

OXFORD

# Aim High

Teacher's Book **4**

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

**Jane Hudson**

Paul Kelly Susan Iannuzzi

# Aim High

Teacher's Book

4

Jane Hudson

Paul Kelly Susan Iannuzzi

**OXFORD**  
UNIVERSITY PRESS

# OXFORD

UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

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

It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2011

The moral rights of the author have been asserted

First published in 2011

2020 2019 2018 2017 2016

10 9 8 7 6 5

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work

## Photocopying

The Publisher grants permission for the photocopying of those pages marked 'photocopiable' according to the following conditions. Individual purchasers may make copies for their own use or for use by classes that they teach. School purchasers may make copies for use by staff and students, but this permission does not extend to additional schools or branches

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

ISBN: 978 0 19 445314 1

Printed in China

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

## ACKNOWLEDGEMENTS

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

p.140 Source: [www.businessballs.com](http://www.businessballs.com)

*The publisher would like to thank the following for permission to reproduce photographs:* Alamy Images pp.106 (Shop assistant/Rowan Miles), 108 (Shopping bag with shopping/studiomode), 118 (MP4 player/CreativeAct-Technology Series), 118 (Electric car charging/PCL), 118 (Using an Apple iPad/Neil Fraser), 120 (Friends with mobile phone/Megapress); Corbis pp.112 (William Shakespeare/Chris Hellier), 114 (Glacier/Keren Su), 114 (Orang-utan and baby/DLILLC); Getty Images p.118 (Teenagers in cafe with books/Richard Elliott); Oxford University Press pp.112 (Acting/Digital Vision), 114 (Boys playing videogame/Comstock), 114 (Space shuttle in space/Photodisc); Photolibrary pp.102 (Teenage boys using computer/I Love Images), 104 (Family travelling in car/Design Pics Inc), 110 (College student/Fancy), 116 (Teenagers relaxing/Comstock).

# Contents

|                                                  |            |
|--------------------------------------------------|------------|
| <b>Introduction</b>                              | <b>4</b>   |
| <b>Tips and ideas</b>                            | <b>6</b>   |
| <b>Teaching notes</b>                            |            |
| 1 The virtual world                              | 8          |
| 2 Adventure                                      | 16         |
| 3 Motivation                                     | 25         |
| 4 Future life                                    | 33         |
| 5 Our global heritage                            | 42         |
| 6 In business                                    | 50         |
| 7 Intelligence                                   | 59         |
| 8 Only a game?                                   | 67         |
| 9 Literature                                     | 76         |
| 10 Body language                                 | 84         |
| <b>Workbook answer key</b>                       | <b>93</b>  |
| <b>Everyday English pages and teaching notes</b> | <b>102</b> |
| <b>Photocopiable unit tests</b>                  | <b>122</b> |
| <b>Test answer key</b>                           | <b>142</b> |

# 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 *Nature* or *Nurture* on page 58 of the Student's Book, list these words: *environment hyperactive hereditary scientist test genes proof self-esteem*. Ask students to look at the title and photos and tell you which two words they are not going to find in the text (hyperactive and self-esteem).
- 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:** technology • research • education • phrasal verbs

**Grammar:** present tense contrast • talking about the past and the present

**Skills:** discussing teenagers' habits • talking about using the internet at home and at school

**Writing:** an opinion essay

**Workbook pages 4–11**

**Reading** PAGES 4–5**Warm-up**

- Look at the unit title and ask students: *Where can you find a 'virtual world'?*
- Read the title of the reading page, *Going online*. Ask students: *What can people do online?*

**Before Reading**

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

**ANSWERS**

Students' own answers.

**Background Notes**

The internet is a global system of international computer networks that carries a wide range of information resources and has the infrastructure to support electronic mail. Its origins go back to the 1960s when the US military started doing research into computer networks. This resulted in worldwide participation in the development of new networking technologies and led to the commercialization of an international network in the mid 1990s. As of 2009, an estimated quarter of the Earth's population uses the services of the internet.

**Read****Exercise 1**

- Students read the text quickly and match the titles with the paragraphs. Say: *You only need to understand the general sense of the text to do this exercise*. Remind students that there is one extra title.
- Check the answers.

**ANSWERS**

A 5 B 4 C 6 D 2 E 1

**Teaching Tip: Reading with the audio CD**

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

**Exercise 2**  1.02

- Read through the **Reading tip** with students. Check that they have understood by asking: *How should you approach multiple-choice questions?* [1 Read the question. 2 Read the paragraph and answer the question. 3 Read the choices. 4 Eliminate the wrong answers]
- Play the CD while students read the text a second time and choose the best answers, finding the relevant lines in the text. Check the answers.

**ANSWERS**

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

**Optional Activity: Reading skills**

**Aim:** To focus on the first and last sentences of paragraphs.

**Preparation:** Write the following on the board.

*First sentence*

*Last sentence*

Explain that you are going to dictate the first and last sentences from the paragraphs in the reading text. Tell students they must say *first sentence* or *last sentence* after you have read each sentence.

Dictate the first and last sentences of each paragraph in a random order. Elicit the correct answers from individual students after you have read each sentence.

**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: Positive and negative**

Write the heading THE INTERNET on the board. Draw two columns underneath with the headings *POSITIVE* and *NEGATIVE*. Put students in pairs and ask half the class to think of positive effects of the internet and the other half to think of negative effects. Write their ideas on the board. Then ask them to look at the text and see which of their ideas are mentioned.

**SAMPLE ANSWERS**

- Positive:** Users can work with foreign colleagues; consult information in different countries; visit the libraries of global institutions; consult online encyclopaedias and dictionaries; consult specialized websites and online newspaper archives; buy products online; compare prices; visit social networking sites; share material; buy and download music and films; watch and listen to TV and radio stations; download podcasts. Businesses can advertise and sell online.  
**Negative:** quality of material has declined; users have to read more to find the required information
- possibilities for fraud; access to pornography; unwanted advertising
- Students' own answers
- if the information is balanced and informative

## Vocabulary

### Exercise 1

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

#### ANSWERS

- 1 revolutionized 2 continually 3 criteria  
4 recommendations 5 blogs 6 conventional  
7 time-consuming 8 carry out 9 evolving  
10 streamed 11 indispensable 12 browse  
13 archives 14 diverse 15 fields

#### Teaching Tip: Vocabulary Notebook

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. Encourage them to use a monolingual dictionary to find definitions and example sentences. Also encourage them to make their example sentences personal and true, e.g.

**indispensable:** very important, impossible to be without  
*A computer is indispensable nowadays if you work from home.*

**archive** is a noun which means a collection of historical documents.

**blog** is a noun which means a personal record that somebody puts on their website saying what they have been doing.

**browse** is a regular verb which means to look for and read information on a computer. The third person singular form is *browses* and the past simple form is *browsed*. The noun form is also *browse*.

**carry out** is a phrasal verb which means do a task. The third person singular form is *carries out* and the past simple form is *carried out*.

**continually** is an adverb which means happening all the time. The adjective is *continual*.

**conventional** is an adjective which describes something that is traditional and normal. The noun is *convention* and the adverb is *conventionally*.

**criteria** is a plural noun which means the standards that you use to make a decision. The singular form is *criterion*.

**diverse** is an adjective which describes things that are very different from each other. The noun form is *diversity* and the verb is *diversify*.

**evolve** is a regular verb which means to develop or to make something develop from a very simple form to a more advanced form. The noun form is *evolution*.

**field** is a noun which means an area of study or knowledge.

**indispensable** is an adjective which describes something that is very important and impossible to be without. The synonym of *indispensable* is *essential* and the opposite is *dispensable*.

**recommendation** is a noun which means a statement that something is good and should be tried. The verb form is *recommend*.

**revolutionize** is a regular verb which means to change something completely, usually improving it. The noun form is *revolution* and the adjective form is *revolutionary*.

**stream** is a regular verb which means to deliver over the internet. The third person singular form is *streams* and the past simple form is *streamed*.

**time-consuming** is a compound adjective which describes something that takes or needs a lot of time.

#### Quick Test: Two-minute test

Ask students to close their books. Tell them that in two minutes, you're going to give them short definitions of the words from the reading text. They have to write down the words very quickly. Dictate the first definition, and wait only five seconds before reading out the next. Continue with the rest of the definitions. When you finish, get students to compare their answers with a partner. Then check the answers together as a class.

*something you should try* [recommendation]

*do a task* [carry out]

*taking a long time* [time-consuming]

*a collection of historical documents* [archive]

*happening all the time* [continually]

*a personal diary on a website* [blog]

*change something dramatically* [revolutionize]

*look for information on a website* [browse]

*standards that help you make a decision* [criteria]

*different from each other* [diverse]

*develop* [evolve]

*traditional and normal* [conventional]

*an area of study* [field]

*impossible to be without* [indispensable]

*deliver over the internet* [stream]

#### Optional Activity: Uses of the internet

**Aim:** To practise talking about the internet.

**Preparation:** Brainstorm possible uses of the internet with students and write their ideas on the board, e.g.

*to research homework*

*to consult information*

*to chat online*

*to buy cheap flights*

*to post a blog*

*to visit a social networking site*

*to find out train times*

*to shop online*

Students discuss in pairs how they use the internet. Then, have a class feedback session where students tell the class about their partner.

#### More practice

Workbook page 4

## Target Vocabulary

**Making the internet work for you:** archive blog  
browse carry out continually conventional criteria  
diverse evolve field indispensable recommendation  
revolutionize stream time-consuming

**Education words:** fees grant marks tasks break up  
cram enrol sit

**Word formation: nouns:** achievement  
acknowledgement combination dependence  
entertainment examination existence explanation  
insistence involvement management organization  
preference recommendation residence

**Verb + noun collocations:** agree with / accept  
recommendations carry out / perform a task  
carry out / do research compare / increase prices  
create / have an opportunity establish / meet criteria  
keep / write a blog watch / record a programme

## 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 traditional?* [conventional] *What do we call an area of knowledge?* [field]
- Students complete the sentences. Check the answers.

### ANSWERS

- archives, time-consuming
- blog, continually, recommendations
- revolutionized, evolving, streamed
- browse, criteria, carry out
- indispensable
- field
- conventional, diverse

## Extend

### Exercise 1 Education words

- Get students to check the meanings of the words in a dictionary.
- Read through the first sentence with students and then elicit the correct answer for the next gap.
- Students continue completing the text with the words. Check the answers.

### ANSWERS

- tasks
- cram
- marks
- sit
- enrol
- fees
- grant
- break up

### Exercise 2 Word formation: nouns

- Focus on the example with students and show them on the board how to join the verb *exist* and the suffix *-ence* to make the noun *existence*.
- Students continue forming nouns from the verbs and suffixes to complete the table. Check the answers.

### ANSWERS

**-ence:** existence, dependence, insistence, preference, residence  
**-ment:** achievement, acknowledgement, entertainment, involvement, management  
**-ation:** combination, examination, explanation, organization, recommendation

## Teaching Tip: Nouns ending in the same suffix

Word formation is a valuable way of extending students' vocabulary. Divide students into three groups and allocate each group one of the verb suffixes: *-ence*, *-ment*, *-ation*. Give each group a piece of coloured card and get them to write the words from exercise 2 on their piece of card. Display the posters on the wall and tell students they must add new nouns with their suffix as they come across them.

## Exercise 3

- Focus on the example with students and make sure they realize they should use the nouns from exercise 2.
- Students continue completing the sentences. Check the answers.

### ANSWERS

- preferences
- achievement
- residence
- explanation
- management
- acknowledgement
- involvement
- existence

## Exercise 4 Verb + noun collocations

- Focus on the example. Ask students to explain why *create* is the wrong answer and the other verbs are right. [*create* does not collocate with *a task*, whereas *carry out* and *perform* do]
- Students complete the exercise individually or in pairs. Check the answers.

### ANSWERS

- create
- catch
- sell
- do
- give
- make
- take
- look

## Quick Test: Hot seat

Put a chair in front of the board facing the class. Ask one volunteer to come and sit on the chair. Write a word from the list below on the board and get students to define the word for the student sitting on the chair. If the student guesses the answer correctly, choose a different student to come to the front. If they can't guess the word, tell them the answer and write up a different word for students to define.

|                    |                     |
|--------------------|---------------------|
| achievement        | evolve              |
| archive            | explanation         |
| browse             | fees                |
| carry out a task   | have an opportunity |
| compare prices     | marks               |
| cram               | recommendation      |
| dependence         | residence           |
| diverse            | revolutionize       |
| enrol              | stream              |
| establish criteria | time-consuming      |

## 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: *Can you name four present tenses?* [present simple, present continuous, present perfect and present perfect continuous]

### Explore

#### Exercise 1

- Students look at the title of the text. Elicit examples of unwanted emails from students and write their ideas on the board, e.g. adverts, marketing, chain mails.
- Students read the text and add any extra ideas to the list.
- Focus on the first phrase in blue and elicit the name of the tense. [present perfect continuous] Continue with the other phrases in blue.

#### ANSWERS

- present perfect continuous
- present simple
- present perfect
- present continuous

#### Teaching Tip: *for and since*

Remind students that we often use *for* and *since* with the present perfect and present perfect continuous to talk about the duration of an activity. We use *for* with a period of time and *since* with a point in time.

#### Exercise 2

- Read through the **Learn this!** box with students and elicit the names of the tenses. Check the answers.

#### ANSWERS

- perfect
- simple
- continuous
- perfect continuous

#### Exercise 3

- Focus on the first tense (present perfect) and elicit an example from the text. [you have ever given]
- Students continue finding examples in the text. Check the answers.

#### ANSWERS

**present perfect simple:** have ever given, have created  
**present simple:** find, are, get  
**present continuous:** are travelling, is ... going down  
**present perfect continuous:** have been trying

#### Follow-up

Grammar Reference page 94

### Exploit

#### Exercise 1

- Students work individually or in pairs. Remind them to check the uses in exercise 2. Check the answers.

#### ANSWERS

- has been trying
- works
- are increasing
- are living
- 've had
- has finished
- is getting
- Do you always stay

#### Exercise 2

- Focus on the title and ask: *What is phishing?* Get students to read the text to find the answer. [a type of internet fraud]
- Focus on the example and elicit from students why *have become* is the right answer.
- Students continue working individually or in pairs. Check the answers.

#### ANSWERS

- have become
- have been working
- looks
- is updating
- send
- have sent
- are increasing

#### Exercise 3

- Read through the example with students. Elicit a sample answer from individual students and then get all students to write their answer to the first question.
- Students continue working individually. Monitor and help. Ask a few students to read out their answers.

#### SAMPLE ANSWERS

- They're building a lot of new houses on the outskirts of my village.
- I've met a new friend who likes the same music as me.
- I've been looking forward to the weekend since Monday.
- I'm reading a really good book.
- I've read the news about the floods in Asia.

#### Quick Test: Dictation

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

*Frank has been working as a software engineer for five years now. He designs programs for multinational companies worldwide. At the moment he's working on a new accounting system for an American firm. He's finished the design and now he's testing the program.*

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 6

Grammar Builder page 95, exercises 1–3

#### ANSWERS GRAMMAR BUILDER 1 (PAGE 95)

#### Exercise 1

- has ... been working
- gets up
- have bought
- takes
- 're staying
- have had
- is eating
- has been ... changing

#### Exercise 2

- have visited
- have been working
- is
- have made
- has been studying
- is waiting
- have known
- leaves

#### Exercise 3

- has been growing
- do
- are using
- have had
- write
- have been learning

## Feeling at home

### Target Vocabulary

**Phrasal verbs:** back sth up charge sth up copy sb in cut sth out drop out (of sth) find (sth) out hand sth in plug sth in set sth out sum (sth) up switch (sth) off / on turn sth down / up work sth out

## Warm-up

- Elicit phrasal verbs connected to technology from students.

## Vocabulary

### Exercise 1

- Focus on the example. Students continue working individually or in pairs. They may use a dictionary.

#### SUGGESTED ANSWERS

1 up 2 up 3 in 4 out 5 out 6 out 7 in 8 in 9 out 10 up 11 on/off 12 up/down 13 out

### Exercise 2

- Students work individually or in pairs. Remind students that they will need to change the tense of the verbs.

#### ANSWERS

1 switch on 2 sum up 3 turn ... down 4 find out 5 cut ... out 6 back up 7 Set out 8 dropped out

### More practice

Workbook page 7

## Listen

### Exercise 1



1.03

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

#### SAMPLE ANSWER

A 'Hikikomori' is a young person whose life revolves around their computer.

#### TAPESCRIPT

**Mike** Good evening. Tonight we're going to hear about something that is worrying adults in Japan: the hikikomori. What or who are hikikomori? We sent reporter Steve Martin to find out.

**Steve** Hi Mike. Well, I discovered that hikikomori are young Japanese people, usually boys. They're between the ages of 15 and 30 and they refuse to leave their bedrooms. Many people are blaming this unusual situation on the internet.

**Mike** But I think you can hear parents all over the world complaining that their children spend too much time on their computers.

**Steve** Well, in Japan it's much more than spending an evening in front of the computer screen. In some cases, hikikomori have spent up to 15 years in their bedrooms without coming out.

**Mike** That's a long time to be online! What about school or their work?

**Steve** Hikikomori have dropped out of school. They sleep all day and only come out of their rooms to go to the bathroom or kitchen when the rest of the family has gone to work or bed. They spend all night on their computers and play games, write blogs or contact other hikikomori on the internet.

**Mike** And how many people does this situation affect?

**Steve** Some estimates say that 10% of young men are hikikomori and it is considered a big problem.

**Mike** And how long has this problem been around for?

**Steve** The first cases were noticed at the beginning of the nineties. At that time there was a big growth in the use of personal computers and the internet, but really it's a problem that has only developed in Japan.

**Mike** Why's that?

**Steve** Well, Japanese school children are under a lot of pressure to succeed at school. After school they often do four extra hours of study at special cramming schools. Then they do tests at the weekends. Unfortunately, some children can't handle the pressure and fall behind. It's the first step to becoming a hikikomori.

**Mike** I see. So to sum up, it's not really the fault of the internet.

**Steve** No, it isn't, but the internet means staying in your bedroom all the time isn't as boring as it might be!

**Mike** Well, thank you Steve for that interesting report. Next on the programme we're going to talk about ...

### Exercise 2



1.03

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

#### ANSWERS

1 Japan 2 boys 3 15 4 30 5 15 6 have dropped out 7 play 8 blogs 9 10 10 nineties 11 four 12 tests

### Exercise 3

- Students discuss the question in pairs before discussing it with the class.

## Speak

- Students ask and answer the questions in pairs.

### Optional Activity: Dialogue

**Aim:** To practise using technology phrasal verbs.

**Preparation:** Write the following dialogue on the board.

A What do you do when you've finished with your computer?

B I switch it off.

A Right.

B What do you do when the battery on your phone is dead?

A I charge it up.

B Right.

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

### More practice

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

## Talking about the past and present

### Warm-up

- Ask students: *Apart from the internet, which other inventions have had a big impact on our lives?* Elicit answers from students, e.g. the car, the phone, the TV.

### Explore

#### Exercise 1 1.04

- Play the CD once for students to read, listen and answer the question. Check the answer.

#### ANSWER

The ancient Greeks said people wouldn't remember things if they wrote them down.

#### Exercise 2

- Elicit one example of the present perfect and past simple. Students continue working individually or in pairs to find the other examples. Check the answers.

#### ANSWERS

**Present perfect:** have you finished, has been criticised (passive)

**Past simple:** wrote, started, said, became, talked

#### Teaching Tip: Regular and irregular verbs

Remind students that we form the past simple and past participle forms of regular verbs by adding *-ed* to the infinitive. Remind them that irregular verbs have irregular past simple and past participle forms. Tell them they can find these irregular forms on page 124 of the **Student's Book**.

#### Exercise 3

- Focus on the first use and elicit the correct tense. [past simple]
- Students continue completing the rules in the **Learn this!** box. Check the answers.

#### ANSWERS

We use the present perfect ...

- to show how something in the past relates to the present
- to show that an activity began in the past and continues up to the present

We use the past simple ...

- to show that something began and was completed in the past
- when we use time expressions in the past: e.g. yesterday, last week

#### Follow-up

Grammar Reference page 94

### Exploit

#### Exercise 1

- Focus on the example. Students continue matching the questions and answers. Check the answers.

#### ANSWERS

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

#### Exercise 2

- Focus on the dialogue and ask students: *What technology are the girls talking about?* [telephones]
- Focus on the example and establish why the verb is present perfect. [to show how something in the past relates to the present] Students continue completing the dialogue individually or in pairs. Check the answers.

#### ANSWERS

1 Have 2 bought 3 haven't 4 've had 5 did 6 buy  
7 didn't buy 8 gave 9 invented 10 said 11 was  
12 's become

#### Exercise 3

- Read through the **Look out!** box with students and check understanding by asking: *Can we use 'for' with the past simple?* [Yes] *Is the activity finished or unfinished?* [finished] *Can we use 'for' with the present perfect?* [Yes] *Is the activity finished or unfinished?* [unfinished]
- Focus on the example. Remind students to use past simple or present perfect with *for* in their answers.
- Students continue answering the questions. Monitor and help. Elicit answers from a few students to round off.

#### ANSWERS

Student's own answers.

#### Quick Test: Sentence transformation

Write the following past simple sentences on the board. Give students time to write the corresponding present perfect sentences.

*I met my best friend eight years ago. (know)*  
[I've known my best friend for eight years.]  
*We started English classes six years ago. (study)*  
[We've studied English for six years.]  
*My brother bought a laptop three weeks ago. (have)*  
[My brother has had a laptop for three months.]  
*Emily started guitar classes four years ago. (play)*  
[Emily has played the guitar for four years.]  
*Your cold started a week ago. (be ill)*  
[You've been ill for a week.]

#### More practice

Workbook page 8

Grammar Builder page 95, exercises 4–6

#### ANSWERS GRAMMAR BUILDER 1 (PAGE 95)

#### Exercise 4

1 took 2 have read 3 has always been 4 drove  
5 was 6 've lost

#### Exercise 5

1 did ... arrive 2 has ... eaten 3 travelled  
4 bought 5 saw 6 've ... liked 7 've been waiting  
8 hasn't finished

#### Exercise 6

1 've travelled 2 went 3 've visited 4 stayed  
5 was 6 've ... seen

## An opinion essay

### Target Language

#### Linking words

**giving an example:** for example for instance namely

**adding information:** apart from that furthermore  
in addition to moreover similarly what's more

**sequencing ideas:** finally firstly lastly secondly

**summarizing:** in conclusion to conclude to sum up

**contrasting ideas:** although despite however

### Warm-up

- Focus on the title of the essay. Elicit that this is an essay where the writer is asked for his/her opinion.
- Discuss with the class ways in which the internet unites and ways in which it divides. Have a class vote to find out students' opinions.

### Read

- Focus on the essay. Ask: *What is the writer's opinion?* Students read through the essay quickly to answer the question. [the writer thinks the internet unites people]
- Focus on the task. Students read the essay again and complete the sentences. Check the answers.

#### ANSWERS

1 C 2 D 3 A 4 B

- Focus on the essay and elicit the following information:
  - The style is formal, so we do not use short forms.
  - We use the term *people* to give general, factual information to support our arguments.
  - We use *in my opinion* or *in my view* to say what we think.

### Prepare

#### Exercise 1

- Read the **Writing tip** with the students. Check understanding by asking: *What can we use to connect ideas in an essay?* [linking words]
- Students complete the table.

#### Exercise 2

- Students work individually. Check the answers.

#### ANSWERS

**giving an example:** for example, for instance, namely

**adding information:** furthermore, what's more, in addition to, apart from that, moreover, similarly

**sequencing ideas:** firstly, lastly, finally, secondly

**summarizing:** to conclude, in conclusion, to sum up

**contrasting ideas:** however, although, despite

#### Exercise 3

- Students work individually. Point out that more than one answer may be possible. Check the answers.

#### ANSWERS

1 However 2 In addition to 3 instance / example

4 Firstly 5 To sum up / To conclude

### Teaching Tip: Making notes

Remind students that they should always make notes before writing an essay. Give them time to do this before they start writing and encourage them to hand in their plan.

### 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

Most households in my country have a computer these days, and in my opinion this is a good thing. Computers are a limitless source of entertainment and they can make our lives easier in many ways.

The most obvious way in which computers can be used for entertainment is for playing computer games. However, people can also log onto the internet to download films and music. Apart from that, they can enter social networking sites to chat with friends. All of these activities are cheaper with a computer than if you went out, for example, to the cinema.

In addition to providing entertainment, computers can also help with the running of the house. People who have no free time can order goods on the internet without having to wait in long queues at the supermarket. Moreover, some products are only available if you have a computer at home, for instance low-cost holidays.

In conclusion, in my view all households should have a computer. Not only can they be used for entertainment purposes, but they can also be put to more practical uses. In both cases, computers help us save both time and money.

#### MARKING SCHEME

- Essay follows a clear, coherent plan. [1 mark]
- Four clear paragraphs. [1 mark]
- First paragraph establishes the topic. [1 mark]
- Second paragraph gives the main argument. [1 mark]
- Third paragraph gives further points. [1 mark]
- Fourth paragraph reaffirms the writer's opinion. [1 mark]
- Appropriate style to essay, e.g. no short forms. [1 mark]
- Appropriate balance of personal opinion and factual information. [1 mark]
- Use of linking words. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

### More practice

Workbook page 9

## Review PAGE 11

### Language Skills

#### Exercise 1 1.05

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

##### ANSWERS

1 looking 2 time-consuming 3 switched  
4 missed 5 hand 6 been 7 browsing  
8 streamed 9 were 10 cram

#### Exercise 2

- Students read the sentences and correct the false ones. Check the answers.

##### ANSWERS

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

#### Exercise 3

- Students complete the email with the correct form of the verbs. Check the answers.

##### ANSWERS

1 've been studying 2 've learnt 3 don't have  
4 started 5 go 6 're studying

### Dictionary Corner

#### Teaching Tip: The Oxford 3000™

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

### Exercise 1 Prefixes

**bio-** /ˈbaɪəʊ/ **prefix** (in nouns, adjectives and adverbs) connected with living things or human life:  
*biology* ◊ *biodegradable*

- Students look up the prefix *bio-* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - *bio-* is a prefix.
  - *bio-* can be used in nouns, adjectives and adverbs.
  - *bio-* means connected with living things or human life.
  - Examples of words with the prefix *bio-* are *biodegradable* and *biology*.
- Focus on the example and show how the exercise definition matches the dictionary definition.
- Students continue working individually. Check the answers. with the class.

##### ANSWERS

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

#### Exercise 2

- Check that students understand what a prefix is by completing the sentences.
- Elicit that a group of letters added to the end of a word is called a suffix, and that a suffix is used to change the grammatical form of a word, for example, *weak* (adj), *weaken* (verb).
- If students are using the *Oxford Student's Dictionary*, point out the blue reference pages in the middle of the dictionary. Ask students to turn to pages R40–43 for more information about prefixes and suffixes and for a list of common prefixes and suffixes in English.
- Students work individually or in pairs to choose the correct answers. Check the answers.

##### ANSWERS

1 beginning 2 meaning

#### Exercise 3

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

##### ANSWERS

1 inter 2 techno 3 bio 4 ultra 5 micro 6 proto

#### Follow-up

Self Check, Workbook pages 10–11

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

**This unit includes**

**Vocabulary:** adventure • prefixes: amounts • adventure equipment • geography • singular and plural forms

**Grammar:** past tenses • past habits and situations

**Skills:** talking about exploring • making decisions

**Writing:** a narrative

**Workbook pages 12–19**

**Reading** PAGES 12–13**Warm-up**

- Look at the unit title and ask students: *What is an adventure?* Elicit a few answers from individual students. [an experience that is very exciting] Ask students to put up their hands if they have had an adventure. Ask them: *What happened?* and let them tell the class.
- Read the title of the reading page, *Are you brave enough?* Ask students: *In which situations do you have to be brave?* [in dangerous situations, e.g. with wild animals on a safari or before an operation] Elicit answers from students.

**Before Reading**

- Students look at the photos and discuss the questions with a partner.
- Ask students to tell the class about their partner.

**ANSWERS**

Students' own answers.

**Background Notes**

Kira Salak is an American writer, adventurer and journalist. She was born in 1971, and she had her first adventure aged 19, when she backpacked across southern Africa alone. At the age of 24, she became the first woman to cross Papua New Guinea alone. She is also the first person who is known to have kayaked alone down the 966km of the Niger River. She has written two books of non-fiction and a book of fiction based on her travels. She is now a contributing editor to the *National Geographic* magazine.

**Read****Exercise 1**

- Read through the **Reading tip** with students. Check that they have understood by asking: *What do you need to do before you scan a text?* [decide what you want to find]
- Focus on the first question. Ask students: *Where do you expect to find the answer?* [in the first paragraph]
- Give students a minute to scan the first paragraph to find the answer. Check the answer with students and ask them why the other three options are wrong.
- Students continue doing the task individually.
- Get students to compare answers and explain to each other why the other options are wrong. Check the answers.

**ANSWERS**

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

**Exercise 2**  1.09

- Play the CD while students read the text a second time and mark the sentences true or false. Check the answers.

**ANSWERS**

- F (She left her studies.)
- T
- F (Despite the frightening situation, Kira kept calm.)
- F (She had new self-confidence.)
- T
- T

**Optional Activity: Reading skills**

**Aim:** To focus on paragraph order.

**Preparation:** Write the following questions on the board.

*What does Kira do nowadays?* [5]

*What was Kira's first adventure?* [3]

*What is Kira Salak's aim in life?* [1]

*Where did Kira go after that?* [4]

*What made Kira decide to go travelling?* [2]

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. 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.

**SAMPLE ANSWERS**

- Join a sports club, learn to play a musical instrument, buy some new clothes, take up painting, spend more time with friends, etc.
- She could have an accident, her equipment could be stolen, she could be the victim of a crime, she could get ill, she could be kidnapped, etc.
- Travelling makes you see things from a different perspective. This makes you more tolerant.
- By watching documentaries, by researching information on the internet, by talking to immigrants in our own countries.

**Teaching Tip: Guessing predetermined answers**

Write five possible answers to the first question in Understanding Ideas on pieces of card (see sample answers). Get students to read the question. Tell them they have to guess what you have written on the cards. Give them time to write down five possible answers in pairs. Then, choose individual students to give a possible answer. Continue until they have guessed all the answers on the cards.

## Vocabulary

### Teaching Tip: Word families

Explain to students how important word formation is for extending their vocabulary. Encourage students to make a note of words in the same family when they come across new vocabulary, e.g.

**accomplish (v):** *I didn't accomplish my goal of winning the race.*

**accomplished (adj):** *Jack is an accomplished violinist.*

**accomplishment (n):** *Ellen's greatest accomplishment has been getting a place at university.*

### Exercise 1

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

#### ANSWERS

1 accomplished 2 put off 3 valuable 4 waterways  
5 hardships 6 solo 7 self-esteem 8 unlike  
9 scorching 10 civil war 11 dense 12 fled  
13 kidnapped 14 unexplored 15 mission

- 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).

**accomplished** is an adjective which describes a person who is highly skilled at something. The verb is *accomplish* and the noun is *accomplishment*.

**civil war** is a noun which means a war between people who live in the same country.

**dense** is an adjective which describes something that contains a lot of things very close together.

**flee** is an irregular verb which means to run away or escape. The third person singular form is *flees* and the past simple and past participle form is *fled*.

**hardship** is a noun which means the fact of not having enough money or food, etc.

**kidnap** is a regular verb which means to take somebody away by force and demand money for their return. The person is a *kidnapper* and the crime is *kidnapping*.

**mission** is a noun which means a particular task that you feel it is your duty to do.

**put sb off** is a phrasal verb which means to make somebody not like something or not want to do something. We say to *put somebody off something*.

**scorching** is an adjective which describes something that is very hot.

**self-esteem** is an uncountable noun which means a good opinion of your own character and abilities. We talk about *high* or *low self-esteem*.

**solo** is an adjective which describes something which is done alone.

**unexplored** is an adjective which describes an area that nobody has investigated or put on a map.

**unlike** is a preposition which means in contrast to.

**valuable** is an adjective which describes something that is worth a lot of money. The opposite is *valueless* or *worthless*. *Invaluable* means extremely useful.

**waterway** is a noun which means a passage of water where boats can travel, e.g. a canal or a river.

### Quick Test: Password

Write the following letters on the board, to coincide with the first letter of the new words in the reading:

A C D F H K M P S S S U U V W

Divide the class into four teams. Ask the following questions to the first team until they get a question wrong. Move to the next team, and ask the same questions again until they get one wrong. Continue until one team answers all the questions correctly. The students in this team are the winners.

*Which A is very good at something?* [accomplished]

*Which C is a fight in the same country?* [civil war]

*Which D has lots of things close together?* [dense]

*Which F is to run away?* [flee]

*Which H happens when you have no money?* [hardship]

*Which K is to take somebody and demand money?* [kidnap]

*Which M is something you feel you should do?* [mission]

*Which P is to make somebody not like something?* [put off]

*Which S is very hot?* [scorching]

*Which S is a good opinion of yourself?* [self-esteem]

*Which S is done alone?* [solo]

*Which U is somewhere that isn't on a map?* [unexplored]

*Which U is in contrast to something?* [unlike]

*Which V is worth a lot of money?* [valuable]

*Which W is a canal or a river?* [waterway]

### Optional Activity: Famous explorers

**Aim:** To talk about famous explorers.

**Preparation:** Elicit the names of famous explorers from students and write their ideas on the board, e.g. Magellan, Scott, Amundsen, Shackleton.

Ask students to find out for homework as much as they can about one of the explorers on the list or a different explorer of their choice. In the next class, put students who have chosen the same explorer into a group to compare their information. Get each group to tell the class about their explorer.

### More practice

Workbook page 12

## Target Vocabulary

**Action woman:** accomplished civil war dense flee hardship kidnap mission put off scorching self-esteem solo unexplored unlike valuable waterways

**Prefixes:** half-asleep half-eaten hyperactive hypersensitive multicoloured multitasking self-esteem self-important well-written well-trained

**Adventure equipment:** backpack compass first aid kit waterproofs flask life jacket kayak camping stove paddle tent sleeping bag GPS map matches

## 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 which is worth a lot of money?* [valuable] *What do we call a difficult situation with no food or money?* [hardship]
- Students complete the sentences. Check the answers.

### ANSWERS

1 fled 2 put ... off 3 scorching 4 self-esteem  
5 mission 6 hardship 7 unlike 8 dense 9 waterways  
10 civil war 11 unexplored 12 solo 13 valuable  
14 accomplished 15 kidnapped

## Extend

### Exercise 1 Prefixes

- Focus on the example with students. Elicit the correct meaning for *well* from students. [d – something that has been successfully done]
- Students work individually or in pairs to continue matching the prefixes with their meanings. Check the answers.

### ANSWERS

1 d 2 a 3 e 4 b 5 c

### Teaching Tip: Compound words

Compound nouns and adjectives may be written as one word, two words or with a hyphen. Remind students to check the spelling of compound words in a dictionary before they make a note of them.

### Exercise 2

- Read the example sentence with students. Elicit the correct prefix for *esteem*. [self: self-esteem]
- Students continue completing the sentences. Check the answers.

### ANSWERS

1 self 2 multi 3 self 4 well 5 hyper 6 half  
7 multi 8 well 9 half 10 hyper

### Exercise 3 Adventure equipment

- Focus on the example and elicit the next word.
- Students continue individually or in pairs to match the words and pictures. They may use a dictionary if they wish. Check the answers.

### ANSWERS

1 backpack 2 map 3 flask 4 GPS system  
5 first aid kit 6 compass 7 matches 8 kayak  
9 paddle 10 life jacket 11 waterproofs 12 tent  
13 sleeping bag 14 camping stove

### Exercise 4

- Focus on the example. Point out that the items can be used in a different way, e.g. a life jacket can be used as a pillow.
- Students complete the exercise individually or in pairs. Check the answers.

### SAMPLE ANSWERS

1 sleeping bag, tent, life jacket (as pillow)  
2 GPS system, compass, map  
3 kayak, paddle, life jacket, waterproofs  
4 waterproofs, tent  
5 camping stove, matches, (contents of the) flask

### Quick Test: Fill the gap

Divide the class into two teams. Read out a sentence to each team in turn. If they guess the missing word 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.

*They took some soup in a \_\_\_\_.* [flask]  
*I was still \_\_\_\_ when my alarm went off.* [half-asleep]  
*He carried all of his equipment in a \_\_\_\_.* [backpack]  
*We sat down in the shade, because it was \_\_\_\_.* [scorching]  
*She wore a \_\_\_\_ dress – it was very bright!* [multicoloured]  
*The two main tribes are fighting a \_\_\_\_.* [civil war]  
*The medics were \_\_\_\_, so they knew what to do.* [well-trained]  
*They couldn't go on because of the \_\_\_\_ jungle.* [dense]  
*We did all our cooking on a \_\_\_\_.* [camping stove]  
*Our lives were in danger, so we had to \_\_\_\_.* [flee]  
*Everyone in the boat had to wear a \_\_\_\_.* [life jacket]  
*He is \_\_\_\_ – he's always talking about himself.* [self-important]  
*She couldn't row because she'd dropped her \_\_\_\_.* [paddle]  
*Dan passed the exam, \_\_\_\_ the rest of his friends who failed.* [unlike]  
*You can't say anything to her – she's \_\_\_\_.* [hypersensitive]  
*I found a bandage in the \_\_\_\_.* [first aid kit]

### Vocabulary Notebooks

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

### More practice

Workbook page 13

## Past tenses

### Warm-up

- Ask students: *What animals can you see in the Antarctic?* [seals, whales, penguins, etc.]

### Explore

#### Exercise 1

- Students read the dialogue and answer the question.

#### ANSWER

Kevin saw three animals: whales, penguins and seals.

#### Teaching Tip: Auxiliary verbs

Students may have difficulty remembering which auxiliary verb is used with which past tense. Remind them that *did* is used for the interrogative form of the past simple and *didn't* is used for the negative. Highlight the use of *was* or *were* for all forms of the past continuous. Point out the use of *had* for all forms of the past perfect and explain that we use *had been* for all forms of the past perfect continuous. If a student makes a mistake, use the prompt: *Auxiliary verb?* and ask them to repeat the sentence correctly.

#### Exercise 2

- Focus on the first verb *approach*. Ask students to find it in the text. [*were approaching*] Elicit the name of the tense. [past continuous]
- Students continue finding the verbs and naming the tenses. Check the answers.

#### ANSWERS

**approach:** were approaching – past continuous

**fly:** flew – past simple

**study:** 'd studied – past perfect simple

**travel:** 'd been travelling – past perfect continuous

#### Exercise 3

- Focus on the uses of the first tense in the **Learn this!** box with students. Elicit the name of the tense. [past simple]
- Students continue reading the uses and completing the names of the tenses. Check the answers.

#### ANSWERS

1 past simple 2 past continuous 3 past perfect simple

4 past perfect continuous

#### 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 exercise 3. Check the answers.

#### ANSWERS

1 had been sailing 2 was 3 had hit 4 was pouring

5 made 6 had 7 spent 8 was rising 9 arrived

10 had spent

#### Exercise 2 1.10

- Students work individually or in pairs to complete the text.
- Play the CD for students to listen and check their answers.

#### ANSWERS

1 went 2 were helping 3 'd left 4 'd been sitting

5 took 6 flew

#### Quick Test: Error correction

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

*I didn't take an umbrella because it didn't rain.* [wasn't raining]

*We had dinner when the phone rang.* [were having]

*They got up, had breakfast and had left the house.* [left]

*She missed the bus because she wasn't getting up on time.* [didn't get up]

*Ben's finger was bleeding because he cut it.* [had cut]

*We got wet because we hadn't been bringing an umbrella.* [hadn't brought]

*I had run all morning, so I was hot.* [had been running]

*Jessie didn't understand because she hadn't listened.* [hadn't been listening]

#### More practice

Workbook page 14

Grammar Builder page 97, exercises 1–3

#### ANSWERS GRAMMAR BUILDER 2 (PAGE 97)

#### Exercise 1

- I saw Alice again yesterday. I **had met** her last week at the conference.
- When I looked out of the window it **was raining**.
- correct
- I was writing an email when the electricity **went off**.
- After I did my homework, I **watched** TV for an hour.
- correct

#### Exercise 2

- When we got to the bus stop, the bus had gone.
- Alice was angry because someone had stolen her backpack.
- Sara didn't come on the trip because Jane hadn't told her about it.
- When I got to school the class had started.
- We were late because there had been a car accident.
- When we arrived at the camp, the others had gone to bed.
- We didn't hand in the project because we hadn't finished it.
- They were exhausted because they had been travelling by kayak for hours.

#### Exercise 3

- had been 2 was raining 3 were travelling 4 crossed
- had left 6 had been climbing 7 started 8 had

## Mapping the desert

### Target Vocabulary

**Geography:** clearing dune foliage oasis pass range sandstorm shore summit tide undergrowth wave

### Warm-up

- Ask: *What geographical features are there in (Egypt)?*

### Vocabulary

#### Exercise 1

- Students complete the table. Check the answers.

#### SUGGESTED ANSWERS

**jungle:** clearing, foliage, undergrowth

**mountain:** pass, range, summit

**desert:** dune, oasis, sandstorm

**sea:** shore, tide, wave

#### Exercise 2

- Students complete the sentences. Check the answers.

#### ANSWERS

1 foliage 2 range, pass 3 clearing 4 tide, waves

5 oasis, sandstorm, dunes 6 summit, shore

7 undergrowth

### More practice

Workbook page 15

### Listen

#### Exercise 1 1.11

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

#### ANSWERS

1 He was an Egyptian politician.

2 He wanted to find sources of water; to make an accurate map of the eastern Sahara and to open new routes between Egypt's Mediterranean coast and the Sudan.

3 He used a compass.

4 It is difficult because of frequent sandstorms.

5 The engravings showed that people had lived in Uweinat ten thousand years before.

6 It made him an international celebrity.

7 He visited Egypt, Libya and Sudan.

#### TAPESCRIPT

**P** With me tonight is George Davies, writer of a book about the explorer Ahmed Hassanein. Now George, who exactly was Ahmed Hassanein?

**GD** Ahmed Hassanein was an Egyptian politician but he became famous because of his exploration of the Sahara desert.

**P** What was he looking for in the Sahara desert?

**GD** Water! Hassanein's objective was to make the first accurate map of the eastern Sahara and show travellers how to find nature's most precious resource. He also wanted to open new routes between Egypt's Mediterranean coast and the Sudan.

**P** So, when and where did he start his expedition?

**GD** It started in December 1922 at As Sallum on the southern shore of the Mediterranean. From there he headed south-west to the ancient town of Siwa.

**P** Was Siwa easy to find?

**GD** Yes, the route from As Sallum to Siwa was quite well known. The difficulties started in the sand dunes of Libya.

**P** Where did he go in Libya?

**GD** He went to the oasis at Kufra. In fact, Hassanein was the first to fix Kufra's position correctly on a map. It was here that Hassanein really started to use a compass and develop his map-making skills.

**P** He then went back into Egypt, didn't he?

**GD** Yes. From Kufra, he returned to Egypt and headed towards the Great Sand Sea.

**P** The Great Sand Sea! Just the name sounds frightening!

**GD** Yes, it's an area in the Sahara which is almost impossible to cross because there are frequent sandstorms. However, Hassanein's exploring skills led him to a mountain range where he found two forgotten oases, Arkenu and Uweinat, a discovery that was of great importance.

**P** But for Hassanein that wasn't the most important discovery, was it?

**GD** No. For Hassanein the greatest find was some rock engravings of animals at the second oasis, Uweinat. The engravings demonstrated that people had lived there over ten thousand years before.

**P** And from Arkenu and Uweinat he continued his journey to the Sudan.

**GD** That's right. After eight months in the scorching desert he finally arrived in El Obeid, a trading city in Sudan.

**P** You say in your book that the expedition turned him into a celebrity.

**GD** Yes, it made him internationally famous thanks to widespread newspaper coverage and the publication of his own account of the journey in the *National Geographic* magazine. Naturally, back home in Cairo he was a hero.

**P** A fascinating story! Now, next in the programme ...

#### Exercise 2 1.11

- Play the CD again for students to order the places.

#### ANSWERS

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

### Speak

- Students ask and answer the questions in pairs.

#### Optional Activity: Dialogue

**Aim:** To practise talking about exploring.

**Preparation:** Write the following dialogue on the board.

A Where would you most like to explore?

B I'd love to explore the Amazon Rainforest.

A Why?

B Because there are so many exotic animals there.

Students practise the dialogue in pairs. Then rub out the underlined words. Students practise the dialogue again, inserting the other questions.

### More practice

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

## Past habits and situations

### Warm-up

- Brainstorm equipment an explorer should take with him/her. Write students' ideas on the board.
- Have a class vote to find out which item students think is the most important.

### Explore

#### Exercise 1

- Students answer the question in pairs.
- They read the text to check their answer.

#### ANSWER

The most important thing for survival is a good mentality.

#### Exercise 2

- Read through the **Learn this!** box with students.
- Focus on the first verb: *used to believe* and ask: *Is it a past habit or a past situation?* [a past situation]
- Students continue finding the verbs and answering the question. Check the answers.

#### ANSWERS

**past situation:** used to believe

**past habits:** would give, used to teach, often complained

#### Exercise 3

- Students try to answer the question in pairs. Check the answer.

#### ANSWERS

used to believe – because it's a past situation, not a past habit

#### Teaching Tip: Present habits

Students are often tempted to use *used to* to refer to present habits. Explain that *used to* always refers to the past. To refer to present habits we use the present simple with *usually*. When students make a mistake, use the prompt: *Past or present?* and ask them to repeat the sentence correctly.

### Follow-up

Grammar Reference page 96

### Exploit

#### Exercise 1

- Focus on the example and elicit why *would* is wrong. [because the sentence refers to a past situation, not a past habit]
- Students continue finding the mistakes. Remind them to look at the rules in the **Learn this!** box. Check the answers.

#### ANSWERS

- We used to have a dog but it died two years ago.
- Maria had an important meeting with her boss last week.
- Anne used to live in Istanbul when she worked in Turkey.
- My uncle used to be overweight but now he's lost six kilos.

### Exercise 2

- Read through the **Look out!** box with students. Check understanding by asking: *Which construction do we use for past habits and situations?* [*used to* + infinitive] *Which construction do we use for habits and situations we have become familiar with?* [*be used to* + -ing]
- Focus on the example and elicit why the verb is in the infinitive form. [because the sentence refers to a past habit, so we need *used to* + infinitive]
- Students continue completing the sentences. Check the answers.

#### ANSWERS

1 go 2 living 3 working 4 smoke 5 have 6 writing

### Exercise 3

- Write a sentence on the board about yourself for each question so that students have a model, e.g. *I used to live in the UK, but now I live here. Now, I'm used to drinking mint tea.*

#### ANSWERS

Students' own answers.

#### Quick Test: Sentence transformation

Write the following sentences on the board. Give students time to rewrite the sentences using the word in brackets.

*Ewan didn't eat vegetables when he was ten. (use)*

[Ewan didn't use to eat vegetables when he was ten.]

*Do you usually drink tea for breakfast? (are)*

[Are you used to drinking tea for breakfast?]

*When I was a baby, I cried a lot. (used)*

[When I was a baby, I used to cry a lot.]

*We went for long walks when we lived in the country. (would)*

[We would go for long walks when we lived in the country.]

*Did you like cartoons when you were younger? (to)*

[Did you use to like cartoons when you were younger?]

*Gina usually gets up early. (used)*

[Gina is used to getting up early.]

*I'm hungry because I don't usually eat so late. (not)*

[I'm hungry because I'm not used to eating so late.]

### More practice

Workbook page 16

Grammar Builder page 97, exercises 4–6

#### ANSWERS GRAMMAR BUILDER 2 (PAGE 97)

#### Exercise 4

1 use 2 used 3 would 4 worked 5 are 6 used

#### Exercise 5

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

#### Exercise 6

1 being 2 to 3 would 4 am 5 used 6 spoke

## A narrative

### Target Language

**Sequencing words and expressions:** after after that afterwards as soon as when while

## Warm-up

- Focus on the photo. Elicit the topic of the narrative.  
[a climbing accident]

## Read

### Exercise 1

- Students read the text quickly and answer the question in pairs. Discuss their answers as a class.

### ANSWERS

Students' own answer.

- Focus on the narrative and elicit the following information:
  - There are four paragraphs.
  - The style is formal, so we do not use short forms.
  - There is a mixture of longer and shorter sentences. We use shorter sentences to describe dramatic events.

### Exercise 2

- Students work individually. Check the answers.

### ANSWERS

1 D 2 A 3 B 4 C

## Prepare

### Exercise 1

- Read through the **Writing tip** with the students.
- Students underline the sequencing clauses in the text.

### SAMPLE ANSWERS

After only a week ... / While they were coming down the mountain ... / After the accident ... / Afterwards, Simon continued down the mountain ... / As soon as he got into his sleeping bag ... / After that, he had used his arms ...

### Exercise 2

- Students work individually. Check the answers.

### ANSWERS

- While we were crossing the desert, there was a sandstorm. / There was a sandstorm while we were crossing the desert.
- Our boat sank. Afterwards, we were rescued by a fishing boat.
- As soon as I walked into the jungle, I stood on a snake.
- After finding a cave, they sheltered from the storm.
- They found the river when they were walking through the jungle. / They were walking through the jungle when they found the river.
- We flew to Peru. After that we visited Lima.

### Teaching Tip: Punctuation

Remind students to organize their ideas into sentences. Highlight the use of a capital letter for the first word of a sentence and a full stop at the end of the sentence.

## Write

### Exercise 1

- Give time for students to think of an event.

### Exercise 2

- Students make notes on the answers to the questions.

### Exercise 3

- 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

In 2007, I went with my family to my grandfather's funeral in a small village about two hundred kilometres from where we live. We were driving back home again on the motorway when disaster struck.

It was raining hard and we were overtaking a bus. I was sitting in the back seat with my younger brother. My mother had given us her coat to cover our legs, because we were cold. Suddenly, the car started sliding on the road. My mother shouted to us to cover our heads while my father was trying to control the car. Finally, the car crossed over onto the other side of the motorway.

As soon as the car stopped, we got out and inspected the damage. All of the windows had broken, and there was broken glass in the pockets of my mother's coat. However, none of us had been injured.

We had been very lucky. There had been no cars coming while we were crossing the other side of the motorway and we had had my mother's coat to cover our heads. After our car had been repaired, we went to visit my grandmother again. This time it wasn't raining, and my father drove a little slower.

### MARKING SCHEME

- Narrative follows a clear plan. [1 mark]
- Four paragraphs. [1 mark]
- First paragraph sets the scene. [1 mark]
- Second paragraph describes an important event. [1 mark]
- Third paragraph provides a turning point. [1 mark]
- Fourth paragraph provides a positive finish. [1 mark]
- Appropriate style to essay, e.g. no short forms. [1 mark]
- Appropriate punctuation. [1 mark]
- Use of sequencing clauses. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

### More practice

Workbook page 17

# Review

PAGE 19

## Language Skills

### Exercise 1 1.12

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

#### ANSWERS

1 backpack 2 had 3 half-asleep 4 as soon as  
5 waterproofs 6 tent 7 stolen 8 hadn't  
9 While 10 didn't

### Exercise 2

- Students work individually to order the events. Check the answers.

#### ANSWERS

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

### Exercise 3

- Students work individually to choose the correct answers. Check the answers.

#### ANSWERS

1 used to 2 cooked 3 hadn't seen 4 had been working  
5 is used to 6 were

## Dictionary Corner

### Teaching Tip: Irregular plural forms

Explain to students that their dictionary tells them about the plural form of nouns. Irregular plurals appear in brackets with the symbol *pl* after the main entry. The pronunciation of the plural form is also included in the brackets.

**Activity:** Write these words on the board and ask students to write the plural form. Get them to look up the words to check their answers.

*axis* [*pl. axes*]      *ox* [*pl. oxen*]  
*person* [*pl. people*]      *tomato* [*pl. tomatoes*]

### Exercise 2

- Focus on the task and explain that students should look at the table in exercise 1 to work out the rules.
- Students work individually or in pairs. Check the answers.

#### ANSWERS

1 -es 2 -a 3 -es 4 sheep, species

### Exercise 3

**analysis** <sup>AW</sup> /əˈnæləsɪs/ **noun** (*pl. analyses* /-sɪz/) **1** [C,U] the careful examination of the different parts or details of sth: *Some samples of the water were sent to a laboratory for analysis.* **2** [C] the result of a careful examination of sth: *Your analysis of the situation is different from mine.*

- Focus on the task. Explain that students should look up the noun given to find out if it is a singular or plural form.
- Focus on the dictionary entry for *analysis* and elicit the following information:
  - The blue key symbol indicates that *analysis* is an Oxford 3000 keyword.
  - *analysis* is a noun.
  - The plural form of *analysis* is *analyses*.
  - *analysis* is the singular form of the noun.
- Students continue working individually or in pairs. Check the answers.

#### ANSWERS

- analysis: singular
- compass: singular
- deer: singular and plural
- flora: plural
- goods: plural
- headquarters: singular or plural
- mathematics: singular (uncountable)
- news: singular (uncountable)
- salmon: singular and plural
- trousers: plural

### Follow-up

Self Check, Workbook pages 18–19

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

### Exercise 1 Singular and plural

**crisis** <sup>AW</sup> /ˈkraɪsɪs/ **noun** [C,U] (*pl. crises* /-sɪz/) a time of great danger or difficulty; the moment when things change and either improve or get worse: *the international crisis caused by the invasion* ◊ *a friend you can rely on in times of crisis*

- Focus on the task. Explain that students should look up the noun given in their dictionaries to find the irregular plural form.
- Focus on the dictionary entry for *crisis* and elicit the following information:
  - The blue key symbol indicates that *crisis* is an Oxford 3000 keyword.
  - *crisis* is a noun.
  - The plural form of *crisis* is *crises*.
- Students work individually to look up the words and write the irregular plurals. Check the answers with the class.

#### ANSWERS

1 crises 2 criteria 3 heroes 4 oases 5 phenomena  
6 sheep 7 species 8 volcanoes

## Literature Corner 1 PAGE 20

### Jane Eyre

#### Exercise 1

- Students read the text quickly and answer the questions.

#### ANSWERS

It is set in Thornfield House. Her name is Jane.

#### Exercise 2 1.16

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

#### ANSWERS

- The moonlight caused Jane to wake up.
- A guest asks if there is a fire.
- The servants sleep on the top floor.
- Jane dressed in case she was needed.
- It was hidden behind a curtain.

#### Exercise 3

- Students work individually, then compare answers as a class.

#### 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.

## Skills Round-up 1–2 PAGE 21

### Read

#### Exercise 1

- Students work individually and answer the question.

#### ANSWER

Five inventions are mentioned: fax machine, telephone, television, chloroform, penicillin.

#### Exercise 2

- Students work individually. Check the answers.

#### ANSWERS

1 F 2 F 3 F 4 T 5 T

#### Exercise 3

- Students work individually, then discuss answers as a class.

#### SAMPLE ANSWERS

- Chloroform – because it makes difficult operations possible.
- People don't go out much, because of the bad weather, so they have more time to stay at home and think.
- Countries can invest more money into science and research, and provide better facilities for their inventors.

### Listen

#### Exercise 1

- Students work in pairs. Compare answers with the class.

#### Exercise 2 1.17

- Play the CD for students to do the task. Check the answers.

#### ANSWERS

- Robinson Crusoe
- Cinque Ports
- pleased
- goats
- wealthy

### TAPESCRIPT

**Presenter** Tonight in *Famous Adventurers* we're going to hear about Scottish sailor Alexander Selkirk. His experiences in the 18th century became the basis for one of the most famous books in the English language: *Robinson Crusoe* by Daniel Defoe. Crusoe is a sailor who spends 28 years alone on an island until his rescue. But how close is the novel to the real story? In the studio to answer that question I've got historian, Sue Cleveland.

**Sue** Good evening. Well, there are some similarities, but not many. To begin with, Selkirk spent only four years on his Pacific island Mas a Tierra.

**Presenter** That's still a long time! Why was Selkirk in the Pacific Ocean?

**Sue** Well, at the age of 19 Selkirk decided to join a buccaneer expedition to the Pacific Ocean. Buccaneers were pirates that attacked Spanish and French ships. Selkirk had been on one of these ships, Cinque Ports, for some time when he complained about the condition of the ship. The captain got tired of Selkirk's complaints and left him on Mas a Tierra island.

**Presenter** I imagine he wasn't very happy about that!

**Sue** Well, he was actually. He thought that Cinque Ports was dangerous and he was right! The ship sank soon afterwards. He also believed another ship would come and rescue him soon.

**Presenter** And did any other ships visit the island?

**Sue** Yes, but they were Spanish ships and Selkirk was a Scottish pirate, an enemy, so he had to hide.

**Presenter** So, what was island life like?

**Sue** At the beginning he lived by the sea because he was frightened to travel into the island. He heard strange noises that he thought came from wild animals. However, he soon went inland to look for food and because of the Spanish visitors.

**Presenter** And what did he find?

**Sue** Instead of dangerous animals he found goats! A useful discovery because they provided him with milk and meat and he made new clothes with their skins.

**Presenter** But did he have any adventures?

**Sue** No, not really. He used to spend his time looking after his goats and looking out for ships.

**Presenter** And finally he saw one.

**Sue** Yes, it was a British pirate ship that was captained by a friend of his. In fact, Selkirk soon became captain of his own ship and he became quite rich.

**Presenter** Did he ever return to Scotland?

**Sue** Yes. His family thought he was dead so they were very surprised when a well-dressed sea captain appeared in their house. He also told his story to a journalist and it seems that Daniel Defoe thought it would make a good novel.

**Presenter** And he was right! Thank you Sue for telling us about the real Robinson Crusoe, Alexander Selkirk. Now, next on the programme we ...

#### Exercise 3 1.17

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

#### ANSWERS

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

### Write and speak

#### Exercises 1 and 2

- Focus on the task and give students time to make notes.
- Students discuss their notes in pairs. Monitor and help.

**This unit includes**

**Vocabulary:** motivation • phrasal verbs: success and failure • first aid • nouns and verbs

**Grammar:** modals: advice, obligation and prohibition • speculating about the present and the past

**Skills:** making a speech • talking about the environment

**Writing:** an anecdote

**Workbook pages 20–27**

**Reading** PAGES 22–23**Warm-up**

- Look at the unit title and ask students: *Which activities motivate you the most?*
- Read the title of the reading page, *Amazing achievements*. Ask students: *What amazing achievements can you think of?*

**Before Reading**

- Students in pairs look at the photos and discuss the questions. Compare answers with the class.

**ANSWERS**

Students' own answers.

**Background Notes**

The text is about three individuals who have overcome huge obstacles to be successful at what they do best. Esther Vergeer became paraplegic at the age of eight after a series of operations on her spinal chord. She has been the world's top ranked wheelchair tennis player since 1999. William Kamkwamba used bicycle parts, tree branches and materials from a scrap yard to build a windmill to provide electricity to power the electrical appliances in his house in Malawi. Since then he has built a solar-powered water pump to supply drinking water to his village and two more windmills. Amir Khan dropped out of school in the UK, but became the WBA welterweight champion at the age of 22.

**Read****Exercise 1**

- Students read the text quickly and answer the questions.

**ANSWERS**

1 Amir 2 William 3 Esther 4 William 5 Esther  
6 Amir

**Exercise 2**  1.18

- Play the CD while students read the text a second time and choose the best answer. Check the answers with the class, asking for justification.

**ANSWERS**

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

**Exercise 3**

- Read through the **Reading tip** with students. Check that they have understood by asking: *How does a writer express facts in a text?* [by giving evidence] *How does a writer express an opinion?* [by showing personal feelings]
- Students read the statements and decide if they are fact or opinion. Check the answers.

**ANSWER**

1 opinion 2 fact 3 fact 4 opinion

**Optional Activity: Reading skills**

**Aim:** To learn how to talk about what you have read.

**Preparation:** Write the following questions on the board.

*What problem did he/she have?*

*What did he/she do to overcome the problem?*

*Why is he/she famous?*

Divide students into three groups: A, B and C. Allocate Esther Vergeer to Group A, William Kamkwamba to Group B and Amir Khan to Group C. Give time for students in pairs or groups of three to answer the questions. Tell students to close their books. Regroup students into ABC groups. First students A tell the group about Esther Vergeer, then Students B talk about William Kamkwamba and finally Students C talk about Amir Khan. Finally, each group votes on the person they think has made the greatest achievement.

**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 the first question. Write *Esther Vergeer*, *William Kamkwamba* and *Amir Khan* on the board. Give students two minutes to write down reasons why they admire the three young people. Elicit ideas from students and write them on the board. Count up the reasons that students have mentioned to find the most admirable person.

**SAMPLE ANSWERS**

- William Kamkwamba, because he is more concerned about the fate of his village than himself.
- They have all overcome obstacles, so they show young people that they should never give up.
- determination, courage, self-belief
- I decide if a thing is worth doing, and if it is I try to do it well.

## Vocabulary

### Teaching Tip: Past simple and past participle of regular verbs

Although the past simple and past participle forms of regular verbs are relatively easy, it is worth reminding students of a few anomalies, i.e.

- Regular verbs of one syllable ending in consonant-vowel-consonant, double the final consonant, e.g. *stop – stopped – stopped*.
- Regular verbs of two syllables ending in consonant-vowel-consonant, double the consonant if the stress is on the second syllable, e.g. *admit – admitted – admitted*.
- Regular verbs of two syllables ending in consonant-vowel-consonant do not double the final consonant if the stress is on the first syllable, e.g. *shatter – shattered – shattered*. (An exception to this rule is the verb *travel*: *travel – travelled – travelled*.)

### Exercise 1

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

#### ANSWERS

- 1 hyperactive 2 shatter 3 background 4 all-round  
5 fees 6 socialize 7 pump 8 compatriots  
9 mainstream 10 impressive 11 overcoming  
12 stood out 13 consciousness 14 elite 15 transformed

- 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).

**all-round** is an adjective which describes a person who is able to do many things well.

**background** is a noun which means the type of family and social class you come from.

**compatriot** is a noun which means a person who comes from the same country as you.

**consciousness** is a noun which means the state of being awake and knowing what is happening around you. The adjective is *conscious* and the negative adjective is *unconscious*.

**elite** is an adjective which describes something that is thought to be the best. The noun form is also *elite*.

**fee** is a noun which means the money you pay for professional advice or services from doctors, lawyers, schools, universities, etc. The plural form is *fees*.

**hyperactive** is an adjective which describes someone who has more energy than normal and is unable to keep still.

**impressive** is an adjective which describes something which causes a feeling of admiration and respect because of its size or quality, etc. The noun is *impression* and the adjective is *impressible*.

**mainstream** is a noun which means considered normal and used or accepted by most people. *Mainstream* is a singular noun.

**overcome** is an irregular verb which means to manage to control or defeat a problem. The past simple is *overcame* and the past participle is *overcome*.

**pump** is a noun which means a machine that is used for forcing a gas or liquid in a particular direction. The verb is *to pump*.

**shatter** is a regular verb which means to destroy something completely. The third person singular form is *shatters* and the past simple is *shattered*. The adjective *shattered* means extremely tired.

**socialize** is a regular verb which means to meet and spend time with friends. The third person singular form is *socializes* and the past simple is *socialized*. The noun is **society** and the adjective is *sociable*.

**stand out** is a phrasal verb which means to be easily seen or noticed. The past simple and the past participle form is *stood out*. We say *stand out from something*.

**transform** is a regular verb which means to change something completely, especially in a way that improves it. The third person singular form is *transforms* and the past simple form is *transformed*. We say *to transform somebody* or *to transform something*.

### Quick Test: Fire away

Divide the students into four teams. Read out the following gapped sentences to the class. Ask a student in the first team to raise his/her hand to complete the sentence. If they complete the sentence correctly, give two points to their team. If not, give the next team in line a chance and give them one point if they complete the sentence correctly. Read the next sentence to this team. The winner is the team with the most points.

*Normal children attend \_\_\_\_ education.* [mainstream]

*I lost \_\_\_\_ when I knocked my head.* [consciousness]

*We can't afford to stay at an \_\_\_\_ hotel.* [elite]

*You \_\_\_\_ from a crowd because you're so tall.* [stand out]

*How much is your lawyer's \_\_\_\_?* [fee]

*The window didn't \_\_\_\_ when the ball hit it.* [shatter]

*She's a good \_\_\_\_ performer.* [all-round]

*He's always in trouble because he's \_\_\_\_.* [hyperactive]

*The castle is a very \_\_\_\_ building.* [impressive]

*He's trying to \_\_\_\_ his disability.* [overcome]

*I need a \_\_\_\_ to blow up the wheels of my bike.* [pump]

*He comes from a very privileged \_\_\_\_.* [background]

*He's shy, so he finds it difficult to \_\_\_\_.* [socialize]

*The final is between an Italian and his \_\_\_\_.* [compatriot]

*I'm hoping my new job will \_\_\_\_ my life.* [transform]

### Optional Activity: Motivation

**Aim:** To talk about personal motivation.

**Preparation:** Write the following activities on the board:

*run a marathon*

*go on a bike ride*

*do homework*

*paint your room*

*go to university*

*chat with friends on the internet*

*organize a party for a family member*

*go to a theme park*

*cook a meal for friends*

*get a job*

Put students into pairs and get them to discuss how much the activities motivate them. Ask them to add activities to the list which are more motivating. Finally, ask students to tell the class about the activity their partner finds most motivating.

### More practice

Workbook page 20

## Target Vocabulary

**Yes, we can!:** all-round background compatriot consciousness elite fees hyperactive impressive mainstream overcome pump shatter socialize stand out transform

**Motivation:** achieve ambitious incentive inspire motivation persevere stimulate

**Phrasal verbs:** build on fall through keep up lose out pay off pull off

**First aid:** bandage crutches plaster plaster cast walking stick wheelchair

## Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word can we use for something that is normal?* [mainstream] *What do we call a person who is from the same country as us?* [compatriot]
- Students complete the sentences. Check the answers.

### ANSWERS

- background, elite
- pump, transform
- Hyperactive
- all-round, impressive
- compatriot, fees
- stood out, mainstream
- consciousness, overcome
- socialize
- shattered

## Extend

### Exercise 1 Motivation

- Students use a dictionary to check the meaning of the words. Then, elicit the part of speech of each word.
- Students work individually or in pairs to complete the text. Check the answers.

### ANSWERS

- motivation
- ambitious
- incentive
- achieve
- inspired
- stimulate
- persevere

### Exercise 2 Phrasal verbs: success and failure

- Draw two columns on the board and write the headings: *Success* and *Failure*. Focus on each phrasal verb in turn and ask students: *Success or failure?* Complete the chart.
- Students work individually or in pairs to complete the sentences. They may use a dictionary if they wish. Check the answers.

### ANSWERS

- lose out, lost out
- fall through, fell through
- pay off, paid off
- build on, build on
- pull off, pulled off
- keep up, keep up

### Exercise 3 First aid

- Get students to cover the words and focus on the pictures. Elicit words they know and write them on the board.
- Students uncover the words and continue matching them to the pictures. They may use a dictionary if they wish. Check the answers.

### ANSWERS

- wheelchair
- walking stick
- bandage
- crutches
- plaster
- plaster cast

## Teaching Tip: Types of phrasal verbs

Remind students that there are three types of phrasal verbs.

- Type 1 are intransitive and inseparable, i.e. they take no object and the two parts of the verb always stay together, e.g. *get up*. Elicit more examples from students.
- Type 2 are transitive and separable, i.e. they take an object, which may come between the two parts of the verb or after the verb. When the object is a pronoun, it always comes between the two parts of the verb, e.g. *put on: put on a jacket, put a jacket on, put it on*. Elicit more examples from students.
- Type 3 are transitive and inseparable, i.e. they take an object which always comes after the verb; the two parts of the verb always stay together, e.g. *look after: look after the children, look after them*. Three-part phrasal verbs also belong to this category. Elicit more examples from students.

Students can find out how to use phrasal verbs by looking them up in their dictionaries. Type 1 phrasal verbs are listed with no object, e.g. *get up*. Type 2 phrasal verbs are listed with the abbreviations *sth* or *sb* between the two parts of the verb, e.g. *take sth off*. Type 3 phrasal verbs are listed with the abbreviations *sth* or *sb* after the verb, e.g. *look after sb*.

## Optional Activity: Phrasal verbs

**Aim:** To find out how to use phrasal verbs.

**Preparation:** Give out dictionaries to students.

- Ask students to look up the phrasal verbs in exercise 3 to find out what type they are. [build on sth – type 3, fall through – type 1, keep up – type 1 (also possible keep up with sb / sth – type 3), lose out – type 1 (also possible lose out on sth / lose out to sb – type 3), pay off – type 1, pull sth off – type 2]
- Get students to write an example sentence using each phrasal verb.

## Quick Test: What was I going to say?

Read out the first sentence and pretend you have forgotten the last word. Elicit the last word from students. Continue until students have guessed all the words.

*I broke my arm, so I had to wear a [plaster cast].*  
*She can't keep still because she's [hyperactive].*  
*He wants to be the boss because he's very [ambitious].*  
*We made lots of money because our investment [paid off].*  
*I banged my head and lost [consciousness].*  
*They're disappointed because their plans [fell through].*  
*She cut her finger, so she put on a [plaster].*  
*I stopped running because I couldn't [keep up].*  
*We like being with people, so we often [socialize].*  
*She gave up studying because she had no [incentive].*  
*Those students come from privileged [backgrounds].*  
*He broke his leg, so he was walking with two [crutches].*  
*He's very tall, so he tends to [stand out].*

## Vocabulary Notebooks

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

## More practice

Workbook page 21

## Modals: advice, obligation and prohibition

### Warm-up

- Ask students: *What motivates you to do homework?*

### Explore

#### Exercise 1

- Students look at the photo. Ask: *What is the girl doing?* [her homework] *What's her problem?* [She isn't motivated.] Elicit ideas for how she could motivate herself.
- Get students to read the text and underline the advice on self-motivation. Elicit the advice and write it on the board. [list positive things you've done; have an objective; prepare a plan]
- Students discuss the question in pairs and then have a class discussion.

#### Teaching Tip: Infinitive with or without to?

Some students have problems in remembering which verb form follows modal verbs. Remind them that we use *must* and *should* with the infinitive of another verb whereas we use *have to* and *ought to*. *Need* is more complicated as we say *need to* in the affirmative and *needn't* or *don't need to* in the negative. When students make a mistake use the prompt: *Verb form?* and ask them to repeat the sentence correctly.

#### Exercise 2

- Read through the definitions in the chart with the students.
- Focus on the first modal verb *have to* and elicit the correct definition. [It's an obligation or necessity.]
- Students continue working individually or in pairs. Check the answers.

#### ANSWERS

- don't have to, needn't
- should, ought to
- mustn't
- have to, must, need

#### Follow-up

Grammar Reference page 98

### Exploit

#### Exercise 1

- Focus on the example and refer back to the chart in exercise 2 to show students how *have to* means *it's a necessity*.
- Students continue working individually or in pairs to rewrite the sentences. Check the answers.

#### ANSWERS

- You have to / must / need to wear a uniform at my school.
- You ought to / should say sorry to her.
- You don't have to / needn't study because you're on holiday.
- You ought to / should go to the doctor's.
- You have to / must / need to wear smart clothes when you go to an interview.

- You needn't / don't have to give me the money until Friday.
- You mustn't talk when you're in the library.
- You have to / must / need to arrive on time tomorrow.

#### Exercise 2

- Write *must* and *have to* on the board. Read through the **Learn this!** box with students. Check understanding by asking: *Which verb do we use when we decide an obligation for ourselves?* [must] *Which verb do we use when the obligation comes from other people?* [have to]
- Focus on the example and elicit why *have to* is the right verb. [because the obligation comes from other people]
- Students continue completing the sentences individually or in pairs. Check the answers.

#### ANSWERS

- have to
- must
- have to
- has to
- must
- must

#### Exercise 3

- Write *mustn't* and *don't have to* on the board. Read through the **Look out!** box with students. Check understanding by asking: *Which verb do we use for a prohibition?* [mustn't] *Which verb do we use when something isn't necessary?* [don't have to]
- Focus on the example and elicit why *don't have to* is the right verb. [because the action isn't necessary]
- Students continue completing the sentences individually or in pairs. Check the answers.

#### ANSWERS

- don't have to
- mustn't
- don't have to
- don't have to
- mustn't
- mustn't

#### Quick Test: Error correction

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

*You needn't to go shopping – I've already been.* [needn't go]  
*We must wear a uniform to school.* [have to wear]  
*Anna hasn't to get up early tomorrow.* [doesn't have to]  
*You should to apologize to your friend.* [should apologize]  
*He oughts to study more.* [ought to]  
*We don't have to be late for the meeting.* [mustn't]  
*They need buy a new car.* [need to]  
*I must to get my hair cut – it's too long.* [must get]

#### More practice

Workbook page 22

Grammar Builder page 99, exercises 1–3

#### ANSWERS GRAMMAR BUILDER 3 (PAGE 99)

#### Exercise 1

- mustn't
- should
- needn't
- have to
- need to
- ought to

#### Exercise 2

- must
- have
- don't
- had
- mustn't
- to
- needn't
- should

#### Exercise 3

- advice
- no necessity or obligation
- obligation
- no necessity or obligation
- prohibition
- obligation
- advice
- past obligation

## Teen speakers

### Target Vocabulary

**Teen speakers:** banner flip chart lectern microphone projector screen speaker stage spotlight

### Warm-up

- Ask students: *Have you ever had to speak in public?*

## Vocabulary

### Exercise 1

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

#### ANSWERS

1 spotlight 2 projector screen 3 stage 4 lectern  
5 microphone 6 speaker 7 banner 8 flipchart

### Exercise 2

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

#### ANSWERS

1 banner 2 speaker 3 microphone 4 stage  
5 flip chart 6 lectern 7 spotlight 8 projector screen

### More practice

Workbook page 23

## Listen

### Exercise 1 1.19

- Play the CD once for students to match the people and the comments. Check the answers.

#### ANSWERS

1 d 2 c 3 a 4 b

#### TAPESCRIPT

**Interviewer** Speaking in public is never easy, especially if you're young and inexperienced. So, I went to West Way School in West London to find out what public speaking situations today's teenagers have to deal with. First, I spoke to the school quiz team captain, Jenny Wilson.

**Jenny Wilson** I have to motivate the team before each quiz game but unfortunately we lost our first three games. I tried to focus on the fact that although we were losing, we were getting better. I told the girls that I could see an improvement, and I was right! We've won all our games since then!

**Interviewer** Well done, Jenny! Now, what about speaking in public to adults on the school council, including the headmaster? Sounds frightening, doesn't it? Let's listen to 15-year-old Masoud Khuda.

**Masoud Khuda** Yes, I was very nervous the first time I did it. There were about 20 adults there and I was the student spokesperson. Fortunately, I had prepared a short speech on some changes the students wanted to make to the break times. Well, after I had replied to a few questions from the headmaster, he agreed to the changes! The whole experience really gave me a lot of confidence.

**Interviewer** Perhaps Jenny and Masoud would now like to become motivational speakers. Motivational speakers have been addressing audiences in the business world for a long time. However, a new kind of motivational speaker is emerging: teen speakers.

**Steve Watts** ... and it was then that I realized that if I wanted to stop the bullying, I'd have to do something about it. Nobody was going to do it for me.

**Interviewer** That was Steve Watts on stage at West Way School. But how did Steve become a public speaker?

**Steve Watts** Well, I got into public speaking as a result of being bullied. A gang of older kids at school used to pick on me. Naturally, I didn't tell anyone about it, but then one day at school assembly the headmaster started talking about bullying. Well, when he'd finished I just stood up and I told the whole school, that's 300 people, about my situation. I had everyone's attention and at the end I got an enormous round of applause. Since then I've been visiting schools and giving talks to motivate other victims to face the problem.

**Interviewer** As you can see, the voices of today's teenagers are making an important contribution to the lives of our schools.

### Exercise 2 1.19

- Play the CD again for students to choose the correct answers. Check the answers.

#### ANSWERS

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

## Speak

### Exercise 1

- Focus on the instructions. Brainstorm ideas with students and write two of them on the board.
- Discuss with students how far the school has dealt with these ideas, and how they could deal with them further.
- Students make notes on their speech. Tell them they must include the ideas on the board, and two more ideas of their own. Remind them to say how the students should help.

#### ANSWERS

Students' own answers.

### Exercise 2

- Students give their speeches to a partner. Monitor and help.

#### ANSWERS

Students' own answers.

### Optional Activity: Dialogue

**Aim:** To practise making short speeches.

**Preparation:** Write the following dialogue on the board.

A I think our school should recycle scrap paper.

B Why?

A To save money and also to stop cutting down trees.

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 3, Teacher's Book pages 106–107

## Speculating: present and past

### Warm-up

- Ask students: *Which English football teams do you know?*

### Explore

#### Exercise 1 1.20

- Play the CD once for students to listen, read and answer the question. Discuss the question with the class.

#### Exercise 2

- Read through the **Learn this!** box with students. Check understanding by asking: *Which modal verbs do we use for speculating?* [*must, could, may, might and can't*]
- Focus on the first expression in blue in the dialogue: *must have started*. Ask: *Past or present?* [past]
- Focus on the table. Students continue completing the table with the modal verbs in the dialogue. Check the answers.

#### ANSWERS

- 1 must be 2 may be 3 might be 4 could be  
5 can't be 6 must have started 7 might have scored  
8 can't have scored

#### Teaching Tip: Pronunciation

Students sometimes find the weak pronunciation of *have* difficult here. Write the following phrases on the board:

*must have scored*  
*might have won*  
*could have lost*  
*may have finished*  
*can't have started*

Say each phrase in turn and elicit from students the words that are stressed. Underline these words on the board.

[must have scored, might have won, could have lost, may have finished, can't have started]

Get students to practise the phrases in pairs, paying attention to intonation.

### Follow-up

Grammar Reference page 98

### Exploit

#### Exercise 1

- Focus on the example and establish why the answer is correct. [because we use *might, may* or *could* to speculate about something which is possible]
- Students continue completing the sentences individually or in pairs. Check the answers.

#### ANSWERS

- 1 might be / may be / could be  
2 must have been 3 can't be  
4 may have been / might have been / could have been  
5 must be 6 can't have been  
7 may be / might be / could be 8 must have been

#### Exercise 2

- Read through the **Look out!** box with students. Check understanding by asking: *Which modal verb don't we use for speculating?* [*can*]
- Focus on the example and establish why *must* is the correct verb. [because we use *must* to speculate about something we are sure about]
- Students continue rewriting the sentences individually or in pairs. Check the answers.

#### ANSWERS

- 1 I must have left my keys at home.  
2 He might be a policeman.  
3 She must have studied hard.  
4 It might be Mike on the phone for you.  
5 He must be French.  
6 He can't have given me the money.

#### Exercise 3

- Focus on the photo and the example sentence. Elicit another sentence from the students, e.g. *It might be an adventure playground.*
- Students continue speculating about the picture individually or in pairs. Compare students' answers with the class.

#### SAMPLE ANSWERS

They can't be at school.  
They might be a bit wet.  
They could be in a race.  
They may be in a swimming pool.  
They must be zorbing on the water.

#### Quick Test: Sentence transformation

Write the following sentences on the board. Give students time to rewrite them using modal verbs for speculating.

*It's impossible that you've lost your phone again.*

[You can't have lost your phone again.]

*I think it's cold outside.*

[It might / may / could be cold outside.]

*I'm certain Jack is out.* [Jack must be out.]

*I think they have bought a new car.*

[They might / may / could have bought a new car.]

*I'm certain we've missed the train.*

[We must have missed the train.]

### More practice

Workbook page 24

Grammar Builder page 99, exercises 4–6

#### ANSWERS GRAMMAR BUILDER 3 (PAGE 99)

#### Exercise 4

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

#### Exercise 5

- 1 Olga must be Russian.  
2 Sara could (may / might) be from Liverpool.  
3 Anne can't be on the course.  
4 They can't be in the library.  
5 Ray must know the answer!  
6 They could (may / might) be students.  
7 They could (may / might) be David's parents.  
8 Mike can't be a teacher.

#### Exercise 6

- 1 have left 2 have stayed 3 have lost 4 have met  
5 have walked 6 have taken 7 have seen 8 have done

## An anecdote

### Target Language

**Clauses with present participles:** walking home from school leaving the kitchen

## Warm-up

- Focus on the photo and the title of the anecdote. Ask students to predict what the anecdote is about.

## Read

### Exercise 1

- Students read the anecdote and check their prediction.
- They discuss the answer to the question in pairs.

### ANSWER

It made the writer appreciate how hard her grandmother's life had been. It made her glad she didn't have to go out to work.

- Focus on the anecdote and elicit the following information:
  - The anecdote has a title.
  - It is organized into four paragraphs.
  - The first paragraph explains the situation.
  - The second paragraph explains what the problem was.
  - The third paragraph explains what advice was given.
  - The fourth paragraph explains what effect the advice had.
  - The style is formal, so we avoid short forms.

### Exercise 2

- Students work individually. Check the answers.

### ANSWERS

- 1 She's fed up.
- 2 She brightens up.
- 3 She gives the impression that she's being sent to prison.
- 4 angrily
- 5 Sample answer: Since that day, she has seen her school work in a different light. She only has to think of her grandmother's life as a child to find all the motivation she needs to do her work as well as she can.

## Prepare

- Read through the **Writing tip** with the students. Check understanding by asking: *When can we use present participles?* [when the subjects of both clauses refer to the same person or thing]
- Students work individually or in pairs. Check the answers.

### ANSWERS

- 1 Disagreeing with team tactics, I had to speak to the captain.
- 2 Swimming in the pool, she hurt her foot.
- 3 can't be changed
- 4 Training hard, I got back on the team.
- 5 Living in London for six months, we had a chance to practise our English.
- 6 can't be changed
- 7 Finishing the race, he quickly drank a bottle of water.
- 8 Cooking lunch, I listened to the radio.

### Teaching Tip: Using direct speech in an anecdote

We use inverted commas in an anecdote to show the words that somebody said. We use a comma before the direct speech.

'I've got to do my homework,' I said, 'And it's going to take me a long time.'

## Write

### Exercises 1 and 2

- Students work individually. Monitor and help.

### Exercise 3

- 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.

### SAMPLE ANSWER

#### Slow down, you move too fast!

Waiting at the bus stop the other day, I started thinking about all the time that I was wasting. I had so much to do, yet there I was, sitting on the bench, doing absolutely nothing. I felt myself getting more and more stressed.

The main problem was that I didn't know the times of the buses, so I had no idea how long I was going to have to wait. I had a long essay to write once I got home and I really wanted to make a start on it.

When the bus arrived, I ran to get on it. 'I don't know why you're in such a hurry,' the driver said. 'I'm not going anywhere for another ten minutes.' He went on to explain how his attitude to life had changed since he'd become a bus driver. 'The bus leaves when it leaves and it arrives when it arrives. That's how we should lead our lives,' he said.

Thinking on the way home about what he'd said, I decided he was right. From that day on I've been a lot more relaxed and I've realized you get more done when you're relaxed than you do when you're stressed.

### MARKING SCHEME

- An appropriate title to the anecdote. [1 mark]
- Anecdote organized into four paragraphs. [1 mark]
- First paragraph explains the situation. [1 mark]
- Second paragraph explains the problem. [1 mark]
- Third paragraph explains the advice. [1 mark]
- Fourth paragraph explains the effect of the advice. [1 mark]
- Appropriate use of present participles. [1 mark]
- Correct punctuation for direct speech. [1 mark]
- Use of formal style. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

### More practice

Workbook page 25

## Language Skills

### Exercise 1 1.21

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

#### ANSWERS

1 plaster cast 2 crutches 3 keep up 4 consciousness  
5 been 6 shattered 7 have 8 wheelchair 9 lose out  
10 socializing

### Exercise 2

- Students work individually. Check the answers.

#### ANSWERS

1 T 2 T 3 F (Jane remembers waking in hospital.) 4 T  
5 T 6 F (Jane's looking forward to going back to school.)

### Exercise 3

- Students choose the best answer individually. Check the answers.

#### ANSWERS

1 might 2 must 3 must 4 could have been  
5 don't have to 6 ought to 7 can't 8 have to

## Dictionary Corner

### Teaching Tip: Finding words quickly

Explain to students that dictionaries have some features that help them find a word quickly and easily. They should look at the guide letters on the edge of the pages to find the letter they need. Then they can look at the running heads at the top of the pages to check whether the word they want is on that page.

**Activity:** Students tick the words below that they think appear on the pages that start with **commotion** and end with **competitive**. Then they look on pages 146–147 of the *Oxford Students' Dictionary* to check.

|             |                                     |             |                                     |
|-------------|-------------------------------------|-------------|-------------------------------------|
| computer    | <input type="checkbox"/>            | common      | <input type="checkbox"/>            |
| communism   | <input checked="" type="checkbox"/> | committee   | <input type="checkbox"/>            |
| concentrate | <input type="checkbox"/>            | compare     | <input checked="" type="checkbox"/> |
| company     | <input checked="" type="checkbox"/> | complicated | <input type="checkbox"/>            |

### Exercise 1 Nouns and verbs

**advice** <sup>w0</sup> /əd'vaɪs/ **noun** [U] an opinion that you give sb about what they should do: *She took her doctor's advice and gave up smoking.* ◊ *Let me give you some advice ...*

**advise** <sup>w0</sup> /əd'vaɪz/ **verb** 1 [I,T] ~ sb (to do sth); ~ (sb) (against sth/against doing sth); ~ (sb) on sth to tell sb what you think they should do: *I would strongly advise you to take the job.* ◊ *They advised us not to travel on a Friday.* ◊ *The newspaper article advised against eating too much meat.* ◊ *He did what the doctor advised.* ◊ *She advises the Government on economic affairs.* ◊ note at **recommend** 2 [T] (formal) ~ sb (of sth) to officially tell sb sth; to inform sb

- Students look up the words *advice* and *advise* in their dictionary.
- Focus on the dictionary entries and elicit the following information:
  - advice* and *advise* are both Oxford 3000 keywords.
  - advice* is a noun and *advise* is a verb.
  - advise* means to tell somebody what you think they should do in a particular situation, whereas *advice* means an opinion you give someone about what they should do.
  - We can say *advise sb to do sth*.
- Focus on the example in the table. Explain that students should look up the words in the box to find out if they are nouns or verbs. Then, they should write them in the correct column.
- Students look up the words individually. Check the answers.

#### ANSWERS

**verbs:** advise, believe, canvass, devise, extend

**nouns:** advice, belief, canvas, device, extent

### Exercise 2 English words of Greek origin

**analysis** <sup>w0</sup> **AW** /ə'næləsɪs/ **noun** (pl. *analyses* /-sɪz/) 1 [C,U] the careful examination of the different parts or details of sth: *Some samples of the water were sent to a laboratory for analysis.* 2 [C] the result of a careful examination of sth: *Your analysis of the situation is different from mine.*

- Students look up *analysis* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - analysis* is an Oxford 3000 keyword.
  - The plural form is *analyses*.
  - It means the careful examination of the different parts or details of something.
  - We can say *send sth to a laboratory for analysis*.
- Focus on the example sentence and explain that students should look up the words in the box and complete the dictionary definitions.
- Students look up the words individually. Check the answers.

#### ANSWERS

1 analysis 2 criteria 3 hygiene 4 phobia 5 dilemma  
6 antibiotic

### Follow-up

Self Check, Workbook pages 26–27

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

# 4

# Future life

## This unit includes

**Vocabulary:** city life • suffixes • ecology • the future • colours

**Grammar:** future time • future continuous and future perfect

**Skills:** talking about future plans • talking about predictions

**Writing:** a blog

**Workbook pages 28–35**

## Reading PAGES 30–31

### Warm-up

- Look at the unit title and ask students: *How will life in your country be different in 50 years?*
- Read the title of the reading page, *Saving the future*. Ask students: *What dangers face the Earth in the future?*

### Before Reading

- Students look at the photos and discuss the questions in pairs. Encourage them to use the words in the box. Compare the answers with the class.

### ANSWERS

Students' own answers.

### Background Notes

The text is an interview with a leading engineer of the Masdar Project in Abu Dhabi. Masdar is a planned city that is being built 17 km from the city of Abu Dhabi. The project started in 2006 and the city is projected to take eight years to build. Masdar will house 50,000 people and 1,500 businesses and it will rely entirely on solar energy and other renewable energy sources. There will also be a university, the Masdar Institute of Science and Technology. Cars will be banned.

## Read

### Exercise 1 1.25

- Read through the **Reading tip** with students. Check understanding by asking: *What should you look for in the interviewees responses?* [key words, names and dates]
- Play the CD while students read the text. Give them time to scan the text again and choose the correct answers. Check the answers.

### ANSWERS

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

### Exercise 2

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

### ANSWERS

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

## Optional Activity: Reading skills

**Aim:** To focus on the order of the information presented in an interview.

**Preparation:** Write the following questions on the board.

*What is the UAE going to do to improve its carbon footprint?* [2]

*What's the name of the city?* [3]

*How will the residents of Masdar get around?* [6]

*How will the inhabitants earn a living?* [8]

*Is the desert the right place to build a city like this?* [4]

*How much difference do you think Masdar will make to Abu Dhabi's high carbon footprint?* [9]

*Why here?* [1]

*How will the city provide its residents with water?* [5]

*When will the city welcome its first inhabitants?* [7]

Books closed. Students work in pairs to number the questions in the order they appear in the interview. They check the order with the reading text.

Number the questions on the board in the right order.

Books closed. Students in pairs role play the interview.

Student A is a reporter and Student B is an engineer. Then swap roles.

## 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: The good and the bad

Books closed. Write the heading MASDAR on the board. Draw two columns underneath with the headings *GOOD THINGS* and *BAD THINGS*. Put students in pairs and ask half the class to think of good things about living in Masdar and the other half to think of bad things. Write their ideas on the board. Then ask them to look at the text and see which of their ideas are mentioned.

### SAMPLE ANSWERS

- Masdar will be a very modern city. There will be no cars and no pollution, so it will be quite quiet. However, the city will have no character, as it is completely new, and there will be no historical old part. It may also feel a bit claustrophobic living inside the city walls.
- Because the reserves of oil and gas are running out, and governments have to find an alternative source of energy.
- It will be very important as it will bring young people to the area. It will also produce top scientists who may later work in the city.
- No, I think other countries will invest more money in researching alternative energy sources, rather than building planned cities.

## Vocabulary

### Teaching Tip: Word stress

Remind students that most words maintain the same word stress when they add prefixes and suffixes, e.g. *convention* – *conventional*, *special* – *specialize*. Point out that in some cases the word stress changes, e.g. *reside* – *resident*; *irrigate* – *irrigation*. Encourage students to underline the stress of 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 uninhabitable 2 measure 3 alternative 4 sustainable  
5 specialize 6 sceptical 7 desalination 8 enrolments  
9 harshest 10 conventional 11 irrigation 12 residents  
13 renewable 14 shaded 15 prompted

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

**alternative** is a noun which means something that is different from what is usual or traditional. *Alternative* can also be an adjective and the adverb is *alternatively*.

**conventional** is an adjective which describes somebody or something that always behaves in a traditional or normal way. The antonym of *conventional* is *unconventional*. The noun is *convention* and the adverb is *conventionally*.

**desalination** is a noun which means the process of removing salt from sea water.

**enrolment** is a noun which means the act of becoming a member of a school, university, etc. The verb is *to enrol*.

**harsh** is an adjective which describes something that is unpleasant or difficult to live in, look at, listen to, etc.

**irrigation** is a noun used in agriculture which means the act of supplying water to land and crops using pipes and small canals. The verb is *to irrigate*.

**measure** is a noun which means a way of describing the size, amount, etc. of something. *Measure* can also be a verb. The noun *measurement* means a size, amount, etc. that is found by measuring.

**prompt** is a regular verb which means to make somebody decide to do something. The third person singular form is *prompts* and the past simple form is *prompted*. We use the construction *to prompt sb to do sth*.

**renewable** is an adjective used to describe sources of energy that will always exist, e.g. solar energy and wind energy. The opposite is *non-renewable*, e.g. coal, oil and natural gas. The verb is *to renew*.

**resident** is a noun which means a person who lives in a place. The verb is *to reside*, more nouns are *residence* and *residency*, and the adjective is *residential*.

**sceptical** is an adjective that describes someone who doubts that something is right. The noun is *sceptic*.

**shade** is a regular verb which means to protect something from direct light. The third person singular form is *shades* and the past simple form is *shaded*. *Shade* can also be a noun.

**specialize** is a regular verb which means to give most of your attention to one subject. The third person singular form is *specializes* and the past simple form is *specialized*.

**sustainable** is an adjective which describes something that uses natural products and energy in a way that doesn't harm the environment. The opposite is *unsustainable*. The verb is *to sustain* and the noun is *sustainability*.

**uninhabitable** is an adjective which describes a place that is impossible to live in. The opposite is *habitable*. The verb is *to inhabit*. More adjectives are *inhabited* and *uninhabited*. *Habitat* is a noun that means the natural home of a plant or an animal.

### Quick Test: Matching race

Write the following on the board:

|                 |                |                 |
|-----------------|----------------|-----------------|
| <i>alternat</i> | <i>ation</i>   | [alternative]   |
| <i>conven</i>   | <i>itable</i>  | [conventional]  |
| <i>desal</i>    | <i>ment</i>    | [desalination]  |
| <i>enrol</i>    | <i>tional</i>  | [enrolment]     |
| <i>irrig</i>    | <i>ination</i> | [irrigation]    |
| <i>resid</i>    | <i>ize</i>     | [resident]      |
| <i>sceptic</i>  | <i>able</i>    | [sceptical]     |
| <i>special</i>  | <i>al</i>      | [specialize]    |
| <i>sustain</i>  | <i>ive</i>     | [sustainable]   |
| <i>uninhab</i>  | <i>ent</i>     | [uninhabitable] |

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

### Optional Activity: An ideal city

**Aim:** To discuss the ideal city.

**Preparation:** Write the following on the board:

*The ideal city*

*location*  
*housing*  
*transport*  
*power*  
*work*  
*entertainment*

Students in pairs discuss the different points about the ideal city in pairs. Compare ideas with the class and have a class vote on the best city.

### More practice

Workbook page 28

# Vocabulary

PAGE 32

## Target Vocabulary

**An ecologist's dream:** alternative conventional desalination enrolment harsh irrigation measure prompt renewable resident sceptical shade specialize sustainable uninhabitable

**Suffixes:** assistant conventional environmental industrialize inhabitant modernize participant regional specialize

**City life:** bicycle lanes city dwellers commuters congested opportunities planners rush hour

## 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 difficult to bear?* [harsh] *What do we call the removal of salt from water?* [desalination]
- Students complete the sentences. Check the answers.

### ANSWERS

1 alternative 2 conventional 3 sceptical 4 shade  
5 sustainable 6 measure 7 specializes 8 uninhabitable  
9 Enrolment 10 renewable 11 desalination 12 residents  
13 prompted 14 Irrigation 15 harsh

## Extend

### Exercise 1 Suffixes

- Focus on the first rule with students. Elicit that *commercial* is an adjective and *commercialize* is a verb. Elicit the missing word. [adjectives]
- Students work individually or in pairs to complete the remaining rules. Check the answers.

### ANSWERS

1 adjectives 2 verbs 3 nouns

### Teaching Tip: Verbs ending in -ize

Verbs ending in -ize can also be written with the suffix -ise, e.g. *industrialise, modernise, specialise*.

### Exercise 2

- Focus on the example with students and elicit that *special* is an adjective and *specialize* is a verb.
- Students work individually or in pairs to complete the table. Check the answers.

### ANSWERS

**-al:** conventional, environmental, regional

**-ize:** specialize, industrialize, modernize

**-ant:** assistant, inhabitant, participant

### Exercise 3

- Focus on the example and explain that students may need to change the form of the words to complete the spaces.
- Students continue completing the sentences individually or in pairs. Check the answers.

### ANSWERS

1 specializes 2 industrialized 3 regional 4 modernized  
5 assistant 6 conventional 7 inhabitants 8 participants  
9 Environmental

## Exercise 4 City life

- Focus on the words in the box. Get students to check the meaning of the words in a dictionary or with you.
- Students complete the exercise individually or in pairs. Check the answers.

### ANSWERS

1 city-dwellers 2 opportunities 3 planners  
4 Congested 5 rush hour 6 commuters 7 Bicycle lanes

## Optional Activity: Word families

**Aim:** To focus on word families and expand students' vocabulary.

**Preparation:** Draw the table below on the board. Focus on the first adjective (conventional) and elicit other words in the family. Write the new words in the columns. Students continue completing the tables in pairs. They check their answers by looking up the new words in a dictionary.

| noun                      | verb         | adjective                                                           |
|---------------------------|--------------|---------------------------------------------------------------------|
| [convention]              | –            | <i>conventional</i><br>[unconventional]                             |
| [renewal]                 | [to renew]   | <i>renewable</i><br>[non-renewable]                                 |
| [sustainability]          | [to sustain] | <i>sustainable</i><br>[unsustainable]                               |
| [habitat]<br>[inhabitant] | [to inhabit] | <i>uninhabitable</i><br>[habitable]<br>[inhabited]<br>[uninhabited] |

## Quick Test: Quick-fire word formation

Divide the class into four teams. Give the first person in each team a piece of paper. Read out the first definition and give students three seconds to write the word. Ask them to pass the piece of paper to the second student. Read out the second definition and give students three seconds to write the word. Continue until you have read out all the definitions. Collect the pieces of paper and correct the answers with the class. The winner is the team with the most correct answers.

*Someone who resides somewhere* [resident]

*Someone who participates* [participant]

*Something that people make more modern* [modernize]

*Something connected to the environment* [environmental]

*Someone who assists you* [assistant]

*Somewhere you can't inhabit* [uninhabitable]

*Someone who plans* [planner]

*Somewhere that people make more industrial* [industrialize]

*Something that sustains itself* [sustainable]

*Something you can renew* [renewable]

*Something that follows conventions* [conventional]

*Someone who commutes* [commuter]

## Vocabulary Notebooks

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

## Talking about the future

### Warm-up

- Ask students: *Do you ever go to exhibitions? Which exhibitions have you been to recently?*

### Explore

#### Exercise 1

- Students look at the picture. Ask: *What can you see?* Tell students to read the dialogue to check their answers.
- Students read the dialogue again and answer the question. Check the answers.

#### ANSWERS

present continuous (What are you doing next week?); *going to* (I'm going to visit); present simple (When does it start?); *will* (I think I'll come with you).

#### Teaching Tip: Future tenses

Students tend to overuse *will* when they are talking about the future in English. Remind them of the other tenses they can use and explain that each tense is used in a particular situation. When students use *will* instead of one of the other tenses, use the prompt *Situation?* and ask them to repeat the sentence correctly.

#### Exercise 2

- Read through the **Learn this!** box with students and elicit one example sentence from the dialogue for each of the situations. [Arrangements: *one company is making a presentation ... on Saturday morning*; Plans: *I'm going to visit the 'Home of the Future' exhibition*; Timetables: *When does it start?* Spontaneous decisions: *I'll meet you there at 9 o'clock*; Offers and promises: *I'll bring some sandwiches for lunch*; Predictions: *I think it'll be good fun! It's going to be busy*].
- Focus on the first sentence and elicit the situation. [spontaneous decision] Students continue analysing the sentences individually or in pairs. Check the answers.

#### ANSWERS

- 1 spontaneous decision 2 plan 3 arrangement  
4 prediction 5 timetable 6 promise

#### Follow-up

Grammar Reference page 100

### Exploit

#### Exercise 1

- Focus on the example and elicit why answer B is correct. [we use *will* for a spontaneous decision]
- Students choose the best answer individually or in pairs. Check the answers with the class.

#### ANSWERS

- 1 B 2 A 3 B 4 A 5 A

#### Exercise 2

- Read through the **Look out!** box with students. Highlight that sometimes we can use present continuous or *going to* to talk about arrangements. Ask: *What is the emphasis when we use present continuous?* [who, where and when] *What is the emphasis when we use going to?* [the intention]
- Focus on the example and elicit why *going to* is the right verb tense. [because climbing Mount Everest is the speaker's intention]
- Students complete the sentences individually or in pairs. Check the answers.

#### ANSWERS

- 1 going to climb 2 having 3 going to do 4 giving  
5 going to study

#### Quick Test: Error correction

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

*I help you with your bags.* ['I'll help]  
*Tina will play tennis with her sister later.* [is playing]  
*Call me tonight. I think I'm going to be in.* ['I'll be]  
*The film tonight will start at 7.15 p.m.* [starts]  
*Is that the phone? I answer it.* ['I'll answer]  
*I will buy a new laptop on Saturday.* ['m going to buy]  
*Thanks for the money. I pay you back tomorrow.* ['I'll pay]  
*Look at those clouds! It will rain!* ['s going to rain]

#### More practice

Workbook page 30

Grammar Builder page 101, exercises 1–3

#### ANSWERS GRAMMAR BUILDER 4 (PAGE 101)

##### Exercise 1

- 1 're meeting / 're going to meet 2 is going to win  
3 'I'll help 4 're going to visit / 're visiting 5 'I'll tell  
6 leaves 7 will live 8 starts

##### Exercise 2

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

##### Exercise 3

- 1 leaves 2 will 3 coming 4 aren't 5 be 6 are

## Looking forward

### Target Vocabulary

**Ecology:** deforestation desertification overpopulation  
reclamation (water) contamination

**The future:** forecast premonition scenario prediction

## Warm-up

- Ask: *What environmental problems has your country got?*

## Vocabulary

### Exercise 1

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

#### ANSWERS

- 1 overpopulation 2 reclamation 3 deforestation  
4 water contamination 5 desertification

### Exercise 2

- Students discuss the questions in pairs.

#### ANSWERS

Students' own answers.

### Exercise 3

- Students work individually. Check the answers.

#### ANSWERS

- 1 overpopulation 2 Deforestation 3 reclamation  
4 desertification 5 Contamination

### Exercise 4

- Students work individually. Check the answers.

#### ANSWERS

- 1 d 2 a 3 b 4 c

## More practice

Workbook page 31

## Listen

### Exercise 1 1.26

- Play the CD once for students to do the task. Check the answers.

#### ANSWERS

- 1 c 2 a 3 b

### Exercise 2 1.26

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

#### ANSWERS

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

#### TAPESCRIPT

**Presenter** In tonight's debate we have university professor David Wright and well-known scientist Millie Evans in the studio, two old friends of the programme who are going to discuss some of the predictions that experts have been making about the consequences of climate change. Now, you'll both have heard

how the famous ecologist James Lovelock recently said that the reclamation and recycling of waste uses more energy than normal waste disposal. What do you think about those comments?

**Millie Evans** Of course I don't agree! How can Lovelock say he's an ecologist? He believes in nuclear power!

**Presenter** He also says we'll all have to go and live in the Arctic soon because of the desertification of the rest of the planet. He says it'll be uninhabitable because of the heat.

**Millie Evans** Well, he might be right about that.

**David Wright** Unfortunately, I don't know who to agree with! We seem to have entered into a period where the newspapers are full of the opinions of a small group of scientists. People forget that forty years ago all these experts said that there would be no space on the planet today because of overpopulation. They also said there would be more oil!

**Millie Evans** Come on David, just because some experts made two incorrect predictions doesn't mean that all scientists' forecasts about the future are wrong!

**David Wright** I'm not sure. A psychologist called Philip Tetlock studied over 80,000 predictions during 20 years by specialists in economics, science and politics and guess what he discovered?

**Presenter** What?

**David Wright** That the average expert is no better at predicting the future than the man in the street!

**Millie Evans** Oh, I'm afraid I can't believe that!

**David Wright** Well Millie, perhaps you should read the book he's just published about it. And one of the most important writers on the subject, Nassim Taleb, has invented a phrase to describe this modern habit of making predictions. He calls it 'the scandal of prediction'.

**Millie Evans** It would seem David that you and your experts think we should do nothing about pollution and contamination! Are you being serious?

**David Wright** We are not saying that, Millie. I believe very much in conservation and trying, for example, to avoid things like deforestation, but we should also trust our own instincts and not listen to experts who just want to create a climate of fear. The world isn't about to end!

**Presenter** A climate of fear! The perfect title for our conversation! Well, now we're just going to let our listeners give their opinions ...

## Speak

- Students ask and answer the questions in pairs.

#### ANSWERS

Students' own answers.

### Optional Activity: Dialogue

**Aim:** To practise speaking about environmental problems.

**Preparation:** Write the following dialogue on the board.

A *Where is deforestation a problem?*

B *In the Amazon rain forest.*

A *What do you think will happen?*

B *I think they'll cut down all the trees.*

Students practise the dialogue in pairs. Then get them to practise the dialogue with the other words from Vocabulary.

## More practice

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

## Future continuous and future perfect

### Warm-up

- Ask students: *What will schools be like in the future?*

### Explore

#### Exercise 1

- Students look at the picture and discuss the question in pairs. Compare the answers with the class.

#### ANSWERS

Students' own answers.

#### Exercise 2

- Students read the text and answer the question. Check the answers.

#### ANSWERS

Teachers will use interactive whiteboards and students will use tablet computers.

#### Exercise 3

- Students underline examples of future continuous and future perfect in the text. Then, they complete the rules. Check the answers.

#### ANSWERS

**future continuous:** will be using, will soon be falling

**future perfect:** will have installed, will have replaced

1 completed by 2 happening at

#### Teaching Tip: Short forms

Students often find it difficult to pronounce the short form of *will*. Model the following drill and practise it with different verbs to give them more confidence:

he / finish

he'll finish – he'll be finishing – he'll have finished

I / go

I'll go – I'll be going – I'll have gone, etc.

Encourage students to use short forms when they are speaking. If they make a mistake, use the prompt: *Short form?* and ask them to repeat the sentence correctly.

### Follow-up

Grammar Reference page 100

### Exploit

#### Exercise 1

- Students choose the correct tense individually or in pairs. Check the answers.

#### ANSWERS

1 be doing 2 have been 3 have finished 4 be studying  
5 be staying 6 have finished

#### Exercise 2

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

#### ANSWERS

1 will be participating 2 will have stopped 3 will be doing  
4 will have connected 5 will be looking 6 will have seen

#### Exercise 3

- Students write sentences individually. Compare sentences with the class.

#### ANSWERS

Students' own answers.

#### Exercise 4

- Students write sentences individually. Compare sentences with the class.

#### ANSWERS

Students' own answers.

#### Quick Test: Sentence transformation

Write the following sentences on the board. Give students time to finish them using future continuous and future perfect.

*I'm going to the cinema at 7.15.*

*At 7.30, [I'll be watching a film].*

*The boys have football training at six o'clock.*

*At 6.15, [they'll be playing football].*

*My brother is starting university in September.*

*In October [he'll have started university].*

*We land in New York at 19.20.*

*At 18.00, [we'll be flying to New York.].*

*I'm seeing the doctor at 10.30.*

*At 12 [I'll have seen the doctor].*

*My grandparents are moving house in June.*

*In July [they'll have moved house].*

*Dan's English class starts at 12.30.*

*At 12.45, [he'll be studying English].*

*We're having dinner at seven o'clock.*

*At eight o'clock, [we'll have had dinner].*

### More practice

Workbook page 32

Grammar Builder page 101, exercises 4–6

#### ANSWERS GRAMMAR BUILDER 4 (PAGE 101)

#### Exercise 4

- He'll be sitting in the school canteen with his classmates.
- He'll have had breakfast.
- Peter will have given his homework to his teacher.
- Peter will be chatting about the weekend.
- He'll have cycled to school.
- Peter and his classmates will be eating lunch.

#### Exercise 5

- 'I'll have finished
- 'I'll have left
- 'I'll be starting
- 'I'll be living
- 'I'll have found

#### Exercise 6

- have sent
- be playing
- have heard
- be enjoying
- be doing
- be working
- have studied
- have read

## A blog

### Target Language

**Time clauses:** after as soon as before by the time  
once until when

## Warm-up

- Focus on the text and establish that it is a blog. Ask students: *Have you ever written a blog?*

## Read

### Exercise 1

- Students scan the blog and answer the questions. Check the answers.

### ANSWERS

- He writes about his final exams.
  - He explains that he'll be moving to the UAE to study at Masdar.
  - He suggests a bloggers' meeting in London. He asks for a volunteer to organize a meal.
- Focus on the blog and elicit the following information:
    - We start a blog with some friendly opening comments.
    - The style is informal and conversational, so we can use short forms, imperatives and questions.
    - We finish a blog with some questions for other bloggers.

### Exercise 2

- Students scan the blog again and underline the examples. Check the answers.

### ANSWERS

- get through, get on with, go off
- How is everybody? What about all of you out there? Can anyone tell me about life there? So how about a Student Times bloggers' meeting ...? Any volunteers?
- Let me know! Come and visit me! Don't forget to write an entry and tell the Student Times blog about ...
- Actually, ... Anyway, ...

## Prepare

- Read through the **Writing tip** with the students. Check understanding by asking: *Which words usually introduce future time clauses?* [after, as soon as, before, by the time, once, until and when] *Which tense do we usually use?* [present simple] *Which tense do we use to show one thing will happen before another?* [present perfect]
- Students do the exercise individually or in pairs. Check the answers.

### ANSWERS

- I'll search all the university websites until I find the course I want to do.
- We'll watch TV as soon as we finish / 've finished all our revision.
- When we arrive at the campus, I'll show you the new science centre.
- Once I've saved enough money, I'm going buy a bicycle.

- I'll leave for the UAE after I buy / 've bought a ticket.
- Mark will be studying abroad until he comes home to start his new job.
- I'll check the price before I buy the computer.
- Dad will have gone to work by the time we get up.

### Teaching Tip: Punctuation of questions and imperatives

We use a question mark (?) at the end of a direct question.  
We use an exclamation mark (!) at the end of a sentence which expresses surprise, enthusiasm or shock.

## Write

### Exercise 1

- Focus on the writing plan. Students think of a future event and write notes about it. Monitor and help.

### Exercise 2

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

### SAMPLE ANSWER

Hi there everyone! How are you all? Sorry I haven't added an entry recently, but I've been busy organizing our end-of-term party. I'm really looking forward to it and I hope you are too! The party itself is on Friday 27th in the school hall, and we're hoping that everyone is going to dress up. The party has an international theme, so we want everyone to choose a country to represent. I'm going to represent Japan, so I'll be wearing a kimono!

We also want people to bring along a typical dish from the country they've chosen. I'm going to make tempura, but I'm not very sure how to cook it. Can anyone give me any ideas? Anyway, the party isn't for another three weeks yet, so we've got plenty of time to get together for a bike ride. Is anyone free next Saturday? We could plan a route by the side of the river and take some sandwiches with us for lunch. Who fancies coming?

Don't forget to write an entry and tell us which country you've chosen for the party. We don't want everyone turning up in baseball caps!

### MARKING SCHEME

- Blog organized into three or four paragraphs. [1 mark]
- Blog starts with friendly opening comments. [1 mark]
- Paragraph one mentions a future event. [1 mark]
- Paragraphs two and three give more information about the event. [1 mark]
- Paragraph four includes some questions. [1 mark]
- Use of conversational language including appropriate use of short forms. [1 mark]
- Appropriate use of punctuation in questions and imperatives. [1 mark]
- Appropriate use of phrasal verbs. [1 mark]
- Appropriate use of adverbs. [1 mark]
- Correct use of grammar and spelling. [1 mark]

## More practice

Workbook page 33

## Language Skills

### Exercise 1 1.27

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

#### ANSWERS

1 surprising 2 going 3 premonition 4 sustainable  
5 expert 6 city planner 7 congested 8 traffic jams  
9 love 10 finished

### Exercise 2

- Students work individually. Check the answers.

#### ANSWERS

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

### Exercise 3

- Students work individually. Check the answers.

#### ANSWERS

1 b 2 b 3 a 4 b 5 a

## Dictionary Corner

### Teaching Tip: Collocations

Important phrases and words that go together (collocations) are printed in **bold** type within the examples of a dictionary entry.

**Activity:** Write the following definitions on the board:

*To tell everyone there is an emergency.* [raise the alarm]  
*To make something better.* [raise standards]  
*To look after children until they become adults.* [raise a family]  
*To get funding for a particular purpose.* [raise money]  
*To introduce a topic in conversation.* [raise a subject]  
*To speak loudly or angrily.* [raise your voice]

Students look up the verb **raise** to find the collocations that match the definitions.

### Exercise 1 Colours: figurative meanings

**green**<sup>2</sup> **W** /grin/ **noun** 1 [C,U] the colour of grass or leaves: *They were dressed in green.* ◊ *The room was decorated in greens and blues.* 2 **greens** [pl.] green vegetables that are usually eaten cooked: *To have a healthy complexion you should eat more greens.* 3 [C] (BrE) an area of grass in the centre of a village 4 [C] (SPORT) a flat area of very short grass used in games such as GOLF 5 **the Greens** [pl.] (POLITICS, ENVIRONMENT) the Green Party (=the party whose main aim is the protection of the environment)

- Students look up *green* as a noun in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - *green* as a noun has five different meanings. The definition for **the Greens** can be found at meaning 5.
  - *the Greens* is related to ecological issues.
- Students look up the other words and say if they are related to ecological issues or not.

## ANSWERS

Related to ecological issues: the Greens, green belt, greenhouse effect

### Exercise 2

**black**<sup>1</sup> **W** /blæk/ **adj.** 1 of the darkest colour, like night or coal 2 belonging to a race of people with dark skins: *the black population of Britain* ◊ *black culture* 3 (used about coffee or tea) without milk or cream: *black coffee with sugar* 4 very angry: *to give sb a black look* 5 (used about a situation) without hope; depressing: *The economic outlook for the coming year is rather black.* 6 funny in a cruel or unpleasant way: *The film was a black comedy.*

- Students look up *black* as an adjective in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - *Black* has six meanings. Meaning 4 includes information about a *black look*. Here *black* means *angry*.
- Focus on the example and explain that students should look up the words and find the expressions containing the colours. They should then replace the colour in the sentence with a word from the box.
- Students work individually or in pairs. Check the answers.

#### ANSWERS

1 angry 2 inexperienced 3 sad 4 ecological  
5 vegetables

### Exercise 3

**black 'belt** **noun** [C] (SPORT) 1 a belt that you can earn in some fighting sports such as JUDO or KARATE which shows that you have reached a very high standard 2 a person who has gained a black belt

- Students look up *black belt* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - *black belt* has two meanings, both of which are associated with judo or karate.
- Focus on the example. Explain that students should look up the words to find out which person they are associated with.
- Students work individually or in pairs. Check the answers.

#### ANSWERS

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

### Follow-up

Self Check, Workbook pages 34–35

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

## Literature Corner 2 PAGE 38

### Lipstick

#### Exercise 1

- Focus on the title. Ask students: *When do people normally use lipstick?* [before they go somewhere special]
- Students scan the text and answer the question.

#### ANSWER

It's a crime story.

#### Exercise 2 1.30

- Play the CD once for students to do the task. Check the answers.

#### ANSWERS

- 1 The name of the narrator is Miss Baring. She was the dead girl's cousin.
- 2 She saw the woman at the window using lipstick, then she saw her on the pavement.
- 3 Miss Smith
- 4 In her bag
- 5 It was probably flat if cars had run over it, and it was covered in mud.

#### Exercise 3

- Students do the task individually or in pairs. Compare answers as a class.

#### 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 PAGE 39

### Read

#### Exercise 1

- Students scan the text and answer the question. Check the answer.

#### SAMPLE ANSWER

The houses are environmentally friendly.

#### Exercise 2

- Students work individually. Check the answers.

#### ANSWERS

A 6 B 5 C 1 D 2

#### Exercise 3

- Students do the task individually or in pairs. Compare answers as a class.

### Listen

#### Exercise 1 1.31

- Play the CD once for students to do the task. Check the answers.

#### ANSWERS

1 b 2 e 3 a 4 d 5 c

#### TAPESCRIPT

**Caroline** Now that's what I call a cool building. Where's that?

**Katy** Well, it hasn't been built yet but it's going to be built in eastern Europe.

**Caroline** It's really original. It's so modern but I think it really fits in well with all those old buildings around it. What are they going to use it for?

**Katy** It'll contain shops, restaurants and offices. The square was used as a car park before so it'll definitely be an improvement.

**Caroline** It certainly will! Who designed it?

**Katy** Zaha Hadid.

**Caroline** Who?

**Katy** You don't know who Zaha Hadid is! She's one of the reasons why I want to study architecture at university!

**Caroline** I like looking at good architecture but I don't know the names of any architects. What's so special about her?

**Katy** For a start, in 2004 she was the first woman to win the most important award in architecture in the world. She's also got her own design firm with over 250 employees in London.

**Caroline** Really? So she's British then.

**Katy** Well, she was born in Baghdad, but she's worked all over the world. She's also taught architecture at some famous universities in the USA.

**Caroline** Very impressive. I can see why she interests you.

**Katy** Well, it's her designs that really interest me. They're never conventional but the buildings she creates are practical. She's not one of these architects that designs buildings that look good but are uninhabitable.

**Caroline** So which famous buildings has she done?

**Katy** There are lots, but the most recent are the swimming centre for the London Olympic Games and a museum in the capital of Italy, Rome. But some people say her best building is a science museum that opened in Germany in 2005. Look, here are some pictures I've downloaded.

**Caroline** They're really modern, aren't they?

**Katy** Yes, but she says she's inspired by the world's first architects of 6,000 years ago, the Sumerians.

**Caroline** Sumer, that's ... that was in southern Iraq.

**Katy** That's right. They were the world's first city planners. And when Hadid was a child she used to visit the area with her father. She says the history of the place inspired her.

**Caroline** I'm sure the Sumerians would be very surprised to know that they have had an effect on modern architecture.

**Katy** Well, that just shows how good they were, doesn't it!

#### Exercise 2 1.31

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

#### ANSWERS

- 1 Shops, restaurants and offices
- 2 2004
- 3 over 250
- 4 architecture
- 5 the swimming centre
- 6 6,000 years ago in southern Iraq

### Write and speak

#### Exercises 1 and 2

- Focus on the instructions. Students make notes.
- Students then discuss their notes with a partner.

**This unit includes**

**Vocabulary:** ancient monuments • world heritage sites • artefacts • easily confused words

**Grammar:** the passive • impersonal passive

**Skills:** discussing famous places • describing buildings

**Writing:** a description

**Workbook pages 36–43**

**Reading** PAGES 40–41**Warm-up**

- Look at the unit title and ask students: *What do you understand by 'our global heritage'?*
- Read the title of the reading page, *Preserving history*. Ask: *Do you think we should preserve historical sites? Why?*

**Before Reading**

- Students look at the photos and match the places to the pictures.
- They discuss the questions in pairs. Students tell the class about their partner.

**ANSWERS**

- 1 the Great Wall of China    2 Petra, Jordan  
3 the Great Pyramid of Giza, Egypt    4 Machu Picchu, Peru  
5 the Lighthouse of Alexandria, Egypt  
Students' own answers.

**Background Notes**

The text compares the list of the Seven Wonders of the Ancient World to the internet poll of 2007, which aimed to compile a new list of historical sites. The original list included the Hanging Gardens of Babylon, the statue of Zeus, Artemis's Sanctuary, the Mausoleum of King Mausolos, the Colossus of Rhodes, the Lighthouse of Alexandria and the Great Pyramid of Giza. The new list includes Chichen Itza in Mexico, the Taj Mahal in India, Petra in Jordan, Christ the Redeemer in Brazil, the Colosseum in Italy, the Great Wall of China and Machu Picchu in Peru. The text concludes by contrasting the frivolity of this internet poll to the seriousness with which the United Nations Educational, Scientific and Cultural Organization (UNESCO) takes the job of protecting historical monuments.

**Read****Exercise 1**

- Students read the **Reading tip**. Check understanding by asking: *Which school subject can help you read this text?* [history]
- Students in pairs discuss what they know about the seven wonders. Compare knowledge as a class.

**ANSWERS**

Students' own answers.

**Exercise 2**

- Students read the text and choose the correct answers. Check the answers.

**ANSWERS**

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

**Exercise 3**  2.02

- Give students time to read the sentences before they read the text for a second time.
- Play the CD while students do the task. Check the answers.

**ANSWERS**

1 F    2 T    3 F    4 T    5 T

**Optional Activity: Reading skills**

**Aim:** To focus on the content of paragraphs.

**Preparation:** Write the following headings on the board.

*A modern internet poll* [3]

*The phenomenon of list-writing* [1]

*Protecting world heritage* [4]

*The Greeks as tourists* [2]

Students match the headings to the paragraphs in the text.

Read out the following sentences and elicit the paragraph they have been taken from:

*And although such activities are often seen as just entertainment, they do raise our awareness of the need to protect and preserve monuments.* [4]

*Furthermore, it wasn't impartial, as five of the wonders were built by the Greeks themselves and the list is really a celebration of Greek building techniques.* [2]

*The Ancient Greeks started the fashion with a list that has remained popular for centuries.* [1]

*This omission immediately met with worldwide disapproval.* [3]

**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**

Focus on question 2. Brainstorm tourist attractions in your country with students and write their ideas on the board. Tell students to write a Top Ten list of attractions individually. Then put students in pairs and tell them they must agree on a list of the Top Five tourist attractions. Now put students into groups of four and tell them they must agree on a list of the Top Three tourist attractions. Finally have a class vote on the most popular tourist attraction of their country.

**SAMPLE ANSWERS**

- If the monuments are included in the list, this will give them publicity, which will attract more tourists to the country.
- Students' own answers.
- Students' own answers.
- People like lists because they're very short and simple. They're also easy to remember.

## Vocabulary

### Teaching Tip: Irregular plurals

Remind students of the rules for making the plural forms of nouns and encourage them to make a note of irregular plural forms next to the noun in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

- Most nouns: add -s to the singular, e.g. *contender* – *contenders*, *technique* – *techniques*.
- Nouns which end in -sh, -ch, -s, -x, or -z, add -es, e.g. *crash* – *crashes*, *church* – *churches*, *bus* – *buses*, *box* – *boxes*, *buzz* – *buzzes*.
- Nouns which end in consonant + y, change y to i and add -es, e.g. *controversy* – *controversies*, *sanctuary* – *sanctuaries*.
- Some words which come from foreign languages have special plurals, e.g. *crisis* – *crises*; *phenomenon* – *phenomena*.

### Exercise 1

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

#### ANSWERS

1 poll 2 contenders 3 proclaimed 4 heritage  
5 phenomenon 6 categorize 7 controversy  
8 disapproval 9 techniques 10 compile  
11 scholars 12 omission 13 sanctuary 14 impartial  
15 publicity stunt

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

**categorize** is a regular verb which means to divide people or things into groups. The third person singular form is *categorizes* and the past simple form is *categorized*. The noun form is *category*. The adjective is *categorical* and the adverb is *categorically*.

**compile** is a regular verb which means to collect information and arrange it in a list. The third person singular form is *compiles* and the past simple form is *compiled*. The noun form is *compilation*.

**contender** is a noun which means a person who may win a competition. The verb is *to contend*.

**controversy** is an noun which means public discussion and disagreement about something. The plural form is *controversies* and the adjective is *controversial*.

**disapproval** is a noun that means a feeling that something is bad or wrong. The verb is *to disapprove*. The adjective is *disapproving*.

**heritage** is a countable noun which is usually used in the singular. It means traditions, language and customs that exist from the past and have historical importance for a country.

**impartial** is an adjective that describes somebody that does not support one person or group more than another. *Neutral* is a synonym of *impartial*. The adverb is *impartially* and the noun form is *impartiality*.

**omission** is a noun which means something that has not been included. The verb is *to omit*.

**phenomenon** is a noun which means a fact or an event in nature or society, especially one that is interesting or unusual. The plural form is *phenomena*.

**poll** is a noun which means a study in which people are asked for their opinion about something. *Poll* can also be used as a verb.

**proclaim** is a regular verb which means to make something known publicly. The third person singular form is *proclaims* and the past simple form is *proclaimed*. The noun form is *proclamation*.

**publicity stunt** is a noun which means an action which is done to get attention.

**sanctuary** is a noun which means a place where people are protected from harm or danger. The plural form is *sanctuaries*.

**scholar** is a noun which means a person who studies a subject in great detail.

**technique** is a noun which means a practical skill that somebody has in a particular activity.

### Quick Test: BEEP

Divide the class into two teams. Read out the first sentence to a student in the first team. Say the word BEEP where there is a space in the sentence. If they can repeat the sentence with the correct word, award two points. If not, pass the sentence over to the second team and award one point for a correct answer. Read out the next sentence for the second team and continue until you have read out all the sentences. The winner is the team with the most points.

Greek \_\_\_\_\_ made the first list of seven Wonders. [scholars]  
Five Greek constructions were on the list so it wasn't \_\_\_\_\_. [impartial]

Internet publications frequently \_\_\_\_\_ top lists. [compile]  
Some observers felt the event was a \_\_\_\_\_. [publicity stunt]  
The list was a celebration of Greek building \_\_\_\_\_. [techniques]

The error met with worldwide \_\_\_\_\_. [disapproval]  
Campaigns to \_\_\_\_\_ monuments will continue. [categorize]

The Mayan temples would have been a \_\_\_\_\_. [contender]  
The New7Wonders Foundation set up an internet \_\_\_\_\_. [poll]

The UNESCO takes protecting our \_\_\_\_\_ seriously. [heritage]

List-writing is not a modern \_\_\_\_\_. [phenomenon]  
The organizers made a grave \_\_\_\_\_. [omission]  
Further \_\_\_\_\_ arose because of multiple votes. [controversy]

The Greeks \_\_\_\_\_ the Seven Wonders to be the best. [proclaimed]

One of the Seven Wonders was Artemis's \_\_\_\_\_. [sanctuary]

### More practice

Workbook page 36

## Vocabulary PAGE 42

### Target Vocabulary

**The Seven Wonders of the World:** categorize compile contender controversy disapproval heritage impartial omission phenomenon poll proclaim publicity stunt sanctuary scholar technique

**Easily confused words:** disinterested uninterested economic economical exhausting exhaustive historic historical satisfactory satisfying

**Artefacts:** bust ceramics jewellery mosaic tapestry

### Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word do we use to describe a feeling that something is bad or wrong?* [disapproval] *What do we call people that compete with other people?* [contenders]
- Students complete the text. Check the answers.

#### ANSWERS

1 proclaimed 2 heritage 3 scholar 4 contender  
5 compiling 6 categorized 7 sanctuary 8 phenomenon  
9 controversy 10 poll 11 disapproval 12 techniques  
13 omission 14 publicity stunt 15 impartial

### Extend

#### Exercise 1 Easily confused words

- Focus on the example and read through the definition of *historic* with students. Elicit the meaning of *historical* from the list of definitions. [d] Explain that the pairs of words in the exercise are easily confused and that the exercise aims to clarify their meanings.
- Students continue matching the words and their definitions. They may use dictionaries if they wish. Check the answers.

#### ANSWERS

1 i 2 d 3 a 4 j 5 c 6 g 7 e 8 b 9 h 10 f

#### Teaching Tip: Easily confused words

Get students to write their own examples of the easily confused words in exercise 1. Ask them to read out their sentences, and write on the board the one which illustrates the meaning of each word the best. Ask students to copy the list of sentences and learn them for homework. Test them on the words in the next class and in future classes to remind them of the correct meanings of the words.

#### Exercise 2

- Focus on the example and elicit why *historic* is the right word here. [because 18th June, 1956 is important in the country's history]
- Students continue completing the sentences individually or in pairs. Check the answers.

#### ANSWERS

1 historic 2 economical 3 uninterested 4 satisfying  
5 economic 6 historical 7 disinterested 8 exhausting  
9 satisfactory 10 exhaustive

### Exercise 3 Artefacts

- Focus on the pictures and the example. Students continue matching the words to the pictures individually or in pairs. They may use a dictionary if they wish. Check the answers.

#### ANSWERS

1 mosaic 2 bust 3 tapestry 4 jewellery 5 ceramics

### Optional Activity: World Heritage Sites

**Aim:** To practise talking about world heritage sites in a balloon debate.

**Preparation:** Elicit tourist attractions from all over the world from students and write their ideas on the board.

Allocate one attraction to each pair and tell them they have to explain to the class why their attraction is the best. Give them time to make a list of points to tell the class.

Choose four pairs and ask them to come to the front of the class. Explain to the class that the four pairs are in a balloon, which is too heavy. In order not to crash, one of the pairs must leave the balloon. Ask each pair in turn to explain why their attraction is the best. Get students to vote on the three pairs that can stay and the pair that has to leave the balloon.

Explain to the class that the balloon is now too light and needs extra people. Invite two more pairs to join and explain why their attraction is the best. Explain that the balloon is falling again and get students to vote on the three pairs that can stay and the two pairs that have to leave the balloon.

Continue until there is only one pair left in the balloon. This pair is the winner.

### Quick Test: Collocations Test

Tell the students you are going to read out some phrases. They must write down a word from the vocabulary page which collocates with the phrase you read out. Read out the phrases and give students time to write down a word. Get them to compare answers before checking the answers with the class.

a \_\_\_\_ moment [historic]  
a \_\_\_\_ job [satisfying]  
a publicity \_\_\_\_ [stunt]  
\_\_\_\_ advice [disinterested]  
a wall \_\_\_\_ [tapestry]  
an \_\_\_\_ search [exhaustive]  
the \_\_\_\_ of a king [bust]  
a \_\_\_\_ floor [mosaic]  
\_\_\_\_ a list [compile]  
world \_\_\_\_ [heritage]  
an \_\_\_\_ judge [impartial]  
a natural \_\_\_\_ [phenomenon]  
an opinion \_\_\_\_ [poll]  
the \_\_\_\_ situation [economic]

### Vocabulary Notebooks

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

### More practice

Workbook page 37

## The passive

### Warm-up

- Focus on the heading and ask students: *Are there any World Heritage Sites in your country?*

### Explore

#### Exercise 1

- Focus on the photo. Ask students: *What can you see?* [the headquarters of the UNESCO]
- Students read the text and answer the question.

#### ANSWER

UNESCO protects sites of cultural importance.

#### Exercise 2

- Students do the task. Check the answers.

#### ANSWERS

have been protected – present perfect passive

had been inspired – past perfect passive

were moved – past simple passive

be affected – passive infinitive

is added to – present simple passive

be found – passive infinitive

are threatened – present simple passive

are being given – present continuous passive

being damaged – passive gerund

will be added to – future passive

#### Teaching Tip: Past participles

Highlight that it is the form of *be* that changes in the passive, not the past participle. Remind students to check the past participles of irregular verbs on Student's Book page 124.

### Follow-up

Grammar Reference page 102

### Exploit

#### Exercise 1

- Read through the **Learn this!** box with students. Check understanding by asking: *Does the passive focus on the result of an action or the person who did it?* [the result] *Is it important to say who does something in a passive sentence?* [No] *Is the passive used more often in speaking or writing?* [in writing]
- Focus on the example and elicit why this is the correct answer. [because it is important who did the action]
- Students do the task. Check the answers.

#### ANSWERS

- Liverpool FC has won the league.
- The paintings will be restored.
- My dad has been elected mayor!
- It's being cleaned.
- The Queen visited my school ...
- our flight had been delayed

### Exercise 2

- Read through the **Look out!** box with students. Check understanding by asking: *Which preposition do we use to introduce the agent in a passive sentence?* [by]
- Focus on the example. Highlight that the agent is necessary because it is not obvious that a robot does the housework.
- Students do the task. Check the answers.

#### ANSWERS

- necessary
- not necessary (the agent is obvious)
- not necessary (the agent is obvious)
- necessary
- necessary
- not necessary (the agent is obvious)
- not necessary (we don't know who the agent is)
- necessary

### Exercise 3

- Read through the examples with students. They do the task individually. Monitor and help.

#### Quick Test: Sentence transformation

Write the following active sentences on the board. Give students time to rewrite them in the passive.

*Norman Foster has designed many buildings.*

[Many buildings have been designed by Norman Foster.]

*They made over 500 workers redundant last year.*

[Over 500 workers were made redundant last year.]

*Somebody had stolen some paintings from the museum.*

[Some paintings had been stolen from the museum.]

*The mayor will open the building next week.*

[The building will be opened by the mayor next week.]

*You can see the River Danube on a clear day.*

[The River Danube can be seen on a clear day.]

*We serve breakfast from 8 to 10 a.m.*

[Breakfast is served from 8 to 10 a.m.]

### More practice

Workbook page 38

Grammar Builder page 103, exercises 1–3

#### ANSWERS GRAMMAR BUILDER 5 (PAGE 103)

#### Exercise 1

- All the computers have been stolen from our office.
- The new hospital building was designed by my dad.
- All the crops were destroyed by the storm.
- Our new furniture will be delivered at the weekend.
- I realized that my emails had been opened.
- A speech was being given by the President on TV last night.

#### Exercise 2

- Basketball was invented in 1891.
- Paella is eaten in Spain.
- A new museum will be built in Alexandria.
- The prize has been given to Julie Bridges.
- Parc Güell was built between 1900 and 1914.
- The meeting is being held this afternoon.

#### Exercise 3

- is being decorated
- had been left
- was being cleaned
- had been closed
- was being used

## Where in the world?

### Target Vocabulary

**Things from the past:** artefact civilization era excavation fossil landmark mediaeval settlement palaeontology preservation restoration ruins shipwreck

### Warm-up

- Ask students: *Which historical monument would you most like to visit?*

### Vocabulary

#### Exercise 1

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

#### ANSWERS

1 landmark 2 fossil 3 mediaeval settlement  
4 shipwreck 5 excavation 6 ruins

#### Exercise 2

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

#### ANSWERS

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

### More practice

Workbook page 39

### Listen

#### Exercise 1 2.03

- Focus on the photos and identify the buildings.
- Play the CD once for students to listen and complete the text. Check the answers.

#### ANSWERS

1 contestants 2 identify 3 site 4 point 5 art  
6 stadiums 7 artefacts 8 tourist

#### TAPESCRIPT

**Presenter** ... and so let's introduce the next two contestants on 'Where in the World?'. On my left I have Daragh Maher from Tullamore in Ireland. Hello Daragh ...

**Daragh** Hello!

**Presenter** And on my right I have Leah Arafa from Dahuk in Iraq.

**Leah** Hi.

**Presenter** Now in the first round you're going to hear the descriptions of some famous buildings. Just to remind you what the rules are, I'm going to give each of you some information about a famous landmark and you have to identify it. Now, Daragh and Leah, for an extra point you can interrupt me whenever you want, but if you're wrong the other contestant has a chance to listen to the rest of the information and win a bonus point! Right Daragh, you're first. Are you ready?

**Daragh** I think so!

**Presenter** OK, here we go! This building became a UNESCO heritage site in 1983 and it took just over 17 years to build it. It was ...

**Presenter** Daragh thinks he already knows the answer! Which building is it?

**Daragh** Is it the Sydney Opera House?

**Presenter** The Sydney Opera House? Let me have a look at the answer card ... no, Daragh, it's not the Sydney Opera House! OK, Leah, you've got a chance to win a bonus point so listen carefully to the rest of the description! It was built in memory of a very important person's wife and the building is considered a wonderful example of Indian art. Can you name it?

**Leah** I think ... I think ... it's the Taj Mahal.

**Presenter** Leah thinks it's the Taj Mahal ... and ... it is! Well done, Leah! You've won a bonus point and now it's your turn. Are you ready?

**Leah** Yes!

**Presenter** Good! Here we go! About two thousand years ago a lot of people visited this famous landmark, Leah, and they still do today. It was the one of the world's first stadiums and a symbol of one of the most important civilizations that the world has ever seen, although many of the events that took place in it were very cruel. It was in ruins for many years but excavation work in the 19th century discovered lots of interesting artefacts and restoration work in the 20th century turned it into one of Europe's most popular tourist sites. Do you know which building it is?

**Leah** I'm not sure. Er ... is it the ... the ...

#### Exercise 2 2.03

- Play the CD again for students to answer the question. Check the answer.

#### ANSWER

Photo D: The Colosseum in Rome.

Photo A is the Taj Mahal, Photo B is the Sydney Opera House and Photo C is the Mosque of Sultan Hassan in Cairo.

### Speak

- Students discuss the questions in pairs.

#### Optional Activity: Dialogue

**Aim:** To practise speaking about well known buildings.

**Preparation:** Write the following dialogue on the board.

A *What's your favourite building?*

B *The Alhambra in Spain.*

A *How old is it?*

B *About 650 years old.*

A *What is it used for?*

B *It used to be a palace, but now it's a tourist attraction.*

A *Why do you like it?*

B *Because it's a very peaceful place.*

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

## Impersonal passive

### Warm-up

- Ask students: *Have you ever been diving? Where?*

### Explore

#### Exercise 1

- Students read the text and answer the question in pairs. Check the answer.

#### ANSWER

It will be different because it will be under water.

#### Exercise 2

- Read through the **Learn this!** box with students. Check understanding by asking: *When do we use the construction it + passive?* [to show that many people think the same]
- Students find the other examples in pairs. Check the answers.

#### ANSWERS

it was believed, it is said, It is thought

### Follow-up

Grammar Reference page 102

### Exploit

#### Exercise 1

- Read through the instructions and the example sentence with students. Students continue rewriting the sentences individually or in pairs. Check the answers.

#### ANSWERS

- It has been reported that UNESCO world heritage sites receive a lot more visitors.
- It was thought that there were ancient ruins under the desert sand.
- It is estimated that many monuments will be destroyed by pollution.
- In the past, it was believed that the sun went around the earth.
- It is expected that the number of tourists will go down next year.
- It was known where the shipwreck of the *Titanic* was, but nobody visited it until 1985.
- It is said that the new museum will be expensive.
- It is believed that pollution levels will rise.

#### Teaching Tip: Register

Remind students that the construction *it + passive* is used in formal writing, especially in newspaper articles.

### Exercise 2

- Read through the **Look out!** box with students. Check understanding by asking: *When do we use the construction get / have something done?* [to say that we have arranged for someone to do something for us]
- Read through the example and elicit the next answer from students. [got / had a building designed] They continue completing the text. Check the answers.

#### ANSWERS

- having / getting
- done
- had / got
- designed
- have / get
- completed
- have / get
- built
- have / get
- cleaned

#### Quick Test: Error correction

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

*It is say that the painting is a fake.* [It is said]  
*We have a new shower installed last week.* [We had]  
*It has being reported that there is no more money.* [has been]  
*They're having repaired the roof.* [the roof repaired]  
*It was knew that the jewellery was valuable.* [It was known]  
*I'm going to have my house paint.* [painted]  
*It was thought that the repairs will cost millions.* [is thought]  
*Have you your windows cleaned every month?* [Do you have]

### More practice

Workbook page 40

Grammar Builder page 103, exercises 4–6

#### ANSWERS GRAMMAR BUILDER 5 (PAGE 103)

#### Exercise 4

- It is expected that the school will have a new headmaster.
- It is believed that the company has problems.
- It was estimated that prices would go up.
- It is known that he is from a very rich family.
- It was reported that they were a good team.
- It was thought that the man had robbed three banks.

#### Exercise 5

- It was reported that the president would visit next week.
- It is known that pollution damages old buildings.
- It was believed that the stars would fall from the sky.
- It is said that she sings very well.
- It is thought that the headmaster will resign.
- It was estimated that temperatures would fall.

#### Exercise 6

- I got / had my car cleaned.
- I will get / have my new computer installed.
- I have got / had a house built.
- I get / have my grass cut.
- I'm getting / having my bedroom painted.

## A description of a place

### Target Language

**Linking words:** as a result because of this / that  
consequently so

### Warm-up

- Focus on the photo. Ask students: *What can you see? Where do you think it is?* Students scan the text to answer the questions. [Parc Güell in Barcelona, Spain]

### Read

#### Exercise 1

- Students read the description and answer the questions.

#### ANSWERS

Antoni Gaudí built the park as a luxurious housing estate. It isn't used in the way it was planned, because only a few houses were built.

- Focus on the description and elicit:
  - It has four clear paragraphs.
  - The style is formal so there are no short forms.
  - It contains a variety of adjectives, e.g. *rocky, stunning, luxurious, colourful*.

#### Exercise 2

- Students scan the description to find the information and number the paragraphs. Check the answers.

#### ANSWERS

1 D 2 not used 3 C 4 not used 5 B 6 A

### Prepare

#### Exercise 1

- Read through the **Writing tip** with students.
- Focus on the instructions and the example. Students work individually or in pairs. Check the answers with the class.

#### ANSWERS

**Consequently**, there are lots of open spaces ...

Situation: fewer houses were built than planned.

... **so** his buildings in the park fit in ...

Action: Gaudí incorporated the shapes of nature.

... **as a result** they are incredibly colourful.

Action: He used small pieces of ceramics.

**Because of this**, thousands of tourists visit ...

Situation: The buildings are part of the UNESCO world heritage site.

**As a result**, it continues to be popular ...

Situation: The park is still peaceful and calm.

#### Exercise 2

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

#### ANSWER

1 ... and **as a result** archaeologists can't ...

2 correct

3 **As a result**, it's always full then.

4 I had my camera **so** I took some pictures ...

5 **Consequently**, we don't have to queue to enter.

### Teaching Tip: Extreme adjectives

We can use extreme adjectives to make descriptions more dramatic, e.g. *big – huge, enormous, gigantic*  
*good – great, awesome, amazing*  
*surprising – astonishing, breathtaking, incredible*.

### Write

#### Exercise 1

- Students make notes individually. Monitor and help.

#### Exercise 2

- Students work individually. Monitor and help.

#### Exercise 3

- 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.

#### SAMPLE ANSWER

The City of Arts and Science is on the road to the beach in Valencia. There are four main buildings and it is an impressive example of modern architecture. It was designed by Valencian architect Santiago Calatrava and it was built between 1996 and 2005.

The awesome architecture is exemplified in the Hemisferic, which resembles a huge eyeball floating above a pool of water. This was the first building to be completed and it houses a planetarium and a 3D cinema. Next to this is the science museum, which looks like the skeleton of an enormous prehistoric fish. The complex also contains Europe's largest marine park and an impressive opera house.

As a result of its breathtaking structures, millions of tourists visit the complex each year. Apart from the four main attractions, visitors can walk for over seven kilometres around the complex without having to pay the entrance fee. Consequently, it is also a popular destination for local people taking an afternoon stroll.

I have great memories of the City of Arts and Science when I visited it on my sixteenth birthday. We left a lot unseen on that occasion so I would love to visit it again.

#### MARKING SCHEME

- The description has four paragraphs. [1 mark]
- First paragraph includes location and brief history. [1 mark]
- Second paragraph includes architectural objectives, materials used and style. [1 mark]
- Third paragraph explains popularity. [1 mark]
- Fourth paragraph gives writer's opinion. [1 mark]
- Use of phrases for expressing a result. [1 mark]
- Use of a variety of adjectives. [1 mark]
- Use of extreme adjectives. [1 mark]
- Accurate grammar and spelling. [1 mark]
- Use of formal style so no short forms. [1 mark]

### More practice

Workbook page 41

## Review

PAGE 47

### Language Skills

#### Exercise 1 2.04

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

#### ANSWERS

1 sites 2 settlements 3 preservation 4 result  
5 historical 6 used 7 climate 8 so 9 exhausting  
10 sanctuary

#### Exercise 2

- Students work individually. Check the answers.

#### ANSWERS

1 F (He found three interesting places but only has to write about one.)  
2 F (The settlements are in a perfect state.)  
3 T  
4 T  
5 F (The towns are surrounded by high walls, not the streets.)  
6 T

#### Exercise 3

- Students work individually. Check the answers.

#### ANSWERS

1 will be finished 2 getting / having ... painted  
3 was held 4 have been visited 5 was believed  
6 had been stolen

### Dictionary Corner

#### Exercise 1 Dictionary terminology

**acronym** /ˈækrənɪm/ *noun* [C] an ~ (for sth)  
(LANGUAGE) a short word that is made from the first letters of a group of words: *TEFL is an acronym for Teaching English as a Foreign Language.*

- Students look up *acronym* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - *acronym* means a short word that is made from the first letters of a group of words.
- Read through the example with students. They continue working individually or in pairs. Check the answers.

#### ANSWERS

1 acronym 2 synonym 3 homophone 4 Anglicism  
5 antonym

#### Teaching Tip: Acronyms

Remind students that their dictionary contains not only full words, but also acronyms. The entries for acronyms appear in the dictionary at the correct alphabetical position.

**Activity:** Write the following acronyms on the board:

CEO GCSE GDP MA MP WHO

Draw three columns on the board and write the headings *business, education and politics*.

Students look up the acronyms and write them in one of the three categories. [business: CEO, GDP; education: GCSE, MA; politics: WHO, MP].

#### Exercise 2 Science

- Focus on the words and elicit the meaning of the suffix *-ology*. [the study of a subject] Elicit words ending in *-ology* from students, e.g. *biology, psychology*.

**anthropology** /ˌænθrəˈpɒlədʒi/ *noun* [U] (SOCIAL STUDIES) the study of humans, especially of their origin, development, customs and beliefs  
▶ **anthropological** /ˌænθrəˈpɒlədʒɪkl/ *adj.*  
▶ **anthropologist** /ˌænθrəˈpɒlədʒɪst/ *noun* [C]

- Students look up *anthropology* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - *anthropology* means the study of humans, especially of their origin, development, customs and belief.
  - *anthropology* is related to the subject of social studies.
- Look at the example with students. They continue working individually or in pairs. Check the answers.

#### ANSWERS

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

#### Exercise 3

- Read the question with students and elicit the answer. [-ist]
- Elicit the names of the scientists from students and write them on the board. Get students to copy and underline the stress. [anthropologist, entomologist, meteorologist, palaeontologist, seismologist, volcanologist] Model and drill the words until students can say them perfectly.
- Ask a few students: *Which scientist would you most like to be?*

#### Follow-up

Self Check, Workbook pages 42–43

Test Unit 5, Teacher's Book pages 130–131

**This unit includes**

**Vocabulary:** newspapers and magazines • business • phrasal verbs • synonyms for verb *get* • irregular verb forms

**Grammar:** reported speech • reporting verbs

**Skills:** reporting information • talking about setting up and running a business

**Writing:** a report

**Workbook pages 44–51**

**Reading** PAGES 48–49**Warm-up**

- Look at the unit title and ask students: *Do you know any teenagers who are in business?*
- Read the title of the reading page, *Nothing ventured, nothing gained*. Check understanding by asking students to translate the title into their own language. Ask: *When was the last time you tried to do something difficult?*

**Before Reading**

- Students look at the photos and discuss the questions in pairs. Compare the answers with the class.

**Background Notes**

The text is about three teenage entrepreneurs.

Fraser Doherty, from Scotland, is the CEO of his own company SuperJam, which produces pure fruit jams. He is also director of the Scottish charity The SuperJam Tea Parties, which runs tea parties for elderly people who live alone or in care homes.

Yasmine El-Safy, an American-Egyptian from California, launched her own magazine at the age of 14. MG magazine is aimed at girls from 12 to 18 and publishes articles written by girls from all over the world.

Suhas Gopinath, from India, is the CEO and Chairman of his own multinational IT company, Global Inc. Gopinath was announced as a 'Young Global Leader' for 2008–2009 by the World Economic Forum.

**Read****Exercise 1**

- Read through the **Reading tip** with students. Check understanding by asking: *What is special about the article you are going to read?* [It's divided into sections.] *How can you find out what the main topic of each section is?* [by reading the first paragraph of each section]
- Students read the first paragraphs to answer the question.

**ANSWERS**

**Fraser:** jam-making

**Yasmine:** magazine publishing

**Suhas:** computer consultancy

**Exercise 2**

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

**ANSWERS**

- 1 Suhas 2 Yasmine 3 Fraser 4 Yasmine 5 Fraser  
6 Suhas

**Exercise 3**  2.08

- Play the CD for students to listen and do the task. Check the answers with the class, asking for justification.

**ANSWERS**

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

**Optional Activity: Reading skills**

**Aim:** To practise summarizing a text.

**Preparation:** Write the following questions on the board.

*Where is he/she from?*

*What was his/her business idea?*

*What did he/she launch?*

*What does his/her company do?*

*What is his/her situation today?*

Divide the class into three groups. Allocate one of the entrepreneurs from the text to each group. Ask them to answer the questions from memory about their person and then read the relevant section of the text to check their answers. Then ask them to write a short paragraph about their entrepreneur including all the answers from the questions. Ask a few individual students to read out their summaries. Correct any mistakes with the class.

**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: Brainstorming ideas**

Focus on question 3 and elicit possible answers from students. Write all of their ideas on the board. Take a vote on which quality students think is the most important. Write the number of votes on the board and highlight the class answer.

**SAMPLE ANSWERS**

- 1 **Fraser:** a kitchen, saucepans, fruit, jam jars  
**Yasmine:** a computer, a printer, paper  
**Suhas:** computers, software, an office, phones
- 2 **Positive:** new ideas, more energy, earn your own money, get a head start on your peers  
**Negative:** less experience, no financial support, having to combine work with studies
- 3 Intelligence, initiative, ambition, determination, imagination, creativity, etc.

## Vocabulary

### Teaching Tip: Pronunciation of past simple -ed ending

Remind students that there are three possible pronunciations of the past simple -ed ending: /t/, /d/ or /ɪd/.

- When the infinitive ends with a voiceless consonant, we pronounce -ed as /t/, e.g. *launched*.
- When the infinitive ends with a voiced consonant, we pronounce -ed as /d/, e.g. *aimed*.
- When the infinitive ends with /t/ or /d/, we pronounce -ed as /ɪd/, e.g. *recruited*.

Always get students to make a note of the pronunciation of the past simple form of the verbs they find difficult in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

### Exercise 1

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

#### ANSWERS

1 proposition 2 launched 3 branches 4 subscribers  
5 role 6 lucrative 7 persisted 8 eagerness 9 aimed at  
10 consultancy 11 paid off 12 coming up with  
13 recruit 14 capital 15 manufacturers

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

**aim at** is a regular verb which means to direct something at a particular person or group. The third person singular form is *aims at* and the past simple form is *aimed at*. We usually say *to aim sth at sb*.

**branch** is a countable noun which means a local office or shop belonging to a large company or organization. It is often used in the field of business.

**capital** is an uncountable noun which means an amount of money that you use to start a business. It is often used in the field of business.

**come up with** is a phrasal verb which means to find an answer or solution to something. The third person singular form is *comes up with* and the past simple form is *came up with*. We usually say *to come up with sth*.

**consultancy** is a countable noun that means a company that gives expert advice on a particular subject. It is often used in the field of business. The plural form is *consultancies*. The person is a *consultant*.

**eagerness** is an uncountable noun which means the desire or interest to do something. The adjective is *eager*.

**launch** is a regular verb which means to start something new. The third person singular form is *launches* and the past simple form is *launched*.

**lucrative** is an adjective which describes something that allows somebody to make a lot of money. It is used in formal language.

**manufacturer** is a countable noun which means a person or a company that makes something. The verb is *to manufacture*.

**pay off** is a phrasal verb which means to be successful. The third person singular form is *pays off* and the past simple form is *paid off*. We usually say *sth pays off*.

**persist** is a regular verb which means to continue doing something even though other people say that you cannot do it. The third person singular form is *persists* and the past simple form is *persisted*. The noun is *persistence*, the adjective is *persistent* and the adverb is *persistently*.

**proposition** is a countable noun which means an idea, a plan or an offer. It is often used in the field of business. The verb is *to propose*.

**recruit** is a regular verb which means to find new people to join a company. The third person singular form is *recruits* and the past simple form is *recruited*. The noun is *recruitment*.

**role** is a countable noun which means the position or function of somebody or something in a particular situation.

**subscriber** is a countable noun which means a person who pays to receive a newspaper or magazine regularly. The verb is *subscribe* and the noun is *subscription*.

### Quick Test: Vocabulary quiz

Read out the following sentences and elicit the missing word from the reading vocabulary.

*My bank has just opened a new \_\_\_\_ near my house.* [branch]  
*He had no \_\_\_\_ so he couldn't set up a company.* [capital]  
*They \_\_\_\_ with a solution to the problem.* [came up with]  
*The publisher has \_\_\_\_ a new magazine.* [launched]  
*His company is \_\_\_\_ so he's bought a big, new car.* [lucrative]  
*We sent the faulty products back to the \_\_\_\_.* [manufacturer]  
*Her investment \_\_\_\_ and she made a lot of money.* [paid off]  
*They \_\_\_\_ in their activity despite the recession.* [persisted]  
*He put forward his \_\_\_\_ at the meeting.* [proposition]  
*My colleague plays an important \_\_\_\_ in our office.* [role]

### Optional Activity: Setting up a business

**Aim:** To talk about setting up a business.

**Preparation:** Write the following questions on the board.

*What product are you going to launch?*

*Who is it aimed at?*

*What equipment will you need?*

*Where are you going to get the capital?*

*Which staff will you have to recruit?*

*What role are you going to play in the company?*

Divide students into groups of three or four. Tell them they are going to set up their own company. Give them time to discuss the questions in groups and come up with some ideas. Get each group to tell the class their idea. Have a class vote on which group has the best idea.

### More practice

Workbook page 44

## Target Vocabulary

**High fliers:** aim at branch capital come up with consultancy eagerness launch lucrative manufacturer pay off persist proposition recruit role subscriber

**Phrasal verbs: business:** branch out take over cut back come up with turn down pull out of get ahead take on

**Newspapers and magazines:** article caption column review classified ad obituary headline supplement

## Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What word can we use for a company that gives expert advice?* [consultancy] *What do we call a person that pays for a magazine to be delivered regularly?* [subscriber]
- Students complete the sentences. Check the answers.

### ANSWERS

1 role 2 eagerness 3 capital 4 recruit 5 launched  
6 branch 7 persisting 8 aimed at 9 lucrative  
10 proposition 11 subscribers 12 manufacturers  
13 consultancy 14 paid off 15 came up with

## Extend

### Exercise 1 Phrasal verbs: business

- Cover the phrasal verbs and focus on the definitions.
- Read through the definitions with students and elicit any phrasal verbs they know.
- Students uncover the phrasal verbs and match them to the definitions. They may use a dictionary if they wish. Check the answers.

### ANSWERS

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

### 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 sentences individually or in pairs. Check the answers.

### ANSWERS

1 branched out 2 come up with 3 get ahead  
4 taking on 5 turned ... down 6 taken over  
7 pull out of 8 cut back

### Teaching Tip: Translating phrasal verbs

Translation is a useful tool when presenting students with new phrasal verbs. However, it should always be supplemented by other techniques, e.g. drawing pictures or writing example sentences in L2. Encourage students to learn phrasal verbs with or without their objects, e.g. *branch out into sth*, not just *branch out*. You could get students to translate the completed sentences in exercise 2 into L1 and then get them to translate them back again into English. They should compare their answers to the original sentences to see if they remember the phrasal verbs correctly.

## Exercise 3 Newspapers and magazines

- Focus on the definitions and cover the words.
- Read through the definitions with students and elicit any words they know.
- Students uncover the words and match them to the definitions. They may use a dictionary if they wish. Check the answers.

### ANSWERS

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

## Exercise 4

- Focus on the task. Students discuss the question in pairs. Check the answers.

### SAMPLE ANSWER

article, caption, headline, supplement

### Optional Activity: Newspapers

**Aim:** To practise the vocabulary of newspapers and magazines.

**Preparation:** Bring some British newspapers and/or magazines to the class.

Divide the class into small groups of three or four students. Give each group a newspaper or magazine. Read out each of the words in exercise 3 in turn and ask students to find an example in their newspaper. Walk around the room as they show you the examples to check they remember the words correctly.

### Quick Test: Synonyms race

Read out the following definitions in turn and give the students five seconds to write down each word.

*to not accept an offer* [turn down]  
*a report about someone's death* [obituary]  
*to make progress* [get ahead]  
*the title of a newspaper article* [headline]  
*to think of a plan* [come up with]  
*an extra magazine* [supplement]  
*to find new staff* [recruit]  
*a local office* [branch]  
*continue doing something* [persist]  
*an opinion about a film* [review]  
*to reduce something* [cut back]  
*desire to do something* [eagerness]

### 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

### Warm-up

- Brainstorm successful people with students.

### Explore

#### Exercise 1

- Ask students: *Who is in the photo?* [Michael Jordan]
- Students read the text and answer the question.

#### ANSWERS

willingness to work hard, ability to accept failure, patience, ability to have fun at work and a positive attitude

#### Teaching Tip: Say and tell

Remind students that we always use *tell* with a person. If they want to use *say* with a person they have to use *say to*. If they make a mistake, use the prompt *Tell or say to?* and ask them to repeat the sentence again correctly.

#### Exercise 2

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

#### ANSWERS

As sports coach Vince Lombardi said ...

Basketball player Michael Jordan said ...

Author Maya Angelou said ...

Inventor Thomas Edison told an interviewer ...

And writer Kahlil Gibran said ...

#### Exercise 3

- Read through the **Learn this!** box with students.
- Focus on the first example of reported speech and elicit the number of the explanation. [explanation 2]
- Students work individually or in pairs. Check the answers.

#### ANSWERS

1 Basketball player Michael Jordan said ..., Author Maya Angelou said ..., Inventor Thomas Edison told an interviewer ...

2 Sports coach Vince Lombardi said ...

3 And writer Kahlil Gibran said ...

#### Follow-up

Grammar Reference page 104

### Exploit

#### Exercise 1

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

#### ANSWERS

- The secretary told me I ought to fill in an application form.
- Lisa told me she works in her parents' shop every weekend.
- Last week she said she would email me the following day.
- Gopal told me they speak 18 languages in India.
- Sam said they had met at a trade fair the week before.
- This morning Khalid said he was starting an online newspaper next month.
- My dad said I could enter the Young Entrepreneurs' competition.

#### Exercise 2

- Read through the **Look out!** box with students.
- Students work individually or in pairs. Check the answers.

#### ANSWERS

- Where are you from?
- Are you launching a new product?
- When are you opening the new shop?
- Do you subscribe to the magazine?
- Have you written the article? / Did you write the article?
- Who will run the business in Cairo?
- Has the company recruited new staff? / Did the company recruit new staff?
- When did you take over the café?

#### Exercise 3

- Students work in pairs. Then they tell the class about their partner.

#### Quick Test: Sentence transformation

Write the following questions on the board. Give students time to rewrite the sentences in reported speech.

*'Did you read the review?' Dave asked Mia ...*

*'Which magazines do you read?' John asked Angela ...*

*'Have you come up with anything?' They asked me ...*

*'Will you turn down the offer?' We asked him ...*

*'What can we cut back?' He asked them ...*

*'Where should I file the report?' She asked Harry ...*

#### More practice

Workbook page 46

Grammar Builder page 105, exercises 1–4

#### ANSWERS GRAMMAR BUILDER 6 (PAGE 105)

##### Exercise 1

- They said they had finished the report.
- Tom said that bag was his.
- The professor said eating vegetables was good for you.
- Jane said they had to get a visa to visit China.
- Sam said his sister always drinks tea.
- Pat said I ought to read websites in English.
- Mark said he might come to the meeting.
- The trainer said they must be there at 8 a.m.

##### Exercise 2

will – would, can – could, may – might, must – had to, have to – had to, might – might, could – could, would – would, ought to – ought to, should – should

##### Exercise 3

- Lisa asked me what time the play started.
- The teacher asked us if / whether we had done the homework.
- I wanted to know whether he had brought the DVDs.
- Steve asked me if / whether I knew Andy Gray.
- The man enquired when the bus arrived.

##### Exercise 4

- 1 told 2 know 3 said 4 if 5 wondered

## Young entrepreneurs

### Target Vocabulary

**Business:** buy client competitors customer earnings fixed costs income lucrative market research overheads profitable purchase rivals

### Warm-up

- Brainstorm words related to business with students. Ask the pair with the most words to read out their list.

### Vocabulary

#### Exercise 1

- Focus on the example. Students work in pairs. Check the answers.

#### ANSWERS

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

#### Exercise 2

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

#### ANSWERS

1 market research 2 rivals 3 clients 4 start-up  
5 Profits 6 overheads 7 purchase

### More practice

Workbook page 47

### Listen

#### Exercise 1 2.09

- Play the CD once for students to choose the advice. Check the answers.

#### ANSWERS

b c e h

#### TAPESCRIPT

**Andy** So, I want to start my own business during the summer holidays.

**Harry** What? Are you joking?

**Andy** No! I went to a talk at school about teenage businesses. The presenter said that there were quite a few teenagers that ran small companies from home.

**Harry** What sort of companies?

**Andy** He mentioned web-based companies, people who produced home-made food, designed T-shirts, taught ...

**Harry** Teaching?

**Andy** Yes, teaching. He told us about a 16-year old girl who taught basic computer skills to retired people.

**Harry** That's a good idea.

**Andy** Yes it is. He also explained what we had to do before starting. For example, you have to do some market research first.

**Harry** Why?

**Andy** Well, you need to know if there is a market for your service or product. If nobody's interested, then it won't be very profitable!

**Harry** Of course! And if there are lots of rivals, it will be difficult to break into the market.

**Andy** Exactly! We have to study the competition and maybe look for a niche market and offer a specialized service or product.

**Harry** It sounds interesting, but what about the start-up? You need money to start a business!

**Andy** Right. That's why he talked about businesses with low overheads. He also said we had to make a business plan to see what supplies we would need and what our expenses would be.

**Harry** So what are you planning?

**Andy** A *What's On?* web page.

**Harry** What's that?

**Andy** It's an online magazine that tells people what's happening in the city every week. You know, plays, concerts, information about restaurants ... things like that.

**Harry** But doesn't the local newspaper do that?

**Andy** Well, it doesn't give much information about events and it leaves out some altogether. I'll have sections for children, teenagers, parents ... it'll be much more detailed than the newspaper. And I'll make a profit by selling advertising space on the page to businesses in town.

**Harry** It sounds like a great idea. Have you told your parents?

**Andy** That's the first thing I did! They advised us at the talk that we should get our parents' permission for anything we wanted to do. They also said that if they liked the idea they might help us with funding!

**Harry** Well, I'm impressed. Maybe you'd like to employ me!

**Andy** Let me get started first!

#### Exercise 2 2.09

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

#### ANSWERS

- during the summer holidays
- designing T-shirts
- elderly / retired people
- rivals
- the supplies you need / your expenses
- what's happening in his city every week
- advertising space
- with funding

### Speak

- Focus on the task. Students discuss the points in pairs. They present their ideas to the class. Vote on the best idea.

#### Optional Activity: Dialogue

**Aim:** To practise talking about running a business.

**Preparation:** Write the following dialogue on the board.

A *What product shall we make?*

B *Let's make sandwiches.*

A *What will we need?*

B *We'll need some knives, some bread and some cheese.*

A *Who are we aiming at?*

B *We're aiming at students at our school.*

A *How much will it cost us?*

B *The price of the ingredients in the sandwiches.*

A *Who shall we ask to help us?*

B *Our parents.*

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 6, Teacher's Book pages 112–113

## Reporting verbs

### Warm-up

- Brainstorm reporting verbs with students and write their ideas on the board, e.g. *suggest, offer*.

### Explore

#### Exercise 1

- Students read the text and answer the question. Compare ideas with the class.

#### ANSWERS

Students' own answers.

#### Exercise 2

- Read through the **Learn this!** box with the students. Elicit example sentences with the verbs from individual students.
- Focus on the first verb in the text: *explained*. Elicit the structure this verb follows. [Structure 3: verb + *that* + clause]
- Students continue working individually or in pairs to match the verbs to the structures. Check the answers.

#### ANSWERS

he explained that: 3 verb + *that* + clause

he encouraged us to do: 2 verb + object + infinitive

he suggested writing: 5 verb + *-ing*

he recommended reading: 5 verb + *-ing*

he assured us that: 4 verb + object + *that* + clause

he insisted on finding: 7 verb + preposition + *-ing*

he claimed that: 3 verb + *that* + clause

### Teaching Tip: Reporting verbs

Students often make mistakes with reporting verbs because they are used with different structures in their own language. When students make a mistake, use the prompt: *Structure?* and ask them to repeat the sentence correctly.

### Follow-up

Grammar Reference page 104

### Exploit

#### Exercise 1

- Students work individually or in pairs to rewrite the sentences. Check the answers.

#### ANSWERS

- Dalia apologized for forgetting my book.
- Julia offered to help me.
- Yousef congratulated me on winning the final.
- The police officer accused me of taking the money.
- Jim recommended visiting the exhibition because it was fantastic.
- Debbie refused to help them.
- Andy admitted to taking the money. / Andy admitted that he had taken the money.
- Yasmine blamed me for breaking the computer.
- My parents reminded me to return their DVDs.
- Liam warned us not to touch the cooker because it was hot.

### Exercise 2

- Read through the **Look out!** box with students. Check understanding by asking: *Which other verbs can we use to report questions?* [enquire, wanted to know and wonder]
- Students work individually or in pairs to write reported questions. Check the answers.

#### ANSWERS

- We wanted to know what Jack had won.
- I wondered how John could work so hard.
- We enquired if our parents would help us out.
- They wondered where they could get some advice.
- I wanted to know if I needed to study more.
- She enquired if I was doing well.

### Exercise 3

- Focus on the example. Elicit more examples from a few students.
- Students work individually to write more examples. Monitor and help if necessary.

### Quick Test: Error correction

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

*The teacher advised that I studied more.*

[The teacher advised me to study more.]

*My neighbour accused me that I had broken his window.*

[My neighbour accused me of breaking his window.]

*She apologized that she had lost my book.*

[She apologized for losing my book.]

*My friend suggested to go to the cinema.*

[My friend suggested going to the cinema.]

*Pete assured that he wouldn't be late for my party.*

[Pete assured me that he wouldn't be late for my party.]

*My brother agreed giving me a lift.*

[My brother agreed to give me a lift.]

### More practice

Workbook page 48

Grammar Builder page 105, exercises 5–6

#### ANSWERS GRAMMAR BUILDER 6 (PAGE 105)

#### Exercise 5

- informed
- recommended
- congratulated
- wanted
- denied
- wondered
- agreed
- ordered

#### Exercise 6

- He denied taking the bicycle.
- Andy invited his brother to have lunch at his house.
- Sara recommended that I read this book. / Sara recommended reading this book.
- Dave suggested that we visit the museum. / Dave suggested visiting the museum.
- Sam accused Kevin of taking the money.
- Katie explained that she was late because the bus hadn't arrived.
- Alice apologized for forgetting the books.
- Laura promised to give me the money tomorrow / the next day.

## A report

### Target Language

**Focusing on specific information:** as far as ... is concerned  
as for as regards regarding with regard to

**Making generalizations:** broadly speaking in general  
in most cases on the whole to a great extent

**Giving reasons:** as because since

## Warm-up

- Ask a few students: *Have you ever had a job?*

## Read

### Exercise 1

- Students read through the report and answer the question.

#### ANSWERS

To make a financial contribution to their families; to help out with family businesses; to gain experience in the professions they want to work in; to help others

### Exercise 2

- Students work individually. Check the answers.

#### ANSWERS

1 T 2 F 3 T 4 F 5 T

- Focus on the report and elicit the following information:
  - There are four paragraphs in the report.
  - The style is formal, so we do not use short forms.
  - We use the passive to describe the research.

### Teaching Tip: Giving reasons

In formal writing, we can use *as* or *since* instead of *because* to explain the reason for something to the reader.

*They felt it made them better students, as / since working had made them appreciate the need for a better education.*

## Prepare

### Exercise 1

- Read through the **Writing tip** with the students. Check understanding by asking: *What types of expressions are often included in a report?* [focusing on specific information and making generalizations]
- Students complete the chart individually or in pairs. Check the answers.

#### ANSWERS

**focusing on specific information:** as far as ... is concerned, as regards, regarding, as for, with regard to  
**making generalizations:** on the whole, in most cases, in general, to a great extent, broadly speaking

### Exercise 2

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

#### ANSWERS

1 Regarding 2 extent 3 Broadly 4 whole 5 cases

## Write

### Exercise 1

- Model the activity by asking one student the questions.
- Students mingle and ask their classmates the questions. They make a note of the answers.

### Exercise 2

- Read through the writing plan with students. Give them time to organize their information. Monitor and help.

### Exercise 3

- 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

##### Future studies

##### Introduction

The aim of this report is to analyse what students in our class plan to study when they leave school. The information was obtained from personal interviews with thirty students.

##### Which courses?

Nine students said they would like to study engineering, while six said they wanted to study science. Six students would like to study medicine and six of them were unsure what they would study. Finally, three students said that they did not want to go to university.

##### What job?

In general, eighteen of the students were sure what job they want to do in the future. Nine said they wanted to be engineers while six said they were aiming to be doctors. Of the six students studying science, three of them said they would like to work as chemists. Regarding the rest of the students, they were not sure which path their careers would take.

##### Conclusion

On the whole, I believe that students in our class would prefer to study sciences at university as they feel that these subjects will lead to more job opportunities. In most cases, students reject arts subjects because they think they may not get a job in the future.

#### MARKING SCHEME

- The report has an appropriate title. [1 mark]
- Appropriate headings for each paragraph. [1 mark]
- First paragraph to include the aim of the report. [1 mark]
- Second paragraph to analyse the results from question 1. [1 mark]
- Third paragraph to analyse the results from question 2. [1 mark]
- Fourth paragraph draws conclusions and gives opinions. [1 mark]
- Use of expressions for focusing on information and making generalizations. [1 mark]
- Use of expressions for giving reasons. [1 mark]
- Appropriate use of reported speech. [1 mark]
- Appropriate grammar and spelling. [1 mark]

### More practice

Workbook page 49

## Language Skills

### Exercise 1 2.10

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

#### ANSWERS

- 1 report 2 wondering 3 subscribe 4 articles  
5 reviews 6 column 7 else 8 headlines  
9 classified ads 10 advertisements

### Exercise 2

- Students work individually. Check the answers.

#### ANSWERS

- 1 F (It's about what people read in their free time.)  
2 F (Anne subscribes to Young Scientist.)  
3 F (Anne's dad buys the newspaper.)  
4 F (She reads book and film reviews on Saturdays and a column in the weekend edition.)  
5 T  
6 T

### Exercise 3

- Students work individually. Check the answers.

#### ANSWERS

- 1 They asked us what we did.  
2 He accused me of taking the bag.  
3 They wanted to know whether I was punctual.  
4 She insisted on meeting my parents.  
5 correct  
6 correct  
7 Peter claimed that he knew the president.  
8 He wondered where they were.

## Dictionary Corner

### Teaching Tip: Choosing the right meaning

Encourage students to look through an entry carefully to find the meaning they are looking for, especially in longer entries. In the *Oxford Student's Dictionary*, the definitions are numbered to show different meanings. The different meanings are arranged in the order of how common they are, so the first definition explains the most common use of the word. Some entries include a subject label to show which subject area a word belongs to.

**Activity:** Students look up the following nouns and find out the number of meanings they have and what subjects they are related to.

*article* (n) [5: Arts and media, Law, Language]

*branch* (n) [5: Biology, Business]

*capital* (n) [5: Geography, Politics, Business, Architecture]

*paper* (n) [5: Education]

*work* (n) [7: Arts and media, Literature]

### Exercise 1 Synonyms: get

**get** <sup>we</sup> /get/ *verb* (pres. part. **getting**; pt **got** /gɒt/; pp **got**; AmE **gotten** /'gɒtn/) **1** [T] (no passive) to receive, obtain or buy sth: I got a letter from my sister. ◊ Did you get a present for your mother? ◊ Did you get your mother a present? ◊ She got a job in a travel agency. ◊ Louise got 75% in the maths exam. ◊ I'll come if I can get time off work. ◊ How much did you get for your old car (=when you sold it)? ◊ to get a shock/surprise **2** [T] have/has got sth to have sth: I've got a lot to do today. ◊ Lee's got blond hair. ◊ Have you got a spare pen? **3** [T] (no passive) to go to a place and bring sth back; fetch: Go and get me a pen, please. ◊ Sam's gone to get his mother from the station. **4** [I] to become; to reach a particular state or condition; to make sb/sth be in a particular state or condition: It's getting dark. ◊ to get angry/bored/hungry/fat ◊ I can't get used to my new bed. ◊ to get dressed ◊ When did you get married? ◊ to get pregnant ◊ Just give me five minutes to get ready. ◊ He's always getting into trouble with the police. ◊ She's shy, but she's great fun once you get to know her. **5** [I] to arrive at or reach a place: We should get to London at about ten. ◊ Can you tell me how to get to the hospital? ◊ What time do you usually get home? ◊ I got half way up the mountain then gave up. ◊ How far have you got with your book? ◊ look at get in, on, etc. **6** [I, T] to move or

- Students look up *get* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - *get* is an Oxford 3000 keyword. In fact it is one of the most common words in English.
  - *get* has a number of different meanings. [16 in the OSD].
  - The most common meaning of *get* is *to receive, obtain or buy sth*.
- Focus on the example and explain that students should find a suitable verb to replace *get* in all the sentences. Point out that they may have to use a different form from the infinitive.
- Students work individually. Check the answers.

#### ANSWERS

- 1 arrive 2 catching 3 received 4 became  
5 move/carry 6 hit

### Exercise 2 Types of business

**cooperative**<sup>2</sup> (BrE also **co-operative**)  
/kəʊ'ɒpərətɪv/ *noun* [C] (BUSINESS) a business or organization that is owned and run by all of the people who work for it: The factory is now a workers' cooperative.

- Students look up the noun *cooperative* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - *cooperative* is related to the subject of business.
  - *cooperative* means a business or organization that is owned and run by all of the people who work for it.
- Focus on the example 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 cooperative 2 firm 3 franchise 4 multinational  
5 partnership 6 subsidiary

### Follow-up

Self Check, Workbook pages 50–51

Test Unit 6, Teacher's Book pages 132–133

## Literature corner 3 PAGE 56

### Pride and Prejudice

#### Exercise 1

- Students do the task. Check the answers.

#### ANSWERS

It's set in a country house with a large garden, because Mrs Bennet tells Elizabeth to show Lady Catherine the walks.

#### Exercise 2 2.14

- Play the CD once for students to do the task. They compare answers before checking with the class.

#### ANSWERS

- Very honoured and pleased.
- Because she wanted to talk to Elizabeth alone.
- Because she felt Lady Catherine was being rude.
- No, she doesn't.
- She has come to let Elizabeth know her feelings about her imminent engagement to Mr Darcy. She wants to hear Elizabeth deny that it is true.

#### Exercise 3

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

#### Exercise 4

- Students read through the instructions. Make sure they understand what they are going to write.
- Ask a few pairs to read out their dialogues.

## Skills Round-up 5–6 PAGE 57

### Read

#### Exercise 1

- Focus on the photo and the title. Ask students: *What can you see?* [a food festival]
- Students work individually and answer the questions.

#### ANSWERS

The Oxford Literary Festival – spring

The International Festival, Edinburgh – towards the end of the summer

The Ludlow Food Festival – the beginning of September

#### Exercise 2

- Students do the task. Check the answers.

#### ANSWERS

- The International Festival
- The Oxford Literary Festival
- The Ludlow Food Festival
- The Oxford Literary Festival
- The Ludlow Food Festival

#### Exercise 3

- Students do the task. Compare the answers with the class.

### Listen

#### Exercise 1 2.15

- Play the CD once for students to do the task. Check the answers.

#### ANSWERS

a battle, food, medieval shoes, a settlement, uniforms

#### TAPESCRIPT

**Presenter** Are you looking for something different to do this weekend? Then why not go to the Tewkesbury Medieval Festival? This festival has been going for twenty-five years and is getting bigger and bigger every year. But what does the festival celebrate and what can you do there? We sent reporter Sandra Evans to find out.

**Sandra** I'm here in the middle of a field in Tewkesbury, a small town in the south west of England, and here in 1471 there was a historic battle. But why, I can hear you asking, should a battle that occurred over 500 years ago be the subject of a summer festival? Well, to get the answer to that question, I spoke to one of the festival organizers, Derek Churchill.

**Sandra** Derek, what can visitors to the festival expect to see?

**Derek** Well Sandra, for the last twenty-five years we've been recreating the battle that took place here between the Houses of Lancaster and York in 1471, and people can come and see what a medieval battle was really like.

**Sandra** So how do you recreate a battle? It sounds as if it might be dangerous to me!

**Derek** It can be for the combatants sometimes, but fortunately we don't have too many injuries! We have two thousand participants dressed in exact copies of the uniforms and military clothes of the period.

**Sandra** And they are all carrying weapons, aren't they?

**Derek** Yes, they are. However, although the swords look very realistic they are actually made of wood, not steel. We want the battle to be realistic, but not too realistic!

**Sandra** I'm glad to hear that! Now the battle is not the only event, is it?

**Derek** No. We also build a small medieval settlement so that people can see what life was like in that time. And there's a market, where people can buy clothes and shoes that have been made as they were made in the 15th century.

**Sandra** And you can eat medieval food too, can't you?

**Derek** Well, we cook food in the way it was served in the 15th century. We don't actually sell food that's 500 years old!

**Sandra** I hope not! Thank you Derek for telling us about the festival.

**Derek** It's been a pleasure. We're here every year at the beginning of July and if your listeners come to visit, we're sure they'll have a great time.

**Sandra** I'm sure they will!

#### Exercise 2 2.15

- Play the CD once for students to do the task. Check the answers.

#### ANSWERS

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

### Write and speak

#### Exercise 1

- Students work individually. Monitor and help.

#### Exercise 2

- Students work in pairs. Make a note of any errors. Correct them with the whole class at the end of the activity.

**This unit includes**

**Vocabulary:** exams and exams advice • intelligent or stupid?  
• the brain • expressions with *brain*

**Grammar:** question forms • question tags

**Skills:** talking about robots • exploring multiple intelligences

**Writing:** a discussion essay

**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 *intelligence*. Compare the answers with the class.
- Read the title of the reading page, *Are you intelligent?* Ask students: *Where does intelligence come from?*

**Before Reading**

- Give students a minute to decide on the right figure. Get them to compare their answers with a partner. Then take a class vote on the right answer.

**ANSWERS**

Figure D is correct. (Each row/column includes a circle with a vertical black/white divide, a circle with a horizontal black/white divide and a white circle. In each row/column, two of the circles have a black triangle and a white triangle, the other having two white triangles. The missing shape needs to have a circle with a vertical black/white divide with a black triangle and a white triangle.)

IQ means Intelligence Quotient.

**Background Notes**

The dictionary definition of *intelligence* is the ability to understand, learn and think. The text explores two different theories about intelligence. The first, put forward by the 19th-century British scientist, Francis Galton, suggests that intelligence is hereditary. The second, supported by American psychologist, Richard E Nisbett and New Zealand university professor, James Flynn, proposes that intelligence can be influenced by our environment.

The term IQ is an acronym for Intelligence Quotient. Two French mathematicians, Alfred Binet and Theophile Simon were the first to compile IQ tests, but it was the American psychologist Lewis Terman who coined the term IQ. Anybody achieving a score of 100 on an IQ test is said to be of average intelligence.

**Read****Exercise 1**

- Students read the text quickly and match the headings to the paragraphs. Check the answers with the class.

**ANSWERS**

A 4 B 3 C 5 D 6 E 1

**Exercise 2**  2.16

- Play the CD while students read the text again and choose the best answer. Check the answers, asking for justification.

**ANSWER**

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

**Exercise 3**

- Read through the **Reading tip** with students and check understanding by asking: *Where can you find the answer to a question asked in the title?* [in the last paragraph]
- Students answer the question in pairs. Check the answer.

**ANSWER**

The writer says that it helps to be born with innate intelligence, but the development of that intelligence depends on our environment.

**Optional Activity: Reading skills**

**Aim:** To learn how to put events in chronological order.

**Preparation:** Write the following sentences on the board.

*Nisbett said intelligence was influenced by environment.* [7]

*Studies were made on identical twins.* [3]

*The study of human intelligence began.* [1]

*Nisbett began to doubt Galton's theory.* [5]

*Flynn confirmed Nisbett's theory.* [9]

*Nisbett did his own research into identical twins.* [6]

*Nisbett initially agreed that intelligence was inherited.* [4]

*Galton said intelligence came from our genes.* [2]

*Flynn studied the results of lots of IQ tests.* [8]

Students in pairs read the sentences and number them in chronological order. Get them to check their answers with the reading text.

**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 3. On the board write this sentence:  
\_\_\_\_\_ is necessary to do well in life.

On a piece of paper write down these five qualities:  
*ambition, determination, hard work, imagination, motivation.*

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. Add *intelligence* to the list, and have a whole class vote on the most important quality.

**SAMPLE ANSWERS**

- They're good because everyone is being judged by the same criteria. They aren't good because some people have disabilities, e.g. dyslexia, which prevent them from expressing themselves well.
- By being polite and treating other people with respect.
- Ambition, determination, hard work, imagination and motivation are also important.

## Vocabulary

### Teaching Tip: Verb + preposition

Write these verbs on the board for students to complete with the correct preposition:

*adhere* [to] *an idea*  
*approve* [of] *a choice*  
*believe* [in] *a theory*  
*comment* [on] *an opinion*  
*suffer* [from] *an illness*  
*vote* [for] *a person*

Remind students to make a note of verb + preposition collocations in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

### Exercise 1

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

#### ANSWERS

1 brought up 2 potential 3 convinced 4 cerebral  
5 reinforcing 6 hereditary 7 intellect 8 confirmed  
9 adhered to 10 passed on 11 lack 12 surroundings  
13 innate 14 flaw 15 proof

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

**adhere to** is a regular verb which means to follow a particular idea or belief. The third person singular form is *adheres to* and the past simple form is *adhered to*. The noun is *adherence* and the adjective is *adherent*. These words are all used in formal register.

**bring up** is a phrasal verb which means to look after a child until he/she is an adult and to teach him/her to behave. The past simple and past participle forms are *brought up*. *Raise* is a synonym of *brought up*.

**cerebral** is an adjective that describes something that is related to the brain.

**confirm** is a regular verb which means to say or show that something is true. The third person singular form is *confirms* and the past simple form is *confirmed*. The noun is *confirmation* and the adjective is *confirmed*. These words are all on the Academic Word List.

**convinced** is an adjective that describes someone that is completely sure of something. We say *to be convinced of sth*. The verb is *to convince* and the noun is *conviction*.

**flaw** is a countable noun which means a mistake in something which means that it is not correct. We say *a flaw in sth*. There are two adjectives: *flawed*, which means with mistakes, and *flawless* which means without mistakes.

**hereditary** is an adjective that describes something that is passed on from parent to child. The verb is *to inherit*. There are two nouns: *heredity*, which means the process by which qualities pass from parents to children, and *inheritance*, which means the act of receiving property and money from somebody who has died.

**innate** is an adjective that describes an ability or quality that you have when you are born. *Inborn* is a synonym of *innate*.

**intellect** is a noun which means the power of the mind to learn. The adjective is *intellectual*.

**lack** is an uncountable noun which means the state of not having something or not having enough of something. *Lack* is always used in the singular. *Dearth* is a synonym of *lack*.

**pass on** is a phrasal verb which means give something to somebody else. We say *to pass sth on to sb*.

**potential** is an uncountable noun which means qualities that exist and can be developed. We say *to realize your (full) potential*. *Promise* is a synonym of *potential*.

**proof** is a noun which means information or documents that show you something is true. *Evidence* is a synonym of *proof*. The verb is *to prove*.

**reinforce** is a regular verb which means to make something stronger. The third person singular form is *reinforces* and the past simple form is *reinforced*. The noun is *reinforcement*.

**surroundings** is a noun which means everything that is around or near something. It is always used in the plural. *Environment* is a synonym of *surroundings*.

### Quick Test: Say it again

Explain that you are going to read out some sentences. Students have to repeat the sentence correctly using a word from the reading text vocabulary.

*It hasn't rained, so there isn't enough water.* [a lack of]

*My grandparents looked after me when I was a child.* [brought me up]

*His research showed that he was right.* [confirmed]

*There was a mistake in his argument.* [flaw]

*Eye colour is passed on from parents to children.* [hereditary]

*Her work shows great promise.* [potential]

*We always follow school rules.* [adhere to]

*The police are looking for more evidence.* [proof]

*I need to get used to my new environment.* [surroundings]

*Humans have the inborn ability to learn.* [innate]

### Optional Activity: Intelligence

**Aim:** To talk about developing intelligence.

**Preparation:** Write this question on the board.

*How can a person develop their own intelligence?*

Elicit a few examples from students e.g. do a sudoku, read a newspaper, change a routine. Ask students to make a list of different ways of developing intelligence. Compare the answers with the class.

### More practice

Workbook page 52

## Target Vocabulary

**Nature or nurture?:** adhere to bring up cerebral confirm convinced flaw hereditary innate intellect lack pass on potential proof reinforce surroundings

**Exams:** first draft formulae knowledge legible plagiarize quotations rote-learning sitting

**Exam advice:** come up get through leave out pick up swot up on work out

**Intelligent or stupid?:** accomplished ignorant incompetent scatterbrained wise witty

## 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 something related to the brain?* [cerebral] *What's another word for mistake?* [a flaw]
- Students complete the sentences. Check the answers.

### ANSWERS

- flaws, proof
- lack, convinced
- confirmed, hereditary, passed on
- adhere to, reinforced
- brought up, innate, surroundings, potential
- intellect, cerebral

## Extend

### Exercise 1 Exams

- Ask students to cover the text and check the meaning of the words with you or with a dictionary.
- Students work individually or in pairs to complete the text. Check the answers.

### ANSWERS

- sitting
- rote-learning
- formulae
- knowledge
- quotations
- plagiarize
- first draft
- legible

### Exercise 2 Exam advice

- Ask students to cover the text. Elicit an example sentence for each phrasal verb in turn and write it on the board.
- Students work individually or in pairs to complete the text. Check the answers.

### ANSWERS

- get through
- picked up
- work out
- come up
- leave out
- swotting up on

### Exercise 3 Intelligent or stupid?

- Write on the board *intelligent* and *stupid*. Elicit synonyms from students and write their ideas under the headings on the board.
- Focus on the words in exercise 3. Elicit whether they mean *intelligent* or *stupid* and add them to the columns on the board.
- Students work individually or in pairs to match the words and definitions. Check the answers.

### ANSWERS

- c
- d
- f
- b
- a
- e

## Teaching Tip: Near synonyms

The adjectives in exercise 3 are near synonyms of the words intelligent or stupid. Focus on the aspects that make them different to clarify the meaning, e.g. intelligent: skilled (accomplished); amusing (witty); experienced (wise) Stupid: uneducated (ignorant); forgetful (scatterbrained); useless (incompetent).

## Exercise 4

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

### ANSWERS

- accomplished
- incompetent
- witty
- wise, ignorant
- scatterbrained

## Optional Activity: Exams

**Aim:** To practise talking about exams.

**Preparation:** Write the following questions on the board.

*How do you feel about sitting exams?*

*What do you find most difficult to learn?*

*How do you set about writing an essay?*

*Is your writing legible?*

*Did you get through all of your last exams?*

*Do you work out a study timetable before exams?*

Ask students to discuss the questions in pairs. Have a class discussion about the best ways to study and compile a list of advice on the board.

## Quick Test: Right or wrong?

Divide the class into three teams. Explain that they have to decide if some sentences are right or wrong. If the sentence is wrong, they have to repeat it correctly. 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. Read out the following sentences:

Parents bring after their children. [bring up]

His secretary is scatterbrained – she can't type! [incompetent]

*Our teacher confirmed the date of the exam.* [✓]

*They know what will come down in the exam.* [come up]

*They're ignorant, because they've never been to school.* [✓]

*I hope I get over my exams.* [get through]

*You need to work out an exam timetable.* [✓]

*You must adhere at all the rules.* [adhere to]

*My gran is very witty – she knows everything!* [wise]

*I left off the first question.* [left out]

*I need to swot up on dates for the history exam.* [✓]

*Mathematical quotations are hard to learn.* [formulae]

*Many characteristics are passed off in the genes.* [passed on]

*He's an accomplished pianist – he's played for years.* [✓]

*We picked down a lot of tips during the talk.* [picked up]

## Vocabulary Notebooks

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

## More practice

Workbook page 53

## Question forms

### Warm-up

- Focus on the photo and the heading: *Multiple intelligences*. Ask students: *What do you think multiple intelligences are?* [different ways of learning]

### Explore

#### Exercise 1

- Students do the quiz individually. They read the interpretation of their answers on Student's Book page 106. Ask individual students to tell the class about their type of intelligence.

#### Exercise 2

- Read through the **Learn this!** box with students and check understanding by asking: *Which question words can omit the auxiliary verb 'do'?* [How many, what, which and who] *When is the auxiliary verb omitted?* [when the question word is the subject of the question]
- Focus on the first question in the quiz. Elicit the subject. [which activity]
- Students continue deciding which question words are the subject of the questions. Check the answers.

#### ANSWERS

- 1 Which activity 2 Who 3 Which birthday present  
4 (not the subject) 5 (not the subject)

#### Teaching Tip: Prepositions in questions

Remind students that prepositions usually come at the end of a question in spoken English, e.g. *Who did you go with?* If students make a mistake, use the prompt *Preposition?* and ask them to repeat the question correctly.

### Follow-up

Grammar Reference page 106

## Exploit

#### Exercise 1

- Focus on the example. Ask: *Why is there no auxiliary verb in the question?* [because *who* is the subject of the question]
- Students continue working individually or in pairs to correct the mistakes. Check the answers.

#### ANSWERS

- 1 Who teaches you English?  
2 correct  
3 correct  
4 How many students failed the IQ test?  
5 What does he want to be?  
6 How many DVDs did you buy?  
7 correct  
8 What caused the accident?

#### Exercise 2

- Read through the **Look out!** box with students. Check understanding by asking: *What is a reply question?* [a short question asking about a statement] *When do we use reply questions?* [in spoken English]
- Focus on the example and make sure students know what they have to do. Students continue matching the statements with the reply questions individually or in pairs. Check the answers.

#### ANSWERS

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

#### Exercise 3

- Ask two students to read out the example as a model. Elicit an example for the next topic from two different students.
- Students continue making statements with the topics. Monitor and help. Correct any mistakes as a whole class at the end of the activity.

#### Quick Test: Sentence transformation

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

*I read about four books a month.*

[How many books do you read?]

*My mother always makes the dinner in my house.*

[Who makes the dinner in your house?]

*I bought the red coat.*

[Which coat did you buy?]

*A plate fell on the floor.*

[What fell on the floor?]

*I called my best friend.*

[Who did you call?]

*About five thousand people live in my village.*

[How many people live in your village?]

*We watched a film on TV.*

[What did you watch on TV?]

*Spain won the 2010 World Cup.*

[Which country won the 2010 World Cup?]

### More practice

Workbook page 54

Grammar Builder page 107, exercises 1–2

#### ANSWERS GRAMMAR BUILDER 7 (PAGE 107)

#### Exercise 1

- 1 Who went to the theatre last week?  
2 What is Katie buying next week?  
3 What has happened recently?  
4 Who is knocking on the door?  
5 What did they eat last night?  
6 Where are your books?

#### Exercise 2

- 1 c 2 d 3 e 4 a 5 b

## Artificial intelligence

### Target Vocabulary

**Artificial intelligence:** appliance articulated robot household or office work remotely operated vehicle repetitive jobs in factories robot sea or space exploration a specific household task

**Actions:** chores drudgery errand functions tasks workload

### Warm-up

- Ask students: *What do you understand by artificial intelligence?* [Robots that can copy human behaviour.]

### Vocabulary

#### Exercise 1

- Students describe the photos in pairs. Check the answers.

#### ANSWERS

- remotely operated vehicle / sea or space exploration
- appliance / a specific household task
- robot or articulated robot / housework or office work
- robot or articulated robot / repetitive jobs in factories

#### Exercise 2

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

#### ANSWERS

- chores
- errand
- tasks
- workload
- drudgery
- functions

### More practice

Workbook page 55

### Listen

#### Exercise 1 2.17

- Play the CD once for students to do the task. Check the answers.

#### ANSWERS

**Robots can:** run at 6 km an hour; do repetitive, mundane tasks; carry out one or two functions.

**Robots can't:** do the washing up; respond to speech and sound; always recognize objects.

#### TAPESCRIPT

**Presenter** Although we might think that robots are a modern idea, people have dreamed for centuries of creating robots that will do boring household chores and even entertain us. A thousand years ago the famous inventor Al-Jazari from Mesopotamia was already making plans for robots that could serve drinks to guests and play musical instruments. But if people were thinking about artificial intelligence all those years ago, why do robots still only exist in science fiction novels and films? To answer that question we have Professor Harris from Hillfields University of Technology in the studio. Professor Harris, will we ever have robots that do the housework and run errands for us?

**Professor Harris** Well, that depends on what you think the word 'robot' means. I think if Al-Jazari could see a modern house with all its electronic gadgets such as washing machines, computers and so on, he would say that we are surrounded by artificial intelligence.

**Presenter** Yes, but when most of us hear the words 'artificial intelligence', we think of a robot that is almost a copy of a human being, don't we?

**Professor Harris** True. And there have been important developments in that field. In 2006 the Japanese introduced the world to Asimo, a robot that can run at six kilometres an hour and carry out simple tasks.

**Presenter** Yes, I've seen the video on the internet. It's entertaining but it doesn't look like it's ready to take the drudgery out of people's daily lives! Why is it taking so long to develop useful robots?

**Professor Harris** Well, one reason is that robots don't always recognize objects and they still don't respond to speech and sound.

**Presenter** Does that mean we won't see them doing the washing up for a long time?

**Professor Harris** Possibly not, but artificial intelligence already plays a big part in our lives. A lot of factory jobs are done by simple robots that don't get bored by repetitive tasks and as I mentioned before our homes are full of appliances that can perform one or two functions that make our lives a lot easier. Robots are already here, but not in the way that science fiction often presents them.

**Presenter** Well, thank you very much Professor Harris. Now before we hear the news headlines ...

#### Exercise 2 2.17

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

#### ANSWERS

- a
- b
- b
- a
- a
- b

### Speak

#### Exercises 1, 2 and 3

- Students do the task in pairs. Monitor and help.

#### Optional Activity: Dialogue

**Aim:** To practise speaking about robots.

**Preparation:** Write the following dialogue on the board.

A Can robots cook now?

B Yes, they can.

A Can robots write essays?

B No, they can't.

A Will robots ever be able to write essays?

B I don't think so.

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

## Question tags

### Warm-up

- Ask a few students: *Do you ever go to dinner parties?*

### Explore

#### Exercise 1

- Focus on the photo and ask students: *What's the woman doing?* [She's preparing the dining table for a dinner party.]
- Students read the dialogue. Give them time to try and solve the brain teaser. Check the answer.

#### ANSWERS

She has invited a woman who is a grandmother (1). The grandmother is coming with her two daughters (2), who are also mothers. They have two daughters each (4) and they're coming to the meal too. The grandmother + her 2 daughters + their 4 daughters = 7 guests

#### Exercise 2

- Read through the **Learn this!** box with students. Check understanding by asking: *Which pronoun do we use in a question tag for sentences with somebody or everybody?* [they] *Which pronoun do we use in a question tag for sentences with something or everything?* [it] *Which verb do we use in a question tag for sentences with Let's?* [shall] *Which verb do we use in a question tag for imperative sentences?* [will]
- Students do the task in pairs. Check the answers.

#### ANSWERS

- Everybody is going to eat at the same time, aren't they?
- Something is wrong with my maths, isn't it?
- Let's do the brain teaser, shall we?
- Repeat that, will you?

#### Teaching Tip: Intonation in question tags

In speech, we can show the exact meaning of a question tag by the intonation. If we are not sure of the answer, we use a rising intonation. If we are sure of the answer, we use a falling intonation. Encourage students to make their voices go down in the questions in exercise 2 because they think their answers are true.

### Follow-up

Grammar Reference page 106

## Exploit

#### Exercise 1

- Students work individually to complete the sentences. Check the answers.

#### ANSWERS

- shall we
- shall we
- can't you
- haven't they
- will it
- will you
- did he

#### Exercise 2

- Focus on the example and make sure that students know what to do. Give them time to write some sentences to ask their partner. Monitor and help.
- Students ask and answer their partner's questions. Correct any mistakes with the whole class at the end of the activity.

#### ANSWERS

Student's own answers.

#### Exercise 3

- Read through the **Look out!** box with students. Check understanding by asking: *How can we add emphasis to a sentence?* [by using the auxiliary verb do] *What other function can do have?* [to contradict a negative statement]
- Students do the task individually or in pairs. Check the answers.

#### ANSWERS

- I do know Jane!
- You did say you'd help me!
- He did get a really good mark in the exam!
- She did complete the task!
- Mike does do his homework!
- I do return things you lend me!

#### Quick Test: Error correction

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

*You've got a sister, don't you?* [haven't you?]  
*Everyone is here, isn't he?* [aren't they?]  
*The teacher didn't give us any homework, is she?* [did she?]  
*I'm very witty, am not I?* [aren't I?]  
*Your cousin lives with you, don't he?* [doesn't he?]  
*Something fell, didn't they?* [didn't it?]  
*We'll be late, don't we?* [won't we?]  
*Your friends aren't very happy, is they?* [are they?]  
*Let's go home, won't we?* [shall we?]  
*Go away, do you?* [will you?]

### More practice

Workbook page 56

Grammar Builder page 107, exercises 3–6

#### ANSWERS GRAMMAR BUILDER 7 (PAGE 107)

#### Exercise 3

- contradict a negative sentence
- add emphasis
- add emphasis
- contradict a negative sentence
- add emphasis
- add emphasis

#### Exercise 4

- aren't I?
- does he?
- isn't there?
- shall we?
- will you?
- don't they?
- am I?
- can it?

#### Exercise 5

- d
- e
- g
- a
- b
- h
- c
- f

#### Exercise 6

- I do win at tennis.
- Ellen did answer the question.
- Alex does know how to swim.
- They did bring their mobile phones.

## A discussion essay

### Target Language

**Passive structures for presenting opinions:** it is often supposed it is generally believed it is widely accepted it is often stated it is sometimes said

**Active structures for presenting opinions:** few / some / most people those in favour of / those against opponents of / critics of supporters of

**Giving your own opinion:** I would say I think

**Linking words to add information:** as well as that besides furthermore moreover

**Linking words to contrast information:** however nevertheless nonetheless on the other hand

### Warm-up

- Write on the board the heading: *Exams*. Underneath draw two columns and write the headings: *Pros* and *Cons*. Elicit arguments for and against exams from students and write their ideas on the board.

### Read

#### Exercise 1

- Students read the essay to see if any of their ideas are mentioned. Tick those that are mentioned and elicit any extra arguments. Add them to the list on the board.
- Students discuss the question in pairs.

#### Exercise 2

- Students do the task individually or in pairs. Check the answers.

#### ANSWERS

1 D 2 C 3 A 4 B

- Focus on the essay and elicit the following information:
  - There are four clear paragraphs.
  - The style is formal, so we do not use short forms.
  - The sentences are joined together by linking words.

#### Teaching Tip: Formal linking words

We can use the formal linking words *moreover*, *furthermore*, *besides* and *as well as that* to introduce additional information in a discussion essay. When we want to emphasize a contrast, we can use the linking words *however*, *nevertheless*, *nonetheless* and *on the other hand*.

### Prepare

#### Exercise 1

- Read through the **Writing tip** with students. Check understanding by asking: *Which passive expression suggests that an idea is held by a lot of people?* [It is often said that ...] *What type of active structures are used to say who holds an idea?* [general expressions]
- Students categorize the underlined expressions into active and passive structures. Check the answers.

#### ANSWERS

**passive:** It is often supposed, It is generally believed, it is widely accepted, it is often stated

**active:** some people argue, Those in favour of exams say, Critics of exams claim, I would say, I think

#### Exercise 2

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

#### ANSWERS

suppose, believe, argue, say, accept, claim, state, think

### Write

#### Exercise 1

- Focus on the instructions. Students read the writing plan and take notes. Monitor and help.

#### Exercise 2

- Students write their essay. 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.

#### SAMPLE ANSWER

It is often supposed by parents and students alike that P.E. is a waste of time. It is generally believed that schools are a place of academic study and so sports are not important. Nonetheless, some people argue that P.E. is one of the most important subjects on the school curriculum.

Supporters of P.E. say that it is fundamental for students' health. In fact, it may be the only time during the week when students actually do exercise. As well as that, students learn good habits for a healthy lifestyle in P.E. which will serve them well in later life.

Those against P.E. do not see its value in education. Moreover, many adults complain that it creates a high level of competitiveness between students which can lead to violence. Critics of P.E. believe that students should join a sports club if they wish to develop their sports skills.

In conclusion, I would say that P.E. is just as important as other subjects, but in a different way. These days, teenagers spend too much time in front of a screen. P.E. gives them the chance to do some exercise. Besides that, it teaches them some important facts about their own bodies.

#### MARKING SCHEME

- Essay organized into four paragraphs. [1 mark]
- First paragraph includes the issues that the title raises. [1 mark]
- Second paragraph includes arguments in favour. [1 mark]
- Third paragraph includes arguments against. [1 mark]
- Fourth paragraph includes the writer's experience and opinion. [1 mark]
- Appropriate use of passive and active structures for presenting opinions. [2 marks]
- Appropriate use of formal linking words. [1 mark]
- Appropriate use of full forms. [1 mark]
- Appropriate grammar and spelling. [1 mark]

#### More practice

Workbook page 57

## Language Skills

### Exercise 1 2.18

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

#### ANSWERS

1 nerves 2 scatterbrained 3 swotting up 4 brain  
5 rote-learning 6 testing 7 knowledge 8 ignorant  
9 sitting 10 reinforcing

### Exercise 2

- Students do the task individually. Check the answers.

#### ANSWERS

1 T  
2 F (He can't remember anything.)  
3 T  
4 T  
5 F (He doesn't like sitting exams.)  
6 T

### Exercise 3

- Students do the task individually. Check the answers.

#### ANSWERS

1 C 2 A 3 B 4 A 5 C

## Dictionary Corner

### Teaching Tip: Register

Remind students that their dictionary gives them information about the register of different words, in other words which situations a word is used (see page vii of *Oxford Student's Dictionary*). Two of the labels the dictionary uses are *formal* and *informal*.

**Activity:** Students look up the words and identify the register they are usually used in.

*adhere to* [formal]  
*bright spark* [informal]  
*cerebral* [formal]  
*comprehensible* [formal]  
*know-all* [informal]  
*to swot up on sth* [informal]

### Exercise 1 The brain

**cerebrum** /sə'ri:brəm/ **noun** [C] (pl. *cerebra* /-brə/) (ANATOMY) the front part of the brain, responsible for thoughts, emotions and personality

- Students look at the diagram of the brain on the page and look up *cerebrum* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - cerebrum* is a countable noun related to the subject of Anatomy.
  - the plural form is *cerebra*.
  - cerebrum* means the front part of the brain, responsible for thoughts, emotions and personality.
- Students match cerebrum with item 1 in the diagram. Explain that they should look up the words in the box and match them to the diagram.
- Encourage students to use the phonetic transcriptions in the dictionary to help them pronounce more formal or academic words.
- Students work individually or in pairs. Check the answers.

#### ANSWERS

1 cerebrum 2 thalamus 3 pituitary gland  
4 cranium 5 medulla oblongata 6 spinal cord

### Exercise 2 Expressions with the word brain

**brain** <sup>1</sup> /breɪn/ **noun** 1 [C] (ANATOMY) the part of your body inside your head that controls your thoughts, feelings and movements: *He suffered serious brain damage in a road accident.* 2 [C,U] the ability to think clearly; intelligence: *She has a very quick brain and learns fast.* 3 [C] (informal) a very clever person: *He's one of the best brains in the country.* 4 the brains [sing.] the person who plans or organizes sth: *She's the real brains in the organization.* **IDIOM** *have sth on the brain* (informal) to think about sth all the time  
**rack your brains** → RACK<sup>2</sup>

- Students look up *brain* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - brain* has 4 meanings and the most common meaning is related to the subject of Anatomy.
  - Meaning 4 corresponds to the definition in the example sentence.
  - the brains* is always used in the singular.
- Focus on the example and explain that students should look at the idioms for *brain* and the entries below *brain* containing the word *brain* in their dictionary.
- Students work individually or in pairs to complete the dictionary entries. Check the answers.

#### ANSWERS

1 brains 2 on the brain 3 brain drain 4 brainchild  
5 brainwave 6 brainy

### Follow-up

Self Check, Workbook pages 58–59

Test Unit 7, Teacher's Book pages 134–135

# 8

## Only a game?

### This unit includes

**Vocabulary:** physical exercise • athletics • winners and losers • sports idioms • verb patterns

**Grammar:** mixed conditionals • *I wish / If only*

**Skills:** talking about teenagers and sport • discussing advertising in sport

**Writing:** a biography

**Workbook pages 60–67**

## Reading PAGES 66–67

### Warm-up

- Look at the unit title and ask students: *Which sports men and women have been successful recently in your country?*
- Read the title of the reading page, *The price of success*. Ask: *What sacrifices does a young sports person have to make?*

### Before Reading

#### Exercise 1

- Students discuss the question in pairs. Compare answers with the class.

#### ANSWER

Students' own answers.

#### Exercise 2

- Read through the **Reading tip** with students. Check that they have understood by asking: *How can you find out what an article is about before actually reading it?* [by reading the title and looking at the pictures]
- Students do the task in pairs. Compare answers with the class.

#### ANSWER

Students' own answers.

### Background Notes

Thomas (Tom) Daley is a British diver who specializes in the 10-metre platform event. He started diving at the age of seven and is a member of Plymouth Diving Club. At the age of 14, he represented Great Britain at the Olympic Games in Beijing, and in 2009 he became the FINA World Champion.

After his performance at the Olympics, Tom was bullied at his local school. He has since changed schools, and is now a celebrity supporter of the children's charity *Childline*, which aims to fight bullying in schools.

## Read

### Exercise 1

- Students read the text quickly and match the sentences to the paragraphs. Check the answers.

#### ANSWERS

1 D 2 E 3 B 4 C 5 A

### Exercise 2 3.02

- Play the CD while students read the text a second time and choose the best answers. Check the answers.

#### ANSWERS

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

### Optional Activity: Reading skills

**Aim:** To practise ordering the events of a biography.

**Preparation:** Write the following sentences on the board.

*Some students threatened to hurt him.* [8]

*He became the British under-18 diving champion.* [3]

*Thomas started diving.* [1]

*His first day back at school was filmed for TV.* [6]

*He started competing in Europe.* [4]

*He changed school.* [9]

*His classmates started calling him names.* [7]

*He started working with a children's charity.* [10]

*He drew a picture of himself as an Olympic Champion.* [2]

*He took part in the Olympic Games.* [5]

Students number the sentences in the correct order. Get them to look at the reading text to check their answers. Then they practise telling Tom's biography from memory in pairs.

## 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 1. Get a large piece of card and write the title: *Being a sports star*. Draw two columns on the card with the headings *Advantages* and *Disadvantages*. Stick the card over the board. Ask each student in turn to come to the front and write an advantage or a disadvantage on the card. If they can't think of one, the other students can help. Afterwards, have a class vote on whether they would like to be Thomas Daley or not. Display the poster your class has made on the wall.

#### SAMPLE ANSWERS

- Thomas enjoys doing sport because he is good at it. However, he probably doesn't like the media attention, because it affects his private life.
- They can probably learn to do it reasonably well, but they will never become a world champion.
- Because they want to get publicity for their country and attract more visitors in order to obtain more money.

## Vocabulary

### Teaching Tip: Learning expressions

Write up some gapped sentences on the board for students to complete with a personal example of the expression, e.g.

My \_\_\_\_\_ is very down to earth.

I \_\_\_\_\_ being in the limelight.

\_\_\_\_\_ is on a winning streak.

I \_\_\_\_\_ call people names.

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 to the definitions. Check the answers.

#### ANSWERS

- 1 winning streak 2 backfired 3 underneath 4 overnight  
5 down-to-earth 6 in the limelight 7 appeals  
8 admiration 9 escalated 10 combat 11 prodigy  
12 podium 13 calling him names 14 fame 15 provoked

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

**admiration** is an uncountable noun which means a feeling of respect and liking for somebody or something. We say *admiration for sb or sth*. The verb is *to admire*.

**appeal** is a regular verb which means to attract or interest somebody. The third person singular form is *appeals* and the past simple form is *appealed*. We say *to appeal to sb*. The verb is *to appeal* and the adjective is *appealing*.

**backfire** is a regular verb which means to have the opposite effect to the one intended. The third person singular form is *backfires* and the past simple form is *backfired*. We say *to backfire on sb*.

**call someone names** is an expression which means to use insulting words about somebody.

**combat** is a regular verb which means to stop something unpleasant or harmful from happening or from getting worse. The third person singular form is *combats* and the past simple form is *combated* or *combatted*. The noun is also *combat*.

**down-to-earth** is an adjective which describes something or somebody that is sensible and practical. It shows approval for the person or thing.

**escalate** is a regular verb which means to make something greater, worse, more serious, etc. The third person singular form is *escalates* and the past simple form is *escalated*. The noun is *escalation*.

**fame** is an uncountable noun which means the state of being known and talked about by many people. The adjective is *famous*.

**in the limelight** is an expression which means in the centre of public attention. We say *to be in the limelight*.

**overnight** is an adjective which describes something that happens suddenly or quickly.

**podium** is a noun which means a small platform for a speaker, performer, etc. to stand on.

**prodigy** is a countable noun which means a young person who is unusually clever or skilful for their age. We often say *a child prodigy*.

**provoke** is a regular verb which means to cause a particular reaction or to have a particular effect. The third person singular form is *provokes* and the past simple form is *provoked*. The noun is *provocation* and the adjective is *provocative*.

**underneath** is a preposition which means directly below.

**winning streak** is an expression which means a series of successes in a game of sport. We say *to have a lucky streak*.

### 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 the reading text. 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.

- 1 They haven't lost a match. They're on a \_\_\_\_\_. [winning streak]
- 2 The problem is getting worse. It's \_\_\_\_\_. [escalating]
- 3 Most celebrities like being known. They enjoy \_\_\_\_\_. [fame]
- 4 The composer Mozart was a child \_\_\_\_\_. [prodigy]
- 5 Our plan had the opposite effect. It \_\_\_\_\_. [backfired]
- 6 That actor is the centre of attention. He's \_\_\_\_\_. [in the limelight]
- 7 His sister is always insulting him. She \_\_\_\_\_. [calls him names]
- 8 The argument wasn't an accident. It was \_\_\_\_\_. [provoked]
- 9 The winner received his gold medal on the \_\_\_\_\_. [podium]
- 10 He became successful suddenly. It happened \_\_\_\_\_. [overnight]
- 11 My mum is very sensible. She's very \_\_\_\_\_. [down-to-earth]
- 12 We saw a tree and took shelter \_\_\_\_\_. [underneath]

### Optional Activity: Sports star

**Aim:** To make a presentation about a sports star.

**Preparation:** Write these questions on the board.

Where was he/she born.

How old is he/she?

What sport does he/she play?

When did he/she start playing?

When did he/she become successful?

Which prizes has he/she won?

What is he/she doing now?

Do you know anything about his/her family life?

Ask students to copy the questions and research a sports star for homework in order to answer them. Get them to tell a partner about their sports star in the next class. Monitor and help. You could ask students to write up their presentation as an article and display the articles on the wall of the class.

### More practice

Workbook page 60

## Vocabulary PAGE 68

### Target Vocabulary

**Diving in with both feet:** admiration appeal backfire call someone names combat down-to-earth escalate fame in the limelight overnight podium prodigy provoke underneath winning streak

**Winners and losers:** front-runner runner-up victor world number one

**Physical exercise:** handstand press-up pull-up sit-up squat thrust stretching

**Athletics:** beat break a record coach match practise (technique) race season test track events train trial warm up win

**Sports idioms:** give the game away a level playing field off your own bat on that score on the ball sail through

### 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 a feeling of respect?* [admiration] *How do we say to try to stop something unpleasant?* [combat]
- Students complete the sentences. Check the answers.

#### ANSWERS

1 calling ... names 2 fame 3 backfired 4 escalated  
5 overnight 6 podium 7 combat 8 provoke  
9 appeal 10 winning streak 11 admiration 12 prodigy  
13 down-to-earth 14 in the limelight 15 underneath

### Extend

#### Exercise 1 Winners and losers

- Ask students to cover the definitions and focus on the words for people. Say each word in turn and elicit *winner* or *loser* from students.
- Uncover the definitions. Students match the people with the definitions. Check the answers.

#### ANSWERS

1 c 2 d 3 a 4 b

#### Teaching Tip: Compounds

Most compound nouns ending in prepositions are hyphenated in English. Remind students to look in a dictionary to check the spelling of compound words they are not sure about.

#### Exercise 2 Physical exercise

- Ask students to cover the words and focus on the photos. In pairs students describe the exercises in the photos in their own words.
- Uncover the words. Students match the words with the photos. Check the answers.

#### ANSWERS

1 pull-up 2 stretching 3 handstand 4 press-up  
5 squat thrust 6 sit-up

#### Exercise 3 Athletics

- Brainstorm with students words related to athletics. Write their ideas on the board.
- Students work individually or in pairs to choose the best answers. Check the answers.

#### ANSWERS

1 train 2 up 3 practise 4 track 5 season 6 beat  
7 broke 8 trial

#### Exercise 4 Sports idioms

- Ask students to cover the definitions and focus on the idioms. Elicit from students which words they need to look up in a dictionary to find the idioms.
- Uncover the definitions. Students match the idioms with the definitions. They may use a dictionary if they wish. Check the answers.

#### ANSWERS

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

#### Optional Activity: Sports idioms

**Aim:** To practise sports idioms.

**Preparation:** Give out paper and coloured pens.

Tell students they have to choose one of the sports idioms from exercise 4 and draw a picture to illustrate it. Give them a few minutes to complete their picture. Now, get them to hold up their picture for the other students to guess the idiom.

#### Quick Test: Fill the gap

Write these sentences on the board and give students five minutes to complete them with a word from Student's Book page 68.

*I was on the \_\_\_\_ so I called the police immediately.* [ball]  
*Usain Bolt has just \_\_\_\_ another world record.* [broken]  
*They spend ten minutes \_\_\_\_ after every match.* [stretching]  
*He never scores a goal so he's \_\_\_\_ shooting.* [practising]  
*The runners have to do two laps of the \_\_\_\_.* [track]  
*It's a level \_\_\_\_ so we've all got a fair chance.* [playing field]  
*He was the \_\_\_\_ so he got a silver medal.* [runner-up]  
*Whenever I do a \_\_\_\_, the blood goes to my head.* [handstand]  
*My sister gave the \_\_\_\_ away about the present.* [game]  
*She hasn't played this \_\_\_\_ because of an injury.* [season]  
*It's an important match so we're \_\_\_\_ every day.* [training]  
*All the students \_\_\_\_ through the exam.* [sailed]

#### Vocabulary Notebooks

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

#### More practice

**Workbook page 61**

## Mixed conditionals

### Warm-up

- Ask students: *Which famous footballers do you know?*

### Explore

#### Exercise 1

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

#### ANSWERS

His brother Roberto is his manager.

His mother cooks for him.

His sister Deisi organizes his meetings with the media.

#### Teaching Tip: *was* and *were* in conditional sentences

Remind students that we often use *were* instead of *was* after *if* and that this is common in both formal and informal styles, e.g. *If I were rich, I'd travel around the world. If your brother were taller, he could play basketball.*

#### Exercise 2

- Read through the **Learn this!** box with students. Check understanding by asking: *When do we use mixed conditionals?* [to show that the time in the *if* clause is different from the time in the result clause]
- Students find the examples in the text. Check the answers.

#### ANSWERS

- If injury had not cut short his brother Roberto's football career, he wouldn't be Ronaldinho's manager today.
- And if Ronaldinho's father hadn't died some years ago, his mother wouldn't always be around to cook his favourite dishes for him.
- In fact, if Ronaldinho didn't have the support of all his family, he would have had to employ quite a few people during his long career!

### Follow-up

Grammar Reference page 108

### Exploit

#### Exercise 1

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

#### ANSWERS

- weren't so short
- hadn't given me a trial
- 'd warmed up
- wouldn't be celebrating
- didn't love sport
- hadn't run
- hadn't taken me to lessons
- were fitter

#### Exercise 2

- Read through the **Look out!** box with students. Ask: *Which verb can we use instead of 'would', when the result of the action is less certain?* [might]
- Students work individually or in pairs to rewrite the sentences. Check the answers.

#### ANSWERS

- I might be the leading scorer if I had played in Saturday's match.
- If I wasn't so frightened of heights, I might have been able to do the parachute jump.
- We might be at home now if we hadn't missed the bus.
- He might have become a good jockey if he wasn't so overweight.
- If you had asked him, he might have helped you.
- Henry might still be on the pitch if he hadn't argued with the referee.

#### Exercise 3

- Focus on the instructions and the example sentence.
- Students ask and answer the questions in pairs. Monitor and help.

#### ANSWERS

Students' own answers.

#### Quick Test: Sentence transformation

Write the following sentences on the board. Give students time to rewrite them using mixed conditionals.

*I'm tired today. I went to bed late last night.*

*John fell off a wall. He's got a broken leg.*

*Our teacher is angry today. We didn't do our homework yesterday.*

*Karen drives badly. She didn't pass her driving test.*

*The weather is bad. We didn't have a barbecue this weekend.*

*You feel ill now. You ate too much dinner.*

### More practice

Workbook page 62

Grammar Builder page 109, exercises 1–3

#### ANSWERS GRAMMAR BUILDER 8 (PAGE 109)

#### Exercise 1

- 1 had asked 2 was 3 would have invited
- 4 wouldn't have 5 had 6 had shown

#### Exercise 2

- 1 Ray would be playing tonight if he hadn't hurt himself in training.
- 2 If I hadn't given up training, I wouldn't be unfit.
- 3 If Tom had a bicycle, he would have taken part in the race.
- 4 Sue would be worried about the exam if she hadn't done a lot of revision last weekend.
- 5 Ann would be at school this week if she hadn't broken her leg last Saturday.
- 6 If we hadn't run a marathon yesterday, we wouldn't be very tired.

#### Exercise 3

- 1 be 2 have been 3 be 4 have been

## The sports business

### Target Vocabulary

**The sports business:** commercial endorsement media coverage slogan sponsorship target audience

### Warm-up

- Ask students: *What role does advertising play in sport?*

### Vocabulary

#### Exercise 1

- Students match the words to the definitions individually or in pairs. They may use a dictionary if they wish. Check the answers.

#### ANSWERS

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

#### Exercise 2

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

#### ANSWERS

1 target audience 2 media coverage 3 sponsorship  
4 commercials 5 slogan 6 endorsement

#### Exercise 3

- Students answer the questions in pairs. Compare the answers with the class.

#### ANSWERS

Students' own answers.

### More practice

Workbook page 63

### Listen

#### Exercise 1 3.03

- Play the CD once for students to tick the topics. Check the answers.

#### ANSWERS

2, 4, 5 and 6

#### TAPESCRIPT

**Ashley** Hi Sara, how's your research for your project going?

**Sara** Quite well. There's loads of material on the internet, although it's not all relevant to what I'm going to write about.

**Ashley** And what are you writing about exactly?

**Sara** Basically the way sport is used to sell products to teenagers.

**Ashley** You mean teenage boys, don't you? My brother has to have the new Manchester United kit every season and it's not exactly cheap!

**Sara** That's also one of the things I'm going to be looking at.

**Ashley** What do you mean?

**Sara** The different marketing techniques used to sell things to boys and girls.

**Ashley** But we don't waste our money on football shirts and tracksuits covered in sponsor's names. We don't go around advertising cars and banks, do we? It's only boys that do that!

**Sara** That's true! Most of the endorsements for sports clothing are done by footballers and the advertising campaigns are aimed at young men. In fact, I discovered that Real Madrid actually bought the Portuguese footballer Cristiano Ronaldo as much for his ability to sell shirts as for his footballing talents. And the more shirts the club sells, the more money they can expect from sponsorship.

**Ashley** Exactly. I don't know why boys can't see it. A modern football shirt is covered in at least one sponsor's name and the logo of the sports company that made the shirt! It's almost impossible to see the club's colours and know which team they support! They're not backing their team by wearing a football shirt; they're giving exposure to businesses!

**Sara** Well, before you criticize boys too much, we're not much better!

**Ashley** What do you mean? You'd never catch me in a football shirt!

**Sara** No, but female sports stars also endorse products so they are more attractive to their target audience, young women. Having said that, the products that they promote in commercials have usually got nothing to do with sport. They advertise things like beauty products such as perfume, health products, clothing accessories, things like that.

**Ashley** Definitely an improvement on sports clothing!

**Sara** Well, it's all a question of taste. But one thing is certain; professional sport is used to sell us all kinds of things, most of which we don't need!

#### Exercise 2 3.03

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

#### ANSWERS

- information for her project
- the new Manchester United replica kit
- football shirts and tracksuits
- footballers
- at least one sponsor's name and the logo of the sports company that made the shirt
- beauty products such as perfume, health products and clothing accessories

### Speak

#### Exercise 1

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

#### ANSWERS

- a mobile phone company
- an airline company
- a bank

#### Exercise 2

- Students discuss the statements in pairs. Compare the answers with the class.

#### Optional Activity: Dialogue

**Aim:** To practise talking about money in sport.

**Preparation:** Write the following dialogue on the board.

*A How do you feel about number 1?*

*B I agree. Professional sport is a business today. What do you think?*

*A I don't agree. I still enjoy watching the football.*

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

## I wish / If only

### Warm-up

- Focus on the title and the photo and ask students: *What happened?* [The footballer, John Terry, slipped when he was taking a penalty.]

### Explore

#### Exercise 1

- Students read the text and do the task. Check the answers.

#### ANSWERS

- If only I could count – Julián Simón
- I wish it hadn't rained – John Terry
- If only I had won just once – Merlene Ottey

#### Exercise 2

- Read through the **Learn this!** box with students. Check understanding by asking: *Which tense do we use with I wish or If only to talk about a present situation?* [past simple] *Which tense do we use with I wish or If only to talk about a past situation?* [past perfect]
- Students discuss the question in pairs. Check the answers.

#### ANSWERS

**Present:** If only I could count!

**Past:** I wish it hadn't rained! If only I had won just once!

### Follow-up

Grammar Reference page 108

### Exploit

#### Exercise 1

- Students write sentences individually or in pairs. Check the answers.

#### ANSWERS

- I wish / If only it had stopped raining.
- I wish / If only my coach was / were good / better.
- I wish / If only I could run faster.
- I wish / If only my coach didn't always shout at me.
- I wish / If only I had trained harder!
- I wish / If only I hadn't lost the race. / I wish / If only I had won the race.
- I wish / If only I had studied the videos of my rivals.
- I wish / If only I had gone to bed early last night.

#### Teaching Tip: Pronunciation *should have*

Remind students that *have* is pronounced /əv/ in the construction *should have*. Model and drill the two sentences in the **Look out!** box and encourage students to copy the rhythm when you elicit the answers to exercise 2.

### Exercise 2

- Read through the **Look out!** box with students. Check understanding by asking: *How can we say what would have been the right thing to do in a past situation?* [Use *should have* + past participle]

#### ANSWERS

- I should have written Sally's email address down.
- Anne should have got up earlier.
- Tom shouldn't have spent all his money on the new Liverpool shirt.
- James should have scored and put us in the lead.
- They should have played better.
- Yasmine shouldn't have argued with the trainer.

### Exercise 3

- Students do the task in pairs. Monitor and help. Correct any errors at the end of the activity with the whole class.

#### ANSWERS

Students' own answers.

#### Quick Test: Error correction

Write the following sentences on the board. Give students time to find the mistakes and write the sentences correctly.

*If only we haven't got so much homework.* [we didn't have]  
*If only he passed his last exam.* [he had passed]  
*I wish I can swim.* [I could swim]  
*If only my friend didn't go away.* [my friend hadn't gone]  
*I wish tomorrow is a holiday.* [tomorrow was a holiday]  
*I wish I didn't leave school.* [I hadn't left]  
*If only you don't live so far away.* [you didn't live]  
*I wish we bought a new car.* [we had bought]

### More practice

Workbook page 64

Grammar Builder page 109, exercises 4–6

#### ANSWERS GRAMMAR BUILDER 8 (PAGE 109)

#### Exercise 4

- If only I could cook well.
- I wish I had found a new job.
- If only I didn't smoke a lot.
- If only I hadn't broken my leg.
- I wish I slept well.
- I wish I hadn't lost my MP3 player.

#### Exercise 5

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

#### Exercise 6

- They should have taken an umbrella.
- She should have done warm-up exercises.
- He should have gone to the bank.
- She should have put on warm clothes.
- He should have left earlier.

## A biography

### Target Language

**Time expressions:** in 1942 ... during his childhood ... until he was 12 from then on ... from 1960 until his retirement in 1981 ... Since his retirement ... in 2005

**Linkers:** so and however even though also but

## Warm-up

- Ask students: *Which famous boxers do you know?*

## Read

### Exercise 1

- Students read the biography and answer the question. Check the answers.

### ANSWERS

**Inside the boxing ring:** an Olympic gold medal, three world championships, 56 out of 61 professional fights won

**Outside the boxing ring:** the Muhammad Ali Centre, Sports personality of the 20th century

### Exercise 2

- Read through the **Writing tip** with the students. Check understanding by asking: *What comes at the beginning of a biography?* [information about the person's childhood] *What comes at the end of a biography?* [information about the person's death or the present day]
- Students match the information to the paragraphs. Check the answers.

### ANSWERS

1 D 2 A 3 C 4 B

- Focus on the biography and elicit the following information:
  - There are four clear paragraphs.
  - The style is formal, so we do not use short forms.
  - The sentences are joined together by linking words, e.g. *so, and, however, even though, also, but*.

### Teaching Tip: Time expressions

Time expressions are an important feature of biographies. Get students to underline all the time expressions in the biography. [*in 1942 ..., During his childhood ..., When he was 12, ..., From 1960 until his retirement in 1981 ..., Since his retirement ..., in 2005 ...*] Remind students to insert a comma after time expressions at the start of a sentence, e.g. *Since his retirement, Muhammad Ali has worked for many humanitarian causes.*

## Prepare

- Students do the task individually or in pairs. Check the answers.

### ANSWERS

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

## Write

### Exercise 1

- Students research information about the person they would like to write about. They could do this for homework.

### Exercise 2

- Students look at the writing plan and organize their information into paragraphs.

### Exercise 3

- Students write their biography. 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

Ulises de la Cruz was born in 1974 in Piquiucho, a small village in one of the poorest regions of Ecuador. There was no running water or medical care and the villagers were all very poor. As a child, Ulises spent much of his time playing football with the other boys. He started playing professionally when he was 16, and later he was selected for the Ecuador team. In 2001, he went to Scotland to play for Hibernian before joining top British clubs Aston Villa, Reading and Birmingham City. At home, he also played for Ecuador in the 2002 and 2006 World Cups. However, Ulises is not only famous for his football skills. Instead of spending his salary on fast cars and luxury holidays, he funds a number of projects to help his local community back in Ecuador. So far, he has paid for a water treatment plant, a health centre and a sports ground. In 2009, Ulises returned to Ecuador. He now plays for LDU Quito and his team won the Recopa Sudamericana that year. Nevertheless, more important than football for Ulises is his village. 'I want to create opportunities for the children to show that they have a brighter future,' he says.

### MARKING SCHEME

- Biography organized into four paragraphs. [1 mark]
- Information appears in chronological order. [1 mark]
- First paragraph includes information about the person's childhood. [1 mark]
- Second paragraph includes information about the person's early career. [1 mark]
- Third paragraph includes information about the person's later career. [1 mark]
- Fourth paragraph includes information about the end of the person's career. [1 mark]
- Appropriate use of formal style, including full forms. [1 mark]
- Appropriate use of time expressions. [1 mark]
- Appropriate use of linking words. [1 mark]
- Appropriate grammar and spelling. [1 mark]

### More practice

Workbook page 65

## Review PAGE 73

### Language Skills

#### Exercise 1 3.04

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

#### ANSWERS

1 training 2 warmed up 3 sit-ups 4 skills 5 practised  
6 match 7 trial 8 season 9 beat 10 win

#### Exercise 2

- Students do the task individually. Check the answers.

#### ANSWERS

- 1 F (Tom plays basketball.)
- 2 T
- 3 T
- 4 F (Tom doesn't say. They spent 15 minutes playing a match.)
- 5 T
- 6 F (They beat Tom's team.)

#### Exercise 3

- Students do the task individually. Check the answers.

#### ANSWERS

- 1 I'd be in the final if I hadn't got an injury in the semi-final.
- 2 He would have new trainers if he hadn't spent all his money on a tracksuit.
- 3 If we hadn't won the match, we wouldn't be having a pizza (to celebrate).
- 4 If they could swim, they would have gone on the sailing course.
- 5 We would have seen the game if we had a TV.

#### Exercise 4

- Students do the task individually. Check the answers.

#### ANSWERS

- 1 I wish I hadn't eaten so much before the match.
- 2 If only our captain would pass the ball to me.
- 3 I wish I'd seen my daughter's basketball match yesterday.
- 4 If only I hadn't broken my tennis racket when I fell over.
- 5 I wish I could kick the ball with both feet.

### Dictionary Corner

#### Teaching Tip: Verb patterns

Remind students that a dictionary gives them information on how verbs can be used in sentences.

**Activity:** Write these pairs of sentences on the board. Students tick the sentence in each pair they think is correct. Then, they look up the underlined verbs in their dictionaries to check their answers.

Unfortunately, our plan backfired.

Unfortunately, our plan backfired us.

They've introduced measures to combat.

They've introduced measures to combat crime.

The announcement provoked.

The announcement provoked a storm of protest.

### Exercise 1 Verb patterns

**transitive** /ˈtrænsətɪv/ *adj.* (LANGUAGE) (used about a verb) that has a direct object: *In this dictionary transitive verbs are marked [T].* **OPP** intransitive

**intransitive** /ɪnˈtrænsətɪv/ *adj.* (LANGUAGE) (used about a verb) used without an object **OPP** transitive ► **intransitively** *adv.*

- Students look up the words *transitive* and *intransitive* in their dictionary. Check that they understand that a transitive verb needs an object.
- Students complete the sentences. Check the answers.

#### ANSWERS

1 transitive 2 intransitive 3 transitive 4 intransitive

### Exercise 2

**beat**<sup>1</sup> **w**<sup>0</sup> /bi:t/ *verb* (pt *beat*; pp *beaten* /ˈbi:tən/) **1** [T] ~ sb (at sth); ~ sth to defeat sb; to be better than sth: *He always beats me at tennis.* ◊ *We're hoping to beat the world record.* ◊ *If you want to keep fit, you can't beat swimming.* **2** [I,T] to hit sb/sth many times, usually very hard: *The man was beating the donkey with a stick.* ◊ *The rain was beating on the roof of the car.* **3** [I,T] to make a regular sound or movement: *Her heart beat faster as she ran to pick up her child.* ◊ *We could hear the drums beating in the distance.* ◊ *The bird beat its wings* (= moved them up and down quickly). **4** [T] to mix sth quickly with a fork, etc.: *Beat the eggs and sugar together.*

- Students look up the verb *beat* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - *beat* is an Oxford 3000 keyword.
  - The past simple form is *beat* and the past participle is *beaten*.
  - The first meaning of *beat* is *to defeat someone*.
  - *beat* is a transitive verb with a noun phrase as the object.
  - We say *to beat somebody at something*.
- Focus on the example and explain that students should look up the verbs and answer the questions.
- Students do the task individually or in pairs. Check the answers.

#### ANSWERS

1 win, lose and draw 2 beat and defeat 3 defeat  
4 defeat, draw and win

### Exercise 3

- Students do the task individually or in pairs. Check the answers.

#### ANSWERS

1 beat / defeated 2 won 3 lose 4 drew 5 beats  
6 wins

#### Follow-up

Self Check, Workbook pages 66–67

Test Unit 8, Teacher's Book pages 136–137

## The Importance of Being Earnest

### Exercise 1

- Students read the text and answer the question.

#### ANSWERS

Lady Bracknell is assessing whether Jack would be a suitable husband for her daughter, Gwendolen.

### Exercise 2 3.08

- Play the CD once for students to do the task. Check the answers.

#### ANSWERS

- Potential husbands for their daughters.
- She believes a man who desires to get married should know either everything or nothing.
- He makes a living from investments.
- It's neither profitable nor enjoyable.
- Because a simple unspoiled girl couldn't be expected to live in the country.

### Exercise 3

- Students do the task individually. Discuss the answers with the class.

#### SAMPLE ANSWERS

- Jack doesn't have to work so his life is easy.
- Gwendolen has no experience of the world.
- She will agree because Jack has the property and money to be able to provide for Gwendolen.

### Exercise 4

- Students read through the instructions. Make sure they understand what they are going to write.
- Students write the letter individually. Monitor and help.

## Skills Round-up 7–8 **PAGE 75**

### Read

#### Exercise 1

- Students read the text and answer the question. Check the answer.

#### ANSWER

A house with a chef and 25 staff, beautiful beaches and a yacht with its own crew.

#### Exercise 2

- Students do the task individually. Check the answers.

#### ANSWERS

- The wealthy
- Looking after the wild animals and the park
- One day's safari at the Phinda Reserve
- Because it is more private
- A first-class chef, 25 staff and the yacht crew
- They have become the hiding places of the world's wealthy.

#### Exercise 3

- Students do the task individually. Discuss the answers as a class.

#### ANSWERS

Students' own answers.

### Listen

#### Exercise 1 3.09

- Play the CD once for students to do the task. Check the answers.

#### ANSWERS

- seven
- neighbours
- views
- desert
- coastal
- trip

#### TAPESCRIPT

**Presenter** Are you looking for a holiday with a difference? The chance to relax but at the same time experience a culture that is completely different from your own? Then in this week's *Travel Guide*, we think we have found the perfect destination for you. So John, where are we taking our listeners this week?

**John** Hi Trisha. Well, this week we're taking a seven-hour flight from London to Muscat, the capital of Oman.

**Presenter** Now John, when people think of holidays on the Arabian Peninsula they think of Dubai in the United Arab Emirates but their neighbours in Oman are also hoping to make the most of the tourist potential of their country, aren't they?

**John** That's right. I'm going to be looking at some luxury holidays that are at prices that are not as expensive as you might expect.

**Presenter** So, what is there for tourists to do in Oman?

**John** Well, it depends on what you want. There are a number of resorts that offer first-class hotels with enormous comfortable bedrooms and some of them include excellent health spa facilities. You can sit in your own private jacuzzi and look at the beautiful views of the bay of Al Jissah while you relax.

**Presenter** If only I had time for a holiday! That sounds great. But what if you want something a little more active?

**John** Now a number of tour companies are offering a package of luxury accommodation with trips to see important cultural sites in the country. For example, a typical day on one tour takes you down the coast from the capital Muscat to visit Wadi Arbaveen. Wadi Arbaveen is a spectacular green valley in the middle of the dry desert and the perfect site for a first-class picnic lunch. In the afternoon you are taken to the coastal town of Sur, where you can see the traditional boat making skills of the local people. Then, in the evening it's back to your luxury hotel for some excellent Omani cuisine and a good night's rest before the next day's trip to visit the Jebel Al Akhdar mountains and the former capital of Nizwa.

**Presenter** It certainly sounds active! Now a holiday that includes all these activities and five-star hotels isn't cheap. I think it's time you told us the bad news, John. How much does a holiday like this cost?

**John** Well, it depends on when you're thinking of going and I've done some research ...

#### Exercise 2 3.09

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

#### ANSWERS

- f
- e
- a
- b
- d
- c

### Write and speak

#### Exercises 1 and 2

- Students work individually. Monitor and help.

**This unit includes**

**Vocabulary:** types of books • reading • parts of a book • writing style

**Grammar:** object relative clauses • reduced relative clauses

**Skills:** talking about books and reading • discussing the effects of computers on reading habits

**Writing:** a book review

**Workbook pages 68–75**

**Reading** PAGES 76–77**Warm-up**

- Look at the unit title and ask students: *Who are the most famous authors from your country?*
- Read the title of the reading page, *What are you reading?* Ask students: *Which books are popular in your country right now?*

**Before Reading****Exercises 1 and 2**

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

**ANSWERS**

Students' own answers

**Background Notes**

The text is about the origin of literature and developments through history until the invention of the printing press by Johann Gutenberg in 1455. The text starts by mentioning an ancient poem from Mesopotamia called *The Epic of Gilgamesh* as one of the earliest known works of literature. It then introduces the epics *The Iliad* and *The Odyssey* by the Greek poet Homer. The text goes on to outline the decline of literature in Europe and its growth in the Islamic Empire. It highlights the House of Wisdom in Baghdad as a major intellectual centre in the Islamic Golden Age. The text ends with the Renaissance in Europe and Gutenberg's printing press, which marked the birth of prose as a writing style.

**Read****Exercise 1**

- Read through the **Reading tip** with students and check understanding by asking: *What do you need to look for when you scan a text?* [key words]
- Focus on the task. Highlight that the information appears in the text in a different order from the questions. Students do the task individually. Check the answers.

**ANSWERS**

1 Johann Gutenberg 2 Harun al-Rashid 3 the Sumerians  
4 Aristotle 5 the Romans

**Exercise 2**  3.10

- Play the CD while students read the text and choose the best answers. Check the answers.

**ANSWER**

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

**Optional Activity: Reading skills**

**Aim:** To focus on the order of events in a text.

**Preparation:** Write the following sentences on the board.

*Johann Gutenberg invented the printing press.* [7]

*Aristotle wrote 'Poetics'.* [3]

*The Renaissance started in Europe.* [6]

*Literature became available to everyone.* [8]

*'The Iliad' and 'The Odyssey' were written by Homer.* [2]

*'The Epic of Gilgamesh' was engraved by the Sumerians.* [1]

*The House of Wisdom was set up.* [5]

*The Romans spread the Greeks' ideas across the Roman Empire.* [4]

Students in pairs read the sentences and number them in chronological order. Get them to check their answers with the reading text before checking the answers with the class.

**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: Compare and contrast**

Draw two columns on the board with the headings *Written language* and *Spoken language* and focus on question 1. Elicit one comparison and one difference between written language and spoken language [They both use the same words; written language can last forever whereas spoken language disappears once it is said]. Put students into small groups and ask them to think of two more comparisons and two more contrasts between the two types of language. Compare answers with the class and write students' ideas on the board.

**ANSWERS**

Students' own answers.

## Vocabulary

### Teaching Tip: Noun suffixes

The suffixes *-tion*, *-al* and *-ation* can be used in English to change a verb into a noun. Write the following verbs on the board and ask students to write down the noun form:

*accumulate* [accumulation]

*memorize* [memorization]

*recite* [recital]

*preserve* [preservation]

*degenerate* [degeneration]

*revive* [revival]

*stagnate* [stagnation]

Get students to make a note of both forms in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

### Exercise 1

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

#### ANSWERS

- 1 engraved 2 revival 3 epic 4 prose  
5 literary criticism 6 literate 7 privileged 8 degenerated  
9 memorize 10 quest 11 recitals 12 preserved  
13 stagnation 14 accumulated 15 flourished

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

**accumulate** is a regular verb which means to gradually get more and more of something over a period of time. The third person singular form is *accumulates* and the past simple form is *accumulated*. A synonym of *accumulate* is *amass*. The noun is *accumulation* and the adjective is *accumulative*.

**degenerate** is a regular verb which means to become worse by becoming lower in quality or weaker. The third person singular form is *degenerates* and the past simple form is *degenerated*. A synonym of *degenerate* is *deteriorate*. The noun is *degeneration* and the adjective is *degenerative*.

**engrave** is a regular verb which means to cut words or designs on wood, stone, metal, etc. The third person singular form is *engraves*. The past simple form is *engraved*. We often use *engrave* in the passive. The noun is *engraving* and the person is *engraver*.

**epic** is a countable noun which means a long poem about the actions of great men and women or about a nation's history.

**flourish** is a regular verb which means to develop quickly and be successful. The third person singular form is *flourishes* and the past simple form is *flourished*. A synonym of *flourish* is *thrive*.

**literary criticism** is a noun which means the act of describing the good and bad points of a play, film, book, work of art, etc.

**literate** is an adjective which describes somebody who is able to read and write. The opposite is *illiterate*.

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

**preserve** is a regular verb which means to keep something in its original state in good condition. The third person singular form is *preserves* and the past simple form is *preserved*. The noun is *preservation*.

**privileged** is an adjective which describes somebody who has special rights or advantages that most people do not have. The noun is *privilege*.

**prose** is an uncountable noun which means writing that is not poetry.

**quest** is a countable noun which means a long search for something, especially for some quality such as happiness. *Quest* is a formal or literary word. We say *a quest for something*.

**recital** is a countable noun which means a public performance of music or poetry, usually given by one person or a small group. The verb is *to recite*.

**revival** is a countable noun which means the process of something becoming or being made popular or fashionable again. The verb is *to revive*.

**stagnation** is an uncountable noun which means the state of not making progress. The verb is *to stagnate* and the adjective is *stagnant*.

### 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 to get worse.* [degenerate]

*It's a person who can read.* [literate]

*It's to write on stone.* [engrave]

*It's to learn by memory.* [memorize]

*It's a long poem.* [epic]

*It's to keep in good condition.* [preserve]

*It's to develop quickly.* [flourish]

*It's having an unfair advantage.* [privileged]

*It isn't poetry.* [prose]

*It's a long search.* [quest]

*It's a state of no progress.* [stagnation]

*It's a public performance of poetry.* [recital]

Give students five minutes in pairs to write down short definitions. Then team up two sets of pairs. Pair A read out the definitions and Pair B guess the word. Time the activity and find out which pair guessed the most words. Pairs swap and repeat.

### Optional Activity: Survey

**Aim:** To do a class survey on students' reading habits.

**Preparation:** Write the following questions on the board.

*Are you reading a book at the moment?*

*Do you read a newspaper?*

*Did you read when you were little?*

Get students in pairs to write five more questions about reading. Explain that the questions should have a yes or no answer. Ask each pair to write one of their questions on the board. Choose the ten best questions and rub off the rest. Ask for a show of hands for each of the questions and write the results on the board. Sum up the conclusions with the class or ask them to write a report for homework.

### More practice

Workbook page 68

## Target Vocabulary

**Reading through the ages:** accumulate degenerate engrave epic flourish literary criticism literate memorize preserve privileged prose quest recital revival stagnation

**Reading:** bestseller bookworm browse flick through from cover to cover look up pore over take out

**Types of books:** anthology biography novel reference book textbook travel guide

**The parts of a book:** acknowledgements appendix bibliography blurb contents page footnote glossary index

## Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What word is to get more of something over a period of time?* [accumulate] *What do we call the process of something becoming popular again?* [revival]
- Students work individually or in pairs. Check the answers.

### ANSWERS

1 engraved 2 privileged 3 revival 4 recital  
5 quest 6 stagnation 7 memorize 8 flourished  
9 literary criticism 10 preserved 11 literate  
12 degenerating 13 accumulated 14 epic 15 prose

## Extend

### Teaching Tip: Phrasal verbs

Encourage students to write down phrasal verbs with an object to make it easier to remember them, e.g.  
*flick through* [a magazine looking at the pictures]  
*look up* [a difficult word]  
*pore over* [an interesting article]  
*take out* [some books from the library]

## Exercise 1 Reading

- Cover the text and focus on the words. Get students to check their meaning in a dictionary.
- Students complete the text individually or in pairs. Check the answers.

### ANSWERS

1 bookworm 2 browsing 3 bestsellers 4 take out  
5 look up 6 poring over 7 flick through  
8 from cover to cover

## Exercise 2 Types of books

- Brainstorm with students different types of books. Write their ideas on the board. Make sure the list includes the words in exercise 2. If necessary elicit the words by giving examples.
- Students label the books individually or in pairs. Check the answers.

### ANSWERS

1 reference book 2 travel guide 3 novel 4 textbook  
5 anthology 6 biography

## Exercise 3 The parts of a book

- Brainstorm with students the parts of a book. Write their ideas on the board. Make sure the list includes the words in exercise 3. If necessary elicit the words by giving examples.
- Students match the word with the definitions individually or in pairs. Check the answers.

### ANSWERS

1 bibliography 2 index 3 acknowledgements  
4 contents page 5 blurb 6 glossary 7 appendix  
8 footnote

### Optional Activity: Books

**Aim:** To practise the vocabulary of books.

**Preparation:** Place a selection of different books on a table at the front of the class.

Divide the class into four teams. Tell students you are going to call out words from the vocabulary page and they have to find an example of the word.

Call out a word from exercise 2 or 3. The first student from each team runs to the front of the class and tries to find an example of the word. Award a point to the first team who shows you the correct example.

### Quick Test: Alphabet quiz

Write the following letters on the board:

A B C D E F G I L M N P Q R S T

Divide the class into two teams. Explain that you are going to define words from the vocabulary page and students have to guess the words. Read out the first definition to the first student in the first team. If they guess the word correctly, read the next definition and continue until they get a word wrong. When they get a word wrong or cannot guess a word, the turn passes to the next team. Start reading the definitions from the beginning again until they get a word wrong. The winner is the team that guesses all the words correctly.

*Which A is the extra part at the back of a book?* [appendix]

*Which B is a person who loves reading?* [bookworm]

*Which C is a list of the chapters in a book?* [contents page]

*Which D is to become worse?* [degenerate]

*Which E is a long poem?* [epic]

*Which F is to look quickly at a magazine?* [flick through]

*Which G is an explanation of difficult words?* [glossary]

*Which I is an alphabetical list of subjects?* [index]

*Which L describes the good and bad points of a book?* [literary criticism]

*Which M is to learn by memory?* [memorize]

*Which N is a work of fiction?* [novel]

*Which P is to read very carefully?* [pore over]

*Which Q is a long search?* [quest]

*Which R is a book with facts and information?* [reference]

*Which S is the state of not making progress?* [stagnation]

*Which T is to borrow a book from a library?* [take out]

### Vocabulary Notebooks

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

### More practice

Workbook page 69

## Object relative clauses

### Warm-up

- Ask students: *Which magazines are popular in your country?*

### Explore

#### Exercise 1

- Students look at the picture. Ask: *What can you see?* [men and women from the past queuing outside a bookshop]
- Students read the text and answer the question.

#### ANSWER

Cheaper books, the everyday language of the writers and marketing

#### Exercise 2

- Read through the **Learn this!** box and check understanding by asking: *When can you omit a relative pronoun?* [when it is the object of the verb]
- Students find six relative clauses in the text.

#### ANSWERS

... people who had free time used it to read.  
 ... the language that writers used ...  
 Magazines which published stories ...  
 ... readers who were waiting ...  
 The stories which these magazines serialized ...  
 ... the same comments that critics of TV make ...

#### Teaching Tip: Defining relative clauses

Students often repeat the subject after a relative pronoun in a defining relative clause. If they make this mistake, use the prompt *Relative clause?* and ask them to repeat the sentence correctly.

### Follow-up

Grammar Reference page 110

### Exploit

#### Exercise 1

- Students answer the question individually or in pairs. Check the answers.

#### ANSWERS

##### Subject relative clauses:

... people who had free time used it to read.  
 Magazines which printed stories ...  
 ... readers who were waiting ...

##### Object relative clauses:

... the language that writers used ...  
 The stories which these magazines serialized ...  
 ... the same comments that critics of TV make ...

#### Exercise 2

- Students do the task individually or in pairs. Check the answers.

#### ANSWERS

1 which 2 which you / you 3 that I 4 who  
 5 we / that we

### Exercise 3

- Read through the **Look out!** box with students. Check understanding by asking: *Where do we put the preposition in a formal sentence?* [before the relative pronouns *whom* and *which*] *Where do we put the preposition in an informal sentence?* [at the end of the sentence] *Which words can replace the relative pronoun where?* [*in which* and *at which*] *Which words can replace the relative pronoun when?* [*on which* and *in which*] *Which words can replace the relative pronoun 'why'?* [*for which*]
- Students do the task individually or in pairs.

#### ANSWERS

- The year in which Shakespeare arrived ...
- ... was the reason for which ...
- I borrowed that book the day on which I met ...
- The university at which I studied ...
- One of the reasons for which he wrote poetry ...

#### Quick Test: Sentence transformation

Write the following sentences on the board. Give students time to combine them using relative clauses.

*She looked at a magazine. It was lying on the table.*  
 [She looked at a magazine which was lying on the table.]  
*The man gave a poetry recital. He was a friend of mine.*  
 [The man who gave the poetry recital was a friend of mine.]  
*I've accumulated books. I don't know what to do with them.*  
 [I don't know what to do with the books I've accumulated.]  
*I've lent that book to people. They've all said it's excellent.*  
 [The people I've lent that book to have all said it's excellent.]  
*He lives in a village. It's near the motorway.*  
 [The village in which / where he lives is near the motorway.]  
*I won't forget the day. I met my best friend then.*  
 [I won't forget the day on which / when I met my best friend.]

### More practice

Workbook page 70

Grammar Builder page 111, exercises 1–4

#### ANSWERS GRAMMAR BUILDER 9 (PAGE 111)

#### Exercise 1

- subject
- subject
- object
- object
- subject
- subject
- object
- object

#### Exercise 2

- cannot be left out
- Alice is the student I sit next to in class.
- That's the doctor I go to see.
- I want to read the magazine Mary told me about.
- cannot be left out
- We went to the shop you bought your new suit from.

#### Exercise 3

- I saw him on the day on which we started our school holidays.
- correct
- The girl to whom I was chatting is my cousin.
- We told Dad the reason for which we wanted to go to school early.
- He lives in the town in which William Shakespeare was born.
- correct

#### Exercise 4

- when
- why
- where
- where
- when
- why

## E-books

### Target Vocabulary

**E-books:** audio book comic book e-book hardback leaflet paperback scroll tablet

## Warm-up

- Ask students: *How many books are there in your house?*

## Vocabulary

### Exercise 1

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

#### ANSWERS

1 e-book 2 hardback 3 leaflet 4 scroll 5 audio book  
6 tablet 7 paperback 8 comic book

### Exercise 2

- Students do the task individually or in pairs.

#### ANSWERS

1 audio book 2 scrolls 3 tablet 4 paperback  
5 e-book 6 leaflet 7 hardbacks 8 comic books

## More practice

Workbook page 71

## Listen

### Exercise 1

- Students discuss the questions in pairs.

#### ANSWERS

Students' own answers.

### Exercise 2

3.11

- Play the CD once for students to complete the table.

#### ANSWERS

**Advantages:** You can store lots of books on an e-book. You can save a lot of space at home.

**Disadvantages:** The batteries might run out when you're in the middle of reading. Reading an e-book screen all the time can strain your eyes.

#### TAPESCRIPT

**Presenter** You can take it with you wherever you want and use it whenever you like. You can fast forward, rewind, pause and replay when it suits you and it doesn't suddenly go off because it doesn't need batteries. You can have innumerable experiences with it from reliving the lives of the Pharaohs of Ancient Egypt to taking part in a modern detective investigation. Yes, I'm talking about ... the humble book! Since humans started reading tablets and scrolls over five thousand years ago, books have been educating and entertaining us, but on tonight's programme Alice Crumble from the E-book Project is here to tell us that the days of the printed book are over. Welcome Alice.

**Alice** Good evening.

**Presenter** So, Alice, why do you think books are about to disappear from our lives?

**Alice** Well, I don't think they will completely disappear but I do think that e-book reading devices are going to drastically reduce book sales in much the same way that digital music files and MP3 players have cut the sales of CDs incredibly.

**Presenter** Yes, but there was nothing comparable to small MP3 players before. Cassette and disc players were relatively big and you couldn't store music on them.

**Alice** Exactly! With the new e-books you'll be able to store lots of books on them.

**Presenter** OK, I admit that is an advantage, but I'm still not convinced.

**Alice** But think of all the space you'll save at home if you can store books digitally. The internet has virtually destroyed the market for printed encyclopaedias because people just don't have the shelf space for all those volumes.

**Presenter** But e-books are actually bigger than paperbacks and most hardbacks and ...

**Alice** ... that's debatable; some books are smaller and some are bigger ...

**Presenter** Imagine the following situation: a woman is sitting on the underground going to work and she's just arrived at the most interesting part of the book and ... ping! The screen goes blank because the battery has run out. That doesn't happen with paperbacks.

**Alice** That's true, but the latest e-books have very long-lasting batteries and that is unlikely to happen very often.

**Presenter** And I think it's true to say that reading from a screen can strain your eyes.

**Alice** Yes, but again the latest e-books have much better screens.

**Presenter** Well, you've persuaded me that there is a place for e-books but I still don't think they'll replace printed books. But never mind what I think, let's find out what you, the listeners, have to say! Call ...

### Exercise 3

3.11

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

#### ANSWERS

1 a book 2 over 5,000 years ago 3 book sales  
4 cassette and disc players 5 the internet 6 to work  
7 because the battery has run out  
8 the batteries and the screens

## Speak

### Exercises 1, 2 and 3

- Students do the tasks in pairs.

#### Optional Activity: Dialogue

**Aim:** To practise speaking about books.

**Preparation:** Write the following dialogue on the board.

A How do you use dictionaries?

B I use them in printed form. How about you?

A Me too.

B How do you use encyclopaedias?

A I use them online. We haven't got any encyclopaedias at home.

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

## Reduced relative clauses

### Warm-up

- Ask students: *What do you know about Naguib Mahfouz?*

### Explore

#### Exercise 1

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

#### ANSWERS

Reading and Egyptian history. He studied philosophy.

#### Exercise 2

- Students find the five relative clauses in the text.

#### ANSWERS

... Cairo neighbourhoods which were often used ...  
 ... the books which were on his bookshelves.  
 ... an interest which was encouraged ...  
 ... first three novels, which were intended to form ...  
 ... people who were living in a changing society.

#### Teaching Tip: Using participles

Remind students that present participles usually have an active meaning whereas past participles normally have a passive meaning. If students use the wrong form in a reduced relative clause, use the prompt *Participle?* and ask them to repeat the sentence correctly.

#### Exercise 3

- Read through the **Learn this!** box with students and check understanding by asking: *What is a reduced relative clause?* [one where the relative pronoun and the verb to be are omitted] *When can we omit these words?* [in subject relative clauses]
- Students do the task. Check the answers.

#### ANSWERS

... Cairo neighbourhoods often used ...  
 ... the books on his bookshelves.  
 ... an interest encouraged by ...  
 ... first three novels, intended to form ...  
 ... people living in a changing society.

#### Follow-up

Grammar Reference page 110

### Exploit

#### Exercise 1

- Students do the task. Check the answers.

#### ANSWERS

- Mahfouz's novel *Midaq Alley*, first serialized in a magazine, was made into a film.
- Young authors looking for a publisher should try this website.
- Many books on university literature courses are unknown to most people.
- Jonathan Swift's *Gulliver's Travels*, published in the 18th century, is still popular today.
- Only lucky readers given an invitation will meet the author.
- Hayy ibn Yaqdhan*, one of the world's first novels, was written by *Ibn Tufail*.

#### Exercise 2

- Read through the **Look out!** box with students. Check understanding by asking: *When can we use reduced relative clauses with present and past participles?* [after *there is / was* and *there are / were*]
- Students do the task. Check the answers.

#### ANSWERS

- There were lots of students revising for their exams.
- There was nothing written in it.
- There are some courses starting at the university.
- There were lots of writers producing good material.
- There was a poem translated badly from Chinese.
- There are writers signing autographs.

#### Quick Test: Error correction

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

*Who's the girl dances with your sister?* [dancing]  
*On the shelf there's a novel wrote by an Egyptian.* [written]  
*I found him is sitting at an empty desk.* [is sitting]  
*The authors interviewing had different backgrounds.* [interviewed]  
*The writer spoke to is an uncle of mine.* [I spoke to]  
*There were some editors discussed a manuscript.* [discussing]

#### More practice

Workbook page 72

Grammar Builder page 111, exercises 5–6

#### ANSWERS GRAMMAR BUILDER 9 (PAGE 111)

#### Exercise 5

- That man walking towards us is my uncle.
- There was a camera left on the table.
- Klose, a footballer from Poland, has spent most of his life in Germany.
- There is a dog barking loudly in the garden.
- The computer delivered two days ago has already broken down.
- The customers in the restaurant started singing traditional songs.

#### Exercise 6

- This book (which) I borrowed from the library is fascinating.
- The play (which) my brother performed in was very good.
- The girl (who) I sit next to in class is very friendly.
- Andy is an Irish boy (who) I met last week.
- The teacher (who) I have maths lessons with is getting married next week.
- That car (which) my neighbour bought last week is very expensive.

## A book review

### Target Language

**A book review:** He is the protagonist of the story I couldn't put it down It is narrated in the third person It was first published in I would thoroughly recommend to The author uses the novel as a vehicle to The book's message is still relevant today The hero inhabits a world of The novel is set in The plot develops slowly until The pace of the story quickens There's a twist at the end The story takes place in

**Linking words:** although despite even though in spite of

## Warm-up

- Ask students to tell a partner about the last book they read.

## Read

### Exercise 1

- Students read the book review and answer the question.

#### ANSWER

The message is the stupidity of prejudice.

### Exercise 2

- Students do the task. Check the answers.

#### ANSWERS

- ... the author also uses the novel as a vehicle to ...
  - There is a turning point when ...
  - ... it's set around 1840 in various locations ...
  - I would thoroughly recommend to ...
- Focus on the book review and elicit the following information:
    - The review is organized into four paragraphs.
    - The style is formal, so we do not use short forms.
    - The writer uses adjectives to describe the book, e.g. *appealing, light-hearted, gripping, thought-provoking*.

## Prepare

### Exercise 1

- Students do the task. Check the answers.

#### ANSWERS

**Characters:** The hero inhabits a world of ..., He is the protagonist of the story

**Story:** There's a twist at the end, The plot develops slowly until ..., The pace of the story quickens

**Facts about the book:** It is narrated in the third person, It was first published in ...

**Opinions:** The book's message is still relevant today, I couldn't put it down

**Setting / background:** The story takes place in ..., The novel is set in ...

### Exercise 2

- Students do the task. Check the answers.

## ANSWERS

- There's a twist at the end
- I couldn't put it down
- The hero inhabits a world of
- the book's message is still relevant today

## Write

### Exercises 1 and 2

- Students do the tasks individually. Monitor and help.

#### Teaching Tip: *Although and despite*

We use *although* and *even though* with a verb clause, e.g. *Although the book is very long, I found the story fascinating.*

We use *despite* and *in spite of* with a noun, an -ing form or the phrase *the fact that*, e.g. *Despite its length, I found the story fascinating.*

Students underline the three sentences with *although* in the book review and rewrite them using *despite* or *in spite of*.

### Exercises 3

- Read through the **Writing tip** with students. Check understanding by asking: *What tense do we use in a book review to describe the action?* [present tense]
- Students do the task. Monitor and help.

#### SAMPLE ANSWER

One of my favourite books is 'The Curious Incident of the Dog in the Night-time', written by British author, Mark Haddon. The novel is set in the year 1998 in and around the town of Swindon, England and it's a kind of detective story.

The protagonist is the narrator, Christopher John Francis Boone, a 15-year-old with a mild level of autism. Christopher discovers the body of his neighbour's dog and sets out to uncover the murderer. During his investigations, he finds out some uncomfortable truths about his parents and becomes terrified of his father.

The turning point occurs when Christopher discovers that his mother, who he believes is dead, is in fact alive and living in London. He overcomes the limitations of his condition and undertakes a harrowing trip to the capital to go and visit her. All in all, 'The Curious Incident of the Dog in the Night-time' is a thought-provoking story which allows the reader to see the world from Christopher's unique perspective. The author uses the novel as a vehicle to explore the goal of all teenagers: achieving independence. I would thoroughly recommend it to anyone who is looking for a light-hearted read and a gripping story.

#### MARKING SCHEME

- Review organized into four paragraphs. [1 mark]
- First paragraph gives important facts and details. [1 mark]
- Second paragraph describes the character and situation. [1 mark]
- Third paragraph mentions a turning point. [1 mark]
- Fourth paragraph includes the writer's opinion. [1 mark]
- Use of formal style, including full forms. [1 mark]
- Inclusion of useful phrases. [1 mark]
- Appropriate use of *although* and *despite*. [1 mark]
- Appropriate use of adjectives. [1 mark]
- Appropriate grammar and spelling. [1 mark]

## More practice

Workbook page 73

## Language Skills

### Exercise 1 3.12

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

#### ANSWERS

1 review 2 from cover to cover 3 plot 4 bestsellers  
5 relevant 6 look up 7 glossary 8 pace 9 paperback  
10 browse

### Exercise 2

- Students do the task individually. Check the answers.

#### ANSWERS

1 T  
2 T  
3 F (Human hypocrisy is still around.)  
4 F (She thinks it is old-fashioned.)  
5 T  
6 T

### Exercise 3

- Students do the task individually. Check the answers.

#### ANSWERS

1 Is that who you lent the books to?  
2 Only writers on the short list have a chance of winning the Nobel Prize.  
3 There's a bookshop in town selling classics at half price this week.  
4 Charles Dickens wrote about places he had worked in during his childhood.  
5 Khalil Gibran was the poet I liked best.  
6 This is the anthology of poetry found in the library storeroom.

## Dictionary Corner

### Teaching Tip: British and American English

There are many cases when different words are used in British and American English. The *Oxford Student's Dictionary* shows the British word (labelled *BrE*) and the American word (labelled *AmE*).

Activity: Students look up the following words and say if they are used in British or American English.

cookie [*AmE*; *BrE* – biscuit]  
tram [*BrE*; *AmE* – street car, trolley]  
sidewalk [*AmE*; *BrE* – pavement]  
courgette [*BrE*; *AmE* – zucchini]  
estate agent [*BrE*; *AmE* – real estate agent]

### Exercise 1 Writing style

**agony** /ˈæɡəni/ *noun* [C,U] (pl. agonies) great pain or suffering: to be/scream in agony

- Students look up *agony* in their dictionaries.

- Focus on the dictionary entry and elicit the following information:
  - agony* is a noun. The plural form is *agonies*.
  - agony* means great pain and suffering.
  - Two common collocations are *be in agony* and *scream in agony*.
- Focus on the example. Explain that students should match the words on the left with the synonyms on the right and find out which part of speech they are.
- Students work individually. Check the answers.

#### ANSWERS

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

### Exercise 2

**acquaintance** /əˈkweɪntəns/ *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

**colleague** ˈkɒliːɡ/ *noun* [C] a person who works at the same place as you

**mate** ˈmeɪ/ *noun* [C] 1 (informal) a friend or sb you live, work or do an activity with: He's an old mate of mine. ◊ a flatmate/classmate/team-mate/playmate 2 (*BrE, slang*) used when speaking to a man: Can you give me a hand, mate? 3 (BIOLOGY)

**neighbour** ˈneɪbə/ (*AmE neighbor*) *noun* [C] 1 a person who lives near you: My neighbours are very friendly. ◊ our next-door neighbours 2 a person or thing that is near or next to another: Britain's nearest neighbour is France. ◊ Try not to look at what your neighbour is writing.

- Focus on the first list of words. Elicit that all the words describe people you know. Students look up the words and find what they have in common.
- Students do the task individually or in pairs. Check the answers.

#### ANSWERS

1 people you know  
2 the arts and performance  
3 tools and equipment  
4 stories

### Exercise 3

- Students look up *mate* again in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - mate* means friend in informal British English.
- Focus on the example. Explain that students should find other words from exercise 2 that are informal.
- Students answer the questions about the words in exercise 2. Check the answers.

#### ANSWERS

1 mate, gig, gadget, yarn 2 appliance 3 colleague  
4 anecdote 5 ballad, recital

### Follow-up

Self Check, Workbook pages 74–75

Test Unit 9, Teacher's Book pages 138–139

**This unit includes**

**Vocabulary:** facial expressions • *face* idioms • collocations with *research* • formal and strong adjectives

**Grammar:** determiners • verb patterns: *-ing* or infinitive form?

**Skills:** talking about fashion and brands • discussing what clothes can tell us about people

**Writing:** an email or informal letter

**Workbook pages 76–83**

**Reading** PAGES 84–85**Warm-up**

- Look at the unit title and elicit from students the meaning of body language [showing how you feel by the way you move, stand, sit, etc., rather than by what you say]
- Read the title of the reading page, *What are you thinking about?* Ask: *Would life be better or worse if we could read other people's thoughts?*

**Before Reading**

- Students do the task individually or in pairs and then answer the question. Check the answers.

**ANSWERS**

1 contempt 2 sadness 3 fear 4 anger 5 excitement  
Students' own answers.

**Background Notes**

The text is about the habit humans have of trying to hide their emotions. It explores the work of American psychologist Paul Ekman, who has spent forty years researching emotions and their relation to facial expressions. Through his research he has shown that facial expressions are not culturally determined, but universal across human cultures and thus biological in origin. Ekman has developed the Facial Action Coding System (FACS) which catalogues every conceivable facial expression. He has also discovered microexpressions, facial expressions which flash briefly across the face of people who are not telling the truth. Only 50 people out of 15,000 are able to detect these microexpressions without training, but Ekman believes that this skill can be developed.

**Read****Exercise 1**

- Read through the **Reading tip** with students. Check understanding by asking: *What should you do when you read a text for the first time?* [underline key words]
- Students read the text and underline the key words. Then they answer the question. Check the answers.

**ANSWERS**

2, 4 and 5

**Exercise 2**  3.15

- Play the CD once for students to read the text and choose the best answers. Check the answers.

**ANSWERS**

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

**Optional Activity: Reading skills**

**Aim:** To practise summarizing a text.

**Preparation:** Write the following questions on the board.

*Which theory was accepted until the 1960s?*

*Who decided to test this theory?*

*How did he test it?*

*What were the results of his research?*

*What other conclusion did he reach?*

*What did he spend seven years studying?*

*What did he discover by watching videos?*

*What is his research used for today?*

Books closed. Students answer the questions in pairs and then check their answers with the reading text. Student A closes their book and Student B uses the questions as prompts to tell student A about Professor Ekman. Then they swap roles.

**Understanding Ideas**

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

**Teaching Tip: Role-play**

Focus on question 3. Elicit from students the fields listed in the article in which face-reading is useful. Write the following sentence on the board:

*I'm a ..., and face-reading is useful for me because ...*

Ask students to complete the sentence for the fields mentioned in the article, e.g.

*I'm a psychologist and face-reading is useful for me because I can detect the true mental state of my patients.*

Ask students to think of more jobs where face-reading would be useful and complete the sentence. Elicit possible answers from individual students.

**SAMPLE ANSWERS**

- If a person looks comfortable and relaxed, they are normally saying what they feel.
- The example in the article is someone asking about your health. Other situations are being asked your opinion about something you don't like or trying not to cry in public when something has upset you.
- The article mentions the fields of psychology, cardiology, crime detection and cinema. Other fields are politics, relationships and business.

## Vocabulary

### Teaching Tip: Adjectives and adverbs

When students encounter an adjective, encourage them to try and form the adverb and vice versa, e.g.

*appropriate (adj) – appropriately (adv)*

*deliberately (adv) – deliberate (adj)*

Get students to make a note of the both forms in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

### Exercise 1

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

#### ANSWERS

1 cardiologists 2 brief 3 reveal 4 facial 5 led to  
6 appropriate 7 painstaking 8 catalogued 9 flashes  
10 contradict 11 inconsistencies 12 look out for  
13 interrogating 14 deliberately 15 detect

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

**appropriate** is an adjective which describes something which is suitable or right for a particular situation, person, use, etc. The opposite is *inappropriate* and the adverbs are *appropriately* or *inappropriately*.

**brief** is an adjective which describes something which is short or quick. The adverb is *briefly* and the noun is *brevery*.

**cardiologist** is a countable noun which means a doctor who studies and treats heart diseases. The noun is *cardiology*.

**catalogue** is a regular verb which means to arrange a list of things in order. The third person singular form is *catalogues* and the past simple form is *catalogued*. The noun is also *catalogue*.

**contradict** is a regular verb which means to say that something is wrong or not true. The third person singular form is *contradicts* and the past simple form is *contradicted*. The noun is *contradiction* and the adjective is *contradictory*.

**deliberately** is an adverb which means on purpose. Two synonyms are *intentionally* and *purposely*. The adjective is *deliberate*.

**detect** is a regular verb which means to notice or discover something that is difficult to see. The third person singular form is *detects* and the past simple form is *detected*. The noun is *detection*, a person is a *detective* and a machine is a *detector*.

**facial** is an adjective which is used to describe something related to the face.

**flash** is a regular verb which means to show something very quickly. The third person singular form is *flashes* and the past simple form is *flashed*. The noun is also *flash*.

**inconsistency** is a countable noun which means a statement that does not match another, so that one of them must be wrong or untrue. The opposite is *consistency*. The adjectives are *consistent* and *inconsistent* and the adverbs are *consistently* and *inconsistently*.

**interrogate** is a regular verb which means to ask somebody a lot of questions over a long period of time. The third person singular form is *interrogates* and the past simple form is *interrogated*. The noun is *interrogation* and a person is an *interrogator*. The adjective is *interrogative*.

**lead to** is an irregular verb which means to cause something to happen or exist. The third person singular form is *leads to* and the past simple form is *led to*. We usually say *to lead to sth*.

**look out for** is a phrasal verb which means to pay attention in order to see something. We usually say *to look out for sth*.

**painstaking** is an adjective which means very careful and taking a long time. The adverb is *painstakingly*.

**reveal** is a regular verb which means to make something known that was secret or unknown before. The third person singular form is *reveals* and the past simple form is *revealed*. The noun is *revelation* and the adjective is *revealing*.

### Quick Test: Opposites

Tell students you are going to read out some sentences and they have to write down the opposite of one of the words to complete the sentence.

*He didn't interview me, he \_\_\_\_ me.* [interrogated]

*It wasn't unsuitable for the children, it was \_\_\_\_.* [appropriate]

*They didn't miss the mistake, they \_\_\_\_ it.* [detected]

*She doesn't agree with me, she \_\_\_\_ me.* [contradicts]

*The meeting wasn't long, it was \_\_\_\_.* [brief]

*We didn't hide it, we \_\_\_\_ it.* [revealed]

*It wasn't a quick job, it was a \_\_\_\_ job.* [painstaking]

*She isn't a paediatrician, she's a \_\_\_\_.* [cardiologist]

*His CDs aren't in a random order, he \_\_\_\_ them.* [catalogues]

*They didn't do it accidentally, they did it \_\_\_\_.* [deliberately]

### Optional Activity: Body language

**Aim:** To practise talking about body language.

**Preparation:** Divide students into pairs and make sure each pair has pencils and paper.

Ask students to think of five gestures that are typical in their country. Get them to draw one picture of each of the gestures. Ask each pair to join with another. They show each other the pictures and guess the meaning of the gesture. Stick the best pictures on coloured card and display them on the wall.

### More practice

Workbook page 76

## Target Vocabulary

**It's written all over your face!:** appropriate brief cardiologist catalogue contradict deliberately detect facial flash inconsistency interrogate lead to look out painstaking reveal

**Face idioms:** be face-to-face with someone keep a straight face lose face pull faces put on a brave face say something to someone's face

**Facial expressions:** beam blink frown grimace sneer

**Collocations with research:** area of research findings fund research in-depth research research grant research paper reveal undertake research

## Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What word can we use for a statement that contradicts a previous one?* [inconsistency] *What word means to show something very quickly?* [flash]
- Students complete the sentences. Check the answers.

### ANSWERS

- 1 facial, revealed 2 interrogated, led to  
3 inconsistencies, contradicted 4 cardiologist, painstaking  
5 looking out, detected 6 appropriate, catalogue  
7 deliberately 8 brief, flash

## Extend

### Exercise 1 Idioms: face

- Ask students to cover the definitions and focus on the idioms. Elicit from students which words they need to look up in a dictionary to find the idioms.
- Uncover the definitions. Students match the idioms with the definitions. They may use a dictionary if they wish. Check the answers.

### ANSWERS

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

### Exercise 2

- Students complete the sentences individually or in pairs. Explain that they will have to change the form of the verb in some sentences. Check the answers.

### ANSWERS

- 1 lost face 2 face-to-face 3 keep a straight face  
4 pulling faces 5 putting on a brave face 6 to ... face

### Exercise 3 Facial expressions

- Brainstorm facial expressions with students and write their ideas on the board.
- Students do the task individually or in pairs. They may use a dictionary if they wish. Check the answers.

### ANSWERS

- 1 frown 2 sneer 3 blink 4 grimace 5 beam

## Teaching Tip: Collocations

Elicit from students the meaning of the word *collocation*. [a combination of words that is very common] Remind students that they can find words that collocate with other words in the examples in their dictionaries.

## Exercise 4 Collocations with research

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

### ANSWERS

- 1 undertake 2 in-depth 3 grant 4 fund 5 paper  
6 findings 7 reveal 8 area

## Optional Activity: Facial expressions

**Aim:** To practise facial expressions.

**Preparation:** Write the following words on the board.

*amusement, anger, disgust, embarrassment, excitement, fear, happiness, relief, sadness, satisfaction, shame, surprise*

Check that students understand the words by eliciting a situation in which they would feel each of these emotions. Choose one of the facial expressions. Stand in front of the class and act it out. Elicit the word from the class. Choose another word and continue until you have acted out all the words. Repeat, eliciting the words very quickly, until you are sure that all of the students know them. Then, say a word and encourage students to act out the facial expression. Repeat for the rest of the words, and continue until you are sure that all of the students are familiar with the words.

## Quick Test: Get it right

Write these sentences on the board and give students five minutes to correct them.

*She sneered her eyes in the bright sunlight.* [blinked]  
*His jacket wasn't painstaking for the occasion.* [appropriate]  
*I published a research book when I had finished.* [paper]  
*He lost head when they found out he'd been lying.* [face]  
*Proofreaders are employed to contradict mistakes.* [detect]  
*He put on a good face although his back was hurting.* [brave]  
*They're doing deep research into the problem.* [in-depth]  
*My mother frowned when I told her I had passed.* [beamed]  
*It was hard to keep a plain face when she fell over.* [straight]  
*We flicked through the report on their founs.* [findings]

## Vocabulary Notebooks

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

## More practice

Workbook page 77

## Determiners

### Warm-up

- Ask students: *What problems can occur with body language?* [a gesture that is acceptable in your culture may cause problems in another culture]

### Explore

#### Exercise 1

- Focus on the photos and ask students: *What can you see?*
- Students read the text quickly to check their answers. Check the answers.

#### SAMPLE ANSWERS

In the first photo, the men are Japanese and one is passing something to the other, possibly a business card. In the second photo, they are probably North American, because they are sitting close together and maintaining eye contact.

#### Exercise 2

- Read through the **Learn this!** box with students and check understanding by asking: *Which determiners are articles?* [a, an and the] *Which quantifiers can be used with singular nouns?* [each and every] *Which quantifiers can be used with plural nouns?* [few, many and several] *Which quantifier is not used with of?* [every]
- Students do the task. Check the answers.

#### ANSWERS

1 few 2 many 3 each 4 every 5 several 6 both

#### Teaching Tip: (a) few and (a) little

Remind students that we use *a few* and *a little* to mean *some* and *few* and *little* to mean *not many/much*, e.g.

*I've got a little money so I'm going to have a holiday.*

*I've got little money so I can't go on holiday.*

*I've got a few friends so I'm going to have a party.*

*I've got few friends so I can't have a party.*

If students make a mistake, use the prompts: *Some or not many? / Some or not much?* and ask students to repeat the sentence correctly.

### Follow-up

Grammar Reference page 112

## Exploit

### Exercise 1

- Students do the task individually or in pairs. Check the answers.

#### ANSWERS

1 Many 2 Each 3 several 4 many 5 Every 6 Few

### Exercise 2

- Read through the **Look out!** box with students. Check understanding by asking: *When do we say the university?* [when we are referring to the building] *When do we say university?* [when we are referring to the activity that happens there]
- Elicit from students words that are similar to university. [bed, hospital, prison, school, town]
- Students do the task individually or in pairs. Check the answers.

#### ANSWERS

the 1, 4, 5 and 8

no the 2, 3, 6 and 7

### Quick Test: Error correction

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

*A sun was shining so we went to the beach.* [The sun]

*There weren't much people in the meeting.* [many people]

*Can you shut a door, please?* [the door]

*All milk has gone off.* [All of the milk]

*We drove past school and turned right.* [the school]

*Both them were born in the country.* [Both of them]

*My uncle is musician.* [a musician]

*Every of the rooms has a window.* [Each of the rooms]

*I've got a little things to do before I go home.* [a few things]

### More practice

Workbook page 78

Grammar Builder page 113, exercise 1–3

#### ANSWERS GRAMMAR BUILDER 10 (PAGE 113)

#### Exercise 1

1 an, a, The 2 The, a, a 3 no article 4 the, the  
5 a, The 6 no article

#### Exercise 2

1 all 2 Each 3 much 4 little 5 several 6 Both

#### Exercise 3

1 Both 2 All 3 little 4 few 5 Each 6 many  
7 every 8 much

## Making an impression

### Target Vocabulary

**Making an impression:** aimless creased dishevelled  
idle inappropriate industrious matching meticulous  
neat respectable scruffy single-minded sloppy  
well dressed

### Warm-up

- Ask students: *What would you wear to a job interview?*

### Vocabulary

#### Exercise 1

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

#### ANSWERS

1 well dressed 2 matching 3 neat 4 respectable  
5 dishevelled 6 inappropriate 7 creased 8 scruffy

#### Exercise 2

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

#### ANSWERS

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

#### Exercise 3

- Students do the task individually or in pairs.

#### ANSWERS

aimless – single-minded, idle – industrious, sloppy – meticulous

#### Exercise 4

- Students do the task individually or in pairs.

#### ANSWERS

Photo 1: single-minded, industrious, meticulous

Photo 2: aimless, idle, sloppy

### More practice

Workbook page 79

### Listen

#### Exercise 1 3.16

- Play the CD once for students to tick the topics.

#### ANSWERS

punctuality, appearance, CVs

#### TAPESCRIPT

**Speaker** ... so I've come here today to give you some tips on what to do when you attend interviews. Until now I suspect most of you have never had to attend a formal interview, but at the end of next year you will be going to interviews to enter university or to find a job. Now, can anyone tell me what things we should take into account when we go to an interview?

**Student 1** Er, arriving on time?

**Speaker** Exactly, punctuality. It's much better to spend half an hour being nervous waiting than arriving late. What else?

**Student 2** Appearance.

**Speaker** Yes, our appearance! The way we dress for an interview clearly communicates the way we feel about the university course or job we are applying for. In fact, they say that an interviewer makes up their mind about the person they are interviewing after just five minutes, and if the first impression you make is bad, it can be very difficult to correct it. So, if you turn up in creased clothes and looking dishevelled, the interviewer will probably interpret this as a sign that you are uninterested at best, and a sloppy worker at worst.

**Student 3** Excuse me.

**Speaker** Yes?

**Student 3** I don't think that's fair. Maybe you're quite industrious but you're just not interested in clothes.

**Speaker** That's true, but the interviewer doesn't know that. They don't know anything about you except what they've read on your CV. So that's why you have to be single-minded about the interview and prepare for it like an exam and remember that your appearance is under examination as well. A well-dressed candidate suggests they are meticulous at their work. You should also be neat and tidy and make sure you get a good night's sleep the night before; you want to look awake and not sleepy. Another thing to do is to research the clothes the people wear at the place you're having the interview. Check the pictures on their website or wait outside the office or the university department that you want to go to and make a note of how the people dress. If you go to the interview looking like the people that already work there, the interviewer will already think you fit in! Now, can anybody tell me ...

#### Exercise 2 3.16

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

#### ANSWERS

- Our feelings about the course or job we're applying for.
- The interviewer can make up their mind about the candidate.
- A bad impression.
- The information that is on their CV.
- You should get a good night's sleep.
- To see how the people there dress.

### Speak

- Students answer the questions individually, then discuss their answers in pairs.

#### Optional Activity: Dialogue

**Aim:** To practise talking about fashion.

**Preparation:** Write the following dialogue on the board.

A *What do you think is fashionable for boys right now?*

B *A lot of boys wear jeans and hoodies. What do you think?*

A *I agree. They wear their hair long, too.*

B *You're right. What about girls?*

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 10 Teacher's Book pages 120–121

## Verb patterns: -ing or infinitive form?

### Warm-up

- Ask students: *Have you ever had a job interview?* Ask any students who say they have: *How did it go?*

### Explore

#### Exercise 1

- Focus on the pictures and ask students to discuss the question in pairs.
- Students read the text to check their answer. Check the answer.

#### ANSWERS

The woman in picture 3 has the best chance because she is mirroring the gestures of the interviewer. She is also well dressed and appears to be listening to the questions.

#### Exercise 2

- Read through the **Learn this!** box with students and check understanding by asking: *When do the verbs remember, forget, regret and stop refer to an earlier time?* [when they are used with a gerund] *Which time do these verbs refer to when they are used with an infinitive?* [the same time or a later time than the main verb] *Which construction with go on means change?* [go on with an infinitive] *Which construction with try means do something to see what will happen?* [try with a gerund]
- Students find the examples in the text. Check the answers.

#### ANSWERS

remember to prepare (verb + infinitive)

stop to think (verb + infinitive)

try copying (verb + gerund)

regret doing (verb + gerund)

go on to get (verb + infinitive)

### Teaching Tip: Gerund and infinitive forms

Remind students that two other uses of the gerund are as the subject of a sentence and after prepositions, e.g.

*Travelling broadens the mind.*

*I'm tired of arguing with my family.*

Remind them that two other uses of the infinitive are to express purpose and after adjectives, e.g.

*I went to the travel agent's to book a holiday.*

*It's impossible to park in the town centre.*

If students make a mistake, use the prompt: *Infinitive or gerund?* and ask them to repeat the sentence correctly.

### Follow-up

Grammar Reference page 112

## Exploit

### Exercise 1

- Students work individually or in pairs to complete the sentences. Remind students to check the rules if necessary. Check the answers.

#### ANSWERS

- 1 to return 2 to have 3 talking 4 lending 5 to tell  
6 speaking

### Exercise 2

- Read through the **Look out!** box with students and check understanding by asking: *When are the verbs hate, love, like and prefer followed by the infinitive?* [when they are used with *would*] *When are the verbs begin, continue and start followed by the infinitive?* [when they are used in a continuous form]
- Students work individually or in pairs to choose the correct verb forms. Check the answers.

#### ANSWERS

- 1 to do 2 both 3 both 4 both 5 to go 6 to work

### Quick Test: Sentence transformation

Write the following sentences on the board. Give students time to find the mistakes and write them correctly.

*The walkers wanted lunch so they stopped after 10 km. (have)*

[The walkers stopped after 10 km to have lunch.]

*He made an effort but he couldn't mend his bike. (tried)*

[He tried to mend his bike but he couldn't.]

*Do you fancy going out for dinner? (like)*

[Would you like to go out for dinner?]

*I know I put my phone in my pocket. (remember)*

[I remember putting my phone in my pocket.]

*We're sorry for telling you, but the factory is closing. (regret)*

[We regret to tell you that the factory is closing.]

*The first leaves have fallen. (starting)*

[The leaves are starting to fall.]

### More practice

Workbook page 80

Grammar Builder page 113, exercises 4–6

#### ANSWERS GRAMMAR BUILDER 10 (PAGE 113)

#### Exercise 4

- 1 to snow 2 to come 3 warning 4 to see 5 playing  
6 to explain 7 adding 8 visiting

#### Exercise 5

- 1 meeting 2 to have 3 telling 4 to go 5 talking  
6 to train 7 to rain 8 to bring

#### Exercise 6

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

## An email or informal letter

### Target Language

**Informal language:** a roof over someone's head boss by and large folks foot the bill for get off get on in a flash in a nutshell in cash in touch kids off the beaten track pull up the tube to get somewhere to give someone a hand to give someone the low-down to hand up to your neck in it

### Warm-up

- Ask students: *How often do you write letters? How often do you write emails?*

### Read

#### Exercise 1

- Students read the letter and do the task. Check the answers.

#### ANSWER

They are silent on the tube.

They hide behind their newspapers.

They say sorry constantly to apologize but also when someone does something bad to them.

- Focus on the letter and elicit the following information:
  - The letter starts with an informal greeting (*Hi*) and finishes with an informal phrase (*Catch up soon*).
  - There are four clear paragraphs.
  - The style of the letter is informal, so we use short forms.

#### Teaching Tip: Omitting words

In informal English, we sometimes omit the start of a sentence if the meaning is completely clear, e.g.

*Great to hear that you're coming over ...*

*Catch up soon.*

### Prepare

#### Exercise 1

- Read through the **Writing tip** with students and check understanding by asking: *What sort of features can you find in informal writing?* [informal words and expressions]
- Students answer the question in pairs.

#### ANSWERS

They are all informal expressions.

#### Exercise 2

- Students do the task individually. Check the answers.

#### ANSWER

1 h 2 d 3 j 4 g 5 c 6 b 7 i 8 e 9 f 10 a

#### Exercise 3

- Students do the task individually. Check the answers.

#### ANSWER

1 to hand, get on 2 boss, foot the bill for  
3 kids, up to their necks in 4 off the beaten track, in cash  
5 get off, pulls up

## Write

### Exercise 1

- Focus on the instructions. Students make notes in pairs. Monitor and help.

### Exercise 2

- Focus on the writing plan. Students organize their notes into paragraphs.

### Exercise 3

- Students write their informal email or letter. 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

Hi Laila,

Thanks for your email. Great to hear that you're coming to work in Madrid. Of course I'll give you a hand to find a flat. In fact, my sister is looking for someone to share with, so perhaps you can look for something together.

I also thought I'd give you the low-down on the people here before you arrive. By and large, Spanish people are quite loud and they often seem to be arguing when they're actually just chatting to a friend. They're really friendly, though, and it isn't hard to find someone to talk to.

Another thing is their directness. Spanish people often tell you what they think when you haven't actually asked for their opinion. They hardly ever say please or thank you either, except in a formal situation. However, they do expect you to say hello and goodbye when you go into an office or a restaurant and they think you're very rude if you don't.

Anyway, it's time for me to go. I've got to write a history essay so I'd better get on with it. I'll be in touch with more info about Madrid soon. Say 'hi!' to your folks from me.

Catch up soon.

Jane

#### MARKING SCHEME

- Appropriate start and end to letter. [1 mark]
- Writing organized into four paragraphs. [1 mark]
- First paragraph responds to a previous letter. [1 mark]
- Second paragraph describes a local characteristic. [1 mark]
- Third paragraph describes a second local characteristic. [1 mark]
- Fourth paragraph says what writer is going to do next and mentions reader's family. [1 mark]
- Appropriate use of informal style such as short forms. [1 mark]
- Appropriate use of informal words and expressions. [1 mark]
- Appropriate omission of the start of some sentences. [1 mark]
- Appropriate grammar and spelling. [1 mark]

### More practice

Workbook page 81

## Language Skills

### Exercise 1 3.17

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

#### ANSWERS

- 1 dishevelled 2 inappropriate 3 face 4 large 5 track  
6 impression 7 kids 8 industrious 9 idle 10 touch

### Exercise 2

- Students do the task individually. Check the answers.

#### ANSWERS

- 1 F (He was studying local Spanish customs.)  
2 T  
3 F (The school day in Spain is longer than it is in England.)  
4 T  
5 T  
6 F (He'll be studying two languages – Spanish and Catalan.)

### Exercise 3

- Students do the task individually. Check the answers.

#### ANSWERS

- 1 We'd love to see your sister's new baby.  
2 Do you remember doing that course on body language last year?  
3 She goes to the school every day by bus.  
4 correct  
5 The students study English but few of them have the opportunity to speak it.  
6 The hospital was only built five years ago.  
7 I regret to tell you that you won't be going on the trip.  
8 correct

## Dictionary Corner

### Teaching Tip: Pronunciation

The pronunciation of English words is shown in the dictionary after the headword inside the slashes / /. The *Oxford Student's Dictionary* has information about phonetic spelling on the inside of the front cover.

**Activity:** Draw two columns on the board and write the headings /ʃ/ and /tʃ/. Model and drill the two sounds. Write the following words on the board. Students look up the words to check their pronunciation and write them in the correct column. Check the answers and get students to practise the pronunciation of the words.

|                 |                  |
|-----------------|------------------|
| child [tʃ]      | impression [ʃ]   |
| dishevelled [ʃ] | matching [tʃ]    |
| essential [ʃ]   | punctuality [tʃ] |
| facial [ʃ]      | research [tʃ]    |
| flash [ʃ]       | touch [tʃ]       |

### Exercise 1 Formal adjectives

**derisory** /dɪˈrɪsəri/ *adj.* too small or of too little value to be considered seriously: *Union leaders rejected the derisory pay offer.*

- Students look up *derisory* in their dictionaries.
- Focus on the dictionary entry and elicit the following information:
  - *derisory* is an adjective meaning too small or of too little value to be considered seriously.
- Focus on the table. Explain that students should complete the table by looking up the adjectives to find the correct meaning.
- Students work individually or in pairs. Check the answers.

#### ANSWERS

**necessary:** essential, fundamental

**perfect:** flawless, impeccable

**unimportant:** derisory, trivial

**imperfect:** erroneous, flawed

### Exercise 2 Strong adjectives

**dissatisfied** /dɪsˈsætɪsfaɪd/ *adj.* ~ (with sb/sth) not satisfied or pleased: *complaints from dissatisfied customers* **CF** satisfied

**angry** 1 <sup>0</sup> /ˈæŋɡri/ *adj.* (angrier; angriest) ~ (with sb) (at/about sth) feeling or showing anger: *Calm down, there's no need to get angry.* ◊ *My parents will be angry with me if I get home late.* ◊ *He's always getting angry about something.* ► **angrily** *adv.*

**furious** /ˈfjuəriəs/ *adj.* 1 ~ (with sb); ~ (at sth) very angry: *He was furious with her for losing the car keys.* ◊ *He was furious at having to catch the train home.* **2** noun **fury** 2 very strong; violent: *A furious row has broken out over the closure of the school.* ► **furiously** *adv.*

- Students look up *furious*, *dissatisfied* and *angry* in their dictionaries.
- Focus on the dictionary entries and elicit the following information:
  - *dissatisfied* is an adjective meaning not satisfied or pleased.
  - *dissatisfied* is not as strong as *angry*.
  - *furious* means very angry.
- Focus on the example and explain that students should look up the words to find their meaning and put them in order of strength.
- Students complete the table individually or in pairs. Check the answers.

#### ANSWERS

- 1 dissatisfied, angry, furious  
2 worried, scared, terrified  
3 pleased, happy, delighted  
4 fed up, unhappy, dejected  
5 damp, wet, soaked

### Follow-up

Self Check, Workbook pages 82–83

Test Unit 10, Teacher's Book pages 140–141

## Literature corner 5 PAGE 92

### The smile

#### Exercise 1 3.20

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

#### ANSWERS

The poem is about the effect of human emotions on our lives.

#### Exercise 2

- Students do the task individually or in pairs.

#### ANSWERS

centre – core, contempt – disdain, dishonesty – deceit, try – strive, unhappiness – misery unsuccessfully – in vain

#### Exercise 3

- Students do the task individually or in pairs.

#### ANSWERS

- 1 There are four stanzas in this poem.
- 2 Stanza 2: disdain, vain; Stanza 3: bone, alone; Stanza 4: be, misery
- 3 And there is a ..., it sticks in the ...
- 4 The theme in the poem is strong human feelings.
- 5 The tone of the poem is quite serious and sombre but the last stanza is more positive.

#### Exercise 4

- Students do the task individually.

#### ANSWERS

Students' own answers.

#### Exercise 5

- Students do the task individually.

#### ANSWERS

Students' own answers.

## Skills Round-up 9–10 PAGE 93

### Read

#### Exercise 1

- Students read the text and answer the question.

#### ANSWERS

The European settlers killed the buffalo which provided the Arapaho with food and clothing, and made them give up their nomadic lifestyle.

#### Exercise 2

- Students do the task individually.

#### ANSWERS

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

#### Exercise 3

- Students do the task individually.

#### ANSWERS

Students' own answers.

### Listen

#### Exercise 1 3.21

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

#### ANSWERS

- 1 the Omaha tribe 2 the Native Americans 3 reservation 4 get better 5 before 6 everybody

#### TAPESCRIPT

Life on the reservations at the end of the 19th century was hard for the Native Americans. They had seen their old way of life disappear and they were having problems adapting to the modern world introduced by the European immigrants.

Chief Iron Eye, the last chief of the Omaha tribe, was keen that his four children should learn both the traditional ways of the Native Americans and also the new ways of the settlers. He realised that if they were to have a future, they needed to go to school, just as most North American children did. One of his daughters, Susan, was an outstanding student and at fourteen she left the reservation to attend a boarding school. Susan loved studying and what was hard work for others, came naturally to her. In fact, her results were so good that she was awarded a gold medal for educational achievements. However, this was the 19th century and the future, even for an extremely intelligent student, wasn't very bright for a Native American woman away from her reservation.

At the age of 18, Susan returned home and decided to work as a teacher at the reservation school. Then, two events occurred that were to change her life. First, she saw how a Native American woman died because the local European doctor wouldn't give her medical attention. This event made her determined to become a doctor so that she could help her people. Secondly, she met Alice Fletcher, a scientist who was studying the Omaha tribe. Fletcher became seriously ill and Susan cared for her and helped her recover her health. Susan's skills impressed Fletcher so much that she encouraged and helped Susan to leave the reservation again, this time to study medicine. Susan attended the Woman's Medical School of Pennsylvania, the world's first medical school for women, and her single-minded approach helped her finish her medical studies a year earlier than the rest of her class. She then spent the next two years finishing her degree at a hospital in Philadelphia before returning to the Omaha reservation, the first Native American woman to become a doctor. Susan fulfilled the promise she had made and she worked as a doctor for both Native Americans and the settlers. And two years before her death in 1913 she was able to see another dream come true when she opened a hospital near the reservation. Chief Iron Eye's determination that his daughter should receive a good education was not just good for her: it also benefited the whole Omaha tribe and she became an example for all young Native Americans who wanted to go to university.

#### Exercise 2 3.21

- Play the CD again for students to order the events.

#### ANSWERS

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

### Speak and write

#### Exercise 1

- Set this task as homework.

#### Exercise 2

- Get students to practise with a partner first. Then ask each student in turn to give a presentation to the class.

# Workbook answer key

## PAGE 4 Unit 1

### READING The end of libraries?

- 1 1 encyclopaedia 2 catalogue 3 profound 4 format  
5 archive 6 in decline 7 copyright 8 impact  
2 Wikipedia: encyclopaedia  
Gutenberg Project and Internet Archive: classical literature not affected by copyright  
3 A 3 B 4 C 1  
4 1 F (All students that have access to a computer and the internet.)  
2 T 3 F (Wikipedia is a digital encyclopaedia.) 4 T  
5 F (No information in article on where to find books under copyright.)  
6 F (The Alexandrina library has a copy of all the material on the Internet Archive.) 7 T

## PAGE 5 VOCABULARY Making the internet work for you

- 1 1 c 2 a 3 b 4 a 5 c 6 a 7 a 8 c 9 b 10 a 11 c  
12 b 13 b 14 a 15 a  
2 1 sit 2 marks 3 break up 4 enrol 5 task 6 fees 7 cram  
8 grant  
3 1 -ation 2 -ence 3 -ment 4 -ence 5 -ation 6 -ation  
7 -ment  
4 1 -ence 2 -ation 3 -ment 4 -ment 5 -ation 6 -ment  
5 1 tasks 2 opportunity 3 prices 4 blog 5 criteria  
6 research 7 recommendation 8 programme

## PAGE 6 GRAMMAR Present tense contrast

- 1 a 3 b 6 c 1 d 2 e 7 f 4 g 5  
2 1 a 2 a 3 b 4 b 5 b 6 a 7 a 8 a  
3 Students' own answers.  
4 1 has become 5 have added  
2 is helping 6 is looking  
3 use 7 have been trying / have tried  
4 has  
5 1 've been studying 6 find  
2 've finished 7 correct  
3 correct 8 is calling  
4 are 9 correct  
5 've had 10 Are you doing

## PAGE 7 SKILLS Feeling at home

- 1 1 plugging in 2 charge ... up 3 switch on 4 copy ... in  
5 back up 6 set out  
2 1 f 2 i 3 e 4 c 5 h 6 b 7 a 8 d 9 g  
3 1 Turn 2 dropped off out 3 plug up in 4 correct  
5 find on out 6 correct 7 hand out in 8 back off up  
4 1 calculate 2 increase 3 summarize 4 organize 5 recharge  
6 discover  
5 Students' own answers.

## PAGE 8 GRAMMAR Talking about the past and present

- 1 1 present perfect 2 past simple 3 past simple  
4 present perfect  
2 1 worked 2 has played 3 Did ... teach 4 hasn't studied  
5 went 6 has worked 7 played 8 has / 's gone 9 has taught  
10 studied  
3 1 last 2 have 3 for 4 yet 5 yesterday 6 did 7 has  
8 ago  
4 1 Have you bought 5 Have you taken  
2 bought 6 've used  
3 did you buy 7 did your laptop cost  
4 've had 8 paid  
5 1 How long have you known your best friend?  
2 How long did you use the internet yesterday?  
3 How long have you had your notebook?  
4 How long did you take to do your last homework?  
5 How long have you lived in your home town?  
6 How long did you read for last weekend?

### Challenge!

Students' own answers.

## PAGE 9 WRITING An opinion essay

- 1 1 Moreover / Similarly / Furthermore  
2 Despite  
3 Firstly  
4 Similarly / Moreover / Furthermore  
5 Secondly  
6 For instance  
7 However  
8 Similarly / Moreover / Furthermore  
9 although  
10 To sum up  
2 1 The arrival of new technology doesn't mean the end of traditional forms of entertainment.  
2 The theatre is still popular despite the arrival of the cinema. The music and TV industries have survived because people can access them via the internet.  
3 People will continue to read printed books as well as e-books.  
3 a although, despite, however  
b to sum up  
c similarly, moreover, furthermore  
d firstly, secondly  
e for instance  
4 Students' own answers.  
5 Students' own answers.

## PAGE 10 Self check 1: Grammar

- 1 1 present perfect: recently completed activity that doesn't specify a time  
2 present continuous: a temporary activity  
3 present perfect continuous: started in the past and still continuing  
4 present continuous: happening at the moment of speaking  
5 present perfect: started in the past and has a connection in the present  
6 present simple: a fact or general truth  
7 past simple: started and completed in the past  
8 present perfect: started in the past and has a connection in the present  
9 present perfect continuous: started in the past and still continuing  
10 present simple: a habit or repeated activity  
2 1 've been studying 2 moved 3 's living 4 watch 5 had  
6 is taking 7 I always read 8 saw 9 has woken 10 goes  
3 1 is doing 2 has ... eaten 3 bought 4 correct 5 has had  
6 've been studying 7 sings 8 met 9 correct 10 takes  
4 1 yet 2 yesterday 3 this 4 never 5 moment 6 ages  
7 month 8 last 9 already 10 for  
5 1 goes 2 is working 3 has been working 4 meets  
5 has ... shown 6 took 7 has ... chosen 8 is writing  
9 has been 10 likes

## PAGE 11 Self check 1: Vocabulary

- 1 1 sit 2 achieve 3 blogs 4 fees 5 marks 6 browse  
7 indispensable 8 -ation 9 conventional 10 archive  
11 turn up 12 task 13 break up 14 Residence 15 Work out  
16 find out 17 enrol 18 drop out of 19 switch / turn on  
20 make  
2 1 c 2 a 3 b 4 c 5 a 6 b 7 d 8 c 9 a 10 b

## PAGE 12 Unit 2

### READING Adventure at sea

- 1 1 set off 2 floated 3 rowed 4 capsized 5 signal  
6 undertake 7 rescue  
2 She rowed across the Indian Ocean, and it took her 124 days.  
3 1 h 2 a 3 f 4 e 5 b 6 g 7 d 8 c  
4 1 Sarah Outen is British.  
2 She studied biology at Oxford University.  
3 She loved rowing on the River Thames.  
4 She realized the negative impact that modern lifestyles were having on the world's oceans.  
5 Sarah injured her foot when her boat capsized.  
6 She raised £11,000 for charity.

## PAGE 13 VOCABULARY Action woman

- 1 1 valuable 2 waterways 3 civil war 4 unexplored  
5 escape 6 unlike 7 mission 8 dense 9 kidnap  
10 scorching 11 put off 12 self-esteem 13 hardship  
14 solo 15 accomplished
- 2 1 asleep 2 sensitive 3 coloured 4 eaten 5 active  
6 talented 7 esteem 8 trained 9 important 10 written
- 3 1 hypersensitive 2 multi-coloured 3 self-esteem  
4 self-important 5 well-written 6 multi-talented  
7 well-trained 8 hyperactive 9 half-eaten 10 half-asleep
- 4 1 g 2 c 3 d 4 h 5 f 6 b 7 a 8 e

#### PAGE 14 GRAMMAR Past tenses

- 1 1 a 2 d 3 a 4 c 5 b 6 b
- 2 1 We were studying 2 We had an accident 3 I was shopping  
4 correct 5 The sun was shining 6 Sara got up 7 correct  
8 My mum and dad met
- 3 1 I had a shower.  
2 We'd been eating dinner.  
3 He had heard John's news.  
4 It had been raining.  
5 She had studied English at university.  
6 The teacher had been taking the register.
- 4 1 had been climbing 2 hadn't eaten 3 cooked 4 gave  
5 were eating 6 heard 7 looked 8 was 9 had heard  
10 were

#### Challenge!

Students' own answers.

#### PAGE 15 SKILLS Mapping the desert

- 1 1 pass 2 undergrowth 3 clearing 4 shore 5 range  
6 foliage 7 wave 8 tide 9 summit 10 dune 11 sandstorm  
12 oasis
- 2 1 shore 2 oasis 3 dunes 4 sandstorms 5 range
- 3 1 X 2 ✓ 3 X 4 ✓ 5 ✓ 6 X

Students' own answers.

#### Challenge!

Students' own answers.

#### PAGE 16 GRAMMAR Past habits and situations

- 1 1 the past simple 2 used to, would 3 would 4 used to, would
- 2 1 used to 2 always 3 would 4 used to 5 would 6 often  
7 would 8 used to
- 3 1 living 2 live 3 travelling 4 work 5 speaking 6 listening
- 4 1 a I used to live in a big house.  
b Now I'm used to living in a small flat.  
2 a I used to work in the countryside.  
b Now I'm used to working in the city centre.  
3 a I used to drive everywhere.  
b Now I'm used to travelling by public transport.  
4 a I used to go shopping once a week.  
b Now I'm used to going shopping every day.
- 5 1 g 2 d 3 a 4 h 5 c 6 e 7 b 8 f

#### PAGE 17 WRITING A narrative

- 1 A 3 B 1 C 4 D 2
- 2 1 C 2 D 3 B 4 A
- 3 1 After fishing for a short time, a strong wind started to blow.  
2 Then, he opened the petrol tank ...  
3 After just a few minutes on the boat, it became obvious that it was going to be more difficult than we had imagined.  
4 We decided to go back to the port, but that is when our problems really began.  
5 As soon as we heard the noise, water started rushing into the boat.  
6 While we were leaving the port, my dad nearly hit the other boats ...
- 4 1 As soon as 2 While 3 After 4 Afterwards 5 When  
6 After
- 5 Students' own answers.

#### PAGE 18 Self check 2: Grammar

- 1 1 F (past simple) 6 T  
2 F (used to only) 7 T  
3 T 8 F (past continuous)  
4 T 9 F (would can also be used)  
5 F (past simple) 10 T
- 2 1 working 2 broke down 3 hadn't seen 4 had been talking  
5 had 6 play 7 went 8 were chatting  
9 would help / used to help 10 heard

- 3 1 she's used to working  
2 he went to bed  
3 George used to have a big dog  
4 we were visiting the museum  
5 the teacher came in
- 4 1 going 6 had been walking  
2 decided 7 like  
3 were singing 8 was raining  
4 started 9 had been raining  
5 had left 10 saw
- 5 1 e 2 a 3 d 4 c 5 b

#### PAGE 19 Self check 2: Vocabulary

- 1 1 asleep 2 life-jacket 3 tide 4 unexplored 5 summit  
6 multi-talented 7 half-eaten 8 Waterproofs 9 mountains  
10 flee 11 solo 12 shore 13 self- 14 camping stove  
15 scorching 16 GPS 17 paddle 18 unlike 19 civil war  
20 matches
- 2 1 a 2 d 3 b 4 b 5 d 6 a 7 a 8 c 9 a 10 c

### PAGE 20 Unit 3

#### READING School holidays

- 1 1 e 2 b 3 c 4 f 5 d 6 a
- 2 Vasanth is an American teenager. He raised money to improve schools in India.
- 3 1 T  
2 T  
3 F (Vasanth and his parents lived in South Carolina.)  
4 F (The school was for local children. They were happy to welcome Vasanth because he was a native English speaker.)  
5 T  
6 F (The heat was almost unbearable.)  
7 T  
8 F (The local authorities built a science lab.)
- 4 1 he was on holiday  
2 his parents had worked hard to give him a good education in South Carolina  
3 the classes were so large, resources limited and working conditions very hard

#### PAGE 21 VOCABULARY Yes, we can!

- 1 1 c 2 b 3 b 4 a 5 c 6 b 7 a 8 b 9 c 10 a 11 b  
12 a 13 c 14 a 15 b
- 2 1 inspire 2 achieve 3 incentive 4 stimulate 5 ambitious  
6 motivation 7 persevere
- 3 1 paid off 2 fell through 3 keep up 4 lose out 5 pulled ... off  
6 built on
- 4 1 plaster 2 bandage 3 walking stick 4 plaster cast  
5 wheelchair 6 crutches

#### PAGE 22 GRAMMAR Modals: advice, obligation and prohibition

- 1 1 recommendation 2 prohibition 3 not necessary 4 necessity  
5 not necessary 6 obligation 7 obligation 8 recommendation
- 2 1 S 2 S 3 D 4 S 5 D 6 S 7 D 8 D
- 3 1 must 2 have to 3 must 4 have to 5 must 6 have to
- 4 1 need to 2 mustn't 3 must 4 have to 5 should 6 ought  
7 needn't 8 don't have to
- 5 1 correct 2 We don't have to take 3 You mustn't leave  
4 My brother mustn't arrive 5 correct 6 I don't have to get up

#### Challenge!

Students' own answers.

#### PAGE 23 SKILLS Teen speakers

- 1 1 banner 2 stage 3 spotlights 4 projector screen  
5 microphone 6 flip chart 7 speaker 8 lectern
- 2 1 stage speaker 2 lecterns spotlights 3 flip chart: correct  
4 banner lectern 5 microphone banner 6 projector screen stage  
7 flip chart projector screen 8 microphone: correct
- 3 B

#### Challenge!

Students' own answers.

**PAGE 24 GRAMMAR Speculating: present and past**

- 1 1 certain 2 possible 3 impossible 4 certain 5 possible  
6 impossible 7 possible 8 possible
- 2 present: 2, 4, 6, 7  
past: 1, 3, 5, 8
- 3 1 S 2 D 3 S 4 S 5 D 6 D 7 S 8 D
- 4 1 be 2 present 3 have 4 past participle 5 past 6 can
- 5 1 a must be b can't be  
2 a can't be b might be  
3 a must have run / taken part b may have collected / raised  
4 a can't have passed / must have failed b can't have had  
5 a must be b might have forgotten  
6 a must have lost / can't have won b might have had

**Challenge!**

Students' own answers.

**PAGE 25 WRITING An anecdote**

- 1 Mary was dyslexic. She inspired the writer to be more motivated about school work.
- 2 Tick: 2, 3, 5, 6, 8
- 3 1 Spending time on the internet instead of studying ...  
2 Doing some tests with Mary ...  
3 Coming from a poor family ...
- 4 1 While I was spending time on the internet instead of studying ...  
2 When the teacher was doing some tests with Mary ...  
3 Because Mary came from a poor family ...
- 5 1 While I was studying at university, I met my best friend.  
2 As I was working on my project, I forgot to phone Frank.  
3 When I opened the front door, I realized that we had been burgled.  
4 Because I was ill at home, I didn't know about the homework.  
5 Since I had lots of free time, I decided to study irregular verbs.  
6 While she was driving along the motorway, she heard the news on the radio.
- 6 Students' own answers.

**PAGE 26 Self check 3: Grammar**

- 1 1 c 2 b 3 a 4 a 5 c 6 a 7 c 8 a 9 b 10 c
- 2 1 have 2 should 3 can't 4 could / may / might 5 have  
6 ought 7 mustn't 8 must 9 could / may / might 10 must
- 3 1 obligation from other people, etc. 6 prohibition  
2 advice 7 past possibility  
3 present impossibility 8 personal obligation  
4 no obligation 9 past impossibility  
5 present certainty 10 present possibility
- 4 1 He must have left school by now. (Extra word: to)  
2 Sam doesn't have to work at the weekends. (Extra word: been)  
3 You needn't bring your bags with you. (Extra words: have)  
4 He should change his job. (Extra word: their)  
5 We ought to speak to the head teacher. (Extra word: if)
- 5 1 c 2 b 3 e 4 d 5 a

**PAGE 27 Self check 3: Vocabulary**

- 1 1 wheelchair 2 on 3 speaker 4 shatter 5 through  
6 consciousness 7 persevere 8 stage 9 pump  
10 compatriot 11 hyper 12 all-round 13 overcome  
14 on a cut 15 microphone 16 projector screen  
17 mainstream 18 Transform 19 background 20 inspire
- 2 1 a 2 c 3 b 4 a 5 b 6 a 7 a 8 d 9 c 10 b

**PAGE 28 Unit 4**

**READING A radical lifestyle**

- 1 1 energy-saving light bulbs  
2 motorized transport  
3 industrial revolution  
4 mass consumption  
5 carbon footprint  
6 energy industry
- 2 her car
- 3 1 D 2 C 3 not used 4 A 5 B
- 4 1 a 2 b 3 c 4 c

**PAGE 29 VOCABULARY An ecologist's dream**

- 1 1 sceptical 2 sustainable 3 harsh 4 residents 5 irrigation  
6 Conventional 7 uninhabitable 8 shade 9 alternative  
10 renewable 11 prompted 12 enrolments 13 measure  
14 specialize 15 desalination
- 2 1 nouns adjectives 2 adjectives verbs 3 verbs nouns

- 3 1 -ize 2 -al 3 -ize 4 -ant 5 -ize 6 -al 7 -ant
- 4 1 e 2 f 3 g 4 a 5 c 6 b 7 d
- 5 1 commuters 2 opportunities 3 congested 4 bicycle lanes  
5 rush hour 6 planners 7 city-dwellers

**PAGE 30 GRAMMAR Talking about the future**

- 1 1 d 2 c 3 b 4 c 5 a 6 b
- 2 1 f 2 c 3 a 4 g 5 b 6 d 7 h 8 e
- 3 1 going to stay at home and study  
2 having  
3 leaves  
4 playing  
5 going to do  
6 going to talk
- 4 1 a 2 a 3 b 4 a 5 b 6 a 7 b 8 b
- 5 1 it won't snow 2 correct 3 I'm going to study 4 I'll help  
5 correct 6 We're meeting

**Challenge!**

Students' own answers.

**PAGE 31 SKILLS Looking forward**

- 1 1 deforestation 2 reclamation 3 contamination  
4 desertification 5 overpopulation
- 2 1 premonition 2 prediction 3 forecast 4 scenario  
5 prediction 6 forecast 7 premonition 8 scenario
- 3 Students' own answers.
- 4 A premonition B scenario C prediction D forecast

**PAGE 32 GRAMMAR Future continuous and future perfect**

- 1 1 perfect 2 continuous
- 2 1 won't have finished 5 'll be working  
2 'll have read 6 'll have written  
3 'll be studying 7 'll be revising  
4 won't have repaired 8 won't have left
- 3 1 He'll have done his last exam.  
2 He'll have finished school.  
3 He'll have said goodbye to his mum and dad.  
4 He'll have taken the train to Brighton.  
5 He'll be living in the country.  
6 He'll be working on his uncle's farm.  
7 He'll be staying with cousins.  
8 He'll be going to the beach.
- 4 1 will ... be doing 4 will be standing  
2 'll be running 5 won't be wearing  
3 'll have finished 6 'll have run

**Challenge!**

Students' own answers.

**PAGE 33 WRITING A blog**

- 1 She's going to the Eden Project in Cornwall, where she will see plants and trees from all over the world and learn about how they contribute to our lives.
- 2 1 Actually 2 Anyway 3 On top of that 4 Incidentally
- 3 1 set off 2 get back 3 take part 4 go on
- 4 1 informal questions: Hi everybody, how's life? How can we expect our parents to improve?! What is the Eden project? It sounds cool, doesn't it?  
2 imperatives: Remember ..., Volunteer now! Take part ...
- 5 1 I'll send out the results by email when I've received them.  
2 Jack won't phone until he knows the news.  
3 Sharon will update her blog as soon as she has returned from the trip.  
4 Our teacher will hand out the photocopies before he starts the lesson.  
5 The coach will leave after everyone has got on.  
6 We'll have dinner once your brother arrives.
- 6 Students' own answers.

**PAGE 34 Self check 4: Grammar**

- 1 1 offer 6 plans / arrangements  
2 plans 7 timetables  
3 past participle 8 will  
4 be completed 9 spontaneous  
5 in progress 10 arrangements

- 2 1 The conference starts at 2.30.  
 2 They'll be visiting Paris this time next week.  
 3 They're meeting Mr Franks in reception.  
 4 I'm going to basketball training tonight.  
 5 He'll have finished the report by this afternoon.  
 6 I'm going to stay at my sister's house in London.  
 7 The weather will be hot.  
 8 I'm meeting my friends in town.  
 9 Jack and Ewan are going to play in the final.  
 10 I'll have done it by tomorrow morning.
- 3 1 Mary won't have finished her essay by tomorrow.  
 2 We won't be watching the film at this time on Wednesday.  
 3 Will Nigel have moved to his new flat by the weekend?  
 4 Does the coach arrive at 7.30?  
 5 I won't bring the books tomorrow.  
 6 Will Alice have sent the emails to everybody by 7 o'clock?  
 7 Are the teachers meeting in the staffroom this evening?  
 8 Ray isn't going to see the exhibition on Saturday.  
 9 Will Anne be driving home in her new car?  
 10 Sue won't pass all her exams.
- 4 1 I'll get 6 I'm not going to change  
 2 I'll have finished 7 I won't be sitting  
 3 Arsenal is going to win 8 We have / have got  
 4 I'll bring it 9 What will you be doing  
 5 The train leaves 10 aliens will visit
- 5 1 are going 6 're meeting  
 2 won't be sitting 7 are going to take  
 3 takes off 8 won't wake  
 4 'm going to do 9 'll be visiting  
 5 will be 10 'll have seen

#### PAGE 35 Self check 4: Vocabulary

- 1 1 -ize 2 resident 3 Rush 4 future 5 bicycle lanes  
 6 uninhabitable 7 nouns 8 commuters 9 overpopulation  
 10 renewable 11 forecast 12 shade 13 desertification  
 14 irrigation 15 cut down 16 specialize 17 sceptical  
 18 conventional 19 a planner 20 prompt
- 2 1 b 2 a 3 c 4 a 5 d 6 d 7 a 8 c 9 b 10 c

#### PAGE 36 Unit 5

##### READING Stealing the past

- 1 1 c 2 f 3 g 4 e 5 d 6 b 7 h 8 a  
 2 He was an antiquities restorer. He was arrested for stealing Egyptian artefacts.  
 3 1 e 2 c 3 f 4 h 5 g 6 b 7 a 8 d  
 4 1 F (Tokeley-Parry became an antiquities restorer after university.)  
 2 T 3 T 4 F (The Egyptian government works in collaboration with other governments.) 5 F (He disguised antiquities as cheap souvenirs.) 6 T 7 F (He was discovered after showing some artefacts to the British Museum.) 8 T

#### PAGE 37 VOCABULARY The Seven Wonders of the World?

- 1 1 b 2 c 3 c 4 a 5 b 6 b 7 a 8 c 9 c 10 b 11 c  
 12 b 13 c 14 b 15 a  
 2 1 disinterested 2 uninterested 3 exhaustive 4 exhausting  
 5 satisfying 6 economical 7 historic  
 3 1 satisfying 2 economic 3 historical 4 uninterested  
 4 1 ceramics 2 mosaic 3 tapestry 4 jewellery 5 bust

#### PAGE 38 GRAMMAR The passive

- 1 1 result of the action 2 it isn't important 3 it's obvious 4 often  
 2 1 A 2 P 3 P 4 A 5 A 6 P 7 A 8 P  
 3 1 The report won't be sent next week.  
 2 Have the ceramic artefacts been restored (by the museum)?  
 3 The bust was going to be taken out of the country (by the thief).  
 4 The office is opened at 9 o'clock every morning (by him).  
 5 The bust wasn't painted by her.  
 6 The site is being destroyed by pollution.  
 7 The paintings can be seen at the art gallery.  
 8 Our room hadn't been cleaned.
- 4 1 a 2 b 3 b 4 a 5 a 6 b  
 5 1 The food has been prepared / is being prepared  
 2 correct  
 3 The artefacts are stored / will be stored  
 4 The sculpture was going to be returned  
 5 correct  
 6 The painting is being restored / has been restored

#### Challenge!

Students' own answers.

#### PAGE 39 SKILLS Where in the world?

- 1 1 f 2 e 3 d 4 b 5 a 6 c  
 2 1 preservation 2 artefacts 3 era 4 civilizations  
 5 palaeontology 6 restoration  
 3 1 b 2 e 3 d 4 c 5 a  
 4 Students' own answers.  
 5 1 c 2 a 3 b 4 a 5 b

#### PAGE 40 GRAMMAR Impersonal passive

- 1 1 an idea 2 general 3 thinks 4 a clause  
 2 1 was believed 2 was reported 3 is expected 4 is known  
 5 is thought  
 3 1 It was reported that the painting had been found.  
 2 It is said that the council is going to build a new school.  
 3 It is thought that one day we will travel to Mars.  
 4 It was expected that the team would win the match.  
 5 It was believed that the world was flat.  
 6 It is known that the country has had financial problems.
- 4 1 got / had it repaired  
 2 'm going to have / get it installed  
 3 had / got it made  
 4 'll have / get it restored  
 5 'm going to have / get it cut  
 6 have / get it looked after  
 7 had / got it painted  
 8 's going to have / get it cooked

#### Challenge!

Students' own answers.

#### PAGE 41 WRITING A description of a place

- 1 The writer likes the location: it's in a quiet neighbourhood with shops and restaurants nearby, but also it's near to the city centre so it's easy to visit interesting places.  
 2 1 B 2 D 3 A 4 C  
 3 1 The writer's father needed to be closer to his work.  
 2 The move to Fulham.  
 3 They lived in a third-floor flat.  
 4 Fulham is only 6 km from the centre of London.  
 5 Most big cities have interesting places to visit.
- 4 1 e 2 c 3 d 4 a 5 b  
 5 Students' own answers.

#### PAGE 42 Self check 5: Grammar

- 1 1 that  
 2 get  
 3 by  
 4 obvious / unimportant  
 5 opinion / idea  
 6 past participle  
 7 formal / written  
 8 someone else / another person  
 9 When the agent is not obvious, or is important.  
 10 result
- 2 1 The airport won't be built next year.  
 2 Does he get his car cleaned every week?  
 3 Is the statue being returned to its home country?  
 4 We didn't have a new cooker installed.  
 5 It wasn't reported that he wouldn't play.  
 6 Were the emails sent last night?  
 7 These souvenirs weren't being sold at the airport.  
 8 The exhibition hasn't been visited by lots of people.  
 9 Does he have his suits made by a tailor?  
 10 Has the government been contacted by the museum?
- 3 1 was built 6 were used  
 2 had been destroyed 7 have been taken  
 3 was decided 8 have never been allowed  
 4 was being built 9 is considered  
 5 hasn't been stopped 10 is shown

- 4 1 Sam had / got his suit cleaned.
- 2 We had / got some new trees planted in our garden.
- 3 I was having / was getting a new program installed on my computer.
- 4 They had / got the stolen artefacts looked at by an expert.
- 5 I have / get my hair cut every month.
- 6 Dad is having / is getting his car repaired at the garage.
- 7 Alice had / got her dress made.
- 8 Rachel has had / has got her office furniture changed.
- 9 Andy is going to have / going to get a new fridge delivered.
- 10 Frank is having / getting a swimming pool built.

#### PAGE 43 Self check 5: Vocabulary

- 1 1 fossils 2 scholar 3 economical 4 included 5 era  
6 impartial 7 shipwreck 8 jewellery 9 categorize  
10 exhausting 11 bad 12 contender 13 protected  
14 compile 15 preservation 16 bust 17 Heritage  
18 get attention 19 landmark 20 controversy
- 2 1 a 2 a 3 d 4 c 5 d 6 b 7 b 8 a 9 c 10 d

#### PAGE 44 Unit 6

##### READING Working holidays

- 1 1 f 2 a 3 e 4 c 5 b 6 d
- 2 1 a 2 b 3 c 4 a
- 3 1 T 2 F (It's for teenagers.) 3 T  
4 F (They found out if there was a market for a particular type of bag.)  
5 F (They spend two weeks on all the business areas.)  
6 F (They require team work.)

#### PAGE 45 VOCABULARY High flyers

- 1 1 b 2 a 3 b 4 b 5 a 6 c 7 c 8 a 9 a 10 b 11 a  
12 b 13 c 14 b 15 a
- 2 1 get ahead 2 turned it down 3 taking on 4 come up with  
5 take over 6 branch out 7 cutting back 8 pulled out of
- 3 1 branch out 2 took over 3 get ahead 4 came up  
5 taking on 6 cut back 7 turn down 8 pull out of
- 4 1 supplement 2 headline 3 caption 4 review 5 obituary  
6 classified ads 7 column 8 article

#### PAGE 46 GRAMMAR Reported speech

- 1 Tick: 1, 2 and 3
- 2 1 Jane said she should visit her grandparents.  
2 Pete said Sam would arrive late the next day.  
3 David said his sister had had a baby.  
4 Anne told Sara she had to phone her parents.  
5 Chloe said they were having a great time on holiday.  
6 Frank told us we should write a book review.
- 3 1 she was going to Barcelona  
2 he ought to see a dentist  
3 you had to help your dad (this afternoon)  
4 he might be early  
5 he had to revise  
6 you should pay for the tickets
- 4 1 Jack asked me if / whether I had seen the new film.  
2 Katie asked us when we would launch the new magazine.  
3 Ashley asked me if / whether the company was going to take on new staff.  
4 Tom asked me if / whether he could write an article for the school newspaper.  
5 Phil asked them why they hadn't asked for funding.  
6 Jackie asked me if / whether Alex was going to visit the factory.
- 5 1 what my name was  
2 if / whether I spoke / could speak English  
3 why I wanted the job  
4 if / whether I had a degree  
5 if / whether I had a computer at home  
6 when I could start

##### Challenge!

Students' own answers.

#### PAGE 47 SKILLS Young entrepreneurs

- 1 1 competitor 2 clients 3 income 4 buy 5 profitable  
6 Fixed costs
- 2 1 c 2 d 3 f 4 b 5 a 6 e

- 3 1 market research 5 supplies  
2 funding 6 lucrative / profitable  
3 overheads / fixed costs 7 profits  
4 clients' / customers' 8 buy / purchase
- 4 Students' own answers.  
(according to the experts, ideally:  
1 a 2 a 3 b 4 a 5 a 6 b 7 a 8 b)

##### Challenge!

Students' own answers.

#### PAGE 48 GRAMMAR Reporting verbs

- 1 1 d 2 h 3 a 4 g 5 f 6 c 7 e 8 b
- 2 1 decide 2 promise 3 decide 4 deny 5 explain 6 insist  
7 promise 8 suggest 9 deny 10 suggest 11 apologize  
12 insist 13 advise 14 invite 15 advise 16 assure  
17 inform 18 promise 19 accuse 20 blame
- 3 1 taking 5 me to study  
2 turning down 6 going  
3 that she 7 that I should apply  
4 on winning 8 us not to touch
- 4 1 to return the library books  
2 of damaging his car  
3 travelling by boat  
4 for breaking the window  
5 that the company had already closed down  
6 to help us with our project
- 5 1 He wanted to know where I lived.  
2 Andy enquired if / whether I had bought new trainers.  
3 Sue wondered if / whether Rachel would go to London.  
4 They wanted to know if / whether I always cycle / cycled to school.  
5 Alan wondered where he could buy a ticket.  
6 Kate enquired where the theatre was.

#### PAGE 49 WRITING A report

- 1 The information in the pie charts is brief and visual. The statistics are given as percentages, rather than numbers in the report. It's easy to get the main ideas from the pie charts. The information in the report is more detailed and includes the writer's analysis and opinion.
- 2 1 D 2 B 3 A 4 C
- 3 a as to b with regard to c in general d broadly speaking
- 4 1 Broadly speaking 2 In most 3 On the 4 To a great  
5 As far as your results 6 With regard
- 5 Students' own answers.

#### PAGE 50 Self check 6: Grammar

- 1 1 Ann apologized for arriving late.  
2 George denied taking the money.  
3 Dad reminded us to be at home at 7 o'clock.  
4 Lisa accused Rachel of taking her bag.  
5 The reporter claimed that the school was going to close.  
6 They informed us that the road was closed.  
7 The teacher advised us to arrive on time.  
8 The manufacturer refused to take on more workers.  
9 Mike insisted on paying for everybody.
- 10 My uncle encouraged me to play the piano.
- 2 1 wanted 2 explained 3 wondered 4 assured 5 whether  
6 insisted 7 congratulated 8 suggested 9 advised  
10 promised
- 3 1 when we were going 6 if he knew the time.  
2 correct 7 buying / that we buy  
3 to have dinner 8 correct  
4 for losing 9 for being late  
5 wanted to know 10 eating / that we eat
- 4 1 He asked me why I was angry.  
2 Tom apologized for shouting at me.  
3 She wondered if / whether she could help me.  
4 Sarah advised me to tell Mary.  
5 I warned Andy that he might miss the match.  
6 Julie wanted to know who she was.  
7 She reminded me to take my phone.  
8 Angela offered to lend me her car.  
9 Edward insisted that we (must) get new passports.  
10 Jane admitted she had lost her mobile phone.

**PAGE 51 Self check 6: Vocabulary**

- 1 1 Earnings 2 classified ad 3 new 4 caption 5 Offer  
6 subscriber 7 branch 8 obituary 9 factory 10 a magazine  
11 turn down 12 consultancy 13 take on 14 launch  
15 market research 16 persists 17 niche 18 Eagerness  
19 come up with 20 Buy  
2 1 d 2 a 3 a 4 b 5 c 6 c 7 d 8 a 9 c 10 d

**PAGE 52 Unit 7**

**READING Little geniuses**

- 1 1 d 2 f 3 a 4 e 5 b 6 c  
2 Mozart, Bobby Fischer, Ruth Lawrence  
3 1 T  
2 T  
3 F (She graduated from Oxford University at the age of 13.)  
4 F (Demanding parents want their children to study and practise while their friends are having a good time.)  
5 T  
6 F (Most child geniuses fail to be outstanding as adults.)  
7 F (Other children usually catch up with children in most fields except for music, maths and chess.)  
8 T

**PAGE 53 VOCABULARY Nature or nurture?**

- 1 1 a 2 c 3 a 4 c 5 b 6 a 7 c 8 b 9 a 10 c 11 b  
12 b 13 a 14 a 15 c  
2 1 e 2 f 3 a 4 b 5 h 6 d 7 c 8 g  
3 1 up 2 through 3 out 4 up 5 up on 6 out  
4 1 work out 2 come up 3 got through 4 picked up  
5 swot up on 6 left out / leave out  
5 1 b, c 2 a, c 3 a, b 4 b, c 5 a, c 6 a, b

**PAGE 54 GRAMMAR Question forms**

- 1 1 subject 2 main verb 3 object 4 infinitive  
2 1 did Mike say? 2 leaves 3 have you done 4 missed 5 forgot  
6 fell 7 has happened 8 were you  
3 1 teaches you English 2 book did you read  
3 sits next to you in class 4 students failed the IQ test  
5 does he want to be 6 DVDs did you buy  
7 motorbike goes the fastest 8 caused the accident  
4 1 Who pushed you?  
2 Who did you push?  
3 What did you fall over?  
4 What fell on the floor?  
5 What happened?  
6 How many people saw the young man?  
7 What did you do?  
8 Who helped you?  
5 1 Why not? 2 How much? 3 When exactly? 4 Why mine?  
5 Who with? 6 Where? 7 Which one? 8 How?

**PAGE 55 SKILLS Artificial intelligence**

- 1 1 robots 2 repetitive 3 articulated 4 exploration  
5 remotely operated 6 appliances 7 household 8 office  
2 1 drudgery 2 chore 3 errand 4 workload 5 task  
6 function  
3 Deep Blue is a computer programme that can play chess.  
4 Suggested answers:  
1 It's different because experts and films predict a future world controlled by super computers, but while today's computers are incredible calculating machines, they cannot create or think like humans.  
2 Because chess is a game played by intelligent people and if a computer could beat a top chess player, it would show the superiority of the machines.  
3 They said it showed that machines were taking control of the world.  
4 They realized that it showed that computers didn't have the skills that the human brain has.

**PAGE 56 GRAMMAR Question tags**

- 1 1 d 2 e 3 a 4 f 5 c 6 b  
2 1 shall 2 didn't 3 will 4 it 5 we 6 aren't 7 is 8 shall  
3 1 isn't 2 will 3 Let's 4 doesn't 5 it 6 shall 7 they  
8 can  
4 1 aren't they 2 does she 3 will you 4 correct 5 doesn't he  
6 does it 7 correct 8 won't it  
5 1 a 2 b 3 a 4 b 5 b

**Challenge!**

Students' own answers.

**PAGE 57 WRITING A discussion essay**

- 1 philosophy, art, history  
2 1 some people argue  
2 Those in favour of the present situation argue  
3 critics of these subjects say  
4 They also claim  
5 It is generally believed  
6 It is also widely accepted  
7 It is often supposed  
8 It is often stated  
3 1 favour 2 stated 3 generally 4 Critics 5 accepted  
6 argue 7 often 8 would  
4 Students' own answers.  
5 Students' own answers.

**PAGE 58 Self check 7: Grammar**

- 1 1 Which band won the competition?  
2 How many people know about the problem?  
3 What type of car has your dad bought?  
4 What did Sara see at the cinema?  
5 Which question was the most difficult?  
6 How many students did you speak to?  
7 Who failed the IQ test?  
8 Who went with you to the shops?  
9 Who does that book belong to?  
10 What time did you leave home?  
2 1 haven't they 6 shouldn't they  
2 did she 7 has he  
3 don't they 8 won't it  
4 shall we 9 weren't they  
5 will you 10 shall we  
3 1 f 2 h 3 g 4 b 5 j 6 d 7 i 8 c 9 e 10 a  
4 1 do 2 haven't 3 did 4 happened / about 5 can't  
6 Where 7 don't 8 Let's 9 When 10 they

**PAGE 59 Self check 7: Vocabulary**

- 1 1 appliances 2 repetitive 3 work out 4 articulated 5 flaw  
6 potential 7 bring up 8 to 9 quotation 10 remotely  
11 scatterbrained 12 plagiarize 13 legible 14 witty  
15 incompetent 16 workload 17 exploration 18 include  
19 surroundings 20 hard work  
2 1 c 2 b 3 a 4 a 5 b 6 d 7 d 8 d 9 a 10 c

**PAGE 60 Unit 8**

**READING Fighting the bullies**

- 1 1 f 2 e 3 a 4 g 5 h 6 d 7 c 8 b  
2 It taught them to look and feel more confident.  
3 1 a 2 c 3 c 4 b 5 a

**PAGE 61 VOCABULARY Diving in with both feet**

- 1 1 c 2 a 3 b 4 b 5 c 6 a 7 c 8 a 9 b 10 b 11 b  
12 a 13 b 14 a 15 c  
2 1 world number one 2 victor 3 front-runner 4 runner up  
3 1 stretching 2 sit-up 3 handstand 4 pull-up 5 press-up  
6 squat thrust  
4 1 e 2 a 3 g 4 b 5 h 6 d 7 c 8 f  
5 1 gave the game away 4 off his own bat  
2 on a level playing field 5 sailed through  
3 worry on that score 6 on the ball

**PAGE 62 GRAMMAR Mixed conditionals**

- 1 1 unreal past 4 unreal past  
2 unreal present 5 unreal present  
3 unreal present 6 unreal past  
2 1 had phoned 5 didn't like  
2 would have got 6 wouldn't feel  
3 wasn't 7 wouldn't have stayed  
4 hadn't broken down 8 wouldn't be

- 3 1 If I'd done my homework, the teacher wouldn't be angry with me.  
 2 If he was a fast runner, he would have won a race.  
 3 If Anne didn't have to look after her sister after school, she would have come shopping with us.  
 4 If Sam hadn't lost his mobile phone, he wouldn't have to use his dad's old one.  
 5 If Mike didn't get tired quickly, he would have run in the marathon.  
 6 If we had seen the match, we would know what happened.  
 7 If Maria didn't go to French lessons on Wednesdays, she would have stayed to watch our match.  
 8 If they hadn't played badly, the trainer wouldn't want them to do extra practice this week.
- 4 1 hadn't started 2 wouldn't be 3 wasn't 4 might not be 5 might have saved 6 might know  
 1 wouldn't have 2 hadn't trained 3 wouldn't display 4 might have performed 5 might not have 6 might have chosen

### Challenge!

Students' own answers.

#### PAGE 63 SKILLS The sports business

- 1 1 commercials 2 slogans 3 Media coverage 4 sponsorship  
 5 endorsements 6 target audience  
 2 1 commercial 2 slogan 3 target audience 4 sponsorship  
 5 media coverage 6 endorsement  
 3 Students' own answers.  
 According to the text, TV provides the audiences and sport provides the drama. It's a winning combination.  
 4 1 T  
 2 F (Sports stars of the past dreamed of earning as much as today's sports stars.)  
 3 F (The transformation of sport from a leisure activity to an industry has occurred because of the increasing importance of television in our lives.)  
 4 T  
 5 F (Advertisers were quick to see the potential.)  
 6 T  
 7 F (They expect the stars to appear in the events they pay for.)  
 8 T

### Challenge!

Students' own answers.

#### PAGE 64 GRAMMAR I wish / If only

- 1 1 past tense 2 were 3 past perfect tense  
 2 1 had gone 2 had studied 3 spoke 4 was / were  
 5 had remembered 6 had  
 3 1 If only I had an umbrella.  
 2 I wish I hadn't eaten so much chocolate.  
 3 If only I'd taken my camera.  
 4 I wish I was / were warmer.  
 5 If only I'd practised more.  
 6 If only I lived in a big city.  
 7 I wish I knew more people.  
 8 I wish I hadn't driven so fast.  
 4 1 He should have handed in his homework on time.  
 2 Anne should have gone to volleyball training.  
 3 Sam should have scored the penalty.  
 4 Frank should have phoned his parents.  
 5 Lisa should have bought some bread.  
 6 They should have taken a map.  
 7 Sally should have rested after her injury.  
 8 We should have arrived for the start.  
 5 1 hadn't lost 2 shouldn't have bought 3 were 4 correct  
 5 correct 6 shouldn't have forgotten 7 wasn't / weren't raining 8 had seen

### Challenge!

Students' own answers.

#### PAGE 65 WRITING A biography

- 1 1 C 2 B 3 D 4 A  
 2 a 3 b 4 c 4 d 3 e 3 and 4 f 2 g 1 h 2

- 3 Paragraph 1: his date of birth, his early years  
 Paragraph 2: first steps in his field and career, first successes and failures  
 Paragraph 3: an important event, the consequences of an important event  
 Paragraph 4: his situation now, what people think of him  
 4 1 Probably paragraph 4, as it talks about what the person is doing now.  
 2 Paragraph 2, as it describes his first steps towards a professional career.  
 3 Paragraph 1, as it talks about the sportswoman's first contact with swimming.  
 4 Paragraph 2, as it talks about his first professional race.  
 5 Probably paragraph 3, as it describes the person's life away from his career.  
 6 Paragraph 4, as it describes her work since leaving her sporting career.  
 5 Students' own answers.

#### PAGE 66 Self check 8: grammar

- 1 1 hadn't lived 2 wasn't / weren't 3 would have gone 4 would be 5 had met  
 6 practised 7 wouldn't have to 8 wouldn't hurt 9 spoke 10 would have stayed  
 2 1 I wish / If only I had some money.  
 2 I wish / If only I hadn't failed / had passed my maths exam.  
 3 I wish / If only we hadn't lost / had won the volleyball match.  
 4 I wish / If only I hadn't crashed my car.  
 5 I wish / If only it wasn't / weren't hot / was cool.  
 6 I wish / If only I could hear the music.  
 7 I wish / If only I spoke less / didn't speak too much / didn't speak so much.  
 8 I wish / If only I hadn't lost my mobile phone.  
 9 I wish / If only the television worked.  
 10 I wish / If only I had bought that book.  
 3 1 a 2 b 3 a 4 b 5 a 6 a 7 b 8 a 9 b 10 b  
 4 1 hadn't had 2 have told 3 had phoned 4 wouldn't play  
 5 had told 6 had read 7 could 8 have thought 9 wouldn't be 10 went

#### PAGE 67 Self check 8: Vocabulary

- 1 1 beat 2 pass easily 3 runner up 4 endorsements  
 5 limelight 6 prodigy 7 quick 8 up 9 game  
 10 commercial 11 make ... happen 12 winning streak 13 break  
 14 names 15 winner 16 a level playing field 17 press ups  
 18 a podium 19 media coverage 20 below  
 2 1 d 2 a 3 b 4 a 5 c 6 d 7 a 8 a 9 a 10 c

### PAGE 68 Unit 9

#### READING How to write a novel

- 1 1 e 2 h 3 g 4 f 5 c 6 b 7 d 8 a  
 2 Because they think they can do better than published writers.  
 3 1 Plot 2 Characters 3 Write! 4 Characters 5 Genre  
 6 Write! 7 Genre 8 Plot  
 4 1 F (It's a good idea to write about what you know.)  
 2 T  
 3 T  
 4 F (The climax comes *after* the turning point.)  
 5 T  
 6 F (Invent biographies for your characters.)  
 7 T  
 8 F (Ask your family and friends to read your work and give you their opinions.)

#### PAGE 69 VOCABULARY Reading through the ages

- 1 1 c 2 a 3 b 4 c 5 c 6 c 7 a 8 b 9 a 10 b 11 c  
 12 b 13 a 14 b 15 c  
 2 1 bookworm 2 from cover to cover 3 browse 4 pored over  
 5 look up 6 flick through 7 bestseller 8 took out  
 3 1 c 2 e 3 f 4 a 5 b 6 d  
 4 1 blurb 2 contents 3 footnotes 4 index 5 bibliography  
 6 glossary 7 acknowledgements 8 appendix

#### PAGE 70 GRAMMAR Object relative clauses

- 1 1 O 2 O 3 S 4 S 5 O 6 S  
 2 1 are 2 you can 3 live 4 we'll 5 sent 6 we'll  
 7 you borrowed

- 3 1 can be left out 2 needed 3 can be left out 4 needed  
5 needed 6 can be left out 7 can be left out  
4 1 This is the book (which / that) we found in the street.  
2 The man was a novelist who / that wrote detective stories.  
3 Jane's bought a new e-book which / that has got a great screen.  
4 Max is the writer who / that wrote a book of poems.  
5 Chinese is a language (which / that) people find very difficult.  
6 The biography (which / that) I read last summer was very interesting.  
7 The new bookshop (which / that) we went to has a lot of comics.  
8 The owner of the bookshop (who / that) I spoke to was very friendly.  
5 1 for 2 on 3 to 4 in 5 at

### Challenge!

Students' own answers.

#### PAGE 71 SKILLS E-books

- 1 1 c 2 b 3 d 4 a 5 h 6 e 7 f 8 g  
2 Students' own answers.  
3 1 Slow reading is reading without electronic devices and aims for a deeper understanding of the text.  
2 Because they are distracted by links to other sites and messages.  
3 According to one professor students can't concentrate for more than 30 seconds on a book.  
4 They should switch off and avoid electronic devices.  
5 It helps students to understand the meaning of what someone has written.

#### PAGE 72 GRAMMAR Reduced relative clauses

- 1 1 can be reduced – who were 5 can be reduced – which is  
2 cannot be reduced 6 can be reduced – which was  
3 cannot be reduced 7 can be reduced – who are  
4 can be reduced – who are 8 can be reduced – who was  
2 1 b, Architects (who were) working ...  
2 a, The poems (that were) printed ...  
3 a, George Eliot, (who was) the author of ...  
4 a, Books (which are) sold ...  
3 The words in brackets ( ) can be left out.  
1 (which is) in Birmingham  
2 (who are) working in the sales department  
3 (which is) our busiest period  
4 (who had been) chosen to visit the bookshops  
5 who work with our most popular authors  
6 (who are) writing reports on them  
4 1 which is worn 5 who was based  
2 which was taught 6 who is sitting  
3 which was visited 7 who is looking  
4 which are in my bag 8 who were on the underground  
5 1 reading 2 selling 3 produced 4 left 5 waiting  
6 prepared 7 arranged 8 asking

### Challenge!

Students' own answers.

#### PAGE 73 WRITING A book review

- 1 The writer likes the book.  
2 1 It was first published in  
2 It's set in  
3 The novel is narrated in the third person  
4 he is the protagonist of the story  
5 There is a turning point when  
6 used the novel as a vehicle to  
7 The pace of the story  
8 I would recommend it to  
3 1 the protagonist of the story  
2 couldn't put the book down  
3 a turning point  
4 is set  
5 narrated in the third person  
6 inhabits  
4 Paragraph 1: your opinion of the book; the author's life  
Paragraph 2: the book's sales; the newspaper reviews of the book  
Paragraph 3: the film version of the book; interesting information about the author  
Paragraph 4: the main character's personality; the author's life  
5 Students' own answers.

#### PAGE 74 Self check 9: Grammar

- 1 1 relative pronoun not needed  
2 relative pronoun not needed  
3 which  
4 which  
5 relative pronoun not needed  
6 which  
7 relative pronoun not needed  
8 who  
9 relative pronoun not needed  
10 who  
2 1 There was a tablet engraved in an ancient language.  
2 We met some of the people acting in the play.  
3 There is some bread made by my grandmother.  
4 Charlotte Brönte, the author of Jane Eyre, was the oldest of the three sisters.  
5 Someone interested in Arabic poetry will find this web page useful.  
6 There is an e-book recharging on your desk.  
7 I met an editor working on a bestseller and he said the writer was illiterate!  
8 Barcelona, the host city for the 1992 Olympic Games, is home to some great architecture.  
9 The e-books in the shop last week have already been sold.  
10 There were a lot of people waiting to buy tickets.  
3 1 available on the internet 2 cannot be reduced  
3 cannot be reduced 4 in favour of e-books  
5 people can use to translate books 6 written  
7 dropped on the floor 8 cannot be reduced  
9 you bought it 10 you keep  
4 1 it 2 in where / in where which 3 which who 4 was 5 has  
6 the film I / we saw 7 people are standing 8 for which when / for on which 9 for that why 10 who was sitting

#### PAGE 75 Self check 9: Vocabulary

- 1 1 tablet 2 on the back cover 3 reference books 4 lucky  
5 preserve 6 text book 7 novels 8 quest 9 paperback  
10 reference materials (books, articles, etc.) 11 contents 12 from cover to cover 13 degenerate 14 pictures and words 15 travel guides 16 acknowledgements 17 the meaning of unknown words 18 don't change 19 footnote 20 audio book  
2 1 c 2 b 3 a 4 d 5 b 6 a 7 b 8 c 9 a 10 c

#### PAGE 76 Unit 10

##### READING The communications revolution

- 1 1 d 2 a 3 b 4 f 5 c 6 e  
2 3,600 years ago  
3 1 f 2 c 3 a 4 d 5 b 6 e  
4 1 T  
2 F (The internet allows people to work at home.)  
3 T  
4 T  
5 F (Only people from a certain background were allowed to learn to write.)  
6 F (Today's media talks about the modern communications revolution.)  
7 T

#### PAGE 77 VOCABULARY It's written all over your face!

- 1 1 c 2 b 3 a 4 b 5 a 6 b 7 b 8 a 9 b 10 a 11 c  
12 b 13 a 14 c 15 a  
2 1 f 2 a 3 e 4 b 5 d 6 c  
3 1 say it to his face 4 do them face-to-face  
2 pull faces 5 put on a brave face  
3 couldn't keep a straight face 6 lost face  
4 1 beaming 2 sneered 3 blink 4 frowning 5 grimaced  
5 1 to undertake research 5 a research paper  
2 in-depth research 6 findings  
3 a research grant 7 to reveal results  
4 to fund someone's research 8 an area of research

#### PAGE 78 GRAMMAR Determiners

- 1 1 articles 2 quantifiers 3 pronouns  
2 1 b 2 f 3 a 4 c 5 d 6 e  
3 1 few 2 every 3 several 4 many 5 Both 6 Each  
4 1 Both 2 all 3 many 4 Several 5 Each 6 many  
5 1 no article, the 2 no article, the 3 the, no article  
4 the, no article 5 no article, the

## Challenge!

Students' own answers.

### PAGE 79 SKILLS Making an impression

- 1 1 g 2 d 3 a 4 f 5 b 6 c 7 h 8 e  
2 1 idle 2 meticulous 3 single-minded 4 aimless 5 sloppy  
6 industrious  
3 **Positive adjectives:** matching, neat, respectable, well-dressed, industrious, meticulous, single-minded  
**Negative adjectives:** creased, dishevelled, inappropriate, scruffy, aimless, idle, sloppy  
4 speak with enthusiasm, use a strong voice, control the speed of your voice, use appropriate vocabulary, know when to keep quiet, show you're listening  
5 1 f 2 a 3 e 4 b 5 d 6 c

### PAGE 80 GRAMMAR Verb patterns: -ing or infinitive form?

- 1 1 c 2 f 3 a 4 e 5 b 6 d  
2 1 to eat 2 putting 3 to finish 4 to lock 5 to close  
6 not closing  
3 1 drinking 2 to switch off 3 to ring 4 putting down  
5 playing 6 to remember 7 to have 8 going  
4 1 Andy forgot to take his umbrella.  
2 Harry went on to become a successful architect.  
3 Jane didn't / doesn't regret buying the dress.  
4 During the journey, they stopped to have a break.  
5 Sam remembers going to Sweden all those years ago.  
6 Chloe tried to run in the marathon once.  
7 We forgot to take our passports.  
8 Lisa stopped drinking cola ages ago.  
5 1 to play 2 to eat 3 playing 4 to snow / snowing  
5 doing / to do 6 to see

## Challenge!

Students' own answers.

### PAGE 81 WRITING An email or informal letter

- 1 Barcelona  
2 1 up to my neck in 2 by and large 3 in a nutshell 4 boss  
5 foot the bill for 6 off the beaten track  
7 give you the low-down on 8 in touch 9 folks 10 kids  
3 1 give someone a hand: to help 2 in a flash: very quickly  
3 pull up: to come to a halt 4 a roof over someone's head: accommodation 5 up to your neck in: very busy with 6 get somewhere: to arrive  
4 Suggested answers:  
**Paragraph 1:** react to your friend's news, thanks for your friend's last email / letter, your recent activities  
**Paragraph 2:** the place where you're going to spend the holidays, brief information about where you're going to spend the holidays  
**Paragraph 3:** a reason for finishing the letter, best wishes to your friend and family

### PAGE 82 Self check 10: Grammar

- 1 1 a 2 b 3 b 4 a 5 c  
2 1 few 2 much 3 many 4 Both 5 every 6 Several 7 the  
8 each 9 An 10 All  
3 1 the 2 singing 3 to do 4 meeting 5 A few 6 to shine  
7 Each 8 to buy 9 both 10 to take  
4 1 to put 2 meeting 3 showing 4 to tell 5 drinking  
6 to tidy 7 telling 8 to study 9 going 10 to say  
5 1 talking 2 applying 3 to tell 4 talking 5 all 6 both  
7 to have 8 to make 9 every 10 the

### PAGE 83 Self check 10: Vocabulary

- 1 1 put on 2 a grant 3 cardiologist 4 inappropriate  
5 industrious 6 idle 7 minded 8 matching 9 sneer  
10 findings 11 scruffy 12 catalogue 13 intentionally  
14 undertake 15 meticulous 16 pull 17 brief 18 blink  
19 out 20 facial  
2 1 b 2 d 3 b 4 d 5 a 6 d 7 b 8 a 9 c 10 a

### PAGE 84 Round-up 1-2

- 1 1 research 2 contribution 3 impact 4 broadcast  
5 revolutionized 6 prohibited 7 involved in  
2 Seamus Heaney is a famous Irish writer who won the Nobel Prize in Literature in 1995.

- 3 1 a Ireland's population is so small.  
b English has only been spoken in Ireland for two hundred years.  
2 a The British occupied Ireland in the 18th century.  
b Thousands of Irish people died or emigrated in the 19th century as a result of famine.  
3 Because Ireland has the third oldest literature tradition in Europe, after Greek and Latin.  
4 a journalism b film industry  
5 Students' own answers.

## Challenge!

Students' own answers.

### PAGE 85 Round-up 3-4

- 1 1 connects with 2 inhabitants 3 location 4 sophisticated  
5 designs 6 experimental 7 construct  
2 They gave it the name *Treasure Island* because the writer of the famous novel *Treasure Island*, Robert Louis Stevenson, had lived in San Francisco.  
3 1 1939: In 1939, the US government organized an international exposition on the island.  
2 1,000: 1,000 inhabitants live on the island at the moment.  
3 2010: In 2010 developers announced plans to build a self-sustaining city on the island.  
4 25: Architects are working on designs for 25 towers that will provide homes and offices.  
5 13,000: It is estimated that 13,000 people will live and work on the island in 2016.  
6 30: The tallest tower will be 30 metres higher than the towers on the Golden Gate Bridge.

## Challenge!

Students' own answers.

### PAGE 86 Round-up 5-6

- 1 1 relations 5 performances  
2 practical 6 demonstration  
3 promote 7 ingredients  
4 participate  
2 They both celebrate horses and horse-riding skills.  
3 1 F (He wanted a horse to escape from the battlefield.)  
2 T  
3 F (They start on the third day.)  
4 T  
5 F (They shoot arrows while riding a horse.)  
6 F (They are a common ingredient of local dishes.)  
7 T  
8 T

## Challenge!

Students' own answers.

### PAGE 87 Round-up 7-8

- 1 1 season 2 exclusive 3 resorts 4 crew 5 surroundings  
6 The wealthy 7 destination 8 safari  
2 **Photo A:** Great Wall of China  
**Photo B:** The Pyramids of Giza  
3 1 Tourism has increased because of cheap flights and the internet.  
2 In the past, tourists arrived at the Pyramids during one part of the year, but now they come all year round.  
3 Tourism damages ancient monuments because many more people visit than before, and the transport needed causes pollution. Some tourists even write graffiti on ancient monuments.  
4 They are reluctant because if they stop people visiting, they know they will lose the income from tourism.  
5 Because some tourists have written graffiti on it or removed pieces as souvenirs.

## Challenge!

Students' own answers.

### PAGE 88 Round-up 9-10

- 1 1 e 2 c 3 b 4 a 5 f 6 d  
2 The British settlers brought diseases and took away the Aborigines' land, so they had to move to more inhospitable areas and so lost their traditional sources of food and water.  
3 Tick: 1, 3, 5, 7

## Challenge!

Students' own answers.

## Getting help with IT queries

- 1 (1.06) Read and listen to the dialogue. What does Tony want to do?



**Tony** Victor! Can you spare a moment?  
**Victor** Yes. What's up?  
**Tony** Will you tell me how to upload a video onto this website?  
**Victor** All right. First, you need to go to *Your profile*.  
**Tony** I'm already there.  
**Victor** Good. So click on the *Photos* tab at the top of the screen and some icons will come up.  
**Tony** Here they are.  
**Victor** Click on the *video* icon and choose one of the options that comes up next.  
**Tony** OK. I want to upload a video from my computer, so I'll click on that.  
**Victor** Right. Now click on the button to browse the files on your computer and find the video you want.  
**Tony** Got it. Now what do I do?  
**Victor** Click on the button that says *share* and wait for the video to load. It's very easy.  
**Tony** Yes, it is really. Thanks a lot.

- 2 Read the dialogue again and complete the instructions.

- 1 \_\_\_\_\_ *Your profile*.
- 2 \_\_\_\_\_ the *Photos* tab.
- 3 Some icons will \_\_\_\_\_.
- 4 \_\_\_\_\_ one of the \_\_\_\_\_ that comes up next.
- 5 \_\_\_\_\_ the \_\_\_\_\_ on your computer.
- 6 \_\_\_\_\_ for the video to \_\_\_\_\_.

- 3 We use the following words to ask for help. Put them in the correct column.

Can you ...? Would you ...? Will you ...? Could you ...?

| Asking for help |          |
|-----------------|----------|
| Formal          | Informal |
|                 |          |

- 4 (1.07) Listen and repeat these questions.

- 1 Can you give me a hand?
- 2 Would you help me download this song?
- 3 Will you explain something to me?
- 4 Could you show me how to use this application?

- 5 (1.08) Listen to two dialogues. What do the speakers want to do?

Speaker 1: \_\_\_\_\_

Speaker 2: \_\_\_\_\_

### Listening tip

We usually give instructions by using sequence words such as *first*, *now*, *next* and *then*.

- 6 (1.08) Read the *Listening tip* and listen to the dialogues again. Put the instructions in the order you hear them.

#### Dialogue 1

- a Click on *Make this your profile photo*. ☐
- b Click on *Change picture*. ☐
- c Move the cursor over your photo. ☐
- d Click on *OK*. ☐
- e Choose an option from the window. ☐

#### Dialogue 2

- a Click on *Send*. ☐
- b Open Jack's profile. ☐
- c Write the message. ☐
- d Click on *Send Jack a message*. ☐
- e Go to your home page. ☐

- 7 Work in pairs. Choose a task from the list below. Prepare a dialogue to give instructions how to do the task. Use expressions from exercises 3 and 4 and instructions from exercise 2.

- 1 Chat with a friend.
- 2 Upload a photo.
- 3 Post a comment.
- 4 Play a game.
- 5 Download a song.
- 6 Use an application.

- 8 Act out your dialogue to the class.

●●●●● Workbook Functions Bank: page 89

# EVERYDAY ENGLISH 1

## Getting help with IT queries

### Target language

**Listening:** people asking friends for help with IT queries

**Vocabulary:** go to a screen click on a tab  
an icon comes up choose an option browse a file  
wait for something to load

**Speaking:** giving instructions how to do a task

### Exercise 1 1.06

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

#### ANSWER

Tony wants to upload a video onto a website.

### Exercise 2

- Students complete the instructions individually or in pairs.

#### ANSWERS

1 Go to 2 Click on 3 come up 4 Choose, options  
5 Browse, files 6 Wait, load

### Exercise 3

- Students complete the table individually or in pairs.

#### ANSWERS

**Formal:** would you, could you,  
**Informal:** can you, will you

### Exercise 4 1.07

- Play the CD and pause for students to repeat the phrases.  
Point out that we use rising intonation in expressions asking for help.

### Exercise 5 1.08

- Play the CD once for students to do the task. Check the answers.

#### ANSWERS

Speaker 1 wants to change her profile photo.  
Speaker 2 wants to send Jack a message.

#### TAPESCRIPT

##### Dialogue 1

**Anne** Lucy, have you got a minute?

**Lucy** Yes. What do you want?

**Anne** Will you show me how to change the photo on my profile?

**Lucy** Sure, it's easy. First, you have to pass the cursor over your photo to get the *Change picture* message.

**Anne** Do I click on the message?

**Lucy** Yes, click on it and then a window will open with two options.

**Anne** Upload a picture or Choose from your album.

**Lucy** That's right. Choose the option you want and then browse your files to find a photo.

**Anne** Right. I've done it.

**Lucy** Now click on the message that says *Make this your profile* photo.

**Anne** OK. And then I click on the OK button, right? Great! It's worked. What do you think of my new photo?

### Dialogue 2

**Alex** Rob. Are you busy?

**Rob** A bit. Why?

**Alex** I want to write to Jack, but I don't want everyone to read it on his profile.

**Rob** Well, you'll have to send him a message then.

**Alex** How do I do that?

**Rob** It isn't that hard! Go to your home page and click on Jack's photo. That will open his profile.

**Alex** OK.

**Rob** Then click on the option that says *Send Jack a message*.

**Alex** Right.

**Rob** A window will open where you can write your message.

**Alex** Here it is. Then I write the message in the box, right?

**Rob** That's right. And then all you have to do is click on *Send* and Jack will get the message.

**Alex** Thanks a lot.

### Exercise 6 1.08

- Read through the **Listening tip** with students and check understanding by asking: *Which words do we use in instructions?* [*first, now, next and then*]
- Play the CD again for students to order the instructions. Check the answers

#### ANSWERS

**Dialogue 1:** 1 c 2 b 3 e 4 a 5 d

**Dialogue 2:** 1 e 2 b 3 d 4 c 5 a

### Exercise 7

- Students prepare a dialogue in pairs. Monitor and help.

### Exercise 8

- Students act out their dialogues to the class.

#### SAMPLE ANSWER

**A** Matt, can you help me upload a photo, please?

**B** Sure. First go to *Your profile*.

**A** OK. What do I do next?

**B** Then, click on the *Photos* tab at the top of the screen and some icons will come up.

**A** Here they are.

**B** Click on the *photo* icon and choose one of the options that comes up next.

**A** OK. I want to upload a photo from my computer, so I'll click on that.

**B** Right. Now click on the button to browse your files and find the photo you want.

**A** Got it! And then I click on *Share*, right?

**B** That's right.

**A** Great! Thanks a lot, Matt.

### Follow-up

**Workbook Functions Bank page 89**

# Sympathizing with someone

- 1 (1.13) Read and listen to the dialogue. Explain in your own words what three things went wrong for Helen.



**Miriam** Did you do anything exciting this weekend?  
**Helen** Well, on Saturday we went to the safari park, but it was a complete disaster.  
**Miriam** Why? What happened?  
**Helen** Well, the first problem was actually getting in. There was an enormous queue and we had to wait for over an hour before we got to the gate.  
**Miriam** How awful!  
**Helen** Then, our car got stuck in some sand when we tried to take a short cut. The park warden had to call the rescue service to pull us out.  
**Miriam** What a nightmare!  
**Helen** Yes, it was. The worst thing was that they charged us £250 to get our car back on the road.  
**Miriam** What bad luck!

- 2 What phrases does Miriam use to sympathize with Helen?

LOOK OUT!

## EXCLAMATORY SENTENCES

We can use exclamatory sentences beginning **What ...!** or **How ...!** to react sympathetically to bad experiences.

We use **How ...!** with an adjective.

*How unpleasant!      How depressing!*

We use **What ...!** with a noun, even if it has an adjective before it. If the noun is countable, we use 'a/an' before the noun. If it is uncountable, we don't need 'a/an'.

*What a mess!      What terrible advice!*

- 3 Read the **Look out!** box. Complete the chart.

annoying awful disaster dreadful gross  
 irritating luck nightmare pain pity shame

| How ...!             | What ...!            |
|----------------------|----------------------|
| <br><br><br><br><br> | <br><br><br><br><br> |

- 4 (1.14) Listen and repeat the exclamations in exercise 3. Try to sound sympathetic.

- 5 (1.15) Listen to two dialogues. What are they about? Choose from a–f.

- a an unpleasant weekend
- b a terrible journey
- c an unsuccessful visit
- d a dreadful day at school
- e an awful day out
- f a disastrous celebration

- 6 (1.15) Listen again to the dialogues. What three things went wrong?

## Dialogue 1

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

## Dialogue 2

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

- 7 Work in pairs. Choose one of the titles from exercise 5. Make notes on what might have happened and what three things went wrong.

- 8 With your partner, prepare a dialogue using the chart below. Use exclamatory sentences.

A

Ask about B's experience.

B

Give your opinion.

Ask what went wrong.

Explain the first problem.

React sympathetically.

Explain the second problem.

React sympathetically.

Explain the third problem.

React sympathetically.

- 9 Act out your dialogue to the class.

Workbook Functions Bank: page 89

## EVERYDAY ENGLISH 2

### Sympathizing with someone

#### Target language

**Listening:** people sympathizing with friends over a bad experience

**Vocabulary:** How annoying! How awful! How depressing! How dreadful! How gross! How irritating! How unpleasant! What a disaster! What a mess! What luck! What a nightmare! What a pain! What a pity! What a shame! What terrible advice!

**Speaking:** telling a friend about a bad experience and reacting sympathetically

#### Exercise 1 1.13

- Play the CD for students to listen and do the task.

#### ANSWER

- 1 It took them an hour to get in.
- 2 Their car got stuck in some sand.
- 3 They had to pay £250 to get their car back on the road.

#### Exercise 2

- Students do the task individually or on pairs.

#### ANSWERS

How awful! What a nightmare! What bad luck!

#### Exercise 3

- Read through the **Look out!** box with students and check understanding by asking: *When do we use exclamatory sentences?* [to react sympathetically to bad experiences] *Which word do we use with an adjective?* [How ...!] *Which word do we use with a noun?* [What ...!]
- Students complete the chart individually or in pairs.

#### ANSWERS

How ...?: annoying, awful, dreadful, gross, irritating

What ...?: a disaster, luck, a nightmare, a pain, a pity, a shame

#### Exercise 4 1.14

- Play the CD and pause for students to repeat the phrases.

#### Exercise 5 1.15

- Play the CD for students to do the task.

#### ANSWERS

- 1 a (an unpleasant weekend) 2 f (a disastrous celebration)

#### TAPESCRIPT

##### Dialogue 1

A Hi Rashid. Did you have a good weekend?

B No, I didn't. It was awful.

A Why? What went wrong?

B I went camping with my family, but it was a complete nightmare.

A What happened?

B Well, the first problem was getting to the campsite. We got lost on the way, so it was really late when we arrived.

A How annoying!

B Yes, and it was so dark that we couldn't see to put up the tent.

A So, what did you do?

B We spent the night in the car.

A How uncomfortable!

B Yes, it was. I didn't sleep at all. Then, the next morning it was raining, but we put up the tent anyway and spent the rest of the day inside. It was pretty windy, too and during the night our tent fell down, so we had to come home.

A What a disaster!

B Absolutely. That's the last time I'm going camping, I can tell you!

##### Dialogue 2

A Hey, Emma. How was your sister's wedding?

B Not so good, I'm afraid.

A Why? What happened?

B It was chaos, actually. They cancelled our flight to Edinburgh, so we had to get the train, instead.

A How irritating! Did you get there in time for the wedding?

B We arrived half an hour before the ceremony, but that wasn't the problem.

A Oh. What went wrong?

B Well, I was in such a hurry to get off the train, that I left my dress behind. You know, the one I was going to wear to the wedding?

A What a pain!

B Yes, it was, because I didn't have anything else with me. So I had to rush into the nearest shop and buy another dress. It was really frustrating.

A But did you enjoy the actual wedding?

B Not really. I was too stressed to pay much attention during the ceremony, and then I was violently ill after the reception because of something I'd eaten.

A How unfortunate!

B Yes, I felt really bad.

#### Exercise 6 1.15

- Play the CD again for students do the task.

#### ANSWERS

##### Dialogue 1

1 They got lost on the way to the campsite.

2 It was too dark to put up the tent.

3 Their tent blew down during the night.

##### Dialogue 2

1 Their flight was cancelled.

2 Emma left her dress on the train.

3 She was ill because of something she'd eaten.

#### Exercises 7, 8 and 9

- Students do the task and prepare a dialogue in pairs.
- Students act out their dialogues to the class.

#### SAMPLE ANSWER

A How was your weekend, Amina?

B It was awful.

A Why? What happened?

B We broke down on the way to the coast, so we couldn't go to the beach.

A What bad luck!

B Yes. It was really hot too, so we got sunburnt waiting for a taxi to come and get us.

A How dreadful!

B And when the taxi arrived, the driver got out of the car and shut the door, locking the keys inside the car.

A What a disaster! So how did you get home?

B Another taxi had to come and pick us up. We were completely fed up by the time we got home.

#### Follow-up

Workbook Functions Bank page 89

# Offering congratulations

- 1 (1.22) Read and listen to the dialogue. What is Becky's good news?



**Fiona** Becky, you had an interview at that new clothes shop yesterday, didn't you?  
**Becky** Yes, I did. And guess what?  
**Fiona** What? They haven't offered you the job, have they?  
**Becky** Yes, they have!  
**Fiona** Well done! That's fantastic news! When do you start?  
**Becky** Next Saturday.  
**Fiona** Wow! That's soon. I think we've got an exam the following week, haven't we?  
**Becky** Yes, but don't worry. I'll have plenty of time to study on Sunday.  
**Fiona** That's true. Well, congratulations! I'm really pleased for you.

- 2 (1.23) Read the dialogue again and find four expressions for offering congratulations. Listen and repeat.

LOOK OUT!

## QUESTION TAGS

In question tags we repeat the pronoun, tense and auxiliary verb from the statement even when the statement is introduced by *I think* or *I don't think*. Statements beginning with *I think* have negative question tags, whereas statements beginning with *I don't think* have affirmative tags.  
*I think we've finished, haven't we?*  
*I don't think she went to the interview, did she?*

- 3 Read the information in the *Look out!* box and find the three question tags in the dialogue in exercise 1. Complete the sentences with the correct question tag.

- 1 She lost her job, \_\_\_\_\_?
- 2 I think he's the manager, \_\_\_\_\_?
- 3 I don't think we'll be late, \_\_\_\_\_?
- 4 You can't speak Chinese, \_\_\_\_\_?
- 5 I think I've met you before, \_\_\_\_\_?
- 6 They only sell men's clothes, \_\_\_\_\_?

- 4 (1.24) Listen to two dialogues. What have the speakers achieved?

- 1 Ian \_\_\_\_\_.
- 2 Jo \_\_\_\_\_.

- 5 (1.24) Listen again to the dialogues. Answer the questions.

- 1 Why is Ian going to London in June?  
\_\_\_\_\_
- 2 What does Jo promise to do for Sally?  
\_\_\_\_\_

- 6 Work in pairs. A friend has won a competition. Prepare a dialogue using the chart below. Use expressions to offer congratulations from exercise 2 and question tags.

A

Ask B to confirm if the event has taken place.

B

Say what you have achieved.

Offer your congratulations.

Accept the congratulations.

Ask B to confirm what is going to happen next.

Confirm.

Offer your congratulations again.

- 7 Act out your dialogue to the class.

●●●● Workbook Functions Bank: page 89

## EVERYDAY ENGLISH 3

### Offering congratulations

#### Target language

**Listening:** a friend congratulating another friend on some good news

**Vocabulary:** I'm really pleased for you.

That's fantastic news! Well, congratulations! Well done!

**Speaking:** telling a friend about some good news and offering congratulations

#### Exercise 1 1.22

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

#### ANSWER

Becky has been offered a job.

#### Exercise 2 1.23

- Students do the task individually or in pairs.
- Play the CD and pause for students to repeat the phrases.

#### ANSWERS

Well done!

That's fantastic news!

Well, congratulations!

I'm really pleased for you.

#### Exercise 3

- Read through the **Look out!** box with students and check understanding by asking: *How do we make a question tag when the statement is introduced by 'I think'?* [we repeat the pronoun, tense and auxiliary verb of the statement and make the question tag negative]
- Students complete the sentences individually or in pairs. Check the answers.

#### ANSWERS

You had an interview ..., didn't you?

They haven't offered you the job, have they?

I think we've got an exam ..., haven't we?

1 didn't she 2 isn't he 3 will we 4 can you

5 haven't I 6 don't they

#### Exercise 4 1.24

- Play the CD once for students to do the task. Check the answers.

#### ANSWER

1 Ian has won a race.

2 Jo has passed her driving test.

#### TAPESCRIPT

##### Dialogue 1

**Paul** Ian, you're good at athletics, aren't you?

**Ian** Well, I'm not bad, I suppose.

**Paul** You do long distance running, don't you?

**Ian** Yes, I do. In fact, I went to some athletics trials last weekend.

**Paul** How did you get on?

**Ian** Really well, actually. I won my race, which means I'm through to the national championships.

**Paul** Well done! That's excellent news!

**Ian** Thanks. I'm a bit nervous, but I'll just have to do my best, won't I?

**Paul** Absolutely. I think the national competition is in London, isn't it?

**Ian** Yes, it is. It's in the first week of June.

**Paul** Well, congratulations! And good luck! I'm sure you'll do really well.

##### Dialogue 2

**Sally** Jo, I've been meaning to ask you about your driving test. You had it last week, didn't you?

**Jo** Oh, hi Sally! Yes, I did. It was on Tuesday.

**Sally** How did it go?

**Jo** I passed!

**Sally** Well, that's great news! You must be delighted!

**Jo** To be honest, I couldn't believe it when the examiner said I'd passed. I thought my driving had been appalling.

**Sally** Well, it can't have been that bad then, can it?

**Jo** I suppose not. Guess what?

**Sally** What? Your dad isn't going to buy you a car, is he?

**Jo** Yes, he is! We're going to get it this evening.

**Sally** Oh, how wonderful! I'm thrilled for you. You will take me out for a drive one day, won't you?

**Jo** Of course I will!

#### Exercise 5 1.24

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

#### ANSWERS

1 To take part in the national competition.

2 To take her out for a drive one day.

#### Exercise 6

- Students prepare a dialogue in pairs. Monitor and help.

#### ANSWERS

Students' own answers.

#### Exercise 7

- Students act out their dialogues to the class.

#### SAMPLE ANSWER

**A** Hi Ricky. You took part in that painting competition, didn't you?

**B** Yes, I did. In fact, I won first prize!

**A** Well done! That's fantastic news!

**B** Thanks a lot. To be honest, I can hardly believe it myself.

**A** I think that means you're going to have your own exhibition, doesn't it?

**B** Yes, it does. It opens in October in the City Art Gallery.

**A** Well, congratulations, Ricky. I'm really pleased for you.

#### Follow-up

Workbook Functions Bank page 89

# Giving a presentation

- 1 (1.28) Read and listen to the presentation. How does Julia think we can make a difference to the environment?



**Julia** How can one individual make a difference to the environment? In my view, one of the best ways is to use a hessian bag for shopping. Hessian bags have a number of advantages. Firstly, they are long-lasting and do not break as easily as traditional plastic carriers. Secondly, they look more stylish. Furthermore, hessian bags are biodegradable. This means that if you do have to throw one away, it will disappear naturally, instead of adding to the waste in our landfill sites which are already overflowing. On top of this, many shops are obliged to charge for plastic bags nowadays, so carrying a hessian bag can actually save you money. Finally, they are more comfortable to carry than a normal plastic bag. To sum up, making the change from a plastic carrier to a recyclable hessian bag is an easy way for us to reduce the amount of waste we produce and in doing so, to help protect the environment.

- 2 Read the presentation again and find the expressions Julia uses to organize her arguments.
- 3 Complete the table with expressions from Julia's presentation.

| Sequence words                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Firstly ...</b><br>1 _____<br>2 _____                                                                                        |
| <b>Giving opinions</b><br>I believe / I don't believe<br>I agree with ... / I disagree with ...<br>In my opinion ...<br>3 _____ |
| <b>Giving additional information</b><br>Moreover, ...<br>Besides, ...<br>4 _____<br>5 _____                                     |
| <b>Concluding the presentation</b><br>In conclusion, ...<br>All in all, ...<br>6 _____                                          |

- 4 (1.29) Listen to two presentations. Which of the topics 1–6 do the speakers talk about?

- recycling waste
- becoming vegetarian
- using public transport
- saving electricity
- replacing light bulbs
- planting trees

- 5 (1.29) Listen to the presentations again. Answer the questions.

## Presentation 1

- Why should we not rely on petrol?
- What is the problem with traffic jams?
- Name one more advantage of using public transport.

## Presentation 2

- What does the speaker say about the way animals are treated?
- What is the link between vegetarianism and the rainforest?
- What final reason which affects the individual does the speaker give for being vegetarian?

- 6 Choose a different topic from exercise 4. Make notes on four points you can use to support your point of view.

## Speaking tip

A good way to engage your listeners is to start your presentation with a question.

- 7 Read the *Speaking tip!* Prepare a presentation using the chart below. Use expressions from exercise 3 to structure your presentation.

Start the presentation with a question.



Introduce your main argument.



Make your first point.



Add some information.



Make your second point.



Give examples.



Make your third point.



Add some information.



Make a concluding statement.

- 8 Give your presentation to the class. Which presentation do you find most convincing?

# EVERYDAY ENGLISH 4

## Giving a presentation

### Target language

**Listening:** a presentation about hessian bags

**Vocabulary:** Firstly, Secondly, Finally,  
I believe / I don't believe  
I agree with / I disagree with In my opinion  
In my view  
Moreover, Besides, Furthermore,  
On top of this,  
In conclusion, All in all, To sum up,

**Speaking:** giving a presentation about environmental action

### Exercise 1 1.28

- Play the CD once for students to listen and do the task.

### ANSWER

By using hessian bags to carry shopping in.

### Exercise 2

- Students do the task individually or on pairs.

### ANSWERS

In my view, ... Firstly, ... Secondly, ... Furthermore, ...  
On top of this ... Finally, ... To sum up, ...

### Exercise 3

- Students do the task individually or on pairs.

### ANSWERS

1 Secondly, ... 2 Finally, ... 3 In my view, ...  
4 Furthermore, ... 5 On top of this ... 6 To sum up, ...

### Exercise 4 1.29

- Play the CD once for students to answer the question.  
Check the answers.

### ANSWERS

**Presentation 1:** using public transport

**Presentation 2:** becoming vegetarian

### TAPESCRIPT

#### Presentation 1

What is the best way for one individual to help the environment? In my opinion, public transport can make a big difference. Firstly, a bus needs a lot less petrol than the cars of all the passengers, so petrol consumption is reduced when people take the bus. As you know, petrol is a non-renewable energy source, and it may run out in the very near future. Secondly, traffic jams can be extremely stressful, whereas you can read or study on a journey by bus or train. Besides, the fewer cars that are on the road, the less pollution there is in the city centre. On top of this, public transport is more economical than going by car, because you do not have to pay for parking on reaching your destination. Finally, the journey by public transport can be much quicker. In conclusion, I believe that by using public transport, we help the environment by using fewer resources and producing less pollution.

### Presentation 2

What can one individual do to make the world a better place? I believe that we should all become vegetarian. Firstly, the animals we eat are killed in a merciless and inhumane way. Furthermore, they spend their lives in cages where they can hardly move and never see the light of day. One way of stopping this suffering is by not eating meat. Secondly, developing countries where people are actually starving to death export grain to developed countries to feed animals. If we ate the plants we grow instead of feeding them to animals, the food shortage would virtually disappear overnight. Finally, in some countries large areas of rainforest have been destroyed to graze cattle to make beefburgers. Roughly 1,000 species become extinct every year because of this destruction. Moreover, the burning of these forests produces dangerous greenhouse gases. All in all, I think a vegetarian lifestyle is much healthier for an individual, and also much kinder to our planet.

### Exercise 5 1.29

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

### ANSWERS

#### Presentation 1

- 1 Because it may run out in the near future.
- 2 Traffic jams can be extremely stressful.
- 3 Public transport is more economical.

#### Presentation 2

- 1 Animals are treated in an inhumane way.
- 2 Trees are cut down to graze cattle to make beefburgers.
- 3 The vegetarian lifestyle is more healthy.

### Exercise 6

- Students do the task in pairs. Monitor and help.

### Exercise 7

- Read through the **Speaking tip** with students and check understanding by asking: *How can you start a presentation to engage your listeners?* [with a question]
- Students prepare a dialogue in pairs. Monitor and help.

### Exercise 8

- Students act out their dialogues to the class.

### SAMPLE ANSWER

How can one individual make a difference to the environment? In my view, one of the best ways is to replace all the light bulbs in your house with low energy bulbs. Firstly, they produce much less heat than normal light bulbs and so they do not use as much electricity. Moreover, you are less likely to burn yourself, as the bulb is not as hot. Secondly, the light given off by these bulbs is more natural than the light from normal bulbs. This means it is less harmful to your eyes. Finally, low energy light bulbs are more economical than normal bulbs as they reduce your electricity bill. Besides, they last a lot longer. To sum up, making the change from normal light bulbs to low energy bulbs is an easy way for use to save energy and in doing so, to help protect the environment.

### Follow-up

Workbook Functions Bank page 89

# Asking for information: at the museum

- 1 (2.05) Read and listen to the dialogue. Where does the dialogue take place?



Emma Hi. I wonder if you could help me.  
**Information officer** Sure. What would you like to know?  
 Emma Can you tell me where I can leave my **backpack**?  
**Officer** Yes, the **checkroom** is right here behind me.  
 Emma Great. Do I have to leave my **purse** there as well?  
**Officer** No, you can take that into the museum with you.  
 Emma Thanks. Would you mind telling me which floor the Picasso paintings are on?  
**Officer** Yes, you need to take the **elevator** to the fifth floor.  
 Emma Do you know if there's a long **line** at the moment?  
**Officer** Yes, the exhibition is quite full right now. You might prefer to go down to the theatre and see the **movie** about the artist first.  
 Emma Right, thanks. May I ask you where the **restroom** is?  
**Officer** There's one on every floor behind the escalator.  
 Emma Thanks. And one last question. Could you tell me what time the gift **store** closes?  
**Officer** It closes at the same time as the museum, at 5.30.  
 Emma Thank you so much for your help.  
**Officer** My pleasure.

- 2 Read the dialogue again and match the American English words in **bold** with the British English words below.

|            |       |             |       |
|------------|-------|-------------|-------|
| 1 lift     | _____ | 5 handbag   | _____ |
| 2 queue    | _____ | 6 cloakroom | _____ |
| 3 rucksack | _____ | 7 film      | _____ |
| 4 toilet   | _____ | 8 shop      | _____ |

- 3 Read the dialogue aloud with a partner, replacing the American English words with the British English words.

LOOK OUT!

## INDIRECT QUESTIONS

We sometimes use indirect questions when we want to sound more polite. Indirect questions can start with *Can you tell me ...? Could you tell me ...? Do you know ...? May I ask ...? or Would you mind telling me ...?* The word order and verb forms in an indirect question are the same as in an affirmative sentence.

- 4 (2.06) Read the *Look out!* box and find five indirect questions in the dialogue. Listen and repeat the indirect questions in the dialogue.

- 5 (2.07) Listen to four phone calls. What do the speakers ask about?

|                  |                         |
|------------------|-------------------------|
| a dining options | d temporary exhibitions |
| b opening hours  | e admission fee         |
| c group discount | f advance bookings      |

- 6 (2.07) Listen again to the dialogues. Answer the questions.

### Dialogue 1

When does the Kentridge exhibition finish?

### Dialogue 2

What are the two ways to book tickets for MoMA?

### Dialogue 3

Why doesn't the speaker get a group discount?

### Dialogue 4

Where does the speaker decide to have lunch?

- 7 Work in pairs. Look at the information in the brochure and the example conversation below. Then practice the scenarios in the table. Use indirect questions to make the questions more polite.

| Opening hours                                                                                             |                      | Admission                             |      |
|-----------------------------------------------------------------------------------------------------------|----------------------|---------------------------------------|------|
| Sunday                                                                                                    | 10.30 a.m.–5.30 p.m. | Adults                                | \$20 |
| Monday                                                                                                    | 10.30 a.m.–5.30 p.m. | Seniors (65 and over with ID)         | \$16 |
| Tuesday                                                                                                   | closed               | Students (full-time with current ID)  | \$12 |
| Wednesday                                                                                                 | 10.30 a.m.–2 p.m.    | Children (16 and under)               | free |
| Thursday                                                                                                  | 8.00 a.m.–5.30 p.m.  |                                       |      |
| Friday                                                                                                    | 10.30 a.m.–8.00 p.m. | Group discount for more than 6 people |      |
| Saturday                                                                                                  | 10.30 a.m.–5.30 p.m. |                                       |      |
| Restaurant open 12.30 p.m.–8 p.m.<br>Café open 10.30 p.m.–5 p.m.<br><i>Advance bookings by phone only</i> |                      |                                       |      |

- A Hello! I'd like to visit the museum on Thursday. Could you tell me when the museum is open?  
 B We're open from 8 a.m. until 5.30 p.m. on Thursday. May I ask how many of you there are?  
 A There are four of us. Three adults and one child. Would you mind telling me how much tickets cost?  
 B They cost \$20 for an adult, and children under 16 can visit for free.  
 A Wonderful. Is it possible to eat at the museum?  
 B Certainly. We have a café and a restaurant in the museum.  
 A Lovely, the café sounds great.  
 B You can book in advance if you like?  
 A No, thank you. We'll buy our tickets when we arrive.

|   | Day      | Visitors               | Eating     | Advance booking |
|---|----------|------------------------|------------|-----------------|
| 1 | Thursday | 3 adults and 1 child   | Café       | No              |
| 2 | Friday   | 2 students – 1 with ID | No         | Yes             |
| 3 | Monday   | A group of 7 people    | Restaurant | Yes             |

- 8 Make up a dialogue of your own. Act it out to the class.

●●●●● Workbook Functions Bank: page 89

## EVERYDAY ENGLISH 5

### Asking for information: at the museum

#### Target language

**Listening:** people asking for information at a museum

**Grammar:** Indirect questions

**Vocabulary:** cloakroom (BrE) – checkroom (AmE)  
film – movie handbag – purse lift – elevator  
queue – line rucksack – backpack shop – store  
toilet – restroom

**Speaking:** calling a museum to ask for information

#### Exercise 1 2.05

- Play the CD for students to listen and do the task. Check the answers.

#### ANSWER

At the information desk of a museum.

#### Exercise 2

- Students do the task individually or in pairs. Check the answers.

#### ANSWERS

1 elevator 2 line 3 backpack 4 restroom 5 purse  
6 checkroom 7 movie 8 store

#### Exercise 3

- Students do the task in pairs.

#### Exercise 4 2.06

- Read through the **Look out!** box with students and check understanding by asking: *Why do we use indirect questions?* [to sound more polite]
- Students find the examples in the dialogue.
- Play the CD pausing for students to repeat the questions. Point out that the intonation of indirect questions is higher than usual because the speaker wants to sound polite.

#### ANSWERS

Can you tell me where I can leave my backpack?  
Would you mind telling me which floor the Picasso paintings are on?  
Do you know if there's a long line at the moment?  
May I ask you where the restroom is?  
Could you tell me what time the gift store closes?

#### Exercise 5 2.07

- Play the CD once for students to do the task. Check the answers.

#### ANSWERS

1 d 2 f 3 c 4 a

#### TAPESCRIPT

##### Phone call 1

**Information office** Museum of Modern Art. Can I help you?

**A** Oh, hello. Can you tell me which exhibitions are on right now?

**IO** Well, apart from the permanent collection, you can see the works of William Kentridge and others.

**A** Would you mind telling me how long the Kentridge exhibition is on for?

**IO** Yes, it's on until May 17th.

**A** Thanks a lot.

##### Phone call 2

**IO** Good morning.

**B** Oh, hello. Is that MoMA?

**IO** Yes, it is. How can I help you?

**B** I want to see the Marina Abramovic exhibition before it closes. Could you tell me how I can pre-book some tickets?

**IO** Well, you can book the tickets online or by phone.

**B** Would you mind telling me the address of your website?

**IO** Sure. It's www.moma.org.

**B** Thanks a lot.

**IO** My pleasure.

##### Phone call 3

**IO** Museum of Modern Art.

**C** Oh, hello. I wonder if you can help me.

**IO** I hope so. What would you like to know?

**C** Well, I'll be visiting New York next week with some friends, and we were wondering what the ticket price is for a group.

**IO** May I ask how many people there will be in your group?

**C** There are eight of us.

**IO** I'm afraid a discount is only available for groups of ten or more.

**C** Oh, that's a shame.

##### Phone call 4

**IO** Good afternoon.

**D** Hello. Is that the Museum of Modern Art?

**IO** Yes, it is. What can I do to help you?

**D** Could you tell me if it's possible to have lunch in the museum?

**IO** Yes, madam. There are two cafés and a restaurant inside the museum.

**D** Do you know if it's necessary to book a table at the restaurant?

**IO** Yes, it's advisable to book. The name of the restaurant is The Modern, and you need to call 212, if you're outside New York, 333 1220 to make a reservation.

**D** Thank you so much for your help.

**IO** You're welcome.

#### Exercise 6 2.07

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

#### ANSWERS

- 1 The Kentridge exhibition finishes on May 17th.
- 2 You can book tickets online or by phone.
- 3 Group discount is for groups of ten or more.
- 4 At The Modern Restaurant.

#### Exercises 7 and 8

- Students work in pairs. Monitor and help.

#### SAMPLE ANSWER

**A** Hi. I wonder if you could help me.

**B** What would you like to know?

**A** Can you tell me what time the museum opens?

**B** Yes, it opens at ten thirty and eight o'clock on Thursdays.

**A** Right. Would you mind telling me if it's open every day?

**B** No, it closes on Tuesdays.

**A** Thanks. And could you tell me how much it is?

**B** Yes, it's \$20 for adults and free for children under 16.

**A** Great. Thanks a lot for your help.

#### Follow-up

Workbook Functions Bank page 89

# Making a point

- 1 (2.11) Read and listen to the dialogue. Which picture does Dave prefer? Which picture does Andy prefer? Do they reach an agreement?



- Dave** Andy, we have to decide on the type of poster for our play. Which one do you prefer?
- Andy** **Personally, I think that** the Shakespeare image is by far the best. It's instantly recognizable and it gives an indication that our play is in English. Also, a black and white poster will be much cheaper to print. What do you think?
- Dave** **It's true that** *A Midsummer Night's Dream* was written by Shakespeare, but **I reckon that** a picture of the playwright is a little dull. **In my opinion,** we should use the photo of our actors performing. It's far more personal than the Shakespeare picture and a lot more cheerful.
- Andy** **I can't deny that** the Shakespeare picture is slightly dull, but at least it shows what our play is about and who it's by. All that people will understand from the other picture is that we're putting on a play.
- Dave** **I see what you mean** about the nature of the play, but people will know it's a Shakespeare play when they read the title on the poster. **I would still say that** the actors performing will attract more people than the Shakespeare picture.
- Andy** Of course, we need to find an effective picture, **but having said that, I still think** we need to consider our budget.
- Dave** So, which picture are we going to choose?
- Andy** I don't know. Let's ask the others what they think.

- 2 Read the dialogue again. Who uses these facts and opinions to make their point? Write *Dave* or *Andy*.

- People know the playwright's face.
- The picture is slightly boring.
- The photo is related to the performers.
- The picture shows which language is used for the play.
- People will feel happy when they see the picture.
- The poster won't be so expensive.

LOOK OUT!

**Modifying comparatives and superlatives**  
We can use *far*, *much* and *a lot* to make comparative adjectives stronger.  
*far easier, much more attractive, a lot better*  
We can use *by far* to make superlative adjectives stronger.  
*by far the most effective*

- 3 Read the *Look out!* box and find four examples of modifying comparatives and superlatives in the dialogue in exercise 1.
- 4 (2.12) Complete the chart with the expressions in **bold** from the dialogue. Listen and repeat the expressions.

| Making a point                               |
|----------------------------------------------|
| As far as I'm concerned ...                  |
| 1 _____                                      |
| 2 _____                                      |
| 3 _____                                      |
| Acknowledging an opposing point              |
| Admittedly, ...                              |
| 4 _____                                      |
| 5 _____                                      |
| 6 _____                                      |
| Restating your original point                |
| However, this doesn't alter my view that ... |
| 7 _____                                      |
| 8 _____                                      |

- 5 (2.13) Listen to the dialogue. Answer the questions.
- What do the speakers have to decide?
  - Do they reach an agreement?
  - What points do the speakers make to support their arguments?
- 6 Work in pairs. Discuss ideas for raising money for your school. Make notes on the advantages and disadvantages of each of the options in the box.

a quiz a singing competition a cake sale

- 7 With your partner. Prepare a dialogue using the chart below. Use words for modifying comparatives and superlatives from exercise 3 and expressions for making a point from exercise 4.

A

Ask B their opinion on how to raise money.

B

Tell A which option you prefer. Make two points to support your argument.

Acknowledge one of B's points. Tell B which option you prefer. Make two points to support your argument.

Acknowledge one of A's points. Restate your original point.

Agree with B.

- 8 Act out your dialogue to the class.

●●●●● Workbook Functions Bank: page 89

# EVERYDAY ENGLISH 6

## Making a point

### Target language

**Listening:** two people discussing a poster for a play

**Grammar:** Modifying comparatives and superlatives

**Vocabulary:** As far as I'm concerned

Personally, I think that I reckon that

Admittedly, In my opinion, It's true that

I can't deny that I see what you mean

However, this doesn't alter my view that

I would still say Having said that, I still think

**Speaking:** discussing raising money for a school

### Exercise 1 2.11

- Play the CD for students to do the task. Check the answers.

#### ANSWERS

Dave prefers the photo of the actors. Andy likes the picture of Shakespeare. They do not reach an agreement.

### Exercise 2

- Students do the task individually or in pairs. Check the answers.

#### ANSWERS

1 Andy 2 Dave 3 Dave 4 Andy 5 Dave 6 Andy

### Exercise 3

- Read through the **Look out!** box with students and check understanding by asking: *How can we make a comparative adjective stronger?* [by using *far*, *much* and *a lot*] *How can we make a superlative adjective stronger?* [by using *by far*]
- Students find the examples in the dialogue.

#### ANSWERS

by far the best, much cheaper, far more personal, a lot more cheerful

### Exercise 4 2.12

- Students complete the table individually or in pairs. Check the answers.
- Play the CD pausing for students to repeat the phrases.

#### ANSWERS

1 Personally, I think that ...

2 I reckon that ...

3 In my opinion, ...

4 It's true that ...

5 I can't deny that ...

6 I see what you mean ...

7 I would still say ...

8 But having said that, I still think ...

### Exercise 5 2.13

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

#### ANSWERS

- They have to decide how to raise money for the football team.
- Yes, they do.
- Matt thinks they should sell refreshments because it's easy, it doesn't require a lot of organization and more parents will come to watch. Richard thinks they should charge an entrance fee because the players are really good, they'd make the money in one day and it wouldn't only be the parents contributing.

#### TAPESCRIPT

**Richard** So Matt, we've got these two ideas about how to raise some money for the school football team. Which one do you think is best?

**Matt** Personally, I prefer the idea of selling refreshments during the matches. It's a much easier way of making money and it doesn't require a lot of organization. On top of that our games will become a social event and more parents will come to watch. As far as I'm concerned, it's a brilliant idea.

**Richard** I agree up to a point, but we haven't got anywhere for people to sit. In my opinion, we should stage an exhibition of our skills and charge an entrance fee. Some of our players are really good and it would be an opportunity for them to show what they can do. Also, we would make the money in one day and it wouldn't only be our parents who would be contributing the cash.

**Matt** I can't deny that we have some excellent players, but having said that I don't know how many people would pay to come and see us demonstrating our skills. Going back to the question of where to serve the refreshments, all we need is a tent and some tables, which we can borrow from one of the parents. I would still say that this is by far the best idea.

**Richard** OK, then. That's settled. If you can get hold of a tent and some tables, we'll start serving refreshments at a reasonable price during the next match. Does that sound all right?

**Matt** That's fine by me.

### Exercises 6 and 7

- Students do the task in pairs. Monitor and help.

#### ANSWERS

Students' own answers.

### Exercise 8

- Students act out their dialogues to the class.

#### SAMPLE ANSWER

**A** How do you think we should raise money for our school, Jim?

**B** In my opinion, we should hold a cake sale. It's easy to organize and it won't cost us anything.

**A** It's true that it won't cost much, but we might not have enough cakes. Personally, I think we should have a singing competition. We won't need to involve the parents and it'll be a lot of fun.

**B** I can't deny that everyone will enjoy it, but we'll need to give out prizes, which will be expensive. I would still say that we should have a cake sale.

**A** OK then. That's settled. If you get everyone to bring in some cakes, I'll sort out the venue and the posters.

### Follow-up

Workbook Functions Bank page 89

## Expressing opinions

- 1  (2.19) Listen to four dialogues. What are the speakers expressing opinions about? Match the dialogues with the pictures.



- 2  (2.19) Listen again. Number the phrases for emphasizing a point in the order you hear them.
- |                                           |                          |
|-------------------------------------------|--------------------------|
| a We must remember that ...               | <input type="checkbox"/> |
| b Nobody could deny that ...              | <input type="checkbox"/> |
| c It's important to bear in mind that ... | <input type="checkbox"/> |
| d I'm absolutely convinced that ...       | <input type="checkbox"/> |
| e I believe very strongly that ...        | <input type="checkbox"/> |
| f I really do think that ...              | <input type="checkbox"/> |
| g Let's not forget that ...               | <input type="checkbox"/> |
| h There's no doubt in my mind that ...    | <input type="checkbox"/> |

### Speaking tip

We put extra emphasis on certain words when we are making a point we feel strongly about.

- 3  (2.20) Read the *Speaking tip*. Listen and repeat the phrases in exercise 2.

- 4 Match the topics with the statistics.

- |                                  |                                                                        |
|----------------------------------|------------------------------------------------------------------------|
| 1 graffiti                       | a 75% of processed products contain this in some form.                 |
| 2 TV advertising                 | b 21% of people consider it affects the quality of life in their area. |
| 3 fast food                      | c These accounted for 30% of all trips scheduled last year.            |
| 4 low cost airlines              | d 80% of all global brands now deploy a strategy aimed at kids.        |
| 5 genetically modified (GM) food | e 60% of all Americans are either overweight or obese.                 |

### LOOK OUT!

We often use statistics to support our argument.  
 fractions: *a quarter, a third, half, two-thirds, three-quarters*  
 numbers out of ten: *six out of ten, three out of ten*  
 one in a certain quantity: *one in five, one in seven*  
 To talk about approximate numbers, we can use *nearly, about or over*.

- 5 Read the *Look out!* box and rewrite the statistics in exercise 4 in a different way.
- 6 Work in pairs. Choose two topics from exercise 4 that you feel strongly about. Prepare a dialogue asking about and expressing your opinions about them. Use phrases for emphasizing a point from exercise 2 and statistics from exercise 5.
- 7 Act out your dialogues to the class.

●●●●● Workbook Functions Bank: page 89

# EVERYDAY ENGLISH 7

## Expressing opinions

### Target language

**Listening:** four people giving their opinion on different topics

**Vocabulary:** I believe very strongly that  
I'm absolutely convinced that I really do think that  
It's important to bear in mind that  
Let's not forget that Nobody could deny that  
There's no doubt in my mind that  
We must remember that a quarter a third half  
two-thirds three-quarters six out of ten one in five  
about nearly over

**Speaking:** expressing your opinion on a topic

### Exercise 1 2.19

- Play the CD for students to do the task. Check the answers.

#### ANSWERS

1 B 2 D 3 A 4 C

#### TAPESCRIPT

##### Dialogue 1

**Steve** What's your opinion on global warming, Molly?

**Molly** I think it's a very real danger. Let's not forget that extreme weather conditions like tsunamis and hurricanes are becoming more common in the world. All you have to do is look at the figures to see that the temperature of the Earth is rising. The Antarctic is now 2.5°C warmer than it used to be and over 80 per cent of the glaciers have started to melt. It's important to bear in mind that this is likely to make the sea levels rise, which will cause floods in coastal areas all over the world. Personally, I'm quite worried about it.

##### Dialogue 2

**James** Karen, what do you think of violent computer games?

**Karen** I believe very strongly that these games have a very negative effect on players. Statistics show that one in four of the people who play video games are under the age of eighteen, which means that they are still children. These games are not suitable for this group as they are not yet mature enough to deal with the images they see on the screen. I'm absolutely convinced that they make people more aggressive and I would urge companies to stop producing them.

##### Dialogue 3

**Emily** How do you feel about endangered species, Tony?

**Tony** Very concerned. Nobody could deny that plants and animals are dying out at an alarming rate nowadays. Recent figures show that nearly 40 per cent of the world's living organisms are on the endangered species list. The main reason for this is the destruction of the rainforests. I really do think that these areas should be offered special protection so that the existing flora and fauna don't disappear forever.

##### Dialogue 4

**Julia** Gary, do you believe in spending money on space exploration?

**Gary** Well, it seems like we haven't made much progress really, but we must remember that our interest in outer space is relatively recent. More than two thirds of the citizens in this country are in favour of continued investment in this field and I would agree with them. There's no doubt in my mind that we can learn so much about our own planet by studying others.

### Exercise 2 2.19

- Play the CD again for students to number the phrases. Check the answers.

#### ANSWERS

- g, Let's not forget that ...
- c, It's important to bear in mind that ...
- e, I believe very strongly that ...
- d, I'm absolutely convinced that ...
- b, Nobody could deny that ...
- f, I really do think that ...
- a, We must remember that ...
- h, There's no doubt in my mind that ...

### Exercise 3 2.20

- Read through the **Speaking tip** with students. Ask them to underline the words in the phrases they think are stressed.
- Play the CD once for students to check their answers.
- Play the CD again pausing for students to repeat the phrase.

#### ANSWERS

We must remember that ...  
Nobody could deny that ...  
It's important to bear in mind that ...  
I'm absolutely convinced that ...  
I believe very strongly that ...  
I really do think that ...  
Let's not forget that ...  
There's no doubt in my mind that ...

### Exercise 4

- Students do the task individually or in pairs. Check the answers.

#### ANSWERS

1 b 2 d 3 e 4 c 5 a

### Exercise 5

- Read through the **Look out!** box with students. They do the task individually or in pairs. Check the answers.

#### SAMPLE ANSWERS

- Three quarters of processed products ...
- Over one in five people ...
- These accounted for nearly a third ...
- Eight out of ten global brands ...
- Over half of all Americans ...

### Exercise 6

- Students prepare a dialogue in pairs. Monitor and help.

### Exercise 7

- Students act out their dialogues to the class.

#### SAMPLE ANSWER

- A** What do you think of fast food, Dan?
- A** I think it's really bad for you. Let's not forget that over half of all Americans are either overweight or obese. And that's not all. There are documentaries that show that fast food can actually damage your internal organs, like the liver, for example. I'm absolutely convinced that people who eat a balanced diet are much healthier than those who live on fast food.

### Follow-up

Workbook Functions Bank page 89

## Starting a conversation

- 1 (3.05) Read and listen to the dialogue. What does Patrick ask Dylan about?



Patrick Hi. I'm Patrick. It's my first time here.  
 Dylan Hello, Patrick. I'm Dylan. I'm the team captain.  
 Patrick Nice to meet you. How long have you been playing basketball, Dylan?  
 Dylan Since I was little. I've been coming to this club for years.  
 Patrick How often do you have matches?  
 Dylan We usually play on Saturday mornings, but sometimes we have a match in the afternoon instead.  
 Patrick I think I play better in the morning, actually. How about you?  
 Dylan I do too. It isn't much fun playing after lunch.  
 Patrick Have you ever seen the national team?  
 Dylan Only on TV. Who's your favourite player?  
 Patrick I like Michael Jordan. What about you?  
 Dylan Me too. He's incredible! Oh, here's the coach now. Better start warming up!

- 2 Read the dialogue again and find two questions Patrick asks Dylan to see if they have something in common.

LOOK OUT!

We use the expressions ***Me too***, ***So (do/did) I*** and ***I (do/did) too*** to say we have something affirmative in common with somebody.  
 We use the expressions ***Me neither***, ***Neither (do/did) I*** or ***I (don't/didn't) either*** to say we have something negative in common.

- 3 Read the **Look out!** box. Respond to the statements using the correct words. Say that you agree.

- 1 I went to bed late last night. Me ...
- 2 I'm looking forward to the weekend. So ...
- 3 I didn't have time for breakfast this morning. I ...
- 4 I can't ride a bike. Me ...
- 5 I like playing computer games. I ...
- 6 I haven't finished my homework yet. Neither ...

- 4 (3.06) Listen and repeat the responses in exercise 3.

- 5 (3.07) Listen to the dialogue. Where is Rose for the first time?

- 6 (3.07) Write questions using the words given. Listen again to the dialogue and check.

- 1 how long / you / come here
- 2 you / enjoy / perform / on the stage
- 3 you / ever / see a ballet / at the theatre
- 4 you / do / anything / Saturday night

- 7 Work in pairs. Prepare a dialogue between two students at a language school. Student A is new to the school. Use expressions for talking about things you have in common from exercises 2 and 3 and question forms from exercise 6.

A

Introduce yourself.

B

Introduce yourself.

Ask B a question.

Answer the question.

Ask B another question.

Answer the question.

Make an affirmative statement.  
Ask if B thinks the same.

Say you think the same.  
Make an additional comment.

Make a negative statement.  
Ask if B feels the same.

Say you feel the same.  
Invite A to do something.

Accept the invitation.

Finish the conversation.

- 8 Act out your dialogue to the class.

●●●●● Workbook Functions Bank: page 89

# EVERYDAY ENGLISH 8

## Starting a conversation

### Target language

**Listening:** two boys discussing basketball at a training session

**Vocabulary:** Me, too. So (do/did) I. I (do/did), too. Me, neither. Neither (do/did) I. I (don't/didn't) either.

**Speaking:** two students meeting for the first time at a language school

### Exercise 1 3.05

- Play the CD for students to listen and do the task. Check the answers.

### ANSWERS

Patrick asks Dylan how long he's been playing basketball, how often they have matches, when it's better to play, if he's seen the national team and who his favourite player is.

### Exercise 2

- Students do the task individually. Check the answers.

### ANSWERS

How about you?

What about you?

### Exercise 3

- Read through the **Look out!** box with students. Students do the task individually or in pairs. Check the answers.

### ANSWERS

1 Me, too. 2 So am I. 3 I didn't either. 4 Me, neither.  
5 I do too. 6 Neither have I.

### Exercise 4 3.06

- Play the CD pausing for students to repeat the phrases.

### Exercise 5 3.07

- Play the CD once for students to answer the question. Check the answer.

### ANSWER

Rose is at a dance class for the first time.

### TAPESCRIPT

**A** Hello. I'm Rose. I'm new here.

**B** Hi Rose. I'm Eve.

**A** How long have you been coming here, Eve?

**B** For about ten years. I've been dancing since I was about six.

**A** That's a long time! Do you enjoy performing on the stage?

**B** Yes, I do. We always do a show at the end of the school year and all of the parents come and watch us.

**A** I usually get stage fright before I dance in public. How about you?

**B** So do I. I always get really nervous just before I have to go on. But then it goes away once the ballet begins.

**A** Have you ever seen a ballet at the theatre?

**B** No, I haven't. What about you?

**A** Me neither.

**B** I know! Are you doing anything on Saturday night?

**A** No. Why?

**B** Why don't we organize a trip to the ballet? The Royal Ballet Company is in town and I'd love to see them. Come on. Let's go and ask our teacher what she thinks.

### Exercise 6 3.07

- Students write the questions individually or in pairs.
- Play the CD again for them to check their answers.

### ANSWERS

1 How long have you been coming here?

2 Do you enjoy performing on the stage?

3 Have you ever seen a ballet at the theatre?

4 Are you doing anything on Saturday night?

### Exercise 7

- Students prepare a dialogue in pairs. Monitor and help.

### Exercise 8

- Students act out their dialogues to the class.

### SAMPLE ANSWER

**A** Hi. I'm Maria.

**B** Hello Maria. I'm Lola.

**A** How long have you been coming here, Lola?

**B** For about two years.

**A** How often do you have exams?

**B** At the end of every term.

**A** I always get really nervous before exams. How about you?

**B** Me, too. I can't sleep the night before.

**A** And I really can't stand oral exams. What about you?

**B** I can't either. Shall we go for a coffee after the class?

**A** Yes, I'd love to.

**B** Well, here's the teacher. We'd better start listening.

### Follow-up

Workbook Functions Bank page 89

# Talking about pros and cons

- 1 (3.13) Read and listen to the dialogue. Do you think Lara is happy with her mobile phone? Why/Why not?



- Pam** Lara, in your experience, what are the pros and cons of a touch screen phone?
- Lara** I've never really thought about it actually. I bought the phone because I thought it looked nice. I think that's probably **one of the main advantages** really. Touch screen phones tend to be sleek and smooth, and in my opinion, mobiles are more attractive without a keyboard. **Another benefit** is the screen itself. This is much bigger than the screen on a normal mobile, so it's better for watching video clips, or viewing photos. Let me see ... **Another positive aspect** of touch screen phones is their flexibility. On this model you can choose the type of keyboard you want.
- Pam** Do they have any negative aspects?
- Lara** Well, it's hard to say really, because it depends on the user. **One of the main drawbacks** is that the lack of buttons can make text messaging difficult. **Another disadvantage** is that the screen can get very dirty. Also, some people say that touch screens **aren't a good idea** because of their sensitivity. You can activate an application without meaning to if your finger comes close to the screen, which can add to your frustration if you've just written a long email.

- 2 Read the dialogue again. Complete the chart with the expressions in bold.

| Discussing pros                  |
|----------------------------------|
| Another positive aspect is ...   |
| _____                            |
| _____                            |
| _____                            |
| Discussing cons                  |
| One of the main drawbacks is ... |
| _____                            |
| _____                            |
| _____                            |

LOOK OUT!

We often use nouns rather than adjectives to make our arguments more formal.  
e.g. *adaptable* – *adaptability* ... *reliable* – *reliability*

- 3 Read the *Look out!* box and find two examples in the dialogue in exercise 1.
- 4 Complete the sentences with the noun form of the adjectives in the box.

affordable available compatible credible flexible portable

- 1 An important consideration when purchasing new software is its \_\_\_\_\_ with existing PCs.
  - 2 Recent technological advances offer greater \_\_\_\_\_ in the workplace.
  - 3 The \_\_\_\_\_ of mobile phones has increased, because more and more companies produce them.
  - 4 The company lost all its \_\_\_\_\_ when their product failed to function during the presentation.
  - 5 The main advantage of mobile phones is their \_\_\_\_\_ – you can take them anywhere.
  - 6 The \_\_\_\_\_ of computers in schools has changed the way we learn.
- 5 Look at the photos. Work in pairs. What are the pros and cons of each of the objects?



- 6 (3.14) Listen to the dialogue. Match the speaker with the correct photo. Check your answers to exercise 5.

## Speaking tip

When you are asked a difficult question, you don't have to start speaking immediately. Instead you can use certain expressions to give you time to think and organize your ideas.

- 7 (3.14) Read the *Speaking tip* and listen to the dialogue again. Complete the expressions.

- 1 That's an interesting \_\_\_\_\_.
- 2 Let me \_\_\_\_\_.
- 3 What \_\_\_\_\_?
- 4 Well, it's difficult to \_\_\_\_\_, really.

- 8 Prepare a speech to present the pros and cons of one of the other objects in exercise 5. Use your notes from exercise 5 and expressions from exercise 7.

- 9 Make your presentation to the class.

●●●●● Workbook Functions Bank: page 89

## EVERYDAY ENGLISH 9

### Talking about pros and cons

#### Target language:

**Listening:** two friends discussing the pros and cons of a touch screen phone.

**Vocabulary:** Another benefit is  
Another positive aspect is  
one of the main advantages  
Another disadvantage is  
aren't a good idea because  
One of the main drawbacks is  
Let me see That's an interesting question  
Well, it's difficult to say, really What else?

**Speaking:** discussing pros and cons of an object

#### Exercise 1 3.13

- Play the CD for students to listen and do the task.

#### ANSWERS

Lara is happy with her phone because she's never really thought about its pros and cons.

#### Exercise 2

- Students work individually. Check the answers.

#### ANSWERS

**Discussing pros:** one of the main advantages ...

Another benefit is ... Another positive aspect is ...

**Discussing cons:** One of the main drawbacks is ...

Another disadvantage is ... aren't a good idea because ...

#### Exercise 3

- Read through the **Look out!** box with students.
- Students do the task individually or in pairs. Check the answers.

#### ANSWERS

flexibility, sensitivity

#### Exercise 4

- Students do the task individually or in pairs. Check the answers.

#### ANSWERS

1 compatability 2 flexibility 3 affordability 4 credibility  
5 portability 6 availability

#### Exercise 5

- Students do the task in pairs. Compare answers as a class.

#### ANSWERS

Students' own answers.

#### Exercise 6 3.14

- Play the CD once for students to do the task. Check the answers.

#### ANSWER

##### Photo 2

**Pros:** it's clean, it's affordable, it costs less to maintain, it's fuel efficient.

**Cons:** you have to recharge the battery, there's no heating, fossil fuels are used to produce electricity for the car

#### TAPESCRIPT

**A** Eddie, you've got an electric car. Can you tell us what some of the pros and cons are?

**B** That's an interesting question, Mike. I've never really thought about it. Let me see ... For me, the greatest advantage is that it's 100% free of emissions, which means it's much cleaner than a normal car. Another benefit is the question of affordability. Electric cars are much cheaper than normal cars because their engines are so much simpler. This means that they have less moving parts to wear out too, so it costs less to maintain them. What else? Another positive aspect is fuel efficiency. You get better mileage from an electric car than you do from a normal car.

**A** You make it sound like the perfect car, Eddie. Are there any disadvantages?

**B** Yes, of course there are. The biggest drawback is that electric cars are dependent on batteries so you have to look for a place to recharge the battery every 160 kilometres or so. What other disadvantages? Well, it's difficult to say, really. I suppose you need extra energy to heat an electric car in cold weather because the car doesn't heat up by the combustion process like a normal car does. And some people say that electric cars are not a good idea because they still use fossil fuels to generate the electricity they need. That's about it really.

#### Exercise 7 3.14

- Read through the **Speaking tip** with students.
- Play the CD again for students to complete the sentences. Check the answers.

#### ANSWERS

1 question 2 see 3 else 4 say

#### Exercise 8

- Students prepare a speech in pairs. Monitor and help.

#### Exercise 9

- Students make their presentations to the class.

#### SAMPLE ANSWER

What are the pros and cons of an MP3 player? Well, I've never really thought about it actually. Let me see. One of the main advantages is its portability. It's much smaller and lighter than a laptop, so it fits in your bag. Another benefit is the size of the screen. It's much better for reading books and newspapers than a mobile phone. Another positive aspect is its extensive store of applications.

What about the cons? Well, one of the main drawback is that it has no camera. This means that you can't take any photos when you're out and about and you can't use applications like Skype. Another disadvantage is the price. MP3 players aren't cheap and the complete package is unaffordable for most people. Finally, some people say that MP3 players aren't a good idea because of their battery. This is built into the MP3 player itself, which means that you can't replace it if it breaks.

#### Follow-up

Workbook Functions Bank page 89

## Talking about mobile phones

- 1 (3.18) Read and listen to the dialogue. What does Ryan think of Ben's mobile phone deal?



**Ryan** Hi Ben. Is that your new mobile phone?  
**Ben** Yes, it is. What do you think?  
**Ryan** It's a touch screen. Nice. Has it got wifi?  
**Ben** Yes, it has. I can go on the internet whenever I want to.  
**Ryan** Does it come in any other colour than silver?  
**Ben** Yes, you can also have it in black, pink or blue.  
**Ryan** Are you on contract or pay as you go?  
**Ben** I'm on a contract. It works out cheaper that way.  
**Ryan** How long is the contract for?  
**Ben** 24 months. Then I can change to another company if I want to.  
**Ryan** How many free minutes have you got?  
**Ben** 300. And unlimited text messages.  
**Ryan** Did you get any other free gifts?  
**Ben** Yes, they gave me an MP3 player with the phone.  
**Ryan** Really? So, how much do you pay per month?  
**Ben** Fifteen pounds.  
**Ryan** Well, you've got a pretty good deal there. Do you think they'd give me the same one?  
**Ben** I don't know. You'll have to call them and ask!

- 2 Read the dialogue again and put the information in the order it appears in the dialogue.

|                    |                          |                  |                          |
|--------------------|--------------------------|------------------|--------------------------|
| length of contract | <input type="checkbox"/> | cost per month   | <input type="checkbox"/> |
| free gifts         | <input type="checkbox"/> | type of contract | <input type="checkbox"/> |
| applications       | <input type="checkbox"/> | minutes / texts  | <input type="checkbox"/> |
| colour             | <input type="checkbox"/> |                  |                          |

- 3 (3.19) Listen to two friends discussing a text message. Which message are they talking about?

|                                                                            |                                                                        |                                                          |
|----------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------|
| 1<br>Hi m8 u ok?<br>Wt tym is<br>BBQ 2nite?<br>Wt shl i<br>brng? CU<br>L8R | 2<br>Soz 4gt 2<br>cal u lst nyt.<br>Y dnt we<br>go 2 cnma<br>2moro? WB | 3<br>Thx 4 ur<br>msg. Sumr<br>cmp is gr8<br>fun. C u Mon |
|----------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------|

- 4 (3.19) Listen again and write out the complete message.

- 5 Look at the messages again. Find the text word for these words and phrases.

|            |       |                  |       |
|------------|-------|------------------|-------|
| 1 message  | _____ | 7 sorry          | _____ |
| 2 what     | _____ | 8 your           | _____ |
| 3 great    | _____ | 9 thanks         | _____ |
| 4 barbecue | _____ | 10 tonight       | _____ |
| 5 tomorrow | _____ | 11 mate          | _____ |
| 6 last     | _____ | 12 see you later | _____ |

### LOOK OUT!

The aim of text language is to reduce the number of characters needed in your message. Single letters can be used to replace words, for example: *b = be, u = you, r = are, c = see* and *y = why*. Single digits can also be used to replace words or syllables, for example: *2 = to, 4 = for* and *8 = ate*. Another device used is to remove some of the vowels from a word, for example: *cnma = cinema, dnt = don't* and *sumr = summer*.

- 6 Read the information in the **Look out!** box. Write the reply below to text message 2 in text language.

Hi mate.  
 Thanks for your message.  
 I'm busy tomorrow.  
 Why don't we see a film tonight?  
 Please call me.

- 7 Work in pairs. Look at the three options. Which mobile phone would you like to have? Why? Discuss your choice with your partner.

|                    | Option 1             | Option 2                    | Option 3               |
|--------------------|----------------------|-----------------------------|------------------------|
| Length of contract | 12 months            | 24 months                   | Pay as you go          |
| Colour             | Blue / black         | Silver / black / pink / red | White / black / silver |
| Cost per month     | £18                  | £15                         | Whatever you use       |
| Free gifts         | Football             | MP3 player                  | Nothing                |
| Applications       | Internet, camera     | Radio, camera               | camera, internet       |
| Minutes / texts    | 250 mins / 150 texts | 200 mins / 180 texts        | 400 mins / 250 texts   |

- 8 Act out your dialogue to the class.

●●●●● Workbook Functions Bank: page 89

# EVERYDAY ENGLISH 10

## Talking about mobile phones

### Target language

**Listening:** two friends discussing a mobile phone

**Vocabulary:** applications colour type of contract  
length of contract minutes texts free gifts  
cost per month

**Text language:** msg Wt gr8 BBQ 2moro 1st soz ur  
thx 2nite m8 CU L8R

**Speaking:** talking about different mobile phone contracts

### Exercise 1 3.18

- Play the CD for students to listen and do the task. Check the answer.

#### ANSWERS

Ryan thinks it's a pretty good deal.

### Exercise 2

- Students order the information individually or in pairs. Check the answers.

#### ANSWERS

1 applications 2 colour 3 type of contract  
4 length of contract 5 minutes / texts 6 free gifts  
7 cost per month

### Exercise 3 3.19

- Play the CD once for students to do the task. Check the answer.

#### ANSWER

Message 2

#### TAPESCRIPT

**A** Hello Pete. How are you?  
**B** I'm good. You?  
**A** I'm fine, thank you. But I've got a problem.  
**B** Oh?  
**A** I got this text message from Steve and I don't understand it. Can you help me?  
**B** OK. Let's have a look.  
**A** Wait a minute. Here it is.  
**B** Right. Well, you know that the numbers mean the same as the words, right?  
**A** Right.  
**B** So '4got' means 'forgot' and the number '2' means 'to'  
**A** Oh!  
**B** 'Soz' means 'sorry', so the first bit means 'Sorry, I forgot to call you last night.'  
**A** Oh! Right. The next bit has something to do with the cinema, doesn't it?  
**B** That's right. It says 'Why don't we go to the cinema tomorrow?'  
**A** So '2moro' is tomorrow?  
**B** Yes.  
**A** Ah. What does the last bit mean?  
**B** 'WB'? It means 'Write back'.  
**A** I wouldn't have got that either.  
**B** No. It's really hard to understand text messages in a different language. I know! Why don't you surprise your friend and send him a text message back?  
**A** That's a great idea! Will you help me?

### Exercise 4 3.19

- Play the CD again for students to write out the message. Check the answer.

#### ANSWER

Sorry I forgot to call you last night. Why don't we go to the cinema tomorrow? Write back.

### Exercise 5

- Students do the task individually or in pairs. Check the answers.

#### ANSWERS

1 msg 2 wt 3 gr8 4 BBQ 5 2moro 6 1st 7 soz  
8 ur 9 thx 10 2nite 11 m8 12 CU L8R

### Exercise 6

- Read through the **Look out!** box with students.
- Students write the message individually or in pairs. Check the answers.

#### ANSWER

Hi m8. Thx 4 ur msg. Am bsy 2moro. Y dnt we c flm 2nite? Pls cal me.

### Exercise 7

- Students work in pairs. Monitor and help.

### Exercise 8

- Students act out their dialogues to the class.

#### SAMPLE ANSWER

**A** Which of these mobiles would you like to have, Chad?  
**B** I'd like to have option 3. What do you think?  
**A** Well, you don't get any free gifts with it.  
**B** No, but it's much more economical than the other phones because you get 400 free minutes and 250 text messages.  
**A** Yes, I must admit that's pretty good. But you have to pay more for your calls.  
**B** That's true, but you don't have to pay a fixed amount every month. That means that if you make fewer calls, you actually pay less.  
**A** I suppose you're right.  
**B** And on top of that, it's a pay as you go contract, so you can leave the company whenever you want to. I think that's a real advantage.  
**A** Me, too. And look at the applications. It's got a camera and you can go on the internet.  
**B** And it comes in three different colours, too. I think option 3 is the best deal.  
**A** Me, too. I agree with you.

#### Follow-up

Workbook Functions Bank page 89

## Vocabulary

### 1 Complete the sentences, replacing the underlined words with a suitable word or expression.

- It's impossible to be without computer skills these days.  
Computer skills are \_\_\_\_\_ these days.
- They removed any references to the royal family from the article.  
They \_\_\_\_\_ any references to the royal family.
- The guide gives some useful advice about restaurants.  
The guide gives some useful \_\_\_\_\_ for restaurants.
- A festival requires a lot of planning and preparation.  
A festival requires a great deal of \_\_\_\_\_.
- Scientists are doing research into the effect of video games on stress levels.  
Scientists are \_\_\_\_\_ research into the effect of video games on stress levels.
- Social networking sites have dramatically changed the way people communicate.  
Social networking sites have \_\_\_\_\_ the way people communicate.
- I like the mixture of sweet and savoury in his cooking.  
I like the \_\_\_\_\_ of sweet and savoury in his cooking.
- Keith gave the teacher his project a day late.  
Keith \_\_\_\_\_ his project a day late.
- There aren't many activities for young people in this area to enjoy.  
There isn't much \_\_\_\_\_ for young people in this area.
- The country wants to reduce its need to import foreign electricity.  
The country wants to reduce its \_\_\_\_\_ on imported electricity.

Marks: \_\_\_\_ /10

### 2 Complete the text about further education.

Students who get good <sup>1</sup>\_\_\_\_\_ have the <sup>2</sup>\_\_\_\_\_ to continue their studies at university, but first they need to work <sup>3</sup>\_\_\_\_\_ what to study. They can <sup>4</sup>\_\_\_\_\_ out what courses each university offers by looking on their website. Although students no longer have to sit an entrance <sup>5</sup>\_\_\_\_\_, most universities have established their own <sup>6</sup>\_\_\_\_\_ for admitting undergraduates. This is to avoid students enrolling on <sup>7</sup>\_\_\_\_\_ courses only to <sup>8</sup>\_\_\_\_\_ out a few months later leaving vacancies. These days most students take out a loan to pay their university <sup>9</sup>\_\_\_\_\_. As prices <sup>10</sup>\_\_\_\_\_, many students are finding themselves more and more in debt.

Marks: \_\_\_\_ /10

## Reading

### 3 Read the text and choose the correct answers.

Home education is completely legal throughout the UK, and currently around 87,000 children between the ages of five and 16 are being home educated. Some British parents home educate their children from the start, but others take their children out of school because of bullying. In this case, parents need to notify the school in writing, but they only need permission from the education department if the child has any special educational needs. Home educators do not have to be trained teachers, nor do they have to follow the national curriculum, but they do have the obligation of providing their children with an education appropriate for their age and ability. Many maintain that their children are happier, more sociable and more independent than those who spend large amounts of time in school. On the downside, home educators have to make a great sacrifice in terms of time and money. There are no government funds available for home education and if one parent has to give up his or her job, there are high costs in the form of lost earnings.

- Parents in the UK ... educate their children at home.  
a aren't supposed to    b are allowed to    c can't
- Nearly 90,000 ... children are being taught at home.  
a primary school    b secondary school    c school age
- Parents of children with special needs have to ... before removing their children from school.  
a get special permission    b ask the headmaster  
c see a doctor
- Children who learn at home must ...  
a follow a set syllabus.    b have qualified teachers.  
c receive an education.
- Home educators do not ...  
a receive a salary.    b enjoy their job.  
c spend any money.

Marks: \_\_\_\_ /5

### 4 Read the text again and answer the questions.

- Why might some parents take a child out of school?  
\_\_\_\_\_
- What must parents do if their child stops going to school?  
\_\_\_\_\_
- What are the advantages of home education?  
\_\_\_\_\_
- What are the disadvantages?  
\_\_\_\_\_
- What does one person in a working couple have to do if they decide to home educate their child?  
\_\_\_\_\_

Marks: \_\_\_\_ /15

## Grammar

### 5 Complete the text with the correct form of the verb in brackets. Use the present simple, present continuous, present perfect simple or present perfect continuous.

People <sup>1</sup>\_\_\_\_\_ (play) video games for over thirty years now and most households in the UK <sup>2</sup>\_\_\_\_\_ (own) at least one console these days. The design of these machines <sup>3</sup>\_\_\_\_\_ (change) dramatically since the launch of the very first prototype. The console that currently <sup>4</sup>\_\_\_\_\_ (lead) in total sales is the Wii, which <sup>5</sup>\_\_\_\_\_ (compete) primarily with Microsoft's Xbox 360 and Sony's PlayStation 3. Since its launch, the monthly sales of the Wii <sup>6</sup>\_\_\_\_\_ (be) higher than its competitors across the globe. It <sup>7</sup>\_\_\_\_\_ (appeal) to both gamers and non-gamers alike chiefly because players have to get up and move around when they <sup>8</sup>\_\_\_\_\_ (use) it. It is the Japanese company Nintendo that <sup>9</sup>\_\_\_\_\_ (make) the Wii and so far they <sup>10</sup>\_\_\_\_\_ (sell) over 70 million units worldwide.

Marks: \_\_ /10

### 6 Complete the second sentence so that it means the same as the first. Use the correct full form of the verb in brackets and write four words each time.

- Paul met James four years ago.  
Paul \_\_\_\_\_ four years. (know)
- We went to Ireland in 2006, 2007 and 2009.  
We \_\_\_\_\_ three times. (go)
- When did you move to Oxford?  
How long \_\_\_\_\_ Oxford? (live)
- They bought their car in April.  
They \_\_\_\_\_ since April. (have)
- Laura qualified as a teacher last year.  
She \_\_\_\_\_ for long. (teach)
- The last time I saw Keira was in July.  
I \_\_\_\_\_ since July. (see)
- The match started at 3 p.m.  
They \_\_\_\_\_ 3 p.m. (play)
- The train left at eight and it's ten now.  
We \_\_\_\_\_ two hours. (travel)
- Jake was unemployed from March to August.  
Jake \_\_\_\_\_ six months. (work)
- I studied architecture from 2004 to 2009.  
I \_\_\_\_\_ five years. (be)

Marks: \_\_ /10

## Language skills

### 7 Complete the dialogue.

- Oliver How <sup>1</sup>\_\_\_\_\_ have you <sup>2</sup>\_\_\_\_\_ your computer, Ryan?
- Ryan I've had it <sup>3</sup>\_\_\_\_\_ about two months. I saved up and <sup>4</sup>\_\_\_\_\_ it with my own money.
- Oliver Where <sup>5</sup>\_\_\_\_\_ you get the money from?
- Ryan I've got a Saturday job. I <sup>6</sup>\_\_\_\_\_ in my uncle's shop and he <sup>7</sup>\_\_\_\_\_ me £50 a week.
- Oliver How long have you <sup>8</sup>\_\_\_\_\_ working there?
- Ryan <sup>9</sup>\_\_\_\_\_ last September. First, I got my computer and now I'm <sup>10</sup>\_\_\_\_\_ up for a digital camera.

Marks: \_\_ /10

### 8 Complete the mini-dialogues.

#### Dialogue 1

- A Can you help me with my phone? I think the battery has run out.
- B <sup>1</sup>\_\_\_\_\_.  
You can borrow my charger, if you like.
- A Thanks.  
<sup>2</sup>\_\_\_\_\_?
- B There's a plug socket behind the sofa.
- A Thanks. But the screen is still blank.  
<sup>3</sup>\_\_\_\_\_?
- B You have to press the button on top of the phone and put in your PIN number.

#### Dialogue 2

- A How long have you been playing that game?
- B <sup>4</sup>\_\_\_\_\_.  
I started at ten and now it's one o'clock.
- A Well, the music is really loud.  
<sup>5</sup>\_\_\_\_\_?
- B Yes, of course. I don't really need the volume.

Marks: \_\_ /10

## Writing

### 9 Write an opinion essay answering the question: *Have mobile phones had a positive or negative effect on our lives? Write about 200 words and organize your writing into four paragraphs:*

- Write about the current situation and give your opinion.
- Write about your main point and give some examples.
- Write about your other points. Explain how they are linked to the main point and give some examples.
- Reaffirm your opinion and conclude your essay.

Marks: \_\_ /20

TOTAL: \_\_ / 100

## Vocabulary

### 1 Complete the sentences using the correct form of the words in brackets with a prefix.

- 1 These days, children who can't sit still are often diagnosed as \_\_\_\_\_. (active)
- 2 I like wearing lots of colours, so my friends gave me a \_\_\_\_\_ T-shirt for my birthday. (colour)
- 3 There were just a few crisps and some \_\_\_\_\_ sandwiches left after the party. (eat)
- 4 He doesn't have a lot of confidence as he has no \_\_\_\_\_. (esteem)
- 5 Sue is \_\_\_\_\_ – she can play the piano, she's good at sport and she paints beautifully. (talent)
- 6 She'd had a very bad night, so she was \_\_\_\_\_ when she arrived at school. (sleep)
- 7 The medical team saved all the victims as they had been very \_\_\_\_\_. (train)
- 8 My sister is \_\_\_\_\_ at the moment, so you can't say anything to her. (sensitive)
- 9 That new student is really \_\_\_\_\_ – he thinks he's better than everyone else. (important)
- 10 I got top marks for my essay as the teacher said it was very \_\_\_\_\_. (write)

Marks: \_\_ /10

### 2 Complete the text about a camping disaster.

Never rely on the <sup>1</sup> \_\_\_\_\_ in your car! Ours wasn't working, so we got lost on the way to the campsite. When we eventually arrived, we put our <sup>2</sup> \_\_\_\_\_ up in the rain and got soaked because we'd left our <sup>3</sup> \_\_\_\_\_ at home. The <sup>4</sup> \_\_\_\_\_ got wet too, so we couldn't even light the camping <sup>5</sup> \_\_\_\_\_ to cook dinner. Fortunately, we'd brought a <sup>6</sup> \_\_\_\_\_ of hot soup, so we drank that instead. We spent the night lying in our sleeping <sup>7</sup> \_\_\_\_\_, listening to the rain. The next day we tried to climb the mountain overlooking the campsite, but I fell and twisted my ankle before we reached the <sup>8</sup> \_\_\_\_\_. Of course, we'd left the first <sup>9</sup> \_\_\_\_\_ kit back at the campsite, so we didn't have any bandages. The whole experience put me <sup>10</sup> \_\_\_\_\_ camping for life!

Marks: \_\_ /10

## Reading

### 3 Read the text and complete the sentences.

#### Born Survivor

One of the most popular programmes on television at the moment is a series called *Born Survivor*. In each episode, the presenter Bear Grylls, a survival expert, is dropped by helicopter into an uninhabited region in the world and is left to find a way back to civilization. He usually has to spend the night in the area, so he builds some form of overnight shelter. He also has to find something to eat. His unusual meals have included lizards, worms and tarantulas, which he seldom has the opportunity to cook. After consuming these raw creatures, he gives his verdict on their taste. His comments often include the words gross or disgusting. *Born Survivor* has been criticized for staging many of Bear's stunts and faking some of the scenes. These accusations may be valid, but one thing that remains unquestionable is the bravery of the presenter himself. After breaking his back in a parachuting accident in 1996, Bear made a full recovery and eighteen months later went on to fulfil his childhood dream of climbing Mount Everest.

- 1 The presenter is dropped in an area where nobody \_\_\_\_\_.
- 2 The presenter sleeps in a shelter built by \_\_\_\_\_.
- 3 The presenter \_\_\_\_\_ eating live creatures.
- 4 Many of the stunts and some of the scenes on the programme aren't \_\_\_\_\_.
- 5 The presenter \_\_\_\_\_ when he injured his back.

Marks: \_\_ /5

### 4 Read the text again and answer the questions with a complete sentence.

- 1 Who is Bear Grylls?  
\_\_\_\_\_
- 2 What is Bear's aim in each episode of the programme?  
\_\_\_\_\_
- 3 What does he have to do during his expedition?  
\_\_\_\_\_
- 4 How does he usually eat his food?  
\_\_\_\_\_
- 5 What did he always want to do when he was a child?  
\_\_\_\_\_

Marks: \_\_ /15

## Grammar

### 5 Find the mistake in each line. Write the correction below.

- 1 Captain Scott was wanting to be the first man to reach
- 2 the South Pole. He had already explored in the area
- 3 from 1901–1904 before he was setting off on his final
- 4 expedition. Despite this, his Terra Nova expedition were
- 5 a disaster. While they travelled from New Zealand to the
- 6 Antarctic, their ship was getting stuck in the ice. Before
- 7 this, Roald Amundsen had been telling Scott that he too
- 8 tried to reach the Pole. In the end, the Norwegian's party
- 9 was arriving at the South Pole first. After reaching the
- 10 Pole in second place, Scott and his team were dying on their way back to base.

- |         |          |
|---------|----------|
| 1 _____ | 6 _____  |
| 2 _____ | 7 _____  |
| 3 _____ | 8 _____  |
| 4 _____ | 9 _____  |
| 5 _____ | 10 _____ |

Marks: \_\_ /10

### 6 Rewrite the sentences using the words in brackets. Use contracted forms.

- 1 My grandfather didn't play golf before he retired. (use)  
My grandfather \_\_\_\_\_ golf.
- 2 Were you shy when you were little? (be)  
\_\_\_\_\_ shy?
- 3 Jack hardly ever gets up early. (isn't)  
Jack \_\_\_\_\_ early.
- 4 When we were young, we used to go fishing with my father. (would)  
When we were young, we \_\_\_\_\_ with my father.
- 5 Nurses often work at night. (are)  
Nurses \_\_\_\_\_ at night.
- 6 Rosie cried a lot when she was a baby. (cry)  
Rosie \_\_\_\_\_ a lot as a baby.
- 7 I couldn't sleep because I had never slept in a tent before. (wasn't)  
I couldn't sleep because I \_\_\_\_\_ in a tent.
- 8 Where was their old house? (live)  
Where \_\_\_\_\_?
- 9 We never ate fast food when we were children. (weren't)  
We \_\_\_\_\_ fast food when we were children.
- 10 My hair wasn't curly when I was a child. (have)  
I \_\_\_\_\_ curly hair.

Marks: \_\_ /10

## Language skills

### 7 Complete the dialogue.

- Nancy <sup>1</sup>\_\_\_\_\_ you have a good holiday, Kate?
- Kate Yes, but we <sup>2</sup>\_\_\_\_\_ a bit of an adventure while we were away.
- Nancy What happened?
- Kate Well, every day I <sup>3</sup>\_\_\_\_\_ go down to the beach with my little sister, Diana. One morning it had <sup>4</sup>\_\_\_\_\_ raining, so we <sup>5</sup>\_\_\_\_\_ really want to sit on the sand. Instead, I took Diana onto the rocks to look for some crabs.
- Nancy Good idea.
- Kate Yes, but while we <sup>6</sup>\_\_\_\_\_ looking, the <sup>7</sup>\_\_\_\_\_ came in and we couldn't get back. Then a big <sup>8</sup>\_\_\_\_\_ came and knocked Diana into the water. She can't swim and she <sup>9</sup>\_\_\_\_\_ used to getting wet.
- Nancy So what did you do?
- Kate I rescued her, of course! Then I pulled her back to the shore. The only thing she was worried about was her bucket, which we <sup>10</sup>\_\_\_\_\_ left on the rocks in all the excitement!

Marks: \_\_ /10

### 8 Complete the mini-dialogues.

#### Dialogue 1

- A <sup>1</sup>\_\_\_\_\_?
- B I was trying to visit some ancient ruins.
- A <sup>2</sup>\_\_\_\_\_?
- B I couldn't find them because I hadn't taken a map or a compass with me.
- A <sup>3</sup>\_\_\_\_\_?
- B I was carrying my backpack with all my things in it.

#### Dialogue 2

- A Why couldn't Alison control her kayak?
- B <sup>4</sup>\_\_\_\_\_.
- She dropped it when she hit a big rock.
- A What helped her when she fell in the river?
- B <sup>5</sup>\_\_\_\_\_.
- She always wears one when she goes kayaking.

Marks: \_\_ /10

## Writing

### 9 Write a story about something exciting that has happened to you. Write about 200 words and organize your writing into four paragraphs:

- Give some background information.
- Describe the event.
- Write about the response to the event.
- Write about the final outcome.

Marks: \_\_ /20

TOTAL: \_\_ / 100

## Vocabulary

### 1 Complete the sentences, replacing the underlined words with a suitable word or expression.

- The protesters were carrying signs.  
The protesters were carrying \_\_\_\_\_.
- She controlled her handicap and went on to sail round the world.  
She \_\_\_\_\_ her handicap and went on to sail round the world.
- Prize money often encourages players to perform better.  
Prize money is often an \_\_\_\_\_ to perform better.
- The professor put his notes on the stand and began to speak.  
The professor put his notes on the \_\_\_\_\_.
- His training was successful and he won the race.  
His training \_\_\_\_\_ and he won the race.
- Tom is a superb athlete, who is good at everything.  
Tom is a superb \_\_\_\_\_ athlete.
- He gained his objective of winning the tournament.  
He \_\_\_\_\_ his objective of winning the tournament.
- Hyperactive children often underachieve in normal education.  
Hyperactive children often underachieve in \_\_\_\_\_ education.
- You should continue trying to reach the top.  
You should \_\_\_\_\_ in reaching the top.
- Her hopes of a medal were destroyed by an injury.  
Her hopes of a medal were \_\_\_\_\_ by an injury.

Marks: \_\_\_\_ /10

### 2 Complete the text about sports injuries.

Basketball players stand <sup>1</sup> \_\_\_\_\_ as some of the strongest people in the sports world. However, a sports injury can easily <sup>2</sup> \_\_\_\_\_ them into an invalid. One of the most common injuries is a sprained ankle. This is treated by wrapping a <sup>3</sup> \_\_\_\_\_ tightly around the joint to immobilize it. At first, the patient must sit in a <sup>4</sup> \_\_\_\_\_ and later they can use a pair of <sup>5</sup> \_\_\_\_\_. Another alternative is a walking <sup>6</sup> \_\_\_\_\_. One way not to lose <sup>7</sup> \_\_\_\_\_ on an important match is to warm up properly beforehand. During a match, players should avoid making fancy moves. These always look <sup>8</sup> \_\_\_\_\_ when they are pulled <sup>9</sup> \_\_\_\_\_ successfully, but can result in a lot of pain if they fail. Plans for winning a match can fall <sup>10</sup> \_\_\_\_\_ if one of the key players gets hurt.

Marks: \_\_\_\_ /10

## Reading

### 3 Read the text and choose the correct answers.

#### My Left Foot

In 1989 an award-winning film about the life of Irish author and poet, Christy Brown, was released. However, it is not the film that is remarkable, but the life of the man himself. Christy was born with cerebral palsy, a medical condition that made him almost completely paralyzed. The only part of his body that he could move was his left foot, and doctors diagnosed him as being mentally disabled. Christy disproved this theory at the age of five when he took a piece of chalk between his toes and wrote the answer to his sister's maths problem on her slate. From then on, his mother, who had never believed the doctors, taught Christy to read and write. During his teenage years, Christy spent most of his time reading and painting, until he met an amateur playwright called Robert Collis. Collis arranged therapy for Christy, which helped his muscle coordination and his speech. He also helped Christy write his autobiography *My Left Foot*, the book which inspired the film. Christy went on to write two more novels and three volumes of poetry. He died in September 1981 at the age of 49.

- The 1989 film about Christy Brown was ...  
a very successful.                      b not very successful.  
c a failure.
- When Christy was born, he ...  
a couldn't see.                      b could hardly move.  
c was mentally disabled.
- Christy was educated by ... when he was a child.  
a a parent      b a teacher      c a doctor
- Christy was taught to speak by ...  
a his mother.      b Robert Collins.      c a therapist.
- The idea for the film came from ...  
a a poem.      b a novel.      c an autobiography.

Marks: \_\_\_\_ /5

### 4 Read the text again and answer the questions.

- Who was Christy Brown?  
\_\_\_\_\_
- How did Christy show his family that he wasn't mentally disabled?  
\_\_\_\_\_
- What did Christy do when he was a teenager?  
\_\_\_\_\_
- What was Christy's first book?  
\_\_\_\_\_
- How many books did Christy publish? What were they?  
\_\_\_\_\_

Marks: \_\_\_\_ /15

## Grammar

### 5 Complete the text with the modals and the verbs in the boxes.

don't have to (x2) have to (x3) mustn't need to  
needn't should shouldn't

complete continue do fail go leave pass  
repeat spend study

In my country the law says that you <sup>1</sup> \_\_\_\_\_ to school until you are sixteen years old. After that, you <sup>2</sup> \_\_\_\_\_ studying if you don't want to. At secondary school you <sup>3</sup> \_\_\_\_\_ all the exams to go up into the next year. It doesn't matter if you have one or two bad marks, but you <sup>4</sup> \_\_\_\_\_ more than three. If this happens, you <sup>5</sup> \_\_\_\_\_ the same course all over again. However, by law you <sup>6</sup> \_\_\_\_\_ compulsory education before you are eighteen in order to avoid leaving school with no qualifications. If you want to go to university, you <sup>7</sup> \_\_\_\_\_ a two-year preparation course at school or at college. Your exam marks are very important at this stage, so you <sup>8</sup> \_\_\_\_\_ all your revision until the last minute. You <sup>9</sup> \_\_\_\_\_ all night, but you <sup>10</sup> \_\_\_\_\_ at least two hours studying every evening.

Marks: \_\_\_\_ /10

### 6 Complete the sentences so that they mean the same as the underlined sentences. Use *must*, *might* (*not*) or *can't* and the correct form of the verb.

- John isn't here. I'm sure he is ill. John \_\_\_\_\_ ill.
- Simon's forehead feels very hot. Perhaps he has a temperature. He \_\_\_\_\_ a temperature.
- I see Andy arrive on the train every morning. I'm sure he doesn't live here. He \_\_\_\_\_ here.
- Amelia looks perfectly healthy. Maybe she didn't have an operation. She \_\_\_\_\_ an operation.
- You missed out some of the questions. I'm sure you didn't pass the exam. You \_\_\_\_\_ the exam.
- My aunt always wears purple. I'm sure she likes the colour. She \_\_\_\_\_ the colour.
- Karen says her ankle really hurts. Perhaps she has sprained her ankle. She \_\_\_\_\_ her ankle.
- We haven't got an appointment. Maybe the doctor won't see us. The doctor \_\_\_\_\_ us.
- The players look delighted. I'm sure they have won the match. They \_\_\_\_\_ the match.
- Nobody is cheering. I'm sure she hasn't finished the race. She \_\_\_\_\_ the race.

Marks: \_\_\_\_ /10

## Language skills

### 7 Complete the dialogue.

- Chloe I <sup>1</sup> \_\_\_\_\_ to make a speech in front of the parents tomorrow. It <sup>2</sup> \_\_\_\_\_ be very nice standing up there on the <sup>3</sup> \_\_\_\_\_ in front of so many people. I'm nervous already!
- Eve You <sup>4</sup> \_\_\_\_\_ worry. But you <sup>5</sup> \_\_\_\_\_ arrive at least an hour early, so that you can practise beforehand.
- Chloe Do you know if I can use the projector screen?
- Eve No, students aren't allowed to use it, so you <sup>6</sup> \_\_\_\_\_ touch it. You'll <sup>7</sup> \_\_\_\_\_ to switch on the lights though, and you <sup>8</sup> \_\_\_\_\_ remember to turn them off again afterwards.
- Chloe Is there a whiteboard or something I can use?
- Eve Yes, there's a <sup>9</sup> \_\_\_\_\_ you can write on. You just turn over the page when you need more space. But there <sup>10</sup> \_\_\_\_\_ not be any paper if it hasn't been replaced.

Marks: \_\_\_\_ /10

### 8 Complete the mini-dialogues.

#### Dialogue 1

- A You know your new Saturday job – <sup>1</sup> \_\_\_\_\_?
- B Yes, I do. I have to wear a white shirt and black trousers.
- A What about a tie?
- B No, <sup>2</sup> \_\_\_\_\_.  
My boss says it gets too hot for ties.
- A What's the restaurant like?
- B The food is really good.  
<sup>3</sup> \_\_\_\_\_. You'd love it!

#### Dialogue 2

- A What are you looking for?
- B My wallet. I paid the bill in the coffee bar and I don't remember picking it up.  
<sup>4</sup> \_\_\_\_\_.
- A <sup>5</sup> \_\_\_\_\_!  
You're always losing it!
- B Yes, I know. I wouldn't keep losing it if I didn't leave it on the table!

Marks: \_\_\_\_ /10

## Writing

### 9 Write an anecdote about a situation where you managed to solve a problem. Write about 200 words and organize your writing into four paragraphs:

- Write about the situation.
- Write about the problem.
- Write about how you solved the problem.
- Write about how the outcome affected you.

Marks: \_\_\_\_ /20

TOTAL: \_\_\_\_ /100

## Vocabulary

### 1 Complete the sentences with a new word formed from the words in the box.

convention enrol industry participate reclaim  
region renew salt sceptic sustain

- Solar power and wind power are examples of \_\_\_\_\_ energy.
- Islanders obtain water from a \_\_\_\_\_ plant on the coast.
- The government is undertaking a land \_\_\_\_\_ scheme to create more land for houses.
- Some scientists are \_\_\_\_\_ about the effects of global warming.
- Organic farmers believe that \_\_\_\_\_ methods are better for the land than modern ones.
- This \_\_\_\_\_ company provides its own raw materials and destroys its own waste.
- \_\_\_\_\_ in the scheme have to reduce their carbon footprint by 10%.
- \_\_\_\_\_ on the ecology course may be completed by phone or online.
- Planners are hoping to \_\_\_\_\_ the area and create new jobs.
- \_\_\_\_\_ governments are offering grants to help local companies go green.

Marks: \_\_/10

### 2 Complete the text about global issues.

There are simply too many people on the planet nowadays and <sup>1</sup>\_\_\_\_\_ is visible everywhere. In big cities traffic jams are frequent during the <sup>2</sup>\_\_\_\_\_ hour. City <sup>3</sup>\_\_\_\_\_ complain of constant noise and <sup>4</sup>\_\_\_\_\_ are often late for work after a stressful daily journey. Cyclists promote bicycle <sup>5</sup>\_\_\_\_\_ as a possible solution, but cars are still the kings of the road. But it is not only urban areas that are suffering. <sup>6</sup>\_\_\_\_\_ problems like deforestation, are gradually destroying the countryside, too. Without the <sup>7</sup>\_\_\_\_\_ provided by trees, the land soon dries up in a process called <sup>8</sup>\_\_\_\_\_. Nothing will grow, and farmers can't afford the expensive <sup>9</sup>\_\_\_\_\_ systems necessary to bring water to their crops. In the end their homelands become <sup>10</sup>\_\_\_\_\_ and they have to move to the cities.

Marks: \_\_/10

## Reading

### 3 Read the text and complete the sentences.

#### Climate change threatens polar bears

One of the species most affected by human activity is the polar bear. These animals live and hunt on the frozen ice floes of the Arctic Circle during the long winter months. Their main food is seals, which they locate through the ice with their excellent sense of smell. When the ice melts in the summer, they live on the land, where they survive on berries and stored fat. Polar bears are classified as vulnerable on the Red List of Endangered Species, but experts say the population could drop by more than 30% in the next 45 years. The greatest threat to their survival comes from climate change, which is causing the Arctic ice to shrink. The bears are forced onto the land before they have built up sufficient fat stores, and they have to swim longer distances, which may exhaust them and lead to drowning. Other threats include environmental contaminants carried north by rivers, ocean currents and the wind, mining development in the Arctic and hunting. Conservation measures must be developed quickly to save the species or we may soon be seeing the last of the polar bears.

- Polar bears are among the species \_\_\_\_\_.
- The thing that makes polar bears efficient at hunting seals is \_\_\_\_\_.
- The polar bear has been officially declared a \_\_\_\_\_.
- The polar bear's habitat is most seriously threatened by \_\_\_\_\_.
- Polar bears that swim too far are likely to \_\_\_\_\_.

Marks: \_\_/5

### 4 Read the text again and answer the questions with a complete sentence.

- Where do polar bears spend most of the year?  
\_\_\_\_\_
- Why do they go onto the land in the summer?  
\_\_\_\_\_
- How do they survive on the land?  
\_\_\_\_\_
- What prediction has been made about polar bears?  
\_\_\_\_\_
- How does pollution reach the Arctic Circle?  
\_\_\_\_\_

Marks: \_\_/15

## Grammar

### 5 Find the mistake in each line. Write the correction below.

- 1 My school has an open day tomorrow, so I'm a bit
- 2 nervous. The open day will start at nine o'clock in the
- 3 morning. I meet my teacher at 10.30 and my father
- 4 will come with me. In the meeting, the teachers
- 5 are telling us our exam results. At the same time
- 6 they give us some advice on our future careers.
- 7 I hope my teachers are saying good things about me
- 8 because my exams went well. My father is very happy
- 9 when he sees the results! He has promised he pays
- 10 for me to have driving lessons, and he says he's lending

- |         |          |
|---------|----------|
| 1 _____ | 6 _____  |
| 2 _____ | 7 _____  |
| 3 _____ | 8 _____  |
| 4 _____ | 9 _____  |
| 5 _____ | 10 _____ |

Marks: \_\_\_\_ /10

### 6 Complete the sentences with the future continuous or future perfect form of the verb in brackets.

- 1 We're going on holiday on Tuesday. On Wednesday \_\_\_\_\_ on the beach. (lie)
- 2 My mother works from 9.00 to 5.00 every day. At 11.15 tomorrow \_\_\_\_\_ at her desk. (sit)
- 3 Amy's got exams at the beginning of June. By the end of June \_\_\_\_\_ all her exams. (take)
- 4 Kate and Julie always have dinner at 8.00. At 8.05 \_\_\_\_\_ . (eat)
- 5 My brother is leaving home in the autumn. By December \_\_\_\_\_ . (move out)
- 6 I always take the 7.15 train. Tomorrow at 7.10 \_\_\_\_\_ on the platform. (wait)
- 7 We have to finish our project by Friday. \_\_\_\_\_ our project by next weekend. (hand in)
- 8 My tennis lesson is from 17.30 to 19.00. \_\_\_\_\_ tennis at 18.00. (play)
- 9 My grandfather is leaving work at the end of March. By April \_\_\_\_\_ . (retire)
- 10 Our flight arrives at 15.15 tomorrow. By 15.30 \_\_\_\_\_ . (land)

Marks: \_\_\_\_ /10

## Language skills

### 7 Complete the dialogue.

- Tom What are your plans for the holidays, Bob?
- Bob I'm <sup>1</sup>\_\_\_\_\_ to do some voluntary work. I've enrolled on a scheme to plant trees in an area affected by <sup>2</sup>\_\_\_\_\_. It's a kind of work camp, but I hope the work <sup>3</sup>\_\_\_\_\_ be too hard!
- Tom That sounds interesting! How long <sup>4</sup>\_\_\_\_\_ the camp last?
- Bob A month. I'm <sup>5</sup>\_\_\_\_\_ on 1 August. I'm a bit worried about the weather, though.
- Tom Why?
- Bob Well, the <sup>6</sup>\_\_\_\_\_ says that there's going to be heavy rain. I'll <sup>7</sup>\_\_\_\_\_ working in the middle of the countryside when the rain <sup>8</sup>\_\_\_\_\_, and I don't want to get caught in any floods.
- Tom I'm sure you'll be fine. How many trees will you <sup>9</sup>\_\_\_\_\_ planted by the time you come home?
- Bob I don't know. Hundreds, probably. I <sup>10</sup>\_\_\_\_\_ take some photos to show you when I get back.

Marks: \_\_\_\_ /10

### 8 Complete the mini-dialogues.

#### Dialogue 1

- A <sup>1</sup>\_\_\_\_\_?
- B This time tomorrow I'll be flying to London.
- A <sup>2</sup>\_\_\_\_\_?
- B I land at four o'clock.
- A <sup>3</sup>\_\_\_\_\_?
- B I'm staying for three weeks.

#### Dialogue 2

- A What are your plans for the future?
- B <sup>4</sup>\_\_\_\_\_.
- I want to be a doctor.
- A <sup>5</sup>\_\_\_\_\_?
- B No, I won't. It's a five-year course, so I'll still be studying when I'm 21.

Marks: \_\_\_\_ /10

## Writing

### 9 Write a blog about a plan you have for next weekend. You can invent the plan if you prefer. Write about 200 words and organize your writing into four paragraphs:

- Write some opening comments and say why you are writing.
- Give more information about the plan.
- Invite your friends to take part in your plan and ask for any suggestions on how to improve it.
- Ask about other bloggers' recent activities and future plans.

Marks: \_\_\_\_ /20

TOTAL: \_\_\_\_ /100

## Vocabulary

### 1 Complete the sentences, replacing the underlined words with a word or expression.

- My brother is interested in the study of fossils.  
My brother is interested in \_\_\_\_\_.
- Earthquakes are a natural occurrence.  
Earthquakes are a natural \_\_\_\_\_.
- A famous building in Paris is the Eiffel Tower.  
A famous \_\_\_\_\_ in Paris is the Eiffel Tower.
- There are some beautiful wall coverings in the museum.  
There are some beautiful \_\_\_\_\_ in the museum.
- Experts made a search of the whole area.  
Experts made an \_\_\_\_\_ search of the area.
- The building was used as a safe place during the war.  
The building was used as a \_\_\_\_\_ during the war.
- Archaeologists have found a number of historical objects at the site.  
Archaeologists have found a number of \_\_\_\_\_.
- The final decision should be taken by a person who doesn't support either side.  
The decision should be taken by an \_\_\_\_\_ person.
- My artist friend is currently working with clay pots.  
My artist friend is currently working with \_\_\_\_\_.
- The newspaper article caused a lot of disagreement.  
The newspaper article caused a lot of \_\_\_\_\_.

Marks: \_\_ /10

### 2 Complete the text with new words formed from the words in the box.

civilize disapprove economy excavate history  
interest omit restore satisfy school

Many questions have been raised over the <sup>1</sup>\_\_\_\_\_ of ancient monuments. Many history <sup>2</sup>\_\_\_\_\_ believe they should be left in the same state in which they were found for <sup>3</sup>\_\_\_\_\_ reasons. Indeed, most archaeological <sup>4</sup>\_\_\_\_\_ are undertaken with great care. Experts also voice their <sup>5</sup>\_\_\_\_\_ of the effects of tourism. However, there is no doubting the <sup>6</sup>\_\_\_\_\_ interest these monuments hold for individual countries. Tourists are generally <sup>7</sup>\_\_\_\_\_ in seeing ruins, but find it quite <sup>8</sup>\_\_\_\_\_ to visit a monument if it has been rebuilt. In this condition they can see better how a particular <sup>9</sup>\_\_\_\_\_ lived. Clearly leaders who pay little attention to their ancient monuments are making a grave <sup>10</sup>\_\_\_\_\_ in looking after their national heritage.

Marks: \_\_ /10

## Reading

### 3 Read the text and choose the correct answers.

#### A Pre-historic Wonderland

The Jurassic Coast is the first natural World Heritage Site in England. It stretches for 153 kilometres on the south coast and it is remarkable for its outstanding geology. The ancient cliffs are made of rocks from the Mesozoic era and represent 185 million years of history. In the past, the area was covered by swamps and lagoons which provided the ideal habitat for dinosaurs. The footprints of these dinosaurs have been preserved as fossils in the rocks, many of which fall from eroding cliffs onto the beaches below. The fossils are exceptionally well-preserved and people began collecting them there as early as the seventeenth century. Complete dinosaur skeletons have frequently been uncovered, the most famous of which was the world's first Ichthyosaur, discovered in 1812 on the beach near the town of Lyme Regis. At the time, the discovery was thought to be a crocodile fossil. Today, the Jurassic Coast is a popular tourist destination, and is visited by palaeontologists from all over the world.

- The Jurassic Coast is a World Heritage Site due to its ...  
a ancient rock formations.    b beautiful views.  
c varied wildlife.
- The area surrounding the Jurassic Coast used to be covered by ...  
a sea.                                  b sand.                                  c fresh water.
- The best place to look for fossils is ...  
a on the cliffs.    b on the beach.    c in the sea.
- People started looking for fossils in the area ...  
a in the 1600s.    b in the 1700s.    c in the 1800s.
- In 1812 the fossil of a large ... was discovered.  
a crocodile                                  b land mammal    c marine creature

Marks: \_\_ /5

### 4 Read the text again and answer the questions with a complete sentence.

- Where is the Jurassic Coast?  
\_\_\_\_\_
- Why did dinosaurs live there in the past?  
\_\_\_\_\_
- What do the cliffs on the Jurassic Coast contain?  
\_\_\_\_\_
- What is special about the fossils found on the Jurassic coast?  
\_\_\_\_\_
- What type of people visit Lyme Regis today?  
\_\_\_\_\_

Marks: \_\_ /15

## Grammar

### 5 Complete the text with the passive form of the verbs.

The stone circles at Stonehenge and Avebury  
 1 \_\_\_\_\_ (visit) each year by over 800,000 people.  
 Together they 2 \_\_\_\_\_ (give) World Heritage status  
 in 1986. Stonehenge 3 \_\_\_\_\_ (consider) to be one  
 of the most impressive prehistoric monuments in the  
 world, while Avebury 4 \_\_\_\_\_ (recognize) as the  
 largest. Archaeologists believe that the construction of  
 the Stonehenge circle 5 \_\_\_\_\_ (carry out) in three  
 stages. It 6 \_\_\_\_\_ (not know) how the four-tonne  
 bluestones of the second stage 7 \_\_\_\_\_ (transport)  
 as they come from over 350 kilometres away. Various  
 theories on this phenomenon 8 \_\_\_\_\_ (present)  
 over the years. Construction on the final stage began  
 about a century after stage II 9 \_\_\_\_\_ (complete).  
 This is the stone circle that can 10 \_\_\_\_\_ (see) today.

Marks: \_\_/10

### 6 Rewrite the sentences using the impersonal passive or the *have something done* structure.

- People say that the caves may be closed next year.  
 It \_\_\_\_\_ the caves may be closed next year.
- They have built a ramp to facilitate disabled access to the visitor centre.  
 The visitor centre \_\_\_\_\_ to facilitate disabled access.
- Journalists have reported that the cliffs are unsafe.  
 It \_\_\_\_\_ the cliffs are unsafe.
- They installed a new alarm in the museum last week.  
 The museum \_\_\_\_\_ last week.
- Experts thought that the ruins were part of a temple.  
 It \_\_\_\_\_ the ruins were part of a temple.
- They were restoring some paintings, so the gallery was closed to the public.  
 The gallery \_\_\_\_\_ so it was closed to the public.
- The owners have estimated that the site had over 50,000 visitors last month.  
 It \_\_\_\_\_ the site had over 50,000 visitors last month.
- They repair the roof of the castle every year.  
 The castle \_\_\_\_\_ every year.
- Residents expect the complex to attract more tourists.  
 It \_\_\_\_\_ the complex will attract more tourists to the area.
- They'll clean the walls of the palace soon.  
 The palace \_\_\_\_\_ soon.

Marks: \_\_/10

## Language skills

### 7 Complete the dialogue.

- Chloe What's your project about, Melissa?  
 Melissa It's about the Coliseum in Rome. Did you know it 1 \_\_\_\_\_ considered to be one of the seven wonders of the Modern World?  
 Chloe I'm not surprised. When 2 \_\_\_\_\_ it built?  
 Melissa Nearly two thousand years ago. It was 3 \_\_\_\_\_ for public entertainment for over a thousand years, until the Mediaeval 4 \_\_\_\_\_. Then it was in 5 \_\_\_\_\_ because it had 6 \_\_\_\_\_ damaged by earthquakes. Some of the stones 7 \_\_\_\_\_ stolen 8 \_\_\_\_\_ robbers, too.  
 Chloe That's a shame. Is the Coliseum very big?  
 Melissa Yes, it's huge. It's 9 \_\_\_\_\_ that between fifty and seventy thousand people could fit inside.  
 Chloe Aren't they thinking about 10 \_\_\_\_\_ it restored?  
 Melissa They already have and it cost a fortune!

Marks: \_\_/10

### 8 Complete the mini-dialogues.

- Dialogue 1  
 A 1 \_\_\_\_\_?  
 B Parts of it were built over 2,500 years ago. Different Chinese emperors built different sections of the wall.  
 A 2 \_\_\_\_\_?  
 B The modern sections are made of bricks, but the original wall was built of earth, stones and wood.
- Dialogue 2  
 A Your room is different. Did you paint it yourself?  
 B No, 3 \_\_\_\_\_.  
 The painters came last week.  
 A Where are the curtains?  
 B 4 \_\_\_\_\_.  
 My aunt is making them for me.  
 A What else are you going to have done?  
 B 5 \_\_\_\_\_.  
 They're broken and they let in a lot of air.

Marks: \_\_/10

## Writing

### 9 Write an essay on: *A place I'm longing to visit.* Write about 200 words and organize your writing into four paragraphs:

- Write about the location and the history of the place.
- Write about the materials used in the building and its architectural objectives.
- Write about why it's popular.
- Write about your personal opinion.

Marks: \_\_/20

TOTAL: \_\_/100

## Vocabulary

### 1 Complete the sentences with a new word or phrase formed from the word in brackets.

- 1 Researchers have \_\_\_\_\_ an idea for a new product. (come)
- 2 The \_\_\_\_\_ of the new staff has improved sales figures dramatically. (eager)
- 3 If sales fall, we'll have to \_\_\_\_\_ on spending. (cut)
- 4 The company is going to \_\_\_\_\_ into selling accessories. (branch)
- 5 My father didn't accept the manager's \_\_\_\_\_ to move him abroad. (propose)
- 6 My sister wants to \_\_\_\_\_ in her career. (get)
- 7 Selling music CDs is no longer \_\_\_\_\_. (profit)
- 8 The company's \_\_\_\_\_ know nothing about the product launch. (compete)
- 9 The new policy didn't \_\_\_\_\_ and they went bankrupt. (pay)
- 10 Before investing in new equipment, they have to meet their \_\_\_\_\_. (costs)

Marks: \_\_ /10

### 2 Complete the text about a job interview.

I normally only glance at the <sup>1</sup> \_\_\_\_\_ when I pick up a newspaper, but the other day a box in the <sup>2</sup> \_\_\_\_\_ ads caught my eye. A multinational company was taking <sup>3</sup> \_\_\_\_\_ our supermarket and they were <sup>4</sup> \_\_\_\_\_ new staff. The advert said that they wanted to <sup>5</sup> \_\_\_\_\_ on ten new cashiers and it was <sup>6</sup> \_\_\_\_\_ at people like me. As I had experience serving <sup>7</sup> \_\_\_\_\_ in my father's shop, I decided to apply for the job. Also, I didn't earn any money from my dad, so I had no <sup>8</sup> \_\_\_\_\_! I had an interview and they offered me the job, but I turned it <sup>9</sup> \_\_\_\_\_ because of the long hours. In the end I made the right decision, because the multinational <sup>10</sup> \_\_\_\_\_ out of the deal and the supermarket has now closed.

Marks: \_\_ /10

## Reading

### 3 Read the text and complete the sentences.

#### Junior Apprentice

Seventeen-year-old Arjun Rajyagor was recently declared the winner of the TV programme *Junior Apprentice*. Arjun took time out of his final year at school to take part in the series, in which participants carried out a number of tasks designed to test their business skills. Arjun's prize was £25,000, which he can use, under supervision, to launch his own business career. In the last programme of the series, the contestants had to create and market a brand of bottled water. Arjun's team chose to target young professionals with their product, which they named *A Bottle of Water* while *Drip Drop*, their opponents product was aimed at teenagers. In the end, Arjun's team gave a better presentation and Arjun was crowned Junior Apprentice. Arjun is currently running a computer repair business from home in conjunction with his studies, and next year he is hoping to study Engineering Science at Oxford University. Ultimately, he would like to be the CEO of his own electrical engineering company.

- 1 When Arjun isn't on TV, he usually \_\_\_\_\_.
- 2 Arjun has to consult a supervisor \_\_\_\_\_.
- 3 *A Bottle of Water* was aimed \_\_\_\_\_.
- 4 Arjun's team won because \_\_\_\_\_.
- 5 Arjun's ambition is \_\_\_\_\_.

Marks: \_\_ /5

### 4 Read the text again and answer the questions with a complete sentence.

- 1 What is *Junior Apprentice*?  
\_\_\_\_\_
- 2 What do contestants have to do?  
\_\_\_\_\_
- 3 What was the final task?  
\_\_\_\_\_
- 4 What does Arjun do in his free time?  
\_\_\_\_\_
- 5 What is Arjun hoping to do next year?  
\_\_\_\_\_

Marks: \_\_ /15

## Grammar

### 5 Find the mistake in each line. Write the correction.

- 1 The manager asked to me a lot of questions during
- 2 my job interview. First she asked how old was I,
- 3 so I said her I was fifteen. Then we talked about my
- 4 studies. She asked what was I studying at school,
- 5 so I said I chose science subjects rather than arts.
- 6 Then she asked if I did pass my last exams, so I
- 7 told her I didn't fail anything. I also said that I
- 8 must study very hard the year before. Then she
- 9 asked me when I will be available to start work
- 10 and I told her that I can start the very next day!

- |         |          |
|---------|----------|
| 1 _____ | 6 _____  |
| 2 _____ | 7 _____  |
| 3 _____ | 8 _____  |
| 4 _____ | 9 _____  |
| 5 _____ | 10 _____ |

Marks: \_\_ /10

### 6 Rewrite the sentences using the reporting verbs.

advise agree assure blame congratulate deny  
explain inform insist suggest

- 1 The suspect said, 'I didn't steal the car.'  
The suspect \_\_\_\_\_ the car.
- 2 Becky said, 'You should talk to Sam about the problem.'  
Becky \_\_\_\_\_ to  
Sam about the problem.
- 3 The sales manager said, 'Sales figures are down because  
of the recession.'  
The sales manager \_\_\_\_\_  
\_\_\_\_\_ down because of the recession.
- 4 My colleague said, 'It was your fault we lost the contract.'  
My colleague \_\_\_\_\_  
\_\_\_\_\_ the contract.
- 5 The HR manager said, 'Why don't we recruit new staff?'  
The HR manager \_\_\_\_\_ some new staff.
- 6 Pete said, 'No, really, I'd like to pay for dinner this time.'  
Pete \_\_\_\_\_ for dinner.
- 7 The director said, 'Yes, of course I'll give you all a pay rise.'  
The director \_\_\_\_\_  
\_\_\_\_\_ a pay rise.
- 8 My aunt said, 'Well done! You've passed your exams.'  
My aunt \_\_\_\_\_  
my exams.
- 9 The lawyer said, 'I've been asked to tell you that the  
factory is closing.'  
The lawyer \_\_\_\_\_ the factory  
was closing.
- 10 My coach said, 'I'm sure you'll win the race.'  
My coach \_\_\_\_\_  
\_\_\_\_\_ win the race.

Marks: \_\_ /10

## Language skills

### 7 Complete the dialogue.

- Ryan I'm setting up my own bicycle repair company.  
Theo Really? Do you think it will be <sup>1</sup> \_\_\_\_\_?  
Ryan Yes, I think I'll make a lot of money. I did some  
market <sup>2</sup> \_\_\_\_\_ and lots of students here cycle.  
Theo What did your parents say about it?  
Ryan They said it <sup>3</sup> \_\_\_\_\_ a great idea.  
Theo Where will you get the <sup>4</sup> \_\_\_\_\_ from?  
Ryan I don't need much to start. My dad said he <sup>5</sup> \_\_\_\_\_  
lend me some money to buy some bike parts. After  
that I can use my <sup>6</sup> \_\_\_\_\_ to buy them.  
Theo Will you have many <sup>7</sup> \_\_\_\_\_?  
Ryan Not really. I don't have to pay rent because I've  
<sup>8</sup> \_\_\_\_\_ my parents to let me use our garage.  
Theo I <sup>9</sup> \_\_\_\_\_ where you can get advice about running  
your own business.  
Ryan My parents have <sup>10</sup> \_\_\_\_\_ to pay for a course.

Marks: \_\_ /10

### 8 Complete the mini-dialogues.

#### Dialogue 1

- A What did the teacher say about your homework?  
B <sup>1</sup> \_\_\_\_\_  
If I don't hand it in tomorrow, she won't mark it.  
A What excuse did you give her?  
B <sup>2</sup> \_\_\_\_\_  
I said I had spent the evening before ill in bed.

#### Dialogue 2

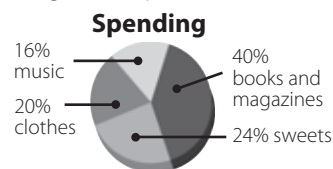
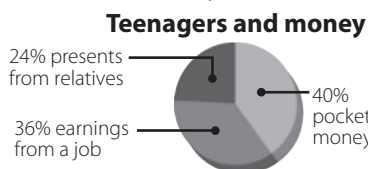
- A I've heard you're setting up your own company.  
<sup>3</sup> \_\_\_\_\_?  
B We're going to sell home-made clothes.  
A <sup>4</sup> \_\_\_\_\_?  
B We're aiming at teenage girls.  
A <sup>5</sup> \_\_\_\_\_?  
B We'll need to buy two sewing machines and material.

Marks: \_\_ /10

## Writing

### 9 Look at the information and write a report about teenagers and their money. Write about 200 words and organize your writing into four paragraphs:

- Write about the aim of the report.
- Analyse the results from picture 1.
- Analyse the results from picture 2.
- Write about your conclusions and give an opinion.



Marks: \_\_ /20

TOTAL: \_\_ /100

## Vocabulary

### 1 Complete the sentences, replacing the underlined words with a word or expression.

- The plan failed because there was a mistake.  
The plan failed because there was a \_\_\_\_\_.
- Few people enjoy the hard and boring work of ironing.  
Few people enjoy the \_\_\_\_\_ of ironing.
- Some people have no understanding or awareness of world geography.  
Some people have no \_\_\_\_\_ of world geography.
- The expert gave a very clever and amusing speech.  
The expert gave a very \_\_\_\_\_ speech.
- The young athlete has the ability to win a gold medal when she's older.  
The young athlete has the \_\_\_\_\_ to win a gold medal.
- You will lose marks in an exam if the examiner cannot read your writing.  
You will lose marks in an exam if your handwriting is not \_\_\_\_\_.
- Eye colour is passed on from one generation to the next.  
Eye colour is \_\_\_\_\_.
- The author was taken to court because he had copied another writer's work.  
The author was taken to court because he had \_\_\_\_\_ another writer's work.
- There is no evidence that the criminal mind is genetic.  
There is no \_\_\_\_\_ that the criminal mind is genetic.
- The manager was completely useless at his job.  
The manager was completely \_\_\_\_\_.

Marks: \_\_ /10

### 2 Complete the text.

My parents have brought <sup>1</sup>\_\_\_\_\_ both their children to <sup>2</sup>\_\_\_\_\_ to the rules, which is why I can't <sup>3</sup>\_\_\_\_\_ out where they went wrong with my brother. If characteristics are <sup>4</sup>\_\_\_\_\_ on from one generation to the next, then why is he such a rebel? He takes every opportunity that comes <sup>5</sup>\_\_\_\_\_ to question authority. I spend my days <sup>6</sup>\_\_\_\_\_ up on schoolwork in the hope of getting <sup>7</sup>\_\_\_\_\_ my exams, while he <sup>8</sup>\_\_\_\_\_ out most of the questions or hands in a blank sheet of paper. You'll never catch him doing a first <sup>9</sup>\_\_\_\_\_ of an essay! My brother maintains that you can <sup>10</sup>\_\_\_\_\_ up all the life skills you need on the street and he doesn't understand why he has to go to school.

Marks: \_\_ /10

## Reading

### 3 Read the text and choose the correct answers.

#### Bionic Man

One of the machines that scientists are currently working on is a powered exoskeleton. This consists of a framework worn by a person and a power supply which aids movement. The first machine was produced in the 1960s, but it was unsuccessful due to its weight. Since then five new machines have been developed. One of the most useful is a pair of robot legs for those who have trouble walking. The device helps by redistributing body weight and lightening the burden on the legs. The user sits on a small seat which fits between their legs and secures the machine with a belt around the hip and thigh. They put their feet inside a pair of shoes connected to the legs. Then all they have to do is switch on and start walking. The device is powered by a battery which lasts for about two hours between charges, as long as the wearer walks no faster than 4.5 kilometres per hour.

- A machine that researchers are developing has the shape of ...  
a a wheelchair.                      b the human body.  
c a motorized vehicle.
- The first powered exoskeleton failed because it was ...  
a too slow.    b too expensive.    c too heavy.
- The robot legs are aimed at people who can't...  
a move.    b walk well.    c run.
- The machine needs ...  
a a power supply.                      b a special cable.  
c an adaptor.
- The user has to ... every two hours.  
a change the battery.                      b charge the battery.  
c clean the battery.

Marks: \_\_ /5

### 4 Read the text again and answer the questions with a complete sentence.

- Which two parts make up a powered exoskeleton?  
\_\_\_\_\_
- What effect does the machine have on the wearer's legs?  
\_\_\_\_\_
- What feature do the robot legs have which aids comfort?  
\_\_\_\_\_
- How is the user attached to the robot legs?  
\_\_\_\_\_
- What happens if the wearer decides to walk quickly?  
\_\_\_\_\_

Marks: \_\_ /15

## Grammar

### 5 Complete the questions. Use the verb in brackets and the bold words in the responses to help you.

- 1 \_\_\_\_\_ the telephone? (invent)  
Alexander Graham Bell did.
- 2 \_\_\_\_\_ in the intelligence test? (get)  
I got **99 points**.
- 3 \_\_\_\_\_ about? (write)  
I wrote about **Thomas Edison**.
- 4 \_\_\_\_\_ after school today? (happen)  
There's an **important football match**.
- 5 \_\_\_\_\_ the best? (like)  
They like **the Japanese robot** the best.
- 6 \_\_\_\_\_ public transport? (use)  
**More than half** the students take the bus.
- 7 \_\_\_\_\_? (discover)  
Alexander Fleming discovered **penicillin**.
- 8 \_\_\_\_\_ from Platform 4? (leave)  
The **Bristol train**.
- 9 \_\_\_\_\_ for the job? (recommend)  
They recommended **my best friend**.
- 10 \_\_\_\_\_ the housework in your house? (do)  
**My mum** does most of the chores.

Marks: \_\_/10

### 6 Complete the dialogue with the correct question tags.

- Amy Let's work out your score on this IQ test,  
1 \_\_\_\_\_?
- Mia Do we have to? I haven't done very well,  
2 \_\_\_\_\_?
- Amy Not really. You didn't take it very seriously,  
3 \_\_\_\_\_?
- Mia No. Just tell me what I got, 4 \_\_\_\_\_?
- Amy You got 32.
- Mia Oh. Everything was wrong in the last part,  
5 \_\_\_\_\_?
- Amy Yes, but all the questions were really hard,  
6 \_\_\_\_\_?
- Mia Yes, they were. Nobody gets very high marks,  
7 \_\_\_\_\_?
- Amy Not usually. You aren't upset, 8 \_\_\_\_\_?
- Mia No, but you got more than me, 9 \_\_\_\_\_?
- Amy Yes. I got 85. That means I'm more intelligent than you, 10 \_\_\_\_\_?

Marks: \_\_/10

## Language skills

### 7 Complete the dialogue.

- Jamie The teacher wants you to give a presentation about artificial intelligence.
- Max Why 1 \_\_\_\_\_? I'm not even 2 \_\_\_\_\_ that robots are worth the cost. They can only 3 \_\_\_\_\_ out very simple 4 \_\_\_\_\_. I mean, they can do mundane, 5 \_\_\_\_\_ jobs in factories, but they can't do all the household 6 \_\_\_\_\_, 7 \_\_\_\_\_ they?
- Jamie No, but they're essential for other things, 8 \_\_\_\_\_ they? I mean important things like sea and space 9 \_\_\_\_\_. I think we'll be using robots a lot more in the future and not just for doing the 10 \_\_\_\_\_ up after a meal!

Marks: \_\_/10

### 8 Complete the mini-dialogues.

#### Dialogue 1

- A 1 \_\_\_\_\_?
- B Last night I went to the cinema.
- A 2 \_\_\_\_\_?
- B My sister. But I didn't enjoy the film.
- A 3 \_\_\_\_\_?
- B Because there wasn't enough action.

#### Dialogue 2

- A Your cousin is angry with you. She says you don't keep your promises.
- B 4 \_\_\_\_\_!  
I always do what I say I'll do.
- A Well, she says you didn't call her last night.
- B 5 \_\_\_\_\_!  
I called her after dinner. But she didn't answer the phone!

Marks: \_\_/10

## Writing

### 9 Write a discussion essay on the following topic: *Homework helps students learn. Write about 200 words and organize your writing into four paragraphs:*

- Write about the issue that the title raises.
- Write about the arguments in favour of the title.
- Write about the arguments against the title.
- Write about your own experience and opinion.

Marks: \_\_/20

TOTAL: \_\_/100

## Vocabulary

### 1 Complete the sentences with a new word or phrase formed from the word in brackets.

- Paul wasn't \_\_\_\_\_ during the relay race and he dropped the baton. (ball)
- The \_\_\_\_\_ was satisfied with his silver medal. (run)
- All the teams will be on a \_\_\_\_\_ during the tournament. (field)
- \_\_\_\_\_ help strengthen stomach muscles. (up)
- Sporting events are mainly financed by \_\_\_\_\_. (sponsor)
- Some athletes come from very \_\_\_\_\_ - \_\_\_\_\_ backgrounds. (earth)
- Security will be tight, so athletes needn't worry \_\_\_\_\_\_. (score)
- The \_\_\_\_\_ for the computer game advert is male teenagers. (audience)
- The sports teacher set up extra training sessions \_\_\_\_\_\_. (bat)
- The Spanish team was one of the \_\_\_\_\_ - \_\_\_\_\_ to win the 2010 World Cup. (front)

Marks: \_\_ /10

### 2 Complete the text about Usain Bolt.

The 2008 Olympic Games in Beijing put Jamaica in the <sup>1</sup>\_\_\_\_\_ due to the performance of the world <sup>2</sup>\_\_\_\_\_ one athlete Usain Bolt. Usain's winning <sup>3</sup>\_\_\_\_\_ meant that he got to stand on the <sup>4</sup>\_\_\_\_\_ three times to receive a gold medal. Not only did Usain <sup>5</sup>\_\_\_\_\_ some of the biggest names in athletics that year, but he also <sup>6</sup>\_\_\_\_\_ two world records. He sailed <sup>7</sup>\_\_\_\_\_ the qualifying rounds of both the 100 metres and the 200 metres to reach the final of both <sup>8</sup>\_\_\_\_\_ events, and then proceeded to win with ease. Media <sup>9</sup>\_\_\_\_\_ of the Games meant that Usain Bolt, or Lightning Bolt as the press prefer to <sup>10</sup>\_\_\_\_\_ him, has become a household name.

Marks: \_\_ /10

## Reading

### 3 Read the text and complete the sentences.

#### Sportsman lends a helping hand

International footballer Ulises de la Cruz is one of the more altruistic members of the sporting community. Instead of spending his €900,000 annual salary on luxury houses and fast cars, he sends much of it back to his hometown in Ecuador. Ulises grew up in poverty alongside the children of 200 other families in a village in the Chota valley. As he grew up, he became determined to improve living conditions. His priority was to provide water for the villagers, so as soon as he was able to, he installed a new water system. Since then he's set up a medical centre, stocked the school with books and built a sports and community centre in the village. He pays the salaries of the doctor, the nurse and the dentist in the medical centre, and he buys breakfast and lunch for all the children who go to the village school. His current project involves the construction of 40 new houses for the villagers. His intention is to return home when his football career is over.

- Successful footballers often spend their money on \_\_\_\_\_.
- Ulises de la Cruz currently earns about €900,000 \_\_\_\_\_.
- The first thing Ulises did when he started earning money was to \_\_\_\_\_.
- Ulises' latest contribution to his village is \_\_\_\_\_.
- Ulises is going to retire in \_\_\_\_\_.

Marks: \_\_ /5

### 4 Read the text again and answer the questions with a complete sentence.

- Why does Ulises de la Cruz stand out from other sportsmen and women?  
\_\_\_\_\_
- What was his parents' main problem when Ulises was a child?  
\_\_\_\_\_
- Where is Ulises from?  
\_\_\_\_\_
- How has healthcare improved in the village?  
\_\_\_\_\_
- What does Ulises provide for the children of the village?  
\_\_\_\_\_

Marks: \_\_ /15

## Grammar

### 5 Find the mistake in each line. Write the correction below.

- 1 Today was my big chance to win. If only I didn't throw
- 2 it away. If I'd won my tennis match, I was in the final
- 3 tomorrow. I wish I played better today, but I was tired.
- 4 I shouldn't go out last night. My coach told me to
- 5 stay in. If only I'd listen to him. He said I didn't spend
- 6 enough time training. I should trained a lot more.
- 7 I were a better player if I had taken my coaching
- 8 sessions more seriously. I wish I practised my serve.
- 9 I wouldn't have lost if my serve is better. I'd do
- 10 everything differently if I can turn the clocks back!

- |         |          |
|---------|----------|
| 1 _____ | 6 _____  |
| 2 _____ | 7 _____  |
| 3 _____ | 8 _____  |
| 4 _____ | 9 _____  |
| 5 _____ | 10 _____ |

Marks: \_\_ /10

### 6 Rewrite the second sentence using the word given. Use short forms where possible.

- 1 I'm not fit. (wish)  
I \_\_\_\_\_ fit.
- 2 The player didn't pass the ball. (should)  
The player \_\_\_\_\_ the ball.
- 3 We didn't win a medal. (only)  
If \_\_\_\_\_ a medal.
- 4 The water is cold. I wore a wetsuit in yesterday's race. (wasn't)  
If \_\_\_\_\_, I wouldn't have worn a wetsuit in yesterday's race.
- 5 Mark tried to score, which was a mistake. (shouldn't)  
Mark \_\_\_\_\_ to score.
- 6 We were late for the match. (only)  
If \_\_\_\_\_ late for the match.
- 7 Our best player is injured. We couldn't possibly have won the match. (might)  
If our best player wasn't injured, we \_\_\_\_\_ the match.
- 8 I've got an incompetent coach. (wish)  
I \_\_\_\_\_ an incompetent coach.
- 9 They didn't eat pasta this morning. They haven't got any energy this afternoon.  
If they'd eaten pasta this morning, they \_\_\_\_\_ more energy this afternoon.
- 10 I can't swim. (wish)  
I \_\_\_\_\_ swim.

Marks: \_\_ /10

## Language skills

### 7 Complete the dialogue.

Josh I <sup>1</sup> \_\_\_\_\_ I was good at football.

Millie Why?

Josh Because it's possible that I <sup>2</sup> \_\_\_\_\_ have become famous by now.

Millie Yes, but <sup>3</sup> \_\_\_\_\_ doesn't bring you happiness. Being famous doesn't <sup>4</sup> \_\_\_\_\_ to me at all, and I have no <sup>5</sup> \_\_\_\_\_ whatsoever for footballers, who earn far too much money.

Josh But <sup>6</sup> \_\_\_\_\_ I earned a lot of money, I would <sup>7</sup> \_\_\_\_\_ bought us a new house by now. We'd be having expensive holidays with Mum and Dad, and I would have <sup>8</sup> \_\_\_\_\_ you a nice new car for your last birthday instead of a book.

Millie You <sup>9</sup> \_\_\_\_\_ have said that. I'd love to have a nice new car. If only you <sup>10</sup> \_\_\_\_\_ better at football!

Marks: \_\_ /10

### 8 Complete the mini-dialogues.

Dialogue 1

A I think we're lost.

B <sup>1</sup> \_\_\_\_\_  
I told you to put one in the bag.

A Why don't we call the hotel?

B We can't. We didn't bring our mobiles.  
<sup>2</sup> \_\_\_\_\_

A I'm hungry.  
<sup>3</sup> \_\_\_\_\_

B If you'd packed the sandwiches, we would have something to eat.

Dialogue 2

A <sup>4</sup> \_\_\_\_\_?

B If I'd won, I'd be delighted.

A What was your big mistake?

B I went off too fast at the start of the race.  
<sup>5</sup> \_\_\_\_\_

Marks: \_\_ /10

## Writing

### 9 Write a biography about a famous sportsperson from your country. Write about 200 words and organize your writing into four paragraphs:

- Write about the person's family background and early years.
- Write about the development of the person's career.
- Write about the person's life away from the career.
- Write about their life in retirement.

Marks: \_\_ /20

TOTAL: \_\_ /100

## Vocabulary

### 1 Complete the sentences, replacing the underlined words with a word or expression.

- He has collected thousands of books over the years.  
He has \_\_\_\_\_ thousands of books over the years.
- The electronics industry has been very successful in the last decade.  
The electronics industry has \_\_\_\_\_ in the last decade.
- In the past only children from a special background went to university.  
In the past only \_\_\_\_\_ children went to university.
- Ryan keeps on changing his lifestyle in a search for happiness.  
Ryan keeps on changing his lifestyle in a \_\_\_\_\_ for happiness.
- I never read books that are bought by a lot of people.  
I never read \_\_\_\_\_.
- My literature teacher gave me a collection of poems.  
My literature teacher gave me an \_\_\_\_\_ of poems.
- Have you read the story of David Beckham's life?  
Have you read David Beckham's \_\_\_\_\_?
- There's an extensive section which gives extra information at the back of the book.  
There's an extensive \_\_\_\_\_ at the back of the book.
- The writer's sources are in the list of books on the last page.  
You can find the writer's sources in the \_\_\_\_\_ on the last page.
- I prefer printed books to stories recorded on CDs.  
I prefer printed books to \_\_\_\_\_.

Marks: \_\_ /10

### 2 Complete the text.

Most people say I am a <sup>1</sup>\_\_\_\_\_, because I have always loved reading. Even as a little girl I would <sup>2</sup>\_\_\_\_\_ over the picture books my parents gave me. When I was older, I used to <sup>3</sup>\_\_\_\_\_ out at least one book a week from the library. My favourite books are <sup>4</sup>\_\_\_\_\_ that are set in the world of fiction. I never read the <sup>5</sup>\_\_\_\_\_ on the back cover, and I'm not interested in <sup>6</sup>\_\_\_\_\_ criticism. I know a book is good when I find myself reading the <sup>7</sup>\_\_\_\_\_ the author has written to their collaborators. I don't often read <sup>8</sup>\_\_\_\_\_ books that give factual information. Instead, I <sup>9</sup>\_\_\_\_\_ through them looking at the pictures. I much prefer <sup>10</sup>\_\_\_\_\_ to hardbacks, as you can carry them around with you.

Marks: \_\_ /10

## Reading

### 3 Read the text and choose the correct answers.

#### Papermaking over the ages

The history of paper began over five thousand years ago in Ancient Egypt, where papyrus was used to write on. Previously, the Sumerians had used clay tablets, which were very heavy and broke easily. However, the immediate predecessor to the paper we use today was not discovered until about three thousand years later. A Chinese government official called T'sai Lun is credited with creating the first sheet of paper by mixing plant fibres with old rags and leaving the mixture to dry. Before this, documents in China had been written on bone tablets or bamboo scrolls. Silk was also sometimes used, but this was very expensive. Paper spread slowly out of China to the Middle East, but it didn't reach Europe until a thousand years later. Here people were still using fine animal skins to make a thin material called parchment. Since 1900, wood has substituted plant fibres in papermaking making the process cheaper. Today, the future of paper is uncertain due to the impact of the computer.

- The first material ever used for writing was ...  
a papyrus.      b paper.      c clay.
- The Chinese started making paper ... the Ancient Egyptians used papyrus.  
a before      b after      c at the same time as
- Paper was a better writing material than silk because it was ...  
a cheaper.      b lighter.      c unbreakable.
- Paper replaced parchment in Europe about ... ago.  
a 3,000      b 1,000      c 5,000
- In 1900 the papermaking process became less ...  
a successful.      b profitable.      c expensive.

Marks: \_\_ /5

### 4 Read the text again and answer the questions with a complete sentence.

- Why did the Ancient Egyptians prefer papyrus to clay tablets?  
\_\_\_\_\_
- How did T'sai Lun make the first sheet of paper?  
\_\_\_\_\_
- What did the Chinese write on before the invention of paper?  
\_\_\_\_\_
- What is parchment made from?  
\_\_\_\_\_
- Why is the future of paper in doubt?  
\_\_\_\_\_

Marks: \_\_ /15

## Grammar

### 5 Complete the text with a preposition and a relative pronoun in each gap.

23rd April, 1616 is the date <sup>1</sup> \_\_\_\_\_ both Shakespeare and Cervantes died. Shakespeare spent most of his life in London although Stratford-upon-Avon is the town <sup>2</sup> \_\_\_\_\_ he was born. At the age of eighteen he married Anne Hathaway, <sup>3</sup> \_\_\_\_\_ he had three children. The reason <sup>4</sup> \_\_\_\_\_ he moved to London was to pursue a career in acting. When he died, the person <sup>5</sup> \_\_\_\_\_ he left his inheritance was his eldest daughter, not his wife. Cervantes, <sup>6</sup> \_\_\_\_\_ the Spanish are very proud, was born in Alcalá de Henares. The novel *Don Quijote*, <sup>7</sup> \_\_\_\_\_ Cervantes is most famous, was published in two volumes in 1605 and 1615. In the novel, the protagonist, Alonso Quijano, befriends a peasant called Sancho Panza, <sup>8</sup> \_\_\_\_\_ he has many adventures. The Spanish language, <sup>9</sup> \_\_\_\_\_ Cervantes has had a huge influence, is often referred to as 'the language of Cervantes.' Today, the International Day of the Book commemorates the day <sup>10</sup> \_\_\_\_\_ both writers died.

Marks: \_\_ /10

### 6 Complete the reduced relative clauses.

- Tania went to a concert. It was held in her school.  
The concert \_\_\_\_\_ in her school.
- The tourists hired a guide. He spoke perfect English.  
The guide \_\_\_\_\_ English.
- I can see two men. They are planting a tree.  
There are \_\_\_\_\_.
- A man was murdered last night. His photo is on the news.  
A photo of \_\_\_\_\_ is on the news.
- I picked up a leaflet. It gave me a lot of information.  
The leaflet \_\_\_\_\_ a lot of information.
- Hannah saw a doctor. He prescribed some tablets.  
The doctor \_\_\_\_\_.
- I ordered a book online. It didn't cost a lot.  
The book \_\_\_\_\_ a lot.
- Timmy watched his older brothers. They were playing football.  
Timmy watched \_\_\_\_\_.
- The picture is an old photo. My aunt took it years ago.  
The picture is \_\_\_\_\_ my aunt years ago.
- Kate has bought a new dress. It's made of silk.  
The dress Kate \_\_\_\_\_.

Marks: \_\_ /10

## Language skills

### 7 Complete the dialogue.

- Harry What was the first story every <sup>1</sup> \_\_\_\_\_ in English, Tom?
- Tom I'm not sure, but it might be the <sup>2</sup> \_\_\_\_\_ poem *Beowulf*. It dates back to the Middle Ages, and it's in poetry, not <sup>3</sup> \_\_\_\_\_.
- Harry What is it about?
- Tom Well, the <sup>4</sup> \_\_\_\_\_ of the poem is legends. Beowulf is the hero of the story and he <sup>5</sup> \_\_\_\_\_ a world of monsters and dragons. It's <sup>6</sup> \_\_\_\_\_ in Scandinavia and the action takes <sup>7</sup> \_\_\_\_\_ at the end of the fifth century. The <sup>8</sup> \_\_\_\_\_ develops very quickly and Beowulf has to fight three battles to defeat the enemies of his people.
- Harry When was the poem first <sup>9</sup> \_\_\_\_\_?
- Tom I don't know, but I think the first edition was in Latin. Today most students read it in Old English. The poem comes with a <sup>10</sup> \_\_\_\_\_ of difficult words to help you understand it.

Marks: \_\_ /10

### 8 Complete the mini-dialogues.

#### Dialogue 1

- A What was the last book you read?
- B *The Girl with the Dragon Tattoo*.  
<sup>1</sup> \_\_\_\_\_  
Millions of copies have been sold all over the world.
- A Did you enjoy it?
- B Yes, a lot. It was totally gripping.  
<sup>2</sup> \_\_\_\_\_.
- A <sup>3</sup> \_\_\_\_\_?
- B A middle-aged journalist and a young computer genius.

#### Dialogue 2

- A <sup>4</sup> \_\_\_\_\_?
- B Yes, I have, but I prefer books. The screen hurts my eyes.
- A <sup>5</sup> \_\_\_\_\_?
- B No, I don't. I think e-books will become very popular, but printed books will always exist.

Marks: \_\_ /10

## Writing

### 9 Write a book review about the last novel you read. Write about 200 words and organize your writing into four paragraphs:

- Write about the important facts and details about the novel.
- Write about the main characters and their situation.
- Write about an important turning point and other important events.
- Write about your opinion of the novel.

Marks: \_\_ /20

TOTAL: \_\_ /100

## Vocabulary

### 1 Complete the sentences with a word or expression formed from the word in brackets.

- Some children start \_\_\_\_\_ when they are served vegetables. (pull)
- Psychologists are doing \_\_\_\_\_ - \_\_\_\_\_ into body language in young children. (deep)
- Despite the pain, the athlete \_\_\_\_\_ and finished the race. (face)
- I couldn't \_\_\_\_\_ when I saw my brother's ridiculous new haircut. (straight)
- There's a police officer patrolling our neighbourhood \_\_\_\_\_ for criminals. (look)
- Scientists at the university have been given a \_\_\_\_\_ their research. (fund)
- The boy's unacceptable behaviour \_\_\_\_\_ his expulsion from school. (lead)
- I could tell the teacher was angry because of her \_\_\_\_\_. (express)
- When my grandfather first retired, he spent hours wandering around the house in an \_\_\_\_\_ way. (aim)
- Dr Barnsley published the \_\_\_\_\_ in a paper last month. (find)

Marks: \_\_ /10

### 2 Complete the text about an unsuccessful job interview. Use a word or phrase formed from the words in the box.

appear appropriate consistent dress face  
industry match mind pain punctual

Carl is extremely <sup>1</sup>\_\_\_\_\_, so when he was offered a job interview, he was determined to get the job. First, he put his mind to changing his <sup>2</sup>\_\_\_\_\_. Instead of looking like a scruffy teenager, he wanted to give the impression of being an <sup>3</sup>\_\_\_\_\_ young man. All of the clothes in his cupboard were <sup>4</sup>\_\_\_\_\_, so he bought some new trousers with a <sup>5</sup>\_\_\_\_\_ jacket, and a new pair of shoes. He spent hours <sup>6</sup>\_\_\_\_\_ getting ready and, knowing that <sup>7</sup>\_\_\_\_\_ was vital, he left home very early. He arrived in time to see another <sup>8</sup>\_\_\_\_\_ candidate enter the interview room. It wasn't until he came <sup>9</sup>\_\_\_\_\_ with the interviewer that he realized there was an <sup>10</sup>\_\_\_\_\_ in his look. He had forgotten to put on his new shoes and was still wearing his trainers!

Marks: \_\_ /10

## Reading

### 3 Read the text and complete the sentences.

#### Graphology

Graphology is the study and analysis of handwriting. It was first used by the Chinese over 3,000 years ago, but was formalized in 1870 by a group of French scholars. Today, it is sometimes used by companies in the recruitment of new staff. Graphology uses at least 300 different handwriting features to identify the behaviour and personality of the writer, but no single sample contains all of these. Handwriting samples are best on unlined paper, so that line-spacing features may be seen. Wide spaces between lines show a wish to maintain a distance, whereas closely spaced lines indicate that the writer prefers to be directly involved. Graphologists can tell how sociable a person is by the size of the handwriting. Large letters show that a person is outgoing and extrovert, whereas small letters mean the opposite. Another revealing feature is slant, which refers to the angle at which the letters are written. A slant to the right indicates a wish to communicate, whereas a left slant shows emotion and reserve. Upright letters mean that the writer is independent.

- Graphology students learn how to \_\_\_\_\_.
- Some companies use graphology when they \_\_\_\_\_.
- Graphologists prefer to analyze handwriting on paper without \_\_\_\_\_.
- The handwriting of extroverts tends to be \_\_\_\_\_.
- Graphologists refer to the angle of handwriting as \_\_\_\_\_.

Marks: \_\_ /5

### 4 Read the text again and answer the questions with a complete sentence.

- Who established the modern rules of graphology?  
\_\_\_\_\_
- What can handwriting features reveal about a person?  
\_\_\_\_\_
- How do more distant people space their handwriting?  
\_\_\_\_\_
- What do small letters indicate about a person?  
\_\_\_\_\_
- Which handwriting feature indicates independence?  
\_\_\_\_\_

Marks: \_\_ /15

## Grammar

### 5 Find the mistake in each line. Write the correction below.

- 1 Many of employers today require job applicants
- 2 to complete the personality test at some point
- 3 during a recruitment process. The test is given to
- 4 every of the candidates without exception and
- 5 few them refuse to complete it, knowing that this
- 6 would result in rejection. Some of tests are designed
- 7 to test honesty. A integrity test like this is often given
- 8 to employees with access to money. Any company
- 9 wants to employ criminals, but not all of thieves are
- 10 detected. These tests are practised at the school nowadays because they are becoming very frequent.

- |         |          |
|---------|----------|
| 1 _____ | 6 _____  |
| 2 _____ | 7 _____  |
| 3 _____ | 8 _____  |
| 4 _____ | 9 _____  |
| 5 _____ | 10 _____ |

Marks: \_\_\_\_ /10

### 6 Complete the sentences so that they mean the same as the first sentence.

- 1 I met you last year. I haven't forgotten.  
I remember \_\_\_\_\_.
- 2 Paul was sorry that he had turned down the job.  
Paul regretted \_\_\_\_\_.
- 3 Judy read her book, although it was dark. She didn't stop.  
Judy went on \_\_\_\_\_.
- 4 One way to fall asleep is to count sheep.  
If you can't sleep, try \_\_\_\_\_.
- 5 I called my cousin yesterday. I didn't forget.  
I remembered \_\_\_\_\_.
- 6 We're sorry for telling you this, but your train is delayed.  
We regret \_\_\_\_\_.
- 7 When my grandfather retired, he didn't drive any more.  
My grandfather stopped \_\_\_\_\_.
- 8 My brother didn't do his homework last night. He forgot.  
My brother forgot \_\_\_\_\_.
- 9 First, my sister studied pharmacy. Then, she opened her own chemist's.  
After studying pharmacy, my sister went on \_\_\_\_\_.
- 10 I couldn't lift my suitcase because it was too heavy.  
I tried \_\_\_\_\_.

Marks: \_\_\_\_ /10

## Language skills

### 7 Complete the dialogue.

- Becky Have you found your missing dress, Tina?
- Tina Yes, I have. My sister had it. She <sup>1</sup>\_\_\_\_\_ to tell me that she'd borrowed it.
- Becky I thought she said she hadn't seen it.
- Tina She did. But you know my sister. She's always <sup>2</sup>\_\_\_\_\_ herself. She <sup>3</sup>\_\_\_\_\_ misled me, so that she could wear it again tonight.
- Becky What did you say to her?
- Tina I said to her <sup>4</sup>\_\_\_\_\_ that she was a liar. Then she burst into tears and went <sup>5</sup>\_\_\_\_\_ crying for an hour. Eventually she apologized and said she <sup>6</sup>\_\_\_\_\_ not telling me the truth. She told me about the party tonight and explained that all <sup>7</sup>\_\_\_\_\_ her friends had new dresses to wear.
- Becky So what did you do?
- Tina I told her to iron the dress because it was <sup>8</sup>\_\_\_\_\_. Then I said that she could wear my dress so that she wouldn't lose <sup>9</sup>\_\_\_\_\_.
- Becky What did she do then?
- Tina She <sup>10</sup>\_\_\_\_\_ with joy and put on my dress!

Marks: \_\_\_\_ /10

### 8 Complete the mini-dialogues.

#### Dialogue 1

- A <sup>1</sup>\_\_\_\_\_?
- B Where I live, boys wear hoodies and girls wear dresses.
- A <sup>2</sup>\_\_\_\_\_?
- B Yes, they are. A lot of people wear famous brands.
- A <sup>3</sup>\_\_\_\_\_?
- B No, I don't. I'll wear anything as long as I'm comfortable.

#### Dialogue 2

- A How did you fund your research?
- B <sup>4</sup>\_\_\_\_\_.  
The government gave me some money.
- A How will you publish your findings?
- B <sup>5</sup>\_\_\_\_\_.  
I'm going to present it at the next psychology conference.

Marks: \_\_\_\_ /10

## Writing

### 9 Write an email to a friend about a place you have visited. Write about 200 words and organize your writing into four paragraphs:

- Respond to the last email you received from your friend.
- Write about one characteristic of the place.
- Write about another characteristic that you liked.
- Write about what you're going to do when you've finished writing and mention your friend's family.

Marks: \_\_\_\_ /20

TOTAL: \_\_\_\_ /100

# Test answer key

## Test Unit 1

### Exercise 1

1 indispensable 2 cut out 3 recommendations 4 organization  
5 carrying out 6 revolutionized 7 combination 8 handed in  
9 entertainment 10 dependence

### Exercise 2

1 marks 2 opportunity 3 out 4 find 5 exam 6 criteria  
7 degree 8 drop 9 fees 10 increase

### Exercise 3

1 b 2 c 3 a 4 c 5 a

### Exercise 4

1 Some parents take a child out of school if they are being bullied.  
2 They must notify the school in writing.  
3 The children are happier, more sociable and more independent.  
4 Home educators have to invest more time and money in their children.  
5 One parent has to give up their job.

### Exercise 5

1 have been playing 2 own 3 has changed 4 leads  
5 competes 6 have been 7 appeals 8 are using  
9 makes 10 have sold

### Exercise 6

1 has known James for 2 have been to Ireland  
3 have you lived in 4 have had a / their car  
5 has not been teaching 6 have not seen Keira  
7 have been playing since 8 have been travelling for  
9 did not work for 10 was a student for

### Exercise 7

1 long 2 had 3 for 4 bought 5 did 6 work 7 pays  
8 been 9 Since 10 saving

### Exercise 8 (suggested answers)

1 You need to charge it up. 2 Where can I plug it in?  
3 How do I turn it on? 4 I've been playing for three hours.  
5 Can you turn it down?

### Exercise 9

Students' own answers.

## Test Unit 2

### Exercise 1

1 hyperactive 2 multicoloured 3 half-eaten 4 self-esteem  
5 multi-talented 6 half-asleep 7 well-trained 8 hypersensitive  
9 self-important 10 well-written

### Exercise 2

1 GPS 2 tent 3 waterproofs 4 matches 5 stove 6 flask  
7 bags 8 summit 9 aid 10 off

### Exercise 3

1 lives 2 himself 3 doesn't enjoy 4 real 5 was parachuting

### Exercise 4

1 Bear Grylls is a survival expert and the presenter of *Born Survivor*.  
2 His aim is to reach civilization.  
3 He has to build an overnight shelter and find food.  
4 He usually eats it raw.  
5 He always wanted to climb Mount Everest.

### Exercise 5

1 wanted  
2 had already been exploring  
3 set off  
4 was  
5 were travelling  
6 got stuck  
7 had told  
8 was trying  
9 arrived  
10 died

### Exercise 6

1 didn't use to play 2 Did you use to be 3 isn't used to getting up  
4 would go fishing 5 are used to working 6 used to cry  
7 wasn't used to sleeping 8 did they use to live  
9 weren't used to eating 10 didn't use to have

### Exercise 7

1 Did 2 had 3 would 4 been 5 didn't 6 were 7 tide  
8 wave 9 isn't / wasn't 10 had

### Exercise 8 (suggested answers)

1 What where you trying to visit? / Where were you trying to go?  
2 Why couldn't you find them?  
3 What were you carrying?  
4 Because she'd dropped her paddle.  
5 Her life jacket helped her.

### Exercise 9

Students' own answers.

## Test Unit 3

### Exercise 1

1 banners 2 overcame 3 incentive 4 lectern 5 paid off  
6 all-round 7 achieved 8 mainstream 9 persevere  
10 shattered

### Exercise 2

1 out 2 transform 3 bandage 4 wheelchair 5 crutches  
6 stick 7 out 8 impressive 9 off 10 through

### Exercise 3

1 a 2 b 3 a 4 c 5 c

### Exercise 4

1 Christy Brown was an Irish author and poet, who was born with cerebral palsy.  
2 He answered one of his sister's maths problems.  
3 He read a lot, and he painted pictures.  
4 His first book was his autobiography *My Left Foot*.  
5 He published six books in total: his autobiography, two novels and three volumes of poetry.

### Exercise 5

1 have to go 2 don't have to continue 3 needn't pass  
4 mustn't fail 5 have to repeat 6 have to complete  
7 need to do 8 shouldn't leave 9 don't have to study  
10 should spend

### Exercise 6

1 must be 2 might have 3 can't live 4 might not have had  
5 can't have passed / must have failed 6 must like  
7 might have sprained 8 might not see 9 must have won  
10 can't have finished

### Exercise 7

1 have 2 can't 3 stage 4 needn't 5 should 6 mustn't  
7 need 8 must 9 flip chart 10 might

### Exercise 8 (suggested answers)

1 Do you have to wear a uniform?  
2 I needn't / don't have to wear a tie.  
3 You should try it.  
4 I must have left it there.  
5 You shouldn't leave it on the table.

### Exercise 9

Students' own answers.

## Test Unit 4

### Exercise 1

1 renewable 2 desalination 3 reclamation 4 sceptical  
5 conventional 6 sustainable 7 Participants 8 Enrolment  
9 industrialize 10 Regional

### Exercise 2

1 overpopulation 2 rush 3 dwellers 4 commuters 5 lanes  
6 Environmental 7 shade 8 desertification 9 irrigation  
10 uninhabitable

### Exercise 3

1 most affected by human activity  
2 their excellent sense of smell  
3 vulnerable species  
4 climate change  
5 get exhausted and drown

#### Exercise 4

- 1 They spend most of the year on the frozen ice floes of the Arctic Circle.
- 2 They go onto the land because the ice melts in the summer.
- 3 They survive on berries and stored fat.
- 4 In the next 45 years, the population of polar bears could drop by more than 30%.
- 5 It is carried north by rivers, ocean currents and the wind.

#### Exercise 5

- 1 is having 2 starts 3 'm meeting 4 is coming
- 5 are going to tell 6 're going to give 7 will say
- 8 is going to be 9 'll pay 10 'll lend

#### Exercise 6

- 1 we'll be lying 2 she'll be sitting 3 she'll have taken
- 4 they'll be eating 5 he'll have moved out 6 I'll be waiting
- 7 We'll have handed in 8 I'll be playing 9 he'll have retired
- 10 we'll have landed

#### Exercise 7

- 1 going 2 deforestation 3 won't 4 does 5 leaving / starting
- 6 forecast 7 be 8 starts 9 have 10 'll

#### Exercise 8 (suggested answers)

- 1 What will you be doing this time tomorrow?
- 2 What time do you land?
- 3 How long are you staying?
- 4 I'm going to study medicine.
- 5 Will you have finished your course by the time you're 21?

#### Exercise 9

Students' own answers.

### Test Unit 5

#### Exercise 1

- 1 palaeontology 2 phenomenon 3 landmark 4 tapestries
- 5 exhaustive 6 sanctuary 7 artefacts 8 impartial 9 ceramics
- 10 controversy

#### Exercise 2

- 1 restoration 2 scholars 3 historical 4 excavations
- 5 disapproval 6 economic 7 uninterested 8 satisfying
- 9 civilization 10 omission

#### Exercise 3

- 1 a 2 c 3 b 4 a 5 c

#### Exercise 4

- 1 The Jurassic Coast is on the south coast of England.
- 2 Dinosaurs lived there because it was covered with swamps and lagoons.
- 3 The cliffs contain dinosaur footprints and fossils.
- 4 The fossils are extremely well-preserved, and some complete skeletons have been uncovered.
- 5 Tourists and palaeontologists visit Lyme Regis today.

#### Exercise 5

- 1 are visited 2 were given 3 is considered 4 is recognized
- 5 was carried out 6 isn't known 7 were transported
- 8 have been presented 9 had been completed 10 be seen

#### Exercise 6

- 1 is said that
- 2 has had a ramp built
- 3 has been reported that
- 4 had a new alarm installed
- 5 was thought that
- 6 was having some paintings restored
- 7 has been estimated that
- 8 has its / the roof repaired
- 9 is expected that
- 10 will have its / the walls cleaned

#### Exercise 7

- 1 is 2 was 3 used 4 era 5 ruins 6 been 7 were 8 by
- 9 estimated / believed / thought 10 having

#### Exercise 8 (suggested answers)

- 1 When was the Great Wall of China built?
- 2 What is it made of?
- 3 I had it painted.
- 4 I'm having some new ones made.
- 5 I'm going to have the windows repaired.

#### Exercise 9

Students' own answers.

### Test Unit 6

#### Exercise 1

- 1 come up with 2 eagerness 3 cut back 4 branch out
- 5 proposition 6 get ahead 7 profitable 8 competitors
- 9 pay off 10 fixed costs

#### Exercise 2

- 1 headlines 2 classified 3 over 4 recruiting 5 take
- 6 aimed 7 customers 8 income 9 down 10 pulled

#### Exercise 3

- 1 goes to school
- 2 if he wants to spend the prize money
- 3 at young professionals
- 4 their presentation was better than their opponents'
- 5 to set up and run his own company

#### Exercise 4

- 1 It's a TV programme.
- 2 They have to carry out tasks which test their business skills.
- 3 They had to create and market a brand of bottled water.
- 4 He runs a computer repair business from home.
- 5 He's hoping to study Engineering Science at Oxford University.

#### Exercise 5

- 1 asked me 2 I was 3 told her 4 I was studying
- 5 had chosen 6 had passed 7 hadn't failed 8 had (had) to
- 9 would be 10 could start

#### Exercise 6

- 1 denied stealing
- 2 advised me to talk
- 3 explained that sales figures were
- 4 blamed me for losing
- 5 suggested recruiting
- 6 insisted on paying
- 7 agreed to give us
- 8 congratulated me on passing
- 9 informed us that
- 10 assured me that I would

#### Exercise 7

- 1 profitable 2 research 3 was 4 capital 5 would
- 6 earnings 7 overheads 8 convinced 9 wonder
- 10 offered / agreed

#### Exercise 8 (suggested answers)

- 1 She said I had to do it tonight.
- 2 I told her I had been ill.
- 3 What product are you going to sell?
- 4 What is your target market?
- 5 What equipment will you need to buy?

#### Exercise 9

Students' own answers.

### Test Unit 7

#### Exercise 1

- 1 flaw 2 drudgery 3 knowledge 4 witty 5 potential
- 6 legible 7 hereditary 8 plagiarized 9 proof 10 incompetent

#### Exercise 2

- 1 up 2 adhere 3 work 4 passed 5 up 6 swotting
- 7 through 8 leaves 9 draft 10 pick

#### Exercise 3

- 1 b 2 c 3 b 4 a 5 b

#### Exercise 4

- 1 A powered exoskeleton consists of a framework and a power supply.
- 2 The machine helps the wearer's legs carry less body weight.
- 3 The robot legs have a seat.
- 4 The user is attached to the legs by a belt around the thigh and hip and they put their feet in the shoes.
- 5 If the wearer decides to walk quickly, the battery runs out quicker.

#### Exercise 5

- 1 Who invented
- 2 How many points did you get
- 3 Who did you write
- 4 What's happening
- 5 Which robot do they like
- 6 How many students use
- 7 What did Alexander Fleming discover
- 8 Which train leaves
- 9 Who did they recommend
- 10 Who does

### Exercise 6

- 1 shall we?
- 2 have I?
- 3 did you?
- 4 will you?
- 5 wasn't it?
- 6 weren't they?
- 7 do they?
- 8 are you?
- 9 didn't you?
- 10 doesn't it?

### Exercise 7

- 1 me
- 2 convinced
- 3 carry
- 4 tasks
- 5 repetitive
- 6 chores / tasks
- 7 can
- 8 aren't
- 9 exploration
- 10 washing

### Exercise 8 (suggested answers)

- 1 Where did you go / What did you do last night?
- 2 Who with?
- 3 Why not?
- 4 I do keep my promises!
- 5 I did call her!

### Exercise 9

Students' own answers.

## Test Unit 8

### Exercise 1

- 1 on the ball
- 2 runner-up
- 3 level playing field
- 4 Sit-ups
- 5 sponsorship
- 6 down-to-earth
- 7 on that score
- 8 target audience
- 9 off his own bat
- 10 front-runners

### Exercise 2

- 1 limelight
- 2 number
- 3 streak
- 4 podium
- 5 beat
- 6 broke
- 7 through
- 8 track
- 9 coverage
- 10 call

### Exercise 3

- 1 luxury houses and fast cars
- 2 per year
- 3 install a new water system
- 4 to construct 40 new houses
- 5 his village in Ecuador

### Exercise 4

- 1 He stands out because he spends his money on other people and not on himself.
- 2 Their main problem was that they didn't have any money.
- 3 He's from a village in the Chota valley, in Ecuador.
- 4 The village now has a medical centre with a doctor, a nurse and a dentist.
- 5 He provides food and books.

### Exercise 5

- 1 hadn't thrown
- 2 would be
- 3 had played
- 4 shouldn't have gone
- 5 I'd listened
- 6 should have trained
- 7 would be
- 8 had practised
- 9 was
- 10 could

### Exercise 6

- 1 wish I was / were
- 2 should have passed
- 3 only we'd won
- 4 the water wasn't cold
- 5 shouldn't have tried
- 6 only we hadn't been
- 7 might have won
- 8 wish I didn't have
- 9 would have
- 10 wish I could

### Exercise 7

- 1 wish
- 2 might
- 3 fame
- 4 appeal
- 5 admiration
- 6 if
- 7 have
- 8 given / bought
- 9 shouldn't
- 10 were

### Exercise 8 (suggested answers)

- 1 You should have brought a map.
- 2 I wish we'd brought them.
- 3 If only we had something to eat.
- 4 How would you feel if you had won?
- 5 I shouldn't have run so fast.

### Exercise 9

Students' own answers.

## Test Unit 9

### Exercise 1

- 1 accumulated
- 2 flourished
- 3 privileged
- 4 quest
- 5 bestsellers
- 6 anthology
- 7 biography
- 8 appendix
- 9 bibliography
- 10 audio books

### Exercise 2

- 1 bookworm
- 2 pore
- 3 take
- 4 novels
- 5 blurb
- 6 literary
- 7 acknowledgements
- 8 text
- 9 flick
- 10 paperbacks

### Exercise 3

- 1 c
- 2 b
- 3 a
- 4 b
- 5 c

### Exercise 4

- 1 Papyrus wasn't as heavy and it didn't break as easily.
- 2 He mixed plant fibres with old rags and left the mixture to dry.
- 3 They wrote on bone tablets, bamboo scrolls or silk.
- 4 Parchment is made from fine animal skins.
- 5 It is in doubt because of the impact of the computer.

### Exercise 5

- 1 on which
- 2 in which
- 3 with whom
- 4 for which
- 5 to whom
- 6 of whom
- 7 for which
- 8 with whom
- 9 on which
- 10 on which

### Exercise 6

- 1 Tania went to was held
- 2 the tourists hired spoke perfect
- 3 two men planting a tree
- 4 the man murdered last night
- 5 I picked up gave me
- 6 Hannah saw prescribed some tablets
- 7 I ordered online didn't cost
- 8 his older brothers playing football
- 9 an old photo taken by
- 10 bought is made of silk

### Exercise 7

- 1 written
- 2 epic
- 3 prose
- 4 theme
- 5 inhabits
- 6 set
- 7 place
- 8 plot
- 9 published
- 10 glossary

### Exercise 8 (suggested answers)

- 1 It's a bestseller.
- 2 I couldn't put it down.
- 3 Who are the protagonists?
- 4 Have you ever read an e-book?
- 5 Do you think e-books will ever replace printed books?

### Exercise 9

Students' own answers.

## Test Unit 10

### Exercise 1

- 1 pulling faces
- 2 in-depth research
- 3 put on a brave face
- 4 keep a straight face
- 5 looking out
- 6 grant to fund
- 7 led to
- 8 facial expression
- 9 aimless
- 10 findings of his research

### Exercise 2

- 1 single-minded
- 2 appearance
- 3 industrious
- 4 inappropriate
- 5 matching
- 6 painstakingly
- 7 punctuality
- 8 well dressed
- 9 face-to-face
- 10 inconsistency

### Exercise 3

- 1 analyze handwriting
- 2 are recruiting new staff
- 3 lines
- 4 large
- 5 slant

### Exercise 4

- 1 A group of French scholars formalized graphology in 1870.
- 2 They can reveal the behaviour and personality of the writer.
- 3 They leave wide spaces between the lines of their handwriting.
- 4 Small letters indicate that a person is reserved and introverted.
- 5 Upright letters indicate independence.

### Exercise 5

- 1 Many employers
- 2 a personality test
- 3 the recruitment process
- 4 every candidate / each of the candidates
- 5 few of them / few refuse
- 6 Some tests / Some of the tests
- 7 An integrity test
- 8 No company
- 9 all thieves
- 10 at school

### Exercise 6

- 1 meeting you last year
- 2 turning down the job
- 3 reading her book although it was dark
- 4 counting sheep
- 5 to call my cousin yesterday
- 6 to tell you that your train is delayed
- 7 driving when he retired
- 8 to do his homework last night
- 9 to open her own chemist's
- 10 to lift my suitcase, but it was too heavy

### Exercise 7

- 1 forgot
- 2 contradicting
- 3 deliberately
- 4 face
- 5 on
- 6 regretted
- 7 of
- 8 creased
- 9 face
- 10 beamed

### Exercise 8 (suggested answers)

- 1 What is fashionable where you live?
- 2 Are famous brands popular?
- 3 Do you follow fashion?
- 4 I got a research grant.
- 5 I've written a research paper.

### Exercise 9

Students' own answers.