OXFORD
UNIVERSITY PRESS

Aim High

KSA Edition

Teacher's Book 3

Contents

Introduction 2

Tips and ideas 3

Teaching notes

1 It's a challenge 6

2 Town and country 14

3 Gifts 22

4 Technology 30

5 What if? 38

6 Crime scene 46

7 Discovery 54

Workbook answer key 62

Photocopiable unit tests 70

Test answer key 84

Jane Hudson Alex Raynham

Tim Falla Paul A Davies

© Copyright Oxford University Press

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.

© Copyright Oxford University Press

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.).

© Copyright Oxford University Press

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.

© Copyright Oxford University Press

Teaching mixed-ability classes

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

Preparation

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

Independent learning

There is the temptation in class to give most of your attention to the higher-level students, as they are more responsive and they keep the lesson moving. But which of your students can best work on their own or in pairs? It's often the stronger ones, so consider spending more time in class with the weaker ones, and finding things to keep the fast-finishers occupied while the others catch up.

Peer support

If you are doing pairwork, consider pairing stronger students with weaker students. Putting students in pairs for writing activities can be a great advantage for weaker students.

Project work

Provide ongoing work for stronger students. You can give your stronger students extended tasks that they do alone in spare moments. For example, you could give them readers, ask them to keep a diary in English or work on a project. They can turn to these whenever they are waiting for the rest of the class to finish an activity.

Correcting mistakes

How much we correct should depend on the purpose of the activity. The key question is: is the activity designed to improve accuracy or fluency?

Accuracy

With controlled grammar and vocabulary activities, where the emphasis is on the accurate production of a particular language point, it's best to correct all mistakes, and to do so immediately you hear them. You want your students to master the forms now and not repeat the mistake in later work.

Fluency

With activities such as role play or freer grammar exercises, it may be better not to interrupt and correct every mistake you hear. The important mistakes to correct in these cases are those that cause a breakdown in communication. We shouldn't show interest only in the language; we should also be asking ourselves, 'How well did the students communicate their ideas?' During the activity, you can make a note of any serious grammatical and lexical errors and put them on the board at the end of the activity. You can then go through them with the whole class.

Self correction

Give students a chance to correct themselves before you supply the correct version.

Modelling

When you correct an individual student, always ask him or her to repeat the answer after you correctly.

Peer correction

You can involve the rest of the class in the process of correction. Ask: *Is that answer correct?* You can do this when the student has given a correct answer as well as when the answer is incorrect.

© Copyright Oxford University Press

1 It's a challenge

This unit includes
Vocabulary: sports • collocations: games and sports • outdoor pursuits • time expressions • negative prefixes
Grammar: present simple and continuous • past simple and continuous
Skills: describing personalities • listening to a dialogue
Writing: a profile
Workbook pages 2–9

Reading PAGES 4–5

Warm-up

- Write the word *race* on the board and elicit different kinds of activities that involve racing: *running*, *cycling*, *rowing*, *driving*, *horse-riding*, *swimming*, *sailing*.
- Ask students to think of different events for each kind of race. Write a chart on the board:
  running: relay, marathon, 100 metres
  driving: Formula 1
  cycling: Tour de France

Before Reading

- Students look at the photos and match them with the team racing activities.

ANSWERS

photo A: relay race, photo B: indoor cycling, photo C: three-day eventing

- Students discuss which activity looks most exciting.
- Check the meaning of *participant* and *spectator*. Ask which they would prefer to be at each event.
- Elicit the good points and bad points about team racing.
  Good points: support each other, exciting, make friends
  Bad points: one team member might be weak, if one member is injured or sick it affects the whole team

Background Notes

The Boat Race is an important sporting event in Britain. To be part of the team, each member has to be a student at either Oxford or Cambridge University. There is a tough programme of daily training throughout the year from September to April. Both teams are traditionally known as 'blues'; the Cambridge team wears light blue and the Oxford team wears dark blue. Cambridge currently lead the series since 1829 by 80–75. Oxford won the 2011 race.

Read

Exercise 1

- Students read the Reading tip. Then they look at the words in the list and decide which ones may appear in the text.
- Students read the text to check their answers.

ANSWERS

1 Yes 2 No (The boats in the photos are rowing boats.) 3 Yes (past tense of 'win') 4 Yes 5 Yes 6 No (A championship involves a number of teams, and this race only has two teams.)

Teaching Tip: Reading *with* the audio CD

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

Exercise 2 1.02

- Play the CD while students read the text a second time and choose the best answers, finding the relevant lines in the text. Check the answers with the class.

ANSWERS

1 b (… is between two teams from Oxford and Cambridge University.)
2 a (… the cox is usually small and light.)
3 c (They begin training in September.)
4 a (… about 200 million people … watch it on TV.)
5 a (Cambridge sent a note to Oxford …)
6 b (…Cambridge set a new record for the course.)

Exercise 3

- Students decide if the statements are true or false. Give students time to re-read the text to check their ideas. Check the answer with the class.

ANSWERS

1 T (9 members in each team)
2 T
3 F (Training begins in the autumn and the practice races begin in December.)
4 T
5 F (Oxford thought they had won the race.)
6 F (The Cambridge boat crashed into another boat, but it doesn't say that it was the Oxford boat.)

Understanding Ideas

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

SAMPLE ANSWERS

1 You need to have loyalty and to be very co-operative. You should enjoy working with others.
2 It's good to keep fit. It can give you a sense of achievement if you try to do something difficult.
3 Open answers.
4 Open answers.

© Copyright Oxford University Press

Vocabulary

Teaching Tip: Vocabulary notebook

Set up a system with the class for making notes in the **Vocabulary Notebook** section of their Workbooks (See Workbook pages 58–69). Give students more information about the words 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 or true, e.g.

steer: to control the direction something is travelling in. *The cox steers a rowing boat..*

Exercise 1

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

ANSWERS

1 steers **2** challenged **3** abandon **4** course **5** sank **6** umpire **7** dozing **8** extremely **9** compete **10** set a new record **11** broadcast **12** spectator **13** banks **14** annual **15** crashed into

abandon is a regular verb which means *to stop doing something before it has finished*. The third person singular form is *abandons*. The past simple form is *abandoned*.

annual is an adjective which means *happening every year*.

bank is a noun which means *the area along the side of the river*.

broadcast is an irregular verb which means *to send information by radio or television*. The third person singular form is *broadcasts*. The past simple form is *broadcast*.

challenge is a regular verb that means *to invite someone to compete against you*. The third person singular form is *challenges*. The past simple form is *challenged*.

compete is a regular verb which means *to take part in a race or competition*, for example to compete in a marathon. The third person singular form is *competes*. The past simple form is *competed*.

course is a noun which means *the route that something follows*, for example the course of a river, or a path.

crash into is a regular verb which means *to have an accident by driving into something*. The third person singular form is *crashes*. The past simple form is *crashed*.

doze is a regular verb which means *to sleep lightly*. The third person singular form is *dozes*. The past simple form is *dozed*.

extremely is an adverb which means *very much*. We often use it to make an adjective stronger, for example *extremely difficult*, *extremely tired*.

set a record is a verb phrase which means to get the best result in something, for example a race. The third person singular form is *sets*. The past simple form is *set*.

sink is an irregular verb which means *to go below the water*. For example, *a boat sinks*. The third person singular form is *sinks*. The past simple form is *sank*

spectator is a noun which means *the person watching a sports event*.

steer is a regular verb which means *to control the direction something is moving in*, for example to steer a car. The third person singular form is *steers*. The past simple form is *steered*.

umpire is a noun which means *the person who makes sure that a game is played fairly and according to the rules*.

Exercise 2

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

1 *This adjective is the opposite of heavy.* [light]
2 *You have to do this to become very good at something.* [practice]
3 *When you do something with a good result you are . . . .* [successful]
4 *We need to read the . . . to understand how to do something.* [instructions]
5 *To find out how heavy something is we measure its . . . .* [weight]
6 *In a football match, this person gives out yellow or red cards!* [referee]
7 *When people compete against each other to reach the end fastest we call it a . . . .* [race]
8 *Another expression meaning 'happen' is to . . . .* [take place]

Quick Test: Matching definitions race

Write the vocabulary items and the definitions from **Vocabulary** exercises 1 and 2 on separate pieces of paper. Put the vocabulary items in one envelope and the definitions in another envelope. Prepare an envelope of words and an envelope of definitions for each team. Then get the students to work in teams. One person has the words and the rest of the team has the definitions. As a team they have to match the words and the definitions. The first team to match the words and definitions correctly is the winner.

More practice
Workbook page 2

© Copyright Oxford University Press

Vocabulary PAGE 6

Target Vocabulary
The Boat Race: abandon annual bank broadcast challenge compete course crash into doze extremely set a record sink spectator steer umpire
Sports: badminton basketball football golf ice hockey judo rugby swimming tennis horse riding weightlifting
Collocations: sports and games: (nouns) ball game goal match penalty point race (verbs) compete in kick lose miss pass score win

Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What word can we use to describe someone who watches a sports event?* [Spectator]. *What do we call the person who makes sure the game is played fairly?* [Umpire].
- Students complete the sentences. Check the answers with the class.

ANSWERS

1 annully **2** banks **3** dozes **4** competed
5 set a record **6** sink **7** steer **8** abandoned
9 broadcasting **10** spectators **11** umpire
12 extremely **13** challenged **14** course; crashed into

Extend

Exercise 1 Sports

- Students look at the photos of sports equipment and match them with the names of the sports.

ANSWERS

1 rugby **2** golf **3** badminton **4** weightlifting
5 ice hockey **6** basketball

Exercise 2

- Read the list of sports with the students and make sure they know what they are.
- Then students decide how interesting each sport is for them, and rank them 1–6.
- Review vocabulary to express likes and dislikes; *love*, *like*, *it's OK*, *not interested*, *hate* etc. Working in pairs, students compare their answers.

ANSWERS

Students' own answers.

Exercise 3 Collocations: sports and games

- Students read the sentences. Ask them to look for the words in the box.
- Students complete the table, checking the collocations in the model sentences.

ANSWERS

1 lose **2** win **3** score **4** miss **5** kick **6** pass

Exercise 4

- Students use the collocations from exercise 3 to describe what is happening on the photos.
- Look at the photos as a class and elicit some sentences to describe them. Then working individually, students write a sentence for each photo.

ANSWERS

1 They are competing in a race. / He is winning the race. / He won the race.
2 He is scoring a point.
3 He scored a goal / penalty.
4 He is losing the match. / He isn't winning the match.
5 He is hitting the ball. / He is going to win a point.
6 They won the match. / They didn't lose the match.

Optional Activity

Aim: To practise talking about sports events.
Prepare: Cut out photos of people doing different sports; ideally, find some of the sports mentioned in these exercises.

Students work in pairs. Give each pair a photo and ask them to write a sentence about it. For example; *He's passing the ball, They are playing badminton, He missed the penalty.*

Put the photos on the board and number or label them. Then ask each pair to read out their sentence. The rest of the class listen and identify which photo the sentence is describing.

Vocabulary Notebook

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

More practice
Workbook page 3

© Copyright Oxford University Press

Grammar PAGE 7

Present simple and continuous

Warm-up

- Focus on the 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

- Ask students: *How much exercise do you usually do? Do you exercise regularly?* Students respond using the present simple tense: *I do exercise every day. I usually go to the gym after school. I never play games.*
- Look at the photo and elicit what the teenager is doing. [playing on a Wii]. Ask if this is good exercise.
- Students read about teenagers in Britain.

ANSWER

Mark is lucky because he can join a gym and his parents are helping to pay for it.

Exercise 2

- Students find the verbs in the text and say which tense they are in.

ANSWERS

Present simple: don't do, play, prefer, believe
Present continuous: are becoming, are closing, I'm joining, are paying

Exercise 3

- Students complete the **Learn this!** box.
- Then students find an example of each rule in the text.

ANSWERS

1 present simple **2** present continuous

something that happens regularly: 'less than half of teenagers play sport regularly'

something that is always true: 'teenagers prefer watching sport on TV'

with certain verbs: 'more than half of teenagers believe that …'

something happening now: 'young people are becoming fatter'

something happening temporarily: 'sports centres are closing'

arrangement in the future: ''I'm joining a gym next month'

Follow-up
Grammar Reference page 60

Exploit

Exercise 1

- Students read the text and choose the correct tense.
- Check the answers with the class.

ANSWERS

1 train **2** runs **3** swims **4** cycle **5** are training
6 is flying **7** want **8** are doing **9** are going **10** know

Exercise 2

- Students complete the dialogue using the correct tense.
- Remind students to look at the rules in the **Learn this!** box to check their answers.

ANSWERS

1 are training **2** 'm working **3** want **4** do…train
5 run **6** are…competing **7** know

Exercise 3

- Read the *Look out!* box. Check that students can use the present continuous for future. Ask the following questions around the class: What are you doing after school? *What are you doing at the weekend? Are you visiting your grandparents soon?*
- Students answer the questions about themselves. Let students write their answers. Monitor and check that they are using the correct tense.
- Students work in pairs to ask and answer the questions.

ANSWERS

Students' own answers.

More practice
Grammar Builder 1 page 61, exercises 1–3.
Workbook page 4

ANSWERS GRAMMAR BUILDER 1 (PAGE 61)

Exercise 1
1 play **2** doesn't wear **3** doesn't come **4** live
5 do you do **6** don't want **7** does he go **8** leaves

Exercise 2
2 Is he wearing a suit?
3 Mum is chatting to a friend.
4 The bus is leaving now.
5 They aren't winning the match.
6 I'm not sitting in the garden.
7 Am I talking too much?
8 Are we going to a restaurant?

Exercise 3
1 does she arrive **2** doesn't like **3** Do they go
4 is buying **5** are seeing **6** don't believe
7 Are you still waiting **8** isn't doing

© Copyright Oxford University Press

Skills PAGE 8

Duke of Edinburgh Award

Target Vocabulary

Outdoor pursuits: abseiling camping cycling hiking kayaking orienteering rock-climbing sailing sand-surfing surfing trail running windsurfing

Warm-up

- In pairs, students look at the photos and see if they can name the activities. Elicit ideas from the class.

Vocabulary

Exercise 1

- Students look at the words and match them to the activities in the photos.
- Check that they understand what the other activities are. Ask: *Have you ever tried …? Do you think it is exciting / dangerous / easy / fun?*

ANSWERS

1 rock-climbing **2** orienteering **3** kayaking
4 hiking **5** abseiling **6** sand-surfing

Exercise 2

- Students categorize the vocabulary in exercise 1
- Ask them to add another activity to each category.

ANSWERS

mountain: rock-climbing, abseiling, hiking
land: camping, cycling, hiking, orienteering, sand-surfing, trail-running
water: kayaking, sailing, surfing, windsurfing

Exercise 3

- Students work in pairs to answer the questions.
- Ask each pair to make notes about their answers. Then, working in small groups they discuss their answers.

ANSWERS

Students' own answers.

More practice
Workbook page 5

Listen

Exercise 1 1.03

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

ANSWERS

1 The Duke of Edinburgh is the Queen's husband.
2 He started the programme to encourage young people to do interesting activities in their free time.
3 It's for people aged 14 to 25.
4 You need to do four activities.
5 It takes 1–3 years.

Exercise 2 1.03

- Students listen again and match the people with the activities.

