

Aim High

KSA Edition

Teacher's Book

2

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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.

Writing

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

Review, Dictionary Corner and *I can* statements

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

Testing and assessment

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

- *I can* statements at the end of each unit in the Student's Book
- *Self check* sections at the end of each unit in the Workbook
- Unit tests covering vocabulary, reading, grammar, language skills and writing in the Teacher's Book (see pages 70–83)

The Common European Framework of Reference

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

Aim High 1 and 2: A2

Aim High 3 and 4: B1 / B2

Aim High 5 and 6: B2 / C1

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

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

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

Tips and ideas

Teaching reading

Predicting content

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

Dealing with difficult vocabulary

Here are some ideas:

- Pre-teach vocabulary. Anticipate which words students may have difficulty with. Put them on the board before you read the text with the class and explain them. You can combine this with a prediction activity by putting a list of words on the board and asking students to guess which ones will not appear in the text.
- Having read through the text once, tell students to write down three or four words from the text that they don't understand. Ask them to call out the words. You can then explain them.
- Rather than immediately explaining difficult vocabulary, ask students to identify the part of speech of the word they don't know. Knowing the part of speech sometimes helps them to work out the meaning.
- After working on a text, ask students to choose four or five new words from the text that they would like to learn and to write these in the *Vocabulary Notebook* section of the Workbook.

Teaching vocabulary

Vocabulary Notebooks

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

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

Learning phrases

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

Revision

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

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

Teaching grammar

Concept checking

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

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

Practice

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

Teaching listening

Pre-listening

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

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

Familiar procedure

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

Monitor

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

Teaching writing

Use a model

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

Preparation

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

Draft

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

Checking

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

Correction

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

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

Self correction

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

Teaching speaking

Confidence building

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

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

Preparation

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

Support

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

Choral drilling

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

Teaching mixed-ability classes

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

Preparation

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

1

The real you

This unit includes

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

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

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

Writing: a personal profile

Workbook pages 2–9

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.

Reading PAGES 4–5

Warm-up

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

Before Reading

Exercises 1 and 2

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

ANSWERS

Students' own answers.

Background Notes

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

Read

Exercise 1

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

ANSWERS

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

Exercise 2 1.02

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

ANSWERS

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

Exercise 3

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

ANSWER

B

Understanding Ideas

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

Teaching tip: Reporting back to the class

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

SAMPLE ANSWERS

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

Vocabulary

Exercise 1

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

ANSWERS

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

Teaching Tip: Vocabulary notebooks

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

judge: form an opinion about something.

I never judge other people by what they wear.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Exercise 2

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

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

Quick Test: Mystery definitions

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

More practice Workbook page 2

Vocabulary PAGE 6

Target Vocabulary

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

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

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

Advertising: brand design label logo packaging slogan

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

Activate

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

ANSWERS

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

Extend

Exercise 1 dress and wear

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

ANSWERS

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

Teaching Tip: dress and wear

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

Exercise 2 Uniforms

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

ANSWERS

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

Exercise 3

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

ANSWERS

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

Exercise 4 Definitions: advertising

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

ANSWERS

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

Exercise 5 Prepositions: in, off, on and up

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

ANSWERS

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

Optional Activity: Guess the job

Aim: To practise talking about appearance.

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

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

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

Quick Test: Complete your sentences

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

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

Vocabulary Notebooks

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

More practice

Workbook page 3

Present simple and continuous

Warm-up

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

Explore

Exercise 1

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

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

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

Exercise 2

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

ANSWERS

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

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

Exercise 3

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

ANSWERS

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

Follow-up

Grammar Reference page 60

Exploit

Exercise 1

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

SUGGESTED ANSWERS

A boy is sitting at a table / carrying his lunch / holding his phone. He's smiling / drinking juice / texting a friend.

Exercise 2 1.03

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

ANSWERS

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

Exercise 3

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

ANSWERS

Students' own answers.

Quick Test: Word order race

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

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

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

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

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

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

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

More practice

Workbook page 4

Grammar Builder page 61, exercises 1–5

ANSWERS GRAMMAR BUILDER 1 (PAGE 61)

Exercise 1

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

Exercise 2

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

Exercise 3

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

Exercise 4

- Is he wearing a hat? No, he isn't.
- Is he standing up? Yes, he is.
- Is he smiling? Yes, he is.
- Is he eating a pizza? No, he isn't.
- Is he wearing jeans? No, he isn't.
- Is he holding a mobile phone? Yes, he is.

Exercise 5

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

Personalities

Target Vocabulary

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

Warm-up

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

Vocabulary

Exercise 1

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

Exercise 2

- Students complete the exercise individually or in pairs.

ANSWERS

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

Exercise 3 1.04

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

Exercise 4

- Students complete the exercise individually or in pairs.

ANSWERS

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

Exercise 5

- Students complete the exercise individually.

ANSWERS

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

More practice

Workbook page 5

Listen 1.05

- Play the CD twice. Students compare their answers.

ANSWERS

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

TAPESCRIPT

Martin

Boy Hi, Martin. What are you doing?

Martin I'm revising for my History exam.

Boy How's it going?

Martin Oh, you know – badly.

Boy Why? What's wrong?

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

Boy What? Oh, don't say that!

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

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

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

Julie

Julie I've got a present for you.

Girl Really? That's very nice of you.

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

Girl Wow! A book – no, three books!

Julie Yes. And I got you this, too.

Girl But ...

Julie It's only a little present.

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

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

Terry

Boy Hi, Terry.

Terry Hello. Are we ready to go?

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

Terry Where is he?

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

Terry Can you phone him?

Boy Why?

Terry Tell him to hurry up.

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

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

Boy No! Let's wait!

Emma

Girl Hello, Emma. How are you?

Emma Fine.

Girl Are you having a good day?

Emma It's none of your business.

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

Emma Yes.

Girl Well, what is it?

Emma I don't want to talk to you.

Speak

Exercise 1

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

Exercise 2

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

Optional Activity: Dialogue

Aim: To practise speaking about friends and family.

Preparation: Write the following dialogue on the board.

A *My sister is very funny.*

B *Really? Why?*

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

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

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

Verb + infinitive or -ing form

Warm-up

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

Explore

Exercise 1

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

ANSWERS

Students' own answers.

Exercise 2

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

Exercise 3

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

Exercise 4

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

ANSWERS

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

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

Follow-up

Grammar Reference page 60

Exploit

Exercise 1

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

ANSWERS

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

Exercise 2

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

ANSWERS

Students' own answers.

Teaching Tip: Correcting -ing forms and infinitives

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

Exercise 3

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

Optional Activity: Likes and dislikes

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

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

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

Groups read their sentences to the class.

Quick Test: Error correction

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

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

More practice

Workbook page 6

Grammar Builder page 61, exercises 6–7

ANSWERS GRAMMAR BUILDER 1 (PAGE 61)

Exercise 6

1 d 2 a 3 e 4 c 5 b

Exercise 7

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

A personal profile

Target Language

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

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

Warm-up

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

Read

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

ANSWERS

Martin

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

Sarah

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

Prepare

Exercise 1

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

ANSWERS

- 1 Introduction
- 2 Hobbies and interests
- 3 Personality

Exercise 2

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

ANSWERS

Martin: quite, slightly, a little
Sarah: not very, not at all, very

Teaching Tip: Modifying adverbs

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

Exercise 3

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

ANSWERS

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

Write

Exercise 1

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

SAMPLE ANSWER

My name is Sam. I'm 15 and I'm from Cheltenham, in Britain. I'm in Year 10 at Landsdowne College. I live with my parents and my sisters, Dawn and Lisa. My favourite hobby is playing football and I'm really good at it. I also enjoy reading and playing computer games. I'm a very hard-working student. I want to go to university and then become a doctor. I think I'm quite a kind person, but I'm also a little timid.

Marking Scheme

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

More practice

Workbook page 7

Language Skills

Exercise 1 1.06

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

ANSWERS

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

Exercise 2

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

ANSWERS

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

Exercise 3

- Students complete the exercise individually. Check the answers.

ANSWERS

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

Exercise 4

- Students complete the sentences individually. Check the answers.

ANSWERS

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

Dictionary Corner

Teaching Tip: The Oxford 3000™

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

Exercise 1 Personality adjectives

cheerful **w0** /tʃɪəfʊl/ *adj.* feeling happy; showing that you are happy: *Caroline is always very cheerful.* ◦ a cheerful smile ▶ **cheerfulness** *noun* [U] ▶ **cheerfully** /-fʊli/ *adv.*

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

ANSWERS

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

Exercise 2 Prefixes and suffixes

kind **w0** /kaɪnd/ *adj.* ~ (to sb); ~ (of sb) (to do sth) caring about others; friendly and generous: *Everyone's been so kind to us since we came here!* ◦ *It was kind of you to offer, but I don't need any help.*  **unkind**

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

ANSWERS

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

Exercise 3

kindness **w0** /kaɪndnəs/ *noun* [C,U] the quality of being kind; a kind act: *Thank you very much for all your kindness.*

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

ANSWERS

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

Follow-up

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

2

On the menu

This unit includes

Vocabulary: food and drink • countable and uncountable nouns • ways of cooking • describing food • phrasal verb synonyms • word building • food and cooking words • compound nouns: food

Grammar: Quantity: *some* and *any*, *How much / many?* • Articles (definite and indefinite)

Skills: reading and listening to an interview about eating competitions • talking about traditional food • discussing what you have for breakfast

Writing: a formal letter

Workbook pages 10–17

Reading PAGES 12–13

Warm-up

- Look at the unit title and ask students: *Imagine you have a restaurant; what food is on the menu?* Students work in pairs to write a menu for their imaginary restaurant.
- Read the title of the reading page, *Healthy eating*. Brainstorm *healthy food* and *unhealthy food* with students. Write their ideas on the board.

Before Reading

- Students read the **Reading tip**. Check that they have understood by asking: *What's the title of the text?* [Can eating be a sport?] *What can you see in the photo?* [a woman eating very fast]
- Students choose a sentence. Check the answer.

ANSWER

Sentence d is the subject of the text.

Background Notes

Competitive eating is a 'sport' which involves the consumption of large quantities of food, usually fast food or desserts, in a short time. It is most popular in the USA, where eating competitions were traditionally held at county fairs. Like Sonya Thomas, the top competitors tend to be slim. This allows the stomach to stretch as it is not constricted by fat.

Read

Exercise 1

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

ANSWER

Sonya Thomas participates in eating competitions.

Exercise 2 1.7

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

ANSWERS

- 1 F (Most of the time she eats healthy food.)
- 2 T
- 3 T
- 4 T
- 5 F (She has competitions once or twice a month.)
- 6 T

Exercise 3

- Students read the text again and choose the best answers.

ANSWERS

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

Optional Activity: Reading skills

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

Preparation: Write the following questions on the board.

Do you believe eating competitions are real sport? [6]

Why did you first take part in eating competitions? [1]

Do you do a lot of exercise? [4]

How do you prepare for a competition? [3]

How can you stay thin when you eat so much in competitions? [5]

Why did you choose the nickname 'the Black Widow'? [2]

Students work in pairs to number the questions in the order they appear in the interview. They check the order with the reading on page 12.

Number the questions on the board in the right order. Students in pairs role play the interview. Student A is a journalist and Student B is Sonya. Then swap.

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: Same or different

Get students to use two different coloured pens to highlight the information in the text. In one colour they highlight the activities that are the same as other sportsmen and women, and in a different colour they highlight the activities that are different from other sportsmen and women.

SAMPLE ANSWERS

- 1 Because people watch eating competitions on TV, so the more competitions they win, the more often people see them on TV. In this way they become famous.
- 2 She eats healthy food. She exercises every day. She has a strong mind and body.
- 3 Students' own answers.

Vocabulary

Teaching Tip: Spider diagrams

The topic of food is an ideal area to teach students how to make a spider diagram. On the board draw a circle with the heading FOOD. Then draw five branches leading off the central circle to five new circles. In each new circle write one of the headings from the diagram on **Student's Book** page 13, exercise 2. Students copy the diagram from the board and write in the names of the food from exercise 2. Later they can add the words from exercise 3 and any subsequent food words that they come across during the unit.

Exercise 1

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

ANSWERS

1 baked 2 spider 3 tradition 4 nickname 5 weighs
6 appetite 7 participates 8 widow 9 natural
10 healthy 11 celebrities 12 fast 13 mind
14 coverage 15 boiled

- 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).

appetite is a countable noun for the desire to eat food, e.g. *Teenage boys usually have a good appetite.*

baked is an adjective that describes the way food has been cooked in an oven. The verb is *bake*.

boiled is an adjective that describes the way food has been cooked in a saucepan of hot water. The verb is *boil*.

celebrity is a countable noun for a person who is well known to many people. The plural form is *celebrities*.

coverage is an uncountable noun for the amount of reporting on an event in the media or on TV.

fast is a verb that means to eat no food for a certain time.

healthy is an adjective that describes something that makes people strong and well. The comparative and superlative forms are *healthier* and *healthiest*.

mind is a countable noun for the part of your brain that thinks, remembers and knows things.

natural is an adjective that describes something that is usual or normal.

nickname is a countable noun for an informal name used by your family and friends instead of your real name.

participate is a regular verb which means to take part in something. The third person form is *participates* and the past simple form is *participated*.

spider is a countable noun for an animal with eight legs which is like an insect.

tradition is a countable noun for a custom that people started doing in the past and continue to do now. The adjective is *traditional*.

weigh is a regular verb which means to measure how heavy something is. The third person form is *weighs* and the past simple form is *weighed*. The corresponding noun is *weight*.

widow is a countable noun for a woman whose husband has died. The word for a man whose wife has died is *widower*.

Exercise 2

- Students work in pairs. Check the answers.

ANSWERS

Cereal and rice: bread, rice, potatoes, pasta

Fruit and vegetables: apple, carrot, banana, tomatoes

Dairy products: cheese, milk

Protein: meat, egg

Fats and sugars: sweets, sunflower oil

Exercise 3

- Students work individually. Check the answers.

ANSWERS

1 chicken curry: protein, cereal and rice

2 strawberries and cream: dairy products, fruit and vegetables

3 blackcurrant cheesecake: dairy products, fruit and vegetables, cereal and rice

4 baked beans on toast: fruit and vegetables, cereal and rice

5 cheeseburger: protein, dairy products, fruit and vegetables, cereal and rice

Quick Test: Give us a clue

Students work in pairs and choose five of the words in the **Vocabulary** section. They write three clues to describe each word. The first clue should be difficult, the second less difficult, and the final clue quite easy. Write on the board the following example:

It's black.

People don't like it.

It's like an insect. [a spider]

Explain the points system: students get three points if they guess the word after the first clue; two points after the second clue; and one point after the third clue. Students team up with another pair to read out their clues and guess the words.

Optional Activity: Menu planning

Aim: To practise talking about food.

Preparation: Write on the board *Breakfast, Lunch, Dinner*.

Tell students they are going to plan a day's menu for a healthy person. Elicit ideas for breakfast and write them on the board. Students continue to plan a menu for lunch and dinner.

More practice

Workbook page 10

Target Vocabulary

Can eating be a sport?: appetite baked boiled celebrities coverage fast healthy mind natural nickname participate spider tradition weighs widow

Phrasal verb synonyms: collect complete continue discover participate return stop stretch

Word building: bore, boredom, boring compete, competition, competitive defend, defence, defensive differ, difference, different excite, excitement, exciting imagine, imagination, imaginative isolate, isolation, isolated prepare, preparation, prepared

Describing food: bland fresh lean salty sweet tender

Ways of cooking: bake boil fry grill roast

Activate

Exercise 1

- Focus on the words in the box and review their meaning by asking a few questions, e.g.
What do you call a woman whose husband has died?
 [a widow]
What do you do when you measure how heavy something is?
 [you weigh it]
How do you describe food that has been cooked in hot water?
 [boiled]
- Students complete the sentences. Check the answers.

ANSWERS

1 mind 2 nickname 3 participate 4 appetite
 5 tradition 6 boiled 7 healthy 8 fast 9 spider
 10 coverage 11 baked 12 widow 13 weighs
 14 natural 15 celebrities

Extend

Exercise 1 Phrasal verb synonyms

- Write *participate* on the board and elicit the synonym *take part*. Explain that *take part* is a phrasal verb. Highlight that in English phrasal verbs often have a one-word synonym which comes from Latin.
- Focus on the words in the box and explain that all the words have synonyms that are phrasal verbs.
- Read through the example and then do the second sentence with the whole class. Students look up *pick up* in their dictionaries and find the synonym. Then they continue doing the exercise individually. Check the answers.

ANSWERS

1 participate 2 collect 3 continue 4 return 5 stretch
 6 discover 7 stop 8 complete

Exercise 2 Word building

- Read the example. Then students look up the other words in their dictionaries to complete the table. Check the answers.

ANSWERS

1 boredom 2 compete 3 defensive 4 differ
 5 excitement 6 imaginative 7 isolate 8 preparation

Teaching Tip: Word building

Students can widen their vocabulary by learning words in word families. Elicit the main parts of speech and write them on the board. [verb, noun, adjective] Now write the word *instruct* in the verb column and elicit more words in the same family. [instructor (n), instruction (n), instructive (adj)] Explain that to find the members of a word family in a dictionary, students should first find the word and then look at the entries before and after it.

Exercise 3 Describing food

- Elicit adjectives for describing food and write them on the board. [delicious, tasty, horrible, etc.] Explain that the sentences in the exercise contain more adjectives to describe food.
- Students look up the words in bold in their dictionaries and match them with the definitions. Check the answers.

ANSWERS

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

Exercise 4 Ways of cooking

- Elicit ways of cooking and write them on the board. [bake, boil, etc.] Explain that the photos show more ways of cooking.
- Students look up the words in the box and match them with the photos. Check the answers.

ANSWERS

1 fry 2 bake 3 roast 4 boil 5 grill

Exercise 5

- Students discuss the question in pairs or small groups. Discuss the answer as a class.

ANSWER

Students' own answers.

Quick Test: Finish the word

Divide the class into four teams. Explain that you are going to write some words on the board one letter at a time. Students have to guess the words as you write them. They get one point for a correct word and another point if they can give an example sentence. If the sentence isn't correct, the next team can try to give a correct sentence. The winner is the team with the most points.

Write the following words on the board:

<i>appetite</i>	<i>dairy product</i>	<i>stretch</i>
<i>salty</i>	<i>grill</i>	<i>coverage</i>
<i>blackcurrant</i>	<i>discover</i>	<i>bland</i>
<i>roast</i>	<i>nickname</i>	<i>curry</i>
<i>complete</i>	<i>tender</i>	<i>bake</i>
<i>tradition</i>	<i>vegetables</i>	<i>natural</i>

Vocabulary Notebooks

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

More practice

Workbook page 11

some / any, How much / many?

Warm-up

- Students in pairs identify the food in the photos. [bread, pizza, butter, cheese, lettuce]

Explore

Exercise 1 1.8

- Students read and listen to the dialogue and circle the examples of *some* and *any*. Check the answers.

ANSWERS

Let's have **some** lunch. Are there **any** pizzas in the fridge? There's **some** cheese. ... there's **some** lettuce. Is there **any** butter? We haven't got **any** bread.

Exercise 2

- Read through the **Look out!** box with students and elicit the correct answers. Remind students we use the word *a* for countable singular nouns with all forms of the verb.

ANSWERS

1 some 2 any 3 any

Teaching Tip: some / any

Some students think the use of *some* and *any* is connected with countable and uncountable nouns, when this is not the case. Emphasize that it is the verb form which determines the use of these two words. If students make a mistake, use the prompt: *Affirmative, negative or interrogative?* And get them to repeat the sentence correctly.

Exercise 3

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

ANSWER

The name of the pizza is The Big One and it costs \$99.

Exercise 4

Language Note: countable or uncountable?

Some nouns can be countable or uncountable depending on the context. In the case of food, it depends on the way in which the food is presented. When we are referring to the whole thing, the word is countable, e.g. *a pizza, a lettuce, a cake*. However, when the food has been cut up, the word is uncountable, e.g. *some pizza, some lettuce, some cake*.

- Read through the **Learn this!** box with students and remind them that countable nouns can be counted and so they have a singular and a plural form. Uncountable nouns cannot be counted and so they always use a singular verb form.
- Students order the words to make questions. Check the answers.

ANSWERS

- 1 How much money does The Big One cost?
- 2 How much pizza dough is there in the pizza?
- 3 How many slices are there in the pizza?
- 4 How much cheese is there in the pizza?
- 5 How many minutes does it take to cook?
- 6 How many Big Ones do they sell a year?

Follow-up

Grammar Reference page 62

Exploit

Exercise 1

- Students complete the dialogue with *some* or *any*.

Exercise 2 1.9

- Play the CD once for students to listen and check.

ANSWERS

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

Exercise 3

- Students complete the questions with *How much?* or *How many?* Check the answers.

ANSWERS

1 How much 2 How much 3 How many 4 How much
5 How many 6 How many 7 How many 8 How much

Quick Test: Sentence transformation

Read out the affirmative sentences and students write them in the negative or the interrogative.

- There's some fresh bread. (-)*
- We've got some chocolate biscuits. (?)*
- There are some tomatoes in the fridge. (?)*
- There's some fruit on the table. (-)*
- They've got some cheese. (?)*
- There are some people in the kitchen. (-)*
- We've got some strawberries in the garden. (?)*
- There's some meat in the microwave. (-)*
- He's got some money in the bank. (-)*
- There's some rice in the saucepan. (?)*

More practice

Workbook page 12

Grammar Builder page 63, exercises 1–5

ANSWERS GRAMMAR BUILDER 2 (PAGE 63)

Exercise 1

1 U 2 U 3 apples 4 U 5 onions 6 U
7 tomatoes 8 carrots

Exercise 2

1 some 2 any 3 any 4 some 5 any 6 any
7 some 8 any

Exercise 3

1 some 2 any 3 some 4 any 5 any 6 any
7 any 8 any

Exercise 4

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

Exercise 5

Students' own answers.

Talking about food

Target Vocabulary

Food: apples bananas beans bread cereal cheese eggs jam mushrooms olives toast tomatoes yoghurt

Drink: coffee hot chocolate milk orange juice tea water

Vocabulary Notebooks

Remind students to use the **Vocabulary Notebook** in their Workbook during the lesson to make a note of new vocabulary.

Vocabulary

Exercise 1

- Students work individually. Check the answers.

ANSWERS

1 toast 2 bread 3 apples 4 bananas 5 hot chocolate
6 cereal 7 coffee 8 water 9 orange juice 10 milk
11 beans 12 eggs 13 yoghurt 14 olives 15 cheese
16 tomatoes 17 mushrooms 18 jam 19 tea

Exercise 2

- Read through the **Look out!** box with students.
- Students work individually. Check the answers.

Exercise 3 1.10

- Play the CD for students to listen and check their answers.
- Play the CD again, pausing for them to repeat each word.

ANSWERS

Countable nouns: apples, bananas, beans, eggs, olives, mushrooms, tomatoes

Uncountable nouns: toast, bread, hot chocolate, cereal, coffee, water, orange juice, milk, yoghurt, cheese, jam, tea

Exercise 4

- Students say the nineteen food items from memory.

More practice

Workbook page 13

Listen

Exercise 1 1.11

- Focus on the task. Check the meaning of *room service*.
- Play the CD once for students to write the room numbers and tick the food and drink. Check the answers.

ANSWERS

Room 101: cereal, tomatoes, eggs, toast, orange juice, hot chocolate

Room 257: cheese, bread, jam, banana, tea

Room 569: cereal, eggs, banana, coffee, water

TAPESCRIPT

1 **Room service** Hello, room service.

Man Oh, hello. I want to order breakfast, please.

RS Room number?

Man It's 101.

RS One hundred and one. OK. Yes? I'm ready.

Man Oh. Well, I'd like a bowl of cereal, please.

RS OK. Anything to drink – tea, coffee?

Man Wait a moment! I want tomatoes and eggs, too.

RS OK, tomatoes and eggs. And do you want bread or toast with that?

Man Toast, please. Two slices of toast.

RS And to drink?

Man I'd like a glass of orange juice. And a cup of hot chocolate.

RS Orange juice and hot chocolate. OK. Ten minutes.

2 **RS** Hello, room service.

Man Oh, hello. Can I order some breakfast, please?

RS Room number?

Man It's 257.

RS Two ... five ... seven. Yes? I'm ready.

Man I'd like some cheese, please.

RS Cheese and ... Bread?

Man Yes, please. And jam.

RS Bread and jam. Any cereal, fruit?

Man Can I have a banana, please?

RS Yes. Anything to drink?

Man A cup of tea, please.

RS Is that all?

Man That's all, thank you.

3 **RS** Hello, room service.

Man Oh, hello. I want to order some food – for breakfast.

RS Room number?

Man Er ... it's 569.

RS Five ... six ...

Man I'd like cereal, please.

RS Just a moment, please. Five ... six ... nine. OK. I'm ready.

Man A bowl of cereal, please.

RS Cereal. Anything else?

Man Yes, please. I want eggs and a banana.

RS Eggs and a ... banana. Any bread or toast?

Man No, thanks.

RS To drink?

Man A cup of coffee, please. And a bottle of water.

RS Coffee. And a bottle of water. OK. Five minutes.

Exercise 2 1.11

- Students match the expressions.
- Play the CD again for them to listen and check.

ANSWERS

1 b 2 d 3 a 4 c 5 e

Speak

- Students ask and answer questions in pairs.

Optional Activity: Dialogue

A *What do you have for lunch?*

B *I usually have a sandwich. What about you?*

A *I have some olives and cheese. What do you drink?*

B *I always drink water. And you?*

A *I sometimes have a glass of milk.*

Articles

Warm-up

- Ask a few students: *When did you last eat in a restaurant? What kind of restaurant was it?*

Explore

Exercise 1

- Students read the text and underline the articles. Check the answers.

ANSWERS

On **the** High Street, there's **a** Chinese restaurant and **an** Italian restaurant. **The** Chinese restaurant ... **The** Italian restaurant ... **the** pizzas ... There's **an** Indian restaurant ... I don't go to **the** Indian restaurant ... **the** food ...

Exercise 2

- Students look at the examples and complete the chart. Check the answers and elicit examples.

ANSWERS

a / an: singular countable nouns (There's a Chinese restaurant.)
the: singular countable nouns (The Chinese restaurant is good.), plural countable nouns (The pizzas there are brilliant.), uncountable nouns (The food isn't very good.)

Exercise 3

- Students complete the phrases and work out the rule. Check the answers.

ANSWERS

1 a 2 an 3 an 4 an 5 a 6 an 7 an 8 a
 We use *an* before a word beginning with a vowel sound.

Exercise 4

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

ANSWERS

- 1 *a* or *an*, a supermarket
- 2 *the*, the supermarket

Follow-up

Grammar Reference page 62

Exploit

Teaching Tip: Articles

Students often make mistakes with articles because the rules are different in their own language. Highlight any major differences during the class and use the prompt *Article* if students make a mistake. Then ask them to repeat the sentence correctly.

Exercise 1

- Students circle the correct words. Check the answers.

ANSWERS

- 1 a 2 a 3 the 4 a 5 the 6 The 7 The 8 the
- 9 The 10 an 11 the 12 the

Exercise 2

- Read through the **Learn this!** box with students.
- Books closed. Read out the examples in the box without the articles and in a different order. Elicit: *No article or Article.*
- Books open. Students complete the sentences, or tick the ones that are correct. Check the answers, asking students to read out the rule from the box.

