

OXFORD

# Aim High



وزارة التربية والتعليم  
MINISTRY OF EDUCATION

**KSA Edition**

كتاب المعلم Teacher's Book

**5**

- Teaching notes
- Teaching tips
- Optional activities
- Quick tests
- Unit tests

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# Aim High

**KSA Edition**

Teacher's Book **5**

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# Introduction

*Aim High* is a six-level English language course. 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 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.

## The components of the course

### Student's Book

The Student's Book contains:

- seven 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
- seven *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!* 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
- a *Vocabulary Notebook* listing the vocabulary from the Student's Book in alphabetical order, with space for students to make their own notes.

### 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
- seven photocopiable end-of-unit tests
- the Workbook answer key.

### Audio CDs

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

## A tour of the Student's Book

There are seven main units in the Student's Book. Each unit has seven sections. 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.

## 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*. 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.

## 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 70–83).

## 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 and 2: A2

*Aim High* 3 and 4: B1 / B2

*Aim High* 5 and 6: B2 / 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:

*A2 Writing: I can write a simple personal letter, for example, thanking someone for something.*

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
- 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.

# 1

# The virtual world

## 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 2–9**

## 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, *Making the internet work for you*. 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. An estimated third of the Earth's population are internet users.

## 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

1 E 2 D 3 F 4 B 5 A

### 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

- 1 **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; share material; 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
- 2 possibilities for fraud; access to pornography; unwanted advertising
- 3 Students' own answers
- 4 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 58–69). 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 post a blog*

*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 2

## 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.

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

## Vocabulary Notebooks

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

## More practice

Workbook page 3

**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**

- 1 present perfect continuous
- 2 present simple
- 3 present perfect
- 4 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**

- 1 perfect
- 2 simple
- 3 continuous
- 4 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 60

**Exploit**

**Exercise 1**

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

**ANSWERS**

- 1 has been trying
- 2 works
- 3 are increasing
- 4 are living
- 5 've had
- 6 has finished
- 7 is getting
- 8 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**

- 1 have become
- 2 have been working
- 3 looks
- 4 is updating
- 5 send
- 6 have sent
- 7 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**

- 2 They're building a lot of new houses on the outskirts of my village.
- 3 I've met a new friend who likes the same books as me.
- 4 I've been looking forward to the weekend.
- 5 I'm reading a really good book.
- 6 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 4

Grammar Builder page 61, exercises 1–3

**ANSWERS GRAMMAR BUILDER 1 (PAGE 61)**

**Exercise 1**

- 1 has ... been working
- 2 gets up
- 3 have bought
- 4 takes
- 5 're staying
- 6 has had
- 7 is eating
- 8 has been ... changing

**Exercise 2**

- 1 have visited
- 2 have been working
- 3 is
- 4 have made
- 5 has been studying
- 6 is waiting
- 7 have known
- 8 leaves

**Exercise 3**

- 1 has been growing
- 2 do
- 3 are using
- 4 have had
- 5 write
- 6 have been learning

## Using computers

### 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 5

## Listen

### Background Notes

Virtual learning is a recent development in education. Classes can 'visit' interesting locations without leaving the classroom by using interactive computer programs.

### Exercise 1

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

#### SAMPLE ANSWER

'Virtual learning' allows students to visit interesting places through the computer. The students visited a science centre.

#### TAPESCRIPT

**Mike** Hello. Tonight we're going to hear about a trend that is becoming more popular in schools around the world, virtual learning. With us is Dr. Steve Martin, Director of New World Schools. Dr. Martin, could you explain to our listeners what virtual learning is?

**Steve** Thank you, Mike. Basically, virtual learning makes use of computer software to go on school trips without leaving the classroom! By using interactive computer programs, students can visit all kinds of interesting places such as science centres or laboratories. Virtual learning is much less expensive and time-consuming than actual school trips.

**Mike** Interesting. But how does a teacher choose which places to visit through the computer?

**Steve** Well, at New World Schools, we have developed a set of criteria. First of all, the experience must be relevant to the students. It must be linked to their studies and appropriate for their age. We also look at what the students will actually achieve. Will they learn new skills? Will they gain a lot of knowledge? Next, we consider how involved the students will be. If the students aren't involved, they won't pay attention.

**Mike** So you look for interactive experiences?

**Steve** Yes, interactive is very important. Students should complete a variety of tasks. This kind of exercise lets students get more involved than conventional classroom activities, so it is more interesting. For example, the science centre the students visited last week allowed them to be part of a study. They reported what they found out about the weather and the scientists recorded it to see if they can make better weather forecasts.

**Mike** OK, so I understand how you choose the virtual learning opportunities for the students ... you choose experiences that contain interactive tasks to keep them involved. But what do your teachers think about this? Do they worry about being replaced by computers?

**Steve** Oh, no... our teachers are indispensable. They direct the virtual learning experiences. They organize the lessons deciding how students will participate and what they must do. Teachers are absolutely indispensable. Virtual learning couldn't be possible without them.

**Mike** Finally, would you recommend virtual learning to other schools?

**Steve** Absolutely! After the success of our virtual visit to the science centre, I'd recommend virtual learning to both teachers and students.

### Exercise 2

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

#### ANSWERS

1 time-consuming 2 criteria 3 achieve 4 tasks  
5 conventional 6 involved 7 find out 8 indispensable  
9 organize 10 recommend

### Teaching Tip: listening for the words

If you think your students will find this exercise difficult, write all the answers on the board, but not in the correct order. Read the words to the students to give them the opportunity to hear how they are pronounced. Then ask the students to listen for those words on the recording. This will allow them to practise their listening skill. Correct the answers. When they have finished, elicit the meaning of any words they find difficult, asking students to focus on the context the words are used in. Finally, play the CD again.

### Exercise 3

- Students discuss the questions in pairs before discussing them 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.

## Grammar PAGE 9

### 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 criticized (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 80 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 ...

2 to show how something in the past relates to the present

4 to show that an activity began in the past and continues up to the present

We use the past simple ...

1 to show that something began and was completed in the past

3 when we use time expressions in the past: e.g. yesterday, last week

#### Follow-up

Grammar Reference page 60

### 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 boys 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

Students' 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 weeks.]

*Your cold started a week ago. (be ill)*

[You've been ill for a week.]

#### More practice

Workbook page 6

Grammar Builder page 61, exercises 4–6

**ANSWERS GRAMMAR BUILDER 1 (PAGE 61)****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

**Writing** PAGE 10**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 helps us learn.

**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 helps us learn]
- 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 can make our lives easier in many ways.

The most obvious way in which computers can be used is for information. 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. 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 7**

**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).

**Prefixes****Exercise 1**

**bio-** /'baɪəʊ/ **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 8–9

Test Unit 1, Teacher's Book pages 70–71

# 2

# Adventure

## 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 10–17**

## 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] 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

Jeremy Curl is a British explorer, writer and photographer. He was born in 1982. In 2008 he became the youngest non-African to cross the Sahara desert without motorised transport – he travelled on foot and by camel. He chose to cross the dangerous Tanezrouft part of the desert. While travelling, he documented the difficult lifestyle of the Touareg tribes that live in the Sahara.

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

### Exercise 2 1.06

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

### ANSWERS

- 1 F (Curl was inspired by Wilfred Thesiger's books about crossing a desert in the Arabian Peninsula.)
- 2 F (Thesiger crossed the Empty Quarter with the Bedouins.)
- 3 T
- 4 T
- 5 F (At night, they worried about the war in Mali.)
- 6 F (Thanks to Ouankilla and Ahmed, Curl arrived in Timbuktu.)

### Optional Activity: Reading skills

**Aim:** To focus on paragraph order

**Preparation:** Write the following questions on the board. Ask the students to find which paragraph (2–6) each question relates to.

*How long did the journey from Algeria to Timbuktu take?* [6]

*What did Curl buy before he began his journey?* [3]

*Why was Curl's journey more dangerous at night?* [5]

*Where do the Touareg live?* [4]

*How did Thesiger inspire Curl?* [2]

### 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

- 1 It might be more dangerous to travel without modern equipment. However, it is not sensible to rely too much on technology, either.
- 2 He could have an accident, he could become ill from the heat or lack of water, he could be kidnapped, he could be the victim of violence connected with the war in Mali, etc.
- 3 Travelling makes you see things from a different perspective. This can make you more tolerant.
- 4 By watching documentaries, by researching information on the internet, by talking to immigrants in our own country.

### Teaching Tip: Guessing predetermined answers

Write five possible answers to the second 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.

**inspire (v):** *My teacher inspired me to learn more about the history of my country.*

**inspiring (adj):** *I found this book very inspiring.*

**inspired (adj):** *Writing a diary of our journey was an inspired idea – now we have a great souvenir!*

**inspiration (n):** *My father's company was the inspiration for my new business.*

### Exercise 1

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

#### ANSWERS

1 inhospitable 2 robe 3 nomadic 4 self-assured  
5 willing 6 destination 7 oasis 8 preserve  
9 documented 10 inspired 11 gadgets 12 dune  
13 intrepid 14 thirst 15 proud

- 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 58–69).

**destination** is a noun which means a place to which somebody/something is going or being sent.

**document** is a verb which means to record the details of something. The noun is also *document*.

**dune** is a noun which means a small hill of sand near the sea or in a desert.

**gadget** is a noun meaning a small tool or device that does something useful. It is often used to refer to electronic devices.

**inhospitable** is an adjective which describes a place which is difficult for humans to stay or live in.

**inspired** is an adjective which you can use to describe a person who feels motivated to do something because of somebody or something else. It can also be used to describe an idea or thing that is clever. The verb is *inspire* and the noun is *inspiration*. There is also the related adjective *inspiring*.

**intrepid** is an adjective which describes a person, usually an explorer or traveller, who is very brave.

**nomadic** is an adjective which describes a person or tribe who do not live in one place but travel from place to place.

**oasis** is a noun which means a place in the desert where there is water. The plural is *oases*.

**preserve** is a verb meaning to protect or keep something in its original state. The noun is *preservation*.

**proud** is an adjective which means pleased with or respectful of something you are connected with. The noun is *pride*.

**robe** is a noun meaning a long item of clothing.

**self-assured** is a compound adjective which you can use to describe somebody who is confident. The noun is *self-assurance*.

**thirst** is a noun meaning the feeling you have when you need to drink something. The adjective is *thirsty*.

**willing** is an adjective which you can use to describe somebody who is pleased to carry out an action.

### Quick Test: Password

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

*d g i n o p r s t 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 D is at the end of a journey?* [destination]

*Which G is useful?* [gadget]

*Which I is hard to live in?* [inhospitable]

*Which N is always travelling?* [nomadic]

*Which O is a place to drink?* [oasis]

*Which P feels respectful?* [proud]

*Which R is something you wear?* [robe]

*Which S feels confident?* [self-assured]

*Which T needs a drink of water?* [thirst]

*Which W is happy to do this quiz?* [willing]

### Optional Activity: Explorers

**Aim:** To talk about Explorers.

**Preparation:** Elicit the names of famous explorers from students and write their ideas on the board, e.g. Magellan, Columbus, Ibn Battouta, Ahmed Ibn Fadlan.

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 10

## Target Vocabulary

**Prefixes:** half-asleep half-eaten hyperactive hypersensitive multicoloured multitalented self-assured 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 a place where it is difficult for humans to live?* [inhospitable] *What word can we use to describe somebody who is confident?* [self-assured]
- Students complete the sentences. Check the answers.

### ANSWERS

1 inhospitable 2 robe 3 nomadic 4 self-assured  
5 willing 6 destination 7 oasis 8 preserve  
9 documented 10 inspired 11 gadgets 12 dune  
13 intrepid 14 thirst 15 proud

## Extend

### Prefixes

#### Exercise 1

- 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]  
*It's important to \_\_\_\_ the traditions of our country.* [preserve]  
*He wore a \_\_\_\_ shirt – it was very bright!* [multicoloured]  
*The medics were \_\_\_\_, so they knew what to do.* [well-trained]  
*We couldn't light a fire because we had no \_\_\_\_.* [matches]  
*We did all our cooking on a \_\_\_\_.* [camping stove]  
*Everyone in the boat had to wear a \_\_\_\_.* [life jacket]  
*He couldn't row because he'd dropped his \_\_\_\_.* [paddle]  
*We couldn't light a fire because we had no \_\_\_\_.* [matches]  
*The Touareg are a \_\_\_\_ tribe.* [nomadic]  
*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 11

## 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 62

## 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 1.07

- 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 12

Grammar Builder page 63, exercises 1–3

#### ANSWERS GRAMMAR BUILDER 2 (PAGE 63)

#### Exercise 1

1 I saw Adam again yesterday. I **had met** him last week at the conference.

2 When I looked out of the window it **was raining**.

3 correct

4 I was writing an email when the electricity **went off**.

5 After I did my homework, I **watched** TV for an hour.

6 correct

#### Exercise 2

1 When we got to the bus stop, the bus **had gone**.

2 Keith was annoyed because someone **had lost** his backpack.

3 Sam **didn't come** on the trip because James **hadn't told** him about it.

4 When I got to school the class **had started**.

5 We **were late** because there **had been** a car accident.

6 When we arrived at the camp, the others **had gone** to bed.

7 We **didn't hand in** the project because we **hadn't finished** it.

8 They were exhausted because they **had been travelling** by kayak for hours.

#### Exercise 3

1 **had been** 2 **was raining** 3 **were travelling** 4 **crossed**

5 **had left** 6 **had been climbing** 7 **started** 8 **had**

## On top of the world

### Target Vocabulary

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

### Warm-up

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

### 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 13

### Listen

#### Exercise 1 1.08

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

#### ANSWERS

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

#### TAPESCRIPT

**P** With me tonight is Mike Davies, our adventure sports correspondent, and he's here to tell us about one young man's incredible achievement. Sixteen-year old George Atkinson has just become the youngest person to climb the Seven Summits – the tallest mountains on each of the seven continents. Now Mike, if George is only sixteen now, just how young was he when he started climbing to the top of the world?

**MD** He was in fact eleven when he accompanied his father on a trip to the summit of Africa's tallest mountain, Mount Kilimanjaro.

**P** Only eleven!? What makes someone so young decide to start a climbing career?

**MD** Well, George's father is a big fan of climbing and he used to take his son on climbing trips in Britain and Ireland. George's first climbing experience was at the age of six, when they climbed to the top of Slieve Donard in Ireland, and he loved it. So when George had a bit more experience they decided to try something more challenging: Kilimanjaro!

**P** Wow! Was that when he decided to try and climb the Seven Summits?

**MD** No, actually, it wasn't. Although it's the fourth highest of the seven, from a climber's point of view, Kilimanjaro isn't very difficult. George and his dad decided that they wanted to try a mountain where they would have to do some real climbing and when George was thirteen they visited Europe's highest mountain, Mount Elbrus in Russia.

**P** So after climbing to the top of a really difficult mountain they then thought they could try to climb all of the Seven Summits.

**MD** Exactly. Their next trip was a year later to Papua New Guinea in Oceania. They had to spend two weeks travelling through the jungle before arriving at the foot of the Puncak Jaya mountain.

**P** It sounds like the climb was the easy part of the trip!

**MD** Well, it was for George but not for his father. He found the experience very difficult and they decided that George would climb the other mountains with a professional mountaineer, Ben Bradford.

**P** So which was the next continent that they visited?

**MD** They set off for Argentina in South America, to climb the 6,982 metre high Aconcagua mountain, the most difficult climb so far. That was soon followed by trips to North America to climb Mount Denali and then to Antarctica and the Vinson Massif mountain, where they spent four days trapped in a tent because of a snowstorm.

**P** That doesn't sound very pleasant, but all the hard work has paid off for George with his arrival at the top of Mount Everest, the tallest mountain in the world. Now before we continue with this story, ...

#### Exercise 2 1.08

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

#### ANSWERS

1 He became the youngest person to climb the tallest mountains on all seven of the planet's continents.

2 He was eleven.

3 His father.

4 They climbed Kilimanjaro, but it wasn't very difficult. So they decided to climb a really difficult mountain.

5 They had to spend weeks travelling through the jungle before they arrived at the Puncak Jaya mountain.

6 George's father.

7 A professional climber who accompanied George after his father stopped climbing.

8 Because of a snowstorm.

### 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 flowers there.

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

## 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 62

### 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

- 1 We used to have a bird but it died two years ago.
- 3 Martin had an important meeting with his boss last week.
- 4 Adam used to live in Amman when he worked in Jordan.
- 8 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 driving
- 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 the hot weather.*

#### 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.]

*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 14

Grammar Builder page 63, exercises 4–6

#### ANSWERS GRAMMAR BUILDER 2 (PAGE 63)

#### 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 answers.

- 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**

- 1 While we were crossing the desert, there was a sandstorm. / There was a sandstorm while we were crossing the desert.
- 2 Our boat sank. Afterwards, we were rescued by a fishing boat.
- 3 As soon as I walked into the jungle, I stood on a snake.
- 4 After finding a cave, they sheltered from the storm.
- 5 They found the river when they were walking through the jungle. / They were walking through the jungle when they found the river.
- 6 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 visit my grandparents in a small village about thirty 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 grandparents again. This time it wasn't raining.

**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 15

**Language Skills**

**Exercise 1** 1.09

- 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 1 Singular and plural**

**crisis** <sup>W0</sup> /'kraɪsɪs/ **noun** [C,U] (*pl.* **crises** /-si:z/) a time of great danger or difficulty; the moment when things change and either improve or get worse: *the crisis caused by the flood* ◊ *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 zeroes 4 oases 5 phenomena  
6 sheep 7 species 8 volcanoes

**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>W0</sup> **AW** /ə'neɪləsɪs/ **noun** (*pl.* **analyses** /-si:z/) **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**

- 1 analysis: singular  
2 compass: singular  
3 deer: singular and plural  
4 flora: plural  
5 goods: plural  
6 headquarters: singular or plural  
7 mathematics: singular (uncountable)  
8 news: singular (uncountable)  
9 salmon: singular and plural  
10 trousers: plural

**Follow-up**

**Self Check, Workbook pages 16–17**  
**Test Unit 2, Teacher's Book pages 72–73**

# 3

# Motivation

## 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 18–25**

## Reading PAGES 20–21

### 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. Oscar Pistorius was born in South Africa in 1986. As a young child his legs were removed below the knee and he learned to walk using prosthetic replacements. As well as winning gold medals at the Paralympics, he also runs against able-bodied professional athletes in sprint races. 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 twenty-two.

## Read

### Exercise 1

- Students read the text quickly and answer the questions.

#### ANSWERS

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

### Exercise 2 1.10

- 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 Oscar Pistorius 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 Oscar Pistorius, 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 *Oscar Pistorius*, *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

- 1 William Kamkwamba, because he is more concerned about his village than himself.
- 2 They have all overcome obstacles, so they show young people that they should never give up.
- 3 determination, courage, self-belief
- 4 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 able-bodied 7 pump 8 compatriots  
9 mainstream 10 impressive 11 overcoming  
12 stood out 13 prosthetic 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 58–69).

**able-bodied** is an adjective which describes people who do not have any physical disability.

**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*.

**prosthetic** is an adjective which describes an artificial part of the body. The noun is *prosthesis*.

**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.

**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.

*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]

*He's a good \_\_\_\_ athlete.* [all-round]

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

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

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

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

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

*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:

*do homework*

*go on holiday*

*paint your room*

*cook a meal for friends*

*go to university*

*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 18

## Target Vocabulary

**Yes, we can!** able-bodied all-round background compatriot elite fees hyperactive impressive mainstream overcome prosthetic pump shatter 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

- 1 background, elite 2 pump, transform 3 Hyperactive  
4 all-round, impressive 5 compatriot, fees  
6 stood out, mainstream 7 prosthetic, overcome 8 able-bodied 9 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

- 1 motivation 2 ambitious 3 incentive 4 achieve  
5 inspired 6 stimulate 7 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

- 1 lose out, lost out 2 fall through, fell through  
3 pay off, paid off 4 build on, build on  
5 pull off, pulled off 6 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

- 1 wheelchair 2 walking stick 3 bandage 4 crutches  
5 plaster 6 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].*

*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].*

*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 19

**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 boy doing?* [his homework] *What's his problem?* [He isn't motivated.] Elicit ideas for how he 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**

- 1 don't have to 2 needn't 3 should 4 ought to  
5 mustn't 6 have to 7 must 8 need

**Follow-up**

Grammar Reference page 64

**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**

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

- 6 You needn't / don't have to give me the money until Friday.  
7 You mustn't talk when you're in the library.  
8 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**

- 1 have to 2 must 3 have to 4 has to  
5 must 6 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**

- 1 don't have to 2 mustn't 3 don't have to  
4 don't have to 5 mustn't 6 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 20

Grammar Builder page 65, exercises 1–3

**ANSWERS GRAMMAR BUILDER 3 (PAGE 65)**

**Exercise 1**

- 1 mustn't 2 should 3 needn't 4 have to 5 need to  
6 ought to

**Exercise 2**

- 1 must 2 have 3 don't 4 had 5 mustn't 6 to  
7 needn't 8 should

**Exercise 3**

- 1 advice 2 no necessity or obligation 3 obligation  
4 no necessity or obligation 5 prohibition 6 obligation  
7 advice 8 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 flip chart

**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 21

**Listen****Exercise 1** 1.11

- 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'm at 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 football team captain, Joe Wilson.

**Joe Wilson** I have to motivate the team before each football 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 boys that I could see an improvement, and I was right! We've won all our games since then!

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

**Masoud Khuda** Yes, I was very nervous the first time I did it. There were about twenty 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 Joe 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** 1.11

- 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.

## Speculating: present and past

### Warm-up

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

### Explore

#### Exercise 1 1.12

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

#### ANSWERS

Students' own answers.

#### 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 64

### 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 businessman.  
3 He 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 a race.*
- Students continue speculating about the picture individually or in pairs. Compare students' answers with the class.

#### SAMPLE ANSWERS

It must be in the desert.  
It might be dangerous.  
The driver could be a professional.  
There may be spectators.  
The other cars could be spectators'.  
It must be fun!

#### 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 22

Grammar Builder page 65, exercises 4–6

#### ANSWERS GRAMMAR BUILDER 3 (PAGE 65)

#### 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 Ben 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 his grandfather's life had been. It made him glad he 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 He's in a very bad mood.
- 2 He brightens up.
- 3 He gives the impression that he's being sent off to prison.
- 4 angrily
- 5 Sample answer: Since that day, he has seen his school work in a different light. He only has to think of his grandfather's life as a child to find all the motivation he needs to do his work as well as he 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 sea, he hurt his 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 talked to my friend.