ANSWERS

Jasmine: d, g Nathan: b, h Cathy: a, f Dominic: c, e

TAPESCRIPT

The Duke of Edinburgh Award
Would you like to learn rock-climbing? What about going on an expedition? Are you interested in working for a charity? These are only some of things you can do as part of the 'Duke of Edinburgh Award' programme. This programme encourages young people to do exciting cultural, social and adventure activities in their free time. The Queen's husband, the Duke of Edinburgh, started the award in 1956. He wanted young people to learn to help themselves and other people. The award is for anyone aged 14–25. There are four activities to do as part of the award. You have to complete an expedition, like hiking, kayaking or climbing. You have to learn a new practical or social skill – anything from painting to podcasting! You also need to take on a physical challenge. You can learn a new sport or get better at a sport you already do. Finally, you need to do voluntary work to help people or the environment. You can work with disabled or elderly people, perhaps. Or you can raise money for a charity. It usually takes between one and three years to finish the award. Listen to some young people talking about what they are doing, and what they are learning from the experience.
Jasmine: At the moment, I'm working in a charity shop at weekends. In the shop we sell things to raise money for poor people in developing countries. Working in a charity shop teaches me about real life. I'm learning to deal with the customers, and also to work in a team with other people. I love it.
Nathan: I'm preparing to go hiking. Two friends and I are going to walk from one side of Scotland to the other, without using roads. It'll take about 10 days. Right now we are training for the expedition. Every weekend, we go walking in the hills with a map, and sometimes we take a tent and camp. I think I'm becoming a more confident person.
Cathy: I'm really into fashion, so I decided to learn how to make clothes. At the moment, I'm learning how to cut material and sew with a machine. Two of my friends are working with me and we're organizing a fashion show for the school and designing all the clothes! I'm working hard and becoming more organized. It's exciting!
Dominic: I'm learning a new sport: rugby. I go to rugby training sessions every Saturday. In the morning, we train indoors – sometimes we do weightlifting in the gym, and sometimes we go running. In the afternoon, we go outside to the field for a couple of hours and play matches, or practise ball skills and tactics. I feel much fitter and stronger, both physically and mentally.

Speak

Exercise 1

- Students choose four activities that they would do for the Duke of Edinburgh award programme. Encourage them to use activities from Vocabulary exercise 1.

Exercise 2

- Students discuss their activities with a partner.

More practice
Workbook page 5

© Copyright Oxford University Press

Grammar PAGE 9

Past simple and past continuous

Warm-up

- Focus on the photo in exercise 1. Ask: *What sport is this?* [football]. *What team is it?* [Manchester United].
- Ask students if they recognise any of the players or know any of the players in the photo.

Explore

Exercise 1 1.04

- Students read and listen to the text.
- Students find out what is unusual about the team photo.

ANSWERS

Karl Power is not a member of the team.

Exercise 2

- Students complete the table with correct form of the verb to *be*.
- Encourage students to look back at the text to check their answers.

ANSWERS

1 am **2** are **3** isn't **4** aren't **5** Are **6** is

Exercise 3

- Read the **Learn this!** box as a class. Students look for examples of the tenses in the text.

ANSWERS

1 The sun was shining. The crowd were cheering.
2 A man walked onto the pitch.
3 While a photographer was taking a photo, a strange thing happened.
4 In 2001, Manchester United were preparing for a match.

Follow-up

Grammar Reference page 60

Exploit

Exercise 1 1.05

- Students complete text using the correct tense. Encourage them to use the **Irregular verb list** on page 80 if they need to.
- Students listen to check their answers.

ANSWERS

1 was running **2** was shining **3** was feeling **4** decided **5** was sitting **6** drove **7** stopped **8** got **9** broke **10** started **11** came **12** was getting **13** complained **14** gave **15** was

Exercise 2

- Students look at the cartoon story. Elicit what happens orally as a class. Ask: *Is the cyclist a good sportsman?* [No]. Check that students understand *cheat*, and that they understand why the cyclist is a cheat.
- Students write sentences to tell the story by answering the questions using the words in brackets.

ANSWERS

1 The sun was shining. The cyclist was competing in a race. He was losing.
2 He went to a bus-stop. He got on a bus.
3 When he was getting off the bus, he dropped his ticket. A girl saw him.
4 The cheat finished the course first. The crowd were cheering.
5 The cyclist was getting a medal when the girl gave him his bus ticket.

Exercise 3

- Students use their sentences to re-tell the story.
- Then ask them to close their books and tell the story from memory.
- Monitor and check that students are using the tenses correctly.

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 was competing in the Olympics.*
2 *Do you watch the match last night?*
3 *We weren't listening to the coach.*
4 *I did can finish the race, but I wasn't winning.*
5 *Was he complaining about the referee's decision?*
6 *He wasn't a cheat. He were lucky!*

ANSWERS

1 were **2** did **3** correct **4** could, didn't win **5** correct **6** was

More practice

Grammar Builder 1 page 61, exercises 4–6.
Workbook page 6

ANSWERS GRAMMAR BUILDER 1 (PAGE 61)

Exercise 4

1 did you go **2** went **3** Did you do **4** visited **5** did you see **6** saw **7** liked

Exercise 5

1 were you going **2** wasn't eating **3** were travelling **4** was Simon shopping **5** were driving **6** was taking **7** was waiting **8** weren't listening

Exercise 6

1 skiing **2** did you put **3** was wearing **4** drove **5** were you listening **6** finished

© Copyright Oxford University Press

Writing PAGE 10

A profile of an adventurer

Target Language
A profile: He was born is considered to be the world's greatest is now in his late sixties isn't giving up raise money for charity I've got a few faults My hobbies are
Sequencing words: first next then after + noun after that finally

Warm-up

- Students look at the photo and scan the text. Ask: *Who is he?* [Ranulph Fiennes] *What is his job?* [He's an explorer and adventurer].
- Elicit the information students would expect to find in a profile. [Family, career, achievements, interests, etc.] Make a list on the board.

Read

Exercise 1

- Students read the profile and answer the question.

ANSWERS

He's planning a polar expedition.

Exercise 2

- Read the list of paragraph topics and elicit which order you would expect to find the information.
- Students check their predictions and match the paragraphs with the topic headings.

ANSWERS

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

Prepare

Exercise 1

- Read the **Writing tip** as a class.
- Students read the profile again. Focus on paragraphs A and B to find sequencing words.

ANSWERS

After the death of his father … , After the war …, Then …, After that …, After a heart operation …, Finally …

Exercise 2

- Students read the information. Check that they understand the information.
- Students re-write the notes as a paragraph, using sequencing words. Explain that when using sequencing words, you don't need to use dates.
- Read out some of the students' answers, and write the sample answer on the board.

SAMPLE ANSWER

First Ranulph Fiennes led an expedition up the River Nile by hovercraft. **Then** he travelled by hovercraft up a glacier in Norway. **Next** he led an expedition to discover the lost city of Ubar in Oman. **After that**, he lost five fingers when he walked to the North Pole. Fiennes tried to climb Mount Everest but he had a heart attack. **Finally**, in 2009, he successfully reached the top of Mount Everest.

Write

Exercise 1

- Students choose a person to write a profile about and make notes about their life.

Exercise 2

- Tell students that they should arrange the information into four paragraphs.
- If the writing is done in class, circulate, monitor, and correct common errors on the board.
- Students use the **Check your work** box to check their finished articles.

SAMPLE ANSWER

My uncle Sam was born in Gloucester in 1960 but moved to Manchester with his parents when he was 5. When he was 9 years old he knew that he wanted to see the world when he saw the first man land on the moon in 1969.

First, he decided to go travelling when he left school at 18 and he saw that a lot of people were poor in the world. Then he worked in Africa for a year delivering food and water to people. After that he set up a charity to help the people in Africa. Next, he went hiking in the Dolomites and around the lakes in Italy. He also started rock-climbing because he wanted to climb Ben Nevis, a mountain in Scotland, and finally, last year, he reached the top of Ben Nevis.

My uncle now lives in London with his wife and two children and he manages the charity, which employs 8 people. On Sundays, he sometimes runs races to raise money for charity and he often goes back to Africa to visit the people who his charity helps.

He says that climbing Ben Nevis was his greatest achievement. But at the moment he is training to run a double marathon in the desert next year!

Marking scheme

- Four paragraphs. [1 mark]
- First paragraph includes early life, childhood, date and place of birth. [1 mark]
- Second paragraph includes early career and achievements. [1 mark]
- Third paragraph includes daily life and hobbies. [1 mark]
- Fourth paragraph includes career now and future plans. [1 mark]
- Use of linking words. [1 mark]
- Use of sequencing words to show the order of events. [1 mark]
- Accurate spelling and punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]
- Use of semi-formal style. [1 mark]

More practice
Workbook page 7

© Copyright Oxford University Press

Review PAGE 11

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 are **2** need **3** hiking **4** teams **5** course
6 did **7** orienteering **8** were **9** 'm helping **10** help

Exercise 2

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

ANSWERS

1 True
2 False – he asks what it is.
3 True
4 True
5 False – Jake went orienteering.
6 False – He says that it sounds terrible.

Exercise 3

- Students complete the exercise individually. Check the answers with the class.

ANSWERS

1 do **2** are playing **3** took, didn't win
4 were competing **5** needed **6** Are, do you go

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/oxford 3000

Exercise 1 Negative prefixes: un-, in-, im-, ir-, dis-

active /ˈæktɪv/ **adj.** **1** involved in activity, lively: *My grandfather is very active for his age.* ◦ *I have a very active social life.* ◦ *I was at the meeting but I didn't take an active part in the discussion.* **inactive 2** that produces an effect; that is in operation: *an active volcano* (= one that can still erupt) **3** (LANGUAGE) used about the form of a verb or a sentence when the subject of the sentence performs the action of the verb: *In the sentence 'The dog bit him', the verb is active.* ▶ **actively adv.** *She was actively looking for a job.*

- Students turn to the entry for *active* in their dictionaries. Elicit or highlight the following information:
  – The blue key symbol indicates that active is an Oxford 3000 keyword.
  – The letters *adj* indicate that *active* is an adjective.
  – At the end of the entry, the blue arrow shows that *actively* is the adverb form of *active*.
- Elicit or highlight that the abbreviation OPP gives the opposite adjective, *inactive*, using the prefix *in-*.
- Explain that students can find which prefix is used with each adjective, by looking them up. Remind them to look for the OPP symbol.
- Students use their dictionaries to complete the exercise. Check the answers with the class.

ANSWERS

1 inactive **2** unbelievable **3** unfit **4** dishonest
5 disloyal **6** immature **7** impatient **8** irrational
9 irresponsible **10** intolerant

Exercise 2

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

ANSWERS

1 inactive **2** immature **3** unbelievable **4** fit
5 irrational **6** loyal **7** irresponsible **8** dishonest
9 patient

Exercise 3 Words used in sports

cap[1] /kæp/ **noun** [C] **1** a soft hat that has a part sticking out at the front (**peak**): *a baseball cap* **2** a soft hat that is worn for a particular purpose: *a shower cap* **3** (*BrE*) (SPORT) a hat that is given to a player who is chosen to play for their country: *He won his first cap against France.* **4** a covering for the end or top of sth: *Please put the cap back on the bottle.*

- Students turn to the entry for *cap* in their dictionaries. There are two entries for *cap*, a noun and a verb. Ask them to look at the noun entry. Elicit or highlight the following:
  – The blue key symbol indicates that as a noun, *cap* is an Oxford 3000 keyword.
  – The numbers 1–4 indicate that there are four different meanings for *cap*.
  – Meaning number 3 has a subject label, SPORT, to indicate that *cap* has a different meaning when it is used in a sports context. The abbreviation *BrE* indicates that this meaning is only used in British English.
- Students look up the words and look for the SPORT subject label. Remind them to look up the noun forms of the words in the list.
- Students write a definition and an example sentences to show how the words are used in a sports context.
- Check the answers with the class.

SAMPLE ANSWERS

1 cap – a hat given to a player who plays for his country: *Beckham won his 109th cap in a game against Slovakia in 2009.*
2 captain – the person who is the leader of a team: *Steven Gerrard was the captain of the England team in the 2010 World Cup.*
3 coach – the person who trains players to compete in sports: *After losing the tennis match, he decided to get a new coach.*
4 friendly – a match that is not part of a serious competition: *The England team played against Italy last month in a friendly.*
5 league – a group of sports clubs that compete against each other to win a prize: *My team is top of the league!*
6 referee – the person who controls a match and stops players from breaking the rules: *The player had to leave the game because the referee gave him a red card.*

Follow-up

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

© Copyright Oxford University Press

2 Town and country

This unit includes
Vocabulary: towns and cities • people on the move • *do* and *make* • homophones • synonyms • urban or rural
Grammar: quantifiers: *some, any, much, many, a lot of, a little, a few* • definite, indefinite and zero article
Skills: describing landscapes • listening to directions
Writing: a leaflet
Workbook pages 10–17

Reading PAGES 12–13

Warm-up

- Look at the unit title and ask students if they prefer to live in a town or in the country. Students discuss the advantages and disadvantages of living in a town or in the country.
- Read the title of the reading page, *Are you lonesome tonight?* Elicit that *lonesome* is another word for *lonely*. Ask students if you are more likely to feel lonely if you are living in a town or in the country.

Before Reading

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

ANSWERS

Students' own answers.

Background Notes

There are many 'ghost towns' in the centre of the USA, where nobody lives any more. A few towns, like Monowi, Nebraska, have one or only a few people living there. Although much of Nebraska is very fertile, many small towns in the area are losing their inhabitants. Small farmers can't compete economically with big farms, so people move to big cities in search of work.

Read

Exercise 1

- Students read the **Reading tip**. Check understanding.
- Students read the first sentence of each paragraph and match them with the titles. Check the answers.

ANSWERS

Paragraph 1 E **Paragraph 2** A **Paragraph 3** C **Paragraph 4** B **Paragraph 5** D

Exercise 2 1.7

- 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 (Why has she got a lot of different jobs? Because there's nobody else to do them.)
2 c (There are about 12 empty one-storey wooden houses.)
3 a (It was a shop but it closed in the 1950s.)
4 a (Elsie's son and daughter migrated years ago to find work in bigger towns.)
5 c (Her food is good and farmers and truck drivers travel a long way to eat at her café.)

Exercise 3

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

ANSWERS

1 T
2 T
3 T
4 F (The farmers left Monowi because they couldn't compete with enormous industrialized farms.)
5 F (Elsie's husband died.)
6 T
7 F (Elsie likes Monowi and wants to stay.)

Understanding Ideas

- Put students into groups. Each group considers one of the questions.
- Discuss the questions as a class. On the board, write a list of good and bad points about living in a town alone.

Teaching Tip: Changing groups

Do the above activity by putting students into three groups. Assign a question to each group and tell them to take notes. When they have finished, mix the groups up so that they contain students who have discussed each of the questions. Students then present their ideas on the question they just discussed to the rest of their new group.

SAMPLE ANSWERS

1 You could feel very lonely, have nobody to talk to, go crazy, or be very bored because there's nothing to do. You could do whatever you wanted, nobody would tell you what to do, it would be very peaceful.
2 Students' own answers.
3 Students' own answers.

Optional Activity: Ghost town debate

Aim: To explore the topic of the reading text.
Preparation: Put the class into groups A and B. Tell them they are the last residents of a small town called Cedarwood. Group A wants to leave the town, and Group B wants to stay.

Both groups look at the text again. Group A brainstorms reasons to leave the small town. Group B brainstorms reasons to stay in the small town.

Chair a debate between the two groups, eliciting reasons to stay and go from both sides and writing them on the board. At the end, the whole class votes on whether they should stay or go.

© Copyright Oxford University Press

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 rural **2** immigrants **3** inhabitant **4** clerk **5** thriving **6** storey **7** abandoned **8** industrialized **9** rusting **10** dust **11** founded **12** in ruins **13** treasurer **14** junk **15** migrated

- 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).

abandoned is an adjective which describes something that has been left and will not be used again.

clerk is a noun which means someone who works or looks after accounts in a place like an office or a bank. A town clerk keeps records in a town, such as births, marriages, voter registrations and deaths.

dust is a noun which means very small pieces of dirt. Dust is often in the air and covers things when you leave them for a long time.

found is a regular verb which means to establish or start something like a company or a town. The third person form is *founds* and the past simple form is *founded*.

immigrant is a noun which means a person who comes to a place from another country.

industrialized is an adjective which describes places with a lot of factories or other types of industry.

inhabitant is a noun which means a person who lives in a particular place.

in ruins is an expression which means badly damaged or destroyed. The plural noun *ruins* means what is left of a building after it has been destroyed.

junk is a noun which means old things that aren't very useful.

migrate is a regular verb which means to move to live in another place, often to look for work. The third person form is *migrates* and the past simple form is *migrated*.

rural is an adjective which means relating to the countryside.

rusting is an adjective which means that something iron is being turned red by iron oxide.

storey is a noun which means a floor or level of a building.

thriving is an adjective which means growing or doing well.

treasurer is a noun which means a person who looks after an organization's money, e.g. a town treasurer controls a town's finances.