ANSWERS

- 1 ✓ (no article: go to school, work, etc.)
- 2 the (article: go to the mall, the doctor's)
- 3 ✓ (no article: go to school, work, etc.)
- 4 ✓ (no article: at night.)
- 5 the (article: during the day, in the morning, etc.)
- 6 a (article: have a snack, a drink, etc.)
- 7 ✓ (no article: have breakfast, lunch, etc.)
- 8 the (article: listen to the radio, see a football match, etc.)
- 9 ✓ (no article: go to school, work, etc.)
- 10 ✓ (no article: watch television.)

Quick Test: Dictation

There are four cafés near my house, but I only ever go to one of them. There's a café on the corner, but the coffee there is very strong. There's an internet café on the High Street, but the drinks are very expensive there. There's a new café in my street, but the waiters are very unfriendly. The café I go to is in the shopping centre. The cakes there are delicious!

More practice

Workbook page 14

Grammar Builder page 63, exercises 6–8

ANSWERS GRAMMAR BUILDER 2 (PAGE 63)

Exercise 6

- 1 an 2 a 3 a 4 a 5 an 6 a 7 an 8 an

Exercise 7

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

Exercise 8

- 1 nothing 2 the 3 the 4 a 5 nothing, the
- 6 nothing 7 nothing, nothing 8 nothing
- 9 a 10 nothing

A formal letter

Target Language

Formal letter: Dear Sir or Madam, I am ...
 We would like to ... I have two further questions.
 First ... secondly ... I look forward to hearing from you.
 Yours faithfully

Polite requests: Could you please let me know ...?
 Could you please tell me ...?

Linking words: and so as

Infinitive of purpose: I am organizing a meal ... to celebrate ...

Warm-up

- Ask students: *When do people write formal letters?* [to ask for information, to make a complaint, to apply for a job, etc.] Write their ideas on the board.

Read

Exercise 1

- Students read through the letter quickly to find out why the sender is writing the letter. [to ask for information]
- Students work individually. Check the answers.

ANSWERS

- 1 ... could you please tell me if there is a good choice of vegetarian dishes on the menu?
- 2 ... could you please let me know how much the set menu costs?
- 3 Could you please let me know if that is possible?

Exercise 2

- Students work individually. Check the answers.

ANSWERS

- 1 traditional Indian 2 10 3 seven 4 vegetarian
- Focus on the letter and elicit the following information:
 - The letter has two clear paragraphs.
 - The first paragraph gives details about the occasion, the number of people, the date and the time. It finishes with a question checking the availability of the venue.
 - The second paragraph contains two requests for further information.
 - We sign a formal letter with our first name and surname.

Prepare

Exercise 1

- Students complete the sentences. Check the answers.

ANSWERS

- 1 Could you please let me know if ...?
- 2 Could you please tell me if ...?

Exercise 2

- Students work individually. Check the answers.

ANSWERS

- 1 Could you please let me know if / tell me if you serve fish?
- 2 Could you please let me know if / tell me if you are open on Sunday evenings?

- 3 Could you please let me know if / tell me if you have a table for 5 people?
- 4 Could you please let me know if / tell me if you have a set menu?
- 5 Could you please let me know if / tell me if the restaurant is in the centre of town?

Exercise 3

- Read through the **Writing tip** and elicit the answer.

ANSWERS

A formal letter starts with *Dear (Mr Jones), or Dear Sir or Madam*, whereas an informal letter starts with *Dear (Matt)*. A formal letter ends with *Yours sincerely* or *Yours faithfully*, whereas an informal letter ends with *Love* or *Best wishes*.

Teaching Tip: Short forms in formal letters

Short forms are not used in formal letters and full forms are used throughout, e.g. *I am organizing a meal*, etc.

Write

- Students read through the instructions and writing plan. Make sure they understand what they are going to write.
- If the writing is done in class, circulate and monitor. Correct any common errors with the class on the board.
- 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 organizing a meal for my family to celebrate my exam results. We would like to book a table for a group of eight on Tuesday 22nd August for half past seven. Could you please let me know if that is possible?
 I have two further questions. First, could you please let me know if the restaurant has a set menu? Secondly, could you please tell me what time the restaurant opens?
 I look forward to hearing from you.

Yours faithfully
Sandra Williams

Sandra Williams

Marking Scheme

- Use of *Dear Sir or Madam* to start the letter. [1 mark]
- Two clear paragraphs. [1 mark]
- Content of first paragraph to include information about the occasion. [1 mark]
- Use of a polite request to check availability. [1 mark]
- Content of second paragraph to include the requests for information in the notes. [1 mark]
- Use of a suitable phrase to close the letter. [1 mark]
- Use of *Yours faithfully* to end the letter. [1 mark]
- No use of short forms. [1 mark]
- Use of correct spelling and grammar. [1 mark]
- Use of first name and surname to sign off. [1 mark]

More practice
Workbook page 15

Language Skills

Exercise 1 1.12

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

ANSWERS

- 1 can 2 book 3 many 4 would 5 about 6 much
7 any 8 choice 9 How 10 forward

Exercise 2

- Students read the dialogue again and complete the booking form. Check the answers.

ANSWERS

- 1 Friday 5th May 4 twelve
2 6.30 p.m. 5 Yes
3 Diane Shelton 6 four

Exercise 3

- Students complete the sentences. Check the answers.

ANSWERS

- 1 many 2 any 3 some 4 much 5 any 6 some

Dictionary Corner

Teaching Tip: Using running heads

At the top of each page of the OSD there is a word in blue which is called a running head. The word at the top of the left-hand page is the first word on that page and the one at the top of the right-hand page is the last. These words help students to find a word quickly and easily.

Activity: Write on the board the following words:

riot rice roof river rock
rich road risk roast right

Students tick the words they think they would find on the pages that start with **ring** and end with **robber**. Then they look on pages 602–3 to check their answers: *riot, road, risk, roast, river*.

Exercise 1 Food and cooking words

kettle /'kɛtl/ **noun** [C] a container with a lid, used for boiling water: *an electric kettle*

- Students look up the word *kettle* in their dictionary.
- Focus on the dictionary entry and check the definition: *used for boiling water*.
- Students read the definitions for the rest of the words in the box and complete the sentences in the exercise.

ANSWERS

- 1 kettle 2 saucepan 3 frying pan 4 oven 5 toaster

Exercise 2 Odd word out

cooker w⁰ /'kʊkə(r)/ (AmE range, BrE and AmE also stove) **noun** [C] a large piece of kitchen equipment for cooking using gas or electricity. It consists of an oven, a flat top on which pans can be

oven w⁰ /'ʌvən/ **noun** [C] the part of a cooker that has a door. You put things inside an oven to cook them: *Cook in a hot oven for 50 minutes.* ◦ a microwave oven

cook w² /kʊk/ **noun** [C] a person who cooks: *My sister is an excellent cook.*

microwave /'maɪkrəweɪv/ **noun** [C] 1 (PHYSICS) a short electric wave that is used for sending radio messages and for cooking food 2 (also microwave 'oven) a type of oven that cooks or heats food very quickly using microwaves 3 picture at wavelength

- Get students to work in groups of four.
- Students look up the words *cooker, oven, cook* and *microwave* in their dictionaries, and compare the definitions.
- Elicit that all the definitions describe a machine for cooking, whereas *cook* is a person.
- Students continue working in groups.

ANSWERS

- 1 cook – A cook is a person. The other words are machines.
- 2 raw – Raw means uncooked. The other words are for the different ways that food has been cooked.
- 3 pasta – Pasta is made from flour. The other words are dairy products.
- 4 peas – Peas are vegetables. The other words are fruit.
- 5 piece – Piece is not a container. The other words are containers.
- 6 grapes – Grapes are a fruit. The other words are seafood.

Exercise 3 Compound nouns: food

strawberry /'strɑ:bəri/ **noun** [C] (pl. strawberries) a small soft red fruit with small white seeds on it: *strawberries and cream*

- Students look up the word *strawberry* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - *strawberry* is a kind of fruit.
 - The [C] symbol indicates that *strawberry* is countable.
 - The plural form of *strawberry* is *strawberries*.
- Students continue working individually to match the words.
- Please note that, although not all the words in this exercise are strictly compound nouns, they can be divided into two parts.

ANSWERS

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

Follow-up

Self Check, Workbook pages 16–17

Test Unit 2, Teacher's Book pages 72–73

3

Winning and losing

This unit includes

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

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

Skills: listening to sports commentaries • talking about favourite sports

Writing: a magazine article

Workbook pages 18–25

Reading PAGES 20–21

Warm-up

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

Before Reading

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

SUGGESTED ANSWERS

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

Read

Exercise 1

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

ANSWERS

Students' own answers.

Exercise 2

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

ANSWERS

- 1 Students' own answers.
- 2 Students' own answers.

Exercise 3 1.13

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

ANSWERS

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

Background Notes

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

Exercise 4

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

ANSWERS

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

Understanding Ideas

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

Teaching Tip: Brainstorming ideas

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

SAMPLE ANSWERS

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

Vocabulary

Exercise 1

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

ANSWERS

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

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

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

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

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

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

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

outstanding is an adjective which means very good.

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

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

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

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

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

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

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

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

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

Exercise 2

- Students find the words in the text and read the sentences which contain them. Write the headings *noun, verb, adjective and adverb* on the board. Students write the words under the correct headings. [Noun: career, champion, shore, surfer. Verb: compete, shake. Adjective: professional. Adverb: backwards and forwards, unfortunately]
- Write the following definitions on the board, or dictate them. Students write the correct words.
 - 1 To move something up and down. [shake]
 - 2 This sports person likes big waves. [surfer]
 - 3 To be in a sports competition. [compete]
 - 4 An adverb that you use to describe a bad event. [unfortunately]
 - 5 This person is the winner of a big competition. [champion]
 - 6 An adjective to describe when you are paid to do something. [professional]
 - 7 A job that you do for a long time. [career]
 - 8 Moving in one direction and then back again. [backwards and forwards]
 - 9 Where the land meets the sea. [shore]

Optional Activity: Remember the story

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

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

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

Students read out their sentences.

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

Quick Test: Cross the river

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

More practice

Workbook page 18

Target Vocabulary

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

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

Prepositions of movement: across along into towards through up

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

Activate

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

ANSWERS

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

Extend

Exercise 1 Phrasal verbs with set

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

ANSWERS

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

Exercise 2

- Students complete the sentences individually. Check the answers.

ANSWERS

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

Optional Activity: Phrasal verbs game

Aim: To practise phrasal verbs with *set*.

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

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

Teaching Tip: Prepositions of movement

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

Exercise 3 Prepositions of movement

- Students complete the text individually. Check the answers.

ANSWERS

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

Exercise 4 Expressions with play

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

ANSWERS

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

Quick Test: Initial letters

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

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

Vocabulary Notebooks

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

More practice

Workbook page 19

Past simple

Warm-up

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

Explore

Exercise 1

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

ANSWERS

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

Exercise 2

- Ask: *How do we change regular verbs into the past simple?* [add *-ed / -d*] *How can we learn if a verb is irregular?* [use a dictionary / the irregular verbs list page 80]
- Write *play, do* and *go* on the board. Elicit the past simple forms. Explain or elicit the collocation rules for these verbs. (see **Look out!** box, Student Book page 24)
- Students complete the table. Check the answers.

ANSWERS

- 1 played
- 2 went
- 3 didn't do
- 4 Did ... go

Exercise 3 1.14

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

ANSWERS

- 1 /d/ 2 /ɪd/ 3 /t/ 4 /t/ 5 /d/ 6 /ɪd/ 7 /t/ 8 /t/

Language Note: -ed endings

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

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

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

Follow-up

Grammar Reference page 64

Exploit

Exercise 1 1.15

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

ANSWERS

- 1 came 2 finished 3 didn't win 4 was 5 learnt
- 6 competed 7 became 8 missed 9 gave
- 10 shouted 11 didn't know 12 got 13 cheered

Exercise 2

- Students complete the questions. Check the answers.

ANSWERS

- 1 Did Eric win 2 was his 3 did he learn
- 4 did he become 5 did he give 6 did he shout

Exercise 3

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

ANSWERS

Students' own answers.

Exercise 4

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

Quick Test: Past tense bingo

Draw a large 3x3 grid on the board for students to copy. Students choose nine verbs from page 23 and write the past simple forms of these verbs in their grids. Read out the verbs below. Students listen to the verbs and cross out the matching past forms in their grids. When a student has crossed out all their verbs, they shout *Bingo!* This student then reads out their verbs to check that they are correct. *play, be, send, come, notice, cheat, finish, do, go, kick, score, compete, pass, watch, win, learn, become, miss, give, shout, know, get, cheer, visit*

More practice

Workbook page 20

Grammar Builder page 65, exercises 1–5

ANSWERS GRAMMAR BUILDER 3 (PAGE 65)

Exercise 1

- 1 competed 2 finished 3 chatted 4 cheered
- 5 missed 6 carried 7 hated 8 stopped

Exercise 2

- 1 knew 2 won 3 scored 4 liked 5 left 6 taught
- 7 enjoyed 8 preferred

Exercise 3

- 1 didn't know 2 didn't win 3 didn't score 4 didn't like
- 5 didn't leave 6 didn't teach 7 didn't enjoy
- 8 didn't prefer

Exercise 4

- 1 did you do 2 did you buy 3 Did your brother go
- 4 he didn't

Exercise 5

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

A question of sport

Target Vocabulary

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

Warm-up

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

Vocabulary

Exercise 1

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

Exercise 2 1.16

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

ANSWERS

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

Exercise 3

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

ANSWERS

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

More practice

Workbook page 21

Listen 1.17

Teaching Tip: Listening for key words

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

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

ANSWERS

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

TAPESCRIPT

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

Speak

Exercise 1

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

ANSWERS

Students' own answers.

Exercise 2

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

Exercise 3

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

ANSWERS

- 1a Al-Habsi
b Zidane
c Roger Federer
2 Egypt (b)
3–5 Students' own answers.

Past simple and continuous

Warm-up

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

Background Notes

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

Explore

Exercise 1

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

ANSWERS

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

Exercise 2

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

ANSWERS

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

Follow-up

Grammar Reference page 64

Exploit

Exercise 1

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

ANSWERS

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

Background Notes

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

Exercise 2

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

ANSWERS

- 1 The sun was shining and it was warm. The man was sitting on a bench. He was watching the baseball match.
- 2 The player hit the ball. The parrot flew onto the pitch.
- 3 The parrot caught the ball. The player fell over.
- 4 The man took the parrot off the pitch. The spectators were laughing and cheering.

Exercise 3

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

Quick Test: Dictation

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

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

More practice

Workbook page 22

Grammar Builder page 65, exercises 6–8

ANSWERS GRAMMAR BUILDER 3 (PAGE 65)

Exercise 6

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

Exercise 7

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

Exercise 8

- | | |
|------------------------|--------------------------|
| 1 caught, threw | 5 broke, was skiing |
| 2 got, was watching | 6 scored, didn't win |
| 3 stopped, was snowing | 7 wasn't raining, played |
| 4 put on, got on | 8 was surfing, saw |

A magazine article

Target Language

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

Warm-up

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

Background Notes

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

Read

Exercise 1

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

ANSWERS

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

Exercise 2

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

ANSWERS

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

Exercise 3

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

ANSWERS

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

Prepare

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

ANSWERS

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

Teaching Tip: Topic sentences

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

Suggested answers:

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

Write

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

SAMPLE ANSWER

Muhammad Ali

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

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

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

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

Marking scheme

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

More practice

Workbook page 23

Language Skills

Exercise 1 1.18

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

ANSWERS

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

Exercise 2

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

ANSWERS

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

Exercise 3

- Students complete the text individually. Check the answers.

ANSWERS

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

Dictionary Corner

Teaching Tip: Compound nouns

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

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

Exercise 1 Water sports

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

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

ANSWERS

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

Teaching Tip: Sense and homonym numbers

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

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

Exercise 2 Sporting terms

love¹ **w**⁰ /lʌv/ **noun** **1** [U] a strong feeling that you have when you like sb/sth very much: a mother's love for her children ◦ to fall in love with sb ◦ It was love at first sight. They got married two months after they met! ◦ He's madly in love with her. ◦ a love song/ story **2** [U, sing.] a strong feeling of interest in or enjoyment of sth: a love of adventure/nature/sport **3** [C] a person, a thing or an activity that you like very much: His great love was always music. ◦ Who was your first love? **4** [C] (BrE, informal) used as a friendly way of speaking to sb, often sb you do not know: 'Hello, love. What can I do for you?' **5** [U] (SPORT) (used in TENNIS) a score of zero: The score is forty-love.

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

ANSWERS

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

Exercise 3 Football

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

ANSWERS

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

Follow-up

Self Check, Workbook pages 24–25

Test Unit 3, Teacher's Book pages 74–75

4

Heroes

This unit includes

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

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

Skills: listening and talking about heroes

Writing: a book report

Workbook pages 26–33

Reading PAGES 28–29

Warm-up

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

Before Reading

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

ANSWERS

Students' own answers.

Read

Exercise 1

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

ANSWERS

Students' own answers.

Exercise 2

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

ANSWERS

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

Exercise 3 1.19

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

ANSWERS

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

Background Notes

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

Understanding Ideas

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

Teaching Tip: Role-playing

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

SAMPLE ANSWERS

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

Optional Activity: Re-telling a story

Aim: To practise relating the events in a story.

Preparation: Write the following prompts on the board.

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

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

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

Vocabulary

Exercise 1

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

ANSWERS

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

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

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

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

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

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

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

exceptional is an adjective which means extremely unusual.

exhausted is an adjective which means extremely tired.

gripping is an adjective which means extremely exciting or interesting.

heroic is an adjective which means very brave.

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

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

intense is an adjective which means acute or extreme.

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

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

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

Optional Activity: Categorizing adjectives

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

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

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

Check the answers with the class.

[Positive: heroic, gripping]

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

Neutral: countless, dazed, exceptional, intense]

Exercise 2

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

1 *Extremely good.* [outstanding]

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

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

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

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

6 *Extreme bravery.* [heroism]

7 *Someone who receives something.* [recipient]

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

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

Quick Test: Noughts and crosses

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

More practice

Workbook page 26

Target Vocabulary

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

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

Activate

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

ANSWERS

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

Optional Activity: Find the synonyms

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

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

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

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

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

Extend

Exercise 1 Adjectives ending in -ed and -ing

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

ANSWERS

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

Exercise 2

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

SUGGESTED ANSWERS

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

Exercise 3

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

ANSWERS

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

Exercise 4

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

ANSWERS

Students' own answers.

Quick Test: Error correction

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

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

Vocabulary Notebooks

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

More practice

Workbook page 27

Comparatives and superlatives

Warm-up

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

Explore

Exercise 1

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

ANSWERS

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

Background Notes

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

Exercise 2

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

ANSWERS

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

Language Note: Superlatives

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

Exercise 3

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

Follow-up

Grammar Reference page 66

Exploit

Exercise 1

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

ANSWERS

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

Exercise 2

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

ANSWERS

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

Exercise 3

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

ANSWERS

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

Quick Test: Comparatives and superlatives

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

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

More practice

Workbook page 28

Grammar Builder page 67, exercises 1–4

ANSWERS GRAMMAR BUILDER 4 (PAGE 67)

Exercise 1

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

Exercise 2

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

Exercise 3

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

Exercise 4

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

Personal heroes

Target Vocabulary

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

Vocabulary

Exercise 1

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

ANSWERS

cowardice, meanness

Exercise 2

- Students complete the adjectives using a dictionary.

ANSWERS

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

Exercise 3

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

Exercise 4

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

SUGGESTED ANSWERS

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

Exercise 5

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

ANSWERS

Students' own answers.

More practice

Workbook page 29

Listen

Exercise 1 1.20

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

ANSWERS

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

TAPESCRIPT

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

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

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

Exercise 2 1.20

- Play the CD. Students choose the correct expressions.

ANSWERS

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

Speak

Exercise 1

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

Exercise 2

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

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

Warm-up

- Ask: *What programmes have you seen recently? Do you ever buy things online? Can you buy something if it is sold out?*
[No]

Explore

Exercise 1 1.21

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

ANSWERS

- 1 The South Pole. 2 A trip to the moon. 3 It's too cold.

Exercise 2

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

ANSWERS

- between, not as expensive as
- before, too cold
- after, warm enough
- before, enough time

Language note: not as ... as

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

Follow-up

Grammar Reference page 66

Exploit

Exercise 1

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

ANSWERS

Students' own answers.

Exercise 2

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

ANSWERS

Students' own answers.

Exercise 3 1.22

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

ANSWERS

- tall enough
- too short
- good enough
- fast enough
- too slow
- too busy

Exercise 4

- Students complete the text individually. Monitor and help.

ANSWERS

- brave enough
- enough perseverance
- best known
- bigger
- not as talented as
- good enough
- most important
- too late

Quick Test: Finish the sentences

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

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

Workbook page 30

Grammar Builder page 67, exercises 5–8

ANSWERS GRAMMAR BUILDER 4 (PAGE 67)

Exercise 5

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

Exercise 6

- Sylvester isn't as tall as Arnold.
- Science fiction stories aren't as gripping as disaster stories.
- Ellen isn't as funny as Jane.
- The sports centre in the village isn't as big as the sports centre in the town.
- You aren't as interested in history as me.

Exercise 7

- too cold
- too expensive
- too sweet
- too boring
- too tired
- too untidy

Exercise 8

- enough time
- funny enough
- enough exercise
- enough people
- old enough
- enough television

A book report

Target Language

Book report: author (main) character
I would / wouldn't recommend it. It takes place in ...
moral of the story novel style of writing twist
work writer

Adjectives: coveted disastrous exhausting fascinating
huge impoverished terrifying

Warm-up

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

Read

Exercise 1

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

ANSWERS

A 3 B 2 C 1

Exercise 2

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

ANSWERS

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

Background Notes

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

Exercise 3

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

ANSWERS

- coveted
- impoverished
- disastrous
- huge
- exhausting
- terrifying
- fascinating

Prepare

Exercise 1

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

ANSWERS

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

Teaching Tip: Time expressions

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

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

Exercise 2

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

Write

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

SAMPLE ANSWER

Journey to the River Sea

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

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

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

Marking scheme

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

More practice

Workbook page 31

Language Skills

Exercise 1 🎧 1.23

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

ANSWERS

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

Background Notes

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

Exercise 2

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

ANSWERS

- 1 perseverance 2 courage 3 loyalty 4 generosity
5 patience 6 wisdom

Exercise 3

- Students rewrite the sentences. Check the answers.

ANSWERS

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

Dictionary Corner

Exercise 1 Challenging jobs

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

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

ANSWERS

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

Exercise 2 Describing success

Teaching Tip: Identifying word usage

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

key¹ w0 /ki:/ noun [C] 1 a metal object that is used for locking a door, starting a car, etc.: *Have you seen my car keys anywhere?* ◦ *We need a spare key to the front door.* ◦ *a bunch of keys* 📷 picture at **padlock** 2 [usually sing.] the ~ (to sth) something that helps you achieve or understand sth: *A good education is the key to success.* 3 (MUSIC) one of the parts of a piano, computer, etc. that you press with your fingers to make it work 4 (MUSIC) a set of musical notes that is based on one particular note: *The concerto is in the key of A minor.* 📷 picture at **music** 5 (EDUCATION) a set of answers to exercises or problems: *an answer key* 6 a list of the symbols and signs used in a map or book, showing what they mean
IDM under lock and key → LOCK²

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

scratch² w0 /skretʃ/ noun 1 [C] a cut, mark or sound that was made by sb/sth sharp rubbing a surface: *There's a scratch on the car door.* 2 [sing.] an act of scratching part of the body because it is irritating you (**itching**): *The dog had a good scratch.* **IDM** from scratch from the very beginning: *I'm learning Spanish from scratch.* (be/come) up to scratch (informal) (to be/become) good enough

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

ANSWERS

- 1 keys 2 scratch 3 accomplished 4 fulfilled
5 achieved

Follow-up

Self Check, Workbook pages 32–33

Test Unit 4, Teacher's Book pages 76–77

5

Journeys

This unit includes

Vocabulary: transport • transport collocations • weather • boats • expressions with *come*

Grammar: present perfect (affirmative) • present perfect (negative and interrogative) • *just, already, yet*

Skills: talking about how you get around • reading and listening to an article about an amazing achievement • talking about sightseeing

Writing: a holiday email

Workbook pages 34–41

Reading PAGES 36–37

Warm-up

- Look at the unit title and ask students: *How can you travel when you go on a journey?* [by plane, by train, by boat, by car, on foot]
- Read the title of the reading page, *Alone on the water*. Ask students: *Do you like travelling by boat? Could you travel alone? Why? Why not?*

Before Reading

- Students look at the photo and answer the questions in pairs. Then discuss the questions as a class.

Background Notes

The English Channel is the stretch of water between southern England and northern France. At its narrowest point it is only 20 miles / 32 kilometres wide. On a clear day it is possible to see France from England.

Read

Exercise 1

- Students read the **Reading tip**. Check that they have understood by asking: *What does the first paragraph of a newspaper article often contain?* [a summary of the story] *What is contained in the other paragraphs?* [more details]
- Students read the first paragraph to answer the two questions. Check the answers.

ANSWERS

- 1 She has just sailed the English Channel.
- 2 Because she is completely paralysed.

Exercise 2

- Students read the rest of the article and number the events in the right order. Check the answers.

ANSWERS

- 1 She played a lot of sports.
- 2 Her legs started to hurt.
- 3 She couldn't walk any more.
- 4 She couldn't use her arms or hands any more.

- 5 A friend took her sailing for the first time.
- 6 She started to design her own boat.
- 7 She had sailing lessons.
- 8 She sailed alone across the English Channel.

Exercise 3 1.24

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

ANSWERS

- 1 c (Suddenly, she's happy and free. Sailing does that to her.)
- 2 b (By the time she was 15, she couldn't walk any more.)
- 3 a (Then, two years ago, a friend took her sailing for the first time.)
- 4 b (The controls of her boat come from her wheelchair and she can steer the boat with her mouth.)
- 5 c (She has become the first disabled person to sail across the Channel.)

Optional Activity: Reading skills

Aim: To focus on paragraph organization.

Preparation: Write the following questions on the board.

What are Hilary's plans for the future? [5]

How does Hilary control her boat? [4]

Why is Hilary paralysed? [2]

When did Hilary first go sailing? [3]

What effect does sailing have on Hilary? [1]

Students number the questions in the order the paragraphs appear in the text. Then they close their books and answer the questions in the correct order.

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: Past and present

Do this activity with the whole class by asking students what they thought Hilary's life was like in the past when she became paralysed. [She thought her life was over, she was unhappy, she didn't go out, she didn't meet new people, she didn't think about the future.] Then ask students to contrast these ideas with Hilary's life in the present. [She has an aim in life, she's happier, she goes out more, she meets new people, she makes plans for the future.]

SAMPLE ANSWERS

- 1 Sailing has given her more confidence, and it has given her an aim in life.
- 2 Because she couldn't use her limbs any more and so she needed another person to help her all the time.
- 3 She's a good example because she shows people that you can enjoy life even if you have an enormous problem.

Vocabulary

Teaching Tip: Phrasal verbs

Students need as much exposure as possible to phrasal verbs in order to remember them. Whenever you come across a new phrasal verb write a gapped sentence on the board and get students to complete it in as many different ways as possible, e.g. *I took up _____ because I wanted to _____.* [I took up yoga because I wanted to relax. I took up jogging because I wanted to get fit, etc.] Students can make a note of their favourite sentence as an example.

