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Aim High

KSA Edition

Teacher's Book 4

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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:

- 7 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
- 7 *Grammar Reference* and *Builder* sections, containing clear grammar explanations and further exercises for each unit
- tip boxes giving advice on specific skills and how best to approach different task types in all four main skills
- a *Wordlist* providing a lexical summary of the active and passive vocabulary of each unit with a phonetic guide for pronunciation. The Oxford 3000™ key symbol in the Wordlist indicates the most useful words for students to learn
- an irregular verbs list.

Workbook

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

- further practice to reflect the sections of material taught in class
- *Challenge!* and *Extension* exercises to engage more able students
- writing guides to provide a clear structural framework for writing tasks, and a *Writing Bank* for reference
- regular *Self check sections* for students to develop an awareness of their progress
- 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
- 7 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.

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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.).

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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.

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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 as soon as 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.

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1 On camera

This unit includes
Vocabulary: surveillance • word formation: nouns • verbs for looking • cultural dress • synonyms: *look, see, watch* • idioms and expressions: colour
Grammar: order of adjectives • present tense contrast • stative and dynamic verbs • verb + infinitive / verb + *-ing*
Skills: describing different nationalities • describing clothes
Writing: a letter to an exchange student
Workbook pages 2–9

Reading PAGES 4–5

Warm-up

- Read the title of the reading page, *Surveillance*. Explain that it means to watch someone or a group of people, especially when you think they are doing something illegal.

Before Reading

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

Background Notes

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

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

Read

Teaching Tip: Setting a time limit for reading a text

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

Exercise 1

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

ANSWERS

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

Exercise 2 1.02

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

ANSWERS

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

Exercise 3

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

ANSWERS

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

Optional Activity: Reading skills

Aim: To focus on paragraph order.

Preparation: Write the following questions on the board.

Where can you find photos of the world? [4]
Why is the amount of surveillance increasing? [2]
How can you be under surveillance at home? [5]
What do CCTV cameras do? [1]
What can phone companies find out from your calls? [3]

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

Understanding Ideas

Exercise 1

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

ANSWERS

Arguments for: sentences 2, 3, 7, 9
Arguments against: sentences 1, 4, 5, 6, 8

Exercise 2

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

SAMPLE ANSWERS

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

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Vocabulary

Exercise 1

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

ANSWERS

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

Teaching Tip: Vocabulary Notebooks

Set up a system with the class for making notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69). Give students more information about the words from the text (see below) and tell them to make notes. Also encourage them to use a monolingual dictionary to find definitions and example sentences. Encourage them to make their example sentences personal and true, e.g.

initially: at the beginning, at first.
I liked the book initially, but in the end it got boring.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Exercise 2

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

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

Quick Test: Mystery definitions

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

Optional Activity: Ordering

Aim: To practise talking about surveillance.

Preparation: Write the following places on the board:

the Underground	*a school*
a post office	*a supermarket*
a street corner	*a hotel*
an airport	*a sports centre*
a bank	

Students discuss in pairs whether they think surveillance is necessary in each of these places. Then they number the places from 1–9 in the order they think surveillance may be necessary. Bring the class together to compare answers.

More practice
Workbook page 2

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Vocabulary PAGE 6

Target Vocabulary

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

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

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

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g.
  What word can we use to describe something that is weak and easy to attack? [vulnerable]
  What do we call the people who live in a state or nation? [citizens]
  What do you call a person who breaks the law? [offender]
- Students complete the sentences. Check the answers.

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

Extend

Exercise 1 Word formation: nouns

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

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

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

Exercise 2

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

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

Exercise 3 Verbs for looking

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

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

Exercise 4

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

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

Optional Activity: Miming
Aim: To practise verbs for looking.
Preparation: No preparation needed.
Focus on the first verb in exercise 3 and encourage students to act it out. Choose a student whose facial expression mimics perfectly the verb and get the others to copy them. Continue with the other verbs until all the students are acting out the verbs in the right way.
Tell students they have three lives. Play a game by saying a verb and getting all the students to act out the verb. They lose a life if they make the wrong facial expression.
Get students to play the same game in small groups. They take turns to say a verb for the others to act. The winner in each group is the person with the most lives left.

Quick Test: Question time
Divide the class into two teams. Ask the questions to each team in turn. If they answer correctly, their team gets two points. If not, pass the question to the other team for one point. If they can't answer, give the answer yourself. The winner is the team with the most points.
What's another word for criminal? [offender]
How do you look at someone you're angry with? [glare]
What do you send with an email? [attachment]
How do you look when you can't see properly? [peer]
Who are the people who live in a country? [citizens]
What do you receive in hospital? [treatment]
Where can you get money from? [cash machine]
How do you look to discover more? [observe]
Where do you write your name on a suitcase? [tag]
What do you offer someone when you help them? [assistance]
What do you call something that's possible? [potential]
Who steals things from shops? [shoplifter]
What do you avoid by wearing dark glasses? [recognition]
How do you look with your mouth open? [gape]
How do you stop someone doing something? [deter]
What do you call something that is against the law? [illegal]

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

More practice
Workbook page 3

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Grammar PAGE 7

Present tense contrast

Warm-up

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

Explore

Exercise 1

- Students look at the photo. Ask: *Who can you see? Where are they? What are they doing?*
- Elicit a sentence from the students using a word from the box using the present continuous.
- In pairs students continue describing the photo using the verbs.

Teaching Tip: Auxiliary verbs

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

Exercise 2

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

ANSWERS

Present simple: School **starts** … Who **do you text** …? He **lives** **…** You **see** him **…**
Present continuous: What **are you doing?** I'm just **sending** … You'**re** always **texting!** Who **are you texting …** We'**re going** to see … You'**re seeing** him … Why **are you texting?** I'**m telling** him …

Exercise 3

- Focus on the table. Elicit the example sentence for the first use. [You see him every day.] Elicit the name of the tense. [present simple]
- Students continue matching the example sentences to the uses and completing the table with the tenses.
- Check the answers.

ANSWERS

1 simple 2 continuous 3 continuous 4 simple
5 continuous 6 simple
Uses 5 and 6 refer to the future.

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

Follow-up
Grammar Reference page 60

Exploit

Exercise 1

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

ANSWERS

1 is ringing 2 're walking 3 're doing 4 run
5 are you saying 6 is he saying 7 's always interrupting
8 are you laughing 9 finishes 10 Do you want

Exercise 2

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

Exercise 3

- Students work individually to complete the sentences.

ANSWERS

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

Exercise 4

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

Quick Test: Sentence transformation

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

I play handball on Saturdays. [When do you play handball?]
I'm wearing a T-shirt and trousers. [What are you wearing?]
I live in the city centre. [Where do you live?]
I'm visiting relatives at the weekend. [What are you doing at the weekend?]
The match starts at 8.30. [What time does the match start?]

More practice
Workbook page 4
Grammar Builder page 61, exercises 1–5

ANSWERS GRAMMAR BUILDER 1 (PAGE 61)

Exercise 1
1 takes off 2 'm not taking 3 are you reading
4 'm living 5 always works 6 aren't going
7 Do you usually wear 8 correct
Exercise 2
1 a lives b is visiting
2 a doesn't drive b 's driving
3 a Do / Can … speak b are … speaking
4 a is having b has
5 a are … meeting b does … start
6 a 's always leaving b doesn't wash
Exercise 3
1 don't remember 2 needs 3 doesn't like 4 's raining
5 belong 6 Do … know 7 're waiting 8 want
Exercise 4
1 'm enjoying 2 thinks 3 's having 4 feel
5 're considering 6 forget
Exercise 5
1 a smells b is smelling
2 a looks b 'm looking
3 a tastes b 'm tasting
4 a feels b is feeling

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Skills PAGE 8

Cultural dress

Target Vocabulary
Cultural dress: checked kimono fur-lined parka long-sleeved tunic loose shirt matching hat patterned sari plain turban tartan kilt alpaca poncho hard wooden sandals soft seal skin boots
Describing clothes: ankle-length baggy checked cotton decorated fine fur knee-length linen short-sleeved stripy strong thick tight wide

Warm-up

- Books closed. Brainstorm clothes with the class.

Vocabulary

Exercise 1

- Students look at the photos and answer the question.

SUGGESTED ANSWERS

1 Alaska 2 Japan 3 Kenya 4 India

Exercise 2

- Students describe the photos in pairs.

ANSWERS

Photo 1: fur-lined parka, soft seal skin boots
Photo 2: checked kimono, hard wooden sandals
Photo 3: loose shirt, matching hat
Photo 4: long-sleeved tunic, plain turban
patterned sari – India tartan kilt – Scotland
alpaca poncho – Mexico

Exercise 3

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

ANSWERS

Pattern: checked, decorated, stripy, patterned, plain, tartan
Shape: baggy, tight, wide, loose
Texture: fine, strong, thick, hard, soft
Material: cotton, fur, linen, alpaca, wooden, seal skin
Other: ankle-length, knee-length, short-sleeved, long-sleeved, matching, fur-lined

More practice
Workbook page 5

Speak

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

Listen

Exercise 1 1.03

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

ANSWERS

1 fur-lined parka; seal skin boots; turban
2 Because they are influenced by the weather they have, and their cultural traditions.

TAPESCRIPT

Jill Hello and welcome to *Ways of the World*. In today's programme we're going to look at what influences different cultural dress styles. Anthropologist Deborah Greenberg is here in the studio with us today. Hello Deborah.
Deborah Hello Jill.
Jill So, Deborah, what kind of influences are we talking about here?
Deborah Well, I think the most obvious factor affecting the way different cultures dress is the weather. The best example of this is the Inuit who live in northern Canada in the Arctic. These people live in one of the world's most extreme climates and their clothing has been one of the keys to their survival.
Jill So, what materials do the Inuit use to make their clothes?
Deborah The traditional Inuit clothes are made from animal skins. The most important item of clothing is the beautiful, thick parka they wear over their clothes. This often has a wide fur-lined hood for extra warmth. Footwear is also important as the Inuit spend their days walking on ice and snow. They wear strong, decorated, seal skin boots over several layers of socks to keep their feet warm.
Jill What other factors affect the way different cultures dress?
Deborah Well, another major fact affecting dress styles is tradition. Sikhs provide us with a classic example of this, as their clothes follow a strict dress code. First of all, Sikhs are not allowed to cut their hair, so the men have beards and long hair which must be worn under a turban. Both men and women may wear turbans, but women often opt for a long, plain, cotton headscarf instead.
Jill Are there any other differences between men and women?
Deborah Yes, there are. The men sometimes wear western clothes with their turbans, instead of a long-sleeved white linen tunic over matching trousers.
Jill Deborah Greenberg, thank you very much for joining us.

Exercise 2 1.03

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

ANSWERS

1 the **beautiful**, **thick** parka 2 a **wide**, **fur-lined** hood
3 **strong**, decorated **seal skin** boots 4 a long **plain**, **cotton** headscarf 5 a **long-sleeved**, **white linen** tunic

Exercise 3

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

ANSWERS

1 shape 2 colour 3 material

Exercise 4

- Students work individually. Check the answers.

ANSWERS

1 He's wearing a smart pale linen suit.
2 I bought a pair of long thick fur boots.
3 She wants a fine, plain cotton T-shirt.
4 They have to wear long thick checked trousers to school.
5 She's wearing a pair of comfortable, baggy, stripy trousers.
6 He always wears stylish black leather shoes to work.

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Grammar PAGE 9

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

Warm-up

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

Explore

Exercise 1

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

Exercise 2

- Students complete the table individually. Check the answers.

ANSWERS

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

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

Follow-up

Grammar Reference page 60

Exploit

Exercise 1

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

ANSWERS

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

Exercise 2

- Students complete the sentences individually. Check the answers.

ANSWERS

A playing B watching C making D doing E to try

Teaching Tip: Infinitive or *-ing* form?

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

Exercise 3 1.04

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

ANSWERS

1 D 2 B 3 A 4 E

TAPESCRIPT

1 I'm a firefighter, so my job is very intense, but I also happen to have a lot of free time. I have to keep fit for my job so I go to the gym, play tennis, go swimming and go running. There's time for everything really, because when I'm off, all my friends seem to be at work!

2 My dad's a sports fanatic and I have three brothers, so there's always sport on in my house. Dad enjoys watching the cricket, but the boys prefer handball, so it's non-stop really. I would like to watch something else for a change!

3 You'll never catch me on a football pitch! I hated doing sport at school, basically because I wasn't very good. However, I always manage to go down to the football ground once a fortnight to support my local team. There's a great atmosphere, and it's a good chance to see some friends.

4 They're opening a new martial arts centre in my district, so I think I might go down and have a look. I quite fancy having a go at Tai-chi as it sounds like a good way to relax. I can't stand team sports because I find them much too competitive.

Exercise 4

- Read through the **Learn this!** box with the class. Then look at the example and make sure students understand the two different meanings.
- Students continue discussing the different meanings of the verbs in pairs. Monitor and help.
- Check the answers by turning to the Grammar Reference on page 60 and reading through the explanations with students. Elicit a translation of the sentences if necessary.

Quick Test: Dictation

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

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

Read the text again, repeating each phrase twice and pausing to allow students to write down the text. Then read the whole text again for students to listen and check.

Finally, elicit the sentences and write the text on the board for students to check their answer.

More practice

Workbook page 6
Grammar Builder page 61, exercises 6–7

ANSWERS GRAMMAR BUILDER 1 (PAGE 61)

Exercise 6

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

Exercise 7

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

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Writing PAGE 10

A letter to an exchange student

Target Language

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

Linking words: and but

Warm-up

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

Read

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

ANSWERS

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

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

Prepare

Exercise 1

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

ANSWERS

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

Exercise 2

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

ANSWERS

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

Teaching Tip: Beginning and ending informal letters

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

Write

Exercise 1

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

Exercise 2

- Students read through the instructions. Make sure they understand what they are going to write.
- If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.
- Ask students to check each other's writing. Has all the information been included? Are there any errors? After peer correction, students write a second draft and hand it in.

SAMPLE ANSWER

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

Marking Scheme

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

More practice
Workbook page 7

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Review PAGE 11

Language Skills

Exercise 1 1.05

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

ANSWERS

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

Exercise 2

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

ANSWERS

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

Exercise 3

- Students work individually. Check the answers.

ANSWERS

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

Dictionary Corner

Teaching Tip: The Oxford 3000™

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

Exercise 1 Synonyms: *look, see, watch*

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

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

ANSWERS

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

Exercise 2 Idioms and expressions: colour

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

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

ANSWERS

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

Follow-up

Self Check, Workbook pages 8–9
Test Unit 1, Teacher's Book pages 70–71

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2 Memories

This unit includes
Vocabulary: amnesia • adjectives and prepositions • phrasal verbs • phrasal verbs with *up* • feelings • nouns from adjectives • synonyms: memory
Grammar: past tense contrast • *used to* • exclamatory sentences
Skills: talking about feelings • describing early memories • discussing important days • describing and reacting to a story
Writing: notes
Workbook pages 10–17

Reading PAGES 12–13

Warm-up

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

Before Reading

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

Background Notes

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

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

Read

Exercise 1

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

ANSWER

Sentence 2 isn't true.

Teaching Tip: Reading with the audio CD

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

Exercise 2 1.06

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

ANSWERS

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

Exercise 3

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

ANSWERS

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

Exercise 4

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

ANSWERS

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

Optional Activity: Reading skills

Aim: To focus on paragraph order.

Preparation: Write the following questions on the board.

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

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

Understanding Ideas

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

Teaching Tip: Brainstorming ideas

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

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Vocabulary

Exercise 1

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

ANSWERS

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

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69).

at once is an adverb which means immediately.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Exercise 2

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

ANSWERS

1 at 2 of 3 about 4 of 5 with

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Teaching Tip: Adjectives with prepositions

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

Exercise 3

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

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

Quick Test: Verbs quiz

Write the following anagrams on the board:

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

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

Optional Activity: Deducing information

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

Preparation: Place a number of items which say something about you in the bag you usually take to class, e.g. a book, your car keys / bus pass, your MP3 player, photos of your family, a souvenir of your last holiday, contact lens solution, a present you have received recently.

Tell students to imagine that you have just walked into a police station with amnesia and they have to discover facts about you from the things in your bag. Take out the items one by one and elicit ideas. Then put students into pairs and tell them they are going to discover facts about their partner from the things in their pocket or bag. First Student A tells Student B their ideas, and then swap. Finally, students tell the class about their partner.

More practice
Workbook page 10

Vocabulary PAGE 14

Target Vocabulary
Unknown white male: at once baffled cope discharge enrol escort flip-flops outgoing patchy portray rucksack scrawl severity skull stunning
Adjectives + prepositions: ashamed of bored with happy with nervous about proud of scared of surprised at tired of upset about worried about
Phrasal verbs: break down come back fall through go out hold on set off stay in wake up
Phrasal verbs with *up*: clean up get up give up go up grow up speak up stand up turn up

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g.
  What word can we use to describe someone who is very confused? [baffled]
  What do we call a bag you carry on your back? [rucksack]
- Students complete the sentences. Check the answers.

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

Extend

Exercise 1 Adjectives + prepositions

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

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

Teaching Tip: Phrasal verbs

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

Exercise 2 Phrasal verbs

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

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

Exercise 3

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

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

Exercise 4 Phrasal verbs with *up*

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

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

Optional Activity: Phrasal verbs

Aim: To practise phrasal verbs.

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

Put students into pairs. Ask each pair to choose two phrasal verbs from exercises 2 and 4. Give them five minutes to draw two pictures illustrating their two verbs.

Collect the pictures, number them and display them on the wall of the classroom. Ask students in pairs to look at the pictures and write down the phrasal verbs. Check the answers.

Quick Test: What's the preposition?

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

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

Vocabulary Notebooks

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

More practice
Workbook page 11

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Grammar PAGE 15

Past tense contrast

Warm-up

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

Explore

Exercise 1

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

ANSWERS

past simple: went, sat, started, threw, bounced, landed, smashed, came
past continuous: were chatting, was raining, was staring
past perfect: had come, had done

> **Teaching Tip: Irregular verbs**
> Students may have difficulty remembering the past simple and past participle forms of irregular verbs. Remind them about the irregular verb list on page 80 of the Student's Book and set them ten verbs to revise each class for homework. Test them on the verbs at the beginning of the next class.

Exercise 2

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

ANSWERS

1 past continuous
2 past simple
3 past continuous, past simple
4 past perfect

Exercise 3

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

ANSWERS

1 I got home first, and then my family ate dinner.
2 My family started eating dinner before I got home.
3 My family ate dinner first, and then I got home.

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 **Explore** exercise 2. Check the answers.

ANSWERS

1 broke, was doing 2 left, had rained
3 was bringing 4 arrived, helped
5 had worked, stopped 6 was driving, crashed
7 got up, had, went 8 had, hadn't eaten

Exercise 2

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

ANSWERS

1 had given 2 was playing 3 noticed 4 decided
5 had washed 6 took 7 put 8 was shining
9 was waiting 10 heard 11 looked 12 was pouring
13 hadn't turned 14 had decorated

Exercise 3

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

Exercise 4

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

> **Quick Test: Error correction**
> Write the following sentences on the board. Give students time to correct the mistakes.
> *The sun shone when we left the house.*
> *We had dinner, washed the dishes and had gone to bed.*
> *Jack broke his leg while he played football.*
> *Helen was worried because she was losing her purse.*
> *It didn't snow when I woke up.*
> *They were parking the car and walked to the restaurant.*
> *The teacher got angry because the children didn't listen.*
> *We couldn't play tennis because we didn't bring our rackets.*

More practice
Workbook page 12
Grammar Builder page 63, exercises 1–2

ANSWERS GRAMMAR BUILDER 2 (PAGE 63)

Exercise 1
1 broke, was playing 2 was shining, decided
3 had, got 4 was waiting, read
5 was watching, didn't hear 6 was getting

Exercise 2
1 Dad shouted at Pete because he had broken the television.
2 James had a shower after he had played football.
3 The plants died because we had forgotten to water them.
4 We went out after we had done our homework.
5 I bought a new mobile phone because I had lost my old one.
6 Their car stopped because they hadn't bought any petrol.
7 I locked the door after I had left the house.

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Skills PAGE 16

How did you feel?

Target Vocabulary

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

Warm-up

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

Vocabulary

Exercise 1

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

SUGGESTED ANSWERS

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

Exercise 2

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

Exercise 3

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

ANSWERS

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

More practice
Workbook page 13

Listen

Exercise 1 1.07

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

ANSWERS

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

TAPESCRIPT

Speaker 1 When I was ten, my parents decided that they wanted me to go to Helston Secondary school. You needed to pass a difficult exam to get in. So I took the exam – and I failed it. Was I disappointed? Not really. I didn't want to pass the exam, because I didn't want to go to Helston. I wanted to go to White Stone Comprehensive, with all my friends. So for me, failing was better than passing! But I didn't tell my parents that, of course.
Speaker 2 I remember my best friend at primary school was called Mandy. We were always together – we sat next to each other in class, we played together in the playground. Then one day, I got to school and Mandy didn't want to sit next to me – she wanted to sit next to Karen. Urgh! Karen! I still don't like the name. At the time, I felt really bad. I got angry with Mandy about it, and shouted at her – but of course, that didn't help!
Speaker 3 When I was six, I really wanted a bike. I remember getting out of bed really early one morning, and going downstairs. In the middle of the living room, was an enormous present, all wrapped up in coloured paper. I couldn't wait! I unwrapped it, and inside, was a fantastic new bike. It was the best present ever! I'll never forget the feeling when I took the paper off and saw it for the first time.
Speaker 4 When I was about nine, my cousin got married. All the family were there, and some friends from our village, too. I was really looking forward to it. Then I saw THE DRESS – the dress that my parents wanted me to wear. It was awful – big and shiny and pink, and not the kind of thing I liked wearing at all. I always wore jeans and T-shirts. But my parents insisted. I felt so uncomfortable in that dress – and when my friends saw me, my face went bright red!
Speaker 5 I was five when I started school. I remember my mum saying goodbye at the school gate. I think she was crying! I didn't cry – I was too scared to do anything. All the other children seemed enormous! And I didn't know anybody there. It was all so strange and new. I wanted to run! I wanted to open the gate and run all the way home. In fact, I remember trying to run to the gate and escape, but I couldn't move!

Exercise 2 1.07

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

ANSWERS

1 relieved 2 jealous 3 delighted 4 embarrassed
5 petrified

Speak

Exercise 1

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

ANSWERS

Students' own answers.

Exercise 2

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

Exercise 3

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

Optional Activity: Dialogue

Aim: To practise speaking about feelings.

Preparation: Write the following dialogue on the board.

A When did you last feel nervous?
B I last felt nervous before my history exam.
A Why did you feel nervous?
B Because I hadn't studied enough.

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

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Grammar PAGE 17

used to

Warm-up

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

Explore

Exercise 1 1.08

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

Exercise 2

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

ANSWERS

past, different

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

Exercise 3 1.09

- Play the CD once. Check the answers.

ANSWERS

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

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

Follow-up
Grammar Reference page 62

Exploit

Exercise 1

- Students complete the sentences. Check the answers.

ANSWERS

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

Exercise 2 1.10

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

ANSWERS

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

TAPESCRIPT

Fairview is in Colorado, USA, about 300 kilometres from the city of Denver. There are houses in Fairview – wooden houses – and shops too. But they're all empty. Fairview is an abandoned town – nobody has lived here for more than a hundred years.
Fairview was founded around 1859, when prospectors discovered gold in the foothills of the Rocky Mountains. It grew quickly, as people came from all around to look for gold. Soon, it had a population of 2,000. They worked in the gold mines in the hills every day, and in the evenings, they ate and drank in the saloon in the centre of town. Today, the saloon is empty, like all the other buildings, the mines are closed, and nobody works in the hills.
The gold rush finished after a few years, and gradually, the people left. Today, tourists visit Fairview because it's a piece of American history. They arrive by car or coach along the new road. (Because there were no cars when Fairview was a busy town, there was no road.) They buy drinks and snacks at a coffee shop – the only new building in the town – but they can't stay at the hotel because it's been closed for a hundred years. So, they drink their coffee and imagine what it was like to live in a gold rush town in the hills.

Exercise 3 1.10

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

ANSWERS

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

Exercise 4

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

ANSWERS

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

Exercise 5

- Set this exercise for homework.

Exercise 6

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

Quick Test: Dictation

Instructions: See **Quick Test** on page 11.

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

More practice
Workbook page 14
Grammar Builder page 63, exercises 3–4

ANSWERS GRAMMAR BUILDER 2 (PAGE 63)

Exercise 3

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

Exercise 4

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

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Writing PAGE 18

Notes

Target Language
Notes: Could you please …? Remember to … Don't forget to … Really sorry Hope you enjoy the meal. Please apologize to (name) for me. Look forward to … Hope you can make it. (Name) phoned.
Linking words: and as because but even though since so though whereas while
Phrasal verbs: call sb back look after sth lock sth up look forward to sth pick sth up put sth away run out of sth

Warm-up

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

Read

Exercise 1

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

ANSWERS

1 Mike's mum 2 Tim 3 John 4 Paul 5 Ben 6 Mike 7 Dave 8 John 9 Steve and Tom

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

Exercise 2

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

ANSWERS

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

Prepare

Exercise 1

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

ANSWERS

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

Exercise 2

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

ANSWERS

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

Teaching Tip: The dash (–)

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

Really sorry – I can't make it to the barbecue after all.
We're having a little party on Saturday – just a few close friends – and were hoping you could join us.

Write

- Students read through the instructions. Make sure they understand what they are going to write.
- If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.
- Ask students to check each other's writing. Has all the information been included? Are there any errors? After peer correction, students write a second draft and hand it in.

SAMPLE ANSWER

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

Marking Scheme

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

More practice
Workbook page 15

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Review PAGE 19

Language Skills

Exercise 1 1.11

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

ANSWERS

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

Exercise 2

- Students work individually. Check the answers.

ANSWERS

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

Exercise 3

- Students work individually. Check the answers.

ANSWERS

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

Dictionary Corner

Teaching Tip: Synonyms and opposites

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

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

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

Exercise 1 Word building: nouns from adjectives

bored /bɔːd/ ***adj.*** ~ (with sth) feeling tired and perhaps slightly annoyed because sth is not interesting or because you do not have anything to do: *I'm bored with eating the same thing every day.* ◇ *The children* ***get bored*** *on long journeys.* ◇ *He gave a bored yawn.* ◇ *The play was awful – we were* ***bored stiff*** (= extremely bored).
boredom /ˈbɔːdəm/ ***noun*** [U] the state of being bored

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

ANSWERS

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

Exercise 2 Synonyms: memory

memory /ˈmeməri/ ***noun*** (*pl.* **memories**) **1** [C] a person's ability to remember things: *to have a good/bad memory* ◇ *The drug can affect your short-term memory.* **2** [C,U] the part of your mind in which you store things that you remember: *That day remained firmly* ***in*** *my* ***memory*** *for the rest of my life.* ◇ *Are you going to do your speech* ***from memory****, or are you going to use notes?* **3** [C] something that you remember: *That is one of my happiest memories.* ◇ *childhood memories* **4** [C,U] (COMPUTING) the part of a computer where information is stored: *This computer has a 640k memory/640k of memory.*
IDM **in memory of sb** in order to remind people of sb who has died: *A service was held in memory of the dead.*
jog sb's memory → JOG¹
refresh your memory → REFRESH

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

ANSWERS

1 memory 2 souvenir 3 reminder 4 memorabilia
5 memorial

Follow-up

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

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3 Nine to five

This unit includes
Vocabulary: jobs • places of work • activities at work • describing work • expressing an opinion • agreeing and disagreeing • agent nouns • phrasal verbs
Grammar: defining relative clauses • non-defining relative clauses
Skills: discussing work and types of jobs • a job interview
Writing: a job application
Workbook pages 18–25

Reading PAGES 20–21

Warm-up

- Look at the unit title and ask students: *What time do people usually start and finish work in your country?*
- Read the title of the reading page, *Serving the community*. Ask students: *Which jobs help people?*

Before Reading

Exercise 1

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

ANSWERS
firefighter and paramedic

Exercise 2

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

Read

Exercise 1

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

Exercise 2 1.12

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

ANSWERS
1 F (They are responsible for their clothing and equipment.) 2 T 3 F (They were called to an emergency at an apartment block.) 4 T 5 T 6 T 7 F (I really like being out and about.) 8 F (I can travel on my own if necessary … the emphasis is on independence and quick decisions) 9 T 10 T

Exercise 3

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

ANSWERS
1 b (… training sessions to equip ourselves with the skills needed to deal with the unexpected in the real world.)
2 a (… there was a fire in a fifteen-storey apartment block.)
3 d (Moving him was a tough job, but I pulled him out …)
4 c (… I like the flexible hours … put off by the thought of working nine to five.)
5 d (… since my promotion I can travel on my own if necessary.)