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.

1 *I never forget things because I've got a good _____ .* [memory]
2 *The city was _____ called New Amsterdam, but later they changed its name to New York.* [originally]
3 *If you need to catch a train, the _____ station is opposite the post office.* [railway]
4 *It's a _____ village. There are only three houses.* [tiny]
5 *We live on a small island so we are _____ water.* [surrounded by]
6 *The _____ is the most important person in the town.* [mayor]
7 *This _____ of my country is very dry in the summer.* [region]
8 *They live in an _____ house. It's got ten bedrooms!* [enormous]

Optional Activity: Sentence race

Aim: To practise the vocabulary presented in the lesson.
Preparation: Write twelve words from **Vocabulary** exercises 1 and 2 on the board.

Put students in pairs. Explain that they have two minutes to write sentences using as many of the words as they can. They can skip any words they don't want to use, or use the words in any order. They can only use one word per sentence.

Time two minutes while students write their sentences.

Pairs read out their sentences. The class corrects any mistakes. The pair with the most correct sentences wins.

Quick Test: Correct the definitions

Write the following words and definitions on the board. Tell students that one word in each definition is incorrect. Students find the word and correct it.

1 *abandoned – something that is not left any more* [used]
2 *industrialized – having a lot of trees* [factories / machines / industry]
3 *mayor – the most important person in a country* [town]
4 *storey – a room of a building* [floor / level]
5 *enormous – something very small* [big]
6 *immigrants – people who go to another town* [country]
7 *inhabitant – a person that visits a place* [lives in]
8 *thriving – doing very badly* [well]
9 *region – a part of a town* [country]
10 *rural – relating to the city* [country / countryside]
11 *found – to start destroying a town* [building]
12 *junk – new things that don't have much value* [old]

More practice
Workbook page 10

© Copyright Oxford University Press

Vocabulary PAGE 14

Target Vocabulary
Monowi, population 1: abandoned clerk dust found immigrants industrialized inhabitant in ruins junk migrate rural rusting storey thriving treasurer
People on the move: commuter emigrant globetrotter immigrant nomad pilgrim refugee
***do* and *make*:** do badly do harm do a job do maths do well make an appointment make a bad impression make a living make a mistake make money
My home town: blocks cosmopolitan harbours local neighbourhood resort suburbs urban
Homophones: blue / blew break / brake deer / Dear died / dyed groan / grown new / knew sighed / side storey / story

Activate

- Focus on the words in the box. Review their meaning by giving a few definitions to elicit the words, e.g. *very small* [tiny], *people who come to live in your country*. [immigrants]
- Students complete the sentences. Check the answers.

ANSWERS

1 abandoned, junk, in ruins
2 rusting, dust
3 thriving, industrialized, founded
4 clerk, treasurer, storey
5 migrate, immigrants, rural, inhabitants

Extend

Exercise 1 People on the move

- Students match the words to complete the sentences. Check the answers.

ANSWERS

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

Exercise 2 *do* and *make*

- Students complete the table. Check the answers.

ANSWERS

do: badly, harm, a job, maths, well
make: money, a living, a mistake, a bad impression, an appointment

Teaching Tip: collocations

Students often find it difficult to remember collocations with *do* and *make*. Tell them to start a list of these expressions in their notebooks that they can refer to and learn from.

Exercise 3 My home town

- Students complete the text individually, then read the text again and try to guess the correct city.
- Students compare answers in pairs.
- Students vote on which city they think is being described.

ANSWERS

1 urban 2 harbours 3 cosmopolitan 4 suburbs
5 resort 6 neighbourhood 7 blocks 8 local
The city is Alexandria, Egypt.

Background Notes

Athens has a population of less than one million and doesn't have beaches next to the city, although it is close to the sea. Istanbul has a few beaches near the city centre, but has a population of about 12.6 million. Beirut has a lot of beaches, but a population of about 1.8 million people. Alexandria has beaches and a population of over four million people.

Exercise 4 Homophones

- Write *storey* on the board and elicit its meaning. [floor in a building] Ask: *Which word sounds the same as storey?* [story] Students spell this word. Write it on the board.
- Students complete the exercise individually, then check answers in pairs. Check the answers.
- While doing this exercise, tell students to say the bold words silently to themselves. This will help them to remember the pronunciation.

ANSWERS

1 story 2 dyed 3 Dear 4 side 5 blew 6 brake
7 grown 8 knew

Optional Activity: Homophones

Aim: To practise homophones.
Preparation: Write the homophones from exercise 4 in two columns on the board.

Students close their books. Read out the sentences in exercise 4 in random order. As you read out each sentence, students point to the correct spelling of the word on the left or right of the board, or call out 'left' or 'right'.

Quick Test: Team spelling

Put the class into teams A and B. Draw a short line on the board for each letter in the following words. One by one, start filling in the letters of each word. The first student to call out the word and spell it correctly wins a point for their team. If a student makes a mistake, the other team wins a point.

RUSTING	SUBURBS
HARBOUR	RURAL
COMMUTER	RESORT
NOMAD	GROAN
STOREY	PILGRIM

Vocabulary Notebooks

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

More practice
Workbook page 11

© Copyright Oxford University Press

Grammar PAGE 15

Quantifiers: *some, any, much, many, a lot of, a little, a few*

Warm-up

- Focus on the picture. Brainstorm words to describe it. [modern, exciting, ugly, crowded, etc.]
- Ask students: *Do you know 'SimCity'? What can players do in SimCity?* [create and manage a simulated city]

Background Notes

SimCity is a computer game which allows players to design and manage their own city. Because the game teaches players about the problems of running a city, it is used in many schools in the UK and the USA.

Explore

Exercise 1

- Students read the text and find the examples of *some* and *any*. Students then complete the **Learn this!** box.

ANSWERS

It's got **some** great clothes and shoe shops. There aren't **any** ugly buildings. There's **some** beautiful scenery. Is there **any** pollution? There isn't **any** traffic. Are there **any** unfriendly people?

1 some **2** any

Exercise 2

- Review the meaning of *countable / uncountable* by asking a few questions, e.g. *Is water countable?* [No] *Are bottles of water countable?* [Yes] Say: *You can often check if a noun is countable or uncountable by imagining it, and seeing if you can really count it.*
- Students find the plural countable nouns and uncountable nouns in the text. Check the answers.

ANSWERS

plural countable: restaurants, cafés, parks, playgrounds, shops, buildings, accidents, people
uncountable: scenery, pollution, traffic, time

Exercise 3

- Students complete the table. Check the answers.

ANSWERS

With uncountable nouns: much, a lot of, a little
With plural countable nouns: a lot of, many, a few

- Read the **Look out!** box with the class. Ask: *Do we use 'many' in questions?* [Yes] *Do we normally use 'much' in affirmative sentences?* [No]

Language Note: Quantifiers

A few and *a little* refer to a smaller quantity than *a lot, much* and *many*, but have a positive feeling, i.e. *There are a few parks in our town* focuses on the fact that the parks exist, rather than on how few of them there are. To express that something is insufficient, we say: *There aren't many … / There isn't much …*, or *There are few… / There is little… . Lots of* means the same as *a lot of*, but is less formal.

Follow-up
Grammar Reference page 62

Exploit

Exercise 1 1.8

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

ANSWERS

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

Exercise 2 1.9

- Students choose the correct words individually.
- Play the CD. Students listen and check.

ANSWERS

1 a lot of **2** many **3** a few **4** a little **5** much **6** a lot of

Exercise 3

- In pairs, students discuss their ideal city for a few minutes. Monitor and help with vocabulary.
- Pairs write six sentences about their ideal city. Remind them to use the quantifiers listed in this exercise.
- Some pairs read out their sentences. Correct any mistakes on the board with the class.

ANSWERS

Students' own answers.

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.

My grandmother lives in a small town. There are a few historical buildings in the centre. Some tourists visit it in the summer and spend a little money in the shops. Nobody spends much time there because there aren't many things to do. There are a few nice lakes near the town with a lot of birds, but there aren't any good places for young people to go. It's a pretty town, but there isn't much entertainment.

More practice
Workbook page 12
Grammar Builder page 63, exercises 1–4

ANSWERS GRAMMAR BUILDER 2 (PAGE 63)

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

Exercise 2
1 a little **2** a few **3** a little **4** a few **5** a few **6** a little

Exercise 3
1 many **2** much **3** many **4** many **5** much **6** many

Exercise 4
1 a lot of money
2 a lot of traffic
3 a lot of goals
4 a lot of old people
5 a lot of countries
6 a lot of homework

© Copyright Oxford University Press

Skills PAGE 16

Landscapes

Target Vocabulary
Rural landscapes: cottage field footpath gate hedge hill lane stream valley wood
Urban landscapes: advertisement bus stop pavement pedestrian crossing postbox road sign roadworks rubbish bin street lamp traffic lights
Prepositions of movement: across over past through along

Warm-up

- Draw two overlapping circles on the board. Write *Rural landscapes* and *Urban landscapes* above each circle. Elicit what they mean. [country scenery and town scenery]
- Brainstorm things that you can see in these landscapes. Students tell you which circle to write them in. If students say things which can be in both places, such as *river*, write them in the overlapping area between the two circles.

Vocabulary

Exercise 1 1.10

- Students label the two pictures individually or in pairs.
- Play the CD. Students listen and check their answers. Play the CD again for students to repeat the words.

ANSWERS

1 hill **2** valley **3** wood **4** cottage **5** field
6 footpath **7** gate **8** hedge **9** stream **10** lane
11 advertisement **12** road sign **13** bus stop
14 postbox **15** pedestrian crossing **16** pavement
17 traffic lights **18** street lamp **19** roadworks
20 rubbish bin

Optional Activity: Word Stress

Aim: To focus on word stress patterns.
Preparation: Write the following word and stress pattern on the board.

• •
cottage

Model the stress pattern by clapping the rhythm and saying the word at the same time.

Students work in pairs and find words with the same stress pattern in exercise 1. [footpath, valley, bus stop, pavement, postbox, road sign, roadworks, street lamp]

Exercise 2

- Students label the pictures individually or in pairs.
- Check the answers.

ANSWERS

1 across **2** past **3** through **4** along **5** over

More practice
Workbook page 13

Listen 1.11

- Focus on the picture. Tell students they are going to listen to the route that the arrowed walker (in the yellow trousers) is about to take, and mark it on the picture.
- Play the CD. Students mark the route. Play the CD again for students to check their answer.
- Check the answer by asking different students to describe the parts of the route. If necessary, prompt them, e.g. Teacher: *Field*. Student: *We walked across the field.*

ANSWER

TAPESCRIPT

We walked across the field to the gate. We walked through the gate into the lane. We turned right and walked along the lane. We walked over a stream and past a cottage. Then we went over the river. We turned left onto a footpath. We walked over the river again. Then we walked along a footpath between two hedges. There was a small wood on our right. We came to a beautiful lake. We walked along the edge of the lake and stayed there the rest of the day.

Optional Activity: Directions

Aim: To practise landscape vocabulary and giving directions.
Preparation: With weaker students, write the following model directions on the board before you begin the next activity.

Walker in blue trousers to: the cottage

Walk across the field to the gate. Walk through the gate into the lane. Turn left. Walk along the lane. Walk over a stream and round a corner. Turn right. The cottage is in front of you!

Speak

- Model the activity. Say: *Imagine you are the walker in the blue trousers. You want to get to the cottage.* Give directions to the cottage while students follow your route on the picture. Make some deliberate mistakes and pause for students to correct you, e.g. Teacher: *Walk across the gate.* Students: ***Through** the gate!*
- Put students in pairs. Student A chooses a new walker and a new destination, then gives directions. Student B follows the route. Monitor and help.
- Students swap roles and repeat the activity.

© Copyright Oxford University Press

Grammar PAGE 17

Definite, indefinite and zero article

Warm-up

- Focus on the photo. Ask: *Where do you think this town is? What is the weather like? Would you like to live there?*
- Students quickly read the text and write two things they have learnt about Grimsby, e.g. It's in England. It's by the sea. It's got a harbour with boats in it.

Explore

Exercise 1

- Read the **Learn this!** box as a class.
- Students match the rules in the **Learn this!** box with the articles in the text. Check the answers.

ANSWERS

1 I live in a town … The town is called Grimsby. He's got a boat … fishing with him on the boat
2 It's a nice place. My dad's a fisherman … it's a small boat
3 … the east coast of England, by the sea
4 in stormy weather

Exercise 2

- Students choose the correct words. Check the answers.

ANSWERS

1 Life 2 The weather 3 bicycles, pedestrians
4 Indian food 5 The fields 6 advertisements

Follow-up
Grammar Reference page 62

Exploit

Exercise 1

- Students read the text and choose the best answers individually. Check the answers.

ANSWERS

1 a 2 the 3 a 4 (x) 5 a 6 the 7 an 8 (x)
9 a 10 a 11 the 12 a

Teaching Tip: Articles

Tell students that there are lots of different rules about when to use the indefinite article (*a / an*) and definite article (*the*), but a good general rule is that we use the definite article when it is clear what we mean. This is why we use *a / an* when we mention something for the first time, then use *the* when we continue to talk about it. e.g. *I saw **a** great film last night. **The** film was about **a** dog. **The** dog was called Buck.*

Exercise 2

- Students complete the text individually. Check the answers.

ANSWERS

1 a 2 the 3 a 4 the 5 the 6 (x) 7 (x) 8 an
9 a 10 a 11 (x) 12 a 13 The 14 a 15 (x)

Exercise 3

- Look at the table as a class. Elicit which items are generalizations. [big cities, Italian food, talkative people, optimistic people]
- Students ask and answer questions in pairs. Monitor and help. Encourage students to give reasons for their opinions.

Quick Test: Using articles

Write the following prompts on the board. Students write the sentences with the correct articles.

1 *you / like / playing / sport?* [Do you like playing **(x)** sport?]
2 *weather / be / very hot yesterday* [**The** weather was very hot yesterday.]
3 *you / have got / computer at home?* [Have you got **a** computer at home?]
4 *let's go to / beach / next weekend* [Let's go to **the** beach next weekend.]
5 *She / often / watches / English documentaries* [She often watches **(x)** English documentaries.]
6 *there / be / new café in my street* [There's **a** new café in my street.]
7 *we / not go / to / school on Saturdays* [We don't go to **(x)** school on Saturdays.]

More practice
Workbook page 14
Grammar Builder page 63, exercises 5–8

ANSWERS GRAMMAR BUILDER 2 (PAGE 63)

Exercise 5

1 a, a, The, the
2 a, The
3 a, a, the
4 a, a, The, the
5 a, a, the
6 a, a, The, the

Exercise 6

1 a, the 2 the, a 3 the, a 4 a, the 5 a, The 6 the, a

Exercise 7

1 I saw **the** President of France on TV last night.
2 I'd like to travel round **the** world.
3 It was cold but **the** sun was shining.
4 If you see an accident, you should phone **the** police.
5 My brother wants to join **the** army.
6 It's too cold to swim in **the** sea.
7 **The** moon came out from behind the clouds.
8 Paris is **the** capital of France.

Exercise 8

1 cold coffee 2 the coffee 3 cats 4 the children
5 sport 6 football 7 the books 8 The water

© Copyright Oxford University Press

Writing PAGE 18

A leaflet

Target Language

Leaflet: don't miss if you like + *ing* …
imperative + where you can … learn about
marvel at relax spend some time at / on
take a trip to visit wander through

Adjectives: ancient atmospheric famous fascinating
historic sandy stunning vast winding wonderful

Warm-up

- Focus on the texts. Elicit that they are leaflets. Ask: *Where do we get leaflets?* [in museums, from people on the street, sometimes in the post] *What do you think the leaflets on page 18 are about?*

Read

- Students read the leaflets and discuss in pairs which is their favourite place.
- Students tell the class their preferences. Check meaning of *stretches* [areas], *moorland* [high, open land], *wander* [walk around slowly], *winding*, [narrow, twisting path or street], *don't miss* [you must see this], *marvel* [be amazed by] and *scenery.* [landscape]

Background Notes

Devon is a county (region) in south-west England which is popular for its natural beauty. York is a historic city in North Yorkshire, in north-east England. It was founded by the Romans in AD 71 and later occupied by the Vikings. York has a lot of historic buildings and tourist attractions.