Exercise 1

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

ANSWERS

1 wheelchair 2 over 3 took up 4 dream 5 disease
6 design 7 sucks 8 exhausted 9 blows 10 confident
11 steer 12 limbs 13 paralysed 14 spread 15 disabled

- 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).

blow is an irregular verb which means to push out air from your mouth. The third person form is *blows* and the past simple form is *blew*.

confident is an adjective that means you are sure about your own abilities. The adverb is *confidently*.

design is a regular verb which means to plan something for a particular purpose. The third person form is *designs* and the past simple form is *designed*. *Design* is also a noun.

disabled is an adjective that means you cannot use a part of your body normally. We use *the disabled* to refer in general to people who are disabled.

disease is a countable noun for a particular illness that has a name, e.g. *malaria*. The adjective is *diseased*.

dream is a countable noun for a series of events that happen in your mind while you are sleeping. *Dream* is also a verb and a *dreamer* is a person who thinks a lot about ideas instead of about real life.

exhausted is an adjective that means very tired.

limb is a countable noun for a person's arm or leg. If someone is *out on a limb*, they are alone and without the support of other people.

over is an adjective that means finished.

paralysed is an adjective that means unable to move a part of your body. The verb is *paralyse* and the noun is *paralysis*.

spread is an irregular verb which means to affect a larger area. The third person form is *spreads* and the past simple form is *spread*.

steer is a regular verb which means to control the direction in which a vehicle is going. The third person form is *steers* and the past simple form is *steered*.

suck is a regular verb which means to pull air or liquid into the mouth. The third person form is *sucks* and the past simple form is *sucked*.

take sth up is a phrasal verb which means to start doing something regularly, especially a hobby. The third person form is *takes up* and the past simple form is *took up*.

wheelchair is a countable noun for a chair with large wheels used by a person who can't walk.

Exercise 2

- Students find the words in the text and read the sentences which contain them.
- Read out these prompts and check the meaning of the words:
 - *A person who works on a boat* [sailor]
 - *Fully, totally* [completely]
 - *Something you have done* [experience]
 - *A pipe* [tube]
 - *A place for boats on the coast* [harbour]
 - *Before* [by the time]
 - *The parts of a machine used for operating it* [controls]
 - *The stretch of water between France and the UK* [the Channel]

Exercise 3

- Students work individually. Check the answers.

ANSWERS

1 icy and freezing 2 hot and sunny 3 stormy 4 cloudy and warm 5 rainy 6 windy 7 foggy 8 snowy and cold

Quick Test: Missing letters

Write on the board the words from **Vocabulary** substituting a line for the vowels in each word, e.g. *d_s_bl_d*. Students in pairs race to complete the words. The winners are the first pair to complete all the words.

Optional Activity: Give a presentation

Aim: To give a presentation about another disabled person who has done something special.

Preparation: Write the following questions on the board.

Who is the person?

What is his / her health problem?

What can't he / she do?

What has he / she done / achieved?

What special equipment did he / she need?

Who helped him / her?

How does he / she feel about it?

Students research their person for homework and answer the questions.

Students in small groups give a short presentation about the person, using their notes to help them.

Students find a photograph of the person and write a paragraph about them to display on the classroom wall.

More practice

Workbook page 34

Target Vocabulary

Living again!: blew confident design disabled disease dream exhausted limbs over paralysed spread steer suck taken up wheelchair

The weather: chilly humid mild severe showery unsettled

Boats: bow hull mast port rudder sail starboard stern

Expressions with come: come and go come apart come on come out come round come true

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g.
What's another word for your arms and legs? [limbs]
What did you do when you pushed air out of your mouth? [you blew]
How do you describe a person who cannot use a part of their body normally? [disabled]
- Students complete the sentences. Check the answers.

ANSWERS

- | | |
|---------------------|-------------------------|
| 1 disease, disabled | 5 paralysed, wheelchair |
| 2 spread | 6 design, dream |
| 3 blew | 7 steer, confident |
| 4 taken up, limbs | 8 exhausted, over |

Extend

Exercise 1 The weather

- Students use their dictionaries to match the words with the definitions. Check the answers.

ANSWERS

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

Exercise 2

- Focus on the example and ask students to explain why *severe* is the correct word. [*Severe* means very bad weather and the sentence mentions very strong winds. *Chilly* means quite cold.]
- Students continue referring to the definitions in **Extend** exercise 1 to choose the correct word. Check the answers.

ANSWERS

- 1 severe 2 showery 3 unsettled 4 chilly 5 mild
6 humid

Exercise 3 Boats

- Students look up *bow* in their dictionaries, read the definition and match it to the correct part of the boat. [3]
- They continue looking up the words to match them to the picture. Check the answers.

ANSWERS

- 1 sail 2 mast 3 bow 4 stern 5 port 6 starboard
7 rudder 8 hull

Teaching Tip: Using pictures

Encourage students to draw their own version of the boat in exercise 3. Display the best picture on the wall and use it as a warmer or cooler to revise and elicit the target vocabulary.

Exercise 4 Expressions with come

- Focus on the sentence in the text in **Read** on page 36: *Last month Hilary's dream came true.* Elicit the meaning of *come true*. [when something you hope for becomes reality]
- Elicit any more expressions with *come* that students know.
- Focus on the task. Students look up the verb *come* in their dictionaries and find the other five verbs in the exercise. They match the expressions with the definitions. Check the answers.

ANSWERS

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

Exercise 5

- Focus on the example and ask students to explain why *true* is the correct word. [*Come true* is when something you hope for becomes reality.]
- Students continue referring to the definitions in exercise 4 to complete the sentences. Check the answers.

ANSWERS

- 1 true 2 round 3 goes 4 on 5 apart 6 out

Quick Test: When is it?

Divide the class into four teams. Explain that they have to guess the word you are defining. They get two points for a correct answer and one bonus point if they guess another team's definition. The winning team has the most points. Read out the definitions, starting with the first team:

- It's when you control a boat.* [steer]
- It's when the weather is warm and pleasant.* [mild]
- It's when you are at the front of a boat.* [bow]
- It's when you can't move your legs at all.* [paralysed]
- It's when someone visits you at home.* [come round]
- It's when the weather is hot and wet.* [humid]
- It's when you are very tired.* [exhausted]
- It's when you are on the right of a boat.* [starboard]
- It's when a new book becomes available.* [come out]
- It's when something breaks into pieces.* [come apart]
- It's when the weather is very bad.* [severe]
- It's when you are at the back of a boat.* [stern]
- It's when you tell someone to hurry up.* [come on]
- It's when you are on the left of a boat.* [port]
- It's when the weather changes a lot.* [unsettled]
- It's when you feel sure about your actions.* [confident]

Vocabulary Notebooks

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

More practice

Workbook page 35

Present perfect: affirmative

Warm-up

- Write on the board: *At the airport*. Elicit different parts of an airport and write the ideas on the board. [departures, check-in desk, passport control, security, gate, arrivals, baggage reclaim, etc.]

Explore

Exercise 1

- Focus on the picture and ask: *Where are they?* [Sam and Julian are at the gate; Simon and Luke are at passport control.]
- Students complete the sentences with the correct names. Check the answers with the class.

ANSWERS

1 Simon 2 Sam and Julian 3 Luke

Teaching Tip: Short forms

Encourage students to use the short forms of *have* and *has* with the present perfect, so that they get used to hearing them. Establish a gesture to elicit short forms by moving the thumb and forefinger of your right hand together. When students use an unnatural full form use this gesture accompanied by the prompt *short form* and ask them to repeat their sentence.

Exercise 2

- Read through the information with students and elicit the example answers.

ANSWERS

1 have 2 has 3 've 4 's 5 dropped 6 dropped
7 missed 8 missed 9 ate 10 eaten 11 heard
12 heard 13 has lost 14 have eaten

- Students read through the **Learn this!** box. Check understanding by asking: *What is the position of 'just'?* [between *have / has* and the past participle]

Follow-up

Grammar Reference page 68

Exploit

Exercise 1

- Students write the past participles of the verbs. Get them to check the irregular verbs with the list on Student's Book page 80. Check the answers by asking students to spell the past participles. Write the answers on the board and drill pronunciation.

ANSWERS

written, had, cooked, walked, drunk, done, stopped, gone

Exercise 2

- Students complete the sentences with the present perfect form of the verbs from **Exploit** exercise 1. Highlight that they should use the short forms 've and 's. Check the answers.

ANSWERS

1 've walked 2 've written 3 's stopped 4 've drunk
5 's cooked 6 's had 7 's gone 8 've done

Exercise 3

- Students complete the sentences with the present perfect of the verb in brackets with *just*. Remind them that *just* goes between *have* or *has* and the past participle. Check the answers.

ANSWERS

1 've just heard 4 've just played
2 've just eaten 5 's just gone
3 've just arrived 6 's just bought

Exercise 4

- Students match the questions with the answers in exercise 3. Check the answers with the class.

ANSWERS

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

Quick Test: Dictation

My sister Lucy has just passed her driving test, and so she's very happy. My parents have bought her a small car, and so she's driven to university today for the first time. My brother Simon is not so happy. He's just failed his exams and so my parents are very angry. They've said he can't go out for the rest of the month, and so he's gone to his room in a bad mood.

More practice

Workbook page 36

Grammar Builder page 69, exercises 1–5

ANSWERS GRAMMAR BUILDER 5 (PAGE 69)

Exercise 1

1 has started 2 have decided 3 has phoned
4 have cycled 5 have studied 6 has cooked
7 has landed

Exercise 2

1 know – knew – known
2 write – wrote – written
3 sleep – slept – slept
4 sell – sold – sold
5 think – thought – thought

Exercise 3

1 have seen 2 has gone 3 have left 4 has won
5 have eaten 6 has done 7 has broken

Exercise 4

2 's stopped 3 've arrived 4 've had 5 've spoken
6 's finished 7 've missed 8 've eaten

Exercise 5

2 I've just phoned him.
3 He's just left.
4 I've just watched it.
5 I've just read it.
6 I've just written to her.
7 I've just packed it.
8 I've just booked them.

Transport

Target Vocabulary

Transport: bicycle (bike) boat bus car coach helicopter lorry motorbike plane scooter ship taxi train tram underground van

Vocabulary Notebooks

Remind students to use the **Vocabulary Notebook** in their Workbook during the lesson to make a note of new vocabulary.

Vocabulary

Exercise 1

- Students match the words to the photos.

Exercise 2 1.25

- Play the CD for students to listen and check their answers.
- Play the CD again, pausing for them to repeat each word.

ANSWERS

1 scooter 2 lorry 3 ship 4 underground 5 coach
6 van 7 tram 8 helicopter

Not illustrated: bicycle, boat, bus, car, motorbike, plane, taxi, train

Exercise 3

- Students work individually. Check the answers.

ANSWERS

land: bicycle, bus, car, coach, lorry, motorbike, scooter, taxi, train, tram, underground, van

air: helicopter, plane

sea: boat, ship

More practice

Workbook page 37

Listen

Exercise 1 1.26

- Explain that students are going to listen to five teenagers answering the two questions about their journey to school.
- Play the CD for students to complete the table. Check the answers.

ANSWERS

- 1 Danny: 1 km, 15 mins
- 2 Charlotte: 6 km, 20–25 mins
- 3 Craig: 200 m, 2–3 mins
- 4 Ann: 2–3 km; 20 mins
- 5 Joe: 4 km, 20 mins

TAPESCRIPT

1 Danny

Interviewer How far do you live from the school?

Danny About one kilometre.

Interviewer And how do you get to school?

Danny I usually walk to school.

Interviewer How long does it take?

Danny About 15 minutes.

2 Charlotte

Interviewer How far do you live from the school?

Charlotte I live in a village, about six kilometres away.

Interviewer How do you get to school?

Charlotte My dad gives me a lift in the morning. He works near the school. But he finishes work late so I go home by bus.

Interviewer And how long does it take?

Charlotte About 20 or 25 minutes.

3 Craig

Interviewer How far do you live from the school?

Craig I live just round the corner – about 200 metres.

Interviewer So do you go on foot?

Craig Yes, usually. Or sometimes I go by bike.

Interviewer How long does it take?

Craig Just two or three minutes.

4 Ann

Interviewer How far do you live from the school?

Ann I'm not sure – about two or three kilometres, I think.

Interviewer And how do you get to school?

Ann I take the tram. It stops right outside our block of flats.

Interviewer How long does it take?

Ann About twenty minutes.

5 Joe

Interviewer How far do you live from the school?

Joe About four kilometres.

Interviewer How do you get to school?

Joe I go by underground.

Interviewer How long does it take?

Joe It takes five minutes to walk to the station, ten minutes on the train, and another five minutes from the station to the school.

Exercise 2 1.26

- Read through the **Look out!** box with students and highlight the different ways of talking about transport.
- Play the CD again for students to complete the sentences. Check the answers.

ANSWERS

1 Craig 2 Ann 3 Danny 4 Joe 5 Charlotte

Speak

- Model and drill the questions. Elicit possible answers and write them on the board. Ask a few students the questions.
- Students ask and answer the questions in pairs. Get a few students to tell the class about their partner.

Optional Activity: Dialogue

A How far do you live from the school?

B About three kilometres.

A How do you get to school?

B My dad gives me a lift.

A How long does it take?

B It takes about ten minutes.

Present perfect: negative and interrogative**Warm-up**

- Elicit things to do before going on a trip. Write a list on the board. [book a hotel, pack suitcases, change money, etc.]

Explore**Exercise 1**  1.27

- Play the CD for students to tick the list. Check the answers.

ANSWERS

They have booked the tickets, found the passports and bought a guidebook.

Exercise 2

- Students work individually. Check the answers.

ANSWERS

haven't, Have, haven't

Follow-up

Grammar Reference page 68

Exploit**Exercise 1**

- Students work individually. Check the answers.

ANSWERS

They've booked the tickets.
They've found the passports.
They haven't changed the money.
They've bought a guidebook.
They haven't packed the suitcase.

Exercise 2

- Students work individually. Check the answers.

ANSWERS

- Have they booked the tickets? Yes, they have.
- Has Sarah found the passports? Yes, she has.
- Has Emily changed the money? No, she hasn't.
- Has Emily bought a guidebook? Yes, she has.
- Have they packed the suitcase? No, they haven't.

Exercise 3  1.28

- Play the CD for students to tick the list. Check the answers.

ANSWERS

Sarah has visited the Citadel, visited the Egyptian Museum and seen the mummies, taken a boat trip on the River Nile, and gone shopping at Khan Al-Khalili.

TAPESCRIPT

Tania Are you having a good time in Cairo?

Sarah Yes, we arrived two days ago.

Tania Have you visited the Citadel yet?

Sarah Yes, we have. We went on Saturday. The views were fantastic.

Tania Have you visited Giza to see the pyramids?

Sarah No, not yet. We're going there tomorrow. But we've seen the mummies in the Egyptian Museum. They were fantastic.

Tania Have you taken a boat trip on the River Nile yet?

Sarah Yes, we have. We went last night – it was really atmospheric!

Tania Have you walked around Heliopolis?

Sarah No. We want to walk around Heliopolis, but we haven't had time.

Tania What's the food like? Have you eaten in any nice restaurants?

Sarah Yes, we've just had a meal near Khan Al-Khalili. It was delicious! We're coming home next Saturday. I'll tell you all about it then ...

Exercise 4

- Students work individually. Check the answers.

ANSWERS

They've visited ... They haven't explored ... They've visited ...
They've taken ... They haven't walked ... They haven't been ...

Exercise 5

- Students tick or cross the activities in the list.

ANSWERS

Students' own answers.

Exercise 6

- Students write sentences about the activities in the list.

ANSWERS

Students' own answers.

Exercise 7

- Students tell the class about their partner.

More practice

Workbook page 38

Grammar Builder page 69, exercises 6–8

ANSWERS GRAMMAR BUILDER 5 (PAGE 69)**Exercise 6**

- Harry hasn't had breakfast.
- I haven't lost my mobile phone.
- Rachel and I haven't spent all our money.
- You haven't eaten the apple.
- Vicky hasn't taken the train to Leeds.
- Luke and Emily haven't visited Spain.
- I haven't done my homework.
- He hasn't gone to New York by ship.

Exercise 7

- Have you decided what to do? Yes, I have.
- Has Robert packed his bags? No, he hasn't.
- Have Kate and David written any postcards? No, they haven't.
- Have you bought any clothes? No, I haven't.
- Have you and Tony had lunch? Yes, we have.
- Has Sarah gone to Edinburgh? Yes, she has.

Exercise 8

- Have you had breakfast? No, I haven't had it yet.
- Have you phoned Joanna? Yes, I've just phoned her.
- Have you bought the sandwiches? Yes, I've already bought them.
- Have you found your keys? No, I haven't found them yet.
- Have you written to Ian? Yes, I've already written to him.
- Have you changed the holiday money? Yes, I've already changed it.
- Have you seen my new scooter? No, I haven't seen it yet.

A holiday email

Target Language

Holiday email: Hi ... I'm having a lovely time in Sydney. It's very cold and icy. Yesterday we visited ... It was fascinating. already yet See you soon. See you next (week). That's all for now. Hope to see you soon. Look forward to seeing you. Write soon.

Linking words: and then

Warm-up

- Ask students: *When did you last send an email?* Ask a few students: *Who did you send it to? What was it about?*

Read

- Students read through the emails and decide if the sentences are true or false. Check the answers.

ANSWERS

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

- Focus on the holiday emails and elicit the following information:
 - We use *Hi ...* to start an informal email.
 - There are four paragraphs in each email, but in some cases a paragraph is only one line.
 - The first paragraph contains information about where the writer is and a description of the weather.
 - The second paragraph contains three things the writer has done.
 - The third paragraph contains two things the writer hasn't done yet.
 - The fourth paragraph contains a question, e.g. *Have you booked your holiday yet?* or a closing sentence, e.g. *I'm coming home on Sunday.*
 - We use *Love* or *Best wishes* to end an informal email.
 - We can use short forms in informal emails.

Prepare

Exercise 1

- Read through the **Look out!** box with students. Students work individually to find the examples. Check the answers.

ANSWERS

We've **already** spent a lot of time on the beach.

I **haven't** visited the zoo **yet**.

Have you **booked** your holiday **yet**?

We've **already** seen a lot of sights.

We **haven't** seen the Alexander Gardens **yet**.

Exercise 2

- Read through the **Writing tip** with students. They look at the emails and answer the question. Check the answers.

ANSWERS

email 1: That's all for now, Love

email 2: See you next week, Best wishes

Teaching Tip: Use of the dash (–)

A dash can be used to separate a phrase from the rest of a sentence. We often use a dash in an informal email to add extra information, e.g.

It's very cold and icy – yesterday it snowed a lot.

I haven't visited the Opera House yet – and I haven't seen any kangaroos!

Write

Exercise 1

- Students work individually.

Exercise 2

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

SAMPLE ANSWER

Hi John,

We're having a lovely time in London, but the weather isn't very good – it has rained nearly every day.

On Saturday we visited the Tower of London and we bought lots of souvenirs. Yesterday we took a ride on the London Eye – the view from the top is amazing!

We haven't visited the British Museum yet – and we haven't seen the Queen!

We're coming home on Wednesday. Look forward to seeing you.

Love,
Caroline

Marking Scheme

- Use of *Hi* (name) or *Dear* (name) to start the email. [1 mark]
- The email contains four clear paragraphs. [1 mark]
- Content of first paragraph to include information about where the writer is and a description of the weather. [1 mark]
- Correct use of the past simple and time expressions in the second paragraph to describe three things that student did. [1 mark]
- Correct use of the present perfect in the third paragraph to describe two things the student hasn't done. [1 mark]
- Content of fourth paragraph to include information about when the student is coming home. [1 mark]
- Use of a suitable phrase from the **Writing tip** to end the email. [1 mark]
- Use of *Love* or *Best Wishes* to end the email. [1 mark]
- Use of a dash to add extra information to a sentence. [1 mark]
- Use of short forms. [1 mark]

More practice

Workbook page 39

Language Skills

Exercise 1 1.29

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

ANSWERS

1 tour 2 time 3 already 4 been 5 fascinating 6 yet
7 like 8 bought 9 Thanks 10 home

Exercise 2

- Students work individually. Check the answers.

ANSWERS

- 1 He's sitting on a tourist bus.
- 2 He's taking a tour of the city.
- 3 He's seen lots of sights.
- 4 He went to Fifth Avenue and the Metropolitan Museum.
- 5 He's going to the Statue of Liberty.
- 6 It's really sunny.
- 7 He's bought two.
- 8 He's coming home on Friday.

EXERCISE 3

- Students work individually. Check the answers.

ANSWERS

1 just arrived 2 gone 3 've 4 written 5 've 6 drunk
7 's 8 already

Dictionary Corner

Teaching Tip: British and American English

There are many cases where different words are used in British and American English. The OSD shows the British word (labelled *BrE*) and the American word (labelled *AmE*), too.

Activity: Students look up the British words *car*, *taxi*, *tram* and *underground* to find the American equivalents. [automobile, cab / taxicab, streetcar / trolley, subway]

Exercise 1 Transport

ferry¹ /'feri/ noun [C] (pl. ferries) a boat that carries people, vehicles or goods across a river or across a narrow part of the sea: *a car ferry*

- Students look up the word *ferry* in their dictionary.
- Focus on the dictionary entry and check the definition: *a boat that carries people*.
- Students read the definitions of the words in their dictionary and match them to the photos.
- Check the answers.

ANSWERS

1 ferry 2 dinghy 3 yacht 4 canoe 5 freighter
6 lifeboat

Exercise 2

rail w⁰ /reil/ noun **1** [C] a wooden or metal bar fixed to a wall, which you can hang things on: *a towel/curtain/picture rail* **2** [C] a bar which you can hold to stop you from falling (on stairs, from a building, etc.) **3** [C, usually pl.] each of the two metal bars that form the track that trains run on **4** [U] the railway system; trains as a means of transport: *rail travel/services/fares*

- Students look up the word *rail* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - *rail* has a blue key symbol which indicates that it is an Oxford 3000 keyword.
 - *rail* has four meanings.
 - Meaning 3 is the one used in the exercise.
 - The transport mentioned in the definition is the train.
- Students continue working individually. Check the answers.

ANSWERS

1 train 2 lorry 3 plane, ship 4 bicycle 5 helicopter

Follow-up

Self Check, Workbook pages 40–41

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

6

Just the job

This unit includes

Vocabulary: jobs and work • world of work • synonyms: work • *job* or *work*

Grammar: *going to* • *will* (affirmative, negative, interrogative) • articles • *should / shouldn't*

Skills: reading and listening to an article on gap years • talking about plans

Writing: a letter of application

Workbook pages 42–49

Reading PAGES 44–45

Warm-up

- Look at the unit title and ask students: *What job do you want to do in the future?*
- Read the title of the reading page, *A year abroad*. Explain that some students take a year off between school and university and travel abroad. Ask students where they will travel in a year abroad.

Before Reading

- Students look at the photos and answer the questions. Discuss the answers with the class.

Background Notes

It has become very common for students in Britain to take a 'gap year' between finishing school and starting university. This year is often used as an opportunity to travel and to gain interesting experiences such as those described in the texts. Many students use their gap year to raise money for charity and do charity work experience in developing countries.

Since the introduction of fees for university, many students now also use their gap year as a time to work and save money for their time at university. Many universities regard gap years as a positive thing, as students come to their studies more mature.

Read

Exercise 1

- Students read the **Reading tip**. Check that they have understood by asking: *What can help you understand difficult vocabulary?* [photos] *Which photo shows a castle?* [photo 2]
- Students read the text quickly to match the photos to the paragraphs. Check the answers.

ANSWERS

1 A 2 C 3 B

Exercise 2 1.30

- Play the CD while students read the text again and choose the best answers. Check the answers, asking for justification.

ANSWERS

- 1 b (A gap year is a break between school and university, or between school and starting a profession.)
- 2 c (My responsibilities will be to help to look after the animals and I'll also show visitors around the centre.)
- 3 a (I'll probably help with other lessons in school too.)
- 4 b (It'll be a great opportunity to practise my French too.)
- 5 c (I'm going to help restore an old castle in the west of France.)

Optional Activity: Reading skills

Aim: To focus on the order of the information presented in a paragraph.

Preparation: Write the following questions on the board.

What does he / she want to do first?

Who is he / she going to work for?

What will he / she do in his / her job?

Is he / she going to work or study in the future?

What country is he / she going to visit?

Students look at paragraph A in the reading text on page 44 and number the questions in the order the information appears. They ask and answer the questions about Jacqui in pairs. Then repeat for Oliver and Darren.

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: Debate

When students have to choose between several options, you can organize them into small groups to have a debate. Divide the class into three groups, A, B and C. Allocate one of the gap years from the reading text to each group. Students in pairs make a list of the reasons why their gap year is the most interesting. Regroup students into groups with one student from each A–C group. Each student in turn explains why their gap year is the most interesting. Students then ask each other questions about the gap years. Finally they vote on the most interesting gap year. This will help them answer question 1 in **Understanding Ideas**.

SAMPLE ANSWERS

- 1 Students' own answers.
- 2 Oliver, because he will be working in the field of sport. He's going to be a basketball coach, so he will learn about the needs of basketball players. Also, he will get experience working with people, especially children.
- 3 They learn how to look after themselves (cooking, washing their clothes, etc.); they broaden their horizons by living in a different country; they meet new people from different walks of life; perhaps they learn a different language.

Vocabulary

Teaching Tip: Concept maps

The topic of work is an ideal area to teach students how to make a concept map. On the board draw a circle with the heading *work*. Then draw five branches leading off the central circle to five new circles. In the new circles write the headings: *jobs, nouns, verbs, adjectives, adverbs*. Students copy the diagram from the board and write in the words from exercise 1 according to the parts of speech. They add any other words they can think of. Later they can add any subsequent work words that they come across during the unit.

Exercise 1

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

ANSWERS

1 finance 2 visa 3 full-time 4 restore
5 opportunity 6 coach 7 outdoors 8 voluntary
9 profession 10 rewarding 11 post 12 demanding
13 responsibilities 14 charity 15 ideal

- 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).

charity is a countable noun for an organization that does work that is useful for society. The plural form is *charities*.

coach is a countable noun for a person who trains people to compete in sport, e.g. *a basketball coach*.

demanding is an adjective that describes a job or a task which needs a lot of skill or effort, e.g. *a demanding job*.

finance is a regular verb which means to provide the money to pay for something. The third person form is *finances* and the past simple form is *financed*.

full-time is an adjective that describes a job in which someone works for the whole of the normal period of work, e.g. *a full-time job*.

ideal is an adjective that describes something that is the best possible thing, e.g. *She's the ideal candidate for the job*.

opportunity is a countable noun for a chance to do something that you would like to do, e.g. *You will have an opportunity to ask questions at the end of the talk*.

outdoors is an adverb that means outside a building, e.g. *It's a lovely evening, so let's eat outdoors*.

post is a countable noun for a job, e.g. *They're advertising the post in the local newspaper*. *Position* is a synonym of *post*.

profession is a countable noun for a job that needs special training and higher education, e.g. *the nursing profession*.

responsibility is a countable noun for a duty to deal with a particular task or tasks in a job. The plural form is *responsibilities*. The adjective is *responsible* and the adverb is *responsibly*.

restore is a regular verb which means to put something back into its former condition, e.g. *He restores old furniture as a hobby*. The third person form is *restores* and the past simple form is *restored*.

rewarding is an adjective that describes something that gives you satisfaction, e.g. *a rewarding job*.

visa is a countable noun for an official piece of paper that allows you to enter a country.

voluntary is an adjective that describes something that you want to do, but have no obligation to do it, e.g. *voluntary work*. The noun and verb forms are both *volunteer*.

Exercise 2

- Students work individually or in pairs. They check their answers by finding the phrases in the text.