**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 that I shouldn't feel stressed. I should relax and take the time to think.

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 23

**Language Skills**

**Exercise 1** 1.13

- 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 been  
5 shattered 6 elite 7 have 8 wheelchair 9 lose out  
10 overcome

**Exercise 2**

- Students work individually. Check the answers.

**ANSWERS**

- 1 T 2 T 3 F (John only hurt his leg.) 4 T 5 T 6 F  
(John'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"/>            | committee   | <input type="checkbox"/>            |
| concentrate | <input type="checkbox"/>            | compare     | <input checked="" type="checkbox"/> |
| company     | <input checked="" type="checkbox"/> | complicated | <input type="checkbox"/>            |
| common      | <input type="checkbox"/>            |             |                                     |

**Exercise 1 Nouns and verbs**

**advice**  $\rightarrow$  /əd'vaɪs/ **noun** [U] an opinion that you give sb about what they should do: *She took her doctor's advice and ate more healthily.* ◊ *Let me give you some advice ...*

**advise**  $\rightarrow$  /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.* ◊ *He 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**  $\rightarrow$  **AW** /ə'næləstɪs/ **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 hygiene 3 phobia 4 dilemma 5 criteria  
6 antibiotic

**Follow-up**

Self Check, Workbook pages 24–25  
Test Unit 3, Teacher's Book pages 74–75

# 4

# Friendship

## This unit includes

**Vocabulary:** friendship • time expressions • phrasal verbs • *-ed / -ing* adjectives • idioms: *heart* • types of relationships

**Grammar:** comparative and superlative adjectives and adverbs • first and second conditional • *I wish* • question tags

**Skills:** talking about relationships and friendship • making conversations

**Writing:** formal and informal emails of apology

**Workbook pages 26–33**

## Reading PAGES 28–29

### Warm-up

- Look at the unit title and ask students in pairs to prepare a definition of the word *friendship*. Compare the answers as the class.
- Read the title of the reading page, *Special friendships*. Ask students: *What makes a friendship special?*

### Before Reading

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

#### ANSWERS

Students' own answers.

### Background Notes

The dictionary definition of *friendship* is a relationship between friends. The Oxford Advanced Learner's Dictionary defines a *true friend* as one who shows respect and support in a way that does not change, even in different situations.

## Read

### Exercise 1

- Read through the **Reading tip** with students. Check understanding by asking: *What can make it easier to understand the text?* [being aware of the type of text and the information you expect to find in it]
- Students look through the text quickly and answer the question.

#### ANSWER

**b** an online article

### Exercise 2

- Students read the text quickly and answer the question.

#### ANSWER

The writer's answer is a resounding YES!

### Exercise 3 1.14

- Play the CD while students read the text and mark the sentences true or false. They correct the false sentences. Check the answers.

#### ANSWERS

- 1 T
- 2 F (The writer read a survey.)
- 3 F (Most of the names in the contact list are friends' names.)
- 4 T
- 5 T
- 6 T
- 7 F (The writer says that sometimes he is quite selfish.)
- 8 T

### Exercise 4

- Students read the text again and do the exercise, finding the relevant lines in the text. Check the answers.

#### ANSWERS

- 1 d (You will have around 350 friends in your lifetime.)
- 2 c (... but I didn't think we'd have anything in common.)
- 3 b (The most important thing I learnt that day is never to judge someone by what they look like.)
- 4 c (... often other people can't think beyond their own obligations and personal concerns.)
- 5 a (They are the people who are always there for you.)

### Reading skills

**Aim:** To learn how to put events in chronological order.

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

*He learnt not to judge people by their appearance.* [6]

*Jason and Rob became good friends.* [5]

*He saw Rob playing basketball.* [3]

*Jason read a survey.* [1]

*He realized that Rob was a true friend.* [7]

*He started chatting to Rob in the gym.* [4]

*He asked himself who he would contact in an emergency.* [2]

Students in pairs read the sentences and number them in chronological order.

## Understanding Ideas

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

### Teaching Tip: Teamwork

Focus on question 3. Get a large piece of card and write the title on it: *Our concerns and obligations*. Stick the card on the board. Ask each student in turn to come to the front and write a concern or obligation on the card. If they can't think of one, the other students can help. Afterwards, display the poster your class has made on the wall.

#### ANSWERS

Students' own answers.

## Vocabulary

### Teaching Tip: Learning idioms

Write up some gapped sentences on the board for students to complete with a personal example of the idiom, e.g.

*I talk to \_\_\_ when I need a shoulder to cry on.*

*The subject of \_\_\_ is very close to my heart.*

*I have a lot in common with \_\_\_.*

*My \_\_\_ is always on the go.*

Get students to write their example sentences in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69).

### Exercise 1

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

#### ANSWERS

1 sauntering 2 genuine 3 resounding 4 in common  
5 glimpse 6 wheelchair 7 otherwise 8 concerns  
9 a shoulder to cry on 10 treat 11 close to my heart  
12 interrupt 13 obligations 14 judge 15 on the go

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

**a shoulder to cry on** is an idiom which is used to describe a person who listens to your problems and understands how you feel.

**close to my heart** is an idiom which is used to describe somebody or something which has a lot of importance and interest for somebody.

**concern** is a noun which means something that causes you to worry.

**genuine** is an adjective which describes something that is real or true.

**glimpse** is a countable noun which means a very quick and not complete view of somebody or something.  
*We say to catch a glimpse of sth.*

**in common** is an expression which means to share something with somebody else. We say *to have sth in common with sb.*

**interrupt** is a regular verb which means to say something that makes somebody stop what they are saying. The third person form is *interrupts* and the past simple form is *interrupted*. The noun from *interrupt* is *interruption*.

**judge** is a regular verb which means to form an opinion about somebody based on the information you have. The third person form is *judges* and the past simple form is *judged*. The noun from *judge* is *judgement*.

**obligation** is a noun which means something that you have to do because it is your duty. The verb from *obligation* is *oblige*.

**on the go** is an expression which means very active or busy.

**otherwise** is an adverb which means *if not*. It is used for stating what will happen if you do not do something.

**resounding** is an adjective which describes something that is very loud or definite. It is only used before another noun.

**saunter** is a regular verb which means to walk without hurrying. The third person form is *saunters* and the past simple form is *sauntered*.

**treat** is a regular verb which means to act or behave towards somebody in a particular way. The third person form is *treats* and the past simple form is *treated*. The noun from *treat* is *treatment*.

**wheelchair** is a countable noun which means a chair with large wheels that a person who cannot walk can move or be pushed about in.

### Exercise 2

- Students find the words in the text and read the sentences which contain them.
- Write the following sentences on the board, or dictate them. Students complete the sentences.
  - They didn't \_\_\_ the issue as being very important.* [regard]
  - I know I'll never visit all the countries in the world in my \_\_\_.* [lifetime]
  - My sister is very \_\_\_ and she never puts herself before other people.* [unselfish]
  - A software company has recently carried out a \_\_\_ into online customer service.* [survey]
  - She can't understand. \_\_\_, she's only two.* [After all]
  - We all \_\_\_ him for being such a good footballer.* [admire]
  - We had a \_\_\_ yesterday because the bathroom flooded.* [crisis]
  - We're having an exam on Monday, so I can't think \_\_\_ that.* [beyond]

### Quick test: Synonym race

Explain that you are going to say some words and students have to write down a synonym from **Vocabulary** exercises 1 and 2.

*walk slowly* [saunter]

*worry* [concern]

*important to me* [close to my heart]

*if not* [otherwise]

*behave towards* [treat]

*quick look* [glimpse]

*share something* [in common]

*loud* [resounding]

*stop someone speaking* [interrupt]

*real* [genuine]

*duty* [obligation]

*busy* [on the go]

Put students into pairs to compare their answers. Then they try to remember the original clues that you gave. Check the answers. Pairs get one point for the correct synonym and an extra point for the correct clue. The winning pair has the most points.

### Optional Activity: A true friend

**Aim:** To talk about when students met a true friend.

**Preparation:** Write these questions on the board:

*Who is your true friend?*

*When did you meet?*

*Where did you meet?*

*What were you doing when you met?*

*What was your first impression of them?*

*How long have you been friends?*

*What do you do when you're together?*

*How often do you see each other?*

Divide students into pairs. Student A tells Student B about their true friend by answering the questions on the board. Then swap. You could ask a few students to tell the class about their partner to round off the activity.

### More practice Workbook page 26

**Target Vocabulary**

**Is there such a thing as a true friend?:** a shoulder to cry on  
close to my heart concern genuine glimpse  
in common interrupt judge obligation on the go  
otherwise resounding saunter treat wheelchair

**Three-part phrasal verbs:** come up with cut down on  
fall out with get away with get on with look down on  
look up to put up with

**-ed / -ing adjectives:** amused, amusing  
annoyed, annoying depressed, depressing  
entertained, entertaining exhausted, exhausting  
fascinated, fascinating frightened, frightening  
satisfied, satisfying

**Activate**

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What word can we use when someone forms an opinion about another person before meeting them?* [judge] *What do we call a thing for people who can't walk?* [a wheelchair]
- Students complete the sentences. Check the answers.

**ANSWERS**

- 1 interrupt 2 judge 3 treat 4 on the go 5 wheelchair  
6 concerns 7 obligations 8 will saunter 9 a shoulder to cry on  
10 glimpse 11 in common 12 resounding  
13 close to my heart 14 Otherwise 15 genuine

**Extend**

**Exercise 1 Three-part phrasal verbs**

- Read through the **Look out!** box with students. Check understanding by asking: *Can you separate the words of a three-part phrasal verb?* [No] Elicit the meaning of the phrasal verbs in the box. [run out of – to finish; look forward to – to wait for something with pleasure]
- Focus on the example and establish that students have to complete the phrasal verb and match it to its definition.
- Students work individually or in pairs to complete the task. They may use a dictionary if they wish. Check the answers.

**ANSWERS**

- 1 get on with, b 2 fall out with, f 3 get away with, c  
4 cut down on, h 5 put up with, g 6 look down on, a  
7 come up with, d 8 look up to, e

**Exercise 2**

- Focus on the example. Remind students that they may have to change the form of the verb to complete the sentence.
- Students work individually or in pairs. Check the answers.

**ANSWERS**

- 1 falls out with 2 looks up to 3 came / has come up with  
4 get on with 5 cut down on 6 look down on  
7 got away with 8 put up with

**Teaching Tip: Pronunciation of -ed / -ing adjectives**

Pronunciation of these adjectives can be quite tricky. Get students to underline the stress in the adjectives in **Extend** exercise 3. Check the answers. Then model and drill the correct word stress before they do the activity.

**Exercise 3 -ed / -ing adjectives**

- Read through the **Look out!** box with students. Check understanding by asking: *Which ending says how people feel?* [-ed] *What does the -ing ending describe?* [the people or things that cause the feeling]
- Focus on the example and ask: *Why is 'entertaining' the correct answer?* [Because it describes the thing that causes the feeling, i.e. the football match.]
- Students continue choosing the correct word individually or in pairs. Check the answers.

**ANSWERS**

- 1 entertaining 2 satisfying 3 fascinated 4 frightening  
5 exhausted 6 amused 7 depressing 8 annoyed

**Optional Activity: -ed adjectives**

**Aim:** To practise -ed adjectives.

**Preparation:** Write twenty -ed adjectives on cards.

Divide students into two teams. Tell them they are going to act out feelings for their team to guess.

Give the first student from each team a card and ask them to act out the feeling in front of their team.

Once their team has guessed the feeling the second student comes to the front. Continue until there are no more cards.

**Quick Test: Right or wrong**

Divide the class into three teams. Explain that you are going to read out sentences and they have to decide if the sentences are right or wrong. If the sentence is wrong, they have to correct it. They get two points for a correct answer, but if they are wrong, the sentence is passed to the next team for one bonus point.

*You fall in with people in an argument.* [fall out with]

*A person who listens is an arm to cry on.* [a shoulder]

*Jack was satisfied with his exam results.* [correct]

*We look forward to people we admire.* [look up to]

*The experience was quite frightened.* [frightening]

*Busy people are always on the do.* [on the go]

*She can't put up with the noise any longer.* [correct]

*Some people get on with being lazy.* [get away with]

*The athletes were exhausting after the race.* [exhausted]

*Friends have a lot of things in mind.* [in common]

*I'm going to cut down on sweets.* [correct]

*Important things are close to your head.* [close to your heart]

*You came in with a brilliant idea.* [came up with]

*This book is very depressing.* [correct]

*His stories are always very entertained.* [entertaining]

**More practice**

**Workbook page 27**

## Comparatives and superlatives

### Warm-up

- Briefly revise the rules for forming comparative and superlative adjectives with students.

### Explore

#### Exercise 1

- Students look at the photo. Ask: *Who can you see?* [a group of friends] *What are they doing?* [chatting and laughing]
- Focus on the first sentence and elicit the correct answers. [faster, more hectic] Students continue working individually.

#### Exercise 2 1.15

- Play the CD for students to check their answers.
- Students discuss the question in groups.

#### ANSWERS

- 1 faster 2 more hectic 3 more isolated  
4 more difficult 5 more limited 6 more effective  
7 easier 8 simplest 9 most sensible

#### Teaching Tip: Two-syllable adjectives

Some two-syllable adjectives behave like short adjectives, e.g. *quiet, clever, simple, narrow*. Some two-syllable adjectives behave like long adjectives, e.g. *tiring, boring, careful* and *useful*. All two-syllable adjectives ending in *-y* behave like short adjectives, i.e. *pretty > prettier > prettiest*.

#### Exercise 3

- Read the first **Learn this!** box and check understanding by asking: *What is the comparative of 'slow'?* [more slowly] *What is the comparative of 'fast'?* [faster] *What is the opposite of 'more' and 'most'?* [less and least] *Can we use 'less' and 'least' with adjectives and adverbs?* [yes]
- Give students time to match the examples with the explanations. Check the answers.

#### ANSWERS

- 1 less stressful 2 least dangerous 3 more quickly  
4 harder 5 the best

- Read through the second **Learn this!** box and check understanding by asking: *What can we make comparisons with?* [simple nouns and clauses] *Which tense do we often use the superlative with?* [present perfect]

#### Follow-up

Grammar Reference page 66

### Exploit

#### Exercise 1

- Focus on the example and make sure students know what they have to do. Students continue working individually.
- Check the answers.

#### ANSWERS

- London is less crowded than Tokyo.
- Tom is the nicest man I've ever met.
- Kieran talks more loudly than Fred.
- This is the least difficult question.
- Roger works more quickly than Dan.

#### Exercise 2

- Focus on the example dialogue and get one pair to read it out. Elicit a question and answer for the next prompt.
- Students continue asking and answering questions in pairs. Monitor and make a note of any common errors. Correct any mistakes on the board with the whole class.

#### Quick Test: Sentence transformation

Write the following sentences on the board. Give students time to complete them with the opposite adjectives and adverbs.

- English is easier than Chinese.*  
*English is [less difficult] than Chinese.*
- The cheapest food is a sandwich.*  
*The [least expensive] food is a sandwich.*
- John drives less slowly than Mark.*  
*John drives [faster] than Mark.*
- Ana speaks more loudly than me.*  
*Ana speaks [less quietly] than me.*
- My friend cooks the worst.*  
*My friend doesn't cook [the best].*

#### More practice

Workbook page 28

Grammar Builder page 67, exercises 1–5

#### ANSWERS GRAMMAR BUILDER 4 (PAGE 67)

#### Exercise 1

- 1 more popular 2 taller 3 longer 4 bigger  
5 as him 6 than 7 best 8 the funniest

#### Exercise 2

- 1 the least popular 2 is less intelligent than  
3 less hard-working than 4 the least confident  
5 less polite than 6 the least generous

#### Exercise 3

- 1 Ellie arrives earlier than Jessica.  
2 Victor writes more neatly than Lewis.  
3 Alex does the science experiments better than Ian.  
4 Michael sits more quietly than Brandon.  
5 Abigail speaks more softly than Lauren.  
6 Edward shouts more loudly than Greg.

#### Exercise 4

- 1 the hardest 2 the quickest 3 the fastest  
4 the latest 5 the most clearly 6 the most beautifully

#### Exercise 5

- 1 He's more confident than he used to be.  
2 That shirt is cheaper now than it was last week.  
3 He's not as fat as he was when he was little.  
4 You drive faster now than you used to.  
5 We live further from the centre than we did before.  
6 We arrive at school earlier than our friends do.

**Relationships**

**Target Vocabulary**

**Relationships:** back sb up confide in sb  
 fall out with sb get on well with sb hang out with sb  
 keep in touch with sb lend sb a hand let sb down  
 lose touch with sb make up put up with sb  
 stand up for sb

**Warm-up**

- Write these questions on the board and ask students to write a sentence to answer each question: *What does a good friend always do? What does a good friend never do?*
- Ask a few students to read out their sentences to the class.

**Vocabulary**

**Exercise 1**

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

**ANSWERS**

1 always 2 always 3 never 4 always 5 always  
 6 always 7 always 8 never 9 never 10 always  
 11 always 12 always

**Exercise 2**

- Students complete the story individually. Check the answers.

**ANSWERS**

1 out 2 on 3 out 4 in 5 up 6 up 7 down  
 8 up 9 with 10 in

**More practice**

Workbook page 29

**Listen**

**Exercise 1** 1.16

- Focus on the instructions. Play the CD once for students to match the speakers to the pictures. Check the answers.

**ANSWERS**

Ben 4 Paul 1 Elma 3 Kate 2

**TAPESCRIPT**

**Paul** Last year I had to take a plane to Paris so I had arranged for my friend Andy to take me to the airport. That morning, I got up early and waited for him to arrive. An hour later I decided to call him because it was getting quite late. Eventually he answered the phone but he said he couldn't drop me off because he had a football match. In the end I took a taxi but I missed my flight anyway.

**Kate** When I was younger I had a good friend at school called Jessica. We got on really well and we used to hang out together after school and at weekends. But the moment we left school, we suddenly stopped seeing each other. First I tried calling her, but she was always out and she never returned my calls. After a few weeks, I went round to her house, but she said she was busy. Finally, we lost touch completely.

**Elma** Two years ago I had a big fight with my best friend Laila. It was over something very small – I can't even remember what we disagreed about. Anyway, we never made up and I really regret that now. One day when I got to school all the girls were smiling and waving to Laila. Later I found out that Laila was moving to a different city, but we weren't on speaking terms so she hadn't told me. Laila and her family left and I never saw her again. Next time I fall out with someone, I will definitely make more effort to restore the friendship.

**Ben** In my district there is a group of older boys who always seem to be causing trouble. We usually avoid them as they are aggressive and often get in trouble with the police. I used to spend all my time with my friend Mark, so I didn't have anything to do with them. But one day I saw Mark talking to them and they were all looking at me. Suddenly I knew that our friendship was over. After that he started spending all his time with the older boys and he never spoke to me again.

**Exercise 2**

- Students work in pairs to write a sentence.

**ANSWERS**

Ben's friend Mark started hanging out with older boys and they stopped talking to each other.

Paul's friend let him down.

Elma regrets not making up with Laila after an argument.

Kate lost touch with her school friend Jessica.

**Exercise 3** 1.16

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

**ANSWERS**

**Ben:** one day, suddenly, after that

**Paul:** last year, that morning, an hour later, eventually, in the end

**Elma:** two years ago, one day, later, next time

**Kate:** the moment we left school, suddenly, first, after a few weeks, finally

**Speak**

- Read through the **Speaking tip** with students and check understanding by asking: *What should you do before speaking?* [make a note of words and phrases you are going to need]
- Give students time to make notes about their story.
- Student A tells Students B their story and then swap. Monitor and make a note of any common errors. Correct the mistakes with the whole class on the board.
- Ask a few students to tell the class their partner's story.

**Optional Activity: Dialogue**

**Aim:** To practise speaking about a friend who let you down.

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

A *What was your friend's name?*

B Ioanna.

A *What did she do?*

B She stopped speaking to me.

A *How did you feel?*

B I was very disappointed.

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

## First and second conditional

### Warm-up

- Ask a few students: *Where would your ideal holiday be?*

### Explore

#### Exercise 1 1.17

- Focus on the photo and ask students: *What's the relationship between the two people?* [friends]
- Play the CD once for students to choose the correct verb forms.
- Play the CD again for students to check their answers.

#### ANSWERS

1 go 2 'll call 3 'll come 4 have 5 had 6 would go  
7 was 8 would give 9 would improve 10 helped

#### Exercise 2

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

#### ANSWERS

1 present 2 will 3 past 4 would

- Give students time to find the examples of the first and second conditional in the dialogue.

**First conditional:** 2 examples (If I go, I'll call you; I'll come if I have enough time)

**Second conditional:** 3 examples (If I had any money ...; If I was rich ...; my maths would improve if you helped me)

#### ANSWER

There are three examples of the second conditional:  
If I was rich, I'd spend every winter on a tropical island.  
It wouldn't be boring if you were with me.  
If you didn't buy so many clothes, you'd have enough money for holidays.

#### Teaching Tip: Second conditional of *be*

In more formal second conditional sentences, we use *were* instead of *was* for the first and third person singular, e.g. *If I were sure ...*, *If she were available, ...*. We always use *were* in the construction *If I were you*. We use this construction for giving advice, e.g. *If I were you, I'd apologize to her*.

#### Follow-up

Grammar Reference page 66

### Exploit

#### Exercise 1

- Students work individually to match the sentences. Monitor and help. They compare with a partner before comparing with the class.

#### ANSWERS

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

#### Exercise 2

#### ANSWERS

1 would go 2 lived 3 won't be able 4 won't go out  
5 don't like 6 would play 7 doesn't hurry 8 would buy

#### Exercise 3

- Focus on the example and elicit alternative sentences from students, e.g. ... *I'll be able to work abroad*.
- Students continue making sentences in pairs.

#### ANSWERS

Students' own answers.

#### Exercise 4

- Focus on the example with students and ask one pair to read it out.
- Elicit a dialogue from a different pair using the first question.
- Students continue asking and answering in pairs. Monitor and make a note of any common errors. Correct any mistakes on the board with the whole class.

#### ANSWERS

Students' own answers.

#### Quick Test: Error correction

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

*I wouldn't buy a new phone if the old one isn't broken.*

*If he studied more, he passed his exams.*

*She'll get the job if she spoke English.*

*If they wouldn't watch TV, they would have more time.*

#### More practice

Workbook page 30

Grammar Builder page 67, exercises 6–7

#### ANSWERS GRAMMAR BUILDER 4 (PAGE 67)

#### Exercise 6

Students' own answers.