Prepare

Exercise 1

- Students answer the questions. Ask: *Why do we use bullet points?* [to make information easier to read / see]

ANSWERS
1 A 2 B

Exercise 2

- Students identify the structure. Say: *Imperatives are useful for leaflets because they address the reader directly.*

ANSWER
Imperatives

Exercise 3

- Students look at the leaflets again. Ask: *How many topics are covered in each bullet point in leaflet B?* [one]
- Students read leaflet A again and insert three bullet points where they think appropriate.

SUGGESTED ANSWERS
Bullet point 1: Come and visit …
Bullet point 2: If you like walking …
Bullet point 3: Devon has got lots of …

Exercise 4

- Students find the adjectives. Check the answers.

ANSWERS
1 vast 2 historic 3 atmospheric 4 ancient 5 famous
6 fascinating 7 wonderful 8 stunning

Teaching Tip: Extreme adjectives

Extreme adjectives mean *very* + adjective. They make our writing sound more interesting. Brainstorm words which mean *very* + … [amazing, awful, brilliant, fantastic, huge, tiny, etc.] Students find the extreme adjectives in the leaflets. [vast, ancient, fascinating, wonderful, stunning]

Optional Activity: Collocations

Aim: To focus on the collocations used in the leaflets.
Preparation: Write the following words on the board in two columns.

1 relax, 2 wander, 3 spend, 4 learn, 5 marvel, 6 take
A some time, B on the beach, C at the scenery, D about the ancient castle, E a trip, F through the streets

Students match the verbs with the phrases. [1B, 2F, 3A, 4D, 5C, 6E]

Write

- Read the **Writing tip** and the instructions as a class. Make sure students understand what they are going to write. Brainstorm places and ideas for the items in the instructions.
- Students choose a place to write about and make notes.
- If the writing is done in class, circulate and monitor. Correct common errors on the board.
- Students use the **Check your work** box to check their finished leaflets. Ask students to check each other's work.

SAMPLE ANSWER
Aquaba: Red Sea Paradise
- If you like water sports, Aquaba is the place for you. Relax on the beach, snorkel or learn to dive at one of Aquaba's professional diving schools.
- Wander through the atmospheric town centre, buy great gifts and try some delicious Jordanian food.
- Take a two-day tour to the stunning Wadi Rum desert. Ride a camel and camp under the stars.
- For wonderful beaches, beautiful weather and fantastic entertainment, visit Aquaba!

Marking scheme

- An interesting title. [1 mark]
- Use of bullet points. [1 mark]
- Short, clear sentences. [1 mark]
- Content is informative. [1 mark]
- Use of imperatives and language that addresses the reader. [1 mark]
- A variety of descriptive and extreme adjectives. [1 mark]
- Use of semi-formal, leaflet style. [1 mark]
- Correct word length. [1 mark]
- Accurate spelling and punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice
Workbook page 15

© Copyright Oxford University Press

Review PAGE 19

Language Skills

Exercise 1 1.12

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

ANSWERS

1 keen **2** mean **3** town **4** setting **5** historic
6 miss **7** fascinating **8** wander **9** atmospheric

Exercise 2

- Students read the dialogue again and correct the false sentences. Check the answers with the class.

ANSWERS

1 F (It isn't Sara's home town because she wants to visit it.)
2 F (They are setting off at 10 a.m.)
3 T
4 T
5 F (Angela thinks Henley Street has changed a bit since Shakespeare's time.)

Exercise 3

- Students complete the sentences individually. Check the answers.

ANSWERS

1 lot **2** any **3** many **4** little **5** much **6** some
7 few

Dictionary Corner

Teaching Tip: Synonyms

Synonyms are words with the same or similar meaning. Dictionaries help students to increase their vocabulary by giving the exact synonyms of the word (after the abbreviation SYN), or by using a synonym of the word in the definition.
Cross-references (arrows) also indicate close synonyms and related words.

Exercise 1 Synonyms

tiny /ˈtaɪni/ ***adj.*** (**tinier**; **tiniest**) very small: *the baby's tiny fingers*

enormous /ɪˈnɔːməs/ ***adj.*** very big or very great: *an enormous building* ◇ *enormous pleasure* ▶ **enormously** ***adv.***

huge /hjuːdʒ/ ***adj.*** very big: *a huge amount/quantity/sum/number* ◇ *a huge building* ◇ *The film was a huge success.* ▶ **hugely** ***adv.***: *hugely successful/popular/expensive*

vast /vɑːst/ ***adj.*** extremely big: *a vast sum of money* ◇ *a vast country* ▶ **vastly** ***adv.***: *a vastly improved traffic system*

- Students turn to the entry for *tiny* in their dictionaries. Elicit or highlight the following information:
  - *tiny* is an adjective: *adj.*
  - *tiny* means very small.
- Students look up *enormous, huge* and *vast*. They all mean very big. Therefore *tiny* is wrong because it means small.
- Students use their dictionaries to identify the adjective that is different in each group. Check the answers.

ANSWERS

1 tiny (It means very small. The others mean very big.)
2 infamous (It means known for bad things. The others mean known for generally good things.)
3 dreadful (It means very bad. The others mean very good.)
4 antiquated (It means very old-fashioned. The others mean of the present day.)
5 fascinating (It means interesting. The others mean boring.)

Exercise 2

Teaching Tip: Using the correct context

Students must be careful to use words in the correct context. Dictionaries are useful because they provide information about the contexts in which particular words can be used.

antique /ænˈtiːk/ ***adj.*** (used about furniture, jewellery, etc.) old and therefore often valuable: *an antique vase/table* ◇ *antique furniture/jewellery* ▶ **antique** ***noun*** [C]: *That vase is an antique.* ◇ *an antique shop* (= one that sells antiques)

- Students turn to the entry for *antique* in their dictionaries. Elicit or highlight the following information:
  - We use *antique* to refer to furniture.
  - The definition explains that antique means old and valuable. This means that *old* and *antique* are related words, but don't have exactly the same usage.
  - *antique* is an adjective: *adj.*
- Students use their dictionaries to complete the sentences with the words in the box. Elicit that they are all adjectives with similar meanings to *old*, but each is used in a different context.
- Check the answers.

ANSWERS

1 antique (refers to furniture, jewellery, etc.)
2 second-hand (refers to things that were used before by somebody else)
3 archaic (refers to very old-fashioned things)
4 obsolete (refers to inventions that are no longer used)
5 elderly (refers to people)

Exercise 3 Urban or rural?

- Students turn to the entry for *barn* in their dictionaries. Elicit or highlight the following information:
  - *barn* is a noun.
  - *barn* has a subject label, AGRICULTURE.
  - the definition for *barn* shows that it is found on a farm, in other words it's part of rural life.
- Students use their dictionaries to check the other words and complete the table. Check the answers.

ANSWERS

urban life: pedestrian crossing, parking meter, square, traffic jam
rural life: barn, crops, irrigation, plough

Follow-up

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

© Copyright Oxford University Press

3 Gifts

This unit includes

Vocabulary: parts of buildings • people and buildings • compound nouns • prepositions of place • retail • synonyms: *cheap* or *expensive*? • shopping

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

Skills: listening and talking about shopping

Writing: an informal letter

Workbook pages 18–25

Reading PAGES 20–21

Warm-up

- Look at the unit title and ask students when they give or receive gifts. [religious festivals, passing an exam, a wedding, etc.]
- Read the title of the reading page, *Famous gifts*. Tell students that the three buildings, or monuments, in the photos were gifts. Ask them who would give these gifts to whom, and why.

Before Reading

- Focus on the words in the box. Elicit or explain difficult vocabulary, and model the pronunciation.
- Students discuss the questions in pairs, then discuss students' ideas as a class.

ANSWERS

Students' own answers.

Read

Exercise 1

- Read the **Reading tip** as a class. Ask: *What is scanning?* [reading something quickly to find specific information] *Why is it useful?* [It's a quick way to find specific information.]
- Students read the texts quickly to find the information. Say: *You don't have to understand every word to do this.*
- Check the answers. Explain that *monumental*, in the title, means big.

ANSWERS

1 Balmoral Castle (It was completed in 1856. The Statue of Liberty was completed in 1886 and the Palace of Culture and Science in 1955.)
2 The Palace of Culture and Science
3 The Palace of Culture and Science (It is 231 metres high. The Statue of Liberty is 93 metres and the tower of Balmoral Castle is 30 metres.)

Exercise 2 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 c (Work on the building lasted from May 1952 until July 1955.)
2 b (… including a swimming pool, a museum and a congress hall.)
3 b (At the time, the Statue of Liberty was the tallest structure in New York …)
4 c (… until 1902 the Americans used it as a lighthouse. Ships' captains could see its electric light from 40 kilometres away.)
5 a (… the queen and her family always reside at Balmoral … the grounds have been open to the public for over 35 years.)

Exercise 3

- Students complete the exercise individually or in pairs.

ANSWERS

1 Balmoral Castle
2 The Statue of Liberty
3 The Palace of Culture and Science
4 Balmoral Castle
5 The Palace of Culture and Science
6 The Statue of Liberty

Understanding Ideas

- Put students into groups of three. In each group, student 1 answers questions 1 and 2 for *A Present from Russia*, student 2 does the same for *Taking Liberties* and student 3 does the same for *Queen of the Castle*.
- Students present their answers to the group, then discuss question 3 together. Discuss the questions as a class.

Teaching Tip: Jigsaw reading

Do the above activity by jigsaw reading. Divide students into small groups and tell each student to focus on one part of the text only, in order to look at it in more detail. Each student then presents their ideas or answers to the rest of the group.

SAMPLE ANSWERS

1 The Palace of Culture and Science: to enjoy the view from the top / to see the museum. The Statue of Liberty: to climb to the top and see the view / to learn about the statue's history. Balmoral Castle: to visit the castle grounds / to see a historical building.
2 The Palace of Culture and Science because it's very tall. The Statue of Liberty because it's a very famous statue. Balmoral Castle because it's very historical / the grounds are beautiful.
3 Students' own answers.

Optional Activity: Silent letters

Aim: To focus on the silent letters in the text vocabulary.
Preparation: Write *building, castle, exhibition* and *climbed* on the board.

Explain that these words contain silent letters. Elicit the silent letters. [building, castle, exhibition, climbed.]

Dictate the following sentences: *See you in half an hour. Listen to me, please. It's a statue on Liberty Island. He works for the government. Answer the question.*

Students underline the silent letters.

© Copyright Oxford University Press

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 generation **2** belonged to **3** hosts **4** structure
5 lighthouse **6** landmarks **7** lasted **8** dominated
9 reside **10** skyline **11** parade **12** grounds
13 property **14** shipped **15** construction

- 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).

belong to is a phrase which means *is owned by*.

construction is a noun which means the process of building something.

dominate is a regular verb which means (in this context) to be more important or noticeable. The third person form is *dominates* and the past simple form is *dominated*.

generation is a noun which means (in this context) all the people in a family, group or country who were born at about the same time.

grounds is a plural noun which means the land and gardens around a large house or building.

host is a regular verb which means to organize an event and provide the things that you need to do it, such as providing the place where it happens. The third person form is *hosts* and the past simple form is *hosted*.

landmark is a noun which means a well known building or object that you can easily see and which helps you to know where you are.

last is a regular verb which means to exist or continue for a period of time. The third person form is *lasts* and the past simple form is *lasted*.

lighthouse is a noun which means a tall building with a light at the top which warns ships of danger and guides them around the coast.

parade is a noun which means a public celebration where people walk through the streets, often in uniforms or special costumes.

property is a noun which means buildings and land or other things that someone owns.

reside is a regular verb which means to live in a place. The third person form is *resides* and the past simple form is *resided*.

ship is a regular verb which means to send goods by air, land or sea. The third person form is *ships* and the past simple form is *shipped*.

skyline is a noun which means the shape made by buildings or natural features like mountains against the sky.

structure is a noun which means a building or man-made object that is built from different parts.

Exercise 2

- Students find the words in the text and read the sentences which contain them. Elicit the meaning of the words.
- Students write a sentence containing each word. Monitor and help.
- Students take turns to read out their sentences to the class, without saying the target word. (They replace the target word by saying the word 'blank', 'gap', etc.) The other students listen and say the target word.

Optional Activity: Definitions snap

Aim: To practise the vocabulary in **Vocabulary** 1 and 2.
Preparation: On separate pieces of paper, write ten words from exercises 1 and 2. On another ten pieces of paper, write definitions for these words. Shuffle each set of papers. Put them in two piles.

Two students come to the front of the class. Each one takes a piece of paper from one of the piles, and reads it out.

If the definition doesn't match the word, the students put their papers at the bottom of the pile. Another pair of students comes to the front, and repeats the process.

If the definition matches the word, the class shouts *Snap!* The first student to shout *Snap!* wins a point. When all the words and definitions have been read out, the student with the most points wins.

Quick Test: Hot seat

Put a chair in front of the board, facing the class. One student sits on the chair, so that they can't see the board. Write one of the words from **Vocabulary** exercise 1 or 2 on the board. Students say a definition of the word for the student on the chair to guess what it is. If the student says the correct word, write another word on the board for the class to define. Change the student on the chair when they make a mistake, or after three correct words.

More practice
Workbook page 18

© Copyright Oxford University Press

Vocabulary PAGE 22

Target Vocabulary
Monumental gifts: belong to construction dominates generation grounds host landmark lasts lighthouse parade property resides ship skyline structure
Parts of buildings: arch beam column dome minaret steps terrace tiles
People and buildings: audience diners guests spectators visitors
Compound nouns: boardroom earthquake headquarters housekeeper landlord oilfield skyline woodland
Prepositions of place: at in on

Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What's a public celebration where people walk through the streets?* [parade] *What's another word for the land and buildings that someone owns?* [property]
- Students complete the sentences. Check the answers.

ANSWERS

1 property **2** Construction **3** dominates **4** parade **5** lighthouse **6** lasts **7** skyline **8** grounds **9** host **10** landmark **11** ship **12** structure **13** resides **14** generation **15** belong to

Extend

Exercise 1 Parts of buildings

- Focus on the pictures. Ask: *What are these buildings?* [a mosque, an ancient Greek hall]
- Students match the words in the box with the parts of the buildings. Check the answers.

ANSWERS

1 tiles **2** beam **3** column **4** dome **5** terrace **6** minaret **7** steps **8** arch

Exercise 2 People and buildings

- Focus on the words in the box. Elicit or explain new vocabulary, and model the pronunciation.
- Students complete the sentences. Check the answers.

ANSWERS

1 spectators **2** guests **3** visitors **4** audience **5** Diners

Exercise 3 Compound nouns

- Write *skyline* on the board. Elicit what a compound noun is. [a noun that is made up of two other words] Say: *Compound nouns can be a single word, two words or two words joined with a hyphen.*
- Students match the words individually, then compare their answers in pairs. Check the answers.

ANSWERS

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

Exercise 4 Prepositions of place

- Write *at, in* and *on* on the board. Elicit that they are prepositions.
- Students complete the sentences. Check the answers.

ANSWERS

1 in **2** on **3** at **4** on **5** at **6** on **7** in **8** on

Language Note: *at* and *in* with places

When talking about someone being somewhere for a purpose, we use *at*. When we want to stress someone's physical location, we use *in*:
My friend is at the restaurant. = My friend is eating a meal.
My friend is in the restaurant. = My friend is inside the restaurant building.

With places which are not buildings, we use *at* to refer to location:
My friend is at the bus stop. = My friend is standing by the bus stop.

Optional Activity: Prepositions of place

Aim: To practise *at, in,* and *on*.
Preparation: Divide the class into As, Bs, and Cs.

Students A write two sentences using *at*, Students B write two sentences using *in* and Students C write two sentences using *on*. Monitor and help.

Put students into groups of three, each containing A, B and C students. Students read out their sentences to the group. Groups read out their sentences to the class.

Quick Test: Say the word

Divide the class into teams A and B. Read out the following definitions. The first team to say the correct word gets a point. The team with the most points at the end is the winner.