ANSWERS

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

Exercise 3

- Students find the words in the text and read the sentences which contain them.
- Read out these prompts and check the meaning of the words:
 - A place for sick animals* [animal rescue centre]
 - A person who does unpaid work* [volunteer]
 - Explain what people do in a building* [show around]
 - The customs of a particular country* [culture]
 - The 12 months between school and university* [gap year]
 - In a different country* [abroad]
 - Opportunity* [chance]
 - Likely* [probably]

Quick Test: Climb the ladder

Divide the class into four teams. Draw four ladders on the board, each with 15 rungs. Explain that students have to answer your questions to go up the ladder. Start with the first team. Read out the definitions for the new words in **Vocabulary** exercise 1 on page 45. Put a cross on the first rung of the ladder if they give the correct word. Continue reading out the definitions until they make a mistake. Start again with the second team until they make a mistake. The first team to reach the top rung of the ladder are the winners.

Optional Activity: Give a presentation

Aim: To give a presentation about a gap year.

Preparation: Write on the board the following questions:

Where will you go?

How long will you stay there?

Where will you work?

What will your responsibilities be?

What will you learn from the experience?

Students prepare a short presentation on their gap year and present their ideas to the class. They then vote on the best gap year programme.

More practice

Workbook page 42

Target Vocabulary

Gap years: charity coach demanding finance full-time ideal opportunity outdoors post profession responsibilities restore rewarding visa voluntary

Synonyms: work: chance duties hard job outside perfect repair trainer

The world of work: apply for a job be in charge of a department give sb the sack go on a training course have an interview offer sb a job resign from a job work part-time

Job or work: a new job good jobs leave work early like your job people at work voluntary work

Activate

Exercise 1

- Focus on the words in the box and review their meaning by asking a few questions, e.g.
What's the word for an organization which helps people? [a charity]
What do you do when you clean and repair something that is old and dirty? [you restore it]
How do you describe a job that gives you satisfaction? [rewarding]
- Students complete the sentences. Check the answers.

ANSWERS

1 charity 2 restore 3 post 4 opportunity 5 outdoors
 6 full-time 7 rewarding 8 voluntary 9 visa
 10 ideal 11 profession 12 coach 13 responsibilities
 14 demanding 15 finance

Extend

Exercise 1 Synonyms: work

- Highlight that all the words in the first column come from the reading text in **Read** pages 44–45.
- Explain that the words in the second column are synonyms of the words in the first column, e.g. *ideal* – *perfect*.
- Students match the words to their synonyms, using their dictionaries where necessary. Check the answers.

ANSWERS

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

Exercise 2 The world of work

- Highlight that the first column contains work expressions and the second column contains their definitions.
- Focus on the example. Students continue matching the expressions to the definitions, using their dictionaries where necessary. Check the answers with the class.

ANSWERS

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

Teaching Tip: Learning verb phrases

Students remember verbs better if they learn them in a whole phrase. Look at the verb phrases 1–8 in exercise 2 and get students to highlight the verb phrases in one colour and the rest of the phrase in another: e.g. *to apply* [verb] *for a job* [phrase]. Then they can test each other in pairs. Student A reads out the verb and Student B finishes the phrase. Then swap.

Exercise 3

- Focus on the example. Explain that students have to complete the text with words from exercise 2 but they may need to use a different form, i.e. past simple forms or plurals. Check the answers.

ANSWERS

1 applied 2 interviews 3 offered 4 training 5 charge
 6 part-time 7 resign 8 sack

Exercise 4 job or work

- Remind students of the meaning of 'collocation' – a combination of words that is very common. The wrong combination sounds incorrect.
- Get students to look up the words *job* and *work* in their dictionaries. Elicit the main difference between them. [*job* is a countable noun; *work* is uncountable and refers to the place where you do your job]
- Students complete the sentences with the correct word. Check the answers.

ANSWERS

1 job 2 work 3 work 4 job 5 jobs 6 work

Quick Test: Synonym race

Explain that you are going to say some words and students have to write down a synonym from **Vocabulary** on page 46.

Read out the following words:

<i>working all day</i> [full-time]	<i>outside</i> [outdoors]
<i>trainer</i> [coach]	<i>hard</i> [demanding]
<i>to leave a company</i> [resign]	<i>to repair</i> [restore]
<i>perfect</i> [ideal]	<i>unpaid work</i> [voluntary]
<i>duties</i> [responsibilities]	<i>to provide money</i> [finance]
<i>to ask for work</i> [apply]	<i>chance</i> [opportunity]
<i>an official document</i> [visa]	<i>satisfying</i> [rewarding]
<i>job</i> [post]	<i>working half a day</i> [part-time]

Put students into pairs to compare their answers. Then they try to remember the original clues that you said. Check the answers. Pairs get one point for the correct synonym and one point for the correct clue. They get a bonus point if they wrote down both words correctly. The winning pair has the most points.

Vocabulary Notebooks

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

More practice

Workbook page 43

going to

Warm-up

- Ask a few students: *What are your plans for the summer?*

Explore

Exercise 1

- Students read the text and underline the examples of *going to*. Check the answers.

ANSWERS

I'm going to backpack around Europe ... We're going to start in France ... we're going to visit Italy ... we aren't going to stay in hotels ... we're going to camp ... Where are we going to go? ... We're going to see ...

Teaching Tip: going to future

Some students confuse the *going to* future with the present continuous tense. Highlight that the present continuous tense is formed with the verb *be* + the *-ing* form of the verb and is used for a present action happening at the time of speaking. The *going to* future is formed with the verb *be* + *going to* + the base form of the verb and is used to talk about plans for the future.

Exercise 2

- Go through the **Learn this!** box with students and elicit the sentences to fill the gaps.

ANSWERS

- 1 are going to start
- 2 aren't going to stay
- 3 are we going to go

Follow-up

Grammar Reference page 70

Exploit

Exercise 1

- Students work individually. Check the answers.

ANSWERS

- | | |
|------------------------|----------------------|
| 1 is going to travel | 6 is going to save |
| 2 aren't going to work | 7 is going to have |
| 3 are going to stay | 8 isn't going to see |
| 4 is going to work | 9 is going to study |
| 5 isn't going to have | |

Exercise 2

- Students work individually. Remind them to invert *be* and the subject to form questions. Check the answers.

ANSWERS

- 1 Where is Ella going to go with her friends?
- 2 Are they going to work?
- 3 Where are they going to stay?
- 4 Where is Tony going to work?
- 5 Is Tony going to have a holiday?
- 6 What is he going to do with his money?

- 7 Where is Victoria going to have lessons?
- 8 Is Victoria going to see her friends?
- 9 What is she going to study?

Exercise 3

- Students work individually.

ANSWERS

Students' own answers.

Exercise 4

- Students write sentences about their plans using the chart.

ANSWERS

Students' own answers.

Exercise 5

- Students tell the class about their plans.

ANSWERS

Students' own answers.

Quick Test: Sentence transformation

Read out the affirmative sentences and students write them in the negative or the interrogative form.

- I'm going to surf the internet. (-)*
- You're going to be late. (?)*
- Harry's going to buy a laptop. (?)*
- We're going to stay in a hotel. (-)*
- The children are going to watch TV. (?)*
- Lucy's going to phone a friend. (-)*
- Pete's going to have a barbecue. (?)*
- They're going to eat in a restaurant. (-)*
- You're going to pass your exams. (-)*

More practice

Workbook page 44

Grammar Builder page 71, exercises 1–4

ANSWERS GRAMMAR BUILDER 6 (PAGE 71)

Exercise 1

- 2 We're going to play tennis next Saturday.
- 3 I'm going to write an essay this evening.
- 4 They're going to visit their grandparents next month.
- 5 You're going to meet me at the café.
- 6 We're going to see a football match this evening.
- 7 Pete and Sue are going to study maths at university.
- 8 I'm going to watch TV this evening.

Exercise 2

- 2 We aren't going to play tennis next Saturday.
- 3 I'm not going to write an essay this evening.
- 4 They aren't going to visit their grandparents next month.
- 5 You aren't going to meet me at the café.
- 6 We aren't going to see a film this evening.
- 7 Pete and Sue aren't going to study maths at university.
- 8 I'm not going to watch TV this evening.

Exercise 3

- 1 What restaurant are you going to?
- 2 Who are you going to go with?
- 3 How are you going to get there?
- 4 What are you going to do after the meal?
- 5 What time are you going to arrive home?

Exercise 4

Students' own answers.

Jobs and work**Target Vocabulary**

Jobs: builder bus driver chef cleaner computer programmer doctor engineer factory worker farmer hairdresser inspector mechanic nurse politician scientist secretary shop assistant translator waiter

Vocabulary Notebooks

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

Vocabulary**Exercise 1**

- Students work individually.

Exercise 2  1.31

- Play the CD for students to listen and check their answers.
- Play the CD again, pausing for them to repeat each word.

ANSWERS

1 chef 2 bus driver 3 factory worker 4 shop assistant
5 farmer 6 doctor

Exercise 3

- Go through the **Look out!** box with students. Highlight the use of *a* or *an* with jobs.
- Read the example with students. Students work individually. Ask a few of them to read out their sentences.

ANSWERS

Students' own answers.

More practice

Workbook page 45

Listen**Exercise 1**

- Read through the **Listening tip** with students. Elicit more words a nurse might use. [uniform, nights, medicine, etc.]
- Students work individually. Check the answers.

ANSWERS

1 dish, kitchen (meal, restaurant)
2 clothes, customers, department store (trousers, shirt)
3 animals, countryside, outside, weather (tractor, fields)

Exercise 2  1.32

- Play the CD once. Check the answers.

ANSWERS

1 a farmer 2 a nurse 3 a chef 4 a shop assistant

TAPESCRIPT**Speaker 1**

Interviewer Where do you work?

Farmer I work in the countryside. I've got 2,000 hectares in the north of England.

Interviewer Do you enjoy your job?

Farmer Yes, I do.

Interviewer Why do you like it?

Farmer I like working outside. The scenery is beautiful. And I like working with animals. We've got horses and cows.

Interviewer Is there anything you don't like about it?

Farmer The weather isn't very good in the winter – but I still have to work outside, in snow, rain – everything. That's difficult sometimes.

Speaker 2

Interviewer Where do you work?

Nurse At the Royal Infirmary in the town centre.

Interviewer Do you enjoy your job?

Nurse Yes, I do. I don't earn a lot of money. But I like helping my patients.

Interviewer What else do you like?

Nurse I work as part of a team. I enjoy that. For example, we work with the doctors at the hospital.

Interviewer Is there anything you don't like about it?

Nurse I have to work with the general public. That's sometimes difficult. People are sometimes angry or upset when they come to hospital.

Speaker 3

Interviewer Where do you work?

Chef At the Bombay House restaurant.

Interviewer Do you enjoy your job?

Chef Hmm ... it's OK. I like some of it!

Interviewer What do you like?

Chef I enjoy working with my hands. And I like making new dishes. For example, my special chicken curry with rice is a really popular dish.

Interviewer And what don't you like about your job?

Chef I'm on my feet all day. So I'm always very tired. And it's always so hot in the kitchen!

Speaker 4

Interviewer Where do you work?

Assistant At Wright's Department Store.

Interviewer Do you enjoy your job?

Assistant Hmm ... well, no, not really.

Interviewer Why don't you like it?

Assistant Well, a few years ago we didn't use computers. But now I have to use them. I don't like using a computer. I hate computers! And another problem is, I don't earn very much money. I'd like to earn more!

Interviewer Anything else?

Assistant I'm on my feet all day, so I get very tired. And I have to work with customers. They can be really difficult people!

Exercise 3  1.32

- Play the CD again. Students complete the sentences. Check the answers.

ANSWERS

1 outside 2 money 3 team 4 public 5 hands
6 feet 7 computer 8 customers

Speak**Exercise 1**

- Students work individually.

Exercise 2

- Students discuss the best and worst jobs in pairs.

will

Warm-up

- Write on the board: *How do people become millionaires?* Elicit ideas from students. [They work hard, they earn a lot of money, they get a good job, they win a competition, they inherit money from their family, they have good ideas, etc.]

Explore

Exercise 1

- Students read the text and count the examples of *will* and *won't*. Check the answer.

ANSWER

There are six examples of *will* and *won't*.

Exercise 2

- Go through the **Learn this!** box with students and elicit affirmative, negative and interrogative examples of *will* from the text.

ANSWERS

Affirmative: 'I'll invent a new kind of webpage!'

He'll need money to pay for his studies.

'I'll save some and I'll spend some.'

Negative: He won't need a million dollars.

Interrogative: What will he do with the extra money?

Language Note: Pronunciation of 'll

Students often have problems with the pronunciation of the short form of will, 'll. Model and drill this sound, first on its own ('ll), then attached to a pronoun (I'll, he'll, etc.), then with the base form of a verb (I'll save, he'll need, etc.) and finally in a phrase (I'll save some, he'll need money).

Follow-up

Grammar Reference page 70

Exploit

Teaching Tip: will and going to

Students often find it difficult to distinguish between the *will* and *going to* futures. Emphasize that we use the *going to* future to talk about future plans and the *will* future to talk about future predictions. If students make a mistake with these two tenses, say: *Plan or prediction?* Then ask them to repeat the sentence correctly.

Exercise 1

- Students complete the text with the affirmative, negative or interrogative forms of the *will* future. Check the answers.

ANSWERS

- | | |
|---------------|-----------------|
| 1 will make | 5 will be |
| 2 will fly | 6 won't get |
| 3 won't carry | 7 Will ... make |
| 4 will take | 8 will be |

Exercise 2

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

ANSWERS

- 1 When will Alpha One Airways make its first flight?
- 2 Where will the plane fly from?
- 3 Where will it fly to?
- 4 Will it carry a lot of passengers?
- 5 How long will the journey take?
- 6 Will the passengers get any food or drink?

- Model and drill the questions. Then get students to practise the dialogues in pairs. Monitor and help with pronunciation.

Exercise 3

- Students write the sentences individually with *will* or *won't*. Then they read out their sentences to a partner.

ANSWERS

Students' own answers.

Quick Test: Dictation

Louise is very optimistic about the future. When she finishes school, she'll either get a job or she'll go to university. She'll work as a nurse in a hospital, or she'll study medicine to become a doctor. She won't live at home, but she'll buy a house near her parents. She won't get married until she's 30 and then she'll have two children. She's sure she'll have a very happy life.

More practice

Workbook page 46

Grammar Builder page 71, exercises 5–6

ANSWERS GRAMMAR BUILDER 6 (PAGE 71)

Exercise 5

- 1 won't 2 will 3 will 4 won't 5 won't 6 will
7 will 8 will

Exercise 6

- 2 Who will you live with?
- 3 Where will you work?
- 4 What job will you do?
- 5 How many children will you have?
- 6 What car will you drive?
- 7 Will you have a house?

A letter of application

Target Language

Formal letter: Dear Sir or Madam, I am writing to ...
I have experience of ... I am ... I look forward to
hearing from you. Yours faithfully,

Warm-up

- Ask students: *How do people usually apply for a job?* [They send their CV. They write a letter.]

Read

- Students read through the letter quickly to find out why Emily wrote it. Check the answer.

ANSWER

Emily wrote the letter to apply for a summer job.

- Focus on the letter of application and elicit the following information:
 - We use *Dear Sir or Madam* to start a formal letter when we do not know the name of the person we are writing to.
 - The letter has three clear paragraphs.
 - We use the phrase *I look forward to hearing from you* before the end of the letter.
 - We end the letter with *Yours faithfully*.

Prepare

Exercise 1

- Students work individually. Check the answers.

ANSWERS

Paragraph 1: the job she is applying for, where she saw the advert

Paragraph 2: her work experience

Paragraph 3: her personal qualities, who can give references, when she can start work

Teaching Tip: Starting formal letters

We always start a formal letter by stating the purpose of our letter, e.g. *I am writing to apply for a summer job*. Notice the use of the full form of the verb *be*.

Exercise 2

- Students match the sentence halves. Then they find similar sentences in the letter. Check the answers.

ANSWERS

- 1 c (I am writing to apply for a summer job ...)
- 2 a (I saw the advertisement in the Coventry Daily News.)
- 3 e (I have experience of working in a shop.)
- 4 d (I worked for six weeks as a shop assistant ...)
- 5 b (I can send you a reference from the manager of the hotel ...)

Exercise 3

- Read through the **Writing tip** with students. They find phrases avoiding short forms. Check the answers.

ANSWERS

I am writing to apply for a summer job.

I am honest ...

Write

Exercise 1

- Students read through the job advert and answer the question. Discuss the answer with the class.

Exercise 2

- Students read through the instructions and writing plan. Make sure they understand what they are going to write. Go through the topics in each paragraph.

Exercise 3

- Students write their letter of application. If the writing is done in class, circulate and monitor. Correct any common errors with the class on the board.
- 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 a job as a summer camp helper. I saw the job advertised in the local newspaper.

I have experience of teaching sports and working with children. Last summer I worked for six weeks at a sports centre.

I am hard-working, reliable and I enjoy doing sport. I can start work on 25th June. I can send you a reference from the manager of the sports centre and also from a teacher at my school.

I look forward to hearing from you.

Yours faithfully

RD Hudson

Richard Hudson

Marking Scheme

- Use of *Dear Sir or Madam* to start the letter. [1 mark]
- Three clear paragraphs. [1 mark]
- Content of the first paragraph includes the job and where it was advertised. [1 mark]
- Content of the second paragraph includes the writer's experience. [1 mark]
- Content of the third paragraph includes personal qualities, when the writer can start and a reference. [1 mark]
- Use of a suitable phrase to close the letter. [1 mark]
- Use of *Yours faithfully* to end the letter. [1 mark]
- No use of short forms. [1 mark]
- Correct use of the phrases in exercise 2 on page 50. [1 mark]
- Use of correct spelling and grammar. [1 mark]

More practice

Workbook page 47

Language Skills

Exercise 1 1.33

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

ANSWERS

- 1 interview 2 advertisement 3 experience 4 taught
 5 between 6 reliable 7 reference 8 manager
 9 application 10 forward

Exercise 2

- Students read the dialogue again and complete the notes. Check the answers.

ANSWERS

- 1 Simon 2 7 3 14 4 hard-working 5 letter
 6 manager 7 phone

EXERCISE 3

- Students write sentences about the three girls. Check the answers.

ANSWERS

- Kate and Sarah are going to do homework.
 Ann isn't going to do homework.
 Kate is going to cook lunch.
 Are Sarah and Ann going to cook lunch?
 Kate and Sarah aren't going to travel abroad.
 Is Ann going to travel abroad?

Dictionary Corner

Teaching Tip: Fixed expressions

Certain verbs are typically used with other words, for example, we say *to do overtime*, but *to make money*. These words are called **fixed expressions**. The examples in the OSD indicate which verb is used in these expressions.

Activity: Students look up the following words to find out whether they use the verb *do* or *make*.

business a mistake an effort research
 a mess a noise exercise an experiment

[*do*: business, research, exercise, an experiment

make: a mistake, an effort, a mess, a noise]

Exercise 1 Jobs

barrister /'bærɪstə(r)/ noun [C] (LAW) (in English law) a lawyer who is trained to speak for you in the higher courts note at lawyer

- Students look up the word *barrister* in their dictionary.
- Focus on the dictionary entry and check the definition: *a lawyer*. Elicit the following information:
 - The subject label indicates that the word *barrister* is connected to LAW.
 - A similar word to *barrister* is *lawyer*.
 - The headword *lawyer* is in blue and has the key symbol, so this word is more common than *barrister*.
 - The difference between the two words is that *barrister* is a particular type of lawyer.

- Students read the definitions of the other words in their dictionaries and match them to the sentences.

ANSWERS

- 1 barrister 2 bricklayer 3 plumber 4 vet 5 architect
 6 accountant

Exercise 2 The world of work

promote w0 AW /prə'məʊt/ verb [T] 1 to encourage sth; to help sth to happen or develop: to promote good relations between countries 2 ~ sth (as sth) to advertise sth in order to increase its sales or make it popular: The new face cream is being promoted as a miracle cure for wrinkles. 3 ~ sb (from sth) (to sth) (often passive) to give sb a higher position or more important job: He's been promoted from assistant manager to manager. OPP demote

- Students look up the word *promote* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
 - *promote* is a verb.
 - *promote* has three meanings. Meaning 3 is the one used in this exercise.
 - The [T] symbol indicates that *promote* is transitive, i.e. it is used with an object.
 - We say *to promote somebody from something to something* and the verb is often used in the passive, e.g. *He's been promoted from assistant manager to manager*.
 - The symbol **AW** indicates that *promote* can be used in academic writing.
 - The symbol **OPP** indicates that the opposite of *promote* is *demote*.
- Students continue working individually. Check the answers.

ANSWERS

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

Follow-up

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

7

Culture and customs

This unit includes

Vocabulary: traditions • prohibition and permission • groups of animals • dependent prepositions • gestures • expressions: the body

Grammar: *must*, *mustn't* and *needn't* • first conditional

Skills: describing gestures • listening to people talk about customs in their countries

Writing: a note

Workbook pages 50–57

Reading PAGES 52–53

Warm-up

- Look at the unit title and ask: *What is the difference between culture and customs?* Culture belongs to a group of people or a community and includes their beliefs and customs. A custom is something that we do because our community has been doing it for a long time. Ask: *What customs are important in your culture?*
- Read the title of the reading page, *Unusual festivals*. Brainstorm what people usually do at festivals, and make a list on the board. [celebrate an occasion, prepare special food, wear costumes, get together in the street or in a special place, have fireworks, enjoy yourselves unusual, etc.] Ask them why a festival should be unusual. [because it is not done anywhere else in the world]

Before Reading

- Focus on the photos. Ask: *In which countries do you think these photos were taken?*
- Students discuss the questions, using the titles to help them.

ANSWERS

Students' own answers.

Background Notes

The Thai new year is called Songkran. People throw water because it symbolizes washing away bad things. At this time, many people also go to Buddhist temples to pray. The festival of San Fermín happens every year in Pamplona, Spain. The American writer Ernest Hemingway wrote a book, *The Sun Also Rises*, about it. This helped to make it one of the world's most popular festivals.

Read

Exercise 1

- Read the **Reading tip** as a class and check understanding.
- Students read sentences 1–6 and identify the key words. Elicit what key words are. [the words in the sentence that most help you to understand it, e.g. the main verb, noun, or adjective]

- Students read the texts and match the sentences to them. Check the answers. Elicit or explain *to ban* and *to throw*.

ANSWERS

1 WT 2 BR 3 BR 4 WT 5 WT 6 BR

Exercise 2 1.34

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

ANSWERS

- 1 b (How do they celebrate it? By dousing people with water!)
- 2 a (This then developed into young people throwing water at each other to relieve the heat)
- 3 b (there are people who want to ban the bull running)
- 4 a (... after the bull running, the bulls are killed in bull fights.)
- 5 c (The event is extremely dangerous. In 2004, eight participants were injured ...)

Understanding Ideas

- In pairs, students read and answer the questions. Give students a time limit to complete each question.
- Discuss the questions as a class.

Teaching Tip: Time limits

Do the above activity by setting time limits. When students have several questions to do, they often spend too long on the first questions, then run out of time. For example, say: *You have three minutes to do question 1. After three minutes, say Stop! Move on to question 2. You have three minutes ... and so on.*

SAMPLE ANSWERS

- 1 We think bull running is the most dangerous because there are a lot of injuries / people can get very badly hurt by the bulls.
- 2 People take part in dangerous events to have fun / for the excitement / to show people that they are brave / because people in their town have done it for a long time.
- 3 Students' own answers.

Optional Activity: Invent a festival

Aim: To discuss the kinds of things that happen at festivals.

Preparation: Divide the class into groups of three to four.

Say: *You are going to invent and plan your own festival.*

Brainstorm a festival checklist on the board, e.g. *Name?*

Special food? Special clothes? Events? Location? Time of year?

Groups use this to plan their festivals.

Groups present their festivals to the class. The class votes for the best festival.

Vocabulary

Exercise 1

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

ANSWERS

1 leap 2 poured 3 sign up 4 chase 5 tied
6 dousing 7 horns 8 relieve 9 respect 10 concussion
11 elderly 12 protests 13 herd

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

chase is a regular verb which means to run after and try to catch someone or something. The third person form is *chases* and the past simple form is *chased*.

concussion is a noun which means a head injury which often makes people lose consciousness.

douse (also *dowse*) is a regular verb which means to throw or pour a lot of liquid over somebody or something. The third person form is *douses* and the past simple form is *doused*.

elderly is an adjective which we use to describe people. It means old.

herd is a noun which means a group of animals that live and eat together. We usually use *herd* to describe a group of large herbivorous animals, e.g. sheep, cows or wild animals like elephants or zebra. We don't use *herd* to describe animals kept inside, or groups of carnivorous animals.

horns is a plural noun which means the long, pointed things that grow on some animal's heads.

leap is an irregular verb which means to jump. The third person form is *leaps* and the past simple form is *leapt* or *leaped* (American English).

pour is a regular verb which means to make a liquid flow from a container into or onto something else. The third person form is *pours* and the past simple form is *poured*.

protest is a noun which means an action that shows that people are against something. For example, a protest can involve things like marching, putting up posters or writing letters to people. The verb form is *to protest*.

relieve is a regular verb which means to make an unpleasant situation better, e.g. relieving thirst by drinking something. The third person form is *relieves* and the past simple form is *relieved*.

respect is a noun which means the feeling that someone else is important, and you should be polite to them, or the feeling that you admire someone. The verb form is *to respect*.

sign up is a phrasal verb which means to officially join an event, e.g. by signing your name on a list.

tie is a regular verb which means to fasten by pulling the two ends together. The third person form is *ties* and the past simple form is *tied*.

Exercise 2

- Students find the words in the text and read the sentences which contain them. Elicit the meaning of the words.
- In pairs, students use dictionaries to write definitions of the words. Monitor and help where necessary.
- Students read out their definitions.

Quick Test: Nonsense word sentences

Write the nonsense word *jabba* on the board. Explain that it is a word with no meaning. Say: *I'm going to read out sentences containing the word 'jabba.' You have to write the correct word. Give this example first: Bulls are animals with two jabbas on their heads. [horns]* Read out the sentences below. Students write the correct words.

- 1 *There's a jabba of cows in that field. [herd]*
- 2 *After Mark hit his head, he went to hospital because he had jabba. [concussion]*
- 3 *Can you jabba over that wall? [leap]*
- 4 *You don't have to jabba before the event. Just come along! [sign up]*
- 5 *In Pamplona, the bulls jabba people through the streets. [chase]*
- 6 *It's a dangerous sport so you must obey the jabbas. [safety rules]*
- 7 *The jabbas must stay behind the fence in the bull running festival. [spectators]*
- 8 *Please carry some water in that jabba into the garden. [bucket]*
- 9 *There were some serious injuries and four people broke a jabba. [limb]*

More practice

Workbook page 50

Target Vocabulary

The traditions they tried to ban: chase concussion douse elderly herd horns leap pour protest relieve respect sign up tie

Prohibition and permission: allow authorize boycott censor exile prohibit

Groups of animals: flock herd pack pride school troop

Dependent prepositions: around about for from in of to with

Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What's another word for 'old'?* [elderly] *What's another word for 'run after'?* [chase]
- Students complete the sentences. Check the answers.

ANSWERS

1 pour 2 horns 3 concussion 4 leap 5 respect
6 herd 7 elderly 8 signed up 9 relieve 10 douse
11 chases 12 tied 13 protest

Extend

Exercise 1 Prohibition and permission

- Focus on the example. Elicit the meaning of *prohibit*. [ban]
- Students match the verbs with the definitions. Check the answers.

ANSWERS

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

Exercise 2

- Students complete the sentences. Check the answers.