#### Exercise 7

1 hung out, wouldn't talk 2 wouldn't chat, didn't like  
3 didn't like, would stop 4 wouldn't steal, asked  
5 would try, knew 6 fell out, would be  
7 would be, got on 8 got, would go

**Emails to apologize**

**Target Language**

**Informal apology:** I'm ever so sorry, but ...  
I feel awful because ... It's all my fault.  
I'm really, really sorry.

**Formal apology:** I am writing to apologize for ...  
I am extremely embarrassed about ...  
I accept full responsibility for ...  
Please accept my apologies for ...

**Warm-up**

- Ask students: *When did you last say sorry? Why?*

**Read**

**Exercise 1**

- Focus on the instructions and the example. Establish that apologizing to a friend is an informal situation. Elicit situations that may require a formal apology. [apologizing to a teacher, a doctor, the manager of a hotel or shop, etc.]
- Students continue working individually or in pairs.

**ANSWERS**

1 I 2 F 3 I 4 F 5 D 6 F

**Exercise 2**

- Students read the emails and answer the questions.

**ANSWERS**

1 Losing something you've borrowed from a friend.  
2 Causing damage to someone's property.  
The second email is the most formal.

**Exercise 3**

- Focus on the chart and the examples. Elicit the first example of an apology from the formal email. [I am writing to apologize for ...] Ask students to write the phrase in the chart. Elicit the corresponding example from the informal email. [I'm ever so sorry, but ...]
- Students continue working individually or in pairs.

**ANSWERS**

Formal apology	Informal apology
1 I very much regret ...	I'm sorry but ...
2 I am writing to apologize for ...	I'm ever so sorry but ...
3 I am extremely embarrassed about ...	I feel awful because ...
4 I accept full responsibility for ...	It's all my fault
5 Once again, please accept my apologies for ...	I don't know what to say except that ...

**Exercise 4**

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

**ANSWERS**

1 Apologize 2 Say how you feel 3 Admit responsibility  
4 Explain what happened 5 Say what will happen next  
6 Apologize again

**Prepare**

**Exercise 1**

- Students underline the time expressions individually.
- Read through the **Writing tip** with students. Check understanding by asking: *Which preposition do we use with seasons? [in] Which preposition do we use with dates? [on] Which preposition do we use with clock times? [at]*

**Exercise 2**

- Students work individually. Check the answers.

**ANSWERS**

1 in, at 2 at, in, on, at, on 3 At, at, in 4 in 5 on, in, in

**Teaching Tip: Modifiers**

The modifiers *really* and *ever so* are more informal.  
The modifiers *very* and *extremely* are more formal.

**Write**

**Exercise 1**

- Students choose a situation from **Read** exercise 1 and answer the questions, making notes. Monitor and help.

**Exercise 2**

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

**SAMPLE ANSWER**

Dear Debbie,  
I'm ever so sorry, but I forgot to invite you to the picnic. I feel awful because you didn't know anything about it. Now you'll think I didn't want you to come and it's all my fault. I meant to come and find you at lunchtime on Friday to tell you about the picnic. I got distracted because our biology teacher told us we had an exam this week and I wanted to make sure I had all the notes.  
Anyway, I'm going out now to get you a book to say sorry. I'll give it to you when I see you at school tomorrow.  
I don't know what to say except that I'm really, really sorry.  
Love  
Becky

**Marking Scheme**

- Appropriate start to letter. [1 mark]
- Letter organized into four paragraphs. [1 mark]
- First paragraph includes how the writer feels about the incident. [1 mark]
- Second paragraph includes what exactly happened. [1 mark]
- Third paragraph includes what the writer is going to do next. [1 mark]
- Fourth paragraph includes a final apology. [1 mark]
- Appropriate end to letter. [1 mark]
- Appropriate use of time prepositions. [1 mark]
- Appropriate use of full forms or short forms. [1 mark]
- Appropriate use of modifiers. [1 mark]

**More practice**

Workbook page 31

**Language Skills**

**Exercise 1** 1.18

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

**ANSWERS**

1 lived 2 further 3 more 4 would 5 wouldn't  
6 less 7 didn't 8 better 9 most 10 was 11 least  
12 best

**Exercise 2**

- Students work individually to complete the sentences. Check the answers.

**ANSWERS**

1 the worst 2 longer 3 faster  
4 the least stressful 5 easier 6 less expensive  
7 the best 8 the most important

**Exercise 3**

- Students work individually to complete the sentences. Check the answers. Elicit the difference.

**ANSWERS**

1 have, 'll buy 2 had, would buy 3 will walk, move  
4 would walk, moved 5 studies, will pass  
6 studied, would pass

**Dictionary Corner**

**Teaching Tip: Idioms**

Idioms often have a meaning which is very different from the sum of their parts. Write these phrases on the board and ask students to guess the meaning.

*call it a day*

*jump on the bandwagon*

*give sb the push*

*stick up for sb*

Get them to check their answers in a dictionary. Remind them that they should look up the first meaningful word of the idiom, unless it is a very common word. The dictionary uses the symbol **IDM** to indicate idiomatic expressions. An arrow shows if the idiom also appears in the entry of another word.

**Exercise 1 Idioms: heart**

**IDM** after your own heart (used about people) similar to yourself or of the type you like best  
at heart really; in fact: *My father seems strict but he's a very kind man at heart.*

- Students look up *heart* in their dictionary and look at the list of idioms indicated by the **IDM** symbol.
- Focus on the entry for *at heart* and elicit the following information:
  - *at heart* is an idiom.
  - *at heart* means *really* or *in fact*.
  - an example of *at heart* is *My father seems strict but he's a very kind man at heart*.
- Focus on the example sentence. Explain that students should look up the idioms related to *heart* and find the right meaning to complete the sentences.
- Students work individually. Check the answers.

**ANSWERS**

1 at heart 2 heart of gold 3 by heart 4 change of heart  
5 bottom of my heart 6 to heart 7 heart and soul

**Exercise 2**

- Read through the example with students and make sure they know what to do.
- Students continue working individually or in pairs.

**SUGGESTED ANSWERS**

- 1 My grandfather is ninety, but he still feels young.
- 2 James is very generous.
- 3 I've memorized his phone number.
- 4 I've changed my mind.
- 5 My promise to help was sincere.
- 6 Don't get upset when teachers are critical.
- 7 Martin always does his school work with a lot of enthusiasm.

**Exercise 3 Choosing the correct word: types of relationships**

**acquaintance** /ə'kwemɪtəns/ **noun** 1 [C] a person that you know but who is not a close friend 2 [U] ~ with sb/sth a slight knowledge of sb/sth

- Students look up *acquaintance* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - *acquaintance* has two meanings.
  - *acquaintance* is a countable noun which means a person that you know but who is not a close friend.
- Focus on the example sentence and explain that students should look up the words in the box and complete the definitions.
- Students work individually. Check the answers.

**ANSWERS**

1 acquaintance 2 penfriend 3 spouse 4 sibling  
5 classmate 6 relative 7 colleague 8 boss

**Follow-up**

Self Check, Workbook pages 32–33

Test Unit 7, Teacher's Book pages 76–77

# 5

# Spend, spend, spend!

## This unit includes

**Vocabulary:** spending • phrasal verbs • verb phrases: money • money and payment • expressions and prepositions • idioms: finance

**Grammar:** *have something done* • reflexive pronouns • third conditional

**Skills:** talking about money and spending • arguing your case

**Writing:** a formal letter: asking for information

**Workbook pages 34–41**

## Reading PAGES 36–37

### Warm-up

- Look at the unit title and ask students: *What do you spend most money on?*
- Read the title of the reading page, *Giving it all away*. Ask students: *If you were rich, who would you give money to?*

### Before Reading

#### Exercise 1

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

#### ANSWERS

Zakat: a. Sadaqah: b.

#### Exercise 2

- Students discuss the question in pairs before comparing their decisions and answers with the class.

#### ANSWER

Students' own answers.

#### Exercise 3

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

### Background Notes

Sulaiman Al-Rajhi (1920–present) founded the first Islamic bank in Saudi Arabia with his brother, Saleh (1921–2011). Since then he has become one of the richest men in the world and an important and generous philanthropist. In 2012 he was awarded the King Faisal International Prize for Service to Islam by Prince Salman. Among the reasons for the award were his work to help the poor, his promotion of Islam by building mosques and distributing copies of the Quran and his involvement in the world's largest Islamic bank.

#### SUGGESTED ANSWERS

- 1 He became one of the richest men in the world by being a successful businessman.
- 2 Because he believes that it is a duty for all Muslims to help others.
- 3 Bill Gates (the founder of the software company Microsoft) has donated a lot of his fortune to charity.
- 4 Students' own answers.

## Read

### Exercise 1

- Students read through the text quickly and answer the questions. Check the answers.

#### ANSWER

Percy Ross was an entrepreneur who gave all his money away. He did this through a newspaper column called 'Thanks a Million'.

### Exercise 2

- Students complete the text with the missing sentences. Check the answers.

#### ANSWERS

1 C 2 E 3 F 4 D 5 A

### Exercise 3 1.19

- Play the CD while students read the text and mark the sentences true or false. They correct the false sentences. Check the answers.

#### ANSWERS

- 1 F (Over the years there have been several examples ...)
- 2 F (His parents were from Latvia and Russia.)
- 3 F (His first was an auction business.)
- 4 T
- 5 T
- 6 F (He started the newspaper column first, and the radio show later.)
- 7 T
- 8 F (He wished he had given away twice as much.)

### Exercise 4

- Read through the **Reading tip** with students. Check understanding by asking: *Is it necessary to read every word in a text when you are looking for specific information?* [No]
- Students in pairs find the dates and numbers in the text and explain their significance. Check the answers.

#### ANSWERS

- 1 Percy Ross was born in 1916.
- 2 In 1969 he sold his plastic bag company.
- 3 He gave \$50,000 to fifty Vietnamese refugees.
- 4 He bought bikes for 1,050 poor children.
- 5 He received about 40,000 requests for money every month.
- 6 He gave \$16,500 in silver coins to children at a parade.
- 7 In 1999 he published his last newspaper column.
- 8 People estimate he gave away around \$30 million.

## Understanding Ideas

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

## Vocabulary

### Teaching Tip: Parts of speech

Some nouns in English have the same verb form. Write these sentences on the board and get students to rewrite them using a verb.

*They sold the car for a high price at an auction.*

[They auctioned the car for a high price.]

*There was a boom in the textile industry in the 1850s.*

[The textile industry boomed in the 1850s.]

*He had no regrets about selling his house.*

[He didn't regret selling his house.]

*He was a radio show host for twenty years.*

[He hosted a radio show for twenty years.]

### Exercise 1

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

#### ANSWERS

1 settle 2 talent 3 vast 4 entire 5 regrets

6 auction 7 passed away 8 boomed 9 On the contrary

10 goal 11 cheques 12 entrepreneur 13 donating

14 hosted 15 venture

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

**auction** is a noun which means a public sale at which items are sold to the person who offers the most money.

*To auction* is also a verb.

**boom** is a regular verb which means to grow rapidly and become successful. The third person form is *booms* and the past simple form is *boomed*. **Boom** is also a noun.

**cheque** is a countable noun which means a piece of paper printed by a bank that you sign and use to pay for things.

**donate** is a regular verb which means to give money or goods to an organization. We say *donate sth to sb*. The noun from *donate* is *donation*.

**entire** is an adjective used only before a noun which means including everything, everyone or every part.

**entrepreneur** is a countable noun which means a person who makes money by starting or running businesses.

**goal** is a countable noun which means your purpose or aim.

**host** is a countable noun which means a person who introduces a television or radio show and talks to the guests.

*To host* is also a verb.

**on the contrary** is an idiom which means the opposite is true.

**pass away** is a phrasal verb used as a polite way of saying to die. *Pass away* is intransitive and inseparable.

**regret** is a countable noun which means a feeling of sadness about something that cannot now be changed.

*To regret* is also a verb.

**settle** is a regular verb which means to go and live permanently in a new area. The third person form is *settles* and the past simple form is *settled*.

**talent** is a countable noun which means a natural skill or ability.

**vast** is an adjective that describes something which is extremely big.

**venture** is a countable noun which means a project which is new and possibly dangerous, because you cannot be sure that it will succeed.

### Exercise 2

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

1 *Those factories \_\_\_ cars.* [manufacture]

2 *He left the country as a \_\_\_.* [refugee]

3 *That journalist writes an interesting \_\_\_ once a week.* [newspaper column]

4 *Most people would like to \_\_\_ and never work again.* [make a fortune]

5 *I see my grandparents \_\_\_ – usually every weekend.* [on a regular basis]

6 *There was no bread, so we had to \_\_\_ toast at breakfast.* [do without]

7 *Our gardener is an \_\_\_. I think he comes from India.* [immigrant]

8 *We took all our old and useless furniture to the \_\_\_.* [junk dealer]

### Quick Test: Short definitions

Choose a good student. Explain that you are going to give short definitions for some words and the student has to say the word. Ask another student to time you and say *stop* after one minute. Read out these definitions.

*It's a public sale.* [auction]

*You can pay with this.* [cheque]

*It's everything.* [entire]

*It's the opposite.* [on the contrary]

*It's your aim.* [goal]

*It's a new project.* [venture]

*It's a sad feeling.* [regret]

*It's a natural ability.* [talent]

*It's to die.* [pass away]

*It's extremely big.* [vast]

Give students five minutes in pairs to write down short definitions. Then students work in groups of four. One pair reads out the definitions and the other pair guesses the word. Time the activity and find out which pair guessed the most words. Students swap and repeat.

### Optional Activity: Interview

**Aim:** To role play an interview with Percy Ross.

**Preparation:** Tell students to imagine they are going to interview Percy Ross. Give them five minutes in pairs to write down ten questions they would like to ask him.

Student A is a journalist and Student B is Percy Ross.

Student A interviews Student B using the questions they have written. Then swap. Monitor and help.

### More practice

Workbook page 34

**Target Vocabulary**

**Thanks a million:** auction boom cheque donate entire entrepreneur goal host on the contrary pass away regret settle talent vast venture

**Inseparable phrasal verbs:** break into come across count on go over go with look after pick on

**Verb phrases: money:** ask for a loan invest in shares / the stock market pay for sth by credit card save up for sth spend money on sth take money out of a cash machine

**Activate**

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What word is to go and live permanently in another place?* [settle] *What do we call a person who takes a risk to open a new business?* [entrepreneur]
- Students work individually or in pairs. Check the answers.

**ANSWERS**

- 1 settle 2 talent 3 vast 4 auction 5 hosted  
6 venture 7 regrets 8 going to donate 9 passed away  
10 On the contrary 11 boomed 12 goals  
13 entrepreneur 14 cheque 15 entire

**Extend**

**Exercise 1 Inseparable phrasal verbs**

- Read through the **Look out!** box with students. Check understanding by asking: *Where do we put the object of an inseparable phrasal verb?* [after the phrasal verb] Elicit the example from the box. [look after] Ask: *Are three-part phrasal verbs separable or inseparable?* [inseparable]
- Students look for the three transitive inseparable phrasal verbs in the text. [do without, come up with, look back on]

**Exercise 2**

- Focus on the example and explain the task.
- Students work individually or in pairs. They may use a dictionary if they wish. Check the answers.

**ANSWERS**

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

**Exercise 3**

- Focus on the example. Remind students that they may have to change the form of the verb to complete the sentence.
- Students work in pairs to rewrite the sentences.

**ANSWERS**

- 1 came across it 2 pick on him 3 looked after us  
4 count on him 5 went over it 6 go with them  
7 broke into it

**Teaching Tip: pay and pay for**

Students sometimes are not sure when to use the preposition *for* with the verb *pay*. Explain that we use *pay* when the object is something we owe, e.g. *pay a bill* or *pay a fine*. We use *pay for* when the object is something we have bought, e.g. *pay for a jacket* or *pay for a meal*.

**Exercise 4 Verb phrases: money**

- Focus on the example and explain the task.
- Students continue working individually or in pairs to match the verb phrases. Check the answers.

**ANSWERS**

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

**Exercise 5**

- Focus on the example. Remind students that they may have to change the form of the verb to complete the sentence.
- Students continue working individually or in pairs to complete the sentences. Check the answers.

**ANSWERS**

- 1 spent 2 paid 3 ask for 4 investing  
5 take 6 save up

**Quick Test: Guess the verb**

Divide the class into four teams. Explain that you are going to read out a sentence and they have to put up their hand and complete it with a verb from Student's Book page 38. Ask the first students to put up their hand to complete the sentence. They get two points for a correct answer, but if they are wrong, the sentence is left to the end to be read out again.

- They want to move to Canada and \_\_\_ in Vancouver.* [settle]  
*She's worried that someone might \_\_\_ her house.* [break into]  
*Older boys sometimes \_\_\_ younger boys.* [pick on]  
*People \_\_\_ in the stock market.* [invest]  
*Our teachers \_\_\_ our exams at the end of term.* [go over]  
*I'm going to \_\_\_ £25 to the charity.* [donate]  
*Your shoes \_\_\_ your bag.* [go with]  
*I'm going to \_\_\_ for a new mobile phone.* [save up]  
*He can always \_\_\_ his best friend to help him.* [count on]  
*They went to the bank to \_\_\_ a loan.* [ask for]

**Optional Activity: Inseparable phrasal verbs**

**Aim:** To practise inseparable phrasal verbs.

**Preparation:** Write these sentences on the board.

- Your coat doesn't go with ...*  
*The thieves broke into ...*  
*I'm counting on ... to help me.*  
*We came across ...*  
*They were picking on ...*  
*She's looking after ...*  
*He went over ...*

Focus on the first sentence. Elicit different ways of completing it, e.g. *your shoes, your trousers*. Write students' ideas on the board.

Focus on the second sentence. Tell students they have to complete the sentence in as many different ways as possible in one minute. Stop them after a minute and ask the student with the most endings to read them out. Continue with the rest of the sentences.

**Vocabulary Notebooks**

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

**More practice**  
Workbook page 35

**have something done**

**Warm-up**

- Ask students: *If you could choose, where would you like to live?* Elicit answers from a few students.

**Explore**

**Exercise 1**

- Students look at the photo. Ask: *What can you see?* [an apartment] *The two photos are of the same apartment. What's the difference between them?* [One is before and one after renovation]
- Students read the text and answer the question.

**ANSWER**

They paid someone else to do it.

**Exercise 2**

- Read through the **Learn this!** box and check understanding by asking: *What structure can you use when someone does something for you?* [have + object + past participle]
- Students find examples of *have something done* in the text.

**Teaching Tip: Referring to body parts**

Some languages use definite articles to refer to body parts, whereas in English we use possessive adjectives, e.g. *I'm going to have **my** hair cut. He's just had **his** eyes tested.* When students make a mistake, use the prompt *Possessive adjective* and ask them to repeat the sentence correctly.

**Follow-up**

Grammar Reference page 68

**Exploit**

**Exercise 1** 1.20

- Focus on the example and remind students to use the past simple of *have something done* to complete the dialogue. Students continue working individually.
- Play the CD for students to check their answers.

**ANSWERS**

- 1 had it painted 2 had some new curtains made  
3 had everything delivered 4 had the shelves fitted  
5 had it cleaned 6 had my laptop repaired

**Exercise 2**

- Students complete the sentences individually. Check the answers

**ANSWERS**

- 1 had his leg examined 2 haven't / have not had my eyes tested  
3 do, have your hair cut 4 don't have their flat cleaned  
5 had their house painted

**Exercise 3**

- Read through the **Learn this!** box with students and check understanding by asking: *When do we use reflexive pronouns?* [when the object of a verb is the same as the subject; to add emphasis]

- Students find an example of a reflexive pronoun in the dialogue in exercise 1 and answer the question.

**ANSWERS**

Did you bring all the furniture home yourself?

The reflexive pronoun is use 2.

**Exercise 4**

- Focus on the example and explain that students have to rewrite the first sentence with *have something done* and then write a negative sentence with a reflexive pronoun.
- Students work individually. Check the answers.

**ANSWERS**

- 1 She had her shopping done. She didn't do it herself.
- 2 I had my air-conditioning installed. I didn't install it myself.
- 3 We had our car washed. We didn't wash it ourselves.
- 4 He had his teeth examined. He didn't examine them himself.
- 5 I had my eyes tested. I didn't test them myself.
- 6 They had their shoes cleaned. They didn't clean them themselves.

**Quick Test: Error correction**

Write the following sentences on the board. Give students time to find the mistakes and write them correctly.

- He's having repaired his car.*  
*I prefer to clean my flat me.*  
*We usually have our shopping deliver.*  
*He painted the room yourself.*  
*Yesterday I had the hair cut.*  
*Have you tested your eyes recently?*  
*They're going have their roof repaired.*  
*We always decorate our house ourself.*

**More practice**

Workbook page 36

Grammar Builder page 69, exercises 1–4

**ANSWERS GRAMMAR BUILDER 5 (PAGE 69)**

**Exercise 1**

- 2 I've had my computer fixed.
- 3 They had their house painted last year.
- 4 Tom's having his car repaired.
- 5 My neighbours are having their windows changed.
- 6 I'm going to have my holiday booked.
- 7 Olivia had her eyes tested last week.
- 8 Harvey has had his coat dry cleaned.
- 9 We're going to have our new shower installed.

**Exercise 2**

- 1 Has he had it painted? 2 he has had the windows cleaned
- 3 Has he had new curtains made? 4 Has he had a new car delivered? 5 Has he had it made?

**Exercise 3**

- 2 No, she washes them herself.
- 3 No, they clean them themselves.
- 4 No, he cuts it himself.
- 5 No, we repair them ourselves.
- 6 No, I cook them myself.

**Exercise 4**

- 1 hurt himself 2 burn themselves 3 look after ourselves
- 4 cut myself 5 get himself 6 turn itself

**Money and finance**

**Target Vocabulary**

**Money and payment:** cash machine credit card  
 currency current account debit card exchange rate  
 in debt notes PIN pocket money receipt  
 savings account

**Warm-up**

- Ask students: *Which currency is used in Saudi Arabia? Which other currencies do you know? Where are they used?*

**Vocabulary**

**Exercise 1**

- Students read the quotation and answer the questions with a partner. Check the answers.

**ANSWERS**

The quotation is describing the Earth. The small green pieces of paper are bank notes. The author doesn't understand why the pieces of paper made the people unhappy.

**Exercise 2**

- Students answer the questions individually, using a dictionary if necessary. Check the answers.
- Please note that Islam forbids interest to be added to debit or credit cards.

**ANSWERS**

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

**More practice**  
 Workbook page 37

**Listen**

**Exercise 1** 1.21

- Focus on the instructions. Play the CD for students to match the speakers with the sentences. Check the answers.