1. *A slim tower that you find on a mosque.* [minaret]
2. *When people walk along a street in a celebration.* [parade]
3. *People who watch a presentation.* [audience]
4. *An area with a lot of trees.* [woodland]
5. *To send big or heavy things from one place to another.* [ship]
6. *You find these on the roof of some buildings.* [tiles]
7. *All the people that were born at the same time.* [generation]
8. *You climb these to get to the next storey of a building.* [steps]
9. *This is when the ground shakes.* [earthquake]
10. *People who are eating in a restaurant.* [diners]

Vocabulary Notebooks

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

More practice
Workbook page 19

© Copyright Oxford University Press

Grammar PAGE 23

Present perfect

Explore

Exercise 1

- Read out the example sentence. Ask: *When did the castle open?* [over 35 years ago] *Is it open now?* [Yes] *How do we know?* [because the sentence is in the present perfect]
- Students read Amanda's postcard. Ask: *Where did she go on Sunday?* [Cairo] *Is she still there?* [Yes]
- Students find the examples of the present perfect.

ANSWERS

We've been, We've seen, I've taken, we've been shopping, I haven't bought, Suzie has spent, She's gone to, She's been there, She's just sent, She's tried on, Have you fed …?

Background Notes

Khan Al-Khalili market is a huge area of shops, food stalls and coffee houses that was founded in 1382. Giza is home to the biggest and most famous of the 138 pyramids found so far in Egypt. City Stars is a shopping, business, and residential area near Cairo airport.

Exercise 2

- Students complete the box with the words in the postcard.

ANSWERS

1 been 2 has 3 haven't 4 Have 5 fed

Exercise 3

- Read the **Learn this!** box as a class. Students match uses 1–4 with the examples in the postcard. Check the answers.

ANSWERS

1 We've seen, I've taken, we've been shopping, I haven't bought, Suzie has spent, She's gone to, she's just sent, She's tried on, Have you fed …?
2 She's been there for hours.
3 We've been in Cairo since Sunday.
4 No examples

Exercise 4

- Read the **Look out!** box as a class.
- Students find the examples of *been* and *gone* in the postcard. Ask: *Has Amanda been to Khan Al-Khalili?* [Yes] *Is she still there?* [No] *Has Suzie been to City Stars?* [Yes] *Is she still there?* [Yes]

ANSWERS

been: We've been in Cairo, we've been shopping, She's been there
gone: She's gone to City Stars.

Language Note: *been* and *gone*

Have been is *be* in the present perfect, but it also means gone somewhere and come back again. *Have gone* means gone somewhere and not come back yet.

Follow-up
Grammar Reference page 64

Exploit

Exercise 1

- Students complete the text messages. Check the answers.

ANSWERS

1 've tried on 2 Have you bought 3 haven't 4 've spent 5 's gone 6 Has Dad phoned 7 haven't spoken 8 've written

Exercise 2

- Students complete the sentences individually. Check the answers.

ANSWERS

1 gone 2 been 3 been 4 gone

Exercise 3

- Students complete the sentences with *for* or *since*. Some students read out their sentences. Correct any mistakes on the board with the class.

ANSWERS

Students' own answers.

Quick Test: Dictation

Instructions: See **Quick Test** on page 17.

Dear Grandma,
I hope you're well. We've been in London for three days. We've been on a river tour and we've seen a lot of sights. Dad and I have just been to an art gallery. He's bought lots of postcards. We haven't met Dad's friends yet because they've gone shopping in Oxford Street. The shops are great in London. We've bought you a really nice present!
Love Josh

More practice
Workbook page 20
Grammar Builder page 65, exercises 1–4

ANSWERS GRAMMAR BUILDER 3 (PAGE 65)

Exercise 1
1 've found 2 've bought 3 hasn't changed 4 haven't spoken 5 Have you found 6 haven't 7 've just looked 8 haven't decided 9 Have you started 10 have 11 've given 12 hasn't paid

Exercise 2
Students' own answers.

Exercise 3
1 for 2 since 3 since 4 for 5 since 6 for

Exercise 4
1 How long have you been a teacher? Since last year. / For a year.
2 How long have you lived near the coast? For three years.
3 How long has she been married? For two years.
4 How long have you known Mary? Since last December.
5 How long has your cousin worked in a factory? Since 2005.
6 How long have you played tennis? Since 2001.
7 How long have you had a passport? For three years.

© Copyright Oxford University Press

Skills PAGE 24

Retail

Target Vocabulary

Shops and shopping: browsing cash till charity shop clothes rail corner shop delicatessen department store food counter hardware store label newsagent's price tag queuing up window shopping

Vocabulary

Exercise 1

- Focus on the box. Elicit or explain difficult vocabulary.
- Students write what the shops are, then use eight of the words in the box to write sentences.

ANSWERS

1 delicatessen
2 department store
3 hardware store
4 corner shop
Students' own answers.

Exercise 2

- Students discuss the items in pairs and think of shops where you can buy them. Discuss the answers as a class.

SUGGESTED ANSWERS

1 delicatessen / bakery / supermarket
2 jeweller's / department store
3 department store / electrical shop
4 newsagent's / corner shop 5 delicatessen / supermarket
6 charity shop / discount store
7 electrical shop / department store 8 hardware store
9 department store 10 supermarket / corner shop

More practice
Workbook page 21

Listen

Exercise 1 1.14

- Play the CD twice. Students listen and number the words.

ANSWERS

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

TAPESCRIPT

Presenter Welcome to *Out and About*. I'm Chris Burrows and I'm from America. I'm travelling out and about in the UK discovering what life is like in the small towns and villages. Today I'm with Rachel Syers who lives in the village of Hale – a historic village near Liverpool. In a moment, we're going to go out and about in Hale to see what the village and its shops are like. Are you ready, Rachel?
Rachel Yes, I'm just getting my keys. OK, let's go!
Presenter Oh, look! We aren't in the village centre yet, but there's a small shop on the corner of your street, next to some houses.
Rachel That's the corner shop. Most neighbourhoods have one. They're really useful.
Presenter What do they sell?
Rachel They're similar to a newsagent's, but they also sell food and things, even washing-up liquid!
Presenter Are they open till late?
Rachel Yes, they are. I sometimes go and get milk from there at about nine o'clock at night!
Presenter We're in the centre of the village now, and we're just walking along the main street. The first shop on our left is a clothes shop.
Rachel Well, it sells clothes, but they aren't new. They're second-hand because it's a charity shop.
Presenter Really? The clothes look in very good condition. I like that jacket on the clothes rail over there. How much is it?
Rachel Sorry, I can't see the price tag. Let's go in and ask. It's a charity shop, so it won't cost a fortune!
Presenter It's only £7.00.
Rachel That's amazing! Are you going to buy it?
Presenter No, it's too small for me! … OK, we're still on the main street of Hale and we're just outside a shop which smells delicious. What is it, Rachel?
Rachel It's a delicatessen, but most people call it a deli.
Presenter What does it sell?
Rachel Lots of lovely food like cheese and fresh olives! A lot of the food comes from different parts of the world, but some of it's local, like those strawberries.
Presenter Why are those people waiting at the food counter?
Rachel It's lunchtime and they're queuing up to buy sandwiches. That lady makes them while you wait.
Presenter They look great. Why don't we get one for lunch?
Rachel Good idea! Cheese and tomato for me!
Presenter Mmm, that was one of the most delicious sandwiches I've ever had.
Rachel Good. Are you ready to see the rest of Hale now?
Presenter Yes, I'm looking forward to …

Exercise 2 1.14

- Play the CD again. Students answer the questions.

ANSWERS

1 making a TV / radio programme 2 milk
3 a jacket 4 It's too small. 5 sandwiches
6 a cheese and tomato sandwich

Speak

Exercise 1

- Students talk about shops in pairs. Monitor and help.

Exercises 2 and 3

- Students make notes individually, then present their ideas to the class.

Optional Activity: Dialogue

Aim: To practise talking about shopping.
Preparation: Write the following dialogue on the board.

A Who are you going to buy gifts for?
B For my uncle John, and my best friend Lucy.
A What are you going to buy?
B I'm going to buy some earphones and a DVD player for my uncle, and a brooch and a second-hand book for Lucy.
A What shops do you need to visit?
B An electrical shop, a jeweller's and a charity shop.

Students practise the dialogue in pairs. Then rub out the underlined words. Students insert their own ideas.

© Copyright Oxford University Press

Grammar PAGE 25

Present perfect and past simple

Explore

Exercise 1 1.15

- Focus on the photo. Ask: *Where is this place?* [Peru] *Do you know what it's called?* [Machu Picchu] *Do you know who built it?* [The Incas. They started building it in 1430.]
- Play the CD. Students read and listen to the dialogue. Elicit or explain *ever* [at any time] and *never.* [at no time]
- Students say which tenses the blue words are in. Check the answers.

ANSWERS

Present perfect: Have you ever travelled …? I've never been …
Past simple: I went … Was it …? I visited …

Exercise 2

- Read the **Learn this!** box as a class. Check understanding of *at any time* and *a specific occasion*.
- Students decide why the verbs are in the past simple or the present perfect. Check the answers.

ANSWERS

The past simple verbs all refer to a specific event in the past. The present perfect verbs all refer to an experience at any time in the past up to now.

Teaching Tip: Present perfect and past simple

Draw the following timelines on the board to help students visualize the difference between the two tenses.

Follow-up
Grammar Reference page 64

Exploit

Exercise 1

- Students choose the correct tenses. Check the answers.

ANSWERS

1 I've received 2 gave 3 We had 4 I've never eaten
5 She's seen 6 We saw

Exercise 2

- Students complete the dialogues. Check the answers.

ANSWERS

1 Have you ever forgotten, forgot
2 Have you ever seen, saw
3 Have you ever met, met
4 Have you ever eaten, ate
5 Have you ever found, found

Exercise 3

- Students complete the questions. Check the answers.

ANSWERS

1 Have you ever bought
2 Have you ever had
3 Have you ever borrowed
4 Have you ever heard
5 Have you ever received
6 Have you ever forgotten

Exercise 4

- Students ask and answer the questions in exercise 3 in pairs.
- Remind them to reply with *Yes, I have* or *No, I've never* …, and if they answer affirmatively, to give details in the past simple.

Quick Test: Write the questions

Write the following answers on the board. Students write the questions.

1 *Yes, I have. I went to Egypt last year.*
[Have you ever been to Egypt?]
2 *Yes, we had a great time on Saturday.*
[Did you have a great time on Saturday?]
3 *No, I've never eaten Thai food.*
[Have you ever eaten Thai food?]
4 *Yes, we really enjoyed the film last night.*
[Did you enjoy the film last night?]
5 *No, I've never ridden a horse.*
[Have you ever ridden a horse?]
6 *Yes, I passed the test.*
[Did you pass the test?]
7 *No, I haven't seen Jim today.*
[Have you seen Jim today?]

More practice
Workbook page 22
Grammar Builder page 65, exercises 5–7

ANSWERS GRAMMAR BUILDER 3 (PAGE 65)

Exercise 5
1 Have … (ever) visited 2 went 3 did … stay
4 Have … (ever) received 5 gave 6 did … say
7 wasn't 8 opened 9 wrote

Exercise 6
1 Have you ever been snowboarding?
2 Have you ever been to France or Germany?
3 Have you ever swum in the sea?
4 Have you ever broken a bone?
5 Have you ever played a computer game?
6 Have you ever borrowed money from a friend?
7 Have you ever visited a museum?
Students' own answers.

Exercise 7
1 I went to London yesterday.
2 She wrote three emails last night.
3 correct
4 correct
5 Last year my parents gave me a bicycle.
6 I've lived in London since last year.
7 Have you bought any presents yet?
8 Yes, I went snorkelling last summer.

© Copyright Oxford University Press

Writing PAGE 26

An informal letter

Target Language

Informal letter: Dear … I hope you're well. thanks again Best wishes thank you so much for Lots of love Love

Colloquial words: brilliant give sth back gorgeous I reckon mates plane

Warm-up

- Ask: *Have you ever received a letter? From who? Have you ever written a letter? Who did you write to and why?*
- Brainstorm reasons why people send letters. [to thank someone, to invite someone somewhere, to stay in touch with friends or relatives, etc.]

Read

- Students read the letter and find the three things that Michael got. Check the answers.
- Ask: *How do we know that the letter is informal?* [Michael is writing to his aunt, it contains informal phrases.]

ANSWERS

a scarf, some money and a DVD

Prepare

Exercise 1

- Students find the words and phrases in the letter. Check the answers.

ANSWERS

1 gorgeous **2** gives (things) back **3** I reckon **4** plane **5** mates **6** brilliant

Exercise 2

- Students put the sentences in the correct order and under the correct paragraph numbers. Check the answers.

ANSWERS

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

Exercise 3

- Read the **Writing tip** as a class. Ask students to find examples of the items in Michael's letter. Ask: *How does Michael end his letter?*

ANSWER

Lots of love

Teaching Tip: Giving extra information

Tell students: *In an informal thank-you letter, it's a good idea to give positive extra information about what you are saying.* Write the following example on the board:
I really liked the book. It was very exciting and the characters were great.

Focus on the letter again. Ask: *Does Michael like the scarf?* [Yes] *How do we know?* [He says it's gorgeous, warm, and that he's worn it every day for the last week.]

Write the following statements on the board. Students write a sentence giving extra information about each one.
My new trainers are fantastic.
I really needed a new computer.
I loved the DVD.

Write

- Read the instructions and the writing plan as a class. Students make notes for their letters using the plan.
- If the writing is done in class, circulate, monitor, and correct common errors on the board.
- Students use the **Check your work** box to check their finished thank you letters.

SAMPLE ANSWER

53 Crescent Road
Gleeveham on Tyne
Newcastle
16th November

Dear Uncle Andrew,
Thank you so much for the fantastic digital camera that you sent me. I was so happy when I opened it. It's the perfect present for me because I love taking photographs, and I'm making a new website at the moment too. I can put lots of photos on it now!
I had a great weekend. We went to a Lebanese restaurant, and Danny and I ate too much food! Mum and Dad bought me a cool new pair of trainers, which was great because I've just joined a running club with a mate from school. Danny bought me a brilliant DVD. It's a really funny film and I've already watched it twice.
I hope you're well and that the weather is nice in Florida. It's freezing here in England! Thanks again for the wonderful present.
Love
Robbie

Marking scheme

- Use of informal style. [1 mark]
- Correct letter layout. [1 mark]
- Appropriate greeting and ending. [1 mark]
- Three paragraphs, containing all the information in the writing plan. [1 mark]
- Extra information giving reasons for statements in the letter. [1 mark]
- Colloquial words and expressions. [1 mark]
- Letter opens and closes with thanks for the present. [1 mark]
- Correct word length. [1 mark]
- Accurate spelling and punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice
Workbook page 23

© Copyright Oxford University Press

Review PAGE 27

Language Skills

Exercise 1 1.16

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

ANSWERS

1 brilliant **2** with **3** glad **4** on **5** give **6** borrow
7 lend **8** seen **9** mates **10** round

Exercise 2

- Students read the dialogue again and answer the questions. Check the answers.

ANSWERS

1 The school football kit.
2 With his family.
3 His brother.
4 A digital camera, a few books and a DVD about famous footballers.
5 The DVD about famous footballers.

Exercise 3

- Students choose the correct words. Check the answers.

ANSWERS

1 long **2** since **3** for **4** ever **5** went
6 haven't been **7** 've been **8** was

Dictionary Corner

Exercise 1 Synonyms: *cheap* or *expensive*?

bargain[1] /ˈbɑːgən/ ***noun*** [C] **1** something that is cheaper or at a lower price than usual: *At that price, it's an absolute bargain!* ◇ *I found a lot of bargains in the sale.* **2** an agreement between people or groups about what each of them will do for the other or others: *Let's* ***make a bargain*** *– I'll lend you the money if you'll help me with my work.* ◇ *I lent him the money but he didn't* ***keep*** *his* ***side of the bargain***.

- Students turn to the entry for *bargain* in their dictionaries. Elicit or highlight the following information:
  – *bargain* is a countable noun.
  – the meaning of sense 1 refers to prices.
  – the meaning and example sentence indicate that *bargain* refers to something cheap.
- Students use their dictionaries to put the rest of the words in the correct columns. Check the answers.