ANSWERS

1 boycotting 2 censored 3 allow 4 exiled
5 authorized 6 prohibited

Exercise 3 Groups of animals

- Ask: *What do we call a group of bulls?* [a herd] Tell students that there are lots of words in English for groups of different animals.
- Students use their dictionaries to complete the animal groups. Check the answers.

ANSWERS

1 pride 2 herd 3 flock 4 troop 5 pack 6 school

Language Note: Groups of animals

In English, groups of fish and whales are called *schools*. Most flying bird groups are called *flocks*. Groups of large herbivores are called *herds*, and groups of monkeys and apes are called *troops*. Other animal groups have various names, such as *a pack of wolves*, *a pride of lions*, *a colony of penguins*.

Exercise 4 Dependent prepositions

- Elicit the prepositions that we normally use with the following verbs: *dream* [about, of], *talk* [about, to, with], *think*. [about, of] Remind students that we use some verbs, nouns and adjectives with just one or two particular prepositions.
- Students complete the text. Check the answers.

ANSWERS

1 about 2 for 3 of 4 with 5 in 6 around 7 to
8 from

Language Note: Dependent prepositions

Other words that are followed only by one or two specific prepositions include: *interested in*, *reason for*, *listen to*. The prepositions are called dependent prepositions because they are determined by the preceding word.

Quick Test: Speedy sentences

Write the following words on the board, one by one: *chase, prohibit, flock, pour, exile, pack, respect, leap, allow, elderly, horns, herd, boycott, protest, concussion*. After you have written the first word, students raise their hands and try to say a correct sentence containing that word. If a student says a correct sentence, rub out the word and write the next one. Repeat until all the words have been used.

Vocabulary Notebooks

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

More practice

Workbook page 51

must, mustn't and needn't

Explore

Exercise 1 1.35

- Focus on the photo. Ask: *What can you see?*
- Students read and complete the text. Elicit or explain *chopsticks* [sticks that Chinese people use for putting food in their mouths], *bowl* [deep, round receptacle that you eat from], *host* [the person who invites you to their house or to a party] and *proverb*. [a popular truth]
- Play the CD for students to check their answers.

ANSWERS

1 mustn't 2 must 3 needn't

Exercise 2

- Read the **Learn this!** box as a class. Students complete the rules. Check the answers.

ANSWERS

1 must 2 needn't 3 mustn't

Language Note: must and mustn't

The first *t* in *mustn't* is silent: /'mʌstnt/. When *must* is followed by a verb beginning with a consonant, we don't pronounce the final *t*, and the *u* is pronounced /ə/. e.g: *I must go* /aɪ mʌs 'gəʊ/

Follow-up

Grammar Reference page 72

Exploit

Exercise 1

- Focus on the box. Elicit some example sentences and write them on the board.
- In pairs, students write six sentences about their school rules using the phrases. Students read out their sentences.

SUGGESTED ANSWERS

At our school ...
 we mustn't run in the corridor.
 we must study English.
 we mustn't copy our friend's homework.
 we must switch off our mobile phone in class.
 we must / needn't wear a uniform.
 we must / needn't stand up when the teacher comes in.

Exercise 2

- In pairs, students write more sentences about school rules.
- Students read out their sentences. Which pair wrote the most sentences?

ANSWERS

Students' own answers.

Exercise 3

- Students read and complete the sentences. Elicit or explain difficult vocabulary. Check the answers.

ANSWERS

1 must 2 mustn't 3 must 4 mustn't 5 needn't
 6 mustn't 7 needn't 8 mustn't

Exercise 4

- Focus on the mealtime customs in the box. Check understanding.
- In pairs, students write sentences stating whether they are customs in their country or not.
- Discuss students' sentences as a class.

ANSWERS

Students' own answers.

Exercise 5

- Individually, students complete the note explaining mealtime customs in their country.
- Students read out their notes.

ANSWERS

Students' own answers.

Quick Test: Sentence transformation

Dictate the following sentences. Students transform them using *must*, *mustn't* or *needn't*. Do number 1 as an example.

- 1 *Don't dive into the swimming pool. You ...*
 [You mustn't dive into the swimming pool.]
- 2 *Study hard before the exam! Students ...*
 [Students must study hard before the exam.]
- 3 *We aren't allowed to skateboard here. We ...*
 [We mustn't skateboard here.]
- 4 *It isn't necessary for you to write a letter. You ...*
 [You needn't write a letter.]
- 5 *It's forbidden to drop rubbish in the park. People ...*
 [People mustn't drop rubbish in the park.]
- 6 *Buy a ticket! You ...*
 [You must buy a ticket.]
- 7 *It's not important for us to go to the wedding. We ...*
 [We needn't go to the wedding.]
- 8 *Be quiet in the library. Everyone ...*
 [Everyone must be quiet in the library.]

More practice

Workbook page 52

Grammar Builder page 73, exercises 1–3

ANSWERS GRAMMAR BUILDER 7 (PAGE 73)

Exercise 1

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

Exercise 2

1 mustn't 2 must 3 mustn't 4 must 5 mustn't
 6 must 7 must

Exercise 3

- 1 You needn't buy her a present.
- 2 We needn't arrive on time.
- 3 They needn't phone me.
- 4 He needn't wear a suit.
- 5 She needn't cook dinner for me.
- 6 You needn't wait for me.

Body language

Target Vocabulary

Gestures: beckon cross your legs embrace
fold your arms frown gesticulate hold hands
nod pat somebody on the back / head
point (at somebody / something) raise your hat
shake hands shake your head wave goodbye

Warm-up

- Write *body language* on the board. Elicit its meaning. Mime gestures (shake hands, hug, smile, wave, etc.) for students to guess. Brainstorm other gestures.

Vocabulary

Exercise 1

- Focus on the expressions in the box. Check understanding.
- In pairs, students describe the pictures using the expressions in the box. Check the answers as a class.

ANSWERS

- They are shaking hands.
- They are patting each other on the back.
- They are raising their hats.
- They are waving goodbye.

Exercise 2 1.36

- Students read the text and complete it with verbs from the box in exercise 1.
- Play the CD. Students listen and check their answers.

ANSWERS

- beckons
- points
- gesticulates
- shakes
- frowns
- folds
- nod

Exercise 3

- Ask: *Which of the gestures in exercise 1 do we do in our country?* Discuss as a class.
- In pairs, students write sentences about how often people do the gestures in exercise 1. Remind them to use adverbs of frequency, e.g. *always, often, sometimes, rarely, never*.
- Students read out their sentences.

More practice

Workbook page 53

Listen

Exercise 1 1.37

- Play the CD. Students listen and match the sentence halves.

ANSWERS

- c
- a
- b

TAPESCRIPT

Lucy from Australia We aren't formal here, not at all. We generally treat everybody the same, whether they're an important company director or a shop assistant. So, for example, when you get in a taxi in Australia, you should sit in the front, with the driver, not in the back. There aren't many rules about behaviour – but of course, you mustn't be rude. Actually, one thing that's quite rude in Australia,

is pointing at people, especially if you are talking about them and they are near by. If you do, they might get quite upset or angry with you!

Haruko from Japan Many people think that the Japanese don't show their feelings in public. I think this is probably true. At least, it's true that we're quite formal. One of the nice things about Japanese people is that they're very polite – and they expect other people to be polite too. Sometimes people are rude without meaning to be, because they don't know the customs. For example, in Japan, you shouldn't cross your legs when you're in a formal situation – crossing your legs is very casual. When you meet a woman for the first time, you mustn't shake hands, like they do in many European countries. And if you visit somebody's house in Japan, it's rude to look in the kitchen. Many visitors don't know that, and they do it by mistake!

Ludmilla from Russia Although many parts of Russia are very cold, I think the people are very warm. They're friendly, too – and helpful. If you get lost in Russia, somebody will always help you to find where you're going. In fact, they'll often actually take you there themselves! When Russians meet, they often greet each other with an embrace. Men and women do that. Strangers often shake hands, but close friends kiss each other on the cheek. Traditionally, they give each other three kisses because three is a lucky number in Russia.

Exercise 2 1.37

- Play the CD again. Students listen and choose the correct words. Students listen again and check their answers.

ANSWERS

- should
- point at
- cross your legs
- mustn't
- kitchen
- and
- three times

Speak

- Students discuss the questions in pairs. Remind them to give further details in their responses. Monitor and help.
- Discuss students' answers as a class. Do most students use the same forms of greeting?

Background Notes

The 'high five' originated in the USA as a gesture to celebrate a success, say hello, or show happiness. One person says to another: *Gimme five!* ('Give me five!') They raise one arm each and hit their open palms together.

Optional Activity: Dialogue

Aim: To discuss body language.

Preparation: Write the following dialogue on the board.

- A *Do people shake hands when they meet in Japan?*
 B *No. What do people do in Egypt?*
 A *It depends who they are greeting. Men who are good friends often kiss each other to say hello.*
 B *What do you do if you meet a boy for the first time?*
 A *I shake his hand.*
 B *And how do you greet a girl?*
 A *I smile and say 'hello'.*

Students practise the dialogue in pairs, then say the dialogue again, substituting their own ideas.

First conditional

Warm-up

- Write the word *traditions* on the board. Elicit the meaning.
- Ask the students to give examples of traditions they know of from around the world and their own traditions.
- Check students understand the meaning of *unusual*

Explore

Exercise 1

- Read the questions as a class. Check understanding of *traditions*.
- Students discuss the questions in pairs. Monitor and help. Discuss students' answers as a class.

ANSWERS

Students' own answers.

Exercise 2

- Students read the text. Elicit or explain *take chances*. [take risks]
- Discuss the traditions in the text as a class. Which ones are familiar to students? Which ones are not?

Exercise 3

- Read the **Learn this!** box as a class. Write *if clause* and *main clause* on the board. Ask: *Which clause describes the action? [if clause] And the result? [main clause]*
- Students find two more examples of the first conditional in the text. Write them on the board. Elicit the tenses.

ANSWERS

If you look at the seats on some aeroplanes, you won't find the number 13.

Follow-up

Grammar Reference page 72

Language Note: Pronouncing *won't*

Students often have difficulty distinguishing between *won't* /wɒnt/ and *want* /wɒnt/. Model the diphthong /əʊ/, demonstrating how it is made up of two single vowels and how the mouth moves when saying it. Then model the single vowel /ɒ/, where the mouth doesn't move.

Exploit

Exercise 1

- Students complete the sentences. Check the answers. Ask: *Which tradition do you think is the strangest / most interesting?*

ANSWERS

1 will rain 2 give 3 will make 4 will get

Exercise 2

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

ANSWERS

1 see 2 will get 3 wash 4 won't remember 5 touch
6 will do 7 forget 8 won't pass

Background Notes

Magpies are a type of crow. Different types of magpie live across Europe and Asia. The bird in the photo is a European magpie.

Exercise 3

- Read the exercise as a class. Model an example with a strong student.
- Students ask and answer the questions in pairs. Students tell the class their partner's answers.

Quick Test: Write the sentences

Write the following prompts on the board. Students write the sentences.

- 1 *if / the weather be / hot tomorrow / I go / to the beach*
[If the weather is hot tomorrow, I'll go to the beach.]
- 2 *Mum be / angry / if / we come / home late*
[Mum will be angry if we come home late.]
- 3 *if / you tidy / your room / I help / you*
[If you tidy your room, I'll help you.]
- 4 *we pass / the test / if / we revise / for it*
[We'll pass the test if we revise for it.]
- 5 *I ask / the teacher / about the project / if / I see / him*
[I'll ask the teacher about the project if I see him.]
- 6 *if / Jess finish / her homework / she watch / TV*
[If Jess finishes her homework, she'll watch TV.]

More practice

Workbook page 54

Grammar Builder page 73, exercises 4–6

ANSWERS GRAMMAR BUILDER 7 (PAGE 73)

Exercise 4

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

Exercise 5

1 eats 2 asks 3 leave 4 work 5 snows
6 doesn't come

Exercise 6

1 'll call 2 won't buy 3 'll be 4 'll have
5 will ... do 6 will ... sleep

A note

Target Language

Note: Thanks very much for the invitation / your note.
 I hope you can make it. I hope you have a great time.
 I'd love to come. I'll definitely be there. I'm afraid ...
 I'm really looking forward to it. It's very kind of you to ...
 See you soon. Shall I bring ...? Would you like to come?

Colloquial expressions: hear from you make it mates
 rubbish too bad

Abbreviations: asap CD e.g. etc. PS Rd RSVP Tel.

Read

Exercise 1

- Ask: *Why do people write notes?* [to make invitations, to apologize, to thank someone, to request something, etc.]
- Students read the notes quickly and match them with purposes a–c. Check the answers.

ANSWERS

1 c 2 a 3 b

Exercise 2

- Students read the notes again and answer the questions. Elicit or explain *do* in note 1. [event / party] Check the answers.

ANSWERS

- 1 A graduation celebration.
- 2 She's going for a meal at an Italian restaurant with her grandparents.
- 3 He's having a barbeque in his garden.
- 4 On Saturday.
- 5 Greek food.

Prepare

Exercise 1

- Read the **Writing tip** as a class. Elicit some common abbreviations and their meanings in your own language, and in English. [p.m., i.e., TV, St, etc.]
- Students match the words in the box with the abbreviations in the notes. Check the answers.

ANSWERS

- 1 compact disc
- 2 Road
- 3 telephone number
- 4 for example
- 5 Please reply
- 6 and so on
- 7 I also want to say
- 8 as soon as possible

Exercise 2

- Students match the colloquial expressions with the definitions. Check the answers.

ANSWERS

- 1 mates
- 2 make it
- 3 hear from you
- 4 too bad

Write

Exercise 1

- Read the instructions as a class. Elicit some phrases for the bullet points and write them on the board.

Teaching Tip: Accepting and declining

Write the following phrases on the board.

Thanking someone for an invitation:

It's very kind of you to invite me.

Thank you very much for inviting me.

Thanks very much for the invitation.

Declining an invitation:

I'd love to come, but I'm afraid that ...

I wish I could come, but ...

It's too bad that ... / It's a pity that ...

Accepting an invitation:

I'll definitely be there.

I'll certainly make it.

Thanks, I'd love to come!

Exercise 2

- Read the writing plans as a class. Students plan their notes. Monitor and help.
- If the writing is done in class, circulate, monitor and correct common errors on the board.

SAMPLE ANSWERS

Dear Mike,

Thanks very much for your note. It's very kind of you to invite me to your barbeque, but I've got a really important exam on Monday and I haven't done any revision yet!

Sorry I can't make it. I hope you have a great time though. Let's meet up asap, OK?

See you soon,

Andy

Hi Mike,

Great to hear from you. Thanks a lot for the invitation to come to your party on Sunday. I'll definitely be there! What time shall I come?

I'm really looking forward to it!

Love,

Jack

PS What would you like – a book, clothes, etc.?

Marking scheme

- Appropriate greeting and ending. [1 mark]
- Use of informal style. [1 mark]
- Use of colloquial expressions. [1 mark]
- Use of abbreviations. [1 mark]
- Say thank you for the invitation. [1 mark]
- Accept / Decline the invitation with an appropriate phrase. [1 mark]
- Ask a question when accepting / give a reason when declining the invitation. [1 mark]
- Correct word length. [1 mark]
- Accurate spelling and punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice

Workbook page 55

Language Skills

Exercise 1 1.38

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

ANSWERS

- 1 speaking 2 invitation 3 afraid 4 make 5 pity
6 celebrate 7 bad 8 Anyway 9 classmates
10 forward

Exercise 2

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

ANSWERS

- 1 T
2 F (Jane is going to celebrate her cousins' visit.)
3 T
4 F (She is going to see her cousins.)
5 F (Jane says they can have a meal at her house.)
6 T

Exercise 3

- Students complete the sentences. Check the answers.

ANSWERS

- 1 needn't 2 must 3 mustn't 4 must 5 needn't
6 mustn't

Exercise 4

- Students write answers for the questions. Check the answers.

ANSWERS

- 1 She'll come to the meal if you ask her.
2 They'll walk to school if they miss the bus.
3 They'll watch TV if they haven't got homework.
4 He'll pass the exam if he studies hard.
5 They'll win the match if they play well.
6 He'll play tennis if it doesn't rain.

Dictionary Corner

Exercise 1 Expressions: the body

yawn wɔ /jɔ:n/ verb [I] to open your mouth wide and breathe in deeply, especially when you are tired or bored ► **yawn** noun [C]: 'How much longer will it take?' he said with a yawn.

- Students turn to the entry for *yawn* in their dictionaries. Elicit or highlight the following information:
 - *yawn* is a verb and a noun.
 - the definition explains that this is something you do when you are tired.
- Students look up the bold words in their dictionaries and complete the sentences. Check the answers.

SUGGESTED ANSWERS

- 1 tired 2 a cold / flu 3 sleep 4 quickly / fast
5 funny / amusing 6 sad / upset

Exercise 2

bend¹ wɔ /bend/ verb (pt, pp bent /bent/) 1 [I] to make sth that was straight into a curved shape: to bend a piece of wire into an S shape ► It hurts when I bend my knee. 2 [I] to be or become curved: The road bends to the left here. 3 [I] to move your body forwards and downwards: He bent down to tie up his shoelaces. **collocation** bend the rules to do sth that is not normally allowed by the rules
bend² wɔ /bend/ noun [C] a curve or turn, for example in a road: a sharp bend in the road **collocation** round the bend (informal) crazy; mad: His behaviour is driving me round the bend (= annoying me very much).

- Students turn to the entry for *bend* in their dictionaries. Elicit or highlight the following information:
 - *bend* is a verb and a noun. In this exercise they are looking for verbs.
 - *bend* has three meanings; sense 3 is related to the body.
 - *bend* collocates with knees.
- Students use their dictionaries to match the rest of the verbs with the parts of the body. Explain that the expressions are collocations and can also be found in the example sentences as well as the definitions.
- Students use their dictionaries to write an example sentence for each collocation.
- Check the answers and example sentences.

ANSWERS

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

Exercise 3

fist /fɪst/ noun [C] a hand with the fingers closed together tightly: She clenched her fists in anger.

- Students turn to the entry for *fist* in their dictionaries.
- Ask them to read the definition and see that *fist* is related to the hand.
- Students use their dictionaries to put the words in the box in the correct columns.
- Check the answers.

ANSWERS

head: gums, lobe, nostril, temple
arm and hand: fist, forearm, knuckles, wrist
leg and foot: heel, shin, sole, thigh

Teaching Tip: Dictionary illustrations

Dictionaries often contain illustrations of groups of words that are more easily explained pictorially, such as the body, or tools. When students look up a word, remind them to check if the entry includes a cross-reference to an illustration. (For example, see *Oxford Student's Dictionary* page 80.)

Follow-up

Self Check, Workbook pages 56–57

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

Workbook answer key

PAGE 2 Unit 1

READING My favourite uniform!

- 1 1 uniform 2 dress code 3 respectable 4 wear 5 attitude
6 casual 7 torn 8 dress 9 brands 10 compulsory
11 unfashionable
- 2 Jeans
- 3 In 1600
- 4 1 F (They don't want to wear school uniforms.)
2 T
3 F (They are a symbol of freedom.)
4 F (If you are wearing jeans, you are saying you don't have to follow a dress code.)
5 T
6 F (Levi Strauss sold jeans to miners in California.)
7 F (most people wear them because they are comfortable and practical.)
8 T
5 1 and 4

Challenge!

Students' own answers.

PAGE 3 VOCABULARY What to wear

- 1 1 staff 2 invest 3 fashionable 4 informal clothes 5 expect
6 code 7 formal clothes 8 well 9 torn 10 avoid 11 attend
12 stereotype 13 brand 14 judge 15 attitude
- 2 1 diver 2 tracksuit 3 Judges 4 overalls 5 Physicians
6 apron
- | | |
|--|--|
| 3 dress:
a child, up for a celebration,
smartly | wear:
a suit, an apron,
a smart shirt |
|--|--|

- 4 1 slogan 2 packaging 3 logo 4 label 5 design
6 brand goods
- 5 1 in 2 up 3 on 4 off 5 in 6 on

PAGE 4 GRAMMAR Present simple and continuous

- 1 1 'What do you do?' 'I'm a teacher.'
2 ✓
3 He goes to the gym every day.
4 I'm wearing jeans today.
5 I don't understand you.
6 ✓
7 What is she doing tomorrow evening?
8 ✓
- 2 1 do ... come 2 'm staying 3 Do ... like
4 'm having 5 'm studying 6 do ... do 7 work
8 'm not working 9 Do ... want

Challenge!

Students' own answers.

- 3 1 b 2 a 3 b, b 4 a 5 a 6 b 7 b 8 b 9 a 10 b
- 4 1 'm watching 4 'm going
2 's playing 5 are ... going
3 are ... doing 6 are ... meeting

PAGE 5 SKILLS Personalities

- 1 1 timid 2 lazy 3 generous 4 pessimistic 5 impatient
6 thoughtless 7 talkative 8 earnest 9 bad mannered
- 2 1 considerate 2 quiet / timid 3 bad mannered
4 talkative 5 pessimistic 6 assertive 7 lazy
8 amusing 9 impatient 10 generous
- 3 1 confident 2 serious 3 well mannered 4 impolite 5 funny
6 shy 7 unkind 8 kind
- 4 1 uncomfortable 2 dishonest 3 unfit 4 impolite 5 untidy
6 unlucky 7 disloyal 8 intolerant
- 5 1 uncomfortable 2 fit 3 impolite 4 untidy 5 tolerant
6 honest 7 lucky 8 disloyal
- 6 Students' own answers.

PAGE 6 GRAMMAR Verb + infinitive or -ing form

- 1 1 going 2 playing 3 having 4 thinking 5 helping
6 getting up 7 watching 8 living 9 copying
- 2 1 to be, picture c 4 to pay, picture b
2 to let, picture f 5 to study, picture e
3 to buy, picture a 6 to carry, picture d
- 3 1 to help 2 chatting 3 wearing 4 to tell 5 to hear 6 to go
7 feeling 8 staying in 9 to see 10 being 11 to arrive
12 watching 13 spending 14 to come
- 4 Hi Jackie
How are you? I keep to phone you, but you're always out, so I decided sending you an e-mail. I'm having a very boring week. I spend all my time studying for the exams, but I refuse to work all weekend, too! So do you fancy to go shopping with me on Saturday? There are several good shops that I want to see. I don't mind seeing any of them, so you can choose.
I hope hearing from you soon.
Lots of love
Anna

to phone – phoning
sending – to send
to go – going
hearing – to hear

Challenge!

Students' own answers.

PAGE 7 WRITING A personal profile

- 1 1 C 2 B 3 A
- 2 1 I'm ... 2 I'm at ... 3 I'm interested in ... 4 I get on well with ...
5 I'm not very keen on ... 6 I think ...
- 3 1 My name's Mandy.
2 I'm 16 years old and I'm from Hastings.
3 I live with my parents and older brother, Harry.
4 Harry and I go to Hillcrest School.
5 I've got lots of hobbies and interests.
6 I like drawing and I spend a lot of time reading.
7 As for sport, I play hockey at school.
8 I also enjoy tennis.
9 I'm quite talkative.
10 In fact I really love chatting on the phone with my friends.
11 I've probably got one big fault.
12 I'm very lazy.

Challenge!

Students' own answers.

- 4 1 I am not an ambitious person at all.
2 Kate is a bit mean.
3 My best friend is very loyal.
4 Henry is quite a tolerant person.
5 Toby is slightly shy.
6 My brother is quite impatient.
5 Students' own answers.

PAGE 8 Self check 1: Grammar

- 1 1 habit, frequently 2 simple 3 actions, happening, moment
4 future 5 continuous
- 2 1 isn't using 2 doesn't like 3 finish 4 Are you studying
5 're visiting 6 Does Alice go 7 write 8 're getting up
- 3 1 rule 3 2 rule 5 3 rule 1 4 rule 3 5 rule 4 6 rule 1
7 rule 2 8 rule 4
- 4 1 Sally always expects to pass her exams.
2 Mark can't stand travelling by plane.
3 He hopes to play in the final.
4 We don't fancy going shopping tomorrow.
5 Frank agreed to help his sister with her English homework.
6 I can't imagine winning a lot of money.
7 Sara offered to repair my bicycle.
8 Kelly doesn't mind waiting for you at the bus stop.
- 5 1 running 2 finding 3 to get 4 to take part 5 to eat
6 to go 7 seeing 8 training

PAGE 9 Self check 1: Vocabulary

- 1** 1 impatient 2 wetsuit 3 code 4 label 5 expect 6 mean
7 coat 8 attitude 9 overalls 10 quiet 11 casual 12 logo
13 pessimistic 14 fashionable 15 apron 16 amusing
17 thoughtless 18 tracksuit 19 gown 20 lazy
- 2** 1 staff 2 design 3 slogan 4 attend 5 investing 6 judge
7 respectable 8 considerate 9 chef 10 assertive

PAGE 10 Unit 2

READING Ultra-marathon man

- 1 1 fat and sugar 2 dairy products 3 protein
4 fruit and vegetables 5 cereal and rice
- 2 Students' own answers.
- 3 1 b 2 e 3 a 4 c 5 d
- 4 b
- 5 c
- 6 1 c 2 b 3 c 4 a 5 b

PAGE 11 VOCABULARY Can eating be a sport?

- 1 1 boiled 2 celebrity 3 nickname 4 healthy 5 fast
6 appetite 7 weighs 8 tradition 9 widow 10 participate
11 coverage 12 mind 13 baked 14 natural 15 spider
- 2 2 stop 3 continued 4 participate 5 discovered 6 collected
7 returned 8 completed
- 3 2 compete 3 exciting 4 differ 5 isolated 6 defence
7 bore 8 preparation
- 4 1 bland 2 fresh 3 salty 4 tender 5 sweet
- 5 1 boil 2 bake 3 roast 4 grill 5 fry

PAGE 12 GRAMMAR some / any, How much / many?

- 1 2 some 3 any 4 any 5 any 6 some 7 some 8 any
- 2 3 There's some cheese. 6 There aren't any sardines.
4 There aren't any eggs. 7 There are some tomatoes.
5 There isn't any beef. 8 There's some orange juice.
- 3 2 Are there any bananas? Yes, there are.
3 Is there any cereal? Yes, there is.
4 Are there any peas? No, there aren't.
5 Are there any eggs? Yes, there are.
6 Is there any coffee? No, there isn't.
- 4 2 How many 3 how many 4 How much
- 5 2 How much cheese is there in the fridge?
3 How much milk does he drink a day?
4 How many books have they got?
5 How many books does he read a week?
6 How much water is in that bottle?

PAGE 13 SKILLS Talking about food

- 1 cheese, tea, tomatoes, olives, jam, bread, apples, coffee, water, hot chocolate, toast, cereal, bananas, orange juice, eggs
- 2 countable food: tomatoes, apples, eggs, bananas
uncountable food: cheese, jam, bread, cereal, toast
uncountable drink: milk, tea, coffee, water, orange juice, hot chocolate
(Countable drink is the empty part.)
- 3 1 a cup of 2 a slice of 3 a bottle of, a glass of 4 a bowl of
- 4 1 glass 2 orange juice 3 bottles 4 water 5 cups 6 coffee
7 slices 8 bread
- 5 (suggested answers)
1 c, salmon 2 d, lamb 3 a, milk 4 e, peas 5 b, oranges

PAGE 14 GRAMMAR Articles

- 1 Correct: the restaurant, the orange juice, an onion
Incorrect: a bread, an oranges
- 2 a: house, potato, salad, university
an: egg, exam, hour, onion, opinion

- 3 2 Let's go to an Italian restaurant.
3 We need a large onion.
4 Yale is a famous university.
5 I've got an expensive phone.
6 The blue whale is an amazing animal.
- 4 1 an 2 a 3 an 4 an 5 a 6 an
- 5 1 an 2 a 3 the 4 the 5 a 6 a 7 the
- 6 1 the, ✓ 2 ✓, a 3 ✓, the 4 the, the 5 the, ✓ 6 ✓, the
7 ✓, the 8 a, an

PAGE 15 WRITING A formal letter

- 1 1 Sir 2 in 3 two 4 10th 5 questions 6 costs 7 park
8 forward 9 faithfully
- 2 Students' own letters.

PAGE 16 Self check 2: Grammar

- 1 How much?
cheese, water, coffee, sauce, homework
How many?
people, eggs, oranges, cups, carrots
- 2 1 any 2 many 3 any 4 some 5 much 6 some 7 much
8 any
- 3 1 Are 2 much 3 some 4 many 5 any 6 Is
- 4 1 a 2 An 3 an 4 a 5 an 6 a 7 a 8 an
- 5 1 a, The 2 an, an 3 ✓, the 4 ✓, ✓ 5 a, The 6 a, ✓, ✓
7 a / the, the 8 ✓, the

PAGE 17 Self check 2: Vocabulary

- | 1 Across | Down |
|-------------|-----------|
| 1 meat | 1 much |
| 3 could | 2 slice |
| 5 coffee | 3 cereal |
| 6 fish | 4 dish |
| 7 beef | 9 some |
| 8 glass | 10 any |
| 11 snack | 11 soup |
| 13 many | 12 change |
| 14 the | 14 takes |
| 15 nickname | 16 an |

READING Friendly dolphins save swimmers

- 1 beach 2 wave 3 island 4 surfer 5 surfboard 6 shark
- 1 swimming 2 professional 3 thought 4 attacking
5 screamed 6 clear 7 Eventually
- 1 The swimmers were in the sea about 100 metres from the beach.
2 About ten dolphins appeared.
3 They thought that the dolphins were attacking them.
4 One of the swimmers tried to swim back to the beach.
5 Because there was a three-metre shark swimming towards them.
6 The dolphins stayed with the swimmers for forty minutes.
- 1 The lifeguards were on a training swim.
2 Ten dolphins appeared.
3 The dolphins started to swim around the people.
4 Ron tried to swim back to the beach.
5 The dolphins pushed Ron back to the other swimmers.
6 One of the swimmers screamed when she saw a shark.
7 The shark tried to attack the swimmers.
8 The dolphins stayed with the swimmers for forty minutes.
9 The shark swam away.
10 The swimmers returned to the beach.

PAGE 19 **VOCABULARY Surfing superstar!**

- 1 b 2 a 3 a 4 b 5 b 6 a 7 b 8 a 9 b 10 a 11 c
12 c 13 c 14 c 15 b
- 1 (set) in 2 (sets) off 3 (set) on 4 (sets some) aside
5 (set us) down 6 (set me) back
- 1 up 2 towards 3 along 4 across 5 through 6 into
- 1 fool 2 jokes 3 back 4 fire 5 along 6 time 7 cool

PAGE 20 **GRAMMAR Past simple**

- 1 was 2 couldn't 3 had to 4 didn't expect 5 didn't stop
6 swam 7 played 8 saw 9 decided 10 represented
11 came 12 won 13 broke 14 retired
- 1 tried 2 fell 3 didn't kick 4 laughed 5 said 6 played
7 wanted 8 showed 9 didn't leave 10 ate
- 1 didn't win 2 wasn't 3 didn't compete 4 didn't learn
5 didn't play 6 wasn't 7 didn't see
- Students' own answers.
- (Answers will vary.)
1 What did you do last night?
2 What did you do last Friday?
3 How many hours did you sleep last night?
4 What did you do last Eid?
5 Where did you go on holiday last summer?

PAGE 21 **SKILLS A question of sport**

- a tennis g rugby
b cycling h basketball
c football i golf
d badminton j ice hockey
e volleyball k baseball
f table tennis l weightlifting
- 1 gymnastics 2 athletics 3 swimming 4 judo
5 surfing 6 karate

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

- 1 competed, won 2 scored 3 passed 4 lost 5 missed
6 served

PAGE 22 **GRAMMAR Past simple and continuous**

- 1 had 2 was skiing 3 was shining 4 were skiing 5 lost
6 crashed 7 fell 8 arrived 9 took

Challenge!

- 1 Were, weren't 2 Did, did 3 Did, were, didn't 4 did
5 Did, was, did 6 did, didn't, wasn't
- 1 visited 2 were staying 3 went 4 was 5 were cheering
6 scored 7 didn't win 8 threw 9 caught 10 were leaving
11 gave 12 said
- 1 Last month Joe and Simon went to the motorbike Grand Prix. The sun was shining and the crowd was happy. Joe and Simon stood near the finish line.

- 2 The race was really exciting. Two riders were racing very close. On the last corner Colin Edwards was leading. Suddenly, Nicky Hayden passed Edwards. Edwards was surprised. He lost control of his motorbike.
- 3 Edwards crashed 500m before the finish line. While he was checking his motorbike, eleven other riders finished the race. Hayden won the Grand Prix, but the crowd cheered when Edwards crossed the finish line!

PAGE 23 **WRITING A magazine article**

- 1 famous 2 coaches 3 joined 4 team 5 medal 6 records
7 champion 8 number 9 admire 10 country
- 1 B 2 D 3 A 4 C
- Students' own answers.

Challenge!

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

PAGE 24 **Self check 3: Grammar**

- 1 He didn't ~~kicked~~ *kick* the ball once in the whole game!
2 They didn't ~~won~~ *win* a medal but they played well.
3 Karl ~~come~~ *came* first in the race.
4 He tripped over a stone and ~~fallen~~ *fell* over.
5 Sally ~~swimmed~~ *swam* from England to France last summer!
6 How many Olympic games ~~do~~ *did* she compete in?
7 We ~~eated~~ *ate* pasta for lunch.
8 Did Karen ~~met~~ *meet* her friends at the shopping centre?
9 I ~~taked~~ *took* part in a surfing competition last July.
- 10 What happened when the boat ~~sink~~ *sank*?
- 1 They didn't laugh at my jokes.
2 Did Neil cheat in the exam?
3 We didn't leave school early yesterday.
4 Did Ahmad score two goals in the match?
5 Did Laila buy a new dress for her sister's wedding?
6 I didn't eat breakfast yesterday before the exam.
7 Mike didn't compete in the last Olympics.
8 Did your dad retire last year?
9 I didn't catch the ball.
10 Did the spectators cheer at the end of the game?
- 1 It was raining heavily when he had the accident.
2 Helen fell over when she was skiing very fast down the mountain.
3 While we were having dinner, Jack came home from the match.
4 He said he wasn't well when we were going to the stadium.
5 When I finished my homework, the sun wasn't shining anymore.
6 They were rowing very fast when they crashed into the bridge.
7 He lost control of his bicycle when he was racing to the finish line.
8 The ball hit Tom in the face when he was watching the game.
9 A shark attacked Bethany when she was surfing in Hawaii.
10 The footballer got a red card and left the pitch.
- 4 1 went 2 was 3 was skiing 4 was shining 5 had
6 were leading 7 passed 8 was cheering 9 lost 10 hit

PAGE 25 **Self check 3: Vocabulary**

- 1 outstanding 2 athletics 3 recuperate 4 in 5 through
6 sponsors 7 karate 8 sharp 9 joke 10 back
11 gymnastics 12 instinct 13 up 14 grip 15 ice hockey
16 on 17 cards 18 badminton 19 across 20 off
- 2 1 b 2 a 3 d 4 c 5 a 6 b 7 a 8 d 9 b 10 c

PAGE 26 **Unit 4**

READING Cameron Weir

- 1 1 broke 2 burst 3 caught 4 burning 5 set 6 drove
- 2 1 bravery 2 safety 3 pain 4 hero / heroism
- 3 1 (his sister) and 2 (his brother)
- 4 1 They were going home.
- 2 Their names are Angus Weir, Beryl Weir, Cameron Weir, Mac Weir and Rosie Weir.
- 3 Cameron was the first person to escape from the car.
- 4 He couldn't see her seatbelt because the water was cloudy.
- 5 Passers-by rescued Cameron's father from the car.
- 6 They thought he was a passer-by because he was so calm.

PAGE 27 **VOCABULARY An award for bravery**

- 1 1 astounded 2 countless 3 terrified 4 dazed 5 intense 6 heroic 7 gripping 8 exhausted 9 dreadful
- 2 1 Panic-stricken 2 horrific 3 exceptional 4 agonizing 5 distressed
- 3 1 interesting 2 thrilled 3 exhausting 4 embarrassing 5 bewildered 6 annoying 7 bored 8 frightened
- 4 1 deafening 2 disappointed 3 amazing 4 moving 5 mesmerized 6 bored

Challenge!

Students' own answers.

PAGE 28 **GRAMMAR Comparatives and superlatives**

- 1 1 wealthy, wealthier, the wealthiest
- 2 generous, more generous, the most generous
- 3 scary, scarier, the scariest
- 4 small, smaller, the smallest
- 5 hot, hotter, the hottest
- 6 cold, colder, the coldest
- 7 good, better, the best
- 8 bad, worse, the worst
- 9 far, further, the furthest
- 10 talented, more talented, the most talented
- 11 well known, better known, the best known
- 12 fit, fitter, the fittest
- 2 1 Gold is heavier than silver.
- 2 Brazil is warmer than Norway.
- 3 April is shorter than January.
- 4 Fruit is healthier than junk food.
- 5 Turkey is smaller than Egypt.
- 6 Ferraris are more expensive than Fiats.
- 7 Tigers are more dangerous than horses.
- 3 Students' own answers.
- 4 1 the largest (d) 4 the biggest (c)
- 2 the longest (a) 5 the busiest (b)
- 3 the most successful (f) 6 the hottest (e)
- 5 Students' own answers.

Challenge!

- 1 What is the biggest country in the world? Russia.
- 2 Is the Atlantic Ocean larger or smaller than the Pacific Ocean? Smaller.
- 3 Which is the coldest continent in the world? Antarctica.
- 4 Is gold heavier than silver? Yes.
- 5 What's the highest mountain in the world? Mount Everest.
- 6 Which is nearer to the sun: Mars or Earth? Earth.

PAGE 29 **SKILLS Personal heroes**

- 1 1 courage 2 cowardice 3 education 4 generosity 5 intelligence 6 loyalty 7 meanness 8 modesty 9 wisdom
- 2 1 courage 2 generous 3 loyal 4 wise 5 educated 6 intelligence 7 modest 8 mean 9 cowardice
- 3 Students' own answers.
- 4 1 The most important thing is being a loyal friend.
- 2 My uncle spent his childhood in Australia.
- 3 In addition, it started to rain.
- 4 I find her courage admirable.
- 5 He's an inspiration to other children.
- 6 What stands out most is his calm voice.
- 5 1 born 2 grew up 3 orphanage 4 managed 5 college 6 became 7 blind 8 taught 9 inspiration 10 successful

PAGE 30 **GRAMMAR not as ... as, too, enough**

- 1 1 Jeff isn't as young as Tom.
- 2 Tom isn't as old as Jeff.

- 3 Jeff is as tall as Tom.
- 4 Tom isn't as heavy as Jeff.
- 5 Tom is as rich as Jeff.
- 6 Tom isn't as hard-working as Jeff.
- 2 Students' own answers.
- 3 1 We aren't early enough to see the dawn.
- 2 I'm not old enough to drive a car.
- 3 These jeans are too wet to wear.
- 4 His car is too slow.
- 5 He isn't generous enough to pay for my coffee.
- 6 The book was too short.
- 7 He isn't popular enough to win the award.
- 8 She's too impatient to wait.
- 9 You aren't optimistic enough about your future!
- 4 1 as 2 than 3 as 4 than 5 as 6 as

Challenge!

- 1 He's as cold as ice. 5 He's as blind as a bat.
- 2 She's as pretty as a picture. 6 She's as busy as a bee.
- 3 He's as quiet as a mouse. 7 It's as easy as ABC.
- 4 She's as quick as lightning. 8 He's as tall as a tree.
- Students' own answers.

PAGE 31 **WRITING A book report**

- 1 1 e 2 b 3 h 4 c 5 g 6 a
- 2 Paragraph 1: the author
Paragraph 2: the book's story
Paragraph 3: his opinion
- 3 1 e 2 b 3 i 4 d 5 g 6 h 7 a 8 f 9 c
- 4 Students' own answers.

PAGE 32 **Self check 4: Grammar**

- 1 Students' own answers.
- 2 1 more interesting 2 more difficult 3 richer 4 taller 5 more hard-working 6 better known 7 hotter 8 worse 9 cheaper
- 3 1 youngest 2 most generous 3 biggest 4 funniest 5 best 6 worst 7 hottest
- 4 1 tall enough 2 confident enough 3 enough milk 4 warm enough 5 enough time 6 good enough 7 enough room 8 enough money
- 5 1 Saturn isn't as big as Jupiter.
- 2 China isn't as large as Russia.
- 3 The Nile is longer than the Amazon.
- 4 The Arctic isn't as cold as the Antarctic.
- 5 Chimpanzees are more intelligent than dolphins.
- 6 The speed of sound isn't as fast as the speed of light.

PAGE 33 **Self check 4: Vocabulary**

- 1 1 heroic 2 generosity 3 bored 4 exceptional 5 humour 6 terrified 7 patience 8 gripping 9 courage 10 countless 11 exhausting 12 frightened 13 agonizing 14 embarrassed 15 meanness 16 perseverance 17 intelligent 18 disappointing 19 loyal 20 cowardice
- 2 1 boring 2 interesting 3 disappointed 4 annoying 5 excited 6 wisdom 7 education 8 loyalty 9 surprised 10 exhausted

PAGE 34 **Unit 5**

READING On top of the world

- 1 2 It's sunny and hot.5 It's stormy and warm.
- 3 It's snowy and freezing.6 It's foggy and cold.
- 4 It's rainy and windy.
- 2 1 paralysed 2 harbour 3 rare, illness 4 passenger
5 design, wheelchair
- 3 2 active 3 over 4 true 5 icy 6 tired 7 first
- 4 1 Mount Everest
- 2 Because he hasn't got any legs.
- 3 He lost his legs in a climbing accident.
- 4 Three
- 5 The weather was terrible. / The weather was icy and windy.
- 6 It took six days.

PAGE 35 **VOCABULARY Living again!**

- 1 1 c 2 a 3 b 4 a 5 a 6 b 7 c 8 b 9 b 10 c 11 a
12 c 13 b 14 c 15 b
- 2 2 mild 3 unsettled 4 showery 5 humid 6 chilly / cold
- 3 2 stern 3 hull 4 bow 5 mast 6 port 7 sail 8 starboard
- 4 1 and go 2 true 3 apart 4 on 5 out 6 round
- 5 1 e 2 a 3 f 4 b 5 d 6 c

PAGE 36 **GRAMMAR Present perfect: affirmative**

- 1 2 wrote, written 3 walked, walked 4 drank, drunk
5 continued, continued 6 did, done 7 jogged, jogged
8 came, come
- 2 2 Tom has had dinner.
- 3 Peter's gone to London.
- 4 I've bought a new DVD player.
- 5 William and Ann have cooked lunch.
- 3 1 have dropped / 've dropped 2 has gone / 's gone
3 has landed / 's landed 4 has broken
5 have missed / 've missed 6 has started / 's started
7 have left / 've left 8 have arrived / 've arrived
9 have just seen / 've just seen
- 4 2 's just gone 3 's just arrived 4 've just finished 5 've just
eaten 6 've just stopped 7 've just missed 8 've just spoken

PAGE 37 **SKILLS Transport**

- 1 2 It takes Sarah 15 minutes to go to the shops by taxi.
- 3 It takes Mick 1 hour to go to Liverpool by train.
- 4 It takes Kevin 45 minutes to go to work by underground.
- 5 It takes Tom 2 hours to go to Cairo by plane.
- 6 It takes Robbie 8 hours to go to France by boat.
- 7 It takes Laura 15 minutes to go the beach by motorbike.
- 2 2 My brother gave me a lift to town this morning.
- 3 We took a taxi to the shops.
- 4 My dad went to work by car this morning.
- 5 David sometimes goes to school by bike.
- 6 Harriet went to work by bus yesterday.
- 3 1 get 2 slow 3 break 4 take
- 4 1 down 2 got 3 take 4 back 5 get 6 out of
7 breaks 8 on

PAGE 38 **GRAMMAR Present perfect: negative and interrogative**

- 1 1 haven't packed 2 haven't changed 3 hasn't found
4 haven't booked
- 2 2 They haven't visited a museum.
- 3 Andy hasn't phoned his parents.
- 4 They haven't bought a guidebook.
- 5 Chris hasn't taken a boat trip.
- 6 They haven't watched TV.
- 3 2 Has Luke bought food for the journey? Yes, he has.
- 3 Has he planned the route? Yes, he has.
- 4 Has he listened to the weather report? No, he hasn't.
- 5 Has he phoned his parents? Yes, he has.
- 6 Has he packed bottles of water? Yes, he has.
- 7 Has he sent text messages to his friends? No, he hasn't.
- 8 Has he checked the equipment? No, he hasn't.

PAGE 39 **WRITING A holiday email**

- 1 2 I've already bought some souvenirs.
- 3 We haven't found our passports yet.
- 4 Has Peter seen the Queen yet?

- 5 We've already spent a day on the beach.
- 6 We've already taken a coach tour.
- 7 They haven't bought a guidebook yet.
- 8 She's already visited the museum.
- 2 2 Hope 3 soon 4 forward 5 all 6 next 7 Best 8 love
9 time 10 back
- 3 1 c 2 a 3 c 4 b
- 4 Students' own emails.

PAGE 40 **Self check 5: Grammar**

- 1 1 I've made coffee for everyone.
- 2 She's bought a new phone.
- 3 We've done our homework.
- 4 Jack's drunk all the milk.
- 5 Dad's written a letter to my teacher.
- 6 You've spoken to Richard.
- 7 They've had a good time.
- 8 We've missed the train.
- 2 1 They've just eaten lunch.4 He's just won the race.
- 2 He's just woken up.5 They've just left school.
- 3 The plane has just landed.
- 3 1 John hasn't been to school. He's been in bed.
- 2 Diana hasn't bought a new dress. She's bought some jeans.
- 3 My mum and dad haven't visited my grandparents. They've visited
my uncle.
- 4 They haven't eaten pizzas. They've eaten hamburgers.
- 5 Mike hasn't drunk a cup of tea. He's drunk a cup of coffee.
- 6 Sara hasn't spoken to Anne. She's spoken to Lisa.
- 7 We haven't done the washing-up. We've done the washing.
- 8 They haven't just caught the train. They've just caught the bus.
- 4 1 Have you been 2 Has David bought 3 he hasn't
4 Have you sent 5 I have 6 Have you spoken 7 I haven't
8 Has she taken 9 Has Lisa come 10 she hasn't

PAGE 41 **Self check 5: Vocabulary**

- | | |
|------------|---------------|
| 1 Across | Down |
| 3 return | 1 underground |
| 5 down | 2 just |
| 7 platform | 4 tram |
| 11 already | 6 lorry |
| 12 out | 8 boat |
| 13 haven't | 9 change |
| 15 next | 10 has |
| 18 does | 13 Have |
| 19 eaten | 14 van |
| 16 taken | |
| 17 yet | |

PAGE 42 **Unit 6**

READING Time out

- 1 2 building site 3 theme park 4 factory 5 school 6 sports centre 7 hair salon 8 garage 9 hospital 10 café
- 2 1 building site 2 restaurant 3 office 4 hospital 5 factory 6 hair salon 7 garage 8 hospital 9 shop 10 café, restaurant
- 3 1 work 2 job 3 spend 4 make 5 university 6 take 7 outside 8 experience
- 4 1 T 2 F 3 T 4 F 5 F 6 F

PAGE 43 **VOCABULARY Gap years**

- 1 2 ideal 3 outdoors 4 opportunity 5 demanding 6 full-time 7 finance 8 restored 9 coach 10 rewarding 11 voluntary 12 charity 13 post 14 responsibilities 15 visa
- 2 1 (an) ideal 2 demanding 3 look after 4 coach 5 outdoors 6 opportunity 7 post 8 responsibilities
- 3 1 in charge of 2 apply 3 resign 4 training course 5 offered 6 gave, sack 7 part-time 8 interview
- 4 2 He's looking for a job in the legal profession.
- 3 ✓
- 4 My dad started work when he was fourteen.
- 5 I'd like a job that is outdoors.
- 6 It's not easy to find work.
- 7 ✓
- 8 I've been offered a job in London.

PAGE 44 **GRAMMAR going to**

- 1 2 'm not going to work 7 's going to wash
- 3 'm not going to read 8 are going to travel
- 4 'm going to work 9 aren't going to stay
- 5 's going to get 10 're going to backpack
- 6 isn't going to be
- 2 2 I'm going to go out with my friends. / I'm not going to go out with my friends.
- 3 I'm going to play computer games. / I'm not going to play computer games.
- 4 I'm going to do my homework. / I'm not going to do my homework.
- 5 I'm going to go shopping. / I'm not going to go shopping.
- 6 I'm going to stay at home on Thursday evening. / I'm not going to stay at home on Thursday evening.
- 7 I'm going to eat out. / I'm not going to eat out.
- 8 I'm going to tidy my bedroom. / I'm not going to tidy my bedroom.
- 9 I'm going to stay up late. / I'm not going to stay up late.
- 3 2 Are John and Mike going to play tennis? No, they aren't.
- 3 Is Helen going to read some books? No, she isn't.
- 4 Are John and Mike going to go shopping? Yes, they are.
- 5 Is Helen going to play tennis? Yes, she is.
- 6 Are John and Mike going to go to the beach? No, they aren't.

PAGE 45 **SKILLS Jobs and work**

- 1 1 waiter 2 farmer 3 chef 4 doctor 5 hairdresser 6 mechanic 7 factory worker
- 2 2 doctor 3 nurse 4 politician 5 secretary 6 bus driver 7 cleaner 8 engineer 9 shop assistant 10 scientist 11 builder
- vertical word: computer programmer
- 3 1 farmer 2 bus driver 3 computer programmer 4 doctor 5 chef
- 4 1 scientist 2 cleaner 3 visitor 4 receptionist 5 doctor 6 journalist 7 director 8 footballer 9 translator 10 dentist

PAGE 46 **GRAMMAR will**

- 1 2 We won't be at home this evening.
- 3 Brazil will win the next World Cup.
- 4 We won't be late for school.
- 5 My dad will be 38 in January.
- 6 Danny won't pass all his exams.
- 2 (Students' answers will vary.)
- 1 People will / won't live on the moon.
- 2 Computers will / won't be more intelligent than people.
- 3 We will / won't go to school.
- 4 Russia will / won't be in the European Union.
- 5 People will / won't live more than 120 years.
- 6 People will / won't go to Mars on holiday.
- 7 People will / won't buy everything on the internet.

PAGE 47 **WRITING A letter of application**

- 1 1 I have experience of working in shops.
- 2 I look forward to hearing from you.
- 3 I am writing to apply for a job in your shop.
- 4 I can send you a reference from the manager of the shoe shop.
- 2 1 I am writing to apply for a job in your shop.
- 2 I have experience of working in shops.
- 3 I can send you a reference from the manager of the shoe shop.
- 4 I look forward to hearing from you.
- 3 2 I'm applying – I'm writing to apply
- 3 I've worked in hotels. – I have experience of working in hotels.
- 4 Write soon – I look forward to hearing from you soon.
- 5 Bye for now – Yours faithfully
- 4 Students' own letters.

PAGE 48 **Self check 6: Grammar**

- 1 1 We're going to visit my brother this weekend.
- 2 He isn't going to tell us anything.
- 3 Sara is going to do an exam next week.
- 4 My parents aren't going to go shopping.
- 5 Is Helen going to drive to work?
- 6 Mum is going to cook a pizza for lunch.
- 7 She's going to stay at home tomorrow.
- 8 Are we going to win the match?
- 2 1 We aren't going to eat at Mike's house.
- 2 Is Anne going to do voluntary work?
- 3 Are my brothers going to play football?
- 4 We aren't going to travel to India.
- 5 You aren't going to see the match.
- 6 Are they going to live in Paris?
- 3 1 future 2 predictions 3 plans 4 base 5 be 6 verb 7 Won't 8 will 9 short 10 I'm not
- 4 1 will live 2 'll want 3 'll win 4 won't work 5 will do 6 won't be 7 won't snow 8 'll have
- 5 1 will you do 2 I'll go 3 I won't 4 I'll take 5 Will you go 6 I won't 7 Will you work 8 I will

PAGE 49 **Self check 6: Vocabulary**

- | | |
|-----------------|--------------|
| 1 Across | Down |
| 3 translator | 1 hands |
| 7 inspector | 2 outdoors |
| 9 post | 4 public |
| 10 restore | 5 finance |
| 12 resign | 6 store |
| 13 visa | 8 politician |
| 14 ideal | 11 training |
| 15 time | 15 computer |
| 17 mechanic | 18 chef |
| 19 team | |
| 20 farmer | |

PAGE 50 **Unit 7**

READING Dancing horses

- 1 1 at risk 2 ban 3 injured 4 Participants 5 Spectators
6 casualties 7 sign up 8 horns 9 concerned
- 2 1 T 2 F 3 F
- 3 1 When did the festival start? 4 Why did they push the horses?
2 Where did it take place? 5 How long did the festival last?
3 Who rode their black horses? 6 What happens after the festival?

Challenge!

Students' own answers.

PAGE 51 **VOCABULARY The traditions they tried to ban**

- 1 1 herd 2 sign up 3 respect 4 relieve 5 tie 6 protest
7 pour 8 horns 9 douse 10 chase 11 leap 12 elderly
13 concussion
- 2 1 allow 2 censor 3 boycotting 4 prohibited 5 authorized
6 exiled
- 3 1 school 2 pride 3 troop 4 flock 5 pack
- 4 1 about 2 for 3 of 4 in 5 around 6 to 7 from

PAGE 52 **GRAMMAR must, mustn't and needn't**

- 1 1 In Japan you mustn't wear shoes indoors.
2 In some Muslim countries women must cover their hair.
3 In many Asian countries you mustn't eat with your left hand.
4 In many countries you mustn't point at people with your finger.
5 In American restaurants you must leave the waiter a 15% tip.
6 In the USA you mustn't touch people if you don't know them very well.
7 You mustn't call people after about 10 p.m. unless it's an emergency.
- 2 1 needn't 2 must 3 needn't 4 mustn't 5 mustn't 6 must
7 mustn't 8 needn't
- 3 1 You needn't wear a tie.
2 You mustn't be late.
3 You needn't eat with a knife and fork.
4 You mustn't laugh at teachers.
5 You needn't take off your shoes if you don't want to.
6 You needn't take a gift when you visit him.
7 You mustn't belch at the table.
8 You needn't accept the invitation if you don't want to go.

Challenge!

Students' own answers.

PAGE 53 **SKILLS Body language**

- 1 1 shake 2 pat 3 fold 4 shake 5 point 6 cross
- 2 1 The teacher is pointing at one of the students.
2 She is folding her arms.
3 They're embracing.
4 She's crossing her legs.
5 They're waving.
- 3 1 Lie down! 2 Turn over! 3 Sit up! 4 Stand up!
5 Put up your hands! 6 Lift up your foot! 7 Hold out your arms!
8 Bend over! 9 Turn round! 10 Sit down!

PAGE 54 **GRAMMAR First conditional**

- 1 (order may vary)
1 Bad things will happen if you break a mirror.
2 If you see a magpie in the morning, you'll get good news that day.
3 If a man smiles a lot during his wedding, his first child will be a girl.
4 If you see a spider in your house, you'll have visitors.
5 If you wash your hair on the morning of an exam, you won't remember what you've learned.
6 You'll make a lot of money during the year if you eat lentils on 1st January.
- 2 1 If there is a good film on TV, we'll watch it.
2 I'll help you if you want.
3 If we don't hurry, we'll miss the train.
4 He won't mind if you don't phone him.
5 If I have time tomorrow, I'll help you with your homework.
6 I'll make you a sandwich if you're hungry.
- 3 1 won't wait 2 rains 3 don't turn round 4 won't be able
5 lie down 6 'll open
- 4 1 she'll trip over the bag 2 he'll bump his head
3 she'll get a surprise

PAGE 55 **WRITING A note**

- 1 1 Thanks very much for your note. (a)
2 I'll definitely be there. (e)
3 I hope you have a great picnic. (c)
4 I'm afraid I won't be able to make it. (b)
5 Thanks very much for the invitation to your party. (d)
6 What time does it start? (f)
- 2 1 mates 2 make it 3 hear from you 4 too bad 5 guess
- 3 1 e.g. 2 asap. 3 tel. 4 CDs 5 etc.
- 4 1 come with us, friends 2 Tel., Rd., RSVP
- 5 Students' own answers.

PAGE 56 **Self check 7: Grammar**

- 1 1 c 2 a 3 b
- 2 1 must 2 must 3 needn't 4 needn't 5 must 6 mustn't
7 must 8 mustn't 9 needn't 10 must
- 3 1 needn't 2 mustn't 3 must 4 mustn't 5 needn't 6 must
7 mustn't 8 must 9 must 10 needn't
- 4 1 predict 2 parts 3 action 4 result 5 clause 6 comma
- 5 1 We'll miss the train if you don't hurry up!
2 If I don't feel better, I'll go the doctor's tomorrow.
3 If you don't stop eating sweets, you'll be ill.
4 The pizza will be hard if you don't take it out of the oven.
5 Your jeans will shrink if you soak them for too long.
6 If you speak to your teacher, she'll give you some good advice.
7 She'll have an accident if she doesn't drive more slowly.
8 If my dad arrives late, he won't see the news.
9 The students will be disappointed if they don't win the competition.
10 If you wait at the bus stop, the bus will come soon.
11 If he doesn't make an appointment, he won't see the doctor.

PAGE 57 **Self check 7: Vocabulary**

- 1 1 flock 2 wave 3 about 4 nod 5 Pour 6 arms 7 exile
8 Put 9 herd 10 around 11 point 12 crossed 13 raise
14 concussion 15 from 16 pride 17 elderly 18 shake
19 boycott 20 elderly
- 2 1 b gestures 2 c folds 3 d Crossing 4 a an embrace
5 a shake 6 a wave 7 c shakes 8 a nod 9 c touch
10 c gesticulate

Vocabulary

1 Complete the sentences. Replace the underlined words with a word or expression from the box.

fashionable casual took off tracksuit judge
respectable slogans investing amusing
get dressed

- Teachers have to wear smart, tidy clothes.
Teachers have to wear _____ clothes.
- He put on his sports clothes and went to the sports centre.
He put on his _____ and went to the sports centre.
- The company is using its money in a new housing project.
The company is _____ in a new housing project.
- We can wear informal clothes to the barbecue.
We can wear _____ clothes to the barbecue.
- Josh is always telling funny stories.
Josh is very _____.
- I always put my clothes on in the bathroom.
I always _____ in the bathroom.
- Which short sentences do you remember from the adverts you've seen recently?
Which _____ do you remember from the adverts you've seen recently?
- It was very hot, so we all removed our jackets.
It was very hot, so we all _____ our jackets.
- Jessica always wears clothes that are popular at the moment.
Jessica always wears _____ clothes.
- I try not to form an opinion about people before I know them.
I try not to _____ people before I know them.

Marks: ___ /10

2 Complete the text.

Emily works at a hospital where the dress ¹ _____ is very strict. ² _____ are not allowed to ³ _____ jeans or shorts, and T-shirts with a company ⁴ _____ are also prohibited. If you wear anything unsuitable, they will tell you to take it ⁵ _____. Doctors always wear a white ⁶ _____, which they have to put ⁷ _____ as soon as they enter the hospital. They must ⁸ _____ up the buttons in order to look smart and tidy. They may pull ⁹ _____ the sleeves to wash their hands, but they are not allowed to attend patients like this. Employees are also expected to be well- ¹⁰ _____ at work. Rude behaviour is definitely not allowed!

Marks: ___ /10

Reading

3 Read the text and choose the correct answers.

Dressing up for the occasion

Before the 2008 Olympics, the Chinese government told Beijing residents exactly what to wear during the 16 days of the Games. It gave leaflets containing dress code instructions to around four million households. They advised people to wear no more than three colour groups in their clothing and prohibited people from visiting their neighbours in pyjamas and slippers. They also recommended dark-coloured socks. The government's Olympic slogan for citizens was 'I participate, I contribute, I enjoy'. It also employed nearly a million volunteers to give tips for good manners at schools, universities and government offices. The results of all this? People started to dress more elegantly and began to queue at bus stops.

- The Beijing Olympic Games lasted for ... two weeks.
a just over b exactly c just under
- People were advised to wear ... colour groups.
a three or more b three c three or fewer
- A suitable colour for socks was ...
a yellow. b black. c pink.
- Volunteers taught people how to ...
a dress. b behave. c smile.
- Because of the government's efforts, people started wearing ... clothes.
a cheaper b more casual c smarter

Marks: ___ /5

4 Read the text again and answer the questions with a complete sentence.

- What event happened in Beijing in 2008?

- How many leaflets did the government distribute?

- What did people sometimes wear to visit neighbours?

- What was the government's slogan for the event?

- What big change happened at the city's bus stops?

Marks: ___ /15

Grammar

5 Choose the correct answers.

Whatever colour we choose ¹ _____ says something about our personality. In general, reserved people ² _____ in darker colours because they don't want ³ _____, whereas those with more confidence enjoy ⁴ _____ brighter colours that ⁵ _____ their presence in a crowd. This shows the importance of spending time ⁶ _____ what to wear before any occasion. Avoid ⁷ _____ on brown clothes if you intend ⁸ _____ modern and fashionable. If you need ⁹ _____ your intelligence, wear grey. And remember that even the most timid person can pretend ¹⁰ _____ assertive by wearing bright colours.

- | | | |
|---------------|----------------|----------------|
| 1 a buy | b to buy | c buying |
| 2 a dress | b to dress | c dressing |
| 3 a stand out | b to stand out | c standing out |
| 4 a wear | b to wear | c wearing |
| 5 a highlight | b to highlight | c highlighting |
| 6 a decide | b to decide | c deciding |
| 7 a put | b to put | c putting |
| 8 a look | b to look | c looking |
| 9 a show | b to show | c showing |
| 10 a be | b to be | c being |

Marks: ___ /10

6 Rewrite the present simple sentences using the present continuous. Rewrite the present continuous sentences using the present simple.

- I don't usually eat meat.
_____ meat today.
- Ryan isn't training today.
_____ on Fridays.
- Are your grandparents going out tonight?
_____ every evening?
- My brothers often play football after school.
_____ football tonight.
- Do you read books?
_____ a book now?
- We aren't visiting our cousins today.
_____ them during the week.
- Susan doesn't speak German.
_____ German now.
- Is your brother watching TV at the moment?
_____ TV every day?
- Olivia is doing her homework.
_____ her homework after school.
- Does Jack usually walk to school?
_____ to school now?

Marks: ___ /10

Language skills

7 Complete the dialogue.

- Mr White Hello Dan. Why ¹ _____ you running?
- Dan Hi Mr White. I need ² _____ go to the sports centre. I've got a tennis match and I'm late.
- Mr White ³ _____ you want a lift? We're ⁴ _____ to the sports centre too.
- Dan Yes, that would be great.
- Mr White The boys are in the back, but nobody ⁵ _____ sitting in the front.
- Dan Thanks, Mr White.
- Mr White Do you enjoy ⁶ _____ tennis, Dan?
- Dan Yes, but I ⁷ _____ football. Football's even better than tennis! I'm not keen ⁸ _____ watching it on TV, though.
- Mr White I'm really interested ⁹ _____ tennis. What time ¹⁰ _____ your match start?
- Dan At 5.30. Come and watch if you want!

Marks: ___ /10

8 Complete the mini-dialogues.

Dialogue 1

- A ¹ _____?
- B No! My brother's really lazy.
- A Are your grandparents really mean?
- B No! ² _____
- A Are you a very quiet person?
- B No! ³ _____

Dialogue 2

- A ⁴ _____?
- B My friends wear jeans and a T-shirt at weekends.
- A ⁵ _____?
- B Right now, I'm wearing a skirt and a jumper.

Marks: ___ /10

Writing

9 Write a personal profile about somebody in your family. Write about 90 words. Organize your writing into three paragraphs:

- Write about their name, age and school year.
- Write about their hobbies and interests.
- Write about their personality.

Marks: ___ /20

TOTAL: ___ /100

Vocabulary

1 Rewrite the sentences, replacing the underlined words with a suitable word or expression.

- 1 Sportsmen often become well-known people.

- 2 We need to discover what time the train leaves.

- 3 My aunt is a woman without a husband.

- 4 I prefer meat without fat.

- 5 We cooked some eggs in hot water for lunch.

- 6 Eating three times a day is normal.

- 7 Tina stopped eating chocolate last week.

- 8 Everyone in my family is very strong and well.

- 9 We often cook a chicken in the oven on special occasions.

- 10 My steak was very easy to cut.

Marks: __ /10

2 Complete the text.

A traditional English breakfast is toast and eggs. People used to ¹_____ their food in butter, but now we know that this isn't very ²_____. To reduce the content of ³_____ in food, many people now ⁴_____ the eggs at the top of the oven instead. However, things have changed, and most people in Britain only have a bowl of ⁵_____ for breakfast today. Some follow this with a slice or two of ⁶_____ with butter and ⁷_____. In the past families made a pot of ⁸_____ to drink, but nowadays many people have a cup of ⁹_____ instead. In general, they don't drink espresso though! Some people also have a glass of orange ¹⁰_____ with their breakfast.

Marks: __ /10

Reading

3 Read the text and complete the sentences.

A diet fit for a champion

American swimmer Michael Phelps consumes an amazing 12,000 calories a day. He starts off by eating three fried-egg sandwiches loaded with cheese, lettuce, tomatoes, fried onions and mayonnaise. He follows this up with two cups of coffee, a five-egg omelette, a bowl of cereal and three slices of toast topped with powdered sugar and three chocolate-chip pancakes. For lunch Phelps has half a kilo of enriched pasta and two large cheese sandwiches covered with mayonnaise. He finishes the meal by downing 1,000 calories worth of energy drinks. For dinner Phelps loads up the carbohydrates with another half a kilo of pasta and a whole pizza. Then he drinks another 1,000 calories worth of energy drinks. His diet is designed to give him the energy he needs to complete his five-hours a day, six-days-a-week training regime.

- 1 Michael Phelps takes part in _____ competitions.
- 2 The sandwiches he has for breakfast contain _____ different ingredients.
- 3 He has _____ and pancakes on his toast.
- 4 The main liquid he consumes comes from _____.
- 5 He eats so many carbohydrates to get _____.

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

- 1 How many eggs does Phelps eat for breakfast?

- 2 How much pasta does Phelps eat every day?

- 3 What drinks does Phelps have during the day?

- 4 What is Phelps's biggest meal?

- 5 How many hours does Phelps train per week?

Marks: __ /15

Grammar

5 Find the mistake in each line. Write the correction below.

- 1 To have the balanced diet, you should eat a
- 2 variety of foods from all of the five basic group.
- 3 How many bread can you eat? Bread, pasta,
- 4 potato and rice are all in the first group. These
- 5 foods should be the main part of all meals you
- 6 eat. How many fruit should you have? You should
- 7 eat five portions of fruits and vegetables every day.
- 8 Are meat bad for you? Of course not. You need to
- 9 eat any fish or meat every day, but you shouldn't
- 10 eat some fat. Cut this off the meat before you cook it.

- | | |
|---------|----------|
| 1 _____ | 6 _____ |
| 2 _____ | 7 _____ |
| 3 _____ | 8 _____ |
| 4 _____ | 9 _____ |
| 5 _____ | 10 _____ |

Marks: ___ /10

6 Use the words to write sentences, adding any extra necessary words.

- 1 I / not have / computer / at / home

- 2 There are / bananas / in / kitchen

- 3 How / milk / be / in / fridge?

- 4 We / listen to / radio / during / day

- 5 What time / you have / breakfast / in / morning?

- 6 Linda / go library / every week / to get / book

- 7 How / people / go / work / in your family?

- 8 My father / go work / by / car

- 9 My friends / not have got / money / in bank

- 10 You / watch television / in / evening?

Marks: ___ /10

Language skills

7 Complete the dialogue.

- Dan There isn't anything for dinner.
Ben I'm sure there's ¹ _____ bread. We could have toast.
Dan We had sandwiches ² _____ lunch and we finished ³ _____ bread.
Ben What about eggs. Are there ⁴ _____ eggs in the fridge? We could make ⁵ _____ omelette.
Dan No, there ⁶ _____ any eggs either.
Ben ⁷ _____ there any fruit?
Dan There ⁸ _____ two apples, and I think there's ⁹ _____ banana.
Ben Great! I know, you make a cup of tea, and I'll make a fruit salad.
Dan I can't make tea, because there ¹⁰ _____ any milk!

Marks: ___ /10

8 Complete the mini-dialogues.

Dialogue 1

- A How much coffee is there?
B ¹ _____
I just had the last cup.
A How many biscuits are there?
B ² _____
You ate them all yesterday.

Dialogue 2

- A ³ _____?
B I usually have cereal and toast.

Dialogue 3

- A ⁴ _____?
B My brother's got two cars.

Dialogue 4

- A ⁵ _____?
B Sam usually drinks water.

Marks: ___ /10

Writing

9 Imagine you want to organize a weekend at a hotel for you and a group of friends. You want to find out: if the hotel is available, the price of a room, if the hotel has a car park. Write a formal letter to the hotel. Write 90–110 words and include the following information:

- how many people are in the group
- what the occasion is
- the date

Marks: ___ /20

TOTAL: ___ /100

Vocabulary

1 Complete the sentences, replacing the underlined words with an expression containing the word in brackets.

- The bad weather delayed the departure of our flight. (back)
The bad weather _____ the departure of our flight.
- My little brother always behaves in a silly way. (fool)
My little brother always _____.
- The tourist was taking a risk when he tried to take a photo of the shark. (fire)
The tourist was _____ when he tried to take a photo of the shark.
- The rain arrived and stayed for the day, so we couldn't go out. (in)
The rain _____ for the day, so we couldn't go out.
- We started our journey early to avoid the traffic. (off)
We _____ early to avoid the traffic.
- Josy laughed when we tricked her. (joke)
Josy laughed when we _____ on her.
- I'm saving some money every month for a car. (aside)
I'm _____ some money every month for a car.
- I didn't understand the message on my answerphone so I listened to it again. (back)
I didn't understand the message on my answerphone so I _____.
- The school bus lets us get out outside our house. (down)
The school bus _____ outside our house.
- She had to stay in hospital for three weeks to get better.
She had to stay in hospital for three weeks to _____.

Marks: ___ /10

2 Complete the text.

Last Wednesday David was serving a customer in the bank when two masked men ran ¹_____ the bank firing guns. They told everyone to lie face ²_____ on the floor, and one of them headed ³_____ the manager's office. He pushed the manager ⁴_____ the door to the safe. 'Open it!' he shouted, but the manager refused. The robber set ⁵_____ him at once, but David intervened and offered to open the safe. He walked ⁶_____ the safe, then put his hand on the dial. The rest of the staff realized that David was playing for ⁷_____ until the police arrived, so they played ⁸_____ with his plan. Five minutes later the bank robbers were arrested. David said he had managed to play it ⁹_____ because of his ¹⁰_____ instinct.

Marks: ___ /10

Reading

3 Read the text and complete the sentences.

The Paralympic Games

The Paralympic Games are for athletes with physical and visual disabilities. They happen every four years. Since 1988, the Paralympics have happened in the same city as the Olympic Games. The first official Paralympic Games were held in Rome in 1960. Four hundred athletes took part. Since then, the event has grown in popularity. In Beijing in 2008, over 4,200 athletes participated. The Norwegian skier Ragnhild Myklebust holds the record for winning the most Paralympic medals. From 1988 to 2002 she competed in a variety of events, winning 22 medals, including 17 golds. Ragnhild Myklebust lost the use of her legs through polio, so she skis in a sitting position.

- The Paralympic Games are held every _____ years.
- The first Paralympics were held in _____ in 1960.
- Nowadays, more than _____ athletes take part in the Paralympics.
- Ragnhild Myklebust comes from _____.
- Her disability was caused by the illness _____.

Marks: ___ /5

4 Read the text again and answer the questions with a complete sentence.

- Who takes part in the Paralympic Games?

- Where do the Paralympics happen?

- How many athletes took part in the first Paralympics?

- Why is Ragnhild Myklebust important?

- What is her disability?

Marks: ___ /15

Grammar

5 Find and correct the mistake in each line.

- 1 In 1996 David Beckham score one of the best
 2 goals in history. It were the first match of the
 3 season and Manchester United played
 4 Wimbledon. Beckham's team were wining
 5 2-0. Beckham was receiving the ball near
 6 the halfway line and look up to see the
 7 state of play. He seen that the Wimbledon
 8 goalkeeper Neil Hutton didn't be in goal. He
 9 was kicking the ball with his right foot and
 10 it flied over Hutton's head into the net.

- | | |
|---------|----------|
| 1 _____ | 6 _____ |
| 2 _____ | 7 _____ |
| 3 _____ | 8 _____ |
| 4 _____ | 9 _____ |
| 5 _____ | 10 _____ |

Marks: ___ /10

6 Complete the mini dialogues with the affirmative or negative past simple or past continuous form of the verbs in brackets.

- 1 Why didn't you take an umbrella? (rain)
 Because it _____.
- 2 Why did Hannah wake up? (hear)
 Because she _____ a noise.
- 3 Why did he send the students home? (wear)
 Because they _____ jeans.
- 4 Why did the teacher get angry? (do)
 Because we _____ our homework.
- 5 Why didn't you get up? (forget)
 Because I _____ to set my alarm clock.
- 6 Why did you leave the cinema? (like)
 Because we _____ the film.
- 7 Why didn't your father answer his mobile? (drive)
 Because he _____ his car.
- 8 Why didn't Mark stop? (see)
 Because he _____ the traffic lights.
- 9 Why didn't you lend me your dictionary? (use)
 Because I _____ it.
- 10 Why did they lose the match? (play)
 Because they _____ very badly.

Marks: ___ /10

Language skills

7 Complete the dialogue.

- Tony Do you ¹ _____ any team sports, Ben?
 Ben Yes, I do. I ² _____ basketball.
 Tony I don't play any team sports, but I ³ _____
 athletics and I ⁴ _____ swimming once a week.
 Do you play basketball often?
 Ben Yes, I do. In fact, there ⁵ _____ a match
 yesterday.
 Tony ⁶ _____ you win?
 Ben Yes. The players on the other team ⁷ _____ very
 good.
 Tony How many people are in your team?
 Ben There are twelve of us, but one of our players
⁸ _____ an accident during yesterday's match.
 Tony What ⁹ _____?
 Ben ¹⁰ _____ he was running, he fell and broke
 his arm.

Marks: ___ /10

8 Complete the mini-dialogues.

Dialogue 1

A When does your sister play badminton?

B ¹ _____
 She doesn't play badminton during the week.

Dialogue 2

A Do your friends prefer doing sport or watching sport?

B ² _____
 They don't like doing sport.

A ³ _____?

B I enjoy volleyball and swimming.

Dialogue 3

A ⁴ _____?

B David Beckham. I think he's great.

Dialogue 4

A ⁵ _____?

B My father watches sport on TV every day!

Marks: ___ /10

Writing

9 Write an article about a famous person from the past who you admire. Write about 140 words. Organize your writing into four paragraphs:

- Write about their family life.
- Write about their early years and education.
- Write about their greatest achievements.
- Write about why you admire them.

Marks: ___ /20

TOTAL: ___ /100

Vocabulary

1 Complete the sentences, replacing the underlined words with a word from the box.

terrified intense gripping dreadful countless
agonizing distressed exceptional heroic
outstanding

- My brother has an uncommon talent for mathematics.
My brother has an _____ talent for mathematics.
- The weather was awful on Friday – it rained all day.
The weather was _____ on Friday – it rained all day.
- We were extremely upset when we heard the news.
We were _____ when we heard the news.
- Robert made a brave attempt to rescue his sister.
Robert made a _____ attempt to rescue his sister.
- Her exam results were extremely good.
Her exam results were _____.
- When Rosie cut her arm, the wound was very painful.
When Rosie cut her arm, the wound was _____.
- I wasn't prepared for the extreme cold in Siberia.
I wasn't prepared for the _____ cold in Siberia.
- Stieg Larsson's books are very interesting.
Stieg Larsson's books are _____.
- She's asked her children an enormous number of times to tidy their rooms.
She's asked her children _____ times to tidy their rooms.
- Richard was extremely afraid of birds as a child.
Richard was _____ of birds as a child.

Marks: ___ /10

2 Complete the text with the correct form of the word in brackets.

When I read *The Kite Runner*, I was ¹ _____ (astound) by the ² _____ (loyal) that Hassan, one of the main characters, showed to his childhood friend Amir. At first, Amir showed great ³ _____ (patient) when he taught Hassan to read, but this didn't last. One day, Hassan's ⁴ _____ (generous) towards Amir caused the local bully, Assef, to set on Hassan. Amir saw the attack, but showed his ⁵ _____ (coward) by not going to help the ⁶ _____ (frighten) Hassan. In fact, Amir found the incident so ⁷ _____ (embarrass) that he committed an act of enormous ⁸ _____ (mean). He accused Hassan of theft, so Amir's father sent Hassan away. Because of Hassan's ⁹ _____ (modest), he never complained. But at the end of the story, Amir made up for everything through his ¹⁰ _____ (persevere) in rescuing Hassan's son.

Marks: ___ /10

Reading

3 Read the text and complete the sentences.

Brave teens rescue driver from car crash

Two heroic teenagers, Jack Crook, 18, and Graham Macleod, 17, pulled a wounded woman from a crashed car shortly after midnight on Tuesday morning. The woman's Renault Megane left the road after hitting a street lamp. There were no other cars involved. The teenagers heard a loud crash while they were parked nearby, and found the woman's car stuck between two trees at the side of the road. They had to break the windscreen and pull the woman out over the bonnet of the car. They carried her away from the car and called for an ambulance. The woman, Suzanne Hazlett, is in a stable condition at the Royal Preston hospital.

- The accident happened during the _____.
- The boys were in their _____ when the accident happened.
- The crashed car was on the side of the _____.
- The accident happened because the car crashed into _____.
- The driver is now in _____.

Marks: ___ /5

4 Read the text again and answer the questions with a complete sentence.

- What did the two teenagers do?

- What car was the woman driving?

- How did they get the woman out of the car?

- What did they do when they got the woman out of the car?

- How many cars were involved in the accident?

Marks: ___ /15

Grammar

5 Find and correct the mistake in each line.

- 1 Tokyo and Seoul are two of the larger cities
- 2 in the world. Tokyo has a biggest population
- 3 than Seoul, but it isn't as older as Seoul.
- 4 Tokyo is warmer that Seoul in the winter and it
- 5 isn't as wet than Seoul in the summer. The
- 6 Tokyo subway is one of busiest in the world, and
- Incheon
- 7 Airport in Seoul is the world's better airport.
- 8 Seoul is cheap than Tokyo; Tokyo is one of
- 9 the expensivest cities in the world. Workers
- 10 in Tokyo earn the higher salaries too.

- | | |
|---------|----------|
| 1 _____ | 6 _____ |
| 2 _____ | 7 _____ |
| 3 _____ | 8 _____ |
| 4 _____ | 9 _____ |
| 5 _____ | 10 _____ |

Marks: ___ /10

6 Complete the second sentence with three words so that it means the same as the first sentence.

- 1 Greece is hotter than Italy.
Italy isn't _____ Greece.
- 2 These trousers aren't long enough for me.
These trousers _____ for me.
- 3 Lagos and Kinshasa aren't as big as Cairo.
Cairo _____ Lagos and Kinshasa.
- 4 Kevin isn't well enough to go to work.
Kevin _____ to go to work.
- 5 Travelling by car isn't as safe as travelling by plane.
Travelling by car is _____ travelling by plane.
- 6 I'm too busy to help you.
I haven't _____ to help you.
- 7 It's too cold to go to the beach.
It isn't _____ go to the beach.
- 8 Fruit is healthier than ice cream.
Ice cream isn't _____ fruit.
- 9 Football isn't as interesting as basketball.
Basketball is _____ football.
- 10 There isn't enough space in his office for the meeting.
His office _____ for the meeting.

Marks: ___ /10

Language skills

7 Complete the dialogue.

- Alan Have you seen ¹ _____ latest documentary about the environment?
- Tony Yes, I have. I thought it was great. It was much ² _____ than the one before about world history. That one was so ³ _____, I nearly fell asleep!
- Alan When did you see it?
- Tony Last weekend. It was ⁴ _____ wet to go out and we didn't have ⁵ _____ money to go to the mall so I stayed in. It was cheaper ⁶ _____ going shopping.
- Alan If you don't buy anything, shopping is as cheap ⁷ _____ staying in.
- Tony I suppose so. What did you do at the weekend?
- Alan I went to the ⁸ _____ Italian restaurant in town with my friends. It's not ⁹ _____ expensive.
- Tony Oh yes, I know it. But I don't think it's as ¹⁰ _____ as the Greek restaurant.

Marks: ___ /10

8 Complete the mini-dialogues.

Dialogue 1

- A ¹ _____.
- B Charity work is more rewarding than working for a big company.

Dialogue 2

- A Which team was the best?
- B ² _____.
- We beat them 5-0!

Dialogue 3

- A ³ _____?
- B The largest country in the world is Russia.

Dialogue 4

- A ⁴ _____?
- B No, it isn't as quick as the train. The bus is slower.

Dialogue 5

- A ⁵ _____?
- B No, I'm only 15, so I'm not old enough to drive.

Marks: ___ /10

Writing

9 Write a report about a book you have read. Write about 150 words. Organize your writing into three paragraphs:

- General information about the book.
- The story and characters.
- Your opinion of the book.

Marks: ___ /20

TOTAL: ___ /100

Vocabulary

1 Rewrite the sentences, replacing the underlined words with a suitable word or expression.

- Many people die every year from the illness malaria.

- My sister was taking ages to get ready, so I told her to hurry up.

- The forecast says the weather will be quite changeable.

- People who can't use their legs normally often use a wheelchair.

- The athletes were extremely tired after the marathon.

- When it was icy, Rosie had a real problem controlling the direction of her car.

- We had a cabin on the left-hand side of the ship on the outward journey.

- The match was cancelled due to the very bad weather conditions.

- When we finally arrived at the wedding, the ceremony was already finished.

- The weather is quite warm and pleasant for April.

Marks: ___ /10

2 Complete the text.

Probably the most famous ¹_____ in history is the *Titanic*. The owners and crew were ²_____ that the *Titanic* could not sink because of its revolutionary ³_____ and enormous size. Because it ran on steam, the *Titanic* had no need for a ⁴_____ to catch the wind. However, on its first voyage an iceberg broke the ⁵_____ under the water. Later, the captain's worst fears came ⁶_____, and the front part, or ⁷_____, sank under the water causing the back part, or ⁸_____, to rise up in the air before it sank too. Many people drowned or died of hypothermia in the ⁹_____ waters of the Atlantic. Only a few people got away from the ship in smaller ¹⁰_____.

Marks: ___ /10

Reading

3 Read the text and choose the correct answers.

Russia's Trans-Siberian Railway

Russia's Trans-Siberian Railway is the longest continuous rail line on earth. The railway was built to connect Moscow to the Pacific port of Vladivostok 10,000 kilometres away. In 1891 Czar Alexander III drew up plans for the railway and started its construction. When he died three years later, the work was continued by his son Nicolas I. Despite the size of the project, a continuous route was completed in 1905. The present route of the line was opened in 1916.

The Trans-Siberian trains stop several times a day, for periods ranging from a few moments to almost half an hour. Even the longest stops, however, allow for little more than a quick expedition from the station, but it is possible to arrange a stopover in many of the major destinations along the route. Travellers usually go from west to east, but it is also possible to travel in the opposite direction.

- There are . . . rail lines longer than the Trans-Siberian Railway.
a three b no c several
- Nicholas I finished the railway because . . .
a his father died. b he enjoyed travelling.
c his son died.
- The line used by Trans-Siberian trains today opened in . . .
a 1891. b 1905. c 1916.
- On the route the trains stop . . .
a once a day. b quite often. c every half an hour.
- Most passengers start the journey in . . .
a Moscow. b Vladivostok. c Beijing.

Marks: ___ /5

4 Read the text again and answer the questions with a complete sentence.

- Which two cities does the Trans-Siberian Railway connect?

- How long is the railway?

- How long did the first route take to build?

- How can travellers explore the cities on the route?

- Which direction do passengers usually travel in?

Marks: ___ /15

Grammar

5 Complete the text with the correct present perfect form of the verbs in the box.

cause experience find kill lose make manage
rise start take

The Effects of Global Warming on Earth

Because of higher temperatures, the earth ¹_____ some very extreme weather conditions over the last few decades. The ocean temperatures ²_____ in some areas, which ³_____ an increase in the number of hurricanes. These hurricanes ⁴_____ thousands of people all over the world. The higher temperatures also mean that the ice in the Arctic and the Antarctic ⁵_____ to melt. Animals like polar bears and penguins ⁶_____ many of their former homes. So, ⁷_____ scientists _____ a way of slowing down global warming? So far they ⁸_____ to solve the problem completely, but they ⁹_____ some recommendations to world governments. Unfortunately, many world leaders ¹⁰_____ their warnings seriously enough.

Marks: ___ /10

6 Complete the dialogues with the correct present perfect form of the verb in brackets.

- 1 Can I borrow that book? (finish)
No, I _____ it yet.
- 2 I'm really sorry. (do)
Why? What _____?
- 3 Where's Tony? (go)
He _____ to the bank.
- 4 Are you and your sister on your way? (leave)
No, we _____ the house yet!
- 5 Angela is feeling sick. (eat)
Oh, dear. What _____?
- 6 Why are the players celebrating? (win)
Because they _____ the championship.
- 7 Why doesn't your mother buy a new car? (sell)
Because she _____ her old one yet.
- 8 I heard about your accident. (speak)
Really? Who _____ to?
- 9 What are you looking for? (lose)
I _____ my purse. I can't find it anywhere.
- 10 Why isn't your brother going to university? (pass)
Because he _____ his exams.

Marks: ___ /10

Language skills

7 Complete the dialogue.

- Lisa What's wrong?
Rachel I've ¹_____ discovered that I haven't got my purse. I think I've ²_____ it.
Lisa Why don't you look in your bag?
Rachel It isn't there. I've ³_____ looked.
Lisa Well, ⁴_____ you leave it on the bus this morning?
Rachel No, I ⁵_____ catch the bus this morning. I came to school ⁶_____ car. My mum gave me a ⁷_____.
Lisa Maybe you left it in the car. ⁸_____ you spoken to your mum ⁹_____?
Rachel No, I ¹⁰_____. I'll call her in the break.

Marks: ___ /10

8 Complete the mini-dialogues.

Dialogue 1

- A How does Philip get to school?
B ¹_____
His mum gives him a lift.
A How do you get to basketball training?
B ²_____
I enjoy walking.

Dialogue 2

- A ³_____
B I live about five kilometres from school.

Dialogue 3

- A ⁴_____
B My father goes to work by tram.
A ⁵_____
B It takes about twenty minutes.

Marks: ___ /10

Writing

9 Imagine you are on holiday in the capital city of your country. Write an email to a friend. Write 70–90 words and include the following information:

- where you are
- what the weather is like
- what you did yesterday
- what you haven't done yet
- when you're coming home

Marks: ___ /20

TOTAL: ___ /100

Vocabulary

1 Complete the sentences with an expression using the word in brackets.

- One of Sonia's new colleagues _____ the office on her first day. (showed)
- My father is _____ the company accounts. (charge)
- At first, Lily found it hard to _____ at her new school. (make)
- I'm going to _____ at an advertising agency next week. (interview)
- Ryan is going to study in a different country, so he's going to _____ for a while. (live)
- The manager _____ Vincent _____ after he lost an important customer. (gave)
- I'd like to _____ from studying and go travelling for a year. (take)
- After Tom's second interview, the company _____ . (offered)
- Tourists visit foreign countries because they want to _____ . (experience)
- I'm going to _____ at the new shopping centre. (apply)

Marks: __ /10

2 Complete the text.

These days many executives are resigning ¹ _____ their well-paid jobs in search of a quieter life. Their main complaint is that their jobs are very ² _____ because they have too many ³ _____. Those in ⁴ _____ of multinational companies suffer the most as they ⁵ _____ a lot of time at the office, so they hardly ever have the ⁶ _____ to see friends or family. Some of these people get a ⁷ _____ job working fewer hours. Others go ⁸ _____ a training course to qualify for a different job. Others go to work for a ⁹ _____ which helps people in other countries. In this way they get to learn ¹⁰ _____ other cultures and leave their old lives behind.

Marks: __ /10

Reading

3 Read the text and complete the sentences.

The best job in the world

A British man is the first person to be offered the position of caretaker of an Australian tropical island, a six-month position described as 'the best job in the world.' Web users from all over the world viewed the online job description and there were over 34,000 applications for the job. His new job requires Ben Southall, a charity fundraiser from Petersfield, Hampshire, to live and work on Hamilton Island on Queensland's Great Barrier Reef. As well as the \$110,000 salary, the post of caretaker comes with a three-bedroom beach home, a swimming pool and golf cart. Mr Southall's responsibilities will include exploring the neighbouring islands, swimming, snorkelling and making friends with the locals. He will also be expected to report back to Tourism Queensland and the world via blogs, a photo diary, video updates and interviews. Possibly Ben's wife who does not have to do anything on the island has the best job in the world!

- Ben Southall applied for the post of _____ of a tropical island.
- He will work on Hamilton Island for _____ months.
- The job was advertised on _____.
- Hamilton Island is on the Great Barrier Reef in Queensland, _____.
- Ben will live in a _____ on the island.

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

- How many people applied for the job?

- Who did Ben work for before?

- How much will Ben earn from the job?

- What sports will Ben do while he is at work?

- How will Ben communicate with the outside world?

Marks: __ /15

Grammar

5 Complete the text with the correct form of *going to* and the verbs in the box. Use short forms where possible.

buy catch come give go lend put up sleep
spend stay

I'm really excited because I ¹ _____ next weekend in the country with some friends. We ² _____ in a hotel because we can't afford it, so we ³ _____ camping instead. That means I ⁴ _____ in a tent for the first time! I ⁵ _____ a tent because my uncle has one that he ⁶ _____ us. The only problem is that he ⁷ _____ with us, so how ⁸ _____ we _____ the tent without him? We ⁹ _____ a train to a village near the campsite. My parents ¹⁰ _____ us a lift to the station. I'm really looking forward to it!

Marks: ___ /10

6 Complete the sentences with the affirmative, negative or interrogative form of *will* and the verb in brackets.

- Susan is in my class. (see)
_____ her at school tomorrow.
- Our train arrives in London at 8.25. (be)
_____ in London by 8.30.
- Do you think they'll offer me the job? (get)
_____ the job?
- That book is too violent for you. (like)
_____ that book.
- What's the weather forecast? (rain)
_____ tomorrow?
- Tim's last exam is on 15th June. (finish)
_____ his exams until 15th June.
- You can trust me with your secret. (tell)
_____ anyone.
- Their hotel has a car park. (leave)
_____ their car at the hotel.
- My sister didn't set her alarm clock. (get up)
_____ on time.
- My grandparents didn't visit us yesterday. (come)
_____ round tonight.

Marks: ___ /10

Language skills

7 Complete the dialogue.

- Paul What ¹ _____ you going to ² _____ in the summer holidays?
- Joe I'm going ³ _____ go to France. I applied to an agency ⁴ _____ a summer job and I ⁵ _____ an interview last week. They offered me a job as ⁶ _____ waiter in Paris!
- Paul How ⁷ _____ you understand the customers?
- Joe My cousin speaks French. He ⁸ _____ going to give me a few lessons. Once I'm there, I'm sure it ⁹ _____ take me long to learn.
- Paul Are you going to ¹⁰ _____ a lot of money?
- Joe I hope so!

Marks: ___ /10

8 Complete the mini-dialogues.

Dialogue 1

A What are you going to do tonight?

B ¹ _____
There's a good programme on Channel 2.

Dialogue 2

A Where will you live when you leave school?

B ² _____
I like living with my parents.

Dialogue 3

A ³ _____?

B I'm going to meet my friends outside the mall.

Dialogue 4

A ⁴ _____?

B My sister's going to study medicine.

Dialogue 5

A ⁵ _____?

B My parents are going to invite some friends to the barbecue.

Marks: ___ /10

Writing

9 Write a letter of application for a job as a shop assistant in a big supermarket. Write 90–110 words and include the following information:

- the job
- where you saw the advertisement
- your work experience
- your personal qualities
- your references
- a possible start date

Marks: ___ /20

TOTAL: ___ /100

Vocabulary

1 Complete the sentences with the correct form of a word from the box.

concussion elderly flock sign up chase douse
protests ban pour relieve

- The pan in the kitchen caught fire, so my mum quickly _____ it with water
- He hit his head really hard. He's got a _____.
- In the UK, people usually _____ a little milk in their tea.
- Putting ice on an injury is a good way to _____ the pain.
- _____ people are often more traditional. For example, my grandmother doesn't like it when strangers use her first name.
- Mark is very brave. After the thieves stole his wallet, he _____ them down the street!
- We saw a _____ of birds in the park.
- We are going to protest because we want to _____ horse racing.
- People were really upset after they banned the fireworks festival. There were a lot of _____ about it.
- They need volunteers to help organize the town parade next month. Shall we _____?

Marks: __/10

2 Complete the text.

Gestures vary a lot between countries and over time. In the past, people used to ¹_____ their hat to greet friends, but today they normally ²_____ hands. However, the Japanese don't touch in public, so their greetings mainly ³_____ of exchanging business cards. Another thing to avoid in Japan, if you are in a meeting, is ⁴_____ your arms or ⁵_____ your legs. Elsewhere, different gestures can be a problem. In Bulgaria, you will confuse people if you ⁶_____ your head to say 'no' or ⁷_____ your head to say 'yes'. In India, you should never ⁸_____ a child on the head nor ⁹_____ at anyone with your finger. However, in most countries, people ¹⁰_____ goodbye to each other.

Marks: __/10

Reading

3 Read the text and choose the correct answers.

The Colour Celebration

The colour celebration lasts for three days at the end of March. The traditions which happen during this event are very old and no one knows when the celebration started. This event takes place all over India, but it is especially popular in northern India. At the event, people use colour to celebrate the arrival of spring – they cover each other with paint and throw paint powder around. After that, at around 7pm they light big fires. These bonfires form the centre of a tradition and people walk around the bonfire seven times. When the bonfire is finished, they take some of the ashes and put it on their children's faces. They believe that the ash will protect the children from illness. Some people have recently said they are concerned about the amount of wood used in the bonfires.

- The event lasts ...
a a week b a few days c a month
- The event takes place ... India.
a everywhere in b only in northern c only in southern
- They light bonfires in the ...
a morning b evening c afternoon
- People put ash on their children's ...
a heads b hands c feet
- The bonfires are made of ...
a plastic b clothes c wood

Marks: __/5

4 Read the text again and answer the questions with a complete sentence.

- How long is the event?

- What is the reason for the event?

- What happens during the day?

- Why do they put ash on their children's faces?

- Why are some people concerned about the bonfires?

Marks: __/15

Grammar

5 Find and correct the mistake in each line.

- 1 My mother is stressed. We tell her she mustn't to
- 2 do all the housework herself. We help
- 3 her if she tell us what to do. She's always
- 4 absolutely exhausted. She mustn't sleep more.
- 5 If she'll go to bed earlier in the evening,
- 6 she won't is tired the next day. The
- 7 doctor says she needn't eat unhealthy food, but
- 8 she eats burgers and chips for lunch. She feel
- 9 a lot healthier if she'll stop eating burgers. If
- 10 she don't slow down, she'll get very ill.

- | | |
|---------|----------|
| 1 _____ | 6 _____ |
| 2 _____ | 7 _____ |
| 3 _____ | 8 _____ |
| 4 _____ | 9 _____ |
| 5 _____ | 10 _____ |

Marks: ___ /10

6 Complete the sentences with *must*, *mustn't* or *needn't* and a verb from the box.

be tidy go hurry pass pay remember
read take tell

- 1 Entrance to the museum is free.
You _____ to enter the museum.
- 2 My cousin got his exam results today.
I _____ to call my cousin.
- 3 Her parents told her a secret.
She _____ anyone.
- 4 They've got lots of time to get to the airport.
They _____ to get to the airport.
- 5 This exam is very important.
I _____ this exam.
- 6 I've got plenty of money in my wallet.
I _____ to the bank.
- 7 We can't miss the start of the meeting.
We _____ late.
- 8 That book is fantastic!
You _____ it.
- 9 It isn't going to rain.
We _____ an umbrella.
- 10 My bedroom is very messy.
I _____ it.

Marks: ___ /10

Language skills

7 Complete the dialogue.

- Ben** I'm going to Wei's house for dinner tonight. I'm going to meet his parents. They're Chinese.
- Rob** You ¹ _____ remember to take your shoes off before you enter the house.
- Ben** I know. And they eat with ² _____ instead of a knife and fork, so I hope I can manage. I hope they won't be offended if I ³ _____ anything wrong.
- Rob** Like what?
- Ben** Well, first of all, I ⁴ _____ arrive late, or they'll be upset. And if I ⁵ _____ at anything with my finger, they'll think I'm rude. I must try all of the food. If I ⁶ _____ taste all the dishes, Wei's mother ⁷ _____ be upset.
- Rob** But it's rude to clear your plate completely. If you eat all of your meal, they ⁸ _____ invite you again.
- Ben** Also, I must remember to smile all the time. Chinese people rarely ⁹ _____, even when they don't agree with you.
- Rob** You ¹⁰ _____ worry. I'm sure you'll be fine.

Marks: ___ /10

8 Complete the mini-dialogues.

Dialogue 1

- A If they invite you to dinner, ¹ _____?
- B Yes, I'll accept.
- A When you go to their house, ² _____?
- B Yes, I'll definitely take a gift.
- A ³ _____, will you eat it?
- B Yes, I'll eat the food, even if I don't like it.

Dialogue 2

- A If you go to the festival, will you take part in the water throwing event?
- B No, ⁴ _____. I hate getting wet!
- A If I take part in it, will you drive me home afterwards?
- B ⁵ _____ if you change your clothes first!

Marks: ___ /10

Writing

9 Write two notes, one accepting an invitation to a barbecue and one declining it. Write about 50 words in each note. Include the following information:

- 1 Accept the invitation – thank your friend for the invitation; accept the invitation; write a PS asking a question about the barbecue.
- 2 Decline the invitation – thank your friend for the invitation; decline the invitation; give your reason for declining it.

Marks: ___ /20

TOTAL: ___ /100

Test answer key

Test Unit 1

Exercise 1

1 respectable 2 tracksuit 3 investing 4 casual 5 amusing
6 get dressed 7 slogans 8 took off 9 fashionable 10 judge

Exercise 2

1 code 2 Staff 3 wear 4 logo 5 off 6 coat 7 on
8 do 9 up 10 mannered

Exercise 3

1 a 2 c 3 b 4 b 5 c

Exercise 4

1 The Olympic Games happened in Beijing in 2008.
2 The government distributed around four million leaflets.
3 People sometimes wore pyjamas and slippers.
4 The government's slogan was 'I participate, I contribute, I enjoy'.
5 People started queuing at the city's bus stops.

Exercise 5

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

Exercise 6

1 I'm not eating 2 Ryan doesn't train
3 Do your grandparents go out 4 My brothers are playing
5 Are you reading 6 We don't visit
7 Susan isn't speaking 8 Does your brother watch
9 Olivia does 10 Is Jack walking

Exercise 7

1 are 2 to 3 Do 4 going 5 is 6 playing
7 prefer 8 on 9 in 10 does

Exercise 8

1 Is your brother (really) hard-working?
2 My grandparents / They are really generous.
3 I'm a very talkative person.
4 What do your friends wear at weekends?
5 What are you wearing right now?

Exercise 9

Students' own answers.

Test Unit 2

Exercise 1

1 celebrities 2 find out 3 widow 4 lean 5 boiled 6 natural
7 gave up 8 healthy 9 roast 10 tender

Exercise 2

1 fry 2 healthy 3 fat 4 grill 5 cereal 6 toast 7 jam
8 tea 9 coffee 10 juice

Exercise 3

1 swimming 2 six 3 sugar 4 energy drinks 5 energy

Exercise 4

1 He eats eight eggs for breakfast.
2 He eats a kilo of pasta every day.
3 He drinks coffee and energy drinks.
4 His biggest meal is breakfast.
5 He trains for 30 hours per week.

Exercise 5

1 a balanced diet 2 five basic groups 3 much bread
4 potatoes 5 all the meals 6 much fruit 7 portions of fruit
8 Is meat 9 some fish 10 any fat

Exercise 6

1 I don't have a computer at home.
2 There are some bananas in the kitchen.
3 How much milk is in the fridge?
4 We listen to the radio during the day.
5 What time do you have breakfast in the morning?
6 Linda goes to the library every week to get a book.
7 How many people go to work in your family?
8 My father goes to work by car.
9 My friends haven't got any money in the bank.
10 Do you watch television in the evening?

Exercise 7

1 some 2 for 3 the 4 any 5 an 6 aren't 7 is 8 are
9 a 10 isn't

Exercise 8

1 There isn't any coffee.
2 There aren't any biscuits.
3 What do you (usually) have for breakfast?
4 How many cars has your brother got?
5 What does Sam (usually) drink?

Exercise 9

Students' own answers.

Test Unit 3

Exercise 1

1 set back 2 plays the fool 3 playing with fire
4 set in 5 set off 6 played a joke 7 setting aside
8 played it back 9 sets us down 10 recuperate

Exercise 2

1 into 2 down 3 for 4 through 5 on 6 towards
7 time 8 along 9 cool 10 survival

Exercise 3

1 four 2 Rome 3 4,200 4 Norway 5 polio

Exercise 4

1 Athletes with physical and visual disabilities take part in the Paralympic Games.
2 They are held in the same city as the Olympic Games.
3 Four hundred athletes took part in the first Paralympics.
4 She holds the record for winning the most medals at the Paralympics.
5 She has lost the use of her legs.

Exercise 5

1 scored 2 was 3 were playing 4 winning 5 received
6 looked 7 saw 8 wasn't 9 kicked 10 flew

Exercise 6

1 wasn't raining 2 heard 3 were wearing 4 didn't do
5 forgot 6 didn't like 7 was driving 8 didn't see
9 was using 10 played

Exercise 7

1 play 2 play 3 do 4 go 5 was 6 Did 7 weren't
8 had 9 happened 10 While

Exercise 8

1 She plays badminton at the weekend.
2 They prefer watching sport.
3 What sports do you enjoy?
4 Who's your favourite football player?
5 How often does your father watch sport on TV?

Exercise 9

Students' own answers.

Test Unit 4

Exercise 1

1 exceptional 2 dreadful 3 distressed 4 heroic
5 outstanding 6 agonizing 7 intense 8 gripping
9 countless 10 terrified

Exercise 2

1 astounded 2 loyalty 3 patience 4 generosity
5 cowardice 6 frightened 7 embarrassing 8 meanness
9 modesty 10 perseverance

Exercise 3

1 night 2 car 3 road 4 a street lamp 5 hospital

Exercise 4

1 They pulled a wounded woman from a crashed car.
2 She was driving a Renault Megane.
3 They broke the windscreen and pulled her out over the bonnet of the car.
4 They carried her away from the car and called for an ambulance.
5 Only one car was involved in the accident.

Exercise 5

1 largest 2 bigger 3 old 4 than 5 as 6 the
7 best 8 cheaper 9 most expensive 10 highest

Exercise 6

1 as hot as 2 are too short 3 is bigger than 4 is too ill
5 more dangerous than 6 got enough time
7 hot / warm enough to 8 as healthy as
9 more interesting than 10 is too small

Exercise 7

1 the 6 than
2 better 7 as
3 boring 8 best
4 too 9 too
5 enough 10 good

Exercise 8

1 What's more rewarding, charity work or working for a big company?
2 We were the best team.
3 What's the largest country in the world?
4 Is the bus quicker than the train?
5 Are you old enough to drive?

Exercise 9

Students' own answers.

Test Unit 5

Exercise 1

1 disease 2 come on 3 unsettled 4 disabled 5 exhausted
6 steering 7 port 8 severe 9 over 10 mild

Exercise 2

1 ship 2 confident 3 design 4 sail 5 hull 6 true 7 bow
8 stern 9 icy 10 boats / lifeboats

Exercise 3

1 b 2 a 3 c 4 b 5 a

Exercise 4

1 It connects Moscow and Vladivostok.
2 It's around 10,000 kilometres long.
3 It took 14 years.
4 By arranging a stopover.
5 They usually travel from west to east.

Exercise 5

1 has experienced 2 have risen 3 has caused 4 have killed
5 has started 6 have lost 7 have ... found 8 haven't managed
9 have made 10 haven't taken

Exercise 6

1 haven't finished 2 have you done 3 's gone 4 haven't left
5 has she eaten 6 've won 7 hasn't sold 8 have you spoken
9 've lost 10 hasn't passed

Exercise 7

1 just 2 lost 3 already 4 did 5 didn't 6 by 7 lift
8 Have 9 yet 10 haven't

Exercise 8

1 He goes by car.
2 I go on foot.
3 How far do you live from school?
4 How does your father get to work?

5 How long does it take?

Exercise 9

Students' own answers.

Test Unit 6

Exercise 1

1 showed her around 2 in charge of 3 make friends
4 have an interview 5 live abroad 6 gave ... the sack
7 take a break 8 offered him a / the job
9 have an interesting experience 10 apply for a job

Exercise 2

1 from 2 demanding 3 responsibilities 4 charge 5 spend
6 chance 7 part-time 8 on 9 charity 10 about

Exercise 3

1 caretaker 2 six 3 the internet 4 Australia
5 three-bedroom beach home

Exercise 4

1 34,000 people applied for the job.
2 He worked for a charity.
3 He'll earn \$110,000.
4 He'll go swimming and snorkelling.
5 He'll write blogs and a photo diary and he'll make video updates and give interviews.

Exercise 5

1 'm going to spend	6 's going to lend
2 aren't going to stay	7 isn't going to come
3 're going to go	8 are ... going to put up
4 'm going to sleep	9 're going to catch
5 'm not going to buy	10 are going to give

Exercise 6

1 I'll see	6 He won't finish
2 We'll be	7 I won't tell
3 Will I get	8 They'll leave
4 You won't like	9 She won't get up
5 Will it rain	10 They'll come

Exercise 7

1 are 2 do 3 to 4 for 5 had 6 a 7 will 8 is
9 won't 10 earn

Exercise 8

1 I'm going to watch TV.
2 I'll live at home.
3 Where are you going to meet your friends?
4 What is your sister going to study?
5 Who are your parents going to invite to the barbecue?

Exercise 9

Students' own answers.

Test Unit 7

Exercise 1

1 doused 2 concussion 3 pour 4 relieve 5 Elderly
6 chased 7 flock 8 ban 9 protests 10 sign up

Exercise 2

1 raise 2 shake 3 consist 4 folding 5 crossing
6 shake 7 nod 8 pat 9 point 10 wave

Exercise 3

1 b 2 a 3 b 4 a 5 c

Exercise 4

1 The event is 3 days long.
2 The event is to celebrate the start of spring.
3 People throw around paint powder and cover each other in paint.
4 They put ash on their children's faces to protect them from illness.
5 Some people are worried that the bonfires use too much wood.

Exercise 5

1 mustn't do 2 we'll help 3 tells 4 must 5 she goes
6 won't be 7 mustn't 8 She'll feel 9 she stops 10 doesn't

Exercise 6

1 needn't pay 2 must remember 3 mustn't tell
4 needn't hurry 5 must pass 6 needn't go 7 mustn't be
8 must read 9 needn't take 10 must tidy

Exercise 7

1 must 2 chopsticks 3 do 4 mustn't 5 point
6 don't 7 will 8 won't 9 frown 10 needn't

Exercise 8

1 will you accept
2 will you take a gift
3 If you don't like the food
4 I won't take part in the water throwing event
5 I'll drive you home afterwards

Exercise 9

Students' own answers.

FUNCTIONS BANK

Giving an opinion

What do you like doing in your free time?
What else do you like doing?
Who's your favourite [singer]?
What's your favourite [food]?
He's all right / terrible.
I love [surfing the internet].
I can't stand [football].
I enjoy going to the [cinema].
I prefer going to the [theatre].
So do I.
I hate [shopping].

Talking about the past

What did you do [last weekend]?
Where did you go?
Did you have a good [weekend].
Who did you visit?
We went to [town].
It was really good.
The weather was [great].

Giving directions

Excuse me. Where's the [library]?
It's near the [canteen].
Go along the corridor / street.
Turn left / right.
Go up / down the stairs.
First / Second floor.
Go past the [stairs].
The [canteen] is on your right / left.
Go through the doors.
Go outside / inside.

Making arrangements

Do you want to go [swimming] on [Friday]?
I'm afraid I can't.
What about [Saturday]?
Are you doing anything on [Sunday]?
I'm free at [four] / on [Thursday].
Let's go on [Thursday], then.
Let's meet at the [bus stop] at [four].
See you there.

Asking for information

I'd like some information, please.
What time do you open / close?
How much does it cost (to get in)?
How much is it for a child?
Last entry is at four o'clock.

On the phone

Hello. Is that [John]?
Yes, speaking.
This is [Joanna].
Can I speak to [Mark], please?
Just a moment.
She / He isn't here.
Do you want to leave a message?
No, it's OK, thanks.
I'll try his / her mobile.
I'll try again later.
Please tell him / her I called.
What's your number?

Talking about your weekend

How was your weekend?
It was OK / great / not bad, thanks.
What did you do on [Friday]?

In a café

Can I help you?
Can / Could I have [a cheese sandwich]?
I'd like [a coffee].
Here's your change.
Enjoy your meal.
That's [£6.50], please.

Buying a train ticket

I'd like a ticket to London, please.
Single or return?
Which platform is it?
The next train is at [11.45].

Giving advice

Can I ask your advice?
You should / shouldn't ...
Do you think so?
You're probably right.
Thanks for the advice.

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