**ANSWERS**

1 c 2 f 3 a 4 d 5 b

**TAPESCRIPT**

1 I've been saving up for ages for a new pair of trainers, but they're quite expensive and I haven't saved enough yet. My dad says he'll buy them on his credit card and I can pay him back when I've got enough. It's really kind of him but I don't like to borrow money from my family. In fact I really don't like being in debt to anyone. So, I guess I'll have to just keep saving until I've got enough.

2 The other day something really irritating happened. I was in a clothes shop in town and I saw this cool shirt in the sale. Luckily they had my size so I went up to the till to pay for it. I tried to use my debit card, but I couldn't remember my PIN. Anyway, it was £4.99 so I paid in cash. I gave the sales assistant a £10 note but he only gave me a penny change. I was so pleased with my bargain, that I didn't notice until I was on the bus home – by which time of course it was too late. It wouldn't have happened if I'd used my debit card.

3 I want to get a computer that's just come out. It's brilliant, but it's quite expensive. The problem is, I haven't got any money in my current account. I've just spent a lot of money on clothes. My dad reacted really badly when I told him what I wanted. He said I shouldn't waste money on a computer. 'I'll buy you books,' he said, 'but not a computer.'

4 I want to get my brother something nice. I haven't got much money now, but I get £4 a week pocket money. I'm paying £2 a week into my savings account. I should be able to afford something nice for him soon, like a new book.

5 I bought a pair of jeans last weekend. They were £20, but as they were in the sale I got £5 off, which was fortunate because I'd only drawn out £20 from the cash machine! I took them home, but when I tried them on they didn't fit. The sales assistant didn't give me a receipt and I forgot to ask for one, so I can't take them back. It's a real pain – I've got a pair of jeans that don't fit me and I'm £15 poorer.

**Exercise 2** 1.21

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

**ANSWERS**

1 for 2 from 3 for 4 in 5 on 6 on  
 7 into 8 in, off

**Speak**

**Exercise 1**

- Students discuss the questions in pairs. Monitor and make a note of any common errors. Correct any mistakes on the board with the whole class at the end of the activity.

**Exercise 2**

- Students in pairs discuss the meaning of the quotations.
- Focus on the speech bubbles. Ask a few students to continue the sentences.
- Students in pairs discuss whether they agree or disagree with the sentences. Monitor and help.

**Optional Activity: Dialogue**

**Aim:** To practise speaking about money quotations.

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

A *What do you think the first quotation means?*

B *It means that money won't make you happy.*

A *What do you think about that?*

B *I agree. Money won't make you happy because your health is more important. What do you think?*

A *I disagree. Money is very important because you need it to buy food.*

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

### Third conditional

#### Warm-up

- Ask students: *What are the three most important things you should always take on holiday with you?*

#### Explore

##### Exercise 1 1.22

- Focus on the photo and ask: *Which city is it?* [New York] Explain that students are going to listen to a conversation between two brothers who have just landed in New York.
- Play the CD for students to complete the dialogue.
- Play the CD again for students to check their answers.

##### ANSWERS

1 would 2 wouldn't 3 hadn't 4 known 5 hadn't

##### Exercise 2

- Read through the **Learn this!** box with students and check understanding by asking: *Which verb forms are used in the third conditional?* [*if* + past perfect, *would have* + past participle] *When do we use the third conditional?* [to talk about the imaginary result of things that did not happen] *What feelings can the third conditional express?* [criticism and regret] *What happens when the 'if' clause is the second part of the sentence?* [We omit the comma.] *What does 'd mean?* [had or would]
- Students find the examples in the dialogue.

##### ANSWERS

If I'd had more time in the airport, I'd have changed some money. We wouldn't have arrived at the airport late if you hadn't made a mistake with the train times.

If I'd known that, I would have brought it.

I wouldn't have put it there if I hadn't wanted you to bring it!

#### Teaching Tip: Third conditional

Students are often confused as to where they should put the verb *would* in a third conditional sentence. Remind them that *would* never appears in the *if* clause. When they make a mistake, use the prompt *Would?* and ask them to repeat the sentence correctly.

#### Follow-up

Grammar Reference page 68

#### Exploit

##### Exercise 1

- Students work individually. Check the answers.

##### ANSWERS

- 1 hadn't become
- 2 would have paid
- 3 would have won
- 4 had been
- 5 wouldn't have failed, had worked
- 6 wouldn't have eaten, had seen
- 7 wouldn't have left, hadn't been
- 8 would have been able, hadn't spent

##### Exercise 2

- Students work individually. Check the answers.

##### ANSWERS

- 1 We could have paid for dinner if you'd brought your credit card.
- 2 We would have gone skiing if it had snowed.
- 3 I would have invited you to my barbecue if I'd had your number.
- 4 She would have helped you if she'd known you were ill.
- 5 I would have made a cake if I'd had some flour.
- 6 They would have gone scuba diving if it had been sunny.

##### Exercise 3

- Students work individually. They compare their answers with a partner before checking with the whole class.

##### ANSWERS

Students' own answers.

#### Quick Test: Sentence transformation

Write the following sentences on the board. Give students time to rewrite the sentences.

*I didn't hear the phone. I was outside.*

[I'd have heard the phone if I hadn't been outside.]

*He lost his passport. He didn't put it away.*

[He wouldn't have lost his passport if he'd put it away.]

*He forgot his number. He didn't call him.*

[If he hadn't forgotten his number, he'd have called him.]

*They didn't slow down. They got a fine.*

[If they'd slowed down, they wouldn't have got a fine.]

*We didn't go to the picnic. We didn't have an invitation.*

[We'd have gone to the picnic if we'd had an invitation.]

#### More practice

Workbook page 38

Grammar Builder page 69, exercises 5–6

##### ANSWERS GRAMMAR BUILDER 5 (PAGE 69)

##### Exercise 5

- 2 If Matthew hadn't forgotten his credit card, he would have bought a new TV.
- 3 We wouldn't have bought a new car if we hadn't asked for a bank loan.
- 4 If Amy hadn't gone to the sales, she wouldn't have found a bargain.
- 5 Simon wouldn't have borrowed the money if he had saved up.
- 6 If Daisy hadn't had the book, she wouldn't have lent it to Clare.
- 7 Joseph would have found a cheap leather jacket if he'd looked in the sales.

##### Exercise 6

- 2 What would you have done if you'd felt ill this morning?
- 3 Where would you have gone today if it had been Thursday?
- 4 Where would you have stayed if you'd gone away last weekend?
- 5 Which book would you have borrowed if you'd gone to the library last week?
- 6 Who would you have visited yesterday if you'd had the time?
- 7 What would you have bought yesterday if you'd had the money?

## A formal letter: asking for information

### Target Language

**Asking for information:** I am writing to enquire about ...  
 Could you please tell me whether ...?  
 Do you know if ...?  
 I would be grateful if you could also let me know ...  
 Could you also tell me ...?  
 I look forward to hearing from you.

**Linking words:** and as you know even finally so

### Warm-up

- Ask students: *Have you heard of camping?* If the answer is *No*, explain what it is and show them the tent on page 42. Then ask: *Would you like to go camping?*

### Read

- Students read the letter and answer the question.

#### ANSWERS

Simon needs to buy a tent and a sleeping bag.

- Focus on the letter and elicit the following information:
  - The letter is organized into five paragraphs.
  - The style of the letter is formal, so it contains full forms.
  - The letter finishes with the closing phrase *I look forward to hearing from you*.

### Prepare

#### Exercise 1

- Students match the notes to the paragraphs in the letter. Check the answers.

#### ANSWERS

**Paragraph 2:** OK for wet and windy Scottish weather?

**Paragraph 3:** big enough for three with lots of luggage?

**Paragraph 4:** how long? and which colours?

**Paragraph 5:** sleeping bag?

#### Exercise 2

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

#### ANSWERS

Simon starts with *Dear Sir* and finishes with *Yours faithfully*. If he knew the name of the person he was writing to, he would start with *Dear Mr (surname)* and finish with *Yours sincerely*.

#### Exercise 3

- Read through the **Writing tip** with students. Check understanding by asking: *What should you give at the start of the letter?* [your reason for writing it] *How can you make questions more polite?* [by using indirect questions]
- Students find the four indirect questions in the letter.

#### ANSWERS

... could you please tell me whether ... would be more suitable?

Do you know if the three-berth tents have plenty of storage space?

I would be grateful if you could also let me know ...

Finally, could you also tell me if you sell sleeping bags?

### Teaching Tip: Linking words

Formal letters asking for information may include the following linkers: *and, as you know, even, finally* and *so*.

**Activity:** Write these sentences on the board and ask students to complete them with a suitable word.

*I am going with a friend \_\_\_ we are travelling by plane. [and]*  
*\_\_\_, it can be quite cold at that time of year. [As you know]*  
*The sun can be quite strong, \_\_\_ in September. [even]*  
*\_\_\_, I would like to know the frequency of the bus. [Finally]*  
*We will be driving, \_\_\_ we will need a parking space. [so]*

## Write

### Exercise 1

- Students read through the advertisement and answer the questions in pairs. Check the answers.

#### ANSWERS

- 1 No, riding on rough terrain
- 2 taking lots of luggage
- 3 lights and locks

### Exercise 2

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

#### SAMPLE ANSWER

Dear Sir,

I am writing to enquire about the range of bikes that I recently saw advertised in *Let's Go Cycling* magazine.

I am planning a cycling holiday this summer in the Lake District. As you know, the terrain there can be quite rough, so could you please tell me whether the Easyrider Touring range or the Adventurer range would be more suitable?

I am going for a whole month and so I am planning to take a lot of luggage. Do you know if it would be possible to fit panniers to the bikes?

I would be grateful if you could also let me know if the bikes are available with large frames, and how much the postage and packing is for bikes under £200.

Finally, could you also tell me if you sell lights and locks?

I look forward to hearing from you.

Yours faithfully,

*Adrian Simpson*

Adrian Simpson

### Marking Scheme

- Appropriate start and end to letter. [2 marks]
- Letter organized into four or five paragraphs. [1 mark]
- First paragraph includes where the advertisement was seen and the reason for writing. [1 mark]
- Second paragraph includes information about what the writer needs the bike for. [1 mark]
- Letter includes all the questions in the notes. [1 mark]
- Letter includes an appropriate closing phrase. [1 mark]
- Appropriate use of indirect questions. [1 mark]
- Appropriate use of full forms. [1 mark]
- Appropriate use of linking words. [1 mark]

### More practice

Workbook page 39

**Language Skills**

**Exercise 1** 1.23

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

**ANSWERS**

- 1 can't 2 hadn't 3 have 4 wouldn't 5 if  
 6 didn't 7 been 8 had 9 ourselves 10 known  
 11 'd 12 myself

**Exercise 2**

- Students work individually to complete the sentences.

**ANSWERS**

- 1 would have gone out, he'd  
 2 hadn't been, wouldn't have bought  
 3 wouldn't have cost, had taken  
 4 would have done, 'd known  
 5 wouldn't have got, 'd arranged  
 6 hadn't spent, wouldn't have cooked

**Exercise 3**

- Students work individually to complete the dialogues.

**ANSWERS**

- 1 himself; No, he had it mended.  
 2 myself; No, you are going to have it made.  
 3 yourselves; No, we have them ironed.  
 4 themselves; No, they're having it decorated.  
 5 yourself; No, I had it cleaned.  
 6 herself; No, she has it cut.

**Dictionary Corner**

**Teaching Tip: Examples**

Examples are very important in a dictionary because they show you how a word is used. Important phrases and collocations are printed in bold type within the examples.

**Activity:** Write these sentences on the board and ask students to look up the words that are underlined to complete the space.

- The house was sold an **au**ction. [at / by]  
 Would you prefer me to pay a **ca**sh? [in]  
 Can I pay a **che**que? [by]  
 The hospital was built a **co**st of £10 million. [at]  
 After he lost his job, he got a **de**bt. [into]  
 He bought the clothes of **po**cket. [out]

**Exercise 1 Expressions with prepositions**

**fun**<sup>1</sup> /fʌn/ **noun** [U] pleasure and enjoyment; an activity or a person that gives you pleasure and enjoyment: *We **had** a lot of **fun** at the picnic.*  
 ◊ *It was **great fun**.* ◊ *Have **fun** (=enjoy yourself)!*  
 ◊ *It's **no fun** having to get up at 4 o'clock every day.*  
**IDM** (just) **for fun/for the fun of it** (just) for AMUSEMENT or pleasure; not seriously: *I **don't need** English for my work. I'm just learning it **for fun**.*  
**in fun** as a joke: *It was said **in fun**. They didn't mean to upset you.*  
**make fun of sb/sth** to laugh at sb/sth in an unkind way; to make other people do this: *The older children are always **making fun of** him because of his accent.*  
**poke fun at sb/sth** → POKE

- Students look up the word *fun* in their dictionary.
- Focus on the idiom *for fun* and elicit the following information:
  - *for fun* is an idiom.
  - *for fun* means for amusement or pleasure; not seriously.
  - the preposition used with *fun* is *for*.

**change**<sup>2</sup> /tʃeɪndʒ/ **noun** 1 [C,U] ~ (in/to sth)

**IDM** **a change for the better/worse** a person, thing or situation that is better/worse than the one before  
**a change of heart** a change in your opinion or the way that you feel  
**for a change** in order to do sth different from usual: *I usually take the bus to work, but today I decided to walk **for a change**.*  
**make a change** to be enjoyable or pleasant because it is different from what you usually do

- Students look up the noun *change* in their dictionary.
- Focus on the idiom *for a change* and elicit the following information:
  - *for a change* is an idiom.
  - *for a change* means in order to do something different from usual.
  - the preposition used with *a change* is *for*.
- Focus on the example. Explain that students should look up the words and find the right prepositions to complete the phrases. Point out that students will find the prepositions either in the examples of the main entry for the word or in the list of idioms that follows the main entry.
- Students work individually. Check the answers.

**ANSWERS**

- 1 for 2 by 3 on 4 in 5 at 6 under  
 7 out of 8 from

**Exercise 2 Idioms: finance**

**cost**<sup>2</sup> /kɒst/ **verb** [T] (pt, pp **cost**) 1 to have the price of: *How much does a return ticket to London **cost**? ◊ We'll take the bus – it won't **cost** much.*  
 ◊ (informal) *How much did your car **cost** you?* 2 to make you lose sth: *That one mistake **cost** him his job.*  
**IDM** **cost the earth/a fortune** to be very expensive

- Students look up the verb *cost* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - *cost* is a transitive verb, which means it takes an object.
  - The past simple and past participle forms are both *cost*.
  - *cost* has two meanings.
  - The idioms *cost the earth* and *cost a fortune* both mean to be very expensive.
- Focus on the example sentence. Explain that students should look up the word in bold to find the correct word in the box to complete the sentence.
- Students work individually. Check the answers.

**ANSWERS**

- 1 up 2 fortune 3 in 4 meet 5 belts  
 6 money 7 water

**Follow-up**

**Self Check, Workbook pages 40–41**

**Test Unit 5, Teacher's Book pages 78–79**

# 6

# Inspiration

## This unit includes

**Vocabulary:** creative people • word building • idioms: craft • compound adjectives • synonyms and antonyms

**Grammar:** participle clauses • determiners: *all, each, every, few, little, no* • nominal subject clauses

**Skills:** discussing jobs and being creative

**Writing:** a discussion essay

**Workbook pages 42–49**

## Reading PAGES 44–45

### Warm-up

- Write the word *Inspiration* on the board. Check that students understand the meaning (a person, feeling or thing that motivates you or gives you new ideas). Ask students to work in pairs to find as many English words containing three or more letters as they can using the letters in *Inspiration*. After 3 minutes ask students to read out their answers while you write them on the board.
- Read the title of the reading page, *An idea that changed the world*. Ask: *What ideas have changed the world?*

### Before Reading

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

### Background Notes

This text is about the origin of farming, which began in the Middle East.

Before farming techniques had been developed, people lived as nomadic 'hunter-gatherers', finding food by hunting animals or gathering plants. After changes in climate caused food to grow more easily, people didn't have to travel such long distances to find it. This made it possible for people to begin cultivating their own plants and raising their own animals – the birth of farming.

This development led in turn to the development of societies based around particular places. From this followed the establishment of laws and systems of government. Crafts and early industries also developed.

The photographs on pages 44 and 45 show: A – an ancient farming technique; B – modern farm machinery; C – an irrigation canal, which is how farmers direct water towards their land; and D – the craft of carpet-weaving.

## Read

### Exercise 1

- Students match the sentences (A–E) with the gaps (1–4). Check the answers.

### ANSWERS

1 E 2 B 3 A 4 D

### Exercise 2 1.24

- Students read the text and answer the questions. Tell them to re-write the false sentences in their own words. Check the answers.

### ANSWERS

- 1 F (They had to look for food every day.)
- 2 T
- 3 T
- 4 T
- 5 F (There was a rapid increase of population.)
- 6 T
- 7 F (Crafts and skills were developed because fewer people were needed to work in food production.)
- 8 T

### Optional Activity: Reading skills

**Aim:** To practise describing a text in your own words.

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

*Before farming, how did people get their food?*

*Why did people build barriers, forts and castles?*

*How did the birth of farming lead to technological advances?*

Ask the class to locate in the text the sentences which answer these questions. Check the answers. Then ask the students to close their books. In pairs, students work to write answers to the questions in their own words. Elicit answers from different groups and write good answers on the board. Don't correct the sentences at this point. Write more than one answer for each question, to show that there are different ways of saying the same thing. Finally, ask students to correct any mistakes in the sentences you have written.

## Understanding Ideas

- Read through the **Reading tip** with students. Check understanding by asking: *Should you repeat sentences from the text when you answer reading questions?* [No] *How should you answer them?* [In your own words]
- Write the following sentence on the board: *The birth of farming fundamentally changed the way we live*. Elicit from the class ways of re-writing this sentence. (For example: *People's lifestyles were completely changed by the development of farming techniques*.)
- Students read the questions and write the answers in their own words.
- Students discuss their answers in groups.
- Bring the class together to compare answers.

### Teaching Tip: Positives and negatives

Focus on question 3. Divide the board into two parts. Ask the students for good and bad changes in technology, and write their ideas on different sides of the board. When you have at least five examples on each side, ask the class to vote for the most negative and most positive changes. Rank the changes on the board in order of votes.

A possible follow-up activity includes a class debate, in which students argue for and against the motion that *Technology has caused more bad than good changes in people's lives.*

### SAMPLE ANSWERS

- 1 Towns and villages developed because people didn't have to travel as much for food; crafts were developed, which led to the invention of money; rules and laws were created because people lived together in smaller spaces.
- 2 Yes: because of farming, people developed new skills; after people stopped travelling to find their food, they built barriers and forts and lived safer lives.  
No: some of the inventions which followed the birth of farming, such as money, do not always make people happy.
- 3 Good: communications technology such as the telephone and the internet.  
Bad: the development of nuclear weapons, which has led to many deaths.
- 4 We would know less about other countries and cultures.  
Also, we would not have access to products and technologies which are developed in other countries.

## Vocabulary

### Teaching Tip: Syllable stress

Remind students that all words in English which have more than one syllable have stress or emphasis on a particular syllable. In most English words this is the first syllable, but that is not always true.

Read the words in the vocabulary box on page 46 out loud to the students and ask them to identify the number of syllables in each word. Then read them again and ask students to identify which syllable is stressed in each word.

Write the words on the board and underline the stressed syllable in each word. Ask students to read the words out loud together, making sure to emphasise the correct syllable.

Finally ask students to copy the words into their notebooks and underline the stressed syllable in each word.

1 syllable: crafts trade wheat

2 syllables: basis rapid space race supplies

3 syllables: advances barriers pottery

4 syllables: consequences elaborate reliable temporary

5 syllables: fundamentamentally

### ANSWERS

- 1 pottery 2 supplies 3 temporary 4 trade  
5 space race 6 elaborate 7 wheat 8 advances  
9 consequences 10 rapid 11 barriers 12 fundamentally  
13 basis 14 reliable 15 crafts

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

**advance** is a noun meaning a positive change or development. The verb is also *advance* and the adjective is *advanced*.

**barrier** is a noun meaning an object like a fence that prevents people from moving forward from one place to another.

**basis** is a noun meaning the important facts, ideas or events that support something and that it can develop from. The plural is *bases*.

**consequence** is a noun meaning a result of something that has happened. The adverb is *consequently*.

**craft** is a noun meaning an activity involving the skill of making things with your hands.

**elaborate** is an adjective meaning complicated and detailed. The adverb is *elaborately*.

**fundamentally** is an adverb meaning important in every way. The adjective is *fundamental*. A *fundamental change* is a very important change.

**pottery** is a noun meaning the craft of making pots, bowls, plates etc. from clay. A person who makes pottery is a *potter*.

**rapid** is an adjective meaning very quick or happening in a short period of time. The adverb is *rapidly*.

**reliable** is an adjective you can use to describe something dependable, that you can trust. The verb is to *rely* and the noun is *reliability*.

**space race** is a compound noun used to refer to the race between the USA and the USSR in the 1960s to put the first man into space. In 1961, the USSR put the first man into space, and in 1969 the USA put the first man on the moon.

**supplies** is a plural noun meaning things such as food, medicine etc. that are needed by a group of people.

**temporary** is an adjective you can use to describe something that is intended to last or be used only for a short time. The adverb is *temporarily*.

**trade** is an uncountable noun meaning the activity of buying and selling between people or countries. The verb is to *trade*.

**wheat** is a noun meaning a type of plant that is grown by farmers and used to make flour for bread.

### More practice

Workbook page 42

## Exercise 1

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

## Target Vocabulary

**The birth of farming:** advances barriers basis consequences crafts elaborate fundamentally pottery rapid reliable space race supplies temporary trade wheat

**Idioms:** be carved in stone build bridges hammer something home make it pave the way read somebody like a book weave a tale

## Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What is a plant that is grown to make bread?* [wheat] *What word describes something which you can trust?* [reliable]
- Students complete the sentences. Check the answers.

### ANSWERS

1 barriers 2 pottery 3 reliable 4 elaborate 5 wheat  
6 temporary 7 supplies 8 space race 9 fundamentally  
10 advances 11 consequences 12 basis 13 crafts  
14 trade 15 rapid

## Extend

### Exercise 1 Word formation

- Focus on the example with students. Write the three forms of inspire on the board and elicit from students where the stress is on each word (*inspire*, *inspiration*, *inspiring*).
- Remind students of the difference between verbs, nouns and adjectives, and elicit a few examples of each (verb: expresses an action, event or state, e.g. run, happen, be; noun: refers to a person, place or thing, e.g. man, school, chair; adjective: describes a noun, e.g. red, happy, small).
- Students work individually or in pairs to complete the table. Check the answers.