ANSWERS

cheap: a bargain, economical, half-price, inexpensive
expensive: costly, dear, extortionate, pricey

Teaching Tip: Compound nouns and adjectives

In dictionaries, compound nouns and adjectives are listed alphabetically according to the first word. Remind students that if they are trying to find a compound noun or adjective, they must scan down the page to see if it is there.
Activity: Divide the class into groups and give each group one of these words: *shop, air, first, clothes, photo*. Groups use their dictionaries to find as many compound nouns for their word in one minute. After one minute, shout *Stop!* Groups read out their compound nouns. Which group found the most?

Exercise 2 Exploring vocabulary: shopping

shopping /ˈʃɒpɪŋ/ ***noun*** [U] **1** the activity of going to the shops and buying things: *We always* ***do the shopping*** *on a Friday night.* ◇ *a shopping basket/bag/trolley* **2** (*especially BrE*) the things that you have bought in a shop

ˈshopping centre (*AmE* **ˈshopping mall**; **mall**) ***noun*** [C] a place where there are many shops, either outside or in a covered building

ˈshopping mall (*also* **mall**) ***noun*** [C] (*especially AmE*) a large building or covered area that has many shops, restaurants, etc. inside it ➲ look at **arcade**

window /ˈwɪndəʊ/ ***noun*** [C] **1** the opening in a building, car, etc. that you can see through and that lets light in. A window usually has glass in it: *Open the window. It's hot in here.* ◇ *a shop window* ◇ *These windows need cleaning.* **2** (COMPUTING) an area inside a frame on a computer screen, that has a particular program operating in it, or shows a particular type of information: *to create/open/close a window* **3** a time when you have not arranged to do anything and so are free to meet sb, etc.

windowpane /ˈwɪndəʊpeɪn/ ***noun*** [C] one piece of glass in a window

ˈwindow-shopping ***noun*** [U] looking at things in shop windows without intending to buy anything

- Students turn to the entry for *shopping* in their dictionaries.
- Remind them to look for compound words below the entry, and point to *shopping centre*.
- The third compound noun also uses *shopping*, so ask students to look up *window* and to find the entry for *window-shopping*.
- Students use their dictionaries to complete the table by adding the correct word to each group. Point out that they only need to find one compound noun in each row in order to complete the row.
- Check the answers.

ANSWERS

1 shopping list, window-shopping, shopping centre
2 flea market, hypermarket, supermarket
3 high season, low season, off season
4 birthday card, credit card, identity card
5 chain store, storekeeper, department store
6 estate agent, newsagent, travel agent

Follow-up

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

© Copyright Oxford University Press

4 Technology

This unit includes

Vocabulary: technology • health problems • collocations • word building: nouns to adjectives • early and modern devices • affixes

Grammar: *will* and *going to* • zero conditional • *may, might, could*

Skills: listening to descriptions of devices

Writing: a formal letter

Workbook pages 26–33

Reading PAGES 28–29

Warm-up

- Look at the unit title and ask students to brainstorm important technological inventions on the board. [the printing press, the motor car, the telephone, the computer, the internet, etc.] As a class, decide which two inventions have been the most important.
- Read the title of the reading page, *Nanotechnology*. Explain that the prefix *nano* means very, very small, and that nanotechnology creates tiny machines.

Background Notes

Nanotechnology allows us to make things out of single molecules and atoms. Scientists are currently producing the parts for tiny machines from molecules and atoms. Eventually, they aim to build working nanobots, which will be able to move, fuel and reproduce themselves independently.

Before Reading

Exercise 1

- Brainstorm reasons for and against the statement. [Agree: better healthcare, communications, quality of life, etc. Disagree: environmental problems, military weapons, etc.]

Exercise 2

- Elicit what inventions the photos show. [security cameras, robots, satellites, watches, computers, missiles, cars]
- Students discuss the questions giving reasons for their opinions.

Read

Exercise 1

- Read the **Reading tip** as a class. Students read the first paragraph and predict what the text is about.

ANSWER

Nanotechnology

Exercise 2 1.17

- 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 ('I think there may be a market for five computers in total in the world.')
2 c (Nanotechnology is … building tiny machines, so small that they are invisible.)
3 c (This is just a film – but the reality of nanotechnology is not very different.)
4 b (Eric Drexler is a scientist. In his book …)
5 b (They consume all the materials around them … eventually 'eating' the world.)

Exercise 3

- Students find the correct paragraphs and complete the sentences in their own words. Check the answers.

ANSWERS

1 Paragraph 3 – inject them into sick people and cure them.
2 Paragraph 4 – reproduce rapidly and destroy everything around them.

Exercise 4

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

ANSWERS

1 F (He said there was only a market for five computers.)
2 T
3 F (We don't know if nanotechnology will be a wonderful dream or a terrifying nightmare.)
4 F (In 1966 they made a film about an amazing new way to cure diseases.)
5 T
6 T
7 F (Very few scientists believe this.)

Understanding Ideas

- Students discuss the questions in pairs, giving reasons for their opinions.
- Discuss the questions as a class.

Teaching Tip: Using a scale of agreement

To help students do the above activity, draw a scale on the board labelled *Strongly agree, Agree, Not sure, Disagree* and *Strongly disagree*. Suggest other ways to show your level of agreement, e.g: adverbs of probability (*definitely, probably, possibly, definitely not*), adverbs of frequency (*always, sometimes, hardly ever,* etc.), qualifiers (*really, very, not very, not at all*).

SAMPLE ANSWERS

1 Science fiction never / might show us what the future will be like. Most things in science fiction stories are impossible / will happen one day.
2 Most / Some / Few of the predictions will happen. Nanobots will be safe / dangerous because people always worry too much about new technologies / we have no way of knowing what nanobots will do.
3 We will have robots at home to help us / be able to travel more. Governments will use technology to control our lives. Technology will end up destroying our planet.

© Copyright Oxford University Press

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 reproduce **2** marble **3** environment **4** cure
5 nightmare **6** invisible **7** injects **8** size **9** virus
10 shrinks **11** submarine **12** entire **13** organs
14 consume **15** predictions

- 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).

consume is a regular verb which means to eat, drink, burn or take something like food, liquid, energy or materials. The third person form is *consumes* and the past simple form is *consumed*.

cure is a regular verb which means to make someone better after an illness. The third person form is *cures* and the past simple form is *cured*. The noun *cure* means a successful treatment for an illness.

entire is an adjective which means whole or complete.

environment is a noun which means the natural world or the place and conditions in which animals and people live.

inject is a regular verb which means to put a drug or medicine into someone's body using a needle. The third person form is *injects* and the past simple form is *injected*.

invisible is an adjective which describes something that we can't see because it is either transparent or very small.

marble is a noun which means a small coloured glass ball, about 1–2 cm in diameter, that children often play games with.

nightmare is a noun which means a bad or frightening dream.

organ is a noun which means a part inside your body that has a particular function.

prediction is a noun which means a statement about what someone thinks will happen in the future. The verb *to predict* means to make statements or have ideas about what will happen in the future.

reproduce is a regular verb which means to make a copy of something. The third person form is *reproduces* and the past simple form is *reproduced*.

shrink is an irregular verb which means to make something become smaller. The third person form is *shrinks* and the past simple form is *shrunk*.

size is an uncountable noun which means how big or small something is or a countable noun which means one of a number of fixed measurements in which something is made, e.g. *shoe size*.

submarine is a noun which means a vehicle that can travel underwater.

virus is a noun which means a tiny living thing that can enter your body and make you ill.

Exercise 2

- Students find the words in the text and read the sentences which contain them. Elicit the meaning of the words.
- Read out the following sentences. Say 'blank' or 'gap' when you come to each gap. Students write the correct words.

1 *Lots of _____ companies are trying to build tiny machines.* [nanotechnology]
2 *The most important person in a company is the _____ .* [head]
3 *The _____ is waiting to see his doctor.* [patient]
4 *The internet was only invented 20 years ago, but now it's part of our _____ lives.* [everyday]
5 *He's a _____ . He wrote an interesting article about what life will be like a thousand years from now.* [futurist]
6 *I saw a great _____ film about a spaceship and a crazy robot.* [science fiction]
7 *I took my driving test four times before I _____ passed it.* [eventually]
8 *Plastic is a very useful _____ .* [material]

Quick Test: Anagram race

Write the following anagrams of words from exercises 1 and 2 on the board, one by one. Students raise their hands and give the correct word, then a definition of the word.

1 *suvri* [virus]
2 *deha* [head]
3 *grahimetn* [nightmare]
4 *bivislein* [invisible]
5 *dipotnirec* [prediction]
6 *muscone* [consume]
7 *eritamal* [material]
8 *blemra* [marble]
9 *jinctes* [injects]
10 *tipaten* [patient]

More practice
Workbook page 26

© Copyright Oxford University Press

Vocabulary PAGE 30

Target Vocabulary

What's the big idea?: consume cure entire environment inject invisible marble nightmare organ prediction reproduce shrink size submarine virus

Health problems: casualty cure diagnose epidemic infection muscle organs outpatient patient prescribe skeleton virus

Collocations: cure a disease develop technology have a nightmare increase the size make a prediction predict the future prescribe tablets protect the environment

Word building: environment / environmental future / futuristic infection / infected, infectious medicine / medical, medicinal muscle / muscular science / scientific success / successful technology / technological

Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What vehicle goes under the water?* [a submarine] *What small living thing can make you ill?* [a virus] *What's another word for a bad dream?* [a nightmare]
- Students complete the sentences. Check the answers.

ANSWERS

1 submarine, environment
2 virus, inject, cures
3 prediction, reproduce, organs
4 nightmare, shrink, size
5 consumed, entire
6 marbles, invisible

Extend

Exercise 1 Health problems

- Focus on the table. Elicit some examples for the categories.
- Students complete the table with the words in the box. Check the answers.

ANSWERS

people: patient, outpatient, casualty
problems: virus, epidemic, infection
the body: skeleton, organs, muscle
actions: diagnose, prescribe, cure

Exercise 2

- Students complete the sentences individually. Check the answers.

ANSWERS

1 casualty 2 skeleton 3 prescribe 4 outpatient
5 epidemic 6 muscle 7 infection 8 cure / diagnose

Exercise 3 Collocations

- Students match the verbs and nouns to make collocations, using a a dictionary if necessary.
- Check the answers.

ANSWERS

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

Optional Activity: Collocations snap

Aim: To practise the collocations in exercise 3.
Preparation: Write the verbs and noun phrases from exercise 3 on separate sheets of paper. Put them in two piles and shuffle them separately.

Two students come to the front of the class. One takes a verb and reads it out. The other reads out a noun phrase.

When students hear an incorrect collocation, they call out the correct collocation. When students hear a correct collocation, they shout *Snap!* The first student to shout *Snap!* or say a correct collocation wins a point.

Another pair of students comes to the front, and repeats the process. When all the words have been read out, the student with the most points wins.

Exercise 4 Word building

- Focus on the table. Brainstorm adjective endings. [*-ic, -ed, -ar, -ful, -less, -al, -istic,* etc.] Students write the adjective forms of the nouns, using a dictionary if necessary.
- Check the answers.

ANSWERS

1 scientific 2 technological 3 successful
4 medical / medicinal 5 futuristic 6 environmental
7 infectious / infected 8 muscular

Quick Test: Say the word

Divide the class into teams A and B. Read out the following definitions and parts of speech. The first team to say the correct word gets a point. The team with the most points at the end is the winner.

1 *Verb. To guess something about the future.* [predict]
2 *Adjective. Big and strong.* [muscular]
3 *Noun. A tiny living thing that can make you ill.* [virus]
4 *Verb. To advise that a patient takes a type of medicine.* [prescribe]
5 *Adjective. Something that you can't see.* [invisible]
6 *Noun. All of the bones in your body.* [skeleton]
7 *Verb. To make someone better after an illness.* [cure]
8 *Noun. A frightening dream.* [nightmare]
9 *Noun. When a very large number of people have the same disease.* [epidemic]
10 *Adjective. Complete or whole.* [entire]

Vocabulary Notebooks

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

More practice
Workbook page 27

© Copyright Oxford University Press

Grammar PAGE 31

will and *going to*

Warm-up

- Focus on the photo. Ask: *Where are the boys?* [in the countryside] *What are they doing?* [going for a walk / reading a map]

Explore

Exercise 1 1.18

- Students read the dialogue and choose the correct words. Check understanding of *satellite navigation system*.
- Play the CD for students to check their answers.

ANSWERS

1 I'm going to **2** I'll **3** It's going to **4** that'll **5** I'll

Exercise 2

- Read the **Learn this!** box as a class. Elicit the meanings of *prediction, offer, promise* and *intention*.
- Students match their answers from exercise 1 with uses 1–5 in the box. If students find this difficult, read **Grammar Reference** page 66 with the class. Check the answers.

ANSWERS

Use 1: Do you think that'll help?
Use 2: I'll lend you my coat.
Use 3: I'll call a taxi.
Use 4: It's going to rain.
Use 5: I'm going to use …

Follow-up
Grammar Reference page 66

Exploit

Exercise 1 1.19

- Students look at the cartoons and complete the speech bubbles in pairs.
- Play the CD. Students listen and check their answers. Check the answers.

ANSWERS

1 're going to **2** 'll **3** 'll **4** 'm going to **5** 's going to

Teaching Tip: Pronouncing *will / going to*

When speaking, we only use the full form *will* if we want to sound very emphatic. The contracted form *'ll* is much more common. We form it at the back of the mouth, as in *pull*, not *lemon*.
The *to* in *going to* is a weak form (a weakly-pronounced or unstressed word), so it is pronounced /tə/.

Exercise 2

- Write the following sentences on the board: *I'm going to read a book next week. I think I'll travel around the world after I leave school.* Ask: *Which is an intention and which is a prediction?* [The first is an intention, the second a prediction.]
- Individually, students write three personal intentions for next week (using *going to*) and three personal predictions for after they leave school (using *think* + *'ll*).

ANSWERS

Students' own answers.

Exercise 3

- Students read out their sentences to the class. How many students have similar ideas?

Quick Test: Sentence transformation

Write the following sentences on the board. Students transform them. Do number 1 as an example.

1 *Our football team won't win the cup. (?)*
[Will our football team win the cup?]
2 *Sam isn't going to join our club. (+)*
[Sam is going to join our club.]
3 *I'm going to learn German. (–)*
[I'm not going to learn German.]
4 *Will Jake's cousin come to the party? (–)*
[Jake's cousin won't come to the party.]
5 *The weather will be sunny tomorrow. (?)*
[Will the weather be sunny tomorrow?]
6 *I won't help you to tidy your room. (+)*
[I'll help you to tidy your room.]
7 *You're going to go shopping tomorrow. (?)*
[Are you going to go shopping tomorrow?]
8 *Are we going to go to the beach this weekend? (–)*
[We aren't going to go to the beach this weekend.]

More practice
Workbook page 28
Grammar Builder page 67, exercises 1–6

ANSWERS GRAMMAR BUILDER 4 (PAGE 67)

Exercise 1
I think / don't think …
all children will have a mobile phone.
camcorders will be very small.
digital cameras will be very expensive.
cars will need petrol.
houses will use solar energy.
watches will include calculators.

Exercises 2 and 3
Suggested answers:
I'll help you. I'll lend you mine. We'll watch it at my house.
I'll record it for you.

Exercise 4
1 c **2** a **3** e **4** d **5** b

Exercise 5
Suggested answers:
1 The man is going to fall over.
2 The cyclist is going to crash and fall off.
3 He's going to steal the mobile phone. The policeman is going to chase him.
4 He's going to frighten her. She's going to scream.

Exercise 6
Students' own answers.

© Copyright Oxford University Press

Skills PAGE 32

Early devices

Target Vocabulary

Devices: adding machine calculator camcorder cine camera crystal radio DAB radio digital camera games console Instamatic camera telegraph telephone typewriter video game word processor

Vocabulary

Exercise 1

- Focus on the photos. In pairs, students discuss what they think each device is and what it does.
- Discuss students' ideas as a class.

ANSWERS

Students' own answers.

Exercise 2 1.20

- Play the CD. Students listen and check their answers.

TAPESCRIPT / ANSWERS

1 You can send messages on it. It's a telegraph.
2 You can add numbers on it. It's an adding machine.
3 You can listen to the news on it. It's a crystal radio.
4 You can record moving pictures on it. It's a cine camera.

Exercise 3

- Focus on the words. Elicit or explain difficult vocabulary.
- Students match the devices. Check the answers.

ANSWERS

adding machine – calculator
cine camera – camcorder
telegraph – telephone
crystal radio – DAB radio
Instamatic camera – digital camera
typewriter – word processor
video game – games console

Exercise 4

- Students choose the correct verbs. Elicit or explain difficult vocabulary. Check the answers.

ANSWERS

1 plugged it in 2 saved 3 reboot 4 rewind 5 charge
6 switch it on

More practice
Workbook page 29

Listen 1.21

- Play the CD twice. Students listen and complete the table. Check the answers with the class.

ANSWERS

1 digital camera, in front of a computer
2 video game, in a museum
3 typewriter, in an auction
4 DAB radio, in a shop

TAPESCRIPT

1 **Girl 1** Wow, there are lots to choose from.
Girl 2 Click on that one. That looks good.
Girl 1 Mmm, I like that one. It's smaller than most.
Girl 2 But it's got a big screen on the back so you can see your pictures clearly. And you can edit your pictures on the screen before downloading them.
Girl 1 How much is it?
Girl 2 Let's see … it's £90.00 in the shops, but it's only £74.00 on this website.
Girl 1 That's a bargain! I think I'll buy it. Is it free delivery?

2 **Boy** Excuse me, can you tell me how old that device is?
Man It isn't the oldest thing in the museum. It's only from the 1970s.
Boy It looks archaic.
Man Well, it's very different from the games you play these days, but it was very modern at the time.
Boy What did you play on it?
Man Pong. It's like electronic table tennis on your TV.
Boy It sounds really boring!

3 **Auctioneer** OK, lot number 304 in the auction today is a lovely antique from the end of the 19th century. It's in very good condition and perfect for collectors of these early word processors. Let's start at £200. Thank you. £200 over there. £240 … £280 … £320. Any more? It's £320 with the man at the front. … Going, Going, Gone.

4 **Woman** Excuse me, can you show me how to use this?
Assistant Yes, of course. It's very easy to use. You switch it on with that button.
Woman OK.
Assistant When you turn that knob, you can select which channel you want listen to. You can see information about the programme that's playing on that small screen. The sound quality is excellent because it's digital.
Woman What does this knob do?
Assistant That turns the sound up or down.
Woman That seems easy to use. I'll take one.
Assistant Great! The cash till is just over there.

Speak

Exercise 1

- Students discuss the questions in pairs. Remind them to give reasons for their choices. Monitor and help.

Optional Activity: Dialogue

Aim: To practise talking about modern devices.
Preparation: Write the following dialogue on the board.

A I can't live without my phone, and my games console.
B Why?
A Because I love playing computer games in my free time, and I need my mobile phone to stay in touch with my friends. Which two can you easily live without?
B A camcorder and a DAB radio – because I don't own a camcorder and I listen to the radio on the internet.

Students practise the dialogue in pairs. Then rub out the underlined words. Students insert their own ideas.

Exercise 2

- Discuss students' ideas as a class. Students vote for the two most and least essential devices.

© Copyright Oxford University Press

Grammar PAGE 33

Zero conditional

Warm-up

- Write *tell the truth* and *tell a lie* on the board. Elicit their meanings. Ask: *When do people sometimes tell lies?*

Explore

Exercise 1

- Elicit what a *truth machine* is. Elicit or explain *contain, sign, measure* and *amount*.
- Student read the text and answer the question.

ANSWER

There are two clauses in each sentence.

Background Notes

When people lie, their stress levels increase slightly. Lie detector machines, or polygraphs, have been used for over half a century to detect when people are getting stressed, and possibly lying. To do this they measure the person's pulse, body heat and breathing, as well as voice patterns.

Exercise 2

- Write one of the blue sentences from the text on the board. Label the two clauses *if clause* and *main clause*.
- Students read the **Learn this!** box and complete the rules.

ANSWER KEY

1 present simple 2 present simple

Follow-up

Grammar Reference page 66

Exploit

Exercise 1

- Students complete the sentences in pairs. Monitor and help.
- Check the answers.

ANSWERS

1 it boils. 2 you get green paint. 3 you get yellow light.
4 it dies. 5 you get 1,234,567,654,321.

Exercise 2

- Students complete the sentences with their own ideas. Discuss students' answers as a class.

ANSWERS

Students' own answers.

may, might and *could*

Explore

Exercise 1

- Read the sentences with the class. Ask: *Do the speakers think these things will definitely happen?* [No]

Language Note: *may, might,* and *could*

In modern usage, the modal verbs *may, might* and *could* have the same meaning, and we express degrees of probability through intonation. To express low probability, we add extra stress and higher intonation to the verb.

Exercise 2

- Read the **Learn this!** box as a class. Students complete the rules. Check the answers.

ANSWERS

might, could

Exploit

Exercise 1

- Students complete the text. Monitor and help.

ANSWERS

1 may / might / could happen 2 may / might / could buy
3 may / might / could lose 4 may / might / could close
5 may / might not see 6 may / might / could sell
7 may / might not have

Exercise 2

- Students write sentences, then compare with a partner. Discuss students' answers as a class.

ANSWERS

Students' own answers.

Quick Test: Dictation

Instructions: See **Quick Test** on page 17.

Ray helps me every day. If my homework is really difficult, Ray does it for me. If my room is a mess, Ray tidies it for me. If Ray does something, he does it really well! Ray is very intelligent. He could be the best student in my class, but he doesn't go to school. You might be surprised when you meet Ray, because Ray isn't a person – he's my robot.

More practice

Workbook page 30
Grammar Builder page 67, exercises 7–8

ANSWERS GRAMMAR BUILDER 4 (PAGE 67)

Exercise 7

1 d 2 e 3 a 4 c 5 b

Exercise 8

1 may / might / could happen
2 may / might / could watch
3 may / might / could buy
4 may / might / could prefer

© Copyright Oxford University Press

Writing PAGE 34

A formal letter

Target Language

Formal letter: Dear Sir or Madam, I am writing to …
I am enclosing / returning … Could you please …?
I would be grateful if you could …
I look forward to hearing from you.
Yours faithfully / sincerely,

Warm-up

- Ask: *Have you ever bought something that you weren't happy with? What was wrong with it? What did you do?*
- Brainstorm products that people might complain about, and reasons for complaints.

Read

Exercise 1

- Read the instructions as a class and check understanding.
- Put students in pairs. Students read and write answers for their letter.
- Pairs ask each other the questions, taking notes about the other letter. Check the answers.

ANSWERS

1 Zenon ZK400 digital camera / UltraFast modem
2 The Gadget Shop / a website
3 28th April / recently
4 sometimes stops during shots / doesn't work
5 repair it or send a new one / replace it

Exercise 2

- Students find the correct paragraphs. Check the answers.

ANSWERS

1 2 2 1 3 3

Prepare

Exercise 1

- Students read and complete the rules. Check the answers.

ANSWERS

1 date 2 Dear Sir or Madam 3 Yours faithfully
4 full name

Teaching Tip: Arranging a formal letter

Students can get confused about where to put the items in a formal letter. Write the following words on the board: 1 *Greeting* 2 *Signature* 3 *Sender's address* 4 *Recipient's address* 5 *Date* 6 *Sender's name*. Students use the letters to order the items correctly. Check the answers. [3, 5, 4, 1, 2, 6]

Exercise 2

- Read the **Writing tip** as a class. Check understanding of the set phrases.
- Students find the set phrases in the letters.

Write

Exercise 1

- Read the instructions and the box as a class. Check understanding.
- Students choose a device and a fault.

Exercise 2

- Read the instructions as a class. Students make notes for their letters using the bullet points.
- If the writing is done in class, circulate, monitor, and correct common errors on the board.
- Ask students to check each other's writing. Has all the information been included? Is the letter layout correct? Are there any errors? After peer correction, students write a second draft and hand it in.

SAMPLE ANSWER

16 Almond Close
Brighton, BH1 6DP
18th March 2010

Customer Services Department
Games World
Dursley DH1 6QD
Dear Sir or Madam,
I am writing to complain about a P200 Wireless games console that I bought from your website in February.
It takes too long for the console to send and receive commands. For example, if I play a racing game, my car drives off the track before I can control it. Also, I cannot play my old games on it.
I am returning the games console to you with this letter, together with the receipt. I would be grateful if you could repair or replace the console as soon as possible.
I look forward to hearing from you.
Yours faithfully,
Toby Judd
Toby Judd

Marking scheme

- Use of formal style throughout, e.g. non-contracted forms. [1 mark]
- Sender's and recipient's addresses in the correct places. [1 mark]
- Date below the sender's address. [1 mark]
- Appropriate greeting and ending. [1 mark]
- Three paragraphs, containing all the information in the bullet points. [3 marks]
- Use of set phrases for formal letters. [1 mark]
- Accurate spelling and punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice
Workbook page 31

© Copyright Oxford University Press

Review PAGE 35

Language Skills

Exercise 1 1.22

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

ANSWERS

1 properly **2** middle **3** receipt **4** repair **5** device
6 possible **7** replace **8** soon

Exercise 2

- Students read the repair form and complete it with words from the dialogue. Check the answers.

ANSWERS

1 phone **2** stops **3** call **4** repair **5** Peter Walton
6 322 437 881

Exercise 3

- Students complete the sentences. Check the answers.

ANSWERS

1 'll carry **2** 'm going to sleep **3** will build, might be
4 might be

Dictionary Corner

Teaching Tip: Affixes

Affixes that come before a word are called prefixes. Affixes that come after a word are called suffixes. Prefixes generally change the meaning of the word, whereas suffixes generally change both the meaning and the part of speech. Many dictionaries list common prefixes and suffixes alphabetically, so if you aren't sure of the meaning of an affix, look it up.

Exercise 1 Affixes

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

- Students turn to the entry for *bio-* in their dictionaries. Elicit the following information:
  - *bio-* is a prefix and can be used to modify nouns, adjectives and adverbs.
  - It has the meaning of being connected with living things.
- Ask students to look at the entries after *bio-*, and to find words that they are familiar with.
- Students use their dictionaries to match the rest of the affixes in the box with the definitions. Check the answers.

ANSWERS

1 bio- **2** -phile **3** photo- **4** -phobe **5** tele-
6 thermo- **7** micro- **8** phono-

Exercise 2

biometric /ˌbaɪəʊˈmetrɪk/ ***adj.*** (BIOLOGY) using measurements of human features, such as fingers or eyes, in order to identify people: *Biometric systems have several advantages over conventional identification methods.*

- Students turn to the entry for *bio-* again. Ask them to find the word that completes the sentence. [biometric]
- Students use their dictionaries to complete the words with the affixes from exercise 1. Remind students to search in the entries that appear below the prefix.
- Check the answers, eliciting the meaning of the words.

ANSWERS

1 biometric **2** technophobe **3** microchip
4 phonology **5** photosynthesis **6** bibliophile
7 telescope **8** thermostat

Exercise 3

- Students use their dictionaries to find more words containing three of the affixes in exercise 1. Students read out some of their words. Elicit or explain why the words have those particular affixes.

SUGGESTED ANSWERS

telephone: because you use it to send and hear sound over a long distance
photograph: because light has been used to make a picture
biology: because it is the study of living things
microscope: because you use it to look at very small things
thermometer: because you use it to measure temperature

Follow-up

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

© Copyright Oxford University Press

5 What if ...?

This unit includes

Vocabulary: disasters • word building • natural phenomena • periods of time • water • global issues • *-en* and *en-*: prefix and suffix

Grammar: second conditional • *I wish …*

Skills: listening to a radio programme • describing photos

Writing: an essay

Workbook pages 34–41

Reading PAGES 36–37

Warm-up

- Look at the unit title and explain that this is a shortened version of the question *What would happen if …?*
- Read the title of the reading page, *Disaster*. Elicit its meaning. [an event that causes devastation and loss of life] Brainstorm types of natural disaster. [hurricane, volcano, earthquake, flood, forest fire, tornado, etc.]

Before Reading

- In pairs, students match the countries with the volcanoes. Say: *If you don't know, guess*.
- Check the answers. Can students name any other volcanoes? [Mount Rainier, USA; Nevada del Ruiz, Columbia, etc.]

ANSWERS

1 Japan 2 Italy 3 Indonesia 4 Mexico 5 Turkey

Read

Exercise 1

- Read the **Reading tip** as a class. Check understanding.
- Focus on the diagrams and photo. Elicit what is happening / what students can see in each.
- Students use the diagrams and photo to say if the sentences are true or false. Check the answers.

ANSWERS

1 T 2 F (five hours) 3 T

Exercise 2

- Students scan the text and find what the numbers refer to. Remind them that they only need to read the text quickly to find each number. Check the answers.

ANSWERS

1 The sea next the volcano is six kilometres deep.
2 500 billion tonnes of rock would fall into the sea in a landslide.
3 The wave would travel at about 800 km/h.
4 A 90-metre wave would flood north-west Africa.
5 Eight hours after the eruption, the wave would smash into the east coast of America.

Background Notes

Cumbre Vieja, on the island of La Palma in the Canary Islands, last erupted in 1949 and 1971. The 1971 eruption was minor, but in 1949, parts of the western half of the mountain moved one metre sideways and two metres downwards towards the sea. A major eruption of Cumbre Vieja would cause a rapid landslide and a mega-tsunami, but a more gradual one would not trigger a tsunami.

Exercise 3 1.23

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

ANSWERS

1 a (When it erupts, an enormous chunk of the volcano could collapse … it would unleash a tsunami …)
2 c (The side of the volcano faces west, across the Atlantic ocean.)
3 b (The wave could travel a kilometre inland and devastate towns and villages.)
4 b (Scientists want to … give us an early warning …)
5 c (Scientists want better equipment … so … at least the authorities could evacuate the towns and cities.)

Understanding Ideas

- Put students into small groups. Students discuss the questions and take notes.
- Groups present their ideas to the class. Discuss the questions as a class.

Teaching Tip: Creating a scenario

Do the above activity by telling students to imagine that they are really about to experience a tsunami. Put students into groups called *Canary Islands, Lisbon, London, New York*, etc. Each group represents the people from this place. They have just heard that Cumbre Vieja is about to erupt and a tsunami is almost certain to happen. Groups then answer the questions as if they are experiencing the scenario for real, contributing and taking notes at an 'emergency meeting'.

SAMPLE ANSWERS

1 The tsunami would travel to west Africa, Europe, North and South America, the Caribbean and Greenland.
2 The tsunami would flood the land and destroy buildings and roads. Telephone, electricity and water supplies would be cut off. Many thousands of people would drown.
3 They would try to get away from the coast or reach high areas. There would be mass panic and huge traffic jams.

© Copyright Oxford University Press

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 evacuate **2** flatten **3** erupts **4** devastate
5 unleash **6** chunk **7** smash **8** landslide **9** flood
10 catastrophe **11** plunged **12** warning **13** collapse
14 tidal wave **15** havoc

- 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).

catastrophe is a noun which means a sudden disaster which causes a lot of suffering and damage.

chunk is a noun which means a large piece of something.

collapse is a regular verb which means to suddenly fall down. The third person form is *collapses* and the past simple form is *collapsed*.

devastate is a regular verb which means to destroy or damage something very badly. The third person form is *devastates* and the past simple form is *devastated*.

erupt is a regular verb which means to explode or throw out fire. We normally use *erupt* to refer to volcanoes or other geological features which throw out something at high speed, like geysers. The third person form is *erupts* and the past simple form is *erupted*.

evacuate is a regular verb which means to move people from a place which it isn't safe. The third person form is *evacuates* and the past simple form is *evacuated*.

flatten is a regular verb which means to become or make something flat. The third person form is *flattens* and the past simple form is *flattened*.

flood is a regular verb which means to cover or fill a place with water. The third person form is *floods* and the past simple form is *flooded*.

havoc is a noun which means a situation where there is a lot of damage or destruction and confusion.

landside is a noun which means when rocks or earth suddenly fall down the side of a hill or a mountain.

plunge is a regular verb which means to drop or fall suddenly from a high place. The third person form is *plunges* and the past simple form is *plunged*.

smash is a regular verb which means to hit something very hard, to move with great force into something or to break something. The third person form is *smashes* and the past simple form is *smashed*.

tidal wave is a noun which means a large amount of sea water in a wave which destroys things on the coast and often goes inland.

unleash is a regular verb which means to suddenly release something which has a dangerous effect, such as a strong force. The third person form is *unleashes* and the past simple form is *unleashed*.

warning is a noun which means something that tells people about possible danger, such as an announcement or a sign.

Exercise 2

- Students find the words in the text and read the sentences which contain them. Elicit the meaning of the words.
- Write the headings *noun, verb, adjective* and *adverb* on the board. Students write the words under the correct headings. [Noun: coastline, decade, volcano. Verb: face, record. Adjective: entire, steep. Adverb: inland (note that *inland* is also an adjective)].
- In pairs, students each write a sentence containing four of the words in the box.
- Pairs share their sentences. Then they read out their sentences to the class.

Quick Test: Anagram race

Put students into small teams. Write the following anagrams of words from exercises 1 and 2 on the board, one by one. Teams raise their hands and give the correct word, then a definition of the word, for two points. The team with the most points wins.

1 *nginwar* [warning]
2 *nocalov* [volcano]
3 *dolof* [flood]
4 *petes* [steep]
5 *tasteaved* [devastate]
6 *sefa* [face]
7 *kunch* [chunk]
8 *spellaco* [collapse]
9 *sdeldnali* [landslide]
10 *pture* [erupt]

More practice
Workbook page 34

© Copyright Oxford University Press

Vocabulary PAGE 38

Target Vocabulary
Wave power: catastrophe chunk collapse devastate erupt evacuate flatten flood havoc landslide plunge smash tidal wave unleash warning
Word building: act / action / active create / creation / creative destroy / destruction / destructive devastate / devastation / devastating, devastated inform / information / informative predict / prediction / predictable, predictive protect / protection / protective
Natural phenomena: avalanche drought earthquake hurricane thunderstorm tornado
Periods of time: century decade fortnight leap year millennium quarter
Water: dribble drip irrigate soak spill splash squirt water

Activate

- Focus on the words in the box. Review their meaning by asking students to define a few of them.
- Students complete the sentences. Check the answers.

ANSWERS

1 tidal wave, smashed, flattened, flooded
2 warning, evacuate, havoc
3 erupted, unleashed, devastated, catastrophe
4 chunk, collapsed
5 plunged, landslide

Extend

Exercise 1 Word building

- Focus on the table. Complete the first line as a class.
- Students use dictionaries to complete the table. Check the answers.

ANSWERS

1 act 2 active 3 creative 4 destroy 5 devastate
6 devastating / devastated 7 inform 8 informative
9 predict 10 predictable / predictive 11 protect
12 protective

Optional Activity: Gladiators

Aim: To practise forming verbs, nouns and adjectives.
Preparation: Divide the class into teams A and B.

A student from each team (a 'gladiator') comes to the front of the class. Tell each of them a word of any type from the table in **Extend** exercise 1.

The A gladiator says their word. The B gladiator has to correctly say the other two forms of the word, winning two points if so.

The B gladiator repeats the activity. Continue until one of them makes a mistake, and is replaced by another student from that team. The team with the most points wins.

Exercise 2 Natural phenomena

- Students match the words with the photos.
- Check the answers. Ask: *Which of these natural phenomena happen in our country?*

ANSWERS

1 hurricane 2 drought 3 tornado 4 earthquake
5 avalanche 6 thunderstorm

Exercise 3 Periods of time

- Students match the periods of time with the words in the box. Ask: *How often do we have leap years?* [every four years, when February has 29 days instead of 28]

ANSWERS

1 leap year 2 fortnight 3 quarter 4 decade
5 century 6 millennium

Language Note: *quarter*

We rarely use the word *quarter* in everyday conversation, but it is commonly used in business, economics, finance, etc. Businesses measure their progress every quarter, by publishing *quarterly sales figures, quarterly profits*, etc.

Exercise 4 Water

- Focus on the words in the box. Explain that they are all verbs for things that water does, or that we do with water. Elicit or explain the verbs.
- Students use dictionaries to complete the exercise. Check the answers.

ANSWERS

1 soak 2 spill 3 irrigate 4 drip 5 splash 6 water
7 squirted 8 dribbled

Quick Test: *This is when …*

Read out the following sentences. Students write the words.

1 *This is when people water fields.* [irrigate]
2 *This is when something is made.* [creation]
3 *This is when a big wave hits the coast.* [tidal wave]
4 *This is when things get destroyed.* [destruction]
5 *This is when you accidentally drop water.* [spill]
6 *This is when there are 366 days in a year.* [a leap year]
7 *This is when a lot of snow moves quickly down a mountain.* [avalanche]
8 *This is when a lot of rocks move quickly down a mountain.* [landslide]
9 *This is when you say something is going to happen, before it happens.* [prediction]
10 *This is when the earth shakes.* [earthquake]

Vocabulary Notebooks

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

More practice
Workbook page 35

© Copyright Oxford University Press

Grammar PAGE 39

Second conditional

Explore

Exercise 1 1.24

- Students read and complete the text. Explain that Daryl Hannah is a famous American.
- Play the CD for students to check their answers.

ANSWERS

1 used **2** wouldn't produce **3** had **4** would earn

Exercise 2

- Read the **Learn this!** box as a class. Check understanding.

> **Language Note: *were* in *if* clauses**
> It is grammatically correct to use *I / he / she / it* ***were*** (instead of ***was***) in the *if* clauses of second conditional sentences. This is the past subjunctive, a tense that has now almost disappeared in English (apart from in these cases). However, in modern everyday usage, it is also perfectly acceptable to use *I / he / she / it* ***was*** in second conditional sentences.

- Read out the first paragraph of the text. Ask: *How many people are there in the world?* [6.3 billion] *How many people are there in the village?* [100] *What does the village represent?* [all the people in the world]
- Students complete the text individually. Check the answers. Ask: *Which fact do you think is the most surprising?*

ANSWERS

1 would be **2** would be **3** would speak
4 would speak **5** would earn **6** wouldn't have
7 would own **8** would consume **9** wouldn't be

Follow-up
Grammar Reference page 68

Exploit

Exercise 1

- Students match and complete the sentence halves. Check the answers.

ANSWERS

1 c – didn't produce, would reduce
2 d – would give, were / was
3 a – would save, were able to
4 e – would be, stopped
5 b – didn't pollute, would be

Exercise 2

- Write *plastic bottles* on the board and two downward arrows underneath. Under one arrow, write *recycle*. Under the other, write *burn oil, greenhouse gases, global warming* and *climate change*.
- As a class, discuss how the words on the board are related.
- Students complete the sentences. Check the answers.

ANSWERS

1 recycled **2** wouldn't have to **3** produced
4 would burn **5** burnt **6** wouldn't be **7** weren't
8 would be able to **9** reduced **10** wouldn't change

Exercise 3

- Read out the first situation. Elicit ideas for what students would do if they found £100. Write them on the board.
- Individually, students make notes for what they would do in situations 1–6. Remind them to use the structure I *would* + base verb. Monitor and help.
- Students tell the class what they would do.

ANSWERS

Students' own answers.

> **Quick Test: Write the sentences**
> Write the following prompts on the board, or dictate them. Students write the sentences.
> 1 *if / Sarah be / rich / she give / some money / to charity*
> [If Sarah was / were rich, she would give some money to charity.]
> 2 *if / we live / by the beach / we swim / every day*
> [If we lived by the beach, we would swim every day.]
> 3 *this town be / cleaner / if / people not drop / rubbish*
> [This town would be cleaner if people didn't drop rubbish.]
> 4 *I watch / TV / if / I not have / a test tomorrow*
> [I would watch TV if I didn't have a test tomorrow.]
> 5 *my room look / nicer / if / I tidy it*
> [My room would look nicer if I tidied it.]
> 6 *the teacher not give / me / bad marks / if / I work / harder*
> [The teacher wouldn't give me bad marks if I worked harder.]

More practice
Workbook page 36
Grammar Builder page 69, exercises 1–3

ANSWERS GRAMMAR BUILDER 5 (PAGE 69)

Exercise 1
1 had **2** owed **3** had **4** knew **5** didn't live **6** copied
7 didn't stay up **8** didn't smoke

Exercise 2
1 lived, would be
2 would play, was
3 had, would watch
4 could, didn't spend
5 would happen, didn't go
6 wouldn't be, didn't invite
7 found, would take
8 would you feel, didn't pass

Exercise 3
1 If I had a computer, I'd play computer games.
2 If Ben didn't have to get up early on Mondays, he would go out on Sunday evenings.
3 If Kate had a ticket for tennis at Wimbledon, she would go.
4 If there were / was a football match on TV this evening, they wouldn't go out.
5 If I didn't have a lot of homework, I wouldn't stay in this evening.
6 If we had to help with the cooking, we wouldn't be able to watch a DVD.

© Copyright Oxford University Press

Skills PAGE 40

Global issues

Target Vocabulary

Global issues: child labour disease endangered species famine floods and landslides global warming homelessness piracy pollution poverty racism

Warm-up

- Explain that a global issue is a problem which affects the whole world. Brainstorm global issues on the board.

Vocabulary

Exercise 1

- Focus on the photos. Students say what they can see in each, and what global issues they think they represent.
- Students match the photos with the words from the box. Check the answers.

ANSWERS

1 homelessness **2** child labour **3** endangered species
4 pollution **5** poverty **6** floods and landslides

Exercise 2 1.25

- Play the CD. Students listen and repeat the words chorally. Check understanding.

More practice
Workbook page 37

Listen 1.26

- Play the CD twice. Students listen and complete the table. Check the answers.

ANSWERS

1 endangered species **2** homelessness **3** racism
4 famine **5** disease **6** child labour

TAPESCRIPT

Speaker 1 The European lynx is a type of wild cat. These beautiful animals nearly became extinct in Europe over 100 years ago, but they were reintroduced in Switzerland in 1971 and there are now 200 in Poland. They eat rabbits and small deer …
Speaker 2 Nobody knows exactly how many homeless people there are in Britain. But we know that many of them are teenagers who have left home after a family argument or because their parents have divorced. They sleep in parks and on the streets …
Speaker 3 Late last night two young black men were attacked in south London. They were leaving a restaurant when four white men came up to them and asked for money. The police suspect a racist motive …
Speaker 4 It hasn't rained here for two years. The animals have all died and it's impossible to grow crops. The people are all very hungry. If we don't get some food to this region soon, many people will die …
Speaker 5 Malaria is easy to prevent with drugs yet each year, it causes disease in approximately 515 million people and kills between one and three million people, the majority of whom are young children in sub-Saharan Africa.
Speaker 6 These football shirts are made in Bangladesh. The children that make them receive only $1 a day … that is why they are so cheap. But these children work very long hours in difficult conditions …

- Write the following phrases from the listening on the board: *divorced* [speaker 2], *suspect a … motive* [speaker 3], *grow crops* [speaker 4], *prevent with drugs, sub-Saharan Africa* [speaker 5], *conditions* [speaker 6].
- Elicit or explain their meaning. Ask: *Which speaker mentions each phrase?* Students listen again and write the speakers.

Background Notes

Malaria is a dangerous but preventable disease caused by a parasite that infects the blood. It is spread by mosquitoes.

Speak

Exercise 1

- Read the **Speaking tip** as a class. Students choose words from the box to describe photo 1.
- Discuss students' answers as a class.

SUGGESTED ANSWERS

cold, dangerous, home, poor, sleep, sleeping bag, street

Exercise 2

- Students discuss the photo in pairs and answer the questions about the person's life. Monitor and help.
- Discuss students' answers as a class.

SUGGESTED ANSWERS

1 In the street.
2 He hasn't got anywhere else to go. / He's homeless.
3 He's sleeping.
4 He might be feeling cold, lonely and depressed.

Exercise 3

- Read the instructions as a class. In pairs, students discuss and choose issues from **Vocabulary** exercise 1.
- Discuss students' choices in class. Make sure students give reasons for their choices. Write some of the ideas on the board.
- As a class, vote for the most three serious issues for (a) your country and (b) the world.

Optional Activity: Dialogue

Aim: To practise talking about global issues.
Preparation: Write the following dialogue on the board.

A What do you think the three most serious issues for our country are?
B I think the three most serious issues are poverty, pollution and piracy. What about you?
A I agree. And what about the three most serious issues for the world?
B I think they are pollution, global warming and famine.
A Why?
B Because I think the environment is the biggest problem facing the Earth. If we don't reduce pollution and CO_2 emissions, global warming will get worse and worse, and we may not be able to grow enough food to live.

Students practise the dialogue in pairs, then swap roles. Then rub out the underlined words. Students repeat the activity, inserting their own ideas.

© Copyright Oxford University Press

Grammar PAGE 41

I wish …

Warm-up

- Say: *I'd like to be able to paint and draw really well / go to Australia*, etc. (i.e. something you would like to do, but which isn't possible). Tell students that this is your dream.
- Ask: *What are your dreams?* Ask questions to help, e.g. *Would you like to be rich / famous / really good at something?* Write students' ideas on the board.

Explore

Exercise 1

- Focus on the cartoons. Ask: *Is the boy / the cat / the girl happy? Why? / Why not?* Students explain what is happening, e.g. the cat wants to fly but it can't, etc.
- Students answer the questions. Check the answers.

ANSWERS

1 Yes **2** No **3** No

Exercise 2

- Read the **Learn this!** box as a class.
- Students choose the correct word to complete the rule. Check the answer.

ANSWER

We use *wish* + the **past**.

Language Note: *wish* + the past

We use the past form after *I wish* … because when we wish, we are talking about an imaginary situation. So the structure is the same as the *if* clause in a second conditional sentence. (For this reason, it is correct to use either *I / he / she / it* ***were*** or *I / he / she / it* ***was***.)

Follow-up

Grammar Reference page 68

Exploit

Exercise 1

- Students write sentences using *I wish* … Monitor and help. Check the answers.

ANSWERS

1 I wish I could drive.
2 I wish I had a laptop.
3 I wish I liked vegetables.
4 I wish I was / were good at maths.
5 I wish I spoke French.
6 I wish I could play football.
7 I wish I didn't have so much homework.

Exercise 2

- Students complete the sentences. Check the answers.

ANSWERS

1 was **2** run **3** knew **4** were **5** had **6** play
7 drove **8** read

Exercise 3

- Read the phrases in the box as a class.
- Play the CD. Students listen and complete the poem. Check understanding. Play the poem a final time.

ANSWERS

1 in the air like a bird
2 like a fish
3 like a mole
4 every language
5 I could meet everyone

Exercise 4

- Students write endings for the sentences individually, then compare answers in pairs. Monitor and help.
- Students read their sentences to the class.

ANSWERS

Students' own answers.

Quick Test: Complete the sentences

Dictate or write the following sentences on the board. Students complete the sentences with the correct form of an appropriate verb.

1 *Jake wishes he _____ football better.* [played / could play]
2 *I wish I _____ on holiday at the moment.* [was / were]
3 *I wish I _____ so many chores to do!* [didn't have]
4 *Scott wishes he _____ a better computer.* [had]
5 *I wish I _____ the answer to this question.* [knew]
6 *Jenny wishes she _____ in another town.* [lived]
7 *I wish I _____ Chinese.* [spoke / could speak]
8 *I wish our neighbours _____ so much noise!* [didn't make]

More practice

Workbook page 38
Grammar Builder page 69, exercises 4–5

ANSWERS GRAMMAR BUILDER 5 (PAGE 69)

Exercise 4

1 I wish we had tickets.
2 I wish I lived in the country.
3 I wish you could talk.
4 I wish I could buy that jacket.

Exercise 5

1 didn't have **2** were **3** could **4** wasn't / weren't
5 didn't hate **6** were **7** could **8** didn't have to

© Copyright Oxford University Press

Writing PAGE 42

An essay

Target Language

Essay: As I see it, … I believe / don't believe (that) … I think / don't think (that) … I'm convