

Exercise 6 3.22

- Play the CD once for students to listen and repeat.

Exercise 7 3.23

- Play the CD once for students to do the task.

ANSWERS

1 an opera 2 a film 3 a musical 4 modern dance

TAPESCRIPT

1 A What did you do at the weekend?

B I went to see *Carmen*.

A Oh, right. Is she ... a cousin of yours?

B It's an opera!

A Oh, yes. Of course. I knew that. I was joking. So, what was it like?

B It was good. At least, the music was good.

A What didn't you like?

B I didn't like the story. It was a bit boring – after the first part.

A Was it long?

B Yes, it went on for hours. But as I said, the music was beautiful. And the female lead was fantastic. She was such a great singer!

2 A I saw the new version of Robin Hood – the one released last year.

B Really? Who did you go with?

A I went with my brother. We got the bus into London and saw it at the West End.

B And what was it like?

A It was absolutely terrible.

B Oh. What was so bad about it?

A Everything. Well, the story is OK... the same as the other films, really.

B Yeah, I love the story of Robin Hood.

A But this new version ... it was so awful. For a start, the music was really annoying. And the costumes – they were just silly. They didn't look real.

B Oh, dear.

A And the male and female leads – Robin Hood and Maid Marion – were both atrocious. They were such bad actors!

B Oh, it sounds terrible.

A It was.

3 A What did you do on Saturday night?

B I went to the theatre with my parents and my grandad. It was his birthday.

A What play did you see?

B It wasn't a play, actually. It was a musical.

A Really? Any good?

B Yes, I enjoyed it. It was great to look at. The costumes were fantastic, and the scenery was amazing.

A What about the show itself?

B Well, I don't know much about musicals. I suppose it was OK. The dancing was really good. I enjoyed that.

4 A Didn't you go and see a ballet last weekend?

B Yes. Well, it wasn't exactly a ballet. It was a modern dance performance.

A Oh, right. Was it any good?

B Yes, I really loved it.

A What was so good about it?

B Well, the music was awesome.

A What style?

B A mixture of everything – classical, jazz, rock, hip-hop. They used music to set the scene – there wasn't any scenery.

A And what was it about? Was there a story?

B Not really. It was about ... relationships, I suppose.

A It doesn't sound that good to me.

B But you had to see it, really. I mean, the dancing was so incredible! The female lead was superb – and so beautiful!

Exercise 8 3.23

- Play the CD again for students to do the task.

ANSWERS

1 the music ✓, the story X, the female lead ✓

2 the costumes X, the music X, the story ✓, the male lead X, the female lead X

3 the costumes ✓, the scenery ✓, the dancing ✓

4 the music ✓, the dancing ✓, the female lead ✓

Exercises 9 and 10

- Students work in pairs to prepare a dialogue.
- Students act out their dialogues to the class.

Follow-up

Workbook Functions Bank page 89