Understanding Ideas

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

Teaching Tip: Making lists
Focus on question 1. Give students, in pairs, two minutes to write down as many qualities as possible they think a firefighter or a paramedic should have. Ask the pair with the most qualities to read out their list while the others tick off the words they have listed.

Vocabulary

Teaching Tip: Word formation
Show students how to expand their vocabulary by introducing other parts of speech when focussing on new words. Elicit the verb forms of some of the nouns in the reading text, e.g. *commitment – commit, emphasis – emphasize, promotion – promote, requirement – require, resident – reside*. Always get students to note down these words in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69).

Exercise 1

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Exercise 2

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

1 *Firefighters wear a ___ to protect their eyes.* [visor]
2 *These instructions are really ___. I can't follow them.* [complicated]
3 *We keep the garage tidy in order to ___ accidents.* [prevent]
4 *___, nurses were female and doctors were male.* [Traditionally]
5 *I always wear two jumpers ___ my jacket in winter.* [underneath]
6 *I sent an ___ for the job in the bank.* [application]
7 *There's a competitive ___ in the running club.* [environment]
8 *You have to have a lot of ___ to work with children.* [patience]

Quick Test: Password

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

Optional Activity: Best job

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

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

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

More practice

Workbook page 18

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Vocabulary PAGE 22

Target Vocabulary

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

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

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

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g.
  What word can we use to describe something that is physically difficult? [tough]
  What do we call a person who lives in a place? [resident]
- Students complete the sentences. Check the answers.

ANSWERS

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

Extend

Exercise 1 Professions

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

ANSWERS

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

Exercise 2

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

ANSWERS

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

Exercise 3 Separable phrasal verbs

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

ANSWERS

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

Teaching Tip: Separable phrasal verbs

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

Optional Activity: Miming professions

Aim: To practise the vocabulary of professions.

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

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

Quick Test: Quick definitions

Divide the class into pairs. Tell them they have to write short definitions for up to five of the professions from exercises 1 and 2. They must not use the name of the job or part of this word in their definition. Give them an example: *This person flies a plane.* [pilot] Give them five minutes to write their definitions.
Put the pairs into groups of four. Tell them they are going to have a race to see which pair can guess the most words in one minute. First pair A reads out their definitions for pair B to say the profession, and then swap. Make sure each pair only has one minute to read their definitions.

Exercise 4

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

ANSWERS

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

Vocabulary Notebooks

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

More practice
Workbook page 19

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Grammar PAGE 23

Defining relative clauses

Warm-up

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

Explore

Exercise 1

- Students look at the photo. Ask: *What can you see?* [a research base in Antarctica]
- Focus on the second sentence and elicit the relative pronoun. [who] Students continue reading to find the relative pronouns. Check the answers.

Teaching Tip: Defining relative clauses

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

Exercise 2

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

ANSWERS

1 which 2 who 3 where 4 whose

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

Follow-up

Grammar Reference page 64

Exploit

Exercise 1

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

ANSWERS

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

Exercise 2

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

ANSWERS

Sentences 2, 3, 5 and 6

Exercise 3

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

ANSWERS

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

Exercise 4

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

ANSWERS

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

Exercise 5

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

Quick Test: Error correction

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

A nanny works with children who [whose] *parents are very busy.*
A surgeon is a person which [who / that] *does operations.*
A correspondent is a person who he writes [who writes] *articles for a newspaper.*
The stock market is the place that [where] *shares are bought and sold.*
A stethoscope is the instrument who [which / that] *doctors wear.*

More practice

Workbook page 20
Grammar Builder page 65, exercises 1–2

ANSWERS GRAMMAR BUILDER 3 (PAGE 65)

Exercise 1

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

Exercise 2

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

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Skills PAGE 24

The world of work

Target Vocabulary

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

Warm-up

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

Vocabulary

Exercise 1

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

Exercise 2

- Students work in pairs. Check the answers.

ANSWERS

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

Exercise 3

- Students work individually. Check the answers.

ANSWERS

1 deal with customers 2 meet deadlines 3 chair meetings
4 report on sales figures 5 keep up with new technology
6 brainstorm ideas

More practice
Workbook page 21

Listen

Exercise 1 1.13

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

ANSWERS

firefighter and vet

TAPESCRIPT

Host Welcome to 'What's my job?' And our first participant is Jake from Manchester. OK, let's start the questions.
Man Me? Oh, OK. Hi, Jake. Do you usually work outside?
Jake Err, yes.
Man But you sometimes work inside?
Jake Yes.
Man I see.
Man 2 Do you work in retail?
Jake No.
Man 2 Do you earn a lot of money?
Jake No!
Man 2 Do you wear special clothes for your work?
Jake Yes.
Man 2 A uniform?
Jake Yes.
Man 2 Hmm, do you help people?
Jake Yes.
Man 2 Are you an ambulance driver?
Jake No.
Man Do you work with heavy machinery?
Jake Mmm, yes.
Man You sometimes work with heavy machinery?
Jake Yes.
Man Do you visit people's homes?
Jake Err, yes.
Man In an emergency?
Jake Yes.
Man When there's a fire?
Jake Yes!
Man 2 You're a …
Jake That's right!
Host Thank you, Jake. And our second participant is Lucy from London. Let's begin!
Woman Hi, Lucy. Do you travel away from home with your work?
Lucy No.
Woman Do you work with your hands?
Lucy Yes.
Woman Do you work on an assembly line?
Lucy No.
Woman Do you work inside?
Lucy Yes.
Woman Do you have specialized knowledge?
Lucy Yes.
Woman Do you work in a hospital?
Lucy Yes.
Woman Do you look after people?
Lucy No.
Woman 2 This is difficult. Do you wear special clothes for your work?
Lucy Yes.
Woman 2 A uniform?
Lucy Err, no.
Woman 2 But you always wear the same clothes for work?
Lucy Yes.
Woman 2 And you work in a hospital, but you don't look after people?
Lucy Yes.
Woman 2 Is it a hospital for animals?
Lucy Yes.
Woman 2 Aha! You're a …
Lucy Yes!

Exercise 2 1.13

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

ANSWERS

1 outside 2 retail 3 earn 4 heavy 5 homes
6 hands 7 assembly 8 knowledge 9 after 10 special

Speak

Exercise 1

- Students discuss the questions in pairs.

Exercise 2

- Students play the game in pairs.

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Grammar PAGE 25

Non-defining relative clauses

Warm-up

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

Explore

Exercise 1

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

ANSWERS

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

Exercise 2

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

ANSWER

The text makes sense without the relative clauses.

Exercise 3

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

ANSWERS

1 after 2 makes sense 3 is

Teaching Tip: Relative pronoun: *that*

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

Follow-up

Grammar Reference page 64

Exploit

Exercise 1

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

ANSWERS

1 d 2 a 3 e 4 b 5 c

Exercise 2

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

ANSWERS

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

Exercise 3

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

Exercise 4

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

Quick Test: Dictation

Instructions: See Quick Test on page 11.

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

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

More practice

Workbook page 22
Grammar Builder page 65, exercises 3–4

ANSWERS GRAMMAR BUILDER 3 (PAGE 65)

Exercise 3

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

Exercise 4

Possible answers:

1 which is famous for chocolate
2 which is produced in Greece
3 where the American President lives

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Writing PAGE 26

A job application

Target Language

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

Linking words: and as well as also

Warm-up

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

Read

- Students work individually. Check the answers.

ANSWERS

1 kitchen helper 2 in his local café 3 25 July

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

Prepare

Exercise 1

- Students work individually. Check the answers.

ANSWERS

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

Exercise 2

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

ANSWERS

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

Teaching Tip: Linking words

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

I am available for interview any day … I can start work on 1 July. [and]
My duties included answering the phone and taking bookings … greeting guests. [as well as]
I can speak French and … a little German. [also]

Write

Exercise 1

- Students make notes in pairs. Monitor and help.

Exercise 2

- Students read through the instructions. Make sure they understand what they are going to write.
- If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.
- Ask students to check each other's writing. Has all the information been included? Are there any errors? After peer correction, students write a second draft and hand it in.

SAMPLE ANSWER

Dear Sir or Madam
I am writing to apply for the post of hotel receptionist at the Queen Victoria Hotel which was advertised in last Friday's newspaper.
I have had considerable experience of dealing with customers. Last summer, I worked for six weeks as a sales rep in a stationary shop. My duties there included greeting customers and advising them on different products as well as taking their orders.
I consider myself to be friendly, hard-working and efficient. If necessary, I can supply references from the shop owner and also from a teacher at my school.
I would be very grateful for the opportunity to visit the hotel and discuss my application with you in person. I am available for interview any day after school or on Saturdays. If my application is successful, I will be available to start work on 30 June, immediately after my exams.
I am enclosing my CV.
I look forward to hearing from you soon.
Yours faithfully
Matt Coombs
Matt Coombs

Marking Scheme

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

More practice
Workbook page 23

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Review PAGE 27

Language Skills

Exercise 1 1.14

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

ANSWERS

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

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 Tim is having dinner with Pete, who plays on his football team.
2 Pete's father, who drives a yellow sports car, parks it at the end of Sam's road.
3 Sam's brother likes the sports car which / that Pete's father drives.
4 Sam likes the prawns which / that they serve in the fish restaurant.

Exercise 3

- Students work individually. Check the answers.

ANSWERS

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

Dictionary Corner

Teaching Tip: Using examples

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

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

Exercise 1 Making nouns: professions

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

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

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

ANSWERS

1 accountant 2 illustrator 3 photographer
4 politician 5 scientist

Exercise 2 Forming verb phrases

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

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

ANSWERS

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

Exercise 3

- Students work individually. Check the answers.

ANSWERS

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

Follow-up

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

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4 Body and mind

This unit includes
Vocabulary: word formation: verbs • compound adjectives • body idioms • homophones • collocations: parts of the body
Grammar: past simple and present perfect contrast • present perfect continuous
Skills: talking about events • using body idioms • at the doctor's
Writing: an informal letter: giving news
Workbook pages 26–33

Reading PAGES 28–29

Warm-up

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

Before Reading

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

ANSWERS
Students' own answers.

Background Notes

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

Read

Exercise 1

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

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

Exercise 2

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

ANSWERS
1 F 2 E 3 D 4 A 5 C

Exercise 3 1.15

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

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

Optional Activity: Reading skills

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

Preparation: Write the following sentences on the board:
'Think of ten rooms in a building you know very well.' [A]
I think of the house I grew up in. [J]
'Your living room is in the eleventh century.' [A]
'Imagine the Battle of Hastings in the middle of the room.' [A]
Whatever will my mother say? [J]
I have to manoeuvre around him to get to Isaac Newton. [J]
'You can apply it to anything, you can apply it to learning.' [A]
So, have you been paying attention? [J]

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

Understanding Ideas

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

Teaching Tip: Pyramid discussion

When discussing question 4 in **Understanding Ideas**, write the following sentence on the board:
I think _____ was important because _____.

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

Now write the following sentence on the board:
I think ___ was more important than ___ because ___.

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

ANSWERS
Students' own answers.

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Vocabulary

Teaching Tip: Regular verbs

Elicit the pronunciation of the past tense *-ed* ending of new regular verbs and get students to practise the form around the class. Encourage them to make a note of the pronunciation of the *-ed* in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69) along with the meaning of the verb and an example sentence.

Exercise 1

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

ANSWERS

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

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

achievement is a noun which means something that you have done successfully, especially through hard work or skill. We can also say that something gives us *a sense of achievement*.
apply is a regular verb which means to make practical use of something. The third person form is *applies* and the past simple form is *applied*. We use the construction *to apply sth (to sth)*. The noun from *apply* is *application*.
associate is a regular verb which means to make a connection between people or things in your mind. The third person form is *associates* and the past simple form is *associated*. We use the construction *to associate sb / sth with sb / sth*. The noun from *associate* is *association*.
benefit is a regular verb which means to receive an advantage from something. The third person form is *benefits* and the past simple form is *benefited or benefitted*. We use the construction *to benefit from sth*.
catapult is a regular verb which means to throw somebody or something suddenly and with great force. The third person form is *catapults* and the past simple form is *catapult*.
dull is an adjective which describes something that is not interesting or exciting.
essentially is an adverb which means when you consider the basic or most important part of something. A synonym of *essentially* is *basically*.
inspire is a regular verb which means to make somebody want to do or create something. The third person form is *inspires* and the past simple form is *inspired*. We use the construction *to inspire sb to do sth*.
knowledge is an uncountable noun which means information, understanding and skills that you have learned through learning or experience. We can also say that something that everyone knows is *common knowledge*.
manoeuvre is a regular verb which means to move to a different position using skill. The third person form is *manoeuvres* and the past simple form is *manoeuvred*.
memorize is a regular verb which means to learn something so that you can remember it exactly. The third person form is *memorizes* and the past simple form is *memorized*. The noun from *memorize* is *memory*.
pantry is a countable noun which means a small room where food is kept. A synonym of *pantry* is *larder*.
stumble is a regular verb which means to hit your foot against something when you are walking and almost fall over. The third person form is *stumbles* and the past simple form is *stumbled*.
sundial is a countable noun which means a type of clock used in past times that uses the shadow caused by a pointed piece of metal being between the sun and the clock surface to show what the time is.
visualize is a regular verb which means to have a picture of something or somebody in your mind. The third person form is *visualizes* and the past simple form is *visualized*.

Exercise 2

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

1 *I recognize that girl; her face looks ___.* [familiar]
2 *Many people lose their memories and get a bit ___ as they get older.* [forgetful]
3 *We'll leave tonight or tomorrow morning ___ the times of the trains.* [depending on]
4 *Everyone has their own ___ problems.* [particular]
5 *You have to ___ to the teacher or you won't understand the explanation.* [pay attention]
6 *Our school is going to ___ some money towards building a new gym.* [assign]
7 *The old palace is of great ___ importance to the city.* [historical]
8 *John Logie Baird invented the television in the early twentieth ___.* [century]

Quick Test: Matching race

Write the following on the board:

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

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

Optional Activity: Memory game

Aim: To play a memory game.

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

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

More practice
Workbook page 26

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Vocabulary PAGE 30

Target Vocabulary
The memory man: achievement apply associate benefit catapult dull essentially inspire knowledge manoeuvre memorize pantry stumble sundial visualize
Word formation: verbs: activate alienate clarify differentiate exemplify memorize publicize simplify visualize
Compound adjectives: cold-blooded fair-haired kind-hearted level-headed narrow-minded right-handed short-sighted thick-skinned

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word can we use to describe something that is boring?* [dull] *What do we call a large cupboard for food?* [pantry]
- Students complete the sentences. Check the answers.

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

Extend

Exercise 1 Word formation: verbs

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

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

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

Exercise 2

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

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

Exercise 3 Compound adjectives

- Read through the **Look out!** box with students. Check understanding by asking: *How many words make up a compound adjective?* [two or more] *How are these words linked together?* [with a hyphen] *Why?* [to show that they are part of the same adjective]
- Focus on the example and highlight that the compound adjectives are formed by taking one word from A and one word from B. Remind students to link the words with a hyphen.
- Students continue completing the exercise individually or in pairs. They may use a dictionary if they wish.

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

Exercise 4

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

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

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

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

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

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

More practice
Workbook page 27

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Grammar PAGE 31

Past simple and present perfect contrast

Warm-up

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

Explore

Exercise 1

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

Teaching Tip: Past simple and present perfect

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

Exercise 2

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

ANSWERS

1 Past simple: was, began, said, gave
2 Present perfect
a: has taken part, has (always) existed, has (always) been, has become
b: has appeared, has (never) had, has jumped
c: 's (just) announced

Follow-up
Grammar Reference page 66

Exploit

Exercise 1 1.16

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

ANSWERS

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

Exercise 2

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

ANSWERS

past simple: in 2001, later, on one occasion
present perfect: so far, since

Exercise 3

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

Quick Test: Dictation

Instructions: See Quick Test on page 11.

Write *Will Goodman* on the board.

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

More practice
Workbook page 28
Grammar Builder page 67, exercises 1–2

ANSWERS GRAMMAR BUILDER 4 (PAGE 67)

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

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

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Skills PAGE 32

Body idioms

Target Vocabulary

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

Warm-up

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

Vocabulary

Exercise 1

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

ANSWERS

1 get cold feet 2 put your foot in it
3 keep an eye on someone / something 4 split hairs
5 pull someone's leg 6 bite someone's head off
7 twist someone's arm 8 poke your nose into something
9 play it by ear 10 get something off your chest

Exercise 2

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

ANSWERS

1 got cold feet 2 twisted his arm
3 keep an eye on 4 bit my head off
5 poked his nose in / into it

More practice
Workbook page 29

Listen

Exercise 1 1.17

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

ANSWERS

1 poke your nose into something 2 put your foot in it
3 pull someone's leg 4 twist someone's arm
5 bite someone's head off

TAPESCRIPT

1 Vanessa Jackie, you'll never guess my news.
Jackie What?
Vanessa I've won the school writing competition. I'm going to London next week to present my work.
Jackie Really? That's wonderful!
Alice Hey, Vanessa. What's that about a competition? Did you say you'd won something?
Vanessa It's none of your business, Alice. I wasn't talking to you.
2 Rachel Jane, I think I've just gone and said the wrong thing.
Jane What are you talking about, Rachel?
Rachel Remember you told me that you didn't like Suzanna, Amy's new friend?
Jane Oh no, what have you said?
Rachel Well, it's just that Amy was going to ask you to meet Suzanna for a coffee. You know, because she doesn't know many people here.
Jane And?
Rachel Well, I sort of said that I didn't think it was a good idea. And Amy said, Why? And so I, well, I tried to explain, nicely of course, that you didn't really get on with Suzanna. And now I think she's a bit upset.
Jane Oh, for heaven's sake, Rachel. You and your big mouth!
3 James Oh, Rob, what's that on your face?
Rob What?
James That big green mark.
Rob What is it?
James I don't know.
Rob Can you rub it off?
James I'm trying. No, it won't come off. Oh, dear. You do look funny.
Rob Oh, no. I'll have to go home.
James I was joking! There's nothing on your face!
Rob Oh, James! I wish you wouldn't do that all the time!
4 Peter Hi, Anthony. What is it?
Anthony I don't suppose you could lend me some money.
Peter No, I couldn't. It took you ages to pay it back the last time.
Anthony I'm sorry about that. I'll pay you back straightaway this time, I promise.
Peter No.
Anthony Oh, go on. It's not for me. My brother's just passed his exams and I want to buy him a present. Please. Please.
Peter Oh, OK, then, here you are. That's all I have.
Anthony Thanks, Peter. That's really good of you.
5 Mother Kieran, it's seven o'clock. Time to get up.
Kieran Mmm.
Mother Come on, Kieran! Wake up! What would you like for breakfast today?
Kieran Mum! Why did you wake me up so early? It's Project Week. I don't have to go into school until eleven today.
Mother Sorry, Kieran. I didn't realize. Go back to sleep then.

Exercise 2 1.17

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

ANSWERS

1 She's won the school writing competition.
2 She told her Jane doesn't get on with Suzanna.
3 He thinks he's got a green mark on his face.
4 He wants to buy something for his brother.
5 He doesn't have to go into school until eleven.

Speak

Exercise 1

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

Exercise 2 and 3

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

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Grammar PAGE 33

Present perfect continuous

Warm-up

- Ask students: *Why is it good to exercise?*

Explore

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

ANSWERS
1 has 2 been

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

Follow-up
Grammar Reference page 66

Exploit

Exercise 1

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

ANSWERS
1 'Why have students at Kingsbridge College been getting up earlier this term?'
2 'How long has James Mackie been working at the school?'
3 'They've / have been studying harder and they've (also) been sleeping better'.
4 'How long has Luke Simpson been sitting in lessons?'
5 'How long has Luke been going to the gym?'

Exercise 2

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

ANSWERS
1 I've / have been sitting in a traffic jam.
2 I haven't been feeling very well.
3 I've / have been painting the ceiling.
4 I've / have been working in the garden.
5 I've / have been eating chocolate all day.
6 It's / has been raining.

Exercise 3

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

ANSWERS
1 I've already handed in this week's assignments.
2 The students have only had eight gym sessions.
3 I've always liked doing physical exercise.

Exercise 4

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

ANSWERS
1 have been learning 2 have / 've read
3 have / 've known 4 Have … been crying
5 have / 've … read 6 have / 've been looking, haven't found
7 has been shopping, has / 's bought
8 has / 's been doing, hasn't finished

Exercise 5

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

ANSWERS
Students' own answers.

Quick Test: Error correction
Write the following sentences on the board. Give students time to correct the mistakes. Tell them two sentences are correct.
She's crying because she's been cutting her finger.
I haven't always been walking to school.
How many times have you been seeing that film?
They've lived in London since two years.
I'm hot because I've run.
Have you been playing football? [correct]
Ben's learnt Spanish for a month.
We've liked playing tennis since last year. [correct]
You haven't been doing your homework yet.
There's plenty of food because I've shopped.

More practice
Workbook page 30
Grammar Builder page 67, exercises 3–4

ANSWERS GRAMMAR BUILDER 4 (PAGE 67)
Exercise 3
1 **a** 's cut **b** 's been cutting
2 **a** 've been watching **b** Have … watched
3 **a** 've been tidying **b** 's tidied
4 **a** 's read **b** 've been reading
5 **a** has … run **b** 's been running
6 **a** 's studied **b** 's been studying
Exercise 4
1 've … crashed 2 's been raining 3 Have … met
4 've … understood 5 Have … been cooking
6 haven't finished 7 've …wanted 8 haven't done

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Writing PAGE 34

An informal letter: giving news

Target Language

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

Linking words: also and but

Warm-up

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

Read

Exercise 1

- Students read the letters quickly and answer the question.

ANSWERS

James has broken his arm. Dan has a temperature and an upset stomach.

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

Exercise 2

- Students read the letters again and answer the questions.

ANSWERS

1 James has been busy with end-of-term exams.
2 His dad has bought a new car.
3 His brother has bought a new computer.
4 Martin's dad has been teaching at their old primary school.
5 Peter now goes to school in London.

Prepare

Exercise 1

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

ANSWERS

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

Exercise 2

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

ANSWERS

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

Teaching Tip: Linking words

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

We've just come back from our holiday ___ we had a great time. [and]
My dad's got a new job and ___ my brother's been promoted. [also]
I studied really hard for my exams, ___ but I failed two of them. [but]

Write

Exercise 1

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

Exercise 2

- Read through the **Writing tip** with the students.
- Students read through the instructions. Make sure they understand what they are going to write.
- If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.
- Ask students to check each other's writing.

SAMPLE ANSWER

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

Marking Scheme

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

More practice
Workbook page 31

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Review PAGE 35

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

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 's / has been playing 2 's / has loved 3 gave
4 's / has taken part 5 's / has been training

Exercise 3

- Students work individually. Check the answers.

ANSWERS

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

Dictionary Corner

Teaching Tip: Collocations

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

Activity: Write the following sentences on the board:

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

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

Exercise 1 Homophones

- Focus on the example sentence. Explain that *draught* and *draft* are homophones, i.e. they have the same pronunciation but different meanings. Students look up the two words in their dictionary.
- Focus on the dictionary entry for *draught* and elicit the following information:
  – *draught* is a countable noun.
  – a *draught* is cold air that comes into a room.
- Focus on the dictionary entry for *draft* and elicit the following information:
  – *draft* is a countable noun.
  – *draft* means not the final version.
- Explain that *draught* is the correct word to use because it matches the context of the sentence.
- Students continue working individually or in pairs looking up the homophones in their dictionary. Check the answers.

ANSWERS

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

Exercise 2 Collocations: part of the body

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

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

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

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

ANSWERS

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

Exercise 3

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

ANSWERS

Students' own answers.

Follow-up

Self Check, Workbook pages 32–33
Test Unit 4, Teacher's Book pages 76–77

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5 Our future

This unit includes
Vocabulary: predicting the future • compound nouns • verb + noun collocations • gadgets • prefixes
Grammar: speculating and predicting: *will*, *may*, *might*, etc. • first conditional • zero conditional • future perfect and future continuous • *will*, *going to*, present continuous
Skills: talking about gadgets and the future • making plans
Writing: an essay: for or against
Workbook pages 34–41

Reading PAGES 36–37

Warm-up

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

Before Reading

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

ANSWERS
Students' own answers.

Background Notes

The scientists in the text are all experts in their fields. Sir David King was the Chief Scientific Adviser to the British Government from 2000–2007 and made leaders aware of the need to act on climate change.
Francis Collins is an American physician-geneticist, noted for his landmark discoveries of disease genes and his leadership of the Human Genome Project (HGP).
John Richard Gott is a professor of astrophysical sciences at Princeton University. He is especially well-known for developing and advocating the theory of Time Travel.
Peter Norvig is an American computer scientist who at the time of print was the Director of Research at Google Inc.
Eric Horvitz joined Microsoft Research in 1993 and as Principle Researcher has formed the Decision Theory and the Adaptive Systems Group.

Read

Exercise 1

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

ANSWERS
1 g 2 d 3 e 4 a 5 b

Exercise 2 1.19

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

ANSWERS
a 6 b 5 c 6 d 3 e 1 f 2 g 5 h 1 i 2 j 3

Optional Activity: Reading skills

Aim: To learn how to summarize information.

Preparation: Write the following predictions on the board.

The world will become too ____ for human life. [hot]
Millions of people will live past the age of ____. [100]
The Earth could be hit by a ____. [comet]
People will be able to talk with their ____. [computers]
Computers will be able to ____ from one language to another. [translate]

Students complete the sentences in pairs. Then write these sentences on the board:
I think it's true because …
I don't think it's true because …

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

Understanding Ideas

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

Teaching Tip: Reporting back to the class

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

ANSWERS
Students' own answers.

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Vocabulary

Teaching Tip: Word formation

Encourage students to look up the noun form of the verbs they learn and to make a note of them next to the verb in the **Vocabulary Notebook** section of their workbook (see Workbook pages 58–69), e.g. *treat (v) – treatment (n); reduce (v) – reduction (n).*

Exercise 1

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

ANSWERS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Exercise 2

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

1 *It's an object in space.* [comet]
2 *It's connected with the North and South Poles.* [polar]
3 *It can live on its own.* [self-supporting]
4 *It's a country ruled by another more powerful country.* [colony]
5 *It's the arrangement of genes that controls how each living being will develop.* [genetic code]
6 *It's connected with the area where the land meets the sea.* [coastal]
7 *It's when the last animal of one species dies.* [extinction]

Quick Test: Vocabulary Quiz

Divide the class into two teams. Read out the first phrase for a student in the first team to complete with a word from **Vocabulary** page 37. If they are correct, award two points. If not, pass the phrase over to the other team and award one point for a correct answer. Read out the next phrase for the second team and continue until you have read out all the phrases. The winner is the team with the most points.

a space _____ [colony]
a _____ *bear* [polar]
a _____ *disease* [life-threatening]
_____ *a debt* [reduce]
_____ *a system* [set up]
a _____ *student* [smart]
_____ *an illness* [treat]
_____ *to a football match* [flock]
use a _____ [search engine]
_____ *food and clothing* [provide]
a major _____ [catastrophe]

More practice
Workbook page 34

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Vocabulary PAGE 38

Target Vocabulary

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

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

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

Activate

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

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

Extend

Exercise 1 Compound nouns

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

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

Teaching Tip: Word formation

Encourage students to look up the noun form of the verbs they learn and to make a note of them next to the verb in the **Vocabulary Notebook** section of their workbook (see Workbook pages 58–69), e.g. *treat (v) – treatment (n); reduce (v) – reduction (n).*

Teaching Tip: Compound nouns

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

Exercise 2

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

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

Exercise 3

- Students complete the exercise individually or in pairs.

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

Exercise 4 Verb + noun collocation

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

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

Exercise 5

- Students complete the exercise individually or in pairs.

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

Optional Activity: State your aims

Aim: To practise talking about the environment.

Preparation: Write these verbs on the board: *avoid develop do invest make meet prevent protect provide reduce*

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

Quick Test: Collocations Quiz

Divide the class into two teams. Read out the first phrase to a student in the first team. If they give a correct collocation from page 38, award two points. If not, pass the phrase over to the second team and award one point for a correct answer. Continue until you have read out all the phrases.

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

Vocabulary Notebooks

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

More practice

Workbook page 35

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Grammar PAGE 39

Modals and first conditional

Warm-up

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

Explore

Exercise 1

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

Teaching Tip: Modal verb + infinitive without *to*
Some students tend to use modal verbs with an infinitive with *to*. When students make this mistake use the prompt *Infinitive* and ask them to repeat the sentence correctly.

Exercise 2

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

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

Follow-up
Grammar Reference page 68

Exploit

Exercise 1

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

ANSWERS
1 He'll learn to drive.
2 He may get married.
3 He may have children.
4 He won't have four or more children.
5 He might / could move abroad.
6 He'll stay fit.
Students' own answers.

Exercise 2 1.20

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

ANSWER
Sam is more optimistic.

TAPESCRIPT
Sam Hi, Martin. Are you OK? You look worried.
Martin I've been reading an article about the future of our planet.
Sam Oh. What did it say?
Martin It just made lots of predictions about global warming, the environment, stuff like that.
Sam Oh, right.
Martin If we don't reduce carbon emissions, the world's climate will change. And the result of that will be terrible – droughts and famine, floods. And it could all happen in the next 50 years!
Sam Well, maybe people will reduce carbon emissions. If petrol becomes very expensive, people may use their cars less. That will help.
Martin Yes, I suppose so. But it might be too late already.
Sam You're so negative! What about all the exciting things that might happen in the future? Life could be great. If we program robots to do a lot of menial jobs, everybody will have more time for hobbies and relaxation. And everybody will be healthier too.
Martin Really? Why do you think that?
Sam If scientists find cures for all major diseases, people will live much longer. Maybe 120 will be a normal age.
Martin Great! A world full of old people.
Sam Well, I want to live to be 100 even if you don't. I think the world will be a great place by then.
Martin If it still exists.
Sam What do you mean?
Martin There are millions of meteorites in the solar system. If a huge meteorite hits the Earth, it could destroy everything.

Exercise 3 1.20

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

ANSWERS
1 don't reduce, will change 2 becomes, may use
3 program, will have 4 find, will live 5 hits, could destroy

Exercise 4

- Students discuss the predictions in exercise 3 in pairs.

Exercise 5

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

Quick Test: Error correction
Write the following incorrect sentences on the board. Students write the sentences correctly in their notebooks.
1 *We might to go to the barbecue if they invite us.*
2 *They're playing a match tonight, but they could not win.*
3 *If she's late tomorrow, the teacher is angry.*
4 *You no may like that film – it's very violent.*
5 *Jack will buy a car if he will pass his test.*

More practice
Workbook page 36
Grammar Builder page 69, exercises 1–2

ANSWERS GRAMMAR BUILDER 5 (PAGE 69)
Exercise 1
1 It may rain this afternoon.
2 We won't win the match tonight.
3 Chris might not be at home right now.
4 Adel may know the answer to the homework.
5 I will pass my driving test first time.
6 Megan might not come to our barbecue.
7 My parents will pay for my holiday.
Exercise 2
1 doesn't come, 'll / will be 2 'll / will go, doesn't rain
3 'll / will be, don't pass 4 won't go, don't get
5 get, 'll / will move 6 won't win, don't play
7 won't buy, loses 8 'll / will make, sends

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Skills PAGE 40

Gadgets

Target Vocabulary

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

Warm-up

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

Vocabulary

Exercise 1

- Students work individually. Check the answers.

ANSWERS

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

Exercise 2

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

ANSWERS

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

More practice
Workbook page 37

Listen

Exercise 1 1.21

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

ANSWERS

1 Ben wants to buy something for his dad.
2 He decides to get him an energy saving button for his laptop.
3 She thinks only one of the gadgets will catch on.

TAPESCRIPT

Sally Hi, Ben. Are you doing your homework?
Ben No, I'm looking on the internet for something for Dad. I was thinking of getting him some kind of gadget.
Sally That's a good idea. Dad loves new gadgets and innovative things.
Ben Sally, come and look at this website! There might be something on here for him.
Sally Oh, let's see … Hah! What's that?
Ben It says it's a state of the art pet's camera.
Sally What? You mean it takes photos of your pet?
Ben No! It's a camera that you put around your pet's neck, and it takes a photo of where they are every fifteen minutes.
Sally What's the point of that?
Ben It's so you know where your pet has been or what it's been doing in the house all day.
Sally I don't think that'll catch on. I mean, the pictures won't be very interesting. You'll see a tree, or a rubbish bin!
Ben Dad might want one for the cat.
Sally I don't think so, Ben. Anyway, look! It's £40. You can't afford that. What's that round thing?
Ben It's an eco-friendly button to plug into your computer.
Sally And what does it do?
Ben You press the button when you're going to leave your computer for a while, and it reduces the amount of energy the computer uses.
Sally That's a great idea. It saves you money and it's eco-friendly. They're good value, too. Look! They're £15 each. I'm sure they'll catch on.
Ben I agree! Imagine if everyone used one!
Sally Hang on! What's that?
Ben I'm not sure. I don't believe it! It's a wacky alarm clock.
Sally How is it different to a normal alarm clock?
Ben It's got wheels so when the alarm goes off in the morning, the clock starts moving.
Sally What? Why?
Ben It's for people who find it difficult to wake up in the morning. It moves around your bedroom floor and hides.
Sally Hides from you?
Ben You know! Under the furniture. It means you have to get out of bed and find it to switch the alarm off. If you do that, you'll definitely be wide awake then!
Sally That's rather an unconventional idea! People might buy them to try, but I don't think they will really catch on. They sound really annoying.
Ben They aren't cheap either … £30.
Sally Dad doesn't really need one anyway. He doesn't have a problem getting up in the morning. So, which gadget are you going to get for him?
Ben I think I'll get him the energy saving button for his laptop. I'm sure Dad'll like it. He likes helping to protect the environment.
Sally Well, I think I'll get the wacky alarm clock for you. Then you won't stay in bed for ages in the morning.
Ben Very funny, Sally!

Exercise 2 1.21

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

ANSWERS

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

Speak

- Students discuss the questions in pairs.

Optional Activity: Dialogue

Aim: To practise talking about gadgets.

Preparation: Write the following dialogue on the board.

A I think the sonic chair will catch on.
B Really? I don't think people will want to use them.
A Why not?
B Because they take up a lot of space.

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

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Grammar PAGE 41

Future perfect and future continuous

Warm-up

- Ask students: *Have you ever stayed in a hotel? Where?* Get students to describe their ideal hotel.

Explore

Exercise 1

- Students read the text and answer the questions in pairs.

ANSWERS

Maxicom is planning to build a hotel on the moon.
Students' own answer.

Exercise 2

- Read through the first two points of the **Learn this!** box with students.
- Students underline examples of the future perfect and the future continuous in the text.
- Elicit the names of the tenses that complete the rules in points 3 and 4 of the box.

ANSWERS

3 future perfect 4 future continuous

Follow-up
Grammar Reference page 68

Exploit

Exercise 1

- Focus on the timetable and the example. Elicit why the tense is future continuous. [It's an action in progress.]
- Students complete the sentences individually or in pairs. Remind them to check the rules if necessary.

ANSWERS

1 will be building
2 'll / will have built
3 'll / will be looking
4 'll / will be training
5 'll / will be advertising
6 'll / will have trained
7 will be staying
8 will have finished

Teaching Tip: Spelling of *-ing* forms

Remind students that most verbs form the *-ing* form by adding *-ing* to the infinitive, e.g. *buy – buying*. Elicit exceptions to this rule from students, i.e.

– verbs ending in the letter *-e*: drop the *-e* and add *-ing*, e.g. *write – writing*.
– verbs ending in consonant, vowel, consonant: double the final consonant and add *-ing*, e.g. *get – getting*.
– verbs ending in *-ie*: change to *-y* and add *-ing*, e.g. *die – dying*.

Exercise 2

- Students complete the text individually or in pairs.

ANSWERS

1 will have left 2 will have done 3 will have / will have had
4 will be earning 5 will be driving 6 won't be living
7 will be sharing 8 will have found
9 won't have got married

Exercise 3

- Students work individually to tick the boxes.

ANSWERS

Students' own answers.

Exercise 4

- Focus on the example and ask one pair of students to read it out. Elicit the next question and answer from another pair.
- Students continue asking and answering the questions in pairs. Monitor and help.

ANSWERS

Students' own answers.

Exercise 5

- Focus on the example and ask one pair of students to read it out. Elicit the next question and answer from another pair.
- Students continue asking and answering the questions in pairs. Monitor and help.

ANSWERS

Students' own answers.

Quick Test: Dictation

Instructions: See **Quick Test** on page 11.

By the year 2025, newspapers will have disappeared and people will find out the news from the internet on hand-held computers. Companies will be publishing books online only, so people won't be buying books any more. Schoolchildren will be doing all their work on computers and students will have forgotten how to write. Nobody will know what a pen or a pencil is.

More practice
Workbook page 38
Grammar Builder page 69, exercises 3–4

ANSWERS GRAMMAR BUILDER 5 (PAGE 69)

Exercise 3

1 By April I will have had my driving test.
2 In September he will be starting work.
3 By March they will have moved house.
4 In August we will be going on holiday.
5 At 10 o'clock we will be landing in Jeddah.
6 By June I will have finished my exams.
7 By November he will have got married.

Exercise 4

1 'll / will have read
2 'll / will have finished
3 will be sitting
4 'll / will be wearing
5 'll / will be waiting
6 'll / will have found

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Writing PAGE 42

An essay: for and against

Target Language
An essay: for and against: I (don't) believe … I (don't) think … will … In conclusion … It is true that … Many people … , others … That is the key question.
Linking words: besides but furthermore however moreover nevertheless on the other hand what is more

Warm-up

- Focus on the statement in the task. Ask for a show of hands from those students in favour of the statement and then from those against it. Elicit reasons from students for their opinions.

Read

- Students read the essay and answer the questions.

ANSWERS

The writer generally agrees with the statement. The writer's opinion is clearly stated in the conclusion in paragraph 4.

Prepare

Exercise 1

- Students match the topics with the paragraphs.

ANSWERS

a 4 **b** 1 **c** 2 **d** 3

Exercise 2

- Read through the **Look out!** box with students. Write this sentence on the board and ask students to correct it: *I think computers won't replace books.* [I don't think computers will replace books.]
- Students find the example in the essay.

ANSWER

Paragraph 4: I don't think that the situation will get out of control.

Exercise 3

- Students write sentences individually. Monitor and help.

ANSWERS

Students' own answers.

Teaching Tip: Linking words in essays

Linking words are used in essays to connect ideas and make the writing flow. Typical linking words that contrast ideas are: *but, however, nevertheless* and *on the other hand*. Typical linking words that add more ideas are: *besides, furthermore, moreover* and *what is more*.

Write

Exercise 1

- Focus on the task. Ask for a show of hands from students who agree with the statement and those who disagree.
- Focus on exercise 3 in **Prepare** and ask students to tick the sentences they agree with. Give them time to add any other reasons that support their opinions.

Exercise 2

- Give students time to complete the paragraph plan. Monitor and help.

Exercise 3

- Read through the **Writing tip** with students. Check understanding by asking: Which tense do we usually use after *when* to talk about the future? [present simple]
- Students read through the instructions. Make sure they understand what they are going to write.
- If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.
- Ask students to check each other's writing.

SAMPLE ANSWER

Life today is very different than it was fifty years ago, although not all of the changes have been good. In the next fifty years, there will be even more changes which will influence the lives of ordinary people in many ways.

In the near future, global warming will cause serious problems for our planet. Many areas will become uninhabitable and there will not be enough food and water for everyone. Moreover, there will be more overcrowding in big cities, and so the traffic problems will get worse. Life in the city will be even more uncomfortable than it is today.

On the other hand, medical advances will mean that doctors will be able to cure most diseases and so most people will live longer. What is more, robots will replace factory workers, so that people will no longer have to do the more repetitive and tedious jobs. In general, life in developed countries could be quite pleasant.

In conclusion, I do not think that life will be much easier and healthier than it is today. Although medical advances will improve our health, problems such as global warming and climate change will affect both developed and developing countries. I believe governments will have to find solutions to these problems, otherwise life will be much more difficult for ordinary people in the future.

Marking Scheme

- The essay has four paragraphs. [1 mark]
- The first paragraph includes an introduction to the main issues. [1 mark]
- The second paragraph includes arguments against the statement. [1 mark]
- The third paragraph includes arguments for the statement. [1 mark]
- The fourth paragraph summarizes the writer's opinion. [1 mark]
- Use of linking words. [1 mark]
- Correct use of future tenses. [1 mark]
- Correct use of future time clauses. [1 mark]
- Accurate spelling. [1 mark]
- Use of formal style. [1 mark]

More practice

Workbook page 39

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Review PAGE 43

Language Skills

Exercise 1 1.22

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

ANSWERS

1 not 2 won't 3 will 4 are 5 might 6 don't
7 try 8 doing 9 have 10 be 11 qualified 12 living

Exercise 2

- Students read the dialogue again and circle the correct verb forms. Check the answers.

ANSWERS

1 will 2 will 3 will have left 4 may 5 'll be working

Exercise 3

- Students complete the exercise individually. Check the answers.

ANSWERS

1 'll / will have worked 2 'll / will work 3 'll / will be doing
4 'll / will have done 5 'll / will do 6 will drive
7 'll / will be driving 8 'll / will have driven

Dictionary Corner

Teaching Tip: Following up cross references

Cross references in the OSD send you to different parts of the dictionary to give you more information about the word you are looking up.
Activity: Students look for the cross references in these entries to answer the questions.
Where can you find a note about words like ***accurate****?*
[at ***true***]
Where can you find a picture of ***the ozone layer****?*
[at ***atmosphere***]
What is the opposite of ***acid****?* [alkaline]

Exercise 1 Compound nouns: computing

'chat room *noun* [C] (COMPUTING) an area on the Internet where people can communicate with each other, usually about one particular topic

- Explain that compound nouns are made up of two words. Compounds can be found below the headword of the first word.
- Students look up the word *chat*. In the entry below, they will find the compound noun *chat room*.
- Focus on the dictionary entry and elicit the following information:
  – *chat room* is used in the field of computing.
  – *chat room* is written as two words.
- Students continue working individually or in pairs. Remind them to check the spelling of the compound nouns in a dictionary. Check the answers.

ANSWERS

1 chatroom 2 website 3 search engine
4 software 5 username 6 hard disk

Exercise 2 Prefixes

- Check the meaning of *prefix*. [a group of letters that you put at the beginning of a word to change its meaning]
- Students look up the prefixes in the box and check their meanings.
- Ask students to find an example word for each prefix, e.g. *autobiography, micro-organism, multicoloured, prepaid, sub-zero.*

ANSWERS

1 multi- 2 sub- 3 pre- 4 auto- 5 micro-

Exercise 3

national[1] /ˈnæʃnəl/ ***adj.*** connected with all of a country; typical of a particular country: *Here is today's national and international news.* ◇ *a national newspaper* ➲ look at **international**, **regional**, **local** ▸ **nationally** ***adv.***
national[2] /ˈnæʃnəl/ ***noun*** [C] (*technical*) (POLITICS) a citizen of a particular country

multinational /ˌmʌltiˈnæʃnəl/ ***adj.*** existing in or involving many countries: *multinational companies* ▸ **multinational** ***noun*** [C]: *The company is owned by Ford, the US multinational.*

- Students can find words with prefixes in the entry for the main word, or in the entries following the headword for the prefix.
- *multinational* can be found below the entry for *multi*. Focus on the dictionary entry and elicit the following information:
  – *multinational* means involving many countries, so a multinational company means a company that has offices in different countries.
- Students continue working individually or in pairs. Remind them to check the meaning of the new words in a dictionary. Check the answers.

ANSWERS

1 multinational 2 microchip 3 autobiography
4 subtitles

Follow-up

Self Check, Workbook pages 40–41
Test Unit 5, Teacher's Book pages 78–79

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6 Telling tales

This unit includes
Vocabulary: a court case • house and garden • crime and punishment • negative prefixes • parts of speech • synonyms: *say*
Grammar: *must have, might have, can't have* • reported speech (statements) • *say* and *tell* • reported speech (questions) • verbs with two objects
Skills: deciding who committed a crime • role-playing a TV interview • negotiating and compromising
Writing: a formal letter: making a reservation
Workbook pages 42–49

Reading PAGES 44–45

Warm-up

- Look at the unit title and ask students: *Do you know anyone who is good at telling stories? Who is it? What stories do they tell?*
- Read the title of the reading page, *Was he who he said he was?* Check understanding by asking students to translate the title into their own language. Ask: *How do police usually check a person's identity?*

Before Reading

- Read through the **Reading tip** with students. Check that they have understood by asking: *Do you need to understand every word in a text?* [No] *Which words should you look up in a dictionary?* [key words]
- Students look up the word *impostor* in their dictionaries and answer the questions in pairs. Discuss the questions as a class.

ANSWERS
Students' own answers.

Background Notes

An impostor is a person who pretends to be somebody else in order to trick other people.

The story outlined in the article refers to the Tichborne Case, a celebrated 19th century legal case in the United Kingdom which occurred when Arthur Orton, an impostor, claimed to be Sir Roger Tichborne, the missing heir of Lady Tichborne. After a famous trial, Orton was found guilty of perjury and spent ten years in prison for his crime. He died in poverty on 2 April 1898 and was buried in a coffin which has a plate with the name Sir Roger Charles Doughty Tichborne.

Read

Exercise 1

- Students read the text quickly and match the topics with the paragraphs. Check the answers.

ANSWERS
A 2 **B** 5 **C** 3 **D** 1

Exercise 2 1.23

- Give students time to read the sentences before they read the text for a second time.
- Play the CD while students read the text and decide who the sentences refer to. Check the answers.

ANSWERS
1 RT **2** AO **3** AO **4** RT **5** RT **6** AO **7** AO **8** RT

Exercise 3

- Students read the text again and choose the best answers, finding the relevant lines in the text. Check the answers.

ANSWERS
1 c (… but Lady Tichborne refused to believe that Roger had died.)
2 b (Orton had told the lawyer that he was Lady Tichborne's son.)
3 a (Orton could remember so many details about the family that he soon convinced the servant that he was Sir Roger.)
4 b (… had taught Roger to speak the language fluently.)
5 d (However, several members of the family were dissatisfied with the situation, alleging that the man was an imposter …)
6 c (The jury found him guilty …)
7 a (However, when he left prison in 1884, everyone had forgotten him.)

Optional Activity: Reading skills

Aim: To focus on paragraph content.

Preparation: Write the following questions on the board.

Who claimed to be Sir Roger Tichborne? [B]
Why did Lady Tichborne put advertisements in newspapers around the world? [A]
What was Orton's punishment? [D]
Did all the Tichborne family accept Arthur Orton? [C]
What happened when Lady Tichborne died? [D]
What is written on Orton's coffin? [D]
Who did Lady Tichborne send to corroborate the story? [B]
What happened in Paris? [C]

Students label the questions A–D according to the paragraph in which the answers can be found. They then close their books and answer the questions in the correct order with a partner. Monitor and help.

Understanding Ideas

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

Teaching Tip: Using role play

Focus on question 2 and elicit ten questions that the servant may have asked Arthur Orton to corroborate his story. Write the questions on the board. Divide students into pairs. Student A is the servant and Student B is Arthur Orton. Ask Student A to interview Student B with the questions on the board. Student B should invent the answers to the questions. Remind students that Arthur Orton is very good at telling tales. Students swap roles.

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Vocabulary

Teaching Tip: Irregular verbs

Point out that students can find the past simple and past participle forms of irregular verbs by looking up the infinitive of the verb in a dictionary. Elicit irregular verbs with a similar pattern, e.g. *sink – sank – sunk; drink – drank – drunk; ring – rang – rung.* Always get students to make a note of the past simple and past participle forms of irregular verbs in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69).

Exercise 1

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

ANSWERS

1 witnesses **2** trial **3** precious **4** overjoyed **5** jury
6 confessed **7** poverty **8** convinced **9** alleging
10 corroborate **11** sentenced **12** drowned
13 announced **14** sunk **15** impostor

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

allege is a regular verb which means to say that somebody has done something wrong but without having any proof. The third person form is *alleges* and the past simple form is *alleged*. *Allege* is a formal word often used in the field of Law.

announce is a regular verb which means to make something known publicly and officially. The third person form is *announces* and the past simple form is *announced*.

confess is a regular verb which means to admit that you have done something bad or wrong. The third person form is *confesses* and the past simple form is *confessed*. We use the construction *confess to sth* or *confess to doing sth*. *Own up to sth* is a synonym of *confess*. The noun from *confess* is *confession*.

convince is a regular verb which means to succeed in making somebody believe something. The third person form is *convinces* and the past simple form is *convinced*. We use the construction *convince sb that* or *convince sb of sth*.

corroborate is a regular verb which means to support a statement by providing new evidence. The third person form is *corroborates* and the past simple form is *corroborated*. *Corroborate* is a formal word often used in the field of Law.

drown is a regular verb which means to die in water because it is not possible to breathe. The third person form is *drowns* and the past simple form is *drowned*.

impostor is a countable noun which means a person who pretends to be somebody else in order to trick other people.

jury is a countable noun which means the twelve people in court who decide if a person is guilty or not. *Jury* can be used with a singular or a plural verb.

overjoyed is an adjective which means very happy. *Overjoyed* is not used before a noun. We say *overjoyed at sth* or *overjoyed to do sth*.

poverty is an uncountable noun which means the state of being poor.

precious is an adjective which means loved very much.

sentence is a regular verb used about a judge which means to tell a guilty person their punishment. The third person form is *sentences* and the past simple form is *sentenced*. *Sentence* is used in the field of Law and we use the construction *sentence sb to sth*.

sink is an irregular verb which means to go down under the surface of the water. The third person form is *sinks*, the past simple form is *sank* and the past participle is *sunk*.

trial is a countable noun which means the process in a court where the judge and jury listen to evidence and decide if a person is guilty or innocent. We say *be on trial for sth*. *Trial* is used in the field of Law.

witness is a countable noun which means a person who appears in court to say what they know about a crime. *Witness* is often used in the field of Law.

Exercise 2

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

1 *She ___ a detective to investigate the employee.* [hired]
2 *The lights weren't on, so we ___ they weren't at home.* [presumed]
3 *The company ___ the name of its founder.* [bears]
4 *He speaks Arabic ___.* [fluently]
5 *They ___ that the land belongs to them.* [claim]
6 *We were ___ with our meal and so we complained.* [dissatisfied]
7 *Using a mobile phone while you're driving is ___.* [illegal]
8 *The jury found him ___ and so he went to prison.* [guilty]

Quick Test: Verbs quiz

Read out the following sentences and elicit the correct verb.

The Titanic has gone under the water. [sunk]
It was me who took the money. [confess]
The wedding will be on 4 June. [announce]
I know it's true, so you should believe me. [convince]
You will go to prison for ten years. [sentence]
That man stole my car. [allege]
I believe he's a chef because he works in a restaurant. [corroborate]
They'll die in the water. [drown]

Optional Activity: True or False?

Aim: To practise discovering true and false information.

Preparation: Write four sentences (three true and one false) about yourself on the board, e.g. *I've travelled to China. I've swum in the sea. I've won a competition. I've broken my leg.*

Tell students to ask you questions to find out which of the sentences is false, e.g. *Where did you stay in China?* You can answer the questions about the true sentences truthfully, but you will have to invent answers for the false sentence. When students have guessed which of your sentences is false, get them to write their own sentences. In pairs, they ask and answer questions to discover the false sentence.

More practice
Workbook page 42

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Vocabulary PAGE 46

Target Vocabulary

I'm your long-lost son: allege announce confess convince corroborate drown impostor jury overjoyed poverty precious sentence sink trial witness

Crime and punishment: acquit appear in court charge sb with a crime defend sb find sb guilty or not guilty give evidence plead guilty or not guilty prove sb is guilty or innocent reach a verdict sentence sb to prison accused defence judge jury prosecution witness

Negative prefixes: disagreeable dishonest illegible illiterate immature impractical indecisive invisible irrational irrelevant unacceptable unstable

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word can we use to describe someone who is loved very much?* [precious] *What do we call the twelve people in court who decide if someone is guilty or innocent?* [jury]
- Students complete the sentences. Check the answers.

ANSWERS

1 impostor 2 poverty 3 confessed 4 drowned 5 announced 6 sunk 7 precious 8 trial 9 convince 10 corroborate 11 sentenced 12 overjoyed 13 witnesses 14 jury 15 alleging

Extend

Exercise 1 Crime and punishment

- Focus on the people and get students to cover the actions. Elicit ideas from students of what the people do in court.
- Students uncover the actions and use a dictionary to match them to the people. Check the answers.

ANSWERS

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

Exercise 2

- Focus on the example with students and point out that they may have to change the form of the verbs.
- Students continue completing the text individually or in pairs. Check the answers.

ANSWERS

1 charged 2 appeared 3 prove 4 give 5 defended 6 pleaded 7 reached 8 found 9 sentenced 10 acquitted

Teaching Tip: Negative prefixes

Un- is by far the most common negative prefix. *Dis-*, *in-* and *im-* are quite common, but *il-* and *ir-* are quite uncommon.

Exercise 3 Negative prefixes

- Read through the **Look out!** box with students. Check understanding by asking: *Which prefixes do we use to make adjectives negative?* [*un-*, *dis-*, *in-*, *im-*, *il-* and *ir-*] *When do we usually use im-?* [before *m* and *p*] *When do we usually use ir-?* [before *r*] *When do we usually use il-?* [before *l*]
- Students find the three negative adjectives in the text on page 44 of the Student's Book. Check the answers.

ANSWERS

incredible dissatisfied illegal

Exercise 4

- Focus on the example. Explain that students should write the new adjective in the correct column of the table.
- Students complete the exercise individually or in pairs. Check the answers.

ANSWERS

un- unacceptable, unstable
dis- disagreeable, dishonest
in- indecisive, invisible
im- immature, impractical
ir- irrational, irrelevant
il- illegible, illiterate

Exercise 5

- Focus on the example. Explain that students should use one of the negative prefixes to make a new adjective and complete the sentence.
- Students complete the exercise individually or in pairs. Check the answers.

ANSWERS

1 untidy 2 impatient 3 illegible 4 disorganized 5 irregular 6 insensitive

Optional Activity: Opposite adjectives

Aim: To practise negative prefixes.

Preparation: Explain to students that you are going to dictate some sentences containing adjectives. They should write the sentence with the opposite adjective.

The boat was visible from the shore.
Her argument was relevant.
They gave me some practical advice.
The old man was literate.
His behaviour was honest.
The woman had an agreeable face.
I was feeling decisive.
Her condition is stable.

Quick Test: Verbs quiz

Write these verb phrases on the board and give students two minutes to complete them with a suitable verb from Student's Book page 46.

___ *a verdict* [reach]
___ *in court* [appear]
___ *acquitted* [be]
___ *evidence* [give]
___ *a ship* [sink]
___ *to a crime* [confess]
___ *a story* [corroborate]
___ *an event* [announce]
___ *the accused* [sentence]
___ *guilty* [plead]

Vocabulary Notebooks

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

More practice
Workbook page 43

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Grammar PAGE 47

Reported speech: statements

Warm-up

- Ask students: *What crimes are in the news at the moment?*

Explore

Exercise 1

- Students look at the photo and the title. Ask students: *What do you think the text will be about?* [a crime involving some diamonds]
- Students read the text and answer the question.

ANSWERS

The text does not include any direct speech.

> **Teaching Tip: *say* and *tell***
> Students often misuse these two verbs. When they make a mistake use the prompt *Tell or say to?* and ask them to repeat the sentence again correctly.

Exercise 2

- Focus on the task. Do the first example with the whole class. [… said that they had come to discuss important business with him]
- Students continue finding the lines in the text.

Exercise 3

- Focus on the example and elicit that present simple verbs in direct speech change to past simple in reported speech.
- Students continue completing the table. Check the answers.

ANSWERS

1 past simple 2 present continuous 3 past perfect
4 present perfect 5 could 6 will

Exercise 4

- Read through point 1 in the **Learn this!** box with students. Look at the first sentence in exercise 2 and highlight the pronoun changes. [we > they; you > him]
- Students find more examples of pronouns that change.

Exercise 5

- Read through point 2 in the **Learn this!** box with students.
- Elicit the first answer in the exercise. [the day before]
- Students continue working individually or in pairs. Check the answers.

ANSWERS

1 c 2 d 3 a 4 e 5 b

Follow-up
Grammar Reference page 70

Exploit

Exercise 1

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

ANSWERS

1 'We went to the festival last year.'
2 'I won't give you any more time.'
3 'I've finished my homework.'
4 'My father doesn't speak English.'
5 'We're studying for our exams tomorrow.'
6 'You can borrow my car tonight.'
7 'I wasn't ill last week.'

Exercise 2

- Read through the **Look out!** box with students. Check understanding by asking: *Which verbs do we use if we say who we are talking to?* [*tell* or *say to*] *Which verb do we use if we don't say who we are talking to?* [*say*]
- Students work individually or in pairs. Check the answers.

ANSWERS

1 Khalid said to his sister that he didn't believe her story.
2 His mother said that she'd spent all her money.
3 She told her friend that they'd be in London the next day.
4 Majda said that she'd arrived the day before.
5 Fahad told his sister that she always spoiled his fun.
6 Sara said to her sister that she wasn't listening to her.
7 They told me that they couldn't see me until the next week.

> **Quick Test: Sentence transformation**
> Write the following sentences on the board. Ask students to rewrite the sentences in reported speech.
> *I said, 'I didn't do my homework yesterday.'*
> *He told her, 'I've lost my car keys.'*
> *They said to me, 'We can't come next week.'*
> *He said, 'I'll help you tonight.'*
> *You told them, 'I don't eat meat.'*
> *We said, 'We're going out today.'*

More practice
Workbook page 44
Grammar Builder page 71, exercises 1–4

ANSWERS GRAMMAR BUILDER 6 (PAGE 71)

Exercise 1

1 they had seen
2 they'd never seen
3 they hadn't gone out
4 they were thinking
5 she would call
6 he could explain
7 he often forgot
8 he had climbed

Exercise 2

1 that night 2 that day 3 the next week
4 the day before 5 the month before

Exercise 3

1 Ben said that they had nearly moved house the year before.
2 Ben said that they had bought a new house the month before.
3 He said that they had packed their books into boxes the day before.
4 He said that they were moving the furniture that day.
5 He said that they were sleeping in their new bedroom that night.
6 He said that they were having a barbecue the next week.

Exercise 4

1 told 2 told 3 said 4 told 5 told 6 said

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Skills PAGE 48

Investigating a crime in the home

Target Vocabulary

House and garden: apron armchair balcony basin bookcase carpet chest of drawers cooker cupboard curtains dining table drainpipe fireplace flower bed hedge ladle lawn mantelpiece mirror path rug saucepan shears sink sofa stepladder stool stove vase wardrobe

Vocabulary

Exercise 1

- Students work in pairs to identify the things and make a list of other objects. They may use a dictionary if they wish.

More practice
Workbook page 45

Listen

Exercise 1 1.24

- Play the CD for students to match the people with the descriptions. Check the answers.

ANSWERS
1 d 2 a 3 c 4 b

TAPESCRIPT
1 Martha
Inspector Fox Martha, where were you at six o'clock this evening?
M I was doing what I usually do at that time – preparing dinner. I was cutting up vegetables.
IF Where did the vegetables come from?
M The garden, of course. Harold the gardener brought them in for me.
IF What time?
M 5.30.
IF I see. You didn't like Lord Snodbury, did you?
M Well, it's no secret. Nobody likes him. I need help in the kitchen. It's always busy and I'm getting old. But he wouldn't let me have a kitchen maid to help me. He's mean and unkind. After all I've done for him!
2 Harold
IF Harold, where were you when Lord Snodbury was murdered?
H I was cutting hedges in the garden.
IF Didn't you take the vegetables into the kitchen?
H That was before, at about half past five.
IF Did you hear the gunshot?
H Yes. I thought Lord Snodbury was shooting rabbits. He was always doing that.
IF You didn't like Lord Snodbury, did you, Harold? You had an argument with him, didn't you?
H I asked him for more money. He hasn't increased my wages in ten years! But he just got angry.
IF But I understand you paid £500 into the bank two days ago.
H Yes, well. Algernon gave me some money. He knew about my argument with his father, and he felt sorry for me, I suppose. He's a good boy is Algernon.
3 Lord Algernon
IF Lord Algernon, where were you at six o'clock?
LA In my room. I was getting dressed for dinner. I heard the gunshot, but I thought it was Father shooting rabbits again. Then, I went downstairs and found Mother kneeling on the floor beside Father's body in the library.
IF What time did you go downstairs?
LA It was about two minutes after I heard the shot.
IF Had you had an argument with your father?
LA Yes. He wanted me to marry Victoria Fawcett-Smith because she's rich. But I don't care about money, I only care about love. And I love Emma Jones, Inspector. She's poor – that's why Father was so angry about the engagement.
IF I know. And did you give Harold money?
LA Yes, I did, Inspector. That was another argument with Father. He wouldn't increase the poor man's wages. That's how mean he was. But I did love him, Inspector.
IF Of course, Lord Algernon. Oh, you've cut your hand, I see.
LA Oh, that? Yes, I did it while I was shaving. Goodbye, Inspector.
4 Lady Snodbury
IF Lady Snodbury, could you tell me where you were when you heard the gunshot?
LS I was in the dining room, arranging the flowers I had picked from the garden.
IF And what did you do when you heard the gunshot?
LS I rushed to the library to find my husband lying on the floor.
IF Did Algernon join you?
LS Yes, he did. About ten minutes later, I think. I was just sitting there in shock. He said that at first he thought that it was just his father shooting rabbits. Poor boy, he was very upset.
IF Was your marriage a happy one?
LS Inspector! Such a question! … Well, I suppose it's true that my husband could be a very difficult man.
IF Had you argued with him recently?
LS Well, if you must know – we argued last night, about Algernon.
IF I see. Thank you very much, Lady Snodbury.

Exercise 2 1.24

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

ANSWERS
1 dinner 2 kitchen 3 unkind 4 hedges 5 garden
6 money 7 £500 8 getting dressed 9 room
10 two 11 engagement 12 flowers 13 dining room
14 library 15 ten

Speak

Exercise 1

- Read through the **Look out!** box with students. Students match the sentences with the meanings.

ANSWERS
1 b 2 c 3 a

Exercise 2

- Read through the examples with students. They work in pairs to discuss the question.

Exercise 3

- Get students to vote on who they think is the murderer.
- Students check their answer on page 70.

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Grammar PAGE 49

Reported speech: questions

Warm-up

- Focus on the picture and ask students: *Who can you see in the picture?* [a police inspector interviewing a man]

Explore

Exercise 1 1.25

- Focus on the interview. Point out that the man is the victim of the crime. Students work individually or in pairs to complete the interview.
- Play the CD for students to check their answers.

ANSWERS

1 Have you had a cup of tea?
2 What did you see?
3 How many men did you see?
4 Can you describe him?
5 Will you have a look at these photos?
6 Do you recognize any of these men?
7 Are you sure?
8 Why are you smiling, Inspector?

Exercise 2

- Focus on the text. Elicit the first reported question. [The inspector asked me if I'd had a cup of tea.]
- Students continue underlining the reported questions individually or in pairs.

Exercise 3

- Focus on the reported questions in the text in exercise 2 and elicit the correct words in the **Learn this!** box.

ANSWERS

1 ask 2 are 3 before 4 don't use 5 if

Teaching Tip: Word order in reported questions

Students are often tempted to use question word order in reported questions instead of affirmative word order. When students make a mistake, use the prompt: *word order?* and ask them to repeat the sentence correctly.

Follow-up

Grammar Reference page 70

Exploit

Exercise 1

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

ANSWERS

1 if he could go out
2 where he was planning to go
3 her he wanted to play
4 asked him if he had got much homework
5 hadn't given them any
6 if he wanted to eat before he went
7 if there was any pasta

Exercise 2

- Focus on the task and the example. Elicit an example using the next tense from students, e.g. *Are you doing anything tonight?*

ANSWERS

Students' own answers.

Exercise 3

- Focus on the instructions and the examples. Get one pair to read out the question and answer and another pair to report the question and answer.
- Students continue playing the game in groups of four. Monitor and help.

Quick Test: Error correction

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

They asked me where did I live.
[They asked me where I lived.]
He asked us if we saw his wallet.
[He asked us if we had seen his wallet.]
I asked you when will you arrive.
[I asked you when you would arrive.]
You asked them what was the matter.
[You asked them what the matter was.]
She asked him if he finished his homework.
[She asked him if he had finished his homework.]
We asked her what time the train did leave.
[We asked her what time the train left.]

More practice

Workbook page 46
Grammar Builder page 71, exercises 5–6

ANSWERS GRAMMAR BUILDER 6 (PAGE 71)

Exercise 5

1 They asked us where we had been.
2 He asked me what time I had arrived home.
3 He asked him if he had seen the thief.
4 We asked her what he had taken.
5 He asked him why he had his camcorder.
6 We asked them if they had forgotten about the picnic.

Exercise 6

1 John asked Edward what he had seen.
2 Sean asked his mum if she would clean his room.
3 Amy's dad asked her if she had done her homework.
4 Fatima asked Abeer where he was going.
5 Noura asked Sara if she liked pizza.
6 Saad asked Khalid if he could help him.

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Writing PAGE 50

A formal letter: making a reservation

Target Language

A formal letter: making a reservation:
Further to our recent telephone conversation, …
I wish to … we will require … a twin room
I would be very grateful if … You mentioned that …
Would it be possible to …? I can forward them …
I am enclosing … Please could you …
I assume … Would you mind …?
I look forward to hearing from you in due course.

Warm-up

- Ask a few students: *What can you cook?*

Read

Exercise 1

- Students read through the advert and answer the question.

Exercise 2

- Students work individually. Check the answer.

ANSWER

Tyler forgets to send the uniform sizes.

- Focus on the letter and elicit the following information:
  – We use *Dear* (title + name) to start a formal letter if we know the person's name and *Yours sincerely* to end it.
  – There are four paragraphs in the letter.
  – The style of the letter is formal.
  – We do not use short forms in a formal letter.
  – We sign a formal letter and print our name underneath.

Prepare

Exercise 1

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

ANSWERS

1 Further to our recent telephone conversation …
2 I wish to …
3 a twin room
4 **a** I would be very grateful if you would …
  b Would it be possible to …?
  c Please could you …?
  d Would you mind …?
5 I look forward to hearing from you in due course.
6 Yours sincerely

Exercise 2

- Read through the **Learn this!** box with the students. Give them time to find the examples in the letter.

ANSWERS

… if you could give us rooms on the same floor.
… you would send me directions by post.
Would it be possible to email me the directions …?
Would you mind sending me a receipt …?

Follow-up
Grammar Reference page 70

Exercise 3

- Students rewrite the sentences individually or in pairs.

ANSWERS

1 Can you do me a favour?
2 Would you mind showing us your pictures?
3 She read the class her poem.
4 He cooked his friends dinner.
5 I'm going to tell my brother that story.
6 They didn't offer their guests any food.

Write

Exercise 1

- Students read through the plan and make notes.

Exercise 2

- If the writing is done in class, circulate and monitor.

SAMPLE ANSWER

Dear Ms Weatherby,
Further to our recent telephone conversation, I am writing to confirm that I wish to make a reservation for the Weekend Cookery Course from 4 to 6 June. There will be four people in our party and we will require two twin rooms.
On the telephone I mentioned that none of us is vegetarian. In fact, two of my friends are vegetarians, so I would be grateful if you could make suitable dinner arrangements for them.
Would you mind sending me a brochure of the hotel, if there is one available?
My friends and I will all require a medium size uniform, so please could you order these for us?
I look forward to hearing from you in due course.
Yours sincerely
Stephanie White
Miss Stephanie White

Marking scheme

- Start letter with *Dear Ms Weatherby* and finish with *Yours sincerely*. [2 marks]
- Letter organized into four paragraphs. [1 mark]
- First paragraph to include dates and number of group. [1 mark]
- Second paragraph to correct some information. [1 mark]
- Third paragraph to request a brochure. [1 mark]
- Fourth paragraph to make an additional request. [1 mark]
- Use of a suitable closing phrase. [1 mark]
- Use of formal phrases and vocabulary. [1 mark]
- Appropriate grammar and spelling. [1 mark]

More practice
Workbook page 47
Grammar Builder page 71, exercise 7

ANSWERS GRAMMAR BUILDER 6 (PAGE 71)

Exercise 7

1 Mia's friend made her dinner last night.
2 Tom's mum bought him a new shirt.
3 Ben's neighbour sold him his car.
4 Patrick wrote him a letter.
5 Scott sent him a text message.
6 Dad booked us a flight to Paris.

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Review PAGE 51

Language Skills

Exercise 1 1.26

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

ANSWERS

1 said 2 say 3 would 4 asked 5 wanted 6 had
7 told 8 was 9 why 10 me 11 if 12 him

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 was 2 didn't know 3 had spoken 4 had to go
5 was … waiting 6 had made 7 knew 8 could

Exercise 3

- Students work individually. Check the answers.

ANSWERS

1 James said that he didn't eat meat.
2 Khalid asked his friend if he was going to the match the next week.
3 Bob told Sam that he hadn't enjoyed the book.
4 Tara told us that her parents had bought her a new car.
5 Adel asked Saad if his brother could cook.
6 He told him mother that he wouldn't forget to call her that night.
7 My friends asked me where my brother worked.
8 Paul's aunt asked him how he had broken his leg.

Dictionary Corner

Teaching Tip: Finding the right part of speech

In the Oxford Student's Dictionary words have separate entries for different parts of speech.

Activity: Students look up the entries and write down which parts of speech these words can be.

charge [noun or verb]
mirror [noun or verb]
sentence [noun or verb]
sink [noun or verb]
witness [noun or verb]

Exercise 1 Checking parts of speech

homeless /ˈhəʊmləs/ ***adj.*** **1** having no home **2 the homeless** ***noun*** [pl.] people who have no home ▸ **homelessness** ***noun*** [U]

- Students look up the word *homeless* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  – *homeless* is an adjective that means having no home.
  – We say *the homeless* to refer to the group of people who have no home.
  – We refer to the state of having no home with the uncountable noun *homelessness*.
- Focus on the example. Explain that students should look up the words to find what part of speech they are, and to check their meaning.
- Students work individually. Check the answers.

ANSWERS

1 d – homeless (adj)
2 g – home-made (adj)
3 f – homesick (adj)
4 h – homeward (adj)
5 b – housebound (adj)
6 a – household (noun)
7 c – housekeeper (noun)
8 e – house-proud (adj)

Exercise 2 Synonyms: *say*

argue /ˈɑːgjuː/ ***verb*** **1** [I] ~ (with sb) (about/over sth) to say things, often angrily, that show that you do not agree with sb about sth: *The couple next door are always arguing.* ◇ *I never argue with my husband about money.* ➲ look at **fight**[1] (4), **quarrel**[2] (1)

- Students look up the word *argue* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  – *argue* is an Oxford 3000™ keyword.
  – *argue* is an intransitive verb, which means it is not used with an object.
  – *argue* means to say things that show that you do not agree with somebody about something.
  – We say *to argue with sb about sth*.
  – We can find more information about *argue* in the entries for *fight* and *quarrel*.
- Focus on the example sentence and explain that students should look up the words in the box and check their meaning to complete the sentences.
- Students work individually. Check the answers.

ANSWERS

1 argued 2 groaned 3 yelled 4 enquired
5 responded 6 whispered 7 muttered 8 screamed

Follow-up

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

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7 Travel

This unit includes
Vocabulary: holidays, trips and excursions • travel and transport • transport adjectives • verbs + prepositions • verbs of movement • compound nouns: on holiday
Grammar: the passive • indefinite pronouns: *some-*, *any-*, *no-* • introductory *it* • indirect questions
Skills: discussing different modes of travel • planning an ideal holiday • exchanging information
Writing: a postcard
Workbook pages 50–57

Reading PAGES 52–53

Warm-up

- Look at the unit title and ask students: *When was the last time you travelled somewhere? Where did you go?*
- Read the title of the reading page, *Trip of a lifetime*. Ask students: *Where would you go on a trip of a lifetime?*

Before Reading

- Read through the **Reading tip** with students. Check understanding by asking: *What can you use to help you understand difficult vocabulary?* [the photos]
- Students look at the photos and answer the questions in pairs. Discuss the questions as a class.

ANSWERS
Students' own answers.

Background Notes

The animals regarded as 'big cats' are the lion, the tiger, the jaguar and the leopard. The leopard is the smallest of the four. Leopards are now found mainly in sub-Saharan Africa in countries like Zambia and Namibia. They are primarily nocturnal creatures, but they may also hunt during the day. Mid-sized antelope provide the majority of the leopard's prey, especially impala and Thompson's gazelle.

Read

Exercise 1

- Focus on the instructions and the list of animals. Make sure students understand all the words.
- Students read the text quickly and number the animals. Check the answers.

ANSWERS
1 impala and baboons 2 lions 3 elephants 4 giraffes 5 a crocodile 6 buffalo 7 a leopard
The writer doesn't see a tiger.

Exercise 2 1.27

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

ANSWERS
1 The plane landed in Mfuwe.
2 They travelled by jeep to their camp.
3 Dan saw baboons.
4 Dan saw some lions.
5 Dan got very close to some elephants.
6 Two other guests saw a leopardess and her cub.
7 The jeep got stuck in the mud.
8 Dan saw a leopardess.

Exercise 3

- Students read the text again and choose the best answers, finding the relevant lines in the text. Check the answers.

ANSWERS
1 b (… ever since I watched a BBC wildlife documentary about them.)
2 a (There is one leopard for every kilometres, and you can do night drives there.)
3 a (… see two lionesses … my heart is thumping.)
4 d (Rocky tells us … 'Never run, unless I say so. And if I say get up the tree, get up the tree.')
5 b (I'm really cross, because there probably won't be another sighting for ages.)
6 a (When she realizes she's being watched, she darts back into the bush.)

Optional Activity: Reading skills

Aim: To practise summarizing a text.
Preparation: Write the following gapped summary on the board.

Dan goes to [Zambia] in the hope of seeing [leopards]. He travels by [jeep] from the airport to the camp. On the first night, their [guide], Rocky, takes them on a drive and they see a [lion] hunt. The next day they see three [elephants] crossing the road.

His favourite excursion is the walking [safari]. He's [cross] when he hears some other guests boasting that they have seen a [leopard] and her [cub], but that night, he sees a [leopardess] himself. The experience is [awesome].

Students copy the summary and complete the spaces. Check the answers. Students then test each other on the summaries in pairs. Student B closes their book and Students A prompts them to remember the summary. Then they swap.

Understanding Ideas

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

ANSWERS
Students' own answers.

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Vocabulary

Teaching Tip: Silent letters

Silent letters make English pronunciation quite complicated. If students are familiar with the phonemic alphabet, you can use it to illustrate the pronunciation of difficult words. If not, you can write the word on the board in one colour and in another colour cross out the letters which aren't pronounced, e.g. boast, stealthy.

Exercise 1

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

ANSWERS

1 trail **2** hurtle **3** stroll **4** boast **5** stealthy
6 thumping **7** cross **8** awesome **9** plain
10 nocturnal **11** trundling **12** springs **13** trunk
14 markings **15** soaked

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 58–69).

awesome is an adjective which means very good, excellent. *Awesome* is used frequently as a colloquial word in American English.

boast is a regular verb which means to talk with too much pride about something that you have done. The third person form is *boasts* and the past simple form is *boasted*.

cross is an adjective which means angry or annoyed. *Cross* is an informal word and we say *be cross with sb* or *be cross about sth*.

hurtle is a regular verb which means to move with great speed. The third person form is *hurtles* and the past simple form is *hurtled*.

markings is a noun which means the shapes, lines and patterns of colour on an animal. We usually use *markings* in the plural.

nocturnal is an adjective used about animals and birds which means awake and alive and night and asleep during the day. The opposite of *nocturnal* is *diurnal*.

plain is a countable noun which means a large area of flat land with few trees. *Plain* is used in the field of Geography.

soaked is an adjective which means very wet. We say *be soaked* or *get soaked*.

spring is an irregular verb which means to jump or move quickly. The third person form is *springs*, the past simple form is *sprang* and the past participle is *sprung*.

stealthy is an adjective which means moving secretly and quietly.

stroll is a regular verb which means to walk slowly for pleasure. The third person form is *strolls* and the past simple form is *strolled*.

thump is a regular verb which *means to make a loud sound by beating hard*. The third person form is *thumps* and the past simple form is *thumped*.

trail is a countable noun which means a path through the country.

trundle is a regular verb which means to move slowly and noisily. The third person form is *trundles* and the past simple form is *trundled*.

trunk is a countable noun which means an elephant's long nose.

Exercise 2

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

1 *It isn't easy to ___ some animals in the wild.* [spot]
2 *Our holiday was an ___ disaster.* [absolute]
3 *The most common house in the African countryside is a ___.* [mud hut]
4 *The children went on an ___ to the seaside.* [excursion]
5 *We saw a rabbit ___ across the field.* [dart]
6 *We saw a police car ___ the thieves.* [tear after]
7 *Being ___ with a wild animal can be a terrifying experience.* [face to face]
8 *It was difficult not to ___ at her strange hat.* [stare]

Quick Test: First to finish

Divide the class into three teams. Number the students in each team. Explain that you are going to read out some sentences and the students must try to be the first to finish them with a word from **Vocabulary** exercises 1 and 2. Read out sentence 1 for the number 1 students and award two points to the student who answers correctly first. Award one point each in the case of a draw. Continue until you have read out all the sentences. The winner is the team with the most points.

1 *I can't stand people who ___.* [boast]
2 *Her son had broken a vase and so she was ___.* [cross]
3 *Tigers and leopards have beautiful ___.* [markings]
4 *Our trip in a hot-air balloon was___.* [awesome]
5 *Owls are ___.* [nocturnal]
6 *A flat piece of land is a ___.* [plain]
7 *It was raining, so we got ___.* [soaked]
8 *When lions are hunting, their movements are ___.* [stealthy]
9 *It was a lovely day, so we went for a ___.* [stroll]
10 *I was so nervous that my heart started to ___.* [thump]
11 *We turned left when we got to the end of the ___.* [trail]
12 *The elephant picked up the fruit in its ___.* [trunk]

Optional Activity: Worst holiday

Aim: To practise talking about your worst holiday.

Preparation: Write these questions on the board.

Where did you go?
When did you go?
How did you get there?
What was the weather like?
What happened?
How did you feel?
What did you do?
What happened in the end?

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

More practice
Workbook page 50

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Vocabulary PAGE 54

Target Vocabulary

Big cat diary: awesome boast cross hurtle markings nocturnal plain soaked spring stealthy stroll thump trail trundle trunk

Verbs and prepositions: agree with sb about sth apologize to sb for sth argue with sb about sth arrive at belong to boast about care about complain about concentrate on dream of doing sth insist on laugh at listen to look at stare at wait for

Verbs of movement: dart hobble limp pace stride stroll tear trudge

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g.
  What word can we use to describe something that moves slowly and noisily? [trundle]
  What word can we use to describe something that jumps quickly and suddenly? [spring]
- Students complete the sentences. Check the answers.

ANSWERS
1 trail 2 trunk 3 stroll 4 springs 5 plain
6 thumping 7 trundled 8 stealthy 9 soaked
10 markings 11 hurtle 12 nocturnal 13 boast
14 awesome 15 cross

Extend

Exercise 1 Verbs and prepositions

- Read through the **Look out!** box with students. Check understanding by asking: *Which preposition follows 'listen'?* [to] *Which preposition follows 'smile'?* [at] *Where do we usually put prepositions in questions?* [at the end]
- Students find the verbs in the text and note down the prepositions that follow them. Check the answers.

ANSWERS
arrive at, boast about, care about, complain about, dream of, listen to, look at, stare at

Exercise 2

- Focus on the example and point out that the same preposition follows both verbs in each pair of sentences.
- Students continue completing the sentences individually or in pairs. Check the answers.

ANSWERS
1 for 2 with 3 about 4 on 5 at 6 to

Teaching Tip: The verb *arrive*

Students find this verb a little tricky because it can be followed by two different prepositions.
We say: *arrive* ***in*** *a city or country,* e.g. *I arrived* ***in London*** *at two o'clock.*
We say *arrive* ***at*** *a building or similar place,* e.g. *We arrived* ***at our friends' house*** *after lunch.*
When students make a mistake with prepositions, use the prompt *Preposition?* and ask them to repeat the sentence correctly.

Exercise 3 Verbs of movement

- Focus on the verbs and point out that they all describe different ways people move around.
- Students match the verbs with the definitions, using a dictionary if necessary. Check the answers.

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

Exercise 4

- Students work individually or in pairs to choose the best answer. Check the answers.

ANSWERS
1 hobble 2 strolled 3 trudge 4 strode 5 paced
6 darted 7 tore 8 limped

Optional Activity: Verbs of movement

Aim: To practise verbs of movement.

Preparation: Write these descriptions of people on the board.
a girl who doesn't want to be seen [dart]
a man with blisters on both feet [hobble]
a footballer who has twisted his ankle [limp]
an impatient father [pace]
a giant [stride]
a married couple in the park [stroll]
a naughty boy [tear]
a tired old woman in the snow [trudge]

Students match the people with a verb of movement.

Quick Test: Sentence transformation

Write these sentences on the board and give students five minutes to rewrite them with a verb + preposition.
I said I was sorry I was late. [I apologized for being late.]
We got to the airport early. [We arrived at the airport early.]
He said his car was the best. [He boasted about his car.]
He says he'd like to travel around the world. [He dreams of travelling around the world.]
We're at the bus stop. [We're waiting for the bus.]
He said my joke was really funny. [He laughed at my joke.]
They said the food was awful. [They complained about the food.]
That's my coat. [That coat belongs to me.]
She said it was blue, not green. [She argued about the colour.]
I told him he was right. [I agreed with him.]

Vocabulary Notebooks

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

More practice
Workbook page 51

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Grammar PAGE 55

The passive

Warm-up

- Ask students: *What type of car does your family drive?*

Explore

Exercise 1

- Students read the text quickly and answer the questions.
- Students find examples of the passive in the text and complete the table. Check the answers.

ANSWERS

1 Germany 2 Karl Benz 3 America
present simple: is celebrated, are built
past simple: was built, were first produced
present perfect: have been manufactured
past perfect: had been designed
future with *will*: will be developed

> **Teaching Tip: Past participles**
> Remind students that we form the passive with the verb *be* and the past participle of the main verb. They can find the past participle of irregular verbs on Student's Book page 80. When students make a mistake, use the prompt *Past participle?* and ask them to repeat the sentence correctly.

Exercise 2

- Focus on the question and elicit the answer. [by]
- Students find the examples in the text. Check the answers.

ANSWERS

The first motor car was built by Karl Benz in Germany in 1885.
Over a billion cars have been manufactured by companies all over the world.

Follow-up
Grammar Reference page 72

Exploit

Exercise 1

- Students work individually or in pairs to change the sentences from active to passive. Check the answers.

ANSWERS

1 The first motor car was built by Karl Benz in 1885.
2 A lot of delays have been caused by engineering works.
3 Your bags will probably be searched at customs.
4 We had already been directed to platform 4 by the guard.
5 This train is used by a lot of commuters.
6 The price of rail tickets has recently been increased.
7 This bag was left on the plane.

Exercise 2

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

ANSWERS

1 is remembered 2 was made by 3 was made
4 was powered by 5 was controlled by 6 had been tested
7 were witnessed by 8 was taken 9 were reported

Exercise 3

- Students work individually to complete the sentences with the passive form of the verbs.
- They compare their answers and choose the correct answer in pairs.

Exercise 4 1.28

- Play the CD for students to check their answers.

ANSWERS

1 was invented, b 2 was opened, a 3 was finished, b
4 was completed, b 5 have been carried, a 6 are made, c

> **Quick Test: Error correction**
> Write the following sentences on the board. Give students time to find the mistakes and write the sentences correctly.
> *The Volkswagen Beetle was designed for Ferdinand Porsche.*
> *Portuguese are spoken in Brazil.*
> *The telephone is invented by Alexander Graham Bell.*
> *Marconi was invented the radio.*
> *A new airport had been build a few years earlier.*
> *A new treatment for cancer has discovered.*
> *The new road will be open next year.*
> *Minis are make in the UK.*
> *Contact lenses was invented by Otto Wichterle.*
> *Penicillin isn't discovered until the twentieth century.*

More practice
Workbook page 52
Grammar Builder page 73, exercises 1–3

ANSWERS GRAMMAR BUILDER 7 (PAGE 73)

Exercise 1
1 Who was that book written by?
2 How will trains be driven in the future?
3 What are traffic jams caused by?
4 Where has your car been taken?
5 Why was the train cancelled?
6 Who had the room been cleaned by?

Exercise 2
1 has been changed 2 aren't eaten 3 hadn't been stolen
4 will be opened 5 weren't written

Exercise 3
1 are used 2 were they invented 3 was first developed
4 is considered 5 made 6 have become 7 are owned
8 is spent

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Skills PAGE 56

Getting from A to B

Target Vocabulary

Getting from A to B: air traffic controller cab carriage customs departures board escalator passport control rucksack runway track traffic jam trolley

Transport adjectives: cheap convenient dangerous economical environmentally-friendly expensive healthy reliable relaxing slow stressful uncomfortable unreliable

Warm-up

- Ask students: *How do you usually get to school?*

Vocabulary

Exercise 1 1.29

- Play the CD once for students to match the photos with the paragraphs. Check the answers.

ANSWERS

1 A 2 C 3 B

Exercise 2

- Students work individually or in pairs to complete the sentences, using a dictionary if necessary. Check the answers.

ANSWERS

1 runway 2 rucksack 3 escalator 4 traffic jam
5 air traffic controller 6 carriage 7 Customs
8 Passport control 9 departures board 10 trolley
11 track 12 Cab

More practice
Workbook page 53

Listen 1.30

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

ANSWERS

Situation 1: cab / taxi, traffic jam
Situation 2: underground, fault with the track
Situation 3: plane, land late
Situation 4: train, buffet service closed

TAPESCRIPT

1 **Man** Oh dear. That looks like a nasty traffic jam.
Cab driver Mmm. I think there's been an accident up ahead.
Man How far is it to the station from here?
Cab driver Only a couple of hundred yards. It's up ahead on the left. You'll be quicker walking, you know.
Man OK. Let's get out here. How much do we owe you?
Cab driver Um, £9.80.
Man Here's £11. Keep the change.
Cab driver Thanks very much.

2 Ladies and gentlemen. Could I have your attention, please? This service will terminate here due to a fault with the track between here and the next station. Please get off the train here and continue your journey by bus or taxi. Make sure you take all your belongings with you when you leave the train. London Underground apologizes for any inconvenience this will cause.

3 Good evening, everyone. This is your captain speaking. Unfortunately we're going to land slightly late tonight at Manchester Airport. I've been talking to the air traffic controller, and there are four planes in a queue ahead of us. As soon as they've landed, I'll have you safely on the runway and I think that'll be in about ten minutes' time. I hope you've enjoyed your flight with us today.

4 **Ticket inspector** Tickets, please.
Woman Here you are.
Ticket inspector That's great, thanks. … Tickets, please.
Woman Do you fancy something to drink?
Man Yeah, that's a good idea. I'm really thirsty. I'll have a cup of tea, please.
Woman OK, I'll be back in a minute.
Announcer Good evening, ladies and gentlemen. For your information, the buffet service is now closed.
Man Oh, great.

Speak

Exercise 1

- Write these words on the board: *bicycle, car, train, bus, underground, plane, ship.*
- Focus on the adjectives in the box. Make sure students understand the words.
- Elicit from students one advantage and one disadvantage of travelling by bike, e.g. *Travelling by bicycle is environmentally-friendly; Travelling by bicycle is very slow*.
- Students continue using the adjectives to discuss the advantages and disadvantages of the different means of transport. Monitor and help.

Exercise 2

- Focus on the example and get one pair to read out the dialogue.
- Elicit a response for the third sentence from students. Continue eliciting responses until no one has anything to say. Then elicit an advantage of a new means of transport.
- Make a note of any mistakes and correct the errors on the board with the whole class when the activity has finished.

Optional Activity: Dialogue

Aim: To practise talking about transport.

Preparation: Write the following dialogue on the board.

A The plane is faster than the train.
B That's true, but the train is cheaper.
A I agree, but the plane is less dangerous.
B You're right, but the train is more comfortable.

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

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Grammar PAGE 57

Indefinite pronouns: *some-, any-, no-*

Warm-up

- Focus on the photo and ask students: *What can you see?* [a tent in a field on a hill]

Explore

Exercise 1

- Students read the text and complete the table. Check the answers.
- Get students to retell the story in pairs.

ANSWERS
1 anybody 2 nobody 3 something 4 nothing
5 somewhere 6 anywhere

Exercise 2

- Read through the **Learn this!** box with students and elicit the missing words for the rules.

ANSWERS
1 affirmative 2 interrogative, negative 4 affirmative

Teaching Tip: *nobody, nowhere, nothing*

Students are often tempted to use *nobody, nowhere* and *nothing* in negative sentences even if the verb is negative. Explain that we can only use these words with an affirmative verb, and if the verb is already negative we use *anybody, anywhere* and *anything*. When students make a mistake, use the prompt *Affirmative or negative?* and ask them to repeat the sentence correctly.

Follow-up
Grammar Reference page 72

Exploit

Exercise 1

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

ANSWERS
1 anything 2 no one 3 something
4 nowhere, somewhere 5 anywhere 6 anybody
7 nothing

Exercise 2

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

ANSWERS
1 something 2 nothing 3 Nobody / No one
4 Anywhere 5 anything 6 anyone / anybody

Exercise 3

- Students work individually or in pairs to complete the questions. Check the answers.
- Students ask and answer the questions in pairs. Monitor and make a note of any errors. Correct any mistakes on the board with the whole class when the activity has finished.

ANSWERS
1 anywhere 2 nobody / no one
3 somewhere, somewhere 4 anybody / anyone

Quick Test: Sentence transformation

Write the following sentences on the board. Give students time to rewrite them using an indefinite pronoun.

I want to buy a present for my mum. [something]
The room was empty when we arrived. [nobody]
Did you see a person go into the shop? [anybody]
We didn't eat our food because we weren't hungry. [anything]
They had to stand because all the chairs were occupied. [nowhere]
He's going to ask a person about the times of the trains. [somebody]
He couldn't find his keys in the whole house. [anywhere]
I was bored because I had finished all my work. [nothing]
She put the money in a safe place. [somewhere]

More practice
Workbook page 54
Grammar Builder page 73, exercises 4–5

ANSWERS GRAMMAR BUILDER 7 (PAGE 73)

Exercise 4
1 **a** anybody **b** nobody **c** somebody
2 **a** nothing **b** anything **c** something
3 **a** somewhere **b** nowhere **c** anywhere

Exercise 5
1 There isn't anybody on the train.
2 I haven't got anything to wear.
3 Freya doesn't want anybody / anyone to see her crying.
4 Can I have something to drink?
5 correct
6 Please sit anywhere.
7 Has anybody seen my sunglasses?
8 correct

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Writing PAGE 58

A postcard

Target Language

Postcard: We've been in … I'm in …
We're having a terrible time. it was a good job
it said in the brochure it isn't worth complaining
it's no use moaning it took ages she's had enough
I'd better … first thing tomorrow See you soon.

Linkers: and but so still though

Warm-up

- Ask students: *When do people send postcards?*

Read

Exercise 1

- Students read the postcards and answer the question.

ANSWER

The first postcard goes with the photo.

Exercise 2

- Students read the postcards again and answer the questions. Check the answers.

ANSWERS

1 The plane was delayed.
2 They ate some sandwiches from the journey.
3 They still can't get to sleep because of the noise from the motorway.
4 The hardest part was finding the hotel.
5 Because he had lost his wallet.
6 Because they are going to Fort William the next day.

- Focus on the postcard and elicit the following information:
  – The style of the postcard is informal and uses short forms.
  – We use *Dear* … to start the postcard and *Love* to end it.
  – The postcard finishes with a short phrase, e.g. *See you soon* or *I'd better go now*.
  – There is only one paragraph in the postcard.

Teaching Tip: Informal linkers

Postcards are written in an informal style and so the following linkers are common: *and, but, so, still* and *though*.
Activity: Write these sentences on the board and ask students to complete them with a suitable linker.

The plane was delayed ___ we arrived an hour late. [so]
The room was dirty ___ there were no towels. [and]
The food isn't bad, ___. [though]
___, things can only get better. [Still]
We complained, ___ the receptionist didn't listen to us. [but]

Prepare

Exercise 1

- Students answer the questions individually or in pairs. Check the answers.

ANSWERS

The first piece of information is where they are. The last is what they are going to do next.

Exercise 2

- Read through the **Learn this!** box with the students. Students in pairs discuss the question. Monitor and help.

Follow-up

Grammar Reference page 72

Write

Exercises 1 and 2

- Students choose four of the problems and make notes, then write their postcard. Monitor and help.

SAMPLE ANSWER

Dear Matt,
We've been in Greece for four days now and we're having a terrible time. We had a disastrous journey because the plane was delayed. When we eventually arrived, we discovered that the airline had lost one of our suitcases. It was really late by the time we came out of the airport so there was nobody waiting to meet us. In the end we had to get a taxi to the hotel, which was really expensive. The hotel is OK, but it's three kilometres to the nearest beach, so we've had to rent a car. We've had to buy new clothes as well, so we haven't got much money left. We're really looking forward to coming home!
See you soon.
Love
Rob

Marking Scheme

- Appropriate start to the postcard. [1 mark]
- Postcard is organized into one paragraph. [1 mark]
- Postcard includes four problems. [1 mark]
- Postcard starts with information about the place. [1 mark]
- Postcard finishes with information about what is going to happen next. [1 mark]
- Appropriate use of short forms. [1 mark]
- Appropriate use of introductory *It*. [1 mark]
- Use of a suitable closing phrase. [1 mark]
- Appropriate end to the postcard. [1 mark]
- Appropriate grammar and spelling. [1 mark]

More practice

Workbook page 55
Grammar Builder page 73, exercise 6–7

ANSWERS GRAMMAR BUILDER 7 (PAGE 73)

Exercise 6

1 It's a good job we checked our departure time.
2 It's a shame there's nowhere to sit.
3 It isn't worth getting a trolley.
4 It's no use changing trains if the track's blocked.
5 It took us ages to find the right platform.
6 It's impossible to get to the centre in the rush hour.

Exercise 7

1 It took me over an hour to do my homework.
2 It's impossible to repair my bike.
3 It's a shame that you failed your driving test.
4 It doesn't matter what time you get up tomorrow.
5 It's a good idea that we brought some sandwiches.
6 It isn't worth taking the car to the centre.

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Review PAGE 59

Language Skills

Exercise 1 1.31

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

ANSWERS

1 anywhere 2 anybody 3 Nobody 4 someone
5 stolen 6 Nothing 7 been 8 has 9 was
10 Everybody 11 is 12 be

Exercise 2

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

ANSWERS

1 has disappeared 2 had been left 3 weren't being used
4 has opened 5 has been stolen 6 isn't caught

Exercise 3

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

ANSWERS

1 something 2 everywhere 3 somewhere
4 anybody / anyone 5 Nobody / No one
6 somebody 7 anything

Dictionary Corner

Teaching Tip: British and American English

There are many cases where different words are used in British and American English. Your dictionary shows the British word (labelled BrE) and the American word (labelled AmE), too.

Activity: Students look up these British English words and find the American English equivalent.

pavement [sidewalk]
railway [railroad]
taxi [cab]
tram [streetcar]
trolley [cart]
underground [subway]

Exercise 1 Choosing the correct word: *travelling*

crossing /ˈkrɒsɪŋ/ ***noun*** [C] **1** a place where you can cross over sth: *You should cross the road at the pedestrian crossing.* ◇ *a border crossing* **2** (*BrE* **level crossing**) a place where a road and a railway line cross each other **3** a journey from one side of a sea or river to the other: *We had a rough crossing.*

- Students look up the word *crossing* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  – *crossing* is a countable noun with three meanings.
  – Meaning 3 matches definition g in exercise 1.
- Explain that students should look up the words in a dictionary and match them with the definitions.
- Students continue working individually. Check the answers.

ANSWERS

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

Exercise 2 Compound nouns: on holiday

ˈbaggage reclaim (*BrE*) (*AmE* ˈ**baggage claim**) ***noun*** [U] (TOURISM) the place at an airport where you get your bags, suitcases, etc. again after you have flown

- Students look up *baggage reclaim* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  – We say *baggage reclaim* in British English and *baggage claim* in American English.
  – *baggage reclaim* means the place in an airport where you get your bags and suitcases after you have flown.
  – *baggage reclaim* is an uncountable noun.
  – *baggage reclaim* is written as two words.
- Focus on the two boxes and explain that students should join a word in A to a word in B to make compound nouns. Then they should look up the compound noun in a dictionary to check how it is written.
- Focus on the example sentence and explain that students should complete the sentences with the compound nouns they have formed.
- Students continue working individually. Check the answers.

ANSWERS

1 baggage reclaim 2 luggage rack 3 waiting room
4 package holiday 5 ski resort 6 holidaymakers
7 departure lounge

Follow-up

Self Check, Workbook pages 56–57
Test Unit 7, Teacher's Book pages 82–83

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Workbook answer key

PAGE 2 **Unit 1**

READING The RFID Revolution

1 1 deter 2 tag 3 illegal 4 monitor 5 password 6 warn 7 shoplifters 8 cash machine 9 citizens
2 A 4 B 3 C 2 D 1 E 6

PAGE 3 **VOCABULARY Somebody is watching you**

1 1 potential 2 deter 3 Surveillance 4 citizens 5 Initially 6 interact 7 warned 8 cash machine 9 illegal 10 vulnerable 11 shoplifters 12 offenders 13 tags 14 monitoring 15 work out
2 1 development 2 appearance 3 attachment 4 harrassment 5 treatment 6 investigation 7 recognition 8 detection
3 1 g 2 h 3 f 4 e 5 d 6 c 7 a 8 b
4 1 gaped 2 spotted 3 peered 4 observed 5 stared 6 glared 7 peeked 8 glanced

PAGE 4 **GRAMMAR Present tense contrast**

1 1 starts 2 're going 3 drives 4 's talking 5 get up 6 're always leaving
2 a 5 b 3 c 1 d 4 e 6 f 2
3 1 'm doing 2 go 3 opens 4 have 5 're ... making 6 's going out 7 gets 8 's snowing
4 1 We believe in freedom of speech.
2 They like eating ice cream in the summer.
3 I prefer fish to meat.
4 He needs a new coat.
5 I want to have a drink of water.
6 We hate walking to school in the rain.
5 1 Do you like playing football?
2 Does she want to go home now?
3 What are you listening to at the moment?
4 Do they prefer football or tennis?
5 Does he need a glass of water?
6 Are you enjoying this game?
7 Is she going home now?
8 Does this jacket belong to you?

Challenge!
Students' own answers.

PAGE 5 **SKILLS What to wear**

1 1 dress 2 tunic 3 poncho 4 sari 5 headscarf 6 sandals 7 turban 8 parka 9 kimono 10 boots
2 **patterns:** checked, decorated, patterned, plain, stripy
shape: baggy, long, wide, loose, tight
materials: cotton, fur, linen, seal skin, wooden
texture: fine, hard, soft, strong, thick
other: ankle-length, knee-length, long-sleeved, matching, short-sleeved
3 1 It's a smart yellow tunic. 5 ✓
2 They're loose linen trousers. 6 It's a warm fur coat.
3 It's a tight green kimono. 7 It's a wide checked skirt.
4 They're baggy cotton shorts. 8 ✓
4 1 He's wearing a loose linen suit.
2 He's wearing a long-sleeved stripy shirt.
3 He's wearing plain baggy trousers.
4 He's wearing a plain short-sleeved T-shirt.
5 He's wearing a warm patterned hat.
6 He's wearing a warm long-sleeved jumper.

Challenge!
Students' own answers.

PAGE 6 **GRAMMAR Verb patterns: verb + infinitive / verb + *-ing* form**

1 1 going out 2 to see 3 to watch 4 to finish 5 laughing 6 to go 7 to help 8 to phone
2 1 studying 2 to learn 3 doing 4 studying 5 going out 6 taking 7 going 8 lying
3 1 to lock 2 going 3 to buy 4 putting 5 to find 6 to become
4 1 to say 2 drinking 3 to post 4 pushing 5 eating 6 visiting 7 to learn

Challenge!
Students' own answers.

PAGE 7 **WRITING A letter to an exchange student**

1 1 d 2 c 3 f 4 a 5 e 6 b
2 1 May I introduce myself?
2 I'm enclosing a photo of me and my friends.
3 I'll tell you a bit about my family.
4 Anyway, that's all for now.
5 Do write soon and tell me all about your country.
6 I'm really looking forward to visiting you.
3 Tick: 1, 3, 6, 7
4 1 Do you live in the town centre?
2 What's your school like?
3 What do you do in your free time?
4 Have you got a cousin?
5 What kind of food do you like?
6 What's your best subject at school?
5 Students' own letters.

PAGE 8 **Self check 1: Grammar**

1 1 **a** drives
b 's driving
2 **a** do ... play
b Are ... playing
3 **a** doesn't speak
b isn't speaking
4 **a** Does ... shout
b is ... shouting
5 **a** don't go
b aren't going
6 **a** 's always taking
b always takes
2 1 don't understand
2 are ... crying
3 wants
4 is coming
5 aren't wearing
6 don't believe
7 Does ... belong
8 isn't working
3 1 avoid sitting
2 manages to look after
3 enjoy making
4 promise not to be
5 feel like going
6 refuses to lend
7 suggests not drinking
8 can't face leaving
9 expect to do
10 fail to hand in
4 1 b 2 b 3 a 4 b 5 a

PAGE 9 **Self check 1: Vocabulary**

1 1 monitor 2 assistance 3 thick 4 detection 5 cash machine 6 stare 7 linen 8 long-sleeved 9 matching 10 fur-lined 11 patterned 12 observe 13 appearance 14 Shoplifters 15 loose 16 interact 17 short-sleeved 18 baggy 19 treatment 20 glare
2 1 a 2 d 3 b 4 d 5 b 6 b 7 a 8 c 9 a 10 b

PAGE 10 **Unit 2**

READING Michel Thomas – Master Linguist

1 1 baffled 2 aptitude 3 good at 4 skills 5 genius 6 proficient
2 1 of 2 in 3 at 4 in 5 by
3 A 2 B 1 C 6 D 4 E 3
4 1 F 2 F 3 T 4 F 5 T 6 T

PAGE 11 **VOCABULARY Unknown white male**

1 1 rucksack 2 baffled 3 skull 4 patchy 5 stunning 6 cope 7 at once 8 severity 9 discharge 10 escorted 11 enrol 12 scrawled 13 outgoing 14 flip-flops 15 portrayed
2 1 of 2 with 3 about 4 with 5 about 6 at 7 of 8 about 9 of 10 of
3 1 off 2 up 3 through 4 down 5 out 6 on 7 back 8 in
4 1 tidying up 2 grows up 3 stood up 4 turned up 5 get up 6 give up 7 went up 8 speak up

PAGE 12 **GRAMMAR Past tense contrast**

1 1 Did you go to school yesterday?
2 I didn't have breakfast this morning.
3 You were talking during the exam.
4 Was Mark drawing a picture when the teacher walked in?
5 They weren't wearing caps.
6 ✓
7 She was angry because he'd forgotten to get some milk on the way home.
8 We drove to Italy for our holiday last year.

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2 1 got up 2 was shining 3 were playing 4 were you doing 5 'd forgotten 6 didn't go 7 had gone 8 Did you buy
3 1 She didn't have dinner and she didn't go to bed.
2 It was raining so we didn't go out.
3 I had brought a sandwich, so I had lunch.
4 They weren't nervous because they didn't have an exam.
5 The teacher wasn't angry because the class was working.
6 They were happy because they had tickets to the match.
7 He hadn't brought his swimming costume so he didn't go swimming.
4 1 brought 2 were talking 3 went 4 was standing 5 had told 6 thought 7 decided 8 fell 9 had been 10 ran 11 had happened

Challenge!
Students' own answers.

PAGE 13 SKILLS How did you feel?
1 1 E 2 B 3 H 4 D 5 F 6 C 7 G 8 A
2 1 confusing 2 delighted 3 relieved 4 depressing 5 disappointed 6 pleased
3 1 homesickness 2 embarrassment 3 depression 4 disappointment 5 irritation 6 confusion 7 excitement 8 sadness 9 frustration Mystery word: happiness

Challenge!
Students' own answers.

PAGE 14 GRAMMAR *used to*
1 1 He used to be very lazy.
2 Did you use to have a motorbike?
3 She didn't use to be so bad-tempered.
4 They didn't use to live in a village.
5 There used to be a bank in that street.
6 Did she use to go to a different school?
2 1 I used to live in the country, but now I don't.
2 Did you use to wear glasses?
3 ✓
4 He used to have a motorbike.
5 ✓
6 She used to cry a lot when she was a baby.
3 1 What did you use to wear?
2 What time did you use to go to bed?
3 Who did you use to play with?
4 Where did you use to go on holiday?
5 What did you use to watch on TV?
6 What did you use to hate eating?
7 Which school did you use to go to?
4 Students' own answers.
5 1 used to have, has 2 used to be, is 3 used to wear 4 didn't use to wear 5 used to have, has 6 used to see, sees 7 didn't use to carry 8 used to go, goes

Challenge!
Students' own answers.

PAGE 15 WRITING Notes
1 1 look after 2 put away 3 call back 4 pick up 5 look for 6 run out of 7 lock up 8 look forward to
2 1 look after 2 run out of 3 pick up 4 put away 5 looked for 6 call back
3 1 I didn't want to go to the meeting because I was tired.
2 They didn't like the food but they didn't say anything about it. / Though / Even though they didn't like the food, they didn't say anything about it.
3 I enjoyed the book so I read it again.
4 Karen is a vegetarian, whereas / while I eat a lot of meat.
5 They recommended the hotel even though / though they hadn't enjoyed their stay.
6 We stayed in and played cards since / because we were too late to go out for dinner.
4 Students' own answers.

PAGE 16 Self check 2: Grammar
1 1 When I got home, I had dinner.
2 The sun was shining and people were swimming in the lake.
3 My brother dropped a plate while he was laying the table.
4 Lily finished her homework before she went out.
5 When we were driving / When we drove to the airport, we saw an accident.
6 Her parents were waiting for her when she came home.
7 The boys broke a window when they were playing football.
8 It was raining hard and the waves were crashing on the beach.
9 Who were you talking to when I met you?
10 While everyone was celebrating, someone broke into the house.
2 1 had done, watched 2 didn't answer, hadn't heard 3 had had, went 4 received, hadn't paid 5 had ironed, put ... away 6 had eaten, was
3 1 used to work 2 used to get up 3 did ... use to leave 4 didn't use to finish 5 did ... used to do 6 didn't use to have 7 used to go 8 used to dream
4 1 When I was little I used to cry a lot.
2 What did you use to wear when you were young?
3 Not possible
4 There used to be a hotel in my town.
5 We didn't use to see my grandparents much in the past.
6 Not possible
7 Not possible
8 I didn't use to like vegetables as a child.
9 My family didn't use to go camping very often.
10 Not possible

PAGE 17 Self check 2: Vocabulary
1 1 Flip-flops 2 confused 3 gave 4 cope 5 guilty 6 about 7 rucksack 8 of 9 stay 10 homesick 11 nervous 12 severity 13 outgoing 14 at 15 hold 16 relieved 17 petrified 18 patchy 19 delighted 20 grew
2 1 with 2 through 3 off / out 4 down 5 up 6 of 7 up 8 back 9 about 10 up

PAGE 18 Unit 3
READING A day in the life of a police officer
1 1 embark on 2 break 3 opportunity 4 struggle 5 promoted 6 settle in
2 1 c 2 c 3 b 4 c 5 b

PAGE 19 VOCABULARY A man's world?
1 1 emphasis 2 in charge of 3 put out 4 excels 5 flexible 6 gradually 7 promotion 8 requirements 9 tough 10 trust 11 instinctively 12 a commitment 13 residents 14 skills 15 put me off
2 1 astronaut 2 surgeon 3 solicitor 4 carpenter 5 plumber 6 electrician 7 editor
3 1 supply teacher 2 child psychologist 3 editor 4 barrister 5 wholesaler 6 councillor 7 financial analyst
4 1 took off 2 told off 3 made up 4 gave out 5 called off 6 picked up 7 looked up 8 turned down
5 1 took it off 2 told him off 3 made it up 4 gave them out 5 called it off 6 picked her up 7 looked it up 8 turned it down

PAGE 20 GRAMMAR Defining relative clauses
1 1 which 2 which 3 where 4 whose 5 who 6 where 7 who 8 whose
2 1 A nanny is a person that looks after children.
2 A tag is a label that you attach to luggage.
3 A surgeon is a doctor that performs operations.
4 A salary is the money that you earn in your job.
5 Not possible
6 An architect is a person that designs houses.
3 1 A hospital is a place where ill people go.
2 A coat is a thing which you wear in the winter.
3 He's the boy who's good at football.
4 ✓
5 That's the girl whose mother is a dentist.

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4 1 She's the receptionist who answered my call.
2 That's the sport shop where I bought my tracksuit.
3 He's the shop assistant who served me.
4 That's the jacket which I bought in the sales.
5 A laboratory is a place where scientists do experiments.
6 That's the car which was parked outside our house.
7 That's the woman whose daughter is in my class.

Challenge!
Students' own answers.

PAGE 21 SKILLS The world of work

1 1 menial 2 stressful 3 skilled 4 challenging 5 monotonous 6 rewarding

2

A	T	E	C	H	N	O	L	O	G	Y	L	M	D
M	B	O	X	E	F	G	H	I	Y	G	X	P	A
A	S	S	E	M	B	L	Y	L	I	N	E	D	T
C	T	R	A	A	F	H	X	B	N	W	O	R	A
H	U	C	S	L	D	M	E	P	K	P	Z	B	C
I	B	S	D	R	E	L	V	O	J	N	C	E	S
N	L	M	T	E	F	S	I	Q	T	F	K	U	G
E	Z	E	D	O	F	G	F	N	J	H	A	I	T
R	B	E	W	E	M	X	H	I	E	F	H	P	S
Y	C	T	E	A	M	E	P	N	G	S	R	B	O
A	B	I	Z	L	J	Z	R	B	S	U	E	L	M
C	O	N	T	R	A	C	T	S	J	V	R	W	P
A	M	G	O	V	X	K	O	T	W	U	X	E	D
Y	U	S	C	R	J	U	F	Z	I	D	E	A	S

1 customers
2 contracts
3 sales figures
4 assembly line
5 technology
6 data
7 machinery
8 ideas
9 meetings
10 team
11 deadlines

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

Challenge!
Students' own answers.

PAGE 22 GRAMMAR Non-defining relative clauses

1 1 which is on the fourth floor
2 which can be read at a distance
3 who used to be Secretary General of the UN
4 whose books include *The Last Pharaoh*
5 where we usually go on holiday
2 1 who 2 which 3 whose 4 where 5 who
3 1 Tenerife, which is a popular holiday destination, is in the Canary Islands.
2 Jane Austen, whose best known novel is *Sense and Sensibility,* had seven brothers and sisters.
3 Stockholm, where I went last year, is the capital of Sweden.
4 ✓
5 My car, which I bought last year, is a cool yellow Mini.
4 1 Crete, which is the largest of the Greek islands, has a lot of ancient history.
2 Julius Caesar, who was killed by a former friend, was Emperor of Rome until 44 BC.
3 Columbus, who died a rich man, is one of the most famous explorers.
4 Dakar, where the famous car race ends, is the capital of Senegal.
5 David Beckham, who has played for Manchester United and Real Madrid, was born in London.

Challenge!
Students' own answers.

PAGE 23 WRITING A job application

1 1 I am writing to apply for the post of gardener.
2 I am enclosing my CV.
3 We could discuss my application in person.
4 My responsibilities there included planting as well as garden design.
5 I have considerable experience in gardening.
6 I will be available to start work on 15th May.
7 I can supply a reference if necessary.
2 1 I am writing to apply for the post of gardener
2 I have considerable experience in gardening.
3 My responsibilities there included planting as well as garden design.
4 I can supply a reference if necessary
5 we could discuss my application in person.
6 I will be available to start work on 15th May
7 I am enclosing my CV.
3 1 F 2 G 3 H 4 A 5 B 6 I 7 D 8 E 9 C
4 Students' own answers.

PAGE 24 Self check 3: Grammar

1 1 who 2 which 3 where 4 whose 5 where 6 whose 7 who 8 which
2 1 Mount Everest, which is the highest mountain in the world, is in Nepal.
2 Yuri Gagarin, who was the first man in space, died in a flying accident in 1968.
3 Kuala Lumpur, where you can see the Petronas Towers, is the capital city of Malaysia.
4 Michael Phelps, whose favourite sport is swimming, won eight gold medals at the 2008 Olympic Games.
5 Paula Radcliffe, whose autobiography is called 'My Story so far', holds the world record in the marathon.
6 Sabeer Bhatia, who founded the company Hotmail in 1996, is originally from India.
7 The River Nile, which is the longest river in the world, flows into the Mediterranean Sea.
8 Machu Picchu, where the Incas once lived, is a major tourist attraction in Peru.
3 1 where 2 whose 3 who 4 which 5 who 6 where 7 whose 8 which
4 1 A paper clip is a thing which holds paper together.
2 A skilled worker is a person who has special qualifications.
3 A zebra crossing is a place where you can cross the road.
4 A neighbour is a person whose house is next to yours.
5 A mechanic is a person who repairs cars.
6 A match is a thing which makes fire.
7 A library is a place where you can borrow books.
8 An orphan is a person whose parents have died.

PAGE 25 Self check 3: Vocabulary

1 1 civil 2 wholesaler 3 instinctively 4 attendant 5 meetings 6 up 7 charge 8 promotion 9 requirements 10 stressful 11 flexible 12 up 13 lorry driver 14 off 15 nursery 16 machinery 17 miner 18 told 19 skills 20 off
2 1 stressful 2 requirements 3 rewarding 4 information 5 challenging 6 skilled 7 gradually 8 advertisement / advert 9 application 10 promotion

PAGE 26 Unit 4

READING Super Size Me

1 1 butter 2 sweets 3 carrots 4 pasta 5 eggs 6 crisps
2 1 sue 2 dismissed 3 lawsuits 4 bill
3 It made him very unhealthy. He gained a lot of weight and experienced depression, headaches, heart and liver problems.
4 1 T 2 F 3 F 4 T 5 F 6 F 7 F

Challenge!
Students' own answers.

PAGE 27 VOCABULARY The Memory Man

1 1 apply 2 sundial 3 memorized 4 catapulted 5 achievement 6 essentially 7 benefit 8 visualize 9 inspired 10 manoeuvre 11 dull 12 associate 13 knowledge 14 pantry 15 stumbled
2 1 exemplifies 2 simplify 3 visualize 4 alienated 5 activate 6 publicized 7 clarify 8 differentiate
3 1 kind-hearted 2 narrow-minded 3 level-headed 4 fair-haired 5 thick-skinned 6 cold-blooded 7 short-sighted 8 right-handed
4 1 right-handed 2 short-sighted 3 cold-blooded 4 thick-skinned 5 fair-haired 6 level-headed 7 narrow minded 8 kind-hearted.

PAGE 28 GRAMMAR Past simple and present perfect contrast

1 1 arrived 2 have been 3 have seen 4 have visited 5 had 6 went 7 ate 8 gave
2 1 've been, went 2 lost, has lost 3 had, has had 4 has broken, broke
3 a 3 b 1 c 2, 4
4 1 took 2 haven't missed 3 went 4 have seen 5 scored
5 1 was born 2 built 3 travelled 4 won 5 started 6 became 7 came 8 has been 9 has just changed 10 has moved 11 has bought 12 asked

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Challenge!
Students' own answers.

PAGE 29 **SKILLS The human body**

1 1 thumb, N 2 thigh, S 3 shin, T 4 heel, K 5 lip, D 6 scalp, A 7 nostril, C 8 eyelash, G 9 calf, I 10 chest, M 11 stomach, P 12 eyebrow, B 13 throat, E 14 hip, R 15 ankle, J 16 waist, O 17 eyelid, F 18 chin, L 19 wrist, Q 20 knee, H
2 1 brain 2 heart 3 spine 4 lungs 5 Blood 6 liver 7 ribs 8 stomach
3 1 head 2 foot 3 leg 4 eye 5 nose 6 hairs 7 feet 8 chest 9 arm 10 ear

Challenge!
Students' own answers.

PAGE 30 **GRAMMAR Present perfect continuous**

1 1 has been playing 2 have been complaining 3 has been climbing 4 has been shouting 5 haven't been waiting 6 haven't been practising 7 has been doing 8 haven't been listening
2 a 1, 2, 3, 5, 7 b 4, 6, 8
3 1 he's broken 2 She's liked 3 has been flying 4 they've crashed 5 they've played 6 has only taught 7 We've seen 8 I've been reading
4 1 has been playing 2 has been 3 has been training 4 has received 5 has won 6 has ... beaten 7 has been living 8 has ... published
5 1 for 2 since 3 for 4 for 5 since 6 since

Challenge!
Students' own answers.

PAGE 31 **WRITING An informal letter: giving news**

1 1 He broke both his wrists. 2 Venice. 3 He's got a new job in France.
2 1 Why don't we 2 Do write 3 Enough of all that 4 I'd better stop now 5 Guess what? 6 What have you been up to?
3 1 written 2 hear 3 for 4 are
4 1 news for now. 2 me for dinner. 3 out of space. 4 getting late. 5 better go now.
5 Students' own answers.

PAGE 32 **Self check 4: Grammar**

1 1 have known / 've known 2 didn't go 3 haven't got up 4 has applied / 's applied 5 forgot 6 broke 7 hasn't slept 8 didn't have 9 lived 10 haven't seen 11 has been
2 1 What time did you go to bed last night? 2 How many exams has Abdul taken so far? 3 Have you spoken to your cousins since their visit? 4 Did your family live in the same house ten years ago? 5 Has Hani tidied his room yet? 6 When did Khadija meet her best friend? 7 Where were you yesterday morning? 8 Has your brother finished his homework already? 9 Has he seen the new smart phone yet? 10 What did you have for dinner last night? 11 Did anyone come to collect the parcel earlier?
3 1 **a** has cleaned **b** has been cleaning 2 **a** have been reading **b** have read 3 **a** has been cutting **b** has cut 4 **a** has been running **b** has run 5 **a** have been doing **b** have done
4 1 've been studying 2 've been 3 've visited 4 've booked 5 've been looking 6 've planned 7 has suggested 8 've been looking forward

PAGE 33 **Self check 4: Vocabulary**

1 1 achievement 2 clarify 3 ankle 4 eye 5 knowledge 6 publicize 7 hips 8 short-sighted 9 associate 10 activate 11 wrist 12 memorize 13 apply 14 narrow-minded 15 chest 16 differentiate 17 benefit 18 thick-skinned 19 foot 20 inspired
2 1 b 2 c 3 d 4 a 5 c 6 a 7 b 8 a 9 c 10 b

PAGE 34 **Unit 5**

Reading WALL-E – A vision of the future?

1 1 d 2 e 3 c 4 f 5 a 6 b
2 The story warns us about pollution and waste. It suggests that humans could become dependent on technology and have no contact with each other. But the story also suggests there is hope for the human race if we pay attention to nature.
3 1 C 2 F 3 A 4 E 5 B

PAGE 35 **VOCABULARY Fifty years on**

1 1 treated 2 provides 3 life-threatening 4 smart 5 reduce 6 flocked 7 overcrowding 8 search engine 9 set up 10 catastrophe 11 reason 12 interpreting
2 1 acid rain 2 rainforest 3 solar power 4 endangered species 5 greenhouse effect 6 ozone layer
3 1 greenhouse effect 2 ozone layer 3 Endangered species 4 Solar power 5 Acid rain 6 rainforest
4 1 treat 2 prevent 3 achieve 4 have made 5 avoid 6 doing 7 provide 8 reduce

PAGE 36 **GRAMMAR Modals and first conditional**

1 1 will disappear 2 might not exist 3 may work 4 won't travel 5 may run 6 may cook 7 won't have 8 will become
2 1 If John passes his driving test, he'll buy a new car. 2 If he goes to university, he'll study medicine. 3 If he has enough money, he'll travel to Australia. 4 If he can find a job, he'll work as a doctor.
3 1 d 2 b 3 g 4 h 5 f 6 e 7 a 8 c

Challenge!
Students' own answers.

PAGE 37 **SKILLS Gadgets**

1 1 unconventional 2 innovative 3 wacky 4 state-of-the-art 5 labour-saving 6 biometric 7 digital 8 eco-friendly 9 sonic 10 ultimate 11 cordless
2 1 sonic 2 wacky 3 digital 4 eco-friendly 5 innovative 6 cordless 7 labour-saving 8 state-of-the-art 9 ultimate 10 biometric 11 unconventional
3 1 labour-saving 2 wacky 3 unconventional 4 ultimate 5 cordless 6 innovative 7 state-of-the-art

Challenge!
Students' own answers.

PAGE 38 **GRAMMAR Future perfect and future continuous**

1 1 will be eating 2 will have disappeared 3 will be living 4 will have melted 5 will have risen 6 will have died
2 1 will have finished 2 will be travelling 3 will have started 4 will have bought 5 will be getting 6 will be retiring
3 1 Yes, he will have finished university by 2016. 2 No, he won't be travelling round the world in 2018. 3 Yes, he will be starting work in 2017. 4 No, he won't have got married by 2020. 5 Yes, he will have bought a house by 2022. 6 No, he won't have retired by 2050.
4 1 will be doing 2 will be chatting 3 will be working 4 will have grown 5 will have thrown 6 will be going 7 will have fallen 8 will be looking

Challenge!
Students' own answers.

PAGE 39 **WRITING An essay: for and against**

1 1 C 2 D 3 B 4 A
2 Sample answers:
1 I don't think everybody will live for 150 years or more.
2 I think scientists will be able to cure every disease.
3 I think robots will do most jobs.
4 I don't think everybody will be super-rich.
5 I think scientists will invent faster computers.
6 I don't think everybody will have hours of free time.
7 I don't think scientists will be able to stop global warming.

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3 1 ✓
2 Scientists will keep searching until they find a cure.
3 Which cities will become uninhabitable when sea levels rise?
4 Computers will become more intelligent than humans if science keeps advancing.
5 ✓
6 Global warming will get worse when more and more people in the world have cars.
7 ✓
8 Only very rich people will be able to afford cars when the oil runs out.
4 Students' own answers.
5 Students' own answers.

PAGE 40 Self check 5: Grammar

1 1 may go 2 won't get 3 'll / will see 4 might not win 5 won't like 6 might not have 7 may be 8 'll / will pass
2 1 feel, won't go 2 passes, will buy 3 will call, find 4 doesn't go, won't earn 5 won't remember, don't write 6 're, are / won't let 7 'll, will get / don't take 8 'll, will stay in / doesn't stop
3 1 will be sending 2 will be buying 3 will have replaced 4 will be having 5 will have disappeared 6 will have gone 7 will have risen 8 will be living
4 1 he'll have left 2 it'll have started 3 I'll be doing 4 they'll be playing 5 she'll have gone 6 you'll be flying 7 he'll be driving 8 we'll have had

PAGE 41 Self check 5: Vocabulary

1 1 discoveries 2 Endangered 3 wacky 4 reduce 5 Overcrowding 6 flocked 7 regenerate 8 life-threatening 9 treat 10 access 11 labour-saving 12 biometric 13 solar 14 prevent 15 ozone layer 16 limbs 17 rainforest 18 catastrophe 19 provide 20 malfunctioning
2 1 malfunctioning 2 up 3 get 4 access 5 engine 6 did 7 provided 8 reason 9 reduce 10 avoid

PAGE 42 Unit 6

READING The Great Impostor

1 mountain bike book case flower bed market research police officer drain pipe hay fever coffee table life guard chest infection
2 1 police officer 2 drain pipe 3 coffee table 4 mountain bike 5 flower bed 6 chest infection 7 hay fever 8 market research
3 1 announced 2 investigated 3 convinced 4 ignored 5 deceived 6 admitted
4 1 a 2 d 3 b 4 e

PAGE 43 VOCABULARY I'm your long-lost son

1 1 drowned 2 alleging 3 jury 4 confessed 5 Poverty 6 sunk 7 precious 8 announced 9 witnesses 10 trial 11 sentenced 12 corroborate 13 overjoyed
2 1 e 2 g 3 f 4 b 5 c 6 h 7 a 8 d
3 1 accused 2 verdict 3 acquit 4 judge 5 witness 6 sentence 7 court 8 lawyers
Mystery word: evidence
4 1 illiterate 2 indecisive 3 dishonest 4 immature 5 irrelevant 6 unacceptable 7 disagreeable 8 unstable

PAGE 44 GRAMMAR Reported speech: statements

1 1 was 2 had bought 3 had 4 would 5 couldn't 6 didn't 7 had been
2 1 She told her that she was going to bed.
2 He said (to him) that he had bought some pizzas.
3 He said (to her) that she was a great cook.
4 My parents told me that they were going to be late.
5 We said (to them) that they could come to our house.
6 Karida told us that she didn't like snakes.
7 I said (to him) that I didn't want to go out.
8 You told us that you wanted to see us.
3 1 He said (that) he had not robbed the bank the month before.
2 He told him (that) he had been on holiday in Brazil until the day before.
3 She told him (that) he would have to stay in hospital that night.
4 He told her (that) he wanted to speak to his lawyer.
5 She said (that) he could see his lawyer the next day.
4 1 I'm offering you an incredible bargain.
2 I can sell you the Eiffel Tower.
3 The city can't afford to pay for the repairs any more.
4 I'll show you the Eiffel Tower tomorrow.
5 I won't tell anyone about the deal.
6 I want to pay for the tower tonight.
7 I can't live on my tiny salary.

Challenge!

Students' own answers.

PAGE 45 SKILLS Investigating a crime in the home

1 1 apron 2 shower 3 path 4 stepladder 5 cupboard 6 bookcase
2

Q	E	T	S	U	O	P	A	D	G	J	K	L	Z
X	C	V	B	O	N	C	O	O	K	E	R	M	W
R	Y	I	P	S	F	H	F	H	V	J	L	E	I
A	F	O	Q	X	Y	A	B	W	O	A	Q	F	M
R	E	U	S	V	I	N	O	A	B	A	S	I	N
M	M	I	S	W	X	D	M	R	A	U	A	E	R
C	G	I	R	T	B	E	O	D	L	A	M	P	P
H	A	Q	R	S	N	L	T	R	C	Z	E	A	P
A	G	R	J	R	H	I	W	O	O	K	E	T	I
I	V	U	P	S	O	E	L	B	N	Z	T	H	J
R	T	G	I	E	A	R	C	E	Y	J	U	M	S
Y	M	E	X	F	T	O	E	T	N	S	J	L	M
R	A	Y	B	O	O	K	C	A	S	E	U	J	K
C	U	P	B	O	A	R	D	R	E	O	G	Z	K

3 1 Ashrat can't have forgotten to meet us.
2 Rajab could have missed the bus.
3 Omar must have known it was Friday.
4 Khalid can't have got the invitation.
5 Sami must have gone to the doctor's.
6 Waleed can't have had a basketball match.
7 Ahmed's car could have broken down.
4 1 John must have broken his leg.
2 He might have fallen off his bike.
3 Tom's friend must have written to him.
4 He might have asked him to go on holiday with him.
5 Their team can't have won.
6 They might have missed the match.
7 His car must have broken down.
8 It can't have been a very good car.

Challenge!

Students' own answers.

PAGE 46 GRAMMAR Reported speech: questions

1 1 she, him 2 we 3 me 4 he 5 me, her 6 you 7 them, us
2 1 He asked me where I had been.
2 We asked them if they could come for dinner.
3 I asked him when my car would be ready.
4 You asked me if I knew the way.
5 They asked her where she was going.
6 She asked him if he wanted a drink.
3 1 Paul asked me where I'd been.
2 James asked me if I'd gone on holiday.
3 Tom asked me if I'd been ill.
4 Harry asked me if I could tell them about my trip.
5 Rob asked if the head teacher knew that I was back.
6 John asked if I was better.
7 Simon asked if I wanted to borrow his notes.
8 Dan asked if I would still take my exams.
9 Sam asked why I had missed school.
4 1 How old are you?
2 Have you ever had a job before?
3 What's your best subject at school?
4 Did you pass your last maths exam?
5 What do you want to do when you leave school?
6 Are you planning to go to university?
7 Will you work two evenings during the week?
8 Can you start next week?

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Challenge!
Students' own answers.

PAGE 47 **WRITING A formal letter: making a reservation**

1 1 mind 2 grateful 3 possible 4 confirm
2 1 Would it be possible to have a triple room for the three of us?
2 Would you mind sending me further details of the bus service
3 I would be grateful if you could send me payment details for our stay.
4 Please can you confirm that we will be collected from the village?
3 1 Further to our telephone conversation
2 I wish to make a reservation
3 We would like to express our preference for a room with a balcony
4 I look forward to hearing from you in due course
5 Yours sincerely
4 1 Can you send me a brochure?
2 He gave them some money.
3 I sent them the deposit.
4 She cooked him a meal.
5 You told me a lie.
5 Students' own answers.

PAGE 48 **Self check 6: Grammar**

1 1 (that) she worked in a hospital.
2 (that) he was busy the next day.
3 (that) they had finished their homework.
4 (that) she had eaten too much the day before.
5 (that) he would call her the next week.
6 (that) they could stay out late that night.
7 (that) she didn't like Chinese food.
8 (that) she was going home.
2 1 told 2 said 3 tell 4 tell 5 said 6 say 7 told 8 said 9 tell 10 say
3 1 asked 2 if 3 where 4 us 5 was 6 what 7 were 8 him
4 1 if I had a car.
2 what sports he played.
3 if he was in a hurry.
4 if he had cleaned his shoes.
5 where she had parked her car.
6 if I could drive.
7 what he was listening to.
8 what we would do with the prize money.
5 1 My brother said he was going out.
2 We asked them where they were going.
3 I asked her if she had a pen.
4 My uncle said he hadn't enjoyed our trip to Monaco.
5 Her parents told her she had to work harder.
6 They asked me if I wanted to help.

PAGE 49 **Self check 6: Vocabulary**

1 1 wardrobe 2 jury 3 armchair 4 mantelpiece 5 hedge 6 overjoyed 7 immature 8 poverty 9 confessed 10 trial 11 stepladder 12 sentenced 13 evidence 14 curtains 15 irrational 16 witness 17 announced 18 cooker 19 dissatisfied 20 illegible
2 1 c 2 a 3 b 4 d 5 b 6 c 7 c 8 d 9 a 10 b

PAGE 50 **Unit 7**

READING An unforgettable experience

1 1 claws 2 tusks 3 horn 4 thrive
2 1 F 2 F 3 F 4 F 5 T 6 T 7 F

PAGE 51 **VOCABULARY Big cat diary**

1 1 markings 2 soaked 3 plain 4 boast 5 stealthy 6 trunk 7 cross 8 hurtle 9 springs 10 nocturnal 11 trundling 12 trail 13 thumping 14 awesome 15 stroll
2 1 d 2 g 3 h 4 c 5 b 6 f 7 a 8 e
3 1 about 2 of 3 with 4 to 5 with 6 on 7 at
4 1 The guests **were strolling** in the gardens of the hotel.
2 The farmer **trudged** through the snow to feed the animals.
3 My father **strode** into the room and sat down at the head of the table.
4 Everybody **darted** into their houses when they heard the explosion.
5 The old lady's feet were hurting, so she **hobbled** across the road.
6 He **paced** in the room, waiting for his son to come home.
7 She had sprained her ankle, so she **was limping**.
8 The children **tore** down the street to greet their father.

PAGE 52 **GRAMMAR The passive**

1 1 is spoken 2 have arrested 3 had been stolen 4 has been built 5 was played 6 ride 7 made 8 will be held
2 1 was invented 2 are made 3 has been given 4 will be cut down 5 was delayed 6 had been stolen 7 are watched 8 will be cancelled
3 1 *Stuart Little* is read by children all over the world.
2 Unicef is sponsored by the Barcelona football team.
3 The prize will be given by the head teacher tomorrow.
4 *The Da Vinci Code* was written by Dan Brown.
5 We couldn't drive because our car had been damaged by vandals.
6 Because of the accident this morning the motorway was closed by the police.
4 1 is ... known 2 was given 3 was taught 4 was asked 5 was offered 6 have been made

Challenge!
Students' own answers.

PAGE 53 **SKILLS Getting from A to B**

1 a departures board b information desk c trolley d rucksack e carriage f railway track
2

At an airport:	At a train station:	In the street:
air traffic controller, cab, customs, departures board, escalator, passport control, rucksack, trolley, runway	cab, carriage, departures board, escalator, rucksack, track, trolley	cab, rucksack, traffic jam

3 1 dangerous 2 slow 3 expensive 4 cheap 5 uncomfortable 6 relaxing

Challenge!
Students' own answers.

PAGE 54 **GRAMMAR Indefinite pronouns: *some-, any-, no-***

1 1 something 2 anything 3 somebody 4 somewhere 5 anybody 6 anything
2 1 We went nowhere special last weekend.
2 Don't shout at him! He hasn't done anything wrong!
3 Katie has seen nobody today.
4 That train isn't going anywhere.
5 There wasn't anybody at the airport to meet us.
6 I'm bored. I've got nothing to do.
3 1 We were tired but we didn't have anywhere to sleep.
2 Has anybody seen my passport?
3 ✓
4 ✓
5 There wasn't anybody at the check-in desk.
6 Can I have something to drink?
7 ✓
8 He's hungry because he didn't have anything for breakfast.
4 1 somewhere 2 somebody 3 anywhere 4 anything 5 nothing 6 Nobody 7 something 8 anybody 9 nowhere

Challenge!
Students' own answers.

PAGE 55 **WRITING A postcard**

1 1 d 2 f 3 e 4 h 5 b 6 a 7 c 8 g
2 1 it's a good job we brought some warm clothes.
2 It's been snowing since we arrived.
3 it's no use complaining
4 It was really dangerous driving on the motorway.
5 it took so long to get here
6 it's impossible to go out
3 1 B 2 E 3 B 4 E 5 B 6 E 7 B 8 E
4 a disastrous journey chilly weather an unfinished hotel disgusting food a rocky beach unfriendly people damp rooms an incompetent airline
5 Students' own answers.

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PAGE 56 **Self check 7: Grammar**

1 1 were made by Levi Strauss.
2 is spoken in Brazil
3 will probably be cancelled because of the bad weather.
4 have been planted in my street.
5 had been sold.
6 was invented in 1876 by Alexander Graham Bell.
7 are worn in Japan.
8 has been developed by scientists.
9 had been bought for the picnic.
10 will be taken by the waitress.

2 1 is made 2 weren't arrested 3 had been stolen
4 have been painted 5 was won 6 aren't worn
7 has been built 8 won't be held
9 has ... been written 10 won't be finished

3 1 nobody 2 somewhere 3 something 4 anyone
5 nowhere 6 anything 7 somebody 8 nothing 9 anywhere
10 somewhere

4 1 Nothing 2 Somewhere 3 Nowhere 4 Anything
5 Nobody / No one 6 Something 7 somebody / someone
8 anybody / anyone 9 Anywhere 10 Somebody / Someone

PAGE 57 **Self check 7: Vocabulary**

1 1 Nocturnal 2 limp 3 markings 4 steathly 5 about
6 awesome 7 with 8 relaxing 9 trudged
10 departures board 11 thumping 12 of 13 trolley
14 strolled 15 cross 16 escalator 17 cab 18 hobbled
19 soaked 20 environmentally-friendly

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

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1 Test

Vocabulary

1 Complete the sentences with the correct form of the word in brackets.

1 The famous footballer wore dark glasses to avoid _____. (recognize)
2 Do you need some _____ with your bags? (assist)
3 Police are carrying out an _____ into the crime. (investigate)
4 We purchased a new anti-virus programme from a well-known _____ company. (soft)
5 In most countries it is _____ to use a mobile phone while you're driving. (legal)
6 I forgot to send the _____ with my email. (attach)
7 Parents worry if their children don't _____ with other children. (act)
8 We heard about the latest _____ on the news. (develop)
9 The government is concerned about the rising number of young _____. (offend)
10 She looked at me in _____ when I couldn't answer her questions. (exasperate)

Marks: __ /10

2 Complete the text.

All nations have typical clothes that could be considered a costume, for example, in hot countries women tend to wear [1]_____ dresses because tight clothes are impractical. They may also wear a matching [2]_____ to cover their hair. However, some nations actually designate official cultural dress. The knee-length [3]_____ is characteristic of Scotland and it often has a [4]_____ pattern. The official costume of Japan is the [5]_____ which is an [6]_____-length silk robe that almost reaches the floor. Some of these are plain, but many are heavily [7]_____ with colourful scenes. Japanese people often wear hard wooden [8]_____ on their feet. Sweden's national costume is a white [9]_____ blouse covering the arms, a long skirt and a vest [10]_____ with elaborate embroidery.

Marks: __ /10

Reading

3 Read the text and choose the correct answers.

'Afghan girl' mystery solved

In 1985 photographer Steve McCurry took a photo of an Afghan girl who was living in a refugee camp in Pakistan. She was there because of the war in her country. McCurry's photo appeared on the front cover of *National Geographic* magazine and it became very famous internationally. McCurry spent the next seventeen years searching for her to discover her identity. In 2002, he finally found her when he went back to the camp where he had photographed her. He showed her photo to villagers and eventually one man recognized her. A few days later, he returned with her brother. The girl, whose name is Sharbat Gula, is now married with three daughters, and lives in a remote region of Afghanistan. The exact location is a secret to protect her privacy. After this, the magazine set up a special fund to provide educational opportunities for girls and young women in Afghanistan.

1 McCurry's photo showed …
a a woman. b a child. c a boy.
2 When McCurry took her photograph, the girl was living …
a at home. b in a home. c away from home.
3 The girl's photo became famous …
a in Britain. b in Europe. c all over the world.
4 The girl now lives with …
a her parents. b her family. c her friends.
5 *National Geographic* magazine has helped Afghan women …
a go on a trip. b buy a house. c get an education.

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

1 Who is Steve McCurry?
_____
2 Where did the photo appear?
_____
3 Why did McCurry want to find the girl?
_____
4 Who did the man introduce McCurry to?
_____
5 Why is it impossible to visit the girl?
_____

Marks: __ /15

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Grammar

5 Find the mistake in each line. Write the correction below.

1 Last year Helen decided taking a photography course.
2 She spent a long time look at courses, and in the
3 end she managed finding one near her house. She
4 couldn't afford buying a new camera, but her brother
5 agreed lend her his. In the first class she went to, she
6 enjoyed to meet the other students and by the end of
7 the second class she managed take an excellent shot.
8 Disaster struck when the teacher suggested to go to
9 the country to practise landscapes. She forgot picking up
10 the camera from the bus and now she can't face to see her brother again!

1 _____ 6 _____
2 _____ 7 _____
3 _____ 8 _____
4 _____ 9 _____
5 _____ 10 _____

Marks: __ /10

6 Complete the sentences with the correct present simple or present continuous form of the verbs in the box.

believe belong do get up go out leave like live start understand

1 That bag isn't mine. It _____ to me.
2 My sister has gone to Switzerland for a year. She _____ abroad at the moment.
3 I'm not enjoying the meal. I _____ the food.
4 Ben does the same thing every day. He always _____ at the same time.
5 What is that woman saying? We _____ her.
6 You're very untidy. You _____ always _____ your clothes all over the house.
7 When is the match? What time _____ it _____?
8 My parents will be at home later. They _____ tonight.
9 She thinks you're lying. She _____ you.
10 Can we meet at the weekend? What _____ you _____ on Saturday?

Marks: __ /10

Language skills

7 Complete the dialogue.

Dave Hi Alan. Where [1]_____ you going?
Alan To Jim's house. Do you [2]_____ coming?
Dave No, I can't. I've got football training. It [3]_____ in five minutes and I'm late.
Alan [4]_____ you train every day?
Dave No, I [5]_____. I enjoy [6]_____ football, but not that much! Where [7]_____ Jim live?
Alan Near the tennis courts. We want [8]_____ have a game of tennis. Jim expects to [9]_____, but I think he's going to lose. I must go because he [10]_____ waiting for me.
Dave OK. Good luck!
Alan Thanks.

Marks: __ /10

8 Complete the mini-dialogues.

Dialogue 1

A [1]_____?
B I'm getting a train down to London. We're leaving on Friday evening and coming back on Sunday.
A [2]_____?
B It leaves at 6.30 p.m.
A [3]_____?
B We expect to arrive at about 10 p.m.

Dialogue 2

A What shall we do?
B Let's have a nice meal. [4]_____ to a restaurant in town.
A Ok, shall we go to a Chinese restaurant?
B No, [5]_____ Chinese food. It's awful. Let's go to an Italian restaurant instead.

Marks: __ /10

Writing

9 Write a letter to a new exchange student. Write about 140 words and organize your writing into four paragraphs:

- Write about yourself and your family.
- Write about your school and your friends.
- Write about your hobbies and your interests.
- Ask for information about the other person.

Marks: __ /20

TOTAL: __ /100

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2 Test

Vocabulary

1 Complete the sentences, replacing the underlined words with a suitable word.

1 My uncle was very angry with me for losing his book.
My uncle was _____ with me for losing his book.

2 Andy carelessly wrote the number on a scrap of paper.
Andy _____ the number on a scrap of paper.

3 Rebecca was sad and disappointed by her awful exam results.
Rebecca was _____ by her awful exam results.

4 They're going to allow my grandfather to leave hospital tomorrow.
They're going to _____ my grandfather tomorrow.

5 Scientists were very confused by the results of the experiment.
Scientists were _____ by the results of the experiment.

6 We were very frightened when the lion started running towards us.
We were _____ when the lion started running towards us.

7 I don't think I can deal successfully with much more homework.
I don't think I can _____ with much more homework.

8 John was extremely happy when he won the prize.
John was _____ when he won the prize.

9 They're going to become members at a language school.
They're going to _____ at a language school.

10 The passengers were annoyed because they had to wait.
The passengers were _____ because they had to wait.

Marks: __ /10

2 Complete the text.

Harry was [1]_____ up with his job, and he had almost given [2]_____ hope of ever finding a new one when he was invited to an interview. He was so nervous [3]_____ it that he couldn't sleep the night before, so in the end he decided to [4]_____ up. After having breakfast, he [5]_____ up the kitchen and put on his best suit, which he was very proud [6]_____ because it had been quite expensive. He left the house early and [7]_____ up at the company offices with an hour to spare. When Harry finally entered the manager's office, he was so nervous that he [8]_____ up to leave before the interview had finished. Fortunately he realized his mistake at [9]_____ and sat back down again. In the end Harry got the job and is now much happier [10]_____ his life.

Marks: __ /10

Reading

3 Read the text and complete the sentences.

Alzheimer's: a disease of the memory

Alzheimer's disease is a brain disorder named after German physician Alois Alzheimer, who first described it in 1906. It is a progressive and fatal illness which destroys brain cells. Generally it is diagnosed in people over the age of 65, but it can occur much earlier. The most commonly recognized symptom is memory loss, such as difficulty in remembering recently learned facts. As the disease advances, symptoms include confusion, irritability and aggression. Scientists have suggested that mental stimulation, exercise and a balanced diet may prevent Alzheimer's disease, but the effects of these habits have not been proven. The most important factor in its treatment is the caregiver, who is usually the spouse or a close relative. These people normally take care of the patient at home until the symptoms become too difficult to cope with and they are moved to a long-term care facility.

1 The physician who discovered Alzheimer's disease was from _____.

2 There are few Alzheimer sufferers _____ the age of sixty-five.

3 Alzheimer sufferers can't remember things they have learnt _____.

4 Some scientists believe that people who do physical and mental exercise are _____ likely to get Alzheimer's disease.

5 Patients are looked after by their husband or _____ or a close relative at first.

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

1 Who discovered Alzheimer's disease?
_____

2 Which part of the body does it affect?
_____

3 What is the most common symptom of Alzheimer's disease?
_____

4 Which symptoms may develop later on in the disease?
_____

5 Where are patients usually treated in the final stages of the illness?
_____

Marks: __ /15

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Grammar

5 Choose the correct answers.

When I was a child we didn't [1]_____ go on exotic holidays. Instead my parents [2]_____ a cottage and every August we [3]_____ pile into the car for the two-hour drive to the coast. One year it [4]_____ with rain when we left home and the windscreen wipers on the car [5]_____ working after about an hour. We [6]_____ the motorway and drove the rest of the way on narrow country lanes. Then, when we [7]_____ our destination, disaster struck again. The steep hill before the cottage [8]_____ extremely muddy because of all the rain and our car [9]_____ stuck in the mud. In the end we [10]_____ the car the last hundred metres up the hill.

1	a use to	b used to	c used
2	a were renting	b had rented	c rented
3	a use to	b used to	c used
4	a was pouring	b poured	c had poured
5	a were stopping	b stopped	c had stopped
6	a were leaving	b left	c had left
7	a were approaching	b approached	c had approached
8	a used to become	b became	c had become
9	a was getting	b got	c had got
10	a were pushing	b pushed	c had pushed

Marks: __ /10

6 Rewrite the sentences using the words in brackets.

1 He had a beard before. (used)
He _____ a beard.

2 Was the book good? (enjoy)
_____ the book?

3 They were still playing football at nine o'clock. (finished)
The match _____ at nine o'clock.

4 We had dinner at 8 p.m. You called at 8.05 p.m. (when)
We _____ you called.

5 There wasn't a railway station here in the past. (be)
There _____ a railway station here.

6 She turned up at the theatre at 7.30 p.m. The play started at 7.00 p.m. (already)
The play _____ when she turned up.

7 Was it sunny when you left home? (shining)
_____ when you left home?

8 I always turn the radio on when I get home. (yesterday)
_____ and I turned on the radio.

9 Were you an unhappy child? (cry)
_____ a lot when you were a child?

10 When I arrived, the TV was off. (watching)
They _____ when I arrived.

Marks: __ /10

Language skills

7 Complete the dialogue.

Alice How [1]_____ you get on in your maths exam?
Tania Really badly. I [2]_____ pass.
Alice Oh dear. What [3]_____?
Tania I don't know. I thought I [4]_____ passed, but I was wrong.
Alice Do you like maths?
Tania Not any more. I [5]_____ to love it, but now I hate it. I didn't [6]_____ to find it so difficult.
Alice Did you study for the exam?
Tania Yes, but I fell asleep while I [7]_____ trying to revise.
Alice [8]_____ you studying late at night?
Tania Yes. I was tired because I had [9]_____ to basketball practice. I [10]_____ slept very well the night before, either.

Marks: __ /10

8 Complete the mini-dialogues.

Dialogue 1
A How did your dad react when you lost his car keys?
B [1]_____.
He said he would never lend me his car again!

Dialogue 2
A How did you feel when you first left home?
B [2]_____.
I missed my family very much.

Dialogue 3
A [3]_____?
B The last time I felt depressed was when I came back from my holiday.

Dialogue 4
A [4]_____?
B I was having a shower when the phone rang.

Dialogue 5
A [5]_____?
B We used to live in a village on the coast.

Marks: __ /10

Writing

9 Imagine that you are at school and you have to go home suddenly. Write a note to your best friend including the following information:

- Tell him / her where you've gone and why.
- Remind him / her to do something.
- Ask him / her to make a note of the homework.
- Wish him / her a good day.
- Say when you'll call him / her.

Marks: __ /20

TOTAL: __ /100

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3 Test

Vocabulary

1 Complete the sentences with an expression using the word in brackets.

1 She's _____ _____ _____ hiring new staff. (charge)
2 The fire was so fierce that the firefighters couldn't _____ _____ _____. (put)
3 He works as a _____ _____ for the government. (servant)
4 She's working as a _____ _____ until she can find a permanent post. (teacher)
5 We always _____ _____ our shoes before we enter our house. (take)
6 I _____ _____ an excuse so I wouldn't get into trouble. (made)
7 We didn't know their phone number so we _____ _____ _____. (looked)
8 He works for a software company, so he has to _____ _____ _____ new technology. (keep)
9 They have a departmental meeting every Monday to _____ _____. (ideas)
10 The teacher took the exams out of the envelope and _____ _____ _____. (gave)

Marks: __ /10

2 Complete the text.

Diana wanted to be a [1]_____ analyst so she went to university to study economics. In the summer, she found a job for the holidays as a [2]_____, looking after two children. She took them to school in the morning and picked them [3]_____ later on. Unfortunately, the children were so naughty that Diana had to tell them [4]_____ a lot. In the end their [5]_____ school teacher referred them to a [6]_____ psychologist. The experience [7]_____ Diana off working with children again. When the mother asked her to come back again the following year, she [8]_____ the offer down. She decided she would rather work in a factory, either operating [9]_____ or working on an [10]_____ line.

Marks: __ /10

Reading

3 Read the text and choose the correct answers.

Are you happy in your work?

A recent survey has reported that the most satisfying jobs are mostly professions involving caring for, teaching or protecting others. The survey is based on interviews with randomly selected people who represent a cross-section of the population. In the current study, interviewers asked more than 27,000 people questions. One of the factors that had the greatest effect on job satisfaction was the social standing of an occupation, although this did not apply to doctors and lawyers, probably because of the high degree of responsibility and stress they experience. Across all occupations, on average 47 per cent of those surveyed said they were satisfied with their jobs. Among the top ten most rewarding jobs are firefighters, physiotherapists and authors. A few common jobs in which about 50 per cent of participants reported high satisfaction included police officers, nurses, accountants, editors and reporters. The least rewarding jobs were labourers, clothing salespersons and packagers.

1 In general, workers with the most satisfying jobs …
a deal with customers. b work in a team.
c look after other people.
2 The field of … offers little job satisfaction despite the prestige of the job.
a law b teaching c finance
3 … of the people interviewed are satisfied with their jobs.
a Nearly half b Half c Over half
4 About half of the … interviewed said they were very satisfied with their jobs.
a doctors b nurses c shop assistants
5 Some manual workers are … with their jobs.
a very satisfied b satisfied c not very satisfied

Marks: __ /5

4 Read the text again and answer the questions.

1 What was the survey about?
_____
2 How did the researchers decide who to interview?
_____
3 How many people took part in the survey?
_____
4 Why don't doctors and lawyers find their jobs very satisfying?
_____
5 What are three of the most rewarding jobs?
_____

Marks: __ /15

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Grammar

5 Find the mistake in each line.

1 People who incomes exceed £40,000 a year are more
2 likely to commute long distances than those which earn
3 less. This is certainly true of Matt Lumsdon, who he is a
4 barrister. Every day, Matt, whose is also a father of two,
5 commutes from London to the Isle of Wight, which it is in
6 the English Channel. He catches a train who leaves
7 London at 6.37 and travels to Southampton, which he
8 takes a bus to the ferry terminal. He gets the boat where
9 leaves at 8.15 and lands in Cowes, who he takes another
10 bus. His wife, she runs a teashop, deals almost entirely with the children.

1 _____ 6 _____
2 _____ 7 _____
3 _____ 8 _____
4 _____ 9 _____
5 _____ 10 _____

Marks: __ /10

6 Combine the sentences using the relative pronouns *where, which, who* or *whose*.

1 I bought a second-hand car. It broke down two weeks later.
I bought _____.
2 We had dinner with some friends. Their house was for sale.
We had _____.
3 My grandfather has just retired. He was 65 last week.
My grandfather, _____.
4 We stayed at a hotel. It was extremely comfortable.
The hotel _____.
5 John is studying medicine at university. His parents are both doctors.
John, _____.
6 Last weekend we visited Stratford-Upon-Avon. Shakespeare lived there.
Last weekend _____.
7 She applied for a job. It had been advertised in the newspaper.
She applied _____.
8 The woman is my neighbour. She works at the post office.
The woman _____.
9 Our new fridge doesn't work. It was delivered last week.
Our new fridge, _____.
10 The South African author J.M. Coetzee lives in Australia. He won a Nobel Prize in 2003.
The South African author J.M. Coetzee, _____
_____.

Marks: __ /10

Language skills

7 Complete the dialogue.

Beth My mum's a flight [1]_____.
Kim Oh. Is she often away?
Beth Not really. She only does flights [2]_____ go and come back in the same day. She's the one [3]_____ makes all the announcements.
Kim Does she like it?
Beth She likes having [4]_____ working hours because she can choose when to work. But it's stressful when she has to [5]_____ with difficult customers.
Kim How about your dad?
Beth He works in transport, too. He's a lorry [6]_____. He's often away. He's the person in the company [7]_____ route takes him the furthest.
Kim And what do you want to do when you leave school?
Beth Well, my communication [8]_____ are quite good, so I'd like to work in human resources. I'd help find new staff and then [9]_____ up their contracts. I'd like to live abroad actually, in a country [10]_____ I can learn another language.

Marks: __ /10

8 Complete the mini-dialogues.

Dialogue 1
A [1]_____
B No, I don't. I work inside.
A [2]_____
B Yes, I do. My job is very well-paid.
A [3]_____?
B Yes, I do. I have to wear a uniform for my job.

Dialogue 2
A What's a chairperson?
B [4]_____
A What's an assembly line?
B [5]_____

Marks: __ /10

Writing

9 Write a formal letter applying for a job at a call centre. Write about 140 words and organize your writing into four paragraphs:

- Write about the job you are applying for and where you saw it.
- Write about your personal interests and relevant experience and responsibilities.
- Write about your personal qualities and offer to send references.
- Write about when you are available for an interview and when you could start work.

Marks: __ /20

TOTAL: __ /100

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4 Test

Vocabulary

1 Complete the sentences with the correct form of the word in brackets.

1 My grandmother wears thick glasses because she's extremely short-_____. (sight)
2 They're going to _____ the winners of the competition in tomorrow's paper. (public)
3 Steve's greatest _____ was winning a gold medal at the Olympics. (achieve)
4 My sister's very level-_____, so she usually makes sensible decisions. (head)
5 _____, my aunt's problem is financial. (essential)
6 The teacher offered to _____ my doubts if I stayed behind after class. (clear)
7 Rob is very thick-_____ so he takes no notice if other children insult him. (skin)
8 Miranda is a doctor, so she has a wide _____ of medicine. (know)
9 Anne wouldn't listen to my argument because she's so narrow-_____. (mind)
10 The twins are so similar that it's impossible to _____ one from the other. (different)

Marks: __ /10

2 Complete the text.

Jack was wondering how to twist his dad's [1]_____ into letting him borrow his car to go on holiday with his friends in May. He was playing it by [2]_____ to find the right moment to ask, but he always got cold [3]_____ beforehand. He had also been keeping an [4]_____ on the calendar and now time was running out. He got the problem off his [5]_____ by telling his sister what he wanted. That night, she put her [6]_____ in it by asking for the car on Jack's behalf. Jack said that it would only be for a few hours, but his father bit his [7]_____ off and told him not to split [8]_____. Jack was furious with his sister and told her not to poke her [9]_____ into his problems in the future. It wasn't until two weeks before the holiday that Jack realized that they had been pulling his [10]_____. His dad had bought him a brand new car of his own.

Marks: __ /10

Reading

3 Read the text and complete the sentences.

Mind over body

Pilates is a physical fitness system developed in the early twentieth century by Joseph Pilates, a gymnast born in Germany of Greek ancestry. Pilates designed a system of exercises to aid injured soldiers to regain their health by working with key muscles. He called his method *Contrology* because he believed it used the mind to control the muscles. The program focuses on the muscles which are essential to providing support for the spine. Pilates demands intense focus. Beginners are instructed to pay careful attention to their bodies, building on very small, fundamental body movements and controlled breathing. The original Pilates method was 34 exercises done on the floor on a padded mat, but Pilates later invented several pieces of apparatus which could be used for additional exercises.

1 Joseph Pilates was German but his family originally came from _____.
2 Pilates aimed his method at people who worked as _____.
3 People who start Pilates are taught to control their _____.
4 In the beginning Pilates developed _____ exercises for people to practise.
5 Generally, people practise Pilates lying on a _____ on the floor.

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

1 What is Pilates?
_____
2 What did Joseph Pilates do before he started developing his method?
_____
3 Why did he call the system *Contrology*?
_____
4 Which muscles does Pilates work with?
_____
5 What developments did Pilates make later to his method?
_____

Marks: __ /15

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Grammar

5 Choose the correct answers.

Tom is sixteen years old and he's a swimmer. He [1]_____ swimming when he was very small and he [2]_____ it ever since. He [3]_____ in competitions for over five years now and he [4]_____ against some of the best swimmers in the country. Last year he [5]_____ a silver medal in the National Championships and he [6]_____ first in many other races. His coach [7]_____ he should swim in the Olympic Games, so Tom [8]_____ training hard. He [9]_____ at six o'clock to swim for two hours before school. After school he [10]_____ to the pool for another two hours before going home. Not surprisingly, he's exhausted!

1	a started	b 's started	c 's been starting
2	a loved	b 's loved	c 's been loving
3	a swam	b 's swum	c 's been swimming
4	a competed	b 's competed	c 's been competing
5	a won	b 's won	c 's been winning
6	a came	b 's come	c 's been coming
7	a said	b has said	c has been saying
8	a trained	b has trained	c has been training
9	a got up	b 's got up	c 's been getting up
10	a went	b 's gone	c 's been going

Marks: __ /10

6 Complete the second sentence so that it means the same as the first sentence. Use the present perfect simple or present perfect continuous form.

1 I started learning Arabic five years ago.
I _____ five years.

2 They won the prize in 2005, 2008 and 2010.
They _____ times.

3 Tina met her best friend ten years ago.
Tina _____ for ten years.

4 The last time Matt played football was six months ago.
Matt _____ six months.

5 My dad started writing letters at 8 a.m. and it's now 4 p.m.
My dad _____ eight hours.

6 When did you start running marathons?
How _____ marathons?

7 Tony bought his laptop in 2009.
Tony _____ 2009.

8 I arrived here an hour ago and I'm still waiting.
I _____ an hour.

9 The last time Sandra was ill was in March.
Sandra _____ March.

10 My parents got married in 1993.
My parents _____ 1993.

Marks: __ /10

Language skills

7 Complete the dialogue.

Alex Have you [1]_____ broken your leg?
Pete No, I've [2]_____ broken a bone. But I've [3]_____ my ankle several times.
Alex How did you [4]_____ that?
Pete The last time I [5]_____ playing basketball and someone stood on my foot.
Alex [6]_____ it hurt?
Pete Yes, it was very painful. I couldn't play for a month.
Alex How [7]_____ have you been playing basketball?
Pete [8]_____ I was about six years old. Do you do any sport?
Alex Yes, I play handball. I've [9]_____ playing for about four years.
Pete Have you ever pulled a [10]_____?
Alex Yes, I have and it really hurt!

Marks: __ /10

8 Complete the mini-dialogues.

Dialogue 1

A Why were you crying before you gave your presentation?
B I was really nervous. I got [1]_____.
A What did the teacher say?
B She was really angry. She bit [2]_____.
A Who persuaded you to get up in front of the class?
B My friend. She twisted [3]_____.

Dialogue 2

A [4]_____?
B Yes, I have. I dislocated my little finger last year.
A [5]_____?
B I did it when I was playing water polo in the swimming pool.

Marks: __ /10

Writing

9 Write an informal letter to a friend you made last year on holiday. Write about 130 words and organize your writing into four paragraphs:

- Thank him / her for their last letter and apologize for not writing sooner.
- Write about some news about yourself.
- Write about some news about your friends and / or family.
- Ask some questions about your friend.

Marks: __ /20

TOTAL: __ /100

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5 Test

Vocabulary

1 Complete the sentences with an expression containing the word in brackets.

1 Our new IT department has some very _____ _____ _____ _____ equipment. (art)
2 I'm happy with my _____ _____ because it finds information very fast. (search)
3 People use a _____ - _____ device when they want to do less work. (save)
4 I often get my maths homework wrong because I _____ _____ in the calculations. (mistake)
5 Our school has _____ _____ a system to recycle paper. (up)
6 I can _____ _____ on prices and opening times of the museum on this website. (information)
7 Chinese doctors sometimes _____ _____ with acupuncture. (illnesses)
8 Governments are having problems trying to _____ _____ on carbon emissions. (targets)
9 The _____ _____ determines the characteristics of an organism. (code)
10 The researcher caught a _____- _____ disease while he was exploring the area. (threaten)

Marks: __ /10

2 Complete the text.

The Earth is facing a number of important issues right now. The imbalance in the [1]_____ effect, and the hole in the ozone [2]_____ seem to be contributing to global [3]_____ which is causing [4]_____ change all over the world. Experts say that the rise in carbon [5]_____ is responsible for some of the problem and so scientists are [6]_____ research into how to reduce this waste. Pollution also causes [7]_____ rain, which has destroyed vast areas of countryside in Europe and Asia. In the Amazon Basin, the [8]_____ is being cut down to make room for agriculture. This means that [9]_____ species are losing their habitats here, too. In the future, scientists will have to [10]_____ some important new discoveries to solve these and many other problems on the Earth.

Marks: __ /10

Reading

3 Read the text and choose the correct answers.

The energy crisis

Fossil fuels like oil, natural gas and coal come from plants and animals that died millions of years ago. In the past they were very cheap and easy to extract, but now they are running out. An alternative to fossil fuels is nuclear energy, which comes from nuclear reactions in radioactive materials like uranium. A small amount of uranium produces a lot of energy, but nuclear waste remains dangerous for thousands of years. Because of the problems with fossil fuels and nuclear energy, scientists are doing research into renewable energy sources, such as solar energy from the sun, hydroelectric energy from moving water and wind energy using wind turbines. Another alternative is biomass, which is biological material like plant or animal waste. At the moment all the alternative energy sources have disadvantages as well as advantages, so the energy crisis has not been solved yet.

1 … is a fossil fuel.
a Solar energy b Natural gas c Nuclear energy
2 During the last century, it wasn't … to extract fossil fuels.
a expensive b easy c practical
3 The main disadvantage with nuclear energy is that it is …
a dirty. b expensive. c dangerous.
4 Moving water generates … energy.
a solar b nuclear c hydroelectric
5 Biomass is made from … waste.
a factory b biological c recycled

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

1 What are fossil fuels made from?
_____
2 What is the problem with fossil fuels today?
_____
3 What is the advantage of using uranium to produce energy?
_____
4 What machinery is necessary to convert wind energy into electricity?
_____
5 Why have scientists not managed to solve the energy crisis yet?
_____

Marks: __ /15

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Grammar

5 Find the mistake in each line. Write the correction below.

1 Fossil fuels will ran out by 2030, so car makers
2 will be sold cars that run on alternative energy. In the
3 next decade, motorists will driving battery-operated
4 cars, but they might not to be very popular because
5 drivers will needing to recharge the batteries every few
6 hours. Petrol could to get very expensive in the next few
7 years, so people may be choose to use public transport
8 instead. Traffic congestion improve if commuters
9 travel by underground. More people go to work by
10 bike if there will be fewer cars on the road.

1 _____ 6 _____
2 _____ 7 _____
3 _____ 8 _____
4 _____ 9 _____
5 _____ 10 _____

Marks: __ /10

6 Complete the sentences with the correct form of the verbs in brackets.

1 You'll have an accident if you _____ (not drive) more slowly.
2 We're going on holiday on Monday. This time next week we _____ (sunbathe) on the beach.
3 Amy hasn't studied at all. I'm sure she _____ (not pass) her exams.
4 I can't put this book down. I _____ (finish) it by the end of the week.
5 Ryan hasn't decided where to have lunch, but he _____ (order) a takeaway pizza.
6 My grandparents don't know if they're coming round, because they _____ (not have) time.
7 You _____ (be) late if you don't hurry up.
8 Pete will get into trouble if he _____ (wear) jeans to school.
9 She won't remember the appointment if she _____ (not write) it in her diary.
10 I'm sure I _____ (not like) New York. It's too big for me.

Marks: __ /10

Language skills

7 Complete the dialogue.

Dylan Do you think robots will catch [1]_____ in the future, Paul?

Paul Perhaps. I suppose people [2]_____ use them for doing the housework. But I [3]_____ think they'll sell very well because they're too expensive. People [4]_____ buy them if the price [5]_____ come down. What do you think?

Dylan I think robots [6]_____ be doing everything for us in twenty years' time. They'll [7]_____ cleaning, ironing, shopping and preparing meals for us. I think that before long we'll [8]_____ forgotten how to cook!

Paul Well, I can't see that happening for a very long time yet. I'm sure scientists will have [9]_____ a lot of progress in the field of robotics, but I don't think there will be a robot in every house. I'm very sure we'll all still be [10]_____ our own dishes when we're 35!

Marks: __ /10

8 Complete the mini-dialogues.

Dialogue 1

A [1]_____?
B In ten years' time I'll probably be starting my first job.
A [2]_____?
B If I can't find a job, I'll go back to university.
A [3]_____?
B I think I'll probably retire when I'm 65, like everybody else.

Dialogue 2

A Is midnight too late to call you?
B Yes, it is! [4]_____. I'll be asleep!
A I'll call you earlier then. How about eight o'clock?
B No, [5]_____. We always have dinner at 7.45. I'll call you when I've finished.

Marks: __ /10

Writing

9 'Fifty years from now, ordinary people will have more free time.' Do you agree or disagree with this statement? Write an essay of about 230 words. Write four paragraphs and include the following information.

- Write an introduction to the main issues.
- Write your arguments against the statement.
- Write your arguments for the statement
- Write a summary of your opinion.

Marks: __ /20

TOTAL: __ /100

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6 Test

Vocabulary

1 Complete the sentences, replacing the underlined words with a suitable word or expression.

1 I'm <u>not very good at making decisions</u>.
I'm quite _____.
2 We always put a <u>small carpet</u> on the floor in the winter.
We always put a _____ on the floor in the winter.
3 My little brother is very <u>young for his age</u>.
My little brother is very _____.
4 The government has just <u>made public</u> the date of the next election.
The government has just _____ the date of the next election.
5 The teacher <u>didn't accept</u> the boy's excuse.
The boy's excuse was _____ to the teacher.
6 Kate <u>admitted</u> breaking the plate.
Kate _____ that she had broken the plate.
7 My great-grandmother <u>didn't know how to read</u>.
My great-grandmother was _____.
8 I put my dress away in the <u>cupboard for clothes</u>.
I put my dress away in the _____.
9 Small children often <u>tell lies</u>.
Small children are often _____.
10 That's <u>not connected</u> to the subject we're discussing.
That's _____ to the subject we're discussing.

Marks: __ /10

2 Complete the text.

When a friend of Lady Hodge's late husband turned up at her dinner party, she invited him to sit at the [1]_____ table with the other guests. It was not until after the dessert that she realized that the man had disappeared … and so had the jewellery box from her chest of [2]_____. She called the police, who found some unusually large footprints in one of the flower [3]_____ in her garden. They soon tracked down the impostor and [4]_____ him with robbery. He appeared in [5]_____ the following Wednesday. The other guests gave [6]_____ about the crime and the [7]_____ was very short. The [8]_____ took only five minutes to reach their verdict: they found the accused [9]_____. The judge [10]_____ him to five years in prison and ordered him to return the jewels to Lady Hodge.

Marks: __ /10

Reading

3 Read the text and complete the sentences.

Size isn't all that matters

The narrowest house in New York measures just three metres by nine metres, yet it has recently been sold for $2.1 million. This obviously has nothing to do with its size, so why the high price? Located at 75½ Bedford Street, the house has been the home of sportsmen, poets and illustrators, and is now a popular tourist attraction. It's unique size is due to the fact that it was built after its neighbours on either side to fill in a space. Previously, the next-door house had had an entranceway which was used by horses and carriages to reach the stables at the back. The house was used in the past as a shoemaker's shop and a sweet factory. In 1950, there was even talk of demolishing it, before a lawyer stepped in to save it and its neighbours from being pulled down. However, its recent selling price has secured its future for now and has even started a trend to find other weird and wonderful properties all over the world.

1 The price of the house was _____.
2 The address of the house is _____.
3 In the past an entranceway led to _____.
4 The building has housed several companies including _____.
5 The house was saved from demolition by _____.

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

1 How big is the house?
_____
2 Why was the selling price so high?
_____
3 Why is the house so small?
_____
4 What nearly happened in 1950?
_____
5 Why is the house unlikely to be demolished in the future?
_____

Marks: __ /15

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Grammar

5 Choose the correct answers.

The inspector asked the woman where she [1]_____ on the night of the robbery. She [2]_____ him that she [3]_____ answer any questions until she [4]_____ to a lawyer. The inspector [5]_____ that she [6]_____ home if she cooperated with him, but the woman said that she [7]_____ believe him. She called her lawyer and asked her if [8]_____ come. When the lawyer arrived, the woman told the inspector that she [9]_____ stolen the painting, but she [10]_____ who was responsible for the crime.

1	a has been	b was	c had been
2	a told	b asked	c said
3	a didn't	b wouldn't	c won't
4	a speaks	b has spoken	c had spoken
5	a said	b told	c asked
6	a can go	b could go	c went
7	a didn't	b wouldn't	c won't
8	a she can	b could she	c she could
9	a hadn't	b hasn't	c didn't
10	a knows	b knew	c had known

Marks: __ /10

6 Rewrite the direct speech as reported speech.

1 'I've lost my handbag.'
Emily told the police officer _____.

2 'I don't eat meat.'
Donna told her friends _____.

3 'Where did you go yesterday?'
Olivia asked Sara _____.

4 'I'll be late for school tomorrow.'
Harry told his teacher _____.

5 'Do you like my dress?'
Grace asked her dad _____.

6 'Are you going out tonight?'
Toby's mum asked him _____.

7 'We aren't going on holiday next year.'
Our aunt and uncle told us _____.

8 'Have you seen my mobile phone?'
Tom asked his sister _____.

9 'When can you help me?'
Jenny asked her brother _____.

10 'We didn't break the window.'
The children told their neighbour _____.

Marks: __ /10

Language skills

7 Complete the dialogue.

Mum Mark, do you know who broke the blue vase?
Mark No, I don't, but it might [1]_____ been Jack.
Mum I [2]_____ have been Jack. He's been out all day.
Mark Where is he?
Mum He told me he [3]_____ going to a friend's house. He [4]_____ that he [5]_____ be home quite late and that he [6]_____ want any dinner. So … what about that vase?
Mark I suppose Jill [7]_____ have broken it.
Mum I don't think so. She's the one who found the pieces of the vase in the bin. She [8]_____ me she [9]_____ heard a noise while you were in the living room earlier.
Mark So, who do you think broke the vase, Mum?
Mum I think it [10]_____ have been you!

Marks: __ /10

8 Complete the mini-dialogues.

Dialogue 1
A I've just seen Harry.
B [1]_____.
He's in bed at home with flu.

Dialogue 2
A Who has eaten all my chocolates?
B [2]_____.
Or maybe it was Eve. Both Mandy and Eve have got chocolate on their hands.

Dialogue 3
A Who's been writing on the board?
B [3]_____.
Tim's got a pen in his hand.

Dialogue 4
A [4]_____?
B Yes, he did. He bought a beautiful present for me.
A [5]_____?
B Yes, I did. I wrote a long letter to him.

Marks: __ /10

Writing

9 Write a formal letter to Mr Hill, the owner of a guesthouse. Write about 140 words and organize your writing into four paragraphs:

- Write about the dates of your stay and the number of rooms you require.
- Correct some information you previously gave him.
- Request directions to the guesthouse, and ask them to be sent by email.
- Make an additional request.

Marks: __ /20

TOTAL: __ /100

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7 Test

Vocabulary

1 Complete the sentences, replacing the underlined words with a word.

1 You can usually trust our national airline.
Our national airline is usually very r_____.
2 We got extremely wet watching the football match.
We got s_____ watching the football match.
3 We spent a lovely afternoon walking for pleasure in the park.
We spent a lovely afternoon s_____ in the park.
4 Travelling by car is generally more practical than going by train.
Travelling by car is generally more c_____ than going by train.
5 My father walked nervously up and down outside the door of the operating theatre.
My father p_____ up and down outside the door.
6 She's always talking with pride about her high salary.
She's always b_____ about her high salary.
7 Driving in the rush hour can cause you a lot of worry.
Driving in the rush hour can be very s_____.
8 The football match yesterday was excellent.
The football match yesterday was a_____.
9 They opened the gate and walked along the path through the country.
They opened the gate and walked along the t_____.
10 After losing, the players walked home with heavy steps.
After losing the match, the players t_____ home.

Marks: __ /10

2 Complete the text.

My dad often complains [1]_____ flying because he never has an easy trip. The last time he flew there was a strike by the [2]_____ traffic controllers. When he arrived [3]_____ the airport, the departures [4]_____ was already showing a two-hour delay, but he went through passport [5]_____ anyway. Eventually he boarded the plane, which then spent three hours on the [6]_____ waiting [7]_____ permission to take off. The airline apologized [8]_____ the discomfort and the passangers were taken off the plane and driven to a hotel for the night. Another time he missed his flight because of a traffic [9]_____ on the motorway. And the worst time was when the [10]_____ stopped as he was going downstairs in the airport, causing him to fall down the steps.

Marks: __ /10

Reading

3 Read the text and complete the sentences.

Big is beautiful

Elephants are the largest land mammal now living and their lifespan is from 50 to 70 years. Apart from the occasional calf or weak individual taken by lions, their only predator is man. Of the two main groups of elephants, African elephants are larger than Asian elephants and have much larger ears. Elephants are herbivores and spend up to sixteen hours a day eating plants. They use their trunks to cut and tear off the leaves, bark and fruit of trees. If the food they want is too high up, the elephant will wrap its trunk around the tree or branch and shake it loose. Sometimes they simply knock the tree down. The trunk is also used for drinking. Elephants suck up to fourteen litres at a time into their trunk and blow it into their mouth. Elephants also suck up water to spray on their body when bathing.

1 The elephants only predators are _____.
2 The two main groups of elephants are _____.
3 Elephants spend _____ feeding.
4 Elephants eat _____.
5 Elephants use their trunks for _____.

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

1 How long do elephants live for?
_____
2 How can you tell an African elephant from an Asian elephant?
_____
3 How do elephants reach food that is too high for them?
_____
4 How do elephants drink water?
_____
5 How do elephants keep clean?
_____

Marks: __ /15

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Grammar

5 Complete the text with the correct passive form of the verbs in brackets.

The Red List [1]_____ (found) in 1948. It is the world's most comprehensive list of endangered species and it [2]_____ (publish) once a year. The latest figures suggest that hundreds of species [3]_____ (lose) within our lifetime. In recent years large areas of rainforest [4]_____ (destroy) by humans, putting many mammals at risk. Many animals [5]_____ (hunt) for food or medicine by local people. Marine animals [6]_____ (affect) by commercial fishing as they get caught in the nets and die. In recent years thousands of Tasmanian devils [7]_____ (kill) by a viral disease. The Indian tarantula [8]_____ (add) to the list this year because of its popularity as a pet. But there is some good news: the African elephant [9]_____ (remove) from the list. Previously, it [10]_____ (classify) as 'vulnerable'.

Marks: __ /10

6 Complete the mini-dialogues with the correct indefinite pronoun.

1 A Why aren't they answering the phone?
  B There isn't _____ at home.
2 A Where shall we go on holiday?
  B I don't mind, as long as it's _____ hot.
3 A Where are you going tonight?
  B _____. I'm going to stay in.
4 A Why are you going shopping?
  B Because there isn't _____ in the fridge.
5 A Who's at the door?
  B It's probably _____ selling insurance.
6 A Why are you bored?
  B Because I've got _____ to do.
7 A What's the matter?
  B I can't find my mobile phone _____.
8 A Why have you stopped walking?
  B There's _____ in my shoe.
9 A Who else is coming for dinner?
  B _____. It's just the four of us.
10 A Why are you standing up?
  B Because there's _____ to sit.

Marks: __ /10

Language skills

7 Complete the dialogue.

Rob Do you prefer going into town [1]_____ train or driving there?

Ben I much prefer driving. It's more [2]_____ than the train because it takes you from door to door. How about you?

Rob I prefer the train. You can sit and read or talk to [3]_____ during the [4]_____. It's more relaxing, really.

Ben That's [5]_____, but you have to get to the station first. I think the car is quicker.

Rob I don't agree with you. You have to find [6]_____ to park when you arrive, and that can take ages.

Ben You might be right, but the train is less [7]_____. Sometimes it [8]_____ delayed for some reason, and it can even [9]_____ cancelled if there's [10]_____ on the track. In general, you can rely on your car.

Marks: __ /10

8 Complete the mini-dialogues.

Dialogue 1

A How are you and your brother getting to the station?
B [1]_____.
It's coming to pick us up at 6 a.m.
A [2]_____?
B It takes about half an hour. We'll be at the station at about 6.30.
A Have you got much luggage?
B No. [3]_____.
It's more comfortable because you can carry it on your back.

Dialogue 2

A Shall we drive or take our bikes?
B Let's drive. [4]_____.
We're in a hurry.
A But cycling is cheaper. [5]_____.
B That's true. If we cycle, we won't use any petrol, so we won't pollute the atmosphere.

Marks: __ /10

Writing

9 Write a postcard to a friend about an awful holiday. Write about 100 words and organize your writing into one paragraph:

- Write about where you are.
- Write about four problems you have had.
- Write about what is going to happen next.

Marks: __ /20

TOTAL: __ /100

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Test answer key

Test Unit 1

Exercise 1
1 recognition 2 assistance 3 investigation 4 software
5 illegal 6 attachment 7 interact 8 developments
9 offenders 10 exasperation

Exercise 2
1 loose / baggy 2 headscarf 3 kilt 4 tartan 5 kimono
6 ankle 7 patterned 8 sandals 9 long-sleeved 10 decorated

Exercise 3
1 b 2 c 3 c 4 b 5 c

Exercise 4
1 He's a photographer.
2 It appeared on the front cover of *National Geographic* magazine.
3 He wanted to find her to discover her identity.
4 He introduced McCurry to the girl's brother.
5 Because the exact location of her house is a secret.

Exercise 5
1 to take 2 looking 3 to find 4 to buy 5 to lend
6 meeting 7 to take 8 going 9 to pick up 10 seeing

Exercise 6
1 doesn't belong 2 is living 3 don't like 4 get up
5 don't understand 6 are … leaving 7 does … start
8 aren't going out 9 doesn't believe 10 are … doing

Exercise 7
1 are 2 fancy 3 starts 4 Do 5 don't 6 playing 7 does
8 to 9 win 10 is

Exercise 8
1 What are you doing at the weekend?
2 What time does the train leave?
3 What time do you expect to arrive?
4 I fancy going
5 I can't stand

Exercise 9
Students' own answers.

Test Unit 2

Exercise 1
1 furious 2 scrawled 3 dismayed 4 discharge 5 baffled
6 petrified 7 cope 8 delighted / ecstatic 9 enrol 10 irritated

Exercise 2
1 fed 2 up 3 about 4 get 5 cleaned 6 of 7 turned
8 stood 9 once 10 with

Exercise 3
1 Germany 2 under 3 recently 4 less 5 wife

Exercise 4
1 Alois Alzheimer was the first person to describe it.
2 It affects the brain.
3 The most common symptom is memory loss.
4 Later on confusion, irritability and aggression may develop.
5 Patients are usually treated in long-term care facilities.

Exercise 5
1 a 2 c 3 b 4 a 5 b 6 b 7 a 8 c 9 b 10 b

Exercise 6
1 used to have 2 Did you enjoy 3 hadn't finished
4 were having dinner when 5 didn't use to be
6 had already started 7 Was the sun shining
8 Yesterday I got home 9 Did you cry / Did you use to cry
10 weren't watching TV

Exercise 7
1 did 2 didn't 3 happened 4 had 5 used 6 use 7 was
8 Were 9 been 10 hadn't

Exercise 8
1 He was furious.
2 I was very homesick.
3 When was the last time you felt depressed?
4 What were you doing when the phone rang?
5 Where did you use to live?

Exercise 9
Students' own answers.

Test Unit 3

Exercise 1
1 in charge of 2 put it out 3 civil servant
4 supply teacher 5 take off 6 made up 7 looked it up
8 keep up with 9 brainstorm ideas 10 gave them out

Exercise 2
1 financial 2 nanny 3 up 4 off 5 nursery 6 child 7 put
8 turned 9 machinery 10 assembly

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

Exercise 4
1 It was about job satisfaction.
2 They selected people randomly.
3 27,000 people took part in the survey.
4 They don't get a lot of job satisfaction because of the high degree of responsibility and stress.
5 Three of the most rewarding jobs are firefighters, physiotherapists and authors.

Exercise 5
1 whose 2 who 3 who is 4 who 5 which is 6 which
7 where 8 which 9 where 10 who

Exercise 6
1 a second-hand car which broke down two weeks later.
2 dinner with some friends whose house was for sale.
3 who was 65 last week, has just retired.
4 where we stayed was extremely comfortable.
5 whose parents are both doctors, is studying medicine at university.
6 we visited Stratford-Upon-Avon, where Shakespeare lived.
7 for a job which had been advertised in the newspaper.
8 who works at the post office is my neighbour.
9 which was delivered last week, doesn't work.
10 who won a Nobel Prize in 2003, lives in Australia.

Exercise 7
1 attendant 2 which 3 who 4 flexible 5 deal 6 driver
7 whose 8 skills 9 draw 10 where

Exercise 8
1 Do you work outside?
2 Do you earn a lot of money?
3 Do you wear special clothes?
4 It's a person who chairs meetings.
5 It's the place where people work in a factory.

Exercise 9
Students' own answers.

Test Unit 4

Exercise 1
1 sighted 2 publicize 3 achievement 4 headed 5 Essentially
6 clarify 7 skinned 8 knowledge 9 minded 10 differentiate

Exercise 2
1 arm 2 ear 3 feet 4 eye 5 chest 6 foot 7 head
8 hairs 9 nose 10 leg

Exercise 3
1 Greece 2 soldiers 3 muscles 4 34 5 padded mat

Exercise 4
1 Pilates is the physical fitness system developed by Joseph Pilates.
2 Pilates was a gymnast before he started developing his method.
3 He called it *Contrology* because it used the mind to control the muscles.
4 It works with the muscles that support the spine.
5 He later invented some apparatus which could be used for more exercises.

Exercise 5
1 a 2 b 3 c 4 b 5 a 6 b 7 b 8 c 9 c 10 c

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Exercise 6
1 've / have been learning Arabic for
2 've / have won the prize three
3 has known her best friend
4 hasn't played football for
5 's / has been writing letters for
6 long have you been running
7 's / has had his laptop since
8 've / have been waiting here for
9 hasn't been ill since
10 have been married since

Exercise 7
1 ever 2 never 3 twisted 4 do 5 was 6 Did 7 long
8 Since 9 been 10 muscle

Exercise 8
1 cold feet
2 my head off
3 my arm
4 Have you ever dislocated a finger?
5 How did you do it?

Exercise 9
Students' own answers.

Test Unit 5

Exercise 1
1 state of the art 2 search engine 3 labour-saving
4 make mistakes 5 set up 6 access information
7 treat illnesses 8 meet targets 9 genetic code
10 life-threatening

Exercise 2
1 greenhouse 2 layer 3 warming 4 climate 5 emissions
6 doing 7 acid 8 rainforest 9 endangered 10 make

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

Exercise 4
1 They are made from plants and animals that died millions of years ago.
2 Fossil fuels are running out.
3 A small amount of uranium produces a lot of energy.
4 Wind turbines convert wind energy into electricity.
5 Because all the alternative energy sources have some disadvantages.

Exercise 5
1 will have run 2 selling 3 will be driving 4 might not be
5 will need 6 could get 7 may choose 8 will improve
9 will go 10 are

Exercise 6
1 don't drive 2 'll be sunbathing 3 won't pass
4 'll have finished 5 may / might / could order
6 may / might not have 7 'll be 8 wears
9 doesn't write 10 won't like

Exercise 7
1 on 2 might / may / could 3 don't 4 won't 5 doesn't
6 will 7 be 8 have 9 made 10 washing

Exercise 8
1 What will you be doing in ten years' time?
2 What will you do if you can't find a job?
3 When do you think you'll retire?
4 I'll have gone to bed!
5 I'll be having dinner.

Exercise 9
Students' own answers.

Test Unit 6

Exercise 1
1 indecisive 2 rug 3 immature 4 announced
5 unacceptable 6 confessed 7 illiterate 8 wardrobe
9 dishonest 10 irrelevant

Exercise 2
1 dining 2 drawers 3 beds 4 charged 5 court 6 evidence
7 trial 8 jury 9 guilty 10 sentenced

Exercise 3
1 $2.1 million
2 75½ Bedford Street, New York
3 some stables
4 a shoemaker's shop and a sweet factory
5 a lawyer

Exercise 4
1 It's three metres by nine metres.
2 The price was so high because the building is a popular tourist attraction.
3 It's small because it was built after its neighbours to fill in a space.
4 In 1950, the house was nearly demolished.
5 It won't be demolished in the future because of its high selling price.

Exercise 5
1 c 2 a 3 b 4 c 5 a 6 b 7 a 8 c 9 a 10 b

Exercise 6
1 she had lost her handbag
2 she didn't eat meat
3 where she had gone the day before
4 he would be late for school the next day
5 if he liked her dress
6 if he was going out that night
7 they weren't going on holiday the next year
8 if she had seen his mobile phone
9 when he could help her
10 they hadn't broken the window

Exercise 7
1 have 2 can't 3 was 4 said 5 would 6 didn't 7 might
8 told 9 had 10 must

Exercise 8
1 It can't have been Harry.
2 It might have been Mandy.
3 It must have been Tim.
4 Did he buy you a present?
5 Did you write him a letter?

Exercise 9
Students' own answers.

Test Unit 7

Exercise 1
1 reliable 2 soaked 3 strolling 4 convenient 5 paced
6 boasting 7 stressful 8 awesome 9 trail 10 trudged

Exercise 2
1 about 2 air 3 at 4 board 5 control 6 runway 7 for
8 about 9 jam 10 escalator

Exercise 3
1 lions and man
2 African elephants and Asian elephants
3 up to sixteen hours a day
4 the leaves, bark and fruit of trees
5 eating, drinking and bathing

Exercise 4
1 Elephants usually live for between 50 and 70 years.
2 African elephants are larger than Asian elephants and they have larger ears.
3 They wrap their trunks around the tree and shake the food loose, or they knock the tree down.
4 They suck water up into their trunk and blow it into their mouths.
5 They suck water up into their trunk and spray it on their bodies.

Exercise 5
1 was founded 2 is published 3 will be lost
4 have been destroyed 5 are hunted 6 are affected
7 have been killed 8 has been added / was added
9 has been removed 10 had been classified

Exercise 6
1 anybody / anyone 2 somewhere 3 Nowhere 4 anything
5 somebody / someone 6 nothing 7 anywhere 8 something
9 Nobody / No one 10 nowhere

Exercise 7
1 by 2 convenient 3 somebody / someone 4 journey 5 true
6 somewhere 7 reliable 8 is 9 be 10 something

Exercise 8
1 We're getting a cab / taxi.
2 How long is the journey?
3 I'm taking a rucksack.
4 It's quicker.
5 And it's more environmentally-friendly.

Exercise 9
Students' own answers.

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FUNCTIONS BANK

Narrating events
When I was six, [I went swimming] for the first time
I remember [my first day at school].
One day [I stayed at school for lunch].
At first [it was fun].
After a few minutes [it started to rain].
A few minutes later [the telephone rang].
Later on [we started playing football].
After that [I never spoke to him again].
In the end [we got home safely].
Finally [I told my parents everything].

A job interview
How did you find out about the job?
Have you worked [in a shop] before?
Why do you think you're the right person for the job?
We'll be in touch by the end of next week.
I saw your advert [in the local newspaper].
I served customers, I made phone calls, I cleaned.
I'm hard-working and reliable.

At the Doctor's
What can I do for you?
How long have you been feeling like this?
I'll just take your temperature.
I'll prescribe [some antibiotics].
Take the tablets three times a day after meals.
I've got a temperature and a bad cough.
I haven't been feeling very well recently.
I've got a sore throat / a headache / an upset stomach.

Talking about plans
Have you got any plans [for the weekend]?
Are you busy [at the weekend]?
I'm going to have an early night.
What are you doing on [Sunday]?
What about [Sunday evening]?

Deciding what to do
Why don't we go to [an Italian restaurant]?
Do you fancy going for a walk?
Thanks, but I've already got plans [for Saturday].
It's kind of you to ask, but I'm busy [on Sunday].
I don't fancy [going out for a walk].
You'll enjoy it when you get there.
OK. You've persuaded me.

Making conversations
Excuse me. You're [Ben Wilson's sister], aren't you?
We've met somewhere before, haven't we?
How do you know [Ben]?
What about you? Have you got any hobbies?
What kinds of [sports] do you like?
Anyway, I'd better get back to my friends.
Nice talking to you.
See you around.

Asking for information
Hello. I wonder if you could help me?
Can you tell me where [the nearest post office] is?
Would you mind telling me if the plane is on time?
Do you know which platform the trains [to London] go from?

Arguing your case
Do you really think so?
I don't think that's a very good idea.
Are you sure about that?
I take your point, but on the other hand …
I see what you mean, but …
I suppose you could be right.
OK, whatever you want. I don't feel strongly about it.
Well, if that's what you really want to do, then OK.
Oh, I don't agree.
I'm not convinced.

Evaluating an experience
What was [sports day] like?
I loved every minute of it.
He was such a brilliant athlete.
It was so awful.

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