### ANSWERS

inspiring  
creative  
invention  
explorer  
contributor  
participation  
scientific  
idealistic  
governing

### Teaching Tip: Predicting word forms

Encourage students to predict the word forms they will need before completing a gap-fill exercise like Exercise 2. Tell students to read the sentences and make a note of what type of word – noun, verb, adjective etc. – they think they will need to complete the sentence. Then ask them to complete the sentences. This is a useful skill to learn which will help students to eliminate errors when it comes to exam time.

### Exercise 2

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

### ANSWERS

1 idealistic 2 creative 3 contribution 4 participate  
5 scientific 6 invented 7 inspire 8 explore  
9 government

### Teaching Tip: Looking up idioms

Explain to students that to find an idiom in the dictionary they may need to look at the main entry for the first or the last word in the idiom. In the Oxford Student's Dictionary idioms are listed after the main entry in a separate section marked **IDM**.

### Exercise 3 Idioms: craft

- Elicit any idioms about crafts that students may know in their own language.
- Focus on the example and ask students to check which word the idiom is found under in the dictionary [stone].
- Students continue matching the idioms and the definitions individually or in pairs. Check the answers with the class.

### ANSWERS

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

### Exercise 4

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

### ANSWERS

1 pave the way for 2 hammered home 3 wove a tale  
4 build bridges 5 carved in stone 6 made it  
7 read, like a book

### Quick Test: Get it right

Write these sentences on the board and give students five minutes to correct them.

The walls were covered with a rapid design. [an elaborate]  
When they reached the bottom of the mountain they had very few pottery left to eat. [supplies]  
I'm certain he won't forget – he's very temporary. [reliable]  
International craft is very important for the relationships between countries. [trade]  
They placed advances between the two groups of supporters at the football match. [barriers]  
The bad weather this year means farmers will produce less consequences. [wheat]  
If I get bad results in my exams it could have serious basis for my future. [consequences]  
This classroom is rapid while our new school is being built. [temporary]  
The thief stole some valuable wheat from the museum. [pottery]  
A good relationship between teachers and students is the trade of this school's success. [basis]

### Vocabulary Notebooks

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

### More practice

Workbook page 43

**Participle clauses**

**Warm-up**

- Focus students on the photo in exercise 1. Ask *What do you think that is?*

**Explore**

**Exercise 1**

- Students read the text quickly and answer the question.

**ANSWERS**

showing: present  
 powered: present  
 built: past  
 programmed: past  
 considered: past  
 combining: present  
 allowing: present  
 designed: past  
 displaying: present

**Exercise 2**

- Read through the **Learn this!** box with students and check understanding by asking: *Why do we use participle clauses?* [to give more information about a noun] *What type of clauses do they replace?* [defining and non-defining relative clauses] *Which participles replace active verbs?* [present participles] *Which participles replace passive verbs?* [past participles]
- Focus on the three examples in the box and ask students to read them out.

**ANSWERS**

The non-defining clause is the last one: *The final episode ...*

**Exercise 3**

- Students do the task individually or in pairs.

**ANSWERS**

showing: 1 Yes 2 A non-defining clause  
 powered: 1 Yes 2 A non-defining clause  
 built: 1 No 2 A defining relative clause  
 programmed: 1 Yes 2 A non-defining relative clause  
 considered: 1 Yes 2 A non-defining relative clause  
 combining: 1 Yes 2 A non-defining relative clause  
 allowing: 1 No 2 A defining relative clause  
 designed: 1 Yes 2 A non-defining relative clause  
 displaying: 1 No 2 A defining relative clause

**Exercise 4**

- Point out that the first paragraph ends at *go where you want*.
- Ask students to underline the four participle clauses in the first paragraph.
- Students work individually or in pairs to re-write the clauses.

**ANSWERS**

This photograph, which shows an electric car, ...  
 These cars, which are powered by the sun's energy ...  
 ... drive on streets which were built ...  
 ... the cars, which are programmed by computers, ...

**Teaching Tip: Present participles**

Remind students of the spelling rules for present participles. Normally we add *-ing* to the infinitive of the verb, e.g. *wear – wearing*. If the infinitive ends in one vowel and one consonant, we double the consonant and add *-ing*, e.g. *stop – stopping*. If the infinitive ends in *-e*, we omit the *-e* and add *-ing*, e.g. *write – writing*. If the infinitive ends in *-ie*, we change to *-y* and add *-ing*, e.g. *lie – lying*.

**Exploit**

**Exercise 1** 1.25

- Students work individually or in pairs to complete the description.
- Play the CD to let the students check their answers.
- Check the answer.

**ANSWERS**

1 known 2 used 3 repeating 4 exported 5 surviving  
 6 found 7 shining 8 showing

**Exercise 2**

- Students work individually or in pairs to rewrite the sentences using participle clauses. Check the answers.

**ANSWERS**

- 1 Islamic art covers many areas, including pottery, ceramics and metalwork.
- 2 Ancient Islamic metalwork, consisting of useful objects in brass and steel, is highly decorated.
- 3 Many beautifully designed everyday objects like candlesticks and lamps have been found.
- 4 Early Islamic pottery, often influenced by Chinese ceramics, reached great artistic heights.
- 5 The oldest Oriental rugs, dating from the 1500s, are hard to find today.
- 6 An example of this was a type of chemist's jar, originally designed to hold medicines.

**More practice**

Workbook page 44

Grammar Builder page 71, exercise 1

**ANSWERS GRAMMAR BUILDER 6 (PAGE 71)**

**Exercise 1**

- 2 That man holding the cake is the famous chef, Bartelli.
- 3 The man wearing a blue shirt is his brother.
- 4 Simon Green, born in London, now lives in Riyadh.
- 5 In 2010 he received an award, presented by the government.
- 6 The tower, designed by a famous architect, is now the tallest in the city.
- 7 The man living in the apartment next door used to be my schoolteacher.

## Creative people

### Target Vocabulary

**Creative jobs:** architect building button chef discovery dish documentary experiment explorer gardener inventor liquid mathematician option potter producer prototype reporter sauce schedule scientist stone test tube weaver writer

### Warm-up

- Ask students: *What's your ideal job?*

### Vocabulary

#### Exercise 1

- Students work individually or in pairs.

#### ANSWERS

- 1 scientist 2 explorer 3 weaver 4 potter 5 gardener  
6 chef

#### Exercise 2

- Students work individually or in pairs.

#### SUGGESTED ANSWERS

- a university: architect, mathematician, scientist
- b hotel: chef, gardener
- c workshop: inventor, potter, weaver
- d laboratory: inventor, scientist
- e jungle or desert: explorer

### Listen

#### Exercise 1 1.26

- Play the CD for students to number the sentences.

#### ANSWERS

- a 2 b 4 c 3 d 1 e 5

#### TAPESCRIPT

- 1 **Explorer 1** Wait a minute. Stand back a bit. There's something behind here.  
**Explorer 2** What is it?  
**Explorer 1** I'm not sure. It's made of stone. It looks like part of a building.  
**Explorer 2** Pull those branches back a bit. Look, there are some carvings on the stone.  
**Explorer 1** Gosh, so there are. But there's no record of any ancient cities here.  
**Explorer 2** I know. Let's get the camera out. We need to take a lot of photographs.  
**Explorer 1** OK. I'll go and get it. You keep looking.
- 2 **Scientist** So, then we need to pour that liquid in here.  
**Student** OK. Here goes.  
**Scientist** Slowly, slowly.  
**Student** Oh, it's changing colour!  
**Scientist** Yes, that's the reaction with the acid.  
**Student** Do I shake it now?  
**Scientist** Yes, just a little. That's enough. Now put this liquid in that test tube and put it in the fridge.  
**Student** OK. And what do I do with this?

- Scientist** Pour it into this dish. Slowly.  
**Student** Oh, look at that. What's happening?
- 3 **Chef** Can you pass me the cumin, please?  
**Assistant** Certainly, here you are. It smells wonderful, doesn't it?  
**Chef** It isn't finished yet! I need a little cream now.  
**Assistant** OK, how much?  
**Chef** Stop! I said a LITTLE.  
**Assistant** Sorry. Was that too much?  
**Chef** Let me taste it. No, it's OK. Now put a few finely chopped onions in the sauce.  
**Assistant** Certainly... (sniff, sniff)  
**Chef** What's wrong?  
**Assistant** Nothing. They're making me cry, that's all!
- 4 **Producer** Now, who is the guest for this week's programme?  
**Assistant** It's the children's writer, Jacqueline Wilson.  
**Producer** Good. She'll come on the show at three o'clock.  
**Assistant** How long will the interview last?  
**Producer** 20 minutes. After that we will do that report on the environment.  
**Assistant** OK. Do we need an interviewer for that?  
**Producer** No, it'll be a piece to camera by the reporter. This week it's Rob Jenkins.  
**Assistant** Great. He's an excellent reporter - I loved his last documentary on fast food.
- 5 **Inventor** Now, let's switch it on.  
**Friend** Sorry! I dropped it. Oh dear.  
**Inventor** Don't worry. You can't break it! All right, let's try it again. Select an option and press the start button on the top.  
**Friend** Wow, look at it go! It's really cleaning the floor! Fantastic!

#### Exercise 2 1.26

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

#### ANSWERS

- 1 stone; building 2 liquid; test tube 3 sauce  
4 reporter; documentary 5 option; button

### Speak

- Students discuss the questions in pairs.

### More practice Workbook page 45

**Determiners: all, each, every, few, little, no**

**Warm-up**

- Focus on the two photos and ask students: *What can you see in the photo?* [A running track in an empty sports stadium; boys in football shirts listening to their coach talking]

**Explore**

**Exercise 1**

- Students read the text quickly to find the answer to the question.

**ANSWER**

Yes, sport can change lives. The text describes how young people's confidence and attitude to life can be improved by participating in sport.

**Exercise 2**

- Students read the text again and complete the table. Check the answers.

**ANSWER**

- 1 every, each + singular countable noun
- 2 few, a few, many + plural noun
- 3 little, a little, much + uncountable noun
- 4 all, most, some, any, no + countable or uncountable noun

**Exercise 3**

- Students read the text again to find the answer to the question.

**ANSWER**

The missing word is *of*.

**Teaching Tip: everything, everybody, everywhere**

In English we tend to use *everything, everybody* and *everywhere* instead of *all of the things, all of the people* and *all of the places*.

**Follow-up**

Grammar Reference page 70

**Exploit**

**Exercise 1**

- Students work individually or in pairs to choose the correct words. Check the answers.

**ANSWERS**

- 1 all
- 2 each
- 3 All
- 4 no
- 5 Most of
- 6 little
- 7 much
- 8 Every one

**Exercise 2**

- Read through the **Look out!** box with students and check understanding by asking: *When do we use few and little?* [when we want to emphasize the smallness of the number] *Do few and little have a positive or a negative meaning?* [negative]
- Students work individually or in pairs to complete the sentences. Check the answers.

**ANSWERS**

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

**Exercise 3**

- Focus on the instructions. Explain that students should try and guess the truth about their classmates. Students complete the sentences individually. Monitor and help.

**ANSWERS**

Students' own answers.

**Exercise 4**

- Ask a few students to read out their first sentence. Ask the class: *Have you ever been to a live sporting event?* Ask students to put up their hands if the answer is Yes. Elicit the determiner which best expresses the truth about the class and ask students: *Were you correct?*
- Repeat for sentences 2 to 6. Finally, find out which students guessed the most sentences correctly.

**Quick Test: Error correction**

Write the following sentences on the board. Give students time to find the mistakes and write the sentences correctly.

*There are little people in my English class.* [few]

*She's already finished most her homework.* [most of]

*We do our homework every days.* [every day]

*I've got a little money, so I can't go out.* [little]

*They haven't got many time.* [much]

*He didn't eat none of his food.* [any]

*I've made few friends, so I'm not lonely.* [a few]

*Would you like some this cake?* [some of]

*He's got any paper, so he can't write a letter.* [no]

*The coach values all person in our team.* [each]

**More practice**

Workbook page 46

Grammar Builder page 71, exercises 2–4

**ANSWERS GRAMMAR BUILDER 6 (PAGE 71)**

**Exercise 2**

- 1 Most
- 2 Some
- 3 A few of
- 4 any of
- 5 every one
- 6 no
- 7 a little of
- 8 much of

**Exercise 3**

- 1 many, a few
- 2 much, a little
- 3 many, a few
- 4 much, a little
- 5 many, a few
- 6 much, a few

**Exercise 4**

- 1 None of the people ...
- 2 We haven't got any experience.
- 3 None of my classmates ...
- 4 I haven't read any books ...
- 5 No student ...
- 6 There aren't any tickets left.

## A discussion essay

### Target Language

**Discussion essay:** Does ... matter?

Some people would argue ... Likewise, ...

On the other hand, ... Unfortunately, ...

**Symbols and abbreviations:** = + -> e.g. ☺ ☹

### Warm-up

- Ask students: *Is architecture important to you? Why? / Why not?*

### Read

#### Exercise 1

- Focus on the essay and plan and elicit the following:
  - The essay starts with a general introduction to the topic.
  - The style of the essay is formal, so we use full forms.
  - There should be five paragraphs in the essay.
  - The middle paragraphs should explore one topic each.
  - Expressions used for giving opinions include *in my opinion* [first paragraph] and *I believe* [last paragraph].
  - We can give examples using the expression *for example*.
  - The essay finishes with a conclusion.
- Students work individually and answer the question.

#### ANSWER

Paragraph 4 is missing from the finished essay. There is no discussion of outside spaces in the essay.

### Prepare

#### Exercise 1

- Read through the **Writing tip** with students and check understanding by asking: *How should you make an essay plan?* [with key words, abbreviations and symbols]
- Give students time to find the examples in the essay plan.

#### ANSWERS

1 = 2 ☺ 3 ☹ 4 -> 5 + 6 e.g.

#### Exercise 2

- Read through the **Learn this!** box with students.
- Students work individually or in pairs to find the example and rewrite it.

#### ANSWER

The last sentence contains a *what* clause: *What we need are more beautiful buildings ...*

This can be rewritten as: *We need more beautiful buildings ...*

#### Exercise 3

- Read through the instruction and check understanding by asking: *What is a nominal subject clause?* [It's a *what*-clause]
- Students work individually to rewrite the sentences.

#### ANSWERS

- What I like is modern architecture.
- What I really hate are grey tower blocks.
- What we want is people to like where they live.
- What we need is a new attitude to urban architecture.
- What it shows is how important our environment is.
- What they're looking for is a more attractive house.

#### Follow-up

Grammar Reference page 70

### Write

#### Exercises 1 and 2

- Students read the essay question and write a plan. They then write their essay.

#### SAMPLE ANSWER

Parks, squares and public gardens are just some of the urban spaces that everybody can enjoy in the city. Every city has these open areas and sometimes we take them for granted. But do they really make our lives better? Is it important to preserve these spaces, or could we use them to build more important buildings such as apartment blocks?

Whether we visit them once a week or once a month, we all feel the benefit of urban spaces. They allow us to relax, for a few moments or a few hours, and escape the busy city life all around us. Urban spaces help us to fight against the stress which living in the city can cause.

On the other hand, parts of the city with no good urban spaces can be depressing. Living surrounded by grey concrete, we can forget the simple pleasure that plants and trees can bring us. People begin to feel gloomy if they do not have access to parks. To sum up, while it is hard to say why parks and other urban spaces make us feel better, there is no doubt that they improve our lives. Local governments and city planners must work together to preserve these spaces, for the benefit of the whole city population.

#### More practice

Workbook page 47

#### ANSWERS GRAMMAR BUILDER 6 (PAGE 71)

#### Exercise 5

- What I need is to go on holiday.
- What I'm looking forward to is finishing my exams.
- What I'd like to do is have a lie-in.
- What I'm thinking about planning is a picnic in the desert.
- What we're going to is a family dinner.
- What I want to do instead of revising is watch TV.

#### Exercise 6

Students' own answers.

**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 most 2 crowded 3 many 4 standing 5 driving  
6 of 7 all 8 every 9 any 10 few 11 waving  
12 cheered

**Exercise 2**

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

**ANSWERS**

1 all of 2 All of 3 a lot of 4 Every 5 all of 6 some  
7 Few

**Exercise 3**

- Students work individually to complete the sentences. Check the answers.

**ANSWERS**

1 flying 2 given 3 written 4 wondering 5 helped  
6 opened 7 weaving

**Dictionary Corner**

**Teaching Tip: Finding synonyms and antonyms in the dictionary**

Explain the terms *synonym* (a word that has the same or nearly the same meaning as another word, e.g. *large* is a synonym of *big*) and *antonym* (a word that means the opposite of another word, e.g. *small* is an antonym of *big*). Explain that in an Oxford Student's Dictionary the letters **SYN** indicate a synonym and **OPP** indicate an opposite or antonym.

**Exercise 1**

**day-to-'day** *adj.* [only before noun] **1** planning for only one day at a time: *I have organized the cleaning on a day-to-day basis, until our usual cleaner returns.* **2** involving the usual events or tasks of each day: *She has been looking after the day-to-day running of the school.*

- Explain to students how compound adjectives are listed in their dictionaries. Sometimes they are listed under the entry for the first word, while sometimes they have their own entry.
- Students look up the entry for *day-to-day* in their dictionaries.
- Elicit or explain the following:
  - *day-to-day* is an adjective
  - *day-to-day* is used to describe the usual events or tasks of each day.
  - it can also mean planning for one day at a time, and can be used with the word *basis*
- Focus on the example sentence and show how the use of the adjective matches the dictionary definition number 2.

- Students continue working individually. Circulate and help students to find the compound adjectives in their dictionaries. Check the answers with the class.

**ANSWERS**

- 1 day-to-day
- 2 kind-hearted
- 3 old-fashioned
- 4 far-reaching
- 5 high-flying

**Exercise 2**

- Focus on the example and elicit the following:
  - *courage* has the same meaning as *bravery*
  - *cowardice* means the opposite of both *courage* and *bravery*
- Students work individually to complete the exercise using their dictionaries.

**ANSWERS**

	Word	Synonym	Antonym
1	bravery	courage	cowardice
2	chilly	cool	boiling
3	destroy	ruin	build
4	grin	smile	frown
5	silent	quiet	noisy
6	tasty	delicious	disgusting

**Follow-up**

Self Check, Workbook pages 48–49  
Test Unit 6, Teacher's Book pages 80–81

# 7

## In business (Optional unit)

### This unit includes

**Vocabulary:** Websites • 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 50–57**

## Reading PAGES 52–53

### 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 Arabic. 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.

Sean Belnick, from the USA, founded his company Bizchair in 2001, aged 14. Bizchair sells furniture over the internet from [www.bizchair.com](http://www.bizchair.com). Today it is a multi-million dollar company.

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

**Sean:** selling chairs

**Suhas:** computer consultancy

### Exercise 2

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

### ANSWERS

1 Suhas 2 Sean 3 Fraser 4 Sean 5 Fraser 6 Suhas

### Exercise 3 1.28

- 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 c 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 from?*

*What was his business idea?*

*What did he launch?*

*What does his company do?*

*What is his 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  
**Sean:** a computer, internet access, chairs  
**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 58–69).

### Exercise 1

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

#### ANSWERS

1 proposition 2 launched 3 branches 4 day-to-day  
5 role 6 lucrative 7 persisted 8 eagerness 9 aimed at  
10 consultancy 11 rent 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*.

**day-to-day** is a compound adjective which describes the tasks somebody does every day.

**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*.

**rent** is a noun which means the money somebody who lives or runs a business in a building pays to the owner of the building. The verb is *to rent* and it is regular.

**role** is a countable noun which means the position or function of somebody or something in a particular situation.

### 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]

*How much \_\_\_ do you pay every month for this apartment?* [rent]

*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 50

## Target Vocabulary

**High fliers:** aim at branch capital come up with consultancy day-to-day eagerness launch lucrative manufacturer persist proposition recruit rent role

**Phrasal verbs: business:** branch out take over cut back on come up with turn down pull out of get ahead take on

**Websites:** click download link logout password sign in update username

## 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]
- 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 day-to-day 12 manufacturers  
13 consultancy 14 rent 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 on

### 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 Websites

- Focus on the definitions and cover the words on the left.
- 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 e 2 c 3 g 4 a 5 f 6 d 7 h 8 b

## Exercise 4

- Focus on the task. Students compare their answers in pairs before you check the answers.

### ANSWERS

2 username 3 password 4 click 5 links 6 logout  
7 updates 8 download

### Optional Activity: Websites

**Aim:** to practise the vocabulary of websites.

**Preparation:** Set up an email account with www.gmail.com or a similar English-language email website before the class. If you have the resources, project a computer screen onto your whiteboard or projector screen, so that the class can see it.

Go to the website you have chosen. Go through the steps of entering your username and password, signing in etc. Elicit the English words from this exercise as you do so.

Alternatively, if the students each have access to computers, dictate instructions to them in English, using this vocabulary to help them set up an email account.

### Quick Test: Synonyms race

Read out the following definitions in turn and give the students five seconds to write down each word.

*to recruit staff* [take on]

*to not accept an offer* [turn down]

*to press the button on your computer's mouse* [click]

*to make progress* [get ahead]

*to enter a website using your username and password* [sign in]

*to think of a plan* [come up with]

*to find new staff* [recruit]

*a local office* [branch]

*continue doing something* [persist]

*the tasks you must do every day* [day-to-day]

*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 51

**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 72

**Exploit**

**Exercise 1**

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

**ANSWERS**

- 1 The secretary told me I ought to fill in an application form.
- 2 Bob told me he works in his father's shop.
- 3 Last week she said she would email me the following day.
- 4 Gopal told me they speak eighteen languages in India.
- 5 Sam said they had met at a trade fair the week before.
- 6 This morning Khalid said he was starting an online newspaper next month.
- 7 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**

- 1 Where are you from?
- 2 Are you launching a new product?
- 3 When are you opening the new shop?
- 4 Do you use the website?
- 5 Have you downloaded the program? / Did you download the program?
- 6 Who will run the business in Chicago?
- 7 Has the company recruited new staff? / Did the company recruit new staff?
- 8 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 Jim ...*  
*'Which magazines do you read?' John asked Andrew ...*  
*'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?' He asked Harry ...*

**More practice**

Workbook page 52  
 Grammar Builder page 73, exercises 1–4

**ANSWERS GRAMMAR BUILDER 7 (PAGE 73)**

**Exercise 1**

- 1 They said they had finished the report.
- 2 Tom said that bag was his.
- 3 The professor said eating vegetables was good for you.
- 4 James said they had to get a visa to visit Malaysia.
- 5 Sam said his brother always drinks tea.
- 6 Pat said I ought to read websites in English.
- 7 Mark said he might come to the meeting.
- 8 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**

- 1 Luke asked me what time the match started.
- 2 The teacher asked us if / whether we had done the homework.
- 3 I wanted to know whether he had brought the food.
- 4 Steve asked me if / whether I knew Timothy Gray.
- 5 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 53

**Listen**

**Exercise 1** 1.29

- 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 sixteen-year-old girl who taught basic computer skills to retired women.

**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 is 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 news website for our city.

**Harry** What's that?

**Andy** It's a website that tells people what has happened recently in the city.

**Harry** But doesn't the local newspaper do that?

**Andy** Well, it'll be much more detailed than the newspaper and I can update it constantly. 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** 1.29

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

**ANSWERS**

- during the summer holidays
- designing T-shirts
- elderly / retired women
- rivals
- the supplies you need / your expenses
- what's happened in his city recently
- 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.

## 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 72

### 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 teacher accused me of being late for class.
- Jim recommended visiting the exhibition because it was fantastic.
- Paula refused to help them.
- Andy admitted to taking the food. / Andy admitted that he had taken the food.
- Yasmine blamed me for breaking the computer.
- My brother reminded me to return his book.
- Liam warned me 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 library.*

[*My friend suggested going to the library.*]

*Pete assured that he wouldn't be late for school.*

[*Pete assured me that he wouldn't be late for school.*]

*My brother agreed giving me a lift.*

[*My brother agreed to give me a lift.*]

#### More practice

Workbook page 54

Grammar Builder page 73, exercises 5–6

#### ANSWERS GRAMMAR BUILDER 7 (PAGE 73)

#### Exercise 5

- 1 informed 2 recommended 3 congratulated 4 wanted  
5 denied 6 wondered 7 agreed 8 ordered

#### Exercise 6

- He denied saying that.
- 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 being late.
- Katie explained that she was late because the bus hadn't arrived.
- Alice apologized for forgetting the books.
- Fred promised to give me the book 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

They preferred working for themselves; they felt they had unique ideas which were as good as or better than other entrepreneurs; they had discovered markets that were not being served; they wanted a challenge.

### 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.

## 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 ... were 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 analyze 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.

#### 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 55

## Language Skills

### Exercise 1 1.30

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

#### ANSWERS

1 update 2 signed in 3 username 4 password 5 link  
6 click 7 download 8 logout

### Exercise 2

- Students work individually. Check the answers.

#### ANSWERS

- 1 F (He needs advice on using the website to download an update for his phone.)
- 2 T
- 3 F (He didn't realise he had to sign in.)
- 4 F (It takes about ten minutes.)
- 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 being rude.
- 3 They wanted to know whether I was punctual.
- 4 He insisted on having lunch.
- 5 correct
- 6 correct
- 7 Peter claimed that he knew the answer.
- 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: Media, Law, Language]

*branch* (n) [5: Biology, Business]

*capital* (n) [5: Geography, Politics, Business, Architecture]

*paper* (n) [5: Education]

*work* (n) [7: Media, Literature]

## Exercise 1 Synonyms: get

**get** <sup>ɹ</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 letter from your father?* ◊ *He 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 friend 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?* ◊ *Just give me five minutes to get ready.* ◊ *He's always getting into trouble with the police.* ◊ *She's shy, but she's nice 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'ɒpəreɪtɪv/ **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 56–57

Test Unit 7, Teacher's Book pages 82–83

# Workbook answer key

## PAGE 2 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: books not affected by copyright
- 3 1 C 2 D 3 A
- 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 3 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 4 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 5 SKILLS Using computers

- 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 6 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 7 WRITING An opinion essay

- 1 1 Moreover  
2 Although  
3 For instance / Furthermore / Similarly / Firstly  
4 Furthermore / Similarly / Secondly  
5 Furthermore / Similarly  
6 despite  
7 Firstly / For instance  
8 Secondly / Furthermore  
9 however / although
- 10 To sum up
- 2 1 The arrival of new technology doesn't mean the end of paper books.  
2 Mail delivery has continued despite the arrival of the telephone, the fax machine and the internet.  
3 People will continue to read books and use traditional forms of doing things.
- 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 8 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 already eaten 3 We bought 4 correct  
5 has had 6 've been studying 7 John plays 8 Harry met  
9 correct 10 always takes
- 4 1 yet 2 this 3 yesterday 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 9 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 10 **Unit 2**

**READING Record Breaker**

- 1 1 set off 2 rudder 3 single-handedly 4 capsized 5 took up  
6 brand new 7 undertake 8 course
- 2 He became the youngest person to sail across the Atlantic and around the world and he wants to become the youngest man to fly around the world.
- 3 a 7 b 2 c 8 d 3 e 6 f 1 g 4 h 5
- 4 1 F (His father, grandfather and great-grandfather sailed with the British Navy.)  
2 T  
3 F (The weather conditions would frighten most adult sailors.)  
4 T  
5 T  
6 T

PAGE 11 **VOCABULARY The Land of Thirst**

- 1 1 oasis 2 document 3 nomadic 4 gadgets 5 destination  
6 robe 7 inhospitable 8 thirst 9 inspired 10 willing  
11 intrepid 12 dune 13 self-assured 14 pride 15 preserve
- 2 1 asleep 2 eaten 3 sensitive 4 active 5 coloured  
6 talented 7 assured 8 important 9 trained 10 written
- 3 1 hypersensitive 2 multi-coloured 3 self-assured  
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 12 **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 Chris got up 7 correct  
8 My friend and I 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 He 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 13 **SKILLS On top of the world**

- 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 range 2 undergrowth 3 clearing 4 foliage 5 summit
- 3 1 X 2 ✓ 3 X 4 ✓ 5 ✓ 6 X

Students' own answers.

**Challenge!**

Students' own answers.

PAGE 14 **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 15 **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 16 **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 he's used to working  
2 he went to bed  
3 George used to have a big house / George had a big house  
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 17 **Self check 2: Vocabulary**

- 1 1 asleep 2 life-jacket 3 tide 4 intrepid 5 summit  
6 multi-talented 7 half-eaten 8 Waterproofs 9 the mountains  
10 destination 11 proud 12 shore 13 self- 14 camping  
stove 15 thirst 16 GPS 17 paddle 18 unlike 19 gadgets  
20 matches
- 2 1 a 2 d 3 b 4 b 5 a 6 d 7 a 8 c 9 a 10 c

PAGE 18 **Unit 3**

**READING School holidays**

- 1 e 2 b 3 c 4 f 5 d 6 a
- Vasanth is an American teenager. He raised money to improve schools in India.
- 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.)
- 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 19 **VOCABULARY Yes, we can!**

- 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
- 1 inspire 2 achieve 3 incentive 4 stimulate 5 ambitious 6 motivation 7 persevere
- 1 paid off 2 fell through 3 keep up 4 lose out 5 pulled ... off 6 built on
- 1 plaster 2 bandage 3 walking stick 4 plaster cast 5 wheelchair 6 crutches

PAGE 20 **GRAMMAR Modals: advice, obligation and prohibition**

- 1 recommendation 2 prohibition 3 not necessary 4 necessity 5 not necessary 6 obligation 7 obligation 8 recommendation
- 1 S 2 S 3 D 4 S 5 D 6 S 7 D 8 D
- 1 must 2 have to 3 must 4 have to 5 must 6 have to
- 1 need to 2 mustn't 3 must 4 have to 5 should 6 ought 7 needn't 8 don't have to
- 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 21 **SKILLS Teen speakers**

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

**Challenge!**

Students' own answers.

PAGE 22 **GRAMMAR Speculating: present and past**

- 1 certain 2 possible 3 impossible 4 certain 5 possible 6 impossible 7 possible 8 possible
- present: 2, 4, 6, 7  
past: 1, 3, 5, 8
- 1 S 2 D 3 S 4 S 5 D 6 D 7 S 8 D
- 1 be 2 present 3 have 4 past participle 5 past 6 can
- 1 a must be b can't be  
2 a can't be b might be  
3 a must have been b may work  
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 23 **WRITING An anecdote**

- Mary was dyslexic. She inspired the writer to be more motivated about school work.
- Tick: 2, 3, 5, 6, 8
- 1 Spending time on the internet instead of studying ...  
2 Doing some tests with Mary ...  
3 Coming from a poor family ...
- 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 ...
- 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 my brother was home.  
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 he was driving along the motorway, he heard the news on the radio.
- Students' own answers.

PAGE 24 **Self check 3: Grammar**

- 1 c 2 b 3 a 4 a 5 c 6 a 7 c 8 a 9 b 10 c
- 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
- 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
- 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)
- 1 c 2 b 3 e 4 d 5 a

PAGE 25 **Self check 3: Vocabulary**

- 1 wheelchair 2 on 3 speaker 4 shatter 5 through 6 prosthetic 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
- 1 a 2 c 3 b 4 a 5 b 6 a 7 a 8 d 9 c 10 b

PAGE 26 **Unit 4**

**READING Life without the internet**

- 1 1 judge 2 close to my heart 3 an obligation 4 genuine  
5 interrupt 6 nothing in common 7 on the go  
2 1 D 2 E 3 C 4 A

PAGE 27 **VOCABULARY Is there such a thing as a true friend?**

- 1 1 interrupting 2 on the go 3 concern 4 otherwise  
5 glimpse 6 sauntered 7 obligations 8 in common with  
9 judges 10 treat 11 close to my heart 12 genuine  
13 a shoulder to cry on 14 wheelchairs 15 resounding  
2 1 don't get 2 fell 3 got 4 'm / am cutting 5 'd / had put  
6 looked 7 didn't come 8 didn't look  
3 1 out with her 2 down on us 3 up with it 4 up with it  
5 down on it 6 on ... with her 7 up to him 8 away with it  
4 1 interested 2 fascinated 3 frightening 4 entertaining  
5 bored 6 depressing 7 annoying 8 exhausted

PAGE 28 **GRAMMAR Comparatives and superlatives**

- 1 1 better, the best  
2 faster, the fastest  
3 more energetically, the most energetically  
4 harder, the hardest  
5 more clearly, the most clearly  
6 more carefully, the most carefully  
2 1 faster 2 less patient 3 the least accurately 4 stronger  
5 the best 6 as well as 7 the least intelligent 8 the least fast  
9 less correctly 10 as intelligent as  
3 1 than he used to be 4 than I was before  
2 as it was when I bought it 5 than five years ago  
3 he was as a child 6 than it used to be  
4 1 He's the most interesting person I've ever met.  
2 That is the biggest building I have ever seen.  
3 This is the most unreliable car we've ever bought.  
4 He's the funniest man I've ever worked with.  
5 That's the loudest noise he's ever heard.  
6 That's the nicest thing you've ever said.  
7 That's the best meal I've ever eaten.

**Challenge!**

Students' own answers.

PAGE 29 **SKILLS Relationships**

- 1 1 confided in 2 backed ... up 3 put up with 4 let ... down  
5 fell out with 6 made up 7 lent ... a hand 8 kept in touch with  
2 1 c 2 g 3 d 4 a 5 b 6 e 7 f  
3 1 I don't often confide in anyone.  
2 My brother has always got on well with my father.  
3 Alan fell out with Oliver during the football match.  
4 We hung out in the park yesterday before going home.  
5 They used to be friends, but they lost touch when they started work.  
6 My brother stood up for me.  
7 We've put up with our neighbours for long enough.  
8 I called my friend and tried to make up with her.

**Challenge!**

Students' own answers.

PAGE 30 **GRAMMAR First and second conditional**

- 1 1 They'll catch a cold if they stay out in the rain.  
2 If I get up early I won't arrive at school late.  
3 You won't pass your exams if you don't work harder.  
4 If we go on holiday we'll stay in a hotel.  
5 If she goes shopping she'll buy me something nice.  
6 I won't go to the cinema if I don't have enough money.  
7 We won't go out if you don't feel well.  
2 1 had 2 wouldn't get 3 told 4 weren't 5 'd/would sleep  
6 didn't work 7 'd/would buy 8 weren't  
3 1 If you didn't go to bed late, you wouldn't feel bad in the morning.  
2 If you put your clothes away, your room wouldn't be a mess.  
3 If you went shopping, there would be food in the fridge.  
4 If you weren't always with your friends, you'd have time for me.  
5 If you studied, you'd pass your exams.  
6 If you didn't eat a lot of sweets, you wouldn't get toothache.  
7 If you went to football practice, you'd be in the football team.  
4 1 have 2 'll say 3 spoke 4 'd/would work 5 won't pass  
6 study 7 get 8 didn't go

**Challenge!**

Students' own answers.

PAGE 31 **WRITING Emails to apologize**

- 1 1 I 2 F 3 I 4 I 5 F 6 F 7 I 8 F  
2 1 I am writing to apologize for being so rude at the weekend.  
2 Please accept my apologies for spoiling your meal.  
3 I'm very sorry for shouting at you yesterday.  
4 I'm ever so sorry for being so moody.  
3 1 on 2 at 3 on 4 at 5 at 6 in 7 in 8 in  
4 Students' own answers.

PAGE 32 **Self check 4: Grammar**

- 1 1 slower 2 less dangerously 3 least difficult 4 dirtiest  
5 less stressful 6 quieter 7 less shy 8 sails well  
9 is further from ... than 10 faster  
2 1 greener 2 less noisy 3 less crowded 4 more polluted  
5 friendlier 6 most unfriendly 7 the rudest 8 safer  
9 more carefully 10 longer  
3 1 study, won't fail 2 won't cycle, doesn't fix 3 save, 'll/will buy  
4 'll/will help, ask 5 invite, 'll/will go 6 'll/will miss, don't hurry  
7 don't go, won't see 8 won't be, don't get up 9 doesn't rain, 'll/  
will play 10 'll/will be, doesn't win  
4 1 worried, would have 2 would, invited 3 would,  
won 4 didn't, wouldn't 5 had, would 6 would say, asked  
7 wouldn't, weren't 8 'd come, could 9 would be, weren't  
10 'd, ate

PAGE 33 **Self check 4: Vocabulary**

- 1 1 close to his heart 2 fascinating 3 cut down on  
4 stands up for 5 interrupt 6 on the go 7 look up to  
8 genuine 9 depressing 10 put up with 11 keep in touch with  
12 entertaining 13 in common 14 exhausted 15 come up with  
16 get away with 17 glimpse 18 fall out with 19 resounding  
20 confide in  
2 1 b 2 d 3 a 4 a 5 c 6 b 7 c 8 d 9 a 10 b

PAGE 34 **Unit 5**

**READING Mr Gold Finder!**

- 1 1 nineteen ninety-five
- 2 twenty thousand, three hundred and fifty-nine
- 3 forty-five million
- 4 two thousand and five
- 5 thirty-six thousand four hundred
- 6 two thousand and ten

2 1 D 2 E 3 C 4 A 5 F

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

PAGE 35 **VOCABULARY Thanks a million**

- 1 1 goal 2 booming 3 hosted 4 passed away 5 regrets
- 6 auction 7 entire 8 settle 9 talent 10 venture 11 cheque
- 12 entrepreneur 13 donated 14 vast 15 On the contrary

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

- 3 1 go with the shirt 5 pick on me
- 2 broke into the school 6 looked after us
- 3 count on you 7 went over the explanation
- 4 came across some old photos

4 1 paid 2 spends 3 invested / had invested 4 am saving up 5 took 6 asked for

PAGE 36 **GRAMMAR have something done**

- 1 1 I'm going to have my photo taken tomorrow.
- 2 Tony is having his hair cut.
- 3 We had our house painted last week.
- 4 Leo has had his window broken.
- 5 Did you have your eyes tested yesterday?
- 6 Have you had your teeth cleaned?
- 2 1 He's having his house cleaned.
- 2 I had my car repaired.
- 3 He's going to have his eyes tested.
- 4 He's had his car washed.
- 5 He's going to have his hair cut.
- 6 We're having our house decorated.
- 7 They have their clothes ironed.
- 3 1 himself 2 himself 3 myself 4 ourselves 5 themselves
- 6 yourself 7 myself
- 4 1 a cut 4 a hurt
- b cut himself b hurt herself
- 2 a enjoy 5 a taught herself
- b enjoy yourself b taught
- 3 a control himself 6 a look after themselves
- b control b looks after

**Challenge!**

Students' own answers.

PAGE 37 **SKILLS Money and finance**

- 1 1 machine 2 card 3 debt 4 money 5 rate 6 account
- 7 account 8 card 9 number 10 currency 11 change
- 2 1 credit card 2 foreign currency 3 small change
- 4 PIN number 5 cash machine 6 savings account
- 7 debit card 8 in debt 9 pocket money 10 exchange rate
- 11 current account
- 3 1 owes 2 lent 3 charges 4 sell 5 wastes 6 take 7 afford
- 8 spends
- 4 1 h 2 f 3 c 4 e 5 b 6 a 7 g 8 d

**Challenge!**

Students' own answers.

PAGE 38 **GRAMMAR Third conditional**

- 1 1 c 2 e 3 f 4 a 5 d 6 b
- 2 1 If Jason hadn't spent all of his pocket money, he would have been able to afford a new TV.
- 2 If we had gone to the right gate, we wouldn't have missed the flight.
- 3 If they hadn't left home earlier, they would have got stuck in a traffic jam.
- 4 They would have run out of petrol if they hadn't stopped at the last petrol station.
- 5 He would have broken his leg if he had fallen off the stepladder.
- 6 They wouldn't have fallen out if she hadn't forgotten Ellie's name.

- 3 1 If I had taken some money out ...
- 2 I would have bought the laptop if ...
- 3 They would have borrowed the car if ...
- 4 ... if they had known ...
- 5 They would have given us a discount if ...
- 6 ... if it had been in the sale ...
- 4 1 If he'd studied more at school, he'd have passed his exams.
- 2 If he'd had some qualifications, he'd have found a job more easily.
- 3 If he hadn't worked as a labourer, he wouldn't have hurt his back.
- 4 He wouldn't have lived with his parents if he'd earned more money.
- 5 He'd have met more friends if he'd been able to go out.
- 6 If he'd got married earlier, he'd have had children.
- 7 He'd have gone abroad if he hadn't been broke.

**Challenge!**

Students' own answers.

PAGE 39 **WRITING A formal letter: asking for information**

- 1 1 B 2 C 3 A
- 2 1 I have a few queries
- 2 which model would be the most suitable
- 3 to make sure there is a van available for us
- 4 how much the rental would increase
- 5 I look forward to hearing from you
- 6 Yours faithfully
- 3 1 Greeting 2 Reason for writing 3 Main query 4 Second query
- 5 Third query 6 Final query 7 Sentence requesting a reply
- 8 Sign-off 9 Signature 10 Name
- 4 Students' own answers.

PAGE 40 **Self check 5: Grammar**

- 1 1 having their house painted.
- 2 have had my computer repaired.
- 3 didn't have a new shower installed.
- 4 is going to have his hair cut.
- 5 having his arm examined?
- 6 haven't had my eyes tested for a long time.
- 7 had our carpet cleaned last week.
- 8 going to have your photo taken?
- 2 1 myself 2 yourselves 3 himself 4 himself 5 ourselves
- 6 yourself 7 itself 8 themselves
- 3 1 hadn't sat, wouldn't have got
- 2 wouldn't have driven, had known
- 3 hadn't been, wouldn't have missed
- 4 hadn't come, would ... have done
- 5 would have lent, had asked
- 6 wouldn't have seen, hadn't forgotten
- 7 Would ... have remembered, hadn't reminded
- 8 hadn't fallen, wouldn't have broken
- 4 1 If he'd had enough money with him, he would have bought the laptop.
- 2 If he hadn't spoken good English, they wouldn't have offered him a job.
- 3 We wouldn't have got lost if we had taken the map.
- 4 If their best player hadn't been injured, they would have won the match.
- 5 I wouldn't have broken my glasses if I hadn't dropped them.
- 6 You wouldn't have lost your camera if you hadn't left it on the bus.
- 7 If he hadn't had a very big lunch, he wouldn't feel tired now.
- 8 If you had taken your umbrella, you wouldn't have got wet.

PAGE 41 **Self check 5: Vocabulary**

- 1 1 entrepreneur 2 goes with 3 talent 4 settle 5 donate
- 6 currency 7 auction 8 pocket money 9 credit / debit card
- 10 cash machine 11 broke into 12 across 13 counting
- 14 picked on 15 receipt 16 boomed 17 invest 18 saved up
- 19 PIN 20 cheques
- 2 1 take 2 type 3 pay 4 use 5 look 6 breaks 7 save
- 8 spend 9 waste 10 cost

PAGE 42 **Unit 6**

**READING A couple of bright ideas**

- 1 1 lifestyle 2 population explosion 3 farming skills  
4 food production 5 human being  
2 Students' own answers  
3 1 Zero 2 Gravity 3 Gravity 4 Zero 5 Gravity 6 Zero  
7 Zero 8 Gravity

PAGE 43 **VOCABULARY The birth of farming**

- 1 1 supplies 2 pottery 3 barriers 4 elaborate  
5 space race 6 reliable 7 Trade 8 advances 9 consequences  
10 temporary 11 fundamentally 12 crafts 13 wheat  
14 basis 15 rapid  
2 1 idealist 2 governor 3 scientist 4 participates 5 explores  
6 contributor 7 inventive  
3 1 d 2 b 3 a 4 g 5 c 6 e 7 f  
4 1 sread him like a book 2 weaving a tale 3 made it  
4 paved the way 5 carved in stone 6 hammered home  
7 build bridges

PAGE 44 **GRAMMAR Participle clauses**

- 1 1 taken 2 cooking 3 collected 4 held 5 designing 6 built  
7 watching 8 inviting  
2 1 wearing 2 looking 3 selling 4 bought 5 carrying  
6 not sold 7 held 8 sitting  
3 1 He had a watch belonging to his father.  
2 She cooked dinner with the vegetables bought at the market.  
3 She said thank you for the flowers given to her.  
4 The window broken yesterday needs to be repaired.  
5 The dinner cooked by the new chef was a complete success.  
6 The footballer playing in the match isn't usually a member of the team.

**Challenge!**

Students' own answers.

PAGE 45 **SKILLS Creative people**

- 1 1 documentary 2 TV studio 3 schedule 4 novel 5 publisher  
6 notebook 7 dish 8 sauce 9 oven 10 laboratory  
11 experiment 12 test tube  
2 1 gardener 2 writer 3 architect 4 journalist 5 weaver  
6 potter 7 mathematician 8 explorer  
3 1 inspires 2 joined 3 weave 4 shot 5 develop  
6 didn't know 7 seemed 8 learning

**Challenge!**

Students' own answers.

PAGE 46 **GRAMMAR Determiners: all, each, every, few, little, etc**

- 1 1 Not many men enjoy cooking.  
2 Correct  
3 Chefs and writers earn little money at first.  
4 Correct  
5 It doesn't take much time to feel more confident.  
6 Few architects become famous.  
2 1 some of it. 2 any of them. 3 all of it. 4 a few.  
5 some of them. 6 none of them.  
3 1 few 2 a few 3 little 4 a few  
4 1 Some of my friends participated in the charity event.  
2 Most of the guests contributed to the wedding present.  
3 Few scientists knew about the discovery.  
4 Many inventors have a main job.  
5 All of these books were written by my grandfather.  
6 Most people prefer summer to winter.

**Challenge!**

Students' own answers.

PAGE 47 **WRITING An essay: giving your opinion**

- 1 1 D 2 C 3 B 4 A  
2 1 c 2 d 3 e 4 b 5 f 6 a  
3 1 ☹ 2 -> 3 + 4 shot 5 ☺ 6 =  
4 1 Firstly, what I love writing about is unusual places.  
2 What really fascinates me is architecture.  
3 What the things that inspire me do is make me think about life and the planet we live on.  
5 Writing task  
Students' own answers.

PAGE 48 **Self check 6: Grammar**

- 1 1 The boy standing here is waiting for the bus.  
2 All the places visited were beautiful.  
3 The trams, rattling through the streets all night, kept me awake.  
4 The man carrying the suitcase will be here shortly.  
5 The class, taught by a new teacher, was a success.  
6 The animals living here recently arrived at the zoo.  
7 His brother, walking behind him, was looking miserable.  
8 The carpets being cleaned were usually in the hall.  
9 This photo, taken when Johnny was only five, shows his sporting ability.  
10 The new TV show shown tomorrow is the first in the new series.  
2 1 The train, which was pulled by two engines, spend past the station.  
2 We're going to see the new school which is opening tomorrow.  
3 The prisoner, who was escorted by two police officers, entered the courtroom.  
4 I'm sure the dinner, which was prepared by such a good chef, will be very successful.  
5 My office is in the block which adjoins the business centre.  
6 I've received two letters which asked me for money I don't owe.  
7 The two gardeners who wore / who are wearing overalls made the garden in front of our house.  
8 These cottages, which were built in 1770, are under threat of demolition.  
9 I was at school with that boy who is working in the supermarket.  
10 Anyone who is found in the playground without a good reason will be reported.  
3 1 a little 2 All 3 a few 4 none of 5 some 6 Much  
7 Each of 8 few 9 No 10 most  
4 1 d 2 f 3 h 4 a 5 c 6 g 7 j 8 b 9 e 10 i

PAGE 49 **Self check 6: Vocabulary**

- 1 1 elaborate 2 book 3 temporary 4 advances 5 reliable  
6 barrier 7 wheat 8 rapid 9 supplies 10 participants  
11 explorer 12 idealistic 13 hammered 14 hearted  
15 carved 16 gardener 17 weaver 18 potter  
19 fundamentally 20 creative / inventive  
2 1 scientist 2 exploration 3 fascinating 4 contribution  
5 mathematicians 6 discoveries 7 technological 8 create  
9 inspiring 10 inventive

PAGE 50 **Unit 7**

**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 51 **VOCABULARY High fliers**

- 1 1 b 2 a 3 b 4 b 5 b 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 logout 2 download 3 password 4 username 5 update  
6 link 7 click 8 sign in

PAGE 52 **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 / said we should write a book review.  
3 1 he 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 read the new book.  
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 Jack 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 53 **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 / capital 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 54 **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 deny 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 James wondered if / whether Richard would go to London.  
4 They wanted to know if / whether I always take / took the bus to school.  
5 Alan wondered where he could buy a ticket.  
6 Kate enquired where the shopping mall was.

PAGE 55 **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 56 **Self check 7: Grammar**

- 1 1 Ann apologized for arriving late.  
2 George denied liking football.  
3 Dad reminded us to be at home at 7 o'clock.  
4 Lisa accused Rachel of talking too loudly.  
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 learn to sail.  
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 Tom offered to lend me his car.  
9 Edward insisted that we (must) get new passports.  
10 Jane admitted she had lost her mobile phone.

PAGE 57 **Self check 7: Vocabulary**

- 1 1 Earnings 2 password 3 new 4 logout 5 Offer  
6 download 7 branch 8 update 9 factory 10 click  
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 launched 2 recruited 3 update 4 sign in 5 come up with  
6 username 7 password 8 link 9 click 10 download



## 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 all the charts from the article.  
They \_\_\_\_\_ all the charts.
- The guide gives some useful advice about restaurants.  
The guide gives some useful \_\_\_\_\_ for restaurants.
- A holiday requires a lot of planning and preparation.  
A holiday requires a great deal of \_\_\_\_\_.
- Scientists are doing research into the effect of driving on stress levels.  
Scientists are \_\_\_\_\_ research into the effect of driving on stress levels.
- The internet has dramatically changed the way people communicate.  
The internet has \_\_\_\_\_ 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 people in this area to enjoy.  
There isn't much \_\_\_\_\_ for 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 in England 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 sixteen 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.

- 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?  
\_\_\_\_\_
- Are home educators trained?  
\_\_\_\_\_

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>\_\_\_\_\_ (use) personal computers for over thirty years now, and many households in the UK <sup>2</sup>\_\_\_\_\_ (own) at least one these days. The design of the computer <sup>3</sup>\_\_\_\_\_ (change) dramatically since the launch of the very first prototype. Today, many people <sup>4</sup>\_\_\_\_\_ (prefer) laptops or tablets. Today smart phones can also act as computers, but until recently this <sup>5</sup>\_\_\_\_\_ (not be) the case. Since becoming more advanced, sales of smart phones <sup>6</sup>\_\_\_\_\_ (increase) rapidly. Smart phones <sup>7</sup>\_\_\_\_\_ (appeal) to many consumers because they <sup>8</sup>\_\_\_\_\_ (be) small, easy-to-use, and fast. These days, several companies <sup>9</sup>\_\_\_\_\_ (make) smart phones, but to date, one brand <sup>10</sup>\_\_\_\_\_ (not capture) the title of best smart phone.

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)
- He bought his car in April.  
He \_\_\_\_\_ since April. (have)
- James qualified as a teacher last year.  
He \_\_\_\_\_ 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 o'clock and it's ten o'clock 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 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 watching TV?
- B <sup>4</sup>\_\_\_\_\_.  
I started at ten and now it's one o'clock.
- A Well, the TV 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. (colour)
- 3 There were just a few crisps and some \_\_\_\_\_ sandwiches left after lunch. (eat)
- 4 He's very confident and \_\_\_\_\_ about everything he does. (assured)
- 5 Simon is \_\_\_\_\_ – he can play football and he can speak foreign languages. (talent)
- 6 He'd had a very bad night's sleep, so he was \_\_\_\_\_ when he arrived at school. (sleep)
- 7 The medical team saved all the victims as they had been very \_\_\_\_\_. (train)
- 8 My brother is \_\_\_\_\_ at the moment, so you can't say anything to him. (sensitive)
- 9 That new student is really nice. He is not \_\_\_\_\_. (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 often comes across dangerous animals, including snakes and tarantulas. His comments on these creatures 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 \_\_\_\_\_ meeting dangerous 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 What does he think of the dangerous creatures he meets?  
\_\_\_\_\_
- 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.

- My grandfather didn't play golf before he retired. (use)  
My grandfather \_\_\_\_\_ golf.
- Were you shy when you were little? (be)  
\_\_\_\_\_ shy?
- Jack hardly ever gets up early. (isn't)  
Jack \_\_\_\_\_ early.
- When we were young, we used to go fishing with my father. (would)  
When we were young, we \_\_\_\_\_ with my father.
- Nurses often work at night. (are)  
Nurses \_\_\_\_\_ at night.
- Rosie cried a lot when she was a baby. (cry)  
Rosie \_\_\_\_\_ a lot as a baby.
- I couldn't sleep because I had never slept in a tent before. (wasn't)  
I couldn't sleep because I \_\_\_\_\_ in a tent.
- Where was their old house? (live)  
Where \_\_\_\_\_?
- We never ate fast food when we were children. (weren't)  
We \_\_\_\_\_ fast food when we were children.
- My eyes weren't blue when I was a child. (have)  
I \_\_\_\_\_ blue eyes.

Marks: \_\_\_ /10

## Language skills

### 7 Complete the dialogue.

- Mark 1 \_\_\_\_\_ you have a good holiday, Ben?  
 Ben Yes, but we 2 \_\_\_\_\_ a bit of an adventure while we were away.  
 Mark What happened?  
 Ben Well, every day I 3 \_\_\_\_\_ go down to the beach with my little brother, Sam. One morning it had 4 \_\_\_\_\_ raining, so we 5 \_\_\_\_\_ really want to sit on the sand. Instead, I took Sam onto the rocks to look for some crabs.  
 Mark Good idea.  
 Ben Yes, but while we 6 \_\_\_\_\_ looking, the 7 \_\_\_\_\_ came in and we couldn't get back. Then a big 8 \_\_\_\_\_ came and knocked Sam into the water. He can't swim and he 9 \_\_\_\_\_ used to getting wet.  
 Mark So what did you do?  
 Ben I rescued him, of course! Then I pulled him back to the shore. The only thing he was worried about was his bucket, which we 10 \_\_\_\_\_ left on the rocks in all the excitement!

Marks: \_\_\_ /10

### 8 Complete the mini-dialogues.

#### Dialogue 1

- A 1 \_\_\_\_\_?  
 B I was trying to find the campsite.  
 A 2 \_\_\_\_\_?  
 B I couldn't find it because I hadn't taken a map or a compass with me.  
 A 3 \_\_\_\_\_?  
 B I was carrying my backpack with all my things in it.

#### Dialogue 2

- A Why couldn't Dan control his kayak?  
 B 4 \_\_\_\_\_.  
 He dropped it when he hit a big rock.  
 A What helped him when he fell in the river?  
 B 5 \_\_\_\_\_.  
 He always wears one when he 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 school council put up signs.  
The school council put up \_\_\_\_\_.
- He controlled his handicap and went on to sail round the world.  
He \_\_\_\_\_ his handicap and went on to sail round the world.
- Team work often encourages players to perform better.  
Team work 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.
- His hopes of a medal were destroyed by an injury.  
His 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

Irish author and poet, Christy Brown, 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 until he made friends with someone 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*. Christy went on to write two more novels and three volumes of poetry. He died in September 1981 at the age of 49.

- When Christy was born, he ...  
a couldn't see.                      b could hardly move.  
c was mentally disabled.
- Christy was only able to ...  
a control his left foot    b do maths    c read and write
- 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 Collis.    c a therapist.
- My Left Foot* was about ...  
a poetry.    b Ireland.    c his life.

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. If you want to go to university, you <sup>7</sup> \_\_\_\_\_ a two-year preparation course. 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 friend always wears purple. I'm sure he likes the colour. He \_\_\_\_\_ the colour.
- Mike says his ankle really hurts. Perhaps he has sprained his ankle. He \_\_\_\_\_ his 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 he hasn't finished the race. He \_\_\_\_\_ the race.

Marks: \_\_\_ /10

## Language skills

### 7 Complete the dialogue.

Chris 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!

Robin You <sup>4</sup> \_\_\_\_\_ worry. But you <sup>5</sup> \_\_\_\_\_ arrive at least an hour early, so that you can practise beforehand.

Chris Do you know if I can use the projector screen?

Robin 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.

Chris Is there a whiteboard or something I can use?

Robin 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 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 café 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 an expression containing the word in brackets.

- I want to lose weight, so I'm going to \_\_\_\_\_ cakes and biscuits. (cut)
- Who do you \_\_\_\_\_ at weekends? (hang)
- Jake \_\_\_\_\_ a fantastic idea for his school project. (came)
- I lost touch with all my old school friends \_\_\_\_\_. (after)
- My friend really \_\_\_\_\_ over the trip we were going to make. (let)
- The teachers asked us to \_\_\_\_\_ with tidying the classroom. (hand)
- My brother always \_\_\_\_\_ me. (stands)
- Steve promised to \_\_\_\_\_ when he moved to another city. (touch)
- The person I \_\_\_\_\_ the most is my brother. (confide)
- We never \_\_\_\_\_ other people. It is not kind. (look)

Marks: \_\_ /10

### 2 Complete the text.

The subject of family relationships is very close to my  
 1 \_\_\_\_\_ as I am the oldest of five brothers. I get  
 2 \_\_\_\_\_ with all of them, but I'm especially fond of the  
 little ones because they 3 \_\_\_\_\_ up to me. Sometimes  
 it isn't easy to 4 \_\_\_\_\_ up with them because they're  
 on the 5 \_\_\_\_\_ all day. If they do something naughty,  
 they sometimes get 6 \_\_\_\_\_ with it as there are so  
 many of us. I guess I've got most 7 \_\_\_\_\_ common  
 with my brother, Karl, who's next in line. We don't often fall  
 8 \_\_\_\_\_, but when we do, we always make 9 \_\_\_\_\_  
 at once. Karl is always there when I need a 10 \_\_\_\_\_ to  
 cry on and I'm always there for him too.

Marks: \_\_ /10

## Reading

### 3 Read the text and choose the correct answers.

#### Message in a bottle

Forty years ago, eight-year-old Sandra Morris was on a cruise ship travelling home to the USA from a holiday in Europe. During her journey, she threw an empty bottle containing a note over the side of the ship. Three months later, eight-year-old Rosalind Hearse was walking on a beach with her headmaster father when she spotted Sandra's bottle in the sand. The two girls started writing to each other straight away, and have been in touch ever since. Yesterday the pair, both now forty-eight, visited the spot at Morfa beach near Margam, South Wales, where Rosalind found the message. Rosalind says, 'Our friendship grew through our letters as we shared amazingly parallel lives. We each have two children, a boy and girl, and our eldest children were born just ten days apart.' The pair's children have also become firm friends after sharing a trip together.

- The pair were ... years old when their friendship started.  
 a forty      b eight      c forty-eight
- Sandra had visited countries like ... during her holiday.  
 a Canada      b Thailand      c Germany
- Rosalind's father worked in a ...  
 a hospital.      b school.      c bank.
- Rosalind and Sandra are now ... years old.  
 a nearly fifty      b over fifty      c nearly forty
- Their children got to know each other ...  
 a at school.      b at home.      c on holiday.

Marks: \_\_ /5

### 4 Read the text again and answer the questions with a complete sentence.

- How did Sandra send her note?  
 \_\_\_\_\_
- How long did the bottle take to reach the shore?  
 \_\_\_\_\_
- How long have the women been writing to each other?  
 \_\_\_\_\_
- Where did Rosalind find the bottle?  
 \_\_\_\_\_
- What have Rosalind and Sandra got in common?  
 \_\_\_\_\_

Marks: \_\_ /15

## Grammar

### 5 Find the mistake in each line. Write the correction below.

- 1 Birth order is one of the more important factors in  
 2 personality development. The most old child can often  
 3 communicate best than later children, so they make  
 4 good leaders. In some cases, they are more aggressiver.  
 5 Middle children are less ambitious that first-borns, but  
 6 their need to fight more hard for attention makes them  
 7 very competitive. Last-borns are the less independent  
 8 of all. Parents are also least strict with them so they  
 9 tend to be lazy. The most youngest child is often very  
 10 charming as they learn quicklier how to get what they  
 want.

- |         |          |
|---------|----------|
| 1 _____ | 6 _____  |
| 2 _____ | 7 _____  |
| 3 _____ | 8 _____  |
| 4 _____ | 9 _____  |
| 5 _____ | 10 _____ |

Marks: \_\_ /10

### 6 Rewrite the sentences using *if* and the first or second conditional.

- 1 That watch isn't genuine. It's very cheap.  
 \_\_\_\_\_, it wouldn't be so cheap.
- 2 I might go home. I want to watch TV at home.  
 \_\_\_\_\_ I'll watch TV.
- 3 I'm stressed. I don't work from home.  
 \_\_\_\_\_ I worked from home.
- 4 We don't get on. We haven't got anything in common.  
 \_\_\_\_\_ we had something  
 in common.
- 5 His friends are at the café this evening. He might go to  
 the café.  
 \_\_\_\_\_, he'll see his friends.
- 6 She might buy that coat. She hopes it's not too  
 expensive.  
 \_\_\_\_\_ if it's not too  
 expensive.
- 7 You don't get up early. You don't arrive on time.  
 \_\_\_\_\_ you would arrive on  
 time.
- 8 She should study harder. She wants to pass her exams.  
 \_\_\_\_\_ she won't pass her  
 exams.
- 9 They want to have a picnic. But it might rain.  
 \_\_\_\_\_ it rains.
- 10 They live near the sea. They go to the beach every day.  
 \_\_\_\_\_ near  
 the sea, they wouldn't go to the beach every day.

Marks: \_\_ /10

## Language skills

### 7 Complete the dialogue.

- Becky Have you ever fallen <sup>1</sup>\_\_\_\_\_ with a friend, Paula?
- Paula Yes, I have, but I'd <sup>2</sup>\_\_\_\_\_ not talk about it.
- Becky Why? What happened?
- Paula Oh, I suppose I can tell you. I used to <sup>3</sup>\_\_\_\_\_ out with a girl called Maria. We were quite good friends, but I get <sup>4</sup>\_\_\_\_\_ much better with you. Anyway, one day I confided <sup>5</sup>\_\_\_\_\_ her and she told my secret to the whole class. I was furious!
- Becky I'm not surprised! She really let you <sup>6</sup>\_\_\_\_\_! What did you do?
- Paula I told her that if I couldn't trust her, I <sup>7</sup>\_\_\_\_\_ speak to her again, and that was the end of our friendship.
- Becky Didn't she apologize and try to make <sup>8</sup>\_\_\_\_\_?
- Paula No, she didn't. We lost <sup>9</sup>\_\_\_\_\_ when she changed schools.
- Becky So, what was this big secret?
- Paula I'm not going to tell you that! I <sup>10</sup>\_\_\_\_\_ you wouldn't ask so many questions!

Marks: \_\_ /10

### 8 Complete the mini-dialogues.

#### Dialogue 1

- A <sup>1</sup>\_\_\_\_\_?
- B If a friend let me down, I wouldn't speak to them again.
- A <sup>2</sup>\_\_\_\_\_?
- B Yes, I would. If I moved house, I'd keep in touch with my friends by email.
- A <sup>3</sup>\_\_\_\_\_?
- B No, he wouldn't. My father wouldn't let me study abroad.

#### Dialogue 2

- A Would you rather live in the city or the countryside?
- B <sup>4</sup>\_\_\_\_\_.  
 I find the life in the city more exciting.
- A What would you like to change about your city?
- B <sup>5</sup>\_\_\_\_\_.  
 A lot of people drop litter on the street.

Marks: \_\_ /10

## Writing

### 9 Write an email to apologize for being late for a desert picnic. Write about 110 words and organize your writing into three paragraphs:

- Apologize, say how you feel and admit responsibility.
- Explain what happened.
- Say what will happen next and apologize again.

Marks: \_\_ /20

TOTAL: \_\_ /100

## Vocabulary

### 1 Complete the sentences with an expression containing the word in brackets.

- Burglars often \_\_\_\_\_ houses when the owners are away on holiday. (break)
- We've opened a \_\_\_\_\_ to deal with our everyday expenses. (account)
- Adam is my best friend because I can always \_\_\_\_\_ to be there. (count)
- When Ryan's uncle \_\_\_\_\_, he was very sad. (away)
- I haven't got time to cook a dinner \_\_\_\_\_ so let's get a pizza. (from)
- A lot of parents need their children to \_\_\_\_\_ them when they are old. (look)
- That tie looks awful. It \_\_\_\_\_ your shirt. (go)
- The company director is seriously \_\_\_\_\_ because he can't pay back the loan. (debt)
- Jake knows his big brother would never \_\_\_\_\_ . (pick)
- Look at these old photos. I \_\_\_\_\_ at the back of a drawer. (came)

Marks: \_\_/10

### 2 Complete the text.

My dad travels abroad for his job on a regular <sup>1</sup>\_\_\_\_\_. He doesn't usually bother changing money unless the <sup>2</sup>\_\_\_\_\_ rate is good. Instead he prefers to take <sup>3</sup>\_\_\_\_\_ money from a <sup>4</sup>\_\_\_\_\_ machine when he needs it. He usually uses a <sup>5</sup>\_\_\_\_\_ card to pay his bills in restaurants and hotels. In general he's very careful with his money and he's taught me to look <sup>6</sup>\_\_\_\_\_ it too. I get €10 <sup>7</sup>\_\_\_\_\_ money every week, but I'm not allowed to <sup>8</sup>\_\_\_\_\_ it all at once. If I buy sweets one day, the next day I have to do <sup>9</sup>\_\_\_\_\_. At the moment I'm saving <sup>10</sup>\_\_\_\_\_ for a new mobile phone.

Marks: \_\_/10

## Reading

### 3 Read the text and choose the correct answers.

#### Money – who needs it?

Twenty-eight-year-old economics graduate Mark Boyle managed an organic food shop before he decided to try and live without cash for a year. He got himself a caravan and parked it on an organic farm where he was volunteering. Without electricity he had to find wood for heating. He used a small stove for cooking outside and solar power for running his mobile phone and laptop. He obtained food in one of four different ways: growing his own, gathering wild fruit and vegetables, exchanging products with friends and, by far the most successful method, using other people's waste. On his first day he found enough food to prepare a three-course meal for 150 people. To get around he had a bike, so the fifty-four-kilometre commute to the city centre substituted his gym subscription. What did Boyle learn from the experiment? That friendship, not money, is real security.

- Mark Boyle was ... the organic food shop.  
a an employee in    b in charge of    c the owner of
- During the experiment he lived in ...  
a a mobile home.    b a farmhouse.    c his own flat.
- Mark prepared his food ...  
a in the kitchen.    b in the country.    c on a wood fire.
- Mark grew ... his own food.  
a all of                b most of                c some of
- Mark discovered that ... is the most important thing in life.  
a friendship        b money                c security

Marks: \_\_/15

### 4 Read the text again and answer the questions with a complete sentence.

- What had Mark done between leaving school and starting his experiment?  
\_\_\_\_\_
- Why was he allowed to park on the organic farm?  
\_\_\_\_\_
- How did he heat his home?  
\_\_\_\_\_
- How did he make his laptop and mobile phone work?  
\_\_\_\_\_
- Why didn't he need to go to the gym?  
\_\_\_\_\_

Marks: \_\_/15

## Grammar

### 5 Find the mistake in each line. Write the correction below.

- 1 At home Matt had had done everything for him.
- 2 'I had my clothes wash and ironed – it was great!' he
- 3 says. In his shared flat, he has to do everything him.
- 4 He still have his room cleaned, as he and his friends pay
- 5 a cleaner, but they all have to cook for they. 'It's a
- 6 disaster', says Matt. 'If we would cook at home, we would
- 7 have learnt some basic dishes. I've never cooked me,
- 8 so I can't even fry an egg. I didn't have so many problems
- 9 adapting if my mother had teached me more. It's difficult
- 10 looking after you when you've never done it before.

- |         |          |
|---------|----------|
| 1 _____ | 6 _____  |
| 2 _____ | 7 _____  |
| 3 _____ | 8 _____  |
| 4 _____ | 9 _____  |
| 5 _____ | 10 _____ |

Marks: \_\_ /10

### 6 Rewrite the sentences using the word in brackets.

- 1 I woke up because you switched the light on. (have)  
I \_\_\_\_\_ if you hadn't switched the light on.
- 2 Dylan's car is being repaired at the garage. (having)  
Dylan \_\_\_\_\_.
- 3 My little brother already puts his own clothes on. (dresses)  
My little brother \_\_\_\_\_.
- 4 They lost the match because they didn't play well. (if)  
They wouldn't have lost the match \_\_\_\_\_ better.
- 5 They paid someone to do their decorating. (house)  
They didn't \_\_\_\_\_.
- 6 Someone has taken Sara's bag by accident. (had)  
Sara \_\_\_\_\_.
- 7 We didn't go to their barbecue. They didn't invite us. (have)  
We \_\_\_\_\_ to their barbecue if they had invited us.
- 8 We pay someone to do our ironing. (clothes)  
We don't \_\_\_\_\_.
- 9 We asked the shop to deliver our new sofa. (had)  
We \_\_\_\_\_.
- 10 He didn't stay for lunch because he was so busy. (if)  
He would have stayed for lunch \_\_\_\_\_ so busy.

Marks: \_\_ /10

## Language skills

### 7 Complete the dialogue.

- Dave Kevin, can I <sup>1</sup> \_\_\_\_\_ your computer?
- Kevin No, you can't. You still <sup>2</sup> \_\_\_\_\_ me from the last time I <sup>3</sup> \_\_\_\_\_ it to you. What do you need it for this time?
- Dave My computer is broken.
- Kevin Why don't you <sup>4</sup> \_\_\_\_\_ it mended?
- Dave I don't have any money.
- Kevin Can't you mend it <sup>5</sup> \_\_\_\_\_?
- Dave No. I'm not very good with computers. Can you lend me some money? I'll <sup>6</sup> \_\_\_\_\_ you back next month when I get my <sup>7</sup> \_\_\_\_\_ money.
- Kevin Sorry, Dave, I've <sup>8</sup> \_\_\_\_\_ all my money this month and I haven't got any left. Why don't you open a savings <sup>9</sup> \_\_\_\_\_ at the bank? That way you can save <sup>10</sup> \_\_\_\_\_ for a new computer on your own.

Marks: \_\_ /10

### 8 Complete the mini-dialogues.

#### Dialogue 1

- A <sup>1</sup> \_\_\_\_\_?
- B No, I don't. I can't cook. I always have dinner in a restaurant.
- A How do you pay for your meals?
- B <sup>2</sup> \_\_\_\_\_.  
I never have enough money in my current account.

#### Dialogue 2

- A Did Emily buy that dress?
- B No, she didn't. <sup>3</sup> \_\_\_\_\_.  
She makes all her own clothes.
- A Did she make her curtains, too?
- B No. <sup>4</sup> \_\_\_\_\_.  
She didn't have time, so she asked a friend.

#### Dialogue 3

- A <sup>5</sup> \_\_\_\_\_?
- B No, I don't! I can't afford it. I buy all my clothes in the sales.

Marks: \_\_ /10

## Writing

### 9 Write a formal letter to a shoe shop that specializes in walking boots. Write about 180 words and organize your letter into four paragraphs:

- Write about where you saw the advertisement for their shop and why you are writing.
- Write about what you need the walking boots for and ask what they are made of.
- Ask what colours and sizes the boots come in.
- Ask about delivery time and cost.

Marks: \_\_ /20

TOTAL: \_\_ /100

## Vocabulary

### 1 Complete the sentences replacing the underlined words or expressions with a suitable word.

- The police put up roadblocks to prevent people from using the road.  
The police put up \_\_\_\_\_ to prevent people from using the road.
- His nervousness at exam time had negative results.  
His nervousness at exam time had negative \_\_\_\_\_.
- I have one good friend who is completely trustworthy.  
I have one good friend who is completely \_\_\_\_\_.
- We're running out of food stores for the farm animals.  
We're running out of \_\_\_\_\_ for the farm animals.
- Emails form the foundation of business communication.  
Emails form the \_\_\_\_\_ of business communication.
- I like following today's high speed technological progress.  
I like following today's \_\_\_\_\_ technological progress.
- The dress design became more and more detailed.  
The dress design became more and more \_\_\_\_\_.
- The tent in the field was only for a short time.  
The tent in the field was only \_\_\_\_\_.
- Science has made progress in the search for a cure for cancer.  
Science has made \_\_\_\_\_ in the search for a cure for cancer.
- Simon is very good at making things with his hands.  
Simon is very good at \_\_\_\_\_.

Marks: \_\_\_ /10

### 2 Complete the text.

Albert Einstein was a scientist, and an unusually creative thinker. He made several important <sup>1</sup>\_\_\_\_\_ discoveries and made great <sup>2</sup>\_\_\_\_\_ in mathematics, which paved the <sup>3</sup>\_\_\_\_\_ for the birth of modern physics. At that time, most scientists thought that Newton's laws of gravity were <sup>4</sup>\_\_\_\_\_ in stone, but Einstein felt that they couldn't explain everything. Einstein's theories were so advanced, many people felt he was just weaving a <sup>5</sup>\_\_\_\_\_! However, his ideas <sup>6</sup>\_\_\_\_\_ changed our view of the universe.

As a child, Einstein was slow at school. Nobody dreamed he would make <sup>7</sup>\_\_\_\_\_ as a scientist. He was awarded the Nobel Prize in 1921 for his <sup>8</sup>\_\_\_\_\_ to physics.

Einstein was an <sup>9</sup>\_\_\_\_\_ – he believed that science could make the world a better place. Today, not only scientists but politicians and business people are <sup>10</sup>\_\_\_\_\_ by his ideas.

Marks: \_\_\_ /10

## Reading

### 3 Read the text and choose the correct answers.

#### Coming up with new ideas

Creative people with new ideas often don't think logically and sometimes contradict themselves. When Einstein explained his theory of relativity, he said that he just ignored all the accepted formulas of the time. Akio Morita, the chairman of Sony for 48 years, said that Sony's policy was 'doing what others did not'. In 1947 Western Electric said that there was no commercial use for the 'semi-conductor'. But Morita didn't agree and by 1955 Sony had built the world's first radio. The Institute of Chartered Accountants insists its members work according to certain criteria. But perhaps this prevents free thinking? This is necessary for creativity. The engineer responsible for the 'Post-it note' said, 'If I knew what I was doing, it would not be research'. And Wittgenstein, the mathematician, said, 'If people never did silly things, nothing intelligent would happen.'

- People who are thinkers don't always ...  
a organise their ideas.    b work hard.  
c enjoy thinking.
- Einstein didn't pay attention to ...  
a the law.    b the ideas of other mathematicians.  
c the first ideas he had.
- Akio Morita ...  
a disagreed with Western Electric.  
b believed Western Electric.  
c collaborated with Western Electric.
- The Institute of Chartered Accountants believes in ...  
a free-thinking.    b following certain rules.  
c stopping creativity.
- The inventor of the Post-it note thinks that ...  
a it's necessary to be silly.  
b research involves trying new things.  
c it's not necessary to do research.

Marks: \_\_\_ /5

### 4 Read the text again and answer the questions with a complete sentence.

- What theory was Einstein responsible for?  
\_\_\_\_\_
- How long did Akio Morita lead Sony for?  
\_\_\_\_\_
- What did Sony invent?  
\_\_\_\_\_
- What problem might working to certain criteria cause?  
\_\_\_\_\_
- What was Ludwig Wittgenstein known for?  
\_\_\_\_\_

Marks: \_\_\_ /15

## Grammar

### 5 Find the mistake in each line. Write the correction below.

- 1 My friend Andy, has worked his whole life in the city, has decided to take his first
- 2 trip to the country. He usually works much hours every day. So it was
- 3 a wonderful chance for him, tiring as he was, to have a holiday.
- 4 Most Andy's days are usually spent in an office, so it
- 5 was a big change for him to walk through few green fields and woods.
- 6 Andy's hotel, situating by the sea, is a good place to
- 7 relax. Each the bedrooms has a view of the water, and Andy is amazed
- 8 at how beautiful the sea. Every one of the days it looks
- 9 different. Now Andy, amazing at the beauty of the countryside, has decided
- 10 to move out of the city. Each of his friends think he is crazy!

- |         |          |
|---------|----------|
| 1 _____ | 6 _____  |
| 2 _____ | 7 _____  |
| 3 _____ | 8 _____  |
| 4 _____ | 9 _____  |
| 5 _____ | 10 _____ |

Marks: \_\_\_ /10

### 6 Choose the correct word to complete the sentences.

- 1 The man **worn** / **wearing** the grey coat is our doctor.
- 2 The cake didn't taste very nice, so **a few** / **few** people ate it.
- 3 Hurry up! We don't have **many** / **much** time left!
- 4 The computer **bought** / **buying** for me by my uncle is broken.
- 5 Would you like **little** / **a little** milk in your tea?
- 6 There were **none** / **no** jeans in his size in the shop.
- 7 The person **made** / **making** your lunch is my aunt.
- 8 **Every one of** / **Every one** the guests brought a present.
- 9 The building, **designed** / **designing** by a famous architect, was fantastic.
- 10 All the food was eaten – there was **no** / **none** left.

Marks: \_\_\_ /10

## Language skills

### 7 Complete the dialogue.

- Will** Did you enjoy your uncle's big family meal at the weekend? How <sup>1</sup>\_\_\_\_\_ people were there?
- Jack** There were 26 of us. <sup>2</sup>\_\_\_\_\_ of my family came. No-one was missing!
- Will** That's a <sup>3</sup>\_\_\_\_\_ of people! Have you got <sup>4</sup>\_\_\_\_\_ photos?
- Jack** Yes, I've got <sup>5</sup>\_\_\_\_\_ few. Here, have a look. That's my uncle <sup>6</sup>\_\_\_\_\_ a blue and white shirt. And that's my grandfather <sup>7</sup>\_\_\_\_\_ at the table.
- Will** And that's you <sup>8</sup>\_\_\_\_\_ a large piece of cake! Look at all of <sup>9</sup>\_\_\_\_\_ lovely food! Did you all have a good time?
- Jack** Yes, we did. Every <sup>10</sup>\_\_\_\_\_ of the guests thought it was wonderful.

Marks: \_\_\_ /10

### 8 Complete the mini-dialogues.

#### Dialogue 1

- A** Did you miss any of the football match?
- B** No, we didn't. We saw <sup>1</sup>\_\_\_\_\_!
- A** Did you see any of the players close up?
- B** Yes, we saw <sup>2</sup>\_\_\_\_\_ – one or two came up to the crowd at the end.
- A** Did you enjoy it?
- B** Absolutely! <sup>3</sup>\_\_\_\_\_ minute \_\_\_\_\_ it!

#### Dialogue 2

- A** I don't know anyone here. <sup>4</sup>\_\_\_\_\_?
- B** The boy standing at the window? He's my friend Simon.
- A** <sup>5</sup>\_\_\_\_\_?
- B** The boys eating cake? They're my cousins Ben and Chris.

Marks: \_\_\_ /10

## Writing

### 9 'Is it better to live in the country or the city?' What is your opinion? Write an essay of about 200 words. Write four paragraphs and include the following information:

- Write an introduction to the topic and state your opinion.
- Write about the advantages of living in both the country and city.
- Write about the disadvantages of living in both the country and city.
- Write a summary of your 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 brother wants to \_\_\_\_\_ in his career. (get)
- 7 Selling books is no longer \_\_\_\_\_. (profit)
- 8 The company's \_\_\_\_\_ know nothing about the product launch. (compete)
- 9 Unfortunately the new policy didn't \_\_\_\_\_. (pay)
- 10 Before investing in new equipment, they have to meet their \_\_\_\_\_. (costs)

Marks: \_\_\_ /10

### 2 Complete the text about a job interview.

I was browsing an employment website recently when I saw an interesting advert. A multinational company was taking <sup>1</sup> \_\_\_\_\_ our local supermarket and they were <sup>2</sup> \_\_\_\_\_ new staff. I clicked on the <sup>3</sup> \_\_\_\_\_ to find out more information. The advert said that they wanted to <sup>4</sup> \_\_\_\_\_ on ten new cashiers and it was <sup>5</sup> \_\_\_\_\_ at people like me. As I had experience serving <sup>6</sup> \_\_\_\_\_ in my father's shop, I decided to apply for the job. Also, I wanted to start earning an <sup>7</sup> \_\_\_\_\_! I had an interview and they offered me the job, but I turned it <sup>8</sup> \_\_\_\_\_ because of the long hours. In the end I made the right decision, because the multinational company <sup>9</sup> \_\_\_\_\_ out of the deal because the <sup>10</sup> \_\_\_\_\_ was too expensive.

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 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, 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 was the name of their opponents' product?  
\_\_\_\_\_
- 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 he asked how old was I,
- 3 so I said him I was eighteen. Then we talked about my
- 4 studies. He asked what was I studied at school,
- 5 so I said I chose science subjects.
- 6 Then he asked if I did pass my last exams, so I
- 7 told him I didn't fail anything. I also said that I
- 8 must study very hard the year before. Then he
- 9 asked me when I will be available to start work
- 10 and I told him 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 boy said, 'I didn't eat the food.'  
The boy \_\_\_\_\_ the food.
- 2 Ben said, 'You should talk to Sam about the problem.'  
Ben \_\_\_\_\_ 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.'  
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 uncle said, 'Well done! You've passed your exams!'  
My uncle \_\_\_\_\_ 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 computer repair company.  
 Theo Really? Do you think it will be <sup>1</sup> \_\_\_\_\_?  
 Ryan Yes, I did some market <sup>2</sup> \_\_\_\_\_ and I think it'll make a lot of money.  
 Theo What did your parents say about it?  
 Ryan They said it <sup>3</sup> \_\_\_\_\_ a good idea.  
 Theo Where will you get the <sup>4</sup> \_\_\_\_\_ from?  
 Ryan My dad said he <sup>5</sup> \_\_\_\_\_ lend me some money to buy some computer parts. After that I can use my <sup>6</sup> \_\_\_\_\_.  
 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, he won't mark it.  
 A What reason did you give him?  
 B <sup>2</sup> \_\_\_\_\_  
 I said I had spent the evening before ill in bed.

### Dialogue 2

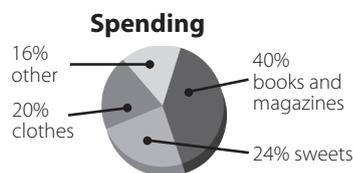
- A I've heard you're setting up your own company.  
<sup>3</sup> \_\_\_\_\_?  
 B We're going to sell home-made clothes.  
 A <sup>4</sup> \_\_\_\_\_?  
 B We're aiming at teenagers.  
 A <sup>5</sup> \_\_\_\_\_?  
 B We'll need to buy two sewing machines and material.

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 the picture.
- Write about your conclusions and give an opinion.



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 No.

### Exercise 5

1 have been using 2 own 3 has changed 4 prefer 5 wasn't  
6 have increased 7 appeal 8 are 9 make 10 has captured

### Exercise 6

1 has known James for 2 have been to Ireland  
3 have you lived in 4 has had a / his 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 watching 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-assured  
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 like 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 thinks they are gross / disgusting.  
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 were you trying to find? / Where were you trying to go?  
2 Why couldn't you find it?  
3 What were you carrying?  
4 Because he'd dropped his paddle.  
5 His life jacket helped him.

### 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 b 2 a 3 a 4 b 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 cut down on 2 hang out with 3 came up with  
4 after all 5 let me down 6 lend a hand 7 stands up for  
8 keep in touch 9 confide in 10 look down on

### Exercise 2

1 heart 2 on 3 look 4 put 5 go 6 away 7 in 8 out  
9 up 10 shoulder

### Exercise 3

1 b 2 c 3 b 4 a 5 c

### Exercise 4

1 She put it in an empty bottle and threw it over the side of the ship she was travelling on.  
2 It took three months to reach the shore.  
3 They have been writing to each other for forty years.  
4 She found it on Morfa beach near Margam in South Wales.  
5 They both have two children – a boy and a girl, and they are very similar in age.

### Exercise 5

1 the most important  
2 The oldest child  
3 communicate better  
4 more aggressive  
5 less ambitious than  
6 fight harder  
7 the least independent  
8 less strict  
9 The youngest child  
10 more quickly

### Exercise 6

1 If that watch was genuine  
2 If I go home  
3 I wouldn't be stressed if  
4 We would get on if  
5 If he goes to the café  
6 She'll buy that coat  
7 If you got up early  
8 If she doesn't study harder  
9 They won't have a picnic if  
10 If they didn't live

### Exercise 7

1 out 2 rather 3 hang 4 on 5 in 6 down 7 wouldn't  
8 up 9 touch 10 wish

### Exercise 8

1 What would you do if a friend let you down?  
2 Would you keep in touch with your friends if you moved house?  
3 Would your father let you study abroad?  
4 I'd rather live in the city.  
5 I wish it was less dirty.

### Exercise 9

Students' own answers.

## Test Unit 5

### Exercise 1

1 break into 2 current account 3 count on him 4 passed away  
5 from scratch 6 look after 7 doesn't go with 8 in debt  
9 picks on him 10 came across them

### Exercise 2

1 basis 2 exchange 3 out 4 cash 5 credit 6 after  
7 pocket 8 spend 9 without 10 up

### Exercise 3

1 b 2 a 3 b 4 c 5 a

### Exercise 4

1 He had done an economics degree and managed an organic food shop.  
2 Because he was doing voluntary work on the farm.  
3 He used wood that he found to heat his home.  
4 He made them work by using solar power.  
5 Because he cycled 54 km to the city centre instead.

### Exercise 5

1 everything done 2 washed 3 himself 4 has 5 themselves  
6 had cooked 7 myself  
8 wouldn't have had 9 taught 10 yourself

### Exercise 6

1 wouldn't have woken up  
2 is having his car repaired  
3 already dresses herself  
4 if they had played  
5 decorate their house themselves  
6 has had her purse stolen  
7 would have gone  
8 do our ironing ourselves  
9 had our new sofa delivered  
10 if she hadn't been

### Exercise 7

1 borrow 2 owe 3 lent 4 have 5 yourself 6 pay  
7 pocket 8 spent 9 account 10 up

### Exercise 8

1 Do you cook dinner yourself?  
2 I pay by credit card.  
3 She made it herself.  
4 She had them made.  
5 Do you have your clothes made?

### Exercise 9

Students' own answers.

## Test Unit 6

### Exercise 1

1 barriers 2 consequences 3 reliable 4 supplies 5 basis  
6 rapid 7 elaborate 8 temporary 9 advances 10 crafts

### Exercise 2

1 scientific 2 advances 3 way 4 carved 5 tale  
6 fundamentally 7 it 8 contribution 9 idealist 10 inspired

### Exercise 3

1 a 2 b 3 a 4 b 5 b

### Exercise 4

1 He invented the theory of relativity.  
2 He led Sony for 48 years.  
3 Sony invented the transistor radio.  
4 It might be prevent free thinking.  
5 Ludwig Wittgenstein was known as a great mathematician.

### Exercise 5

1 who has worked 2 many hours 3 tired as he was  
4 Most of Andy's days 5 through a few green fields  
6 situated by the sea 7 Each of the bedrooms 8 Every day  
9 amazed at the beauty 10 All of his friends

### Exercise 6

1 wearing 2 few 3 much 4 bought 5 a little 6 no  
7 making 8 Every one of 9 designed 10 none

### Exercise 7

1 many 2 All 3 lot 4 any 5 a 6 wearing 7 sitting  
8 eating 9 that 10 one

### Exercise 8 (suggested answers)

1 all of it  
2 a few  
3 Every minute of it  
4 Who's that boy over there?  
5 And what about those boys?

### Exercise 9

Students' own answers.

## Test Unit 7

### 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 over 2 recruiting 3 link 4 take 5 aimed 6 customers  
7 income 8 down 9 pulled 10 rent

### Exercise 3

1 runs a computer repair company  
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 It was called *Drip Drop*.  
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.

# FUNCTIONS BANK

## Getting help with IT queries

Can you give me a hand?

Will you explain something to me?

Would you show me how to upload a photo?

Click on the icon.

Browse your files.

Choose one of the options that comes up.

Go to your home page.

## Sympathizing with someone

How dreadful!

What a nightmare!

What a disaster!

How awful!

What a pity!

What bad luck!

## Offering congratulations

Congratulations!

Well done!

That's great news!

I'm really pleased for you.

I'm thrilled for you.

You must be delighted.

## Giving a presentation

In my view ...

I believe / I don't believe ...

Furthermore ...

Moreover ...

All in all ...

To sum up ...

## Asking for information: at the museum

I wonder if you could help me?

May I ask ...

Can you tell me ... ?

Is it possible ...

One last question ...

## Making a point

As far as I'm concerned ...

I reckon ...

I can't deny that ...

It's true that ...

I would still say that ...

Having said that, I still think ...

## Expressing opinions

How do you feel about ...

I'm absolutely convinced that ...

There's no doubt in my mind that ...

I believe very strongly that ...

Let's not forget that ...

One in five people think that ...

Two out of nine people say that ...

Half of the population believes that ...

## Starting a conversation

How long have you been coming here?

How often do you have matches?

How about you?

What about you?

So do I.

I don't either.

Me neither.

Me too.

## Talking about pros and cons

The good thing about it is ...

Another advantage is ...

The first drawback is ...

That's an interesting question.

I've never really thought about it ...

## Talking about mobile phones

Are you on contract or pay as you go?

How long is the contract for?

How many free minutes have you got?

I've got unlimited text messages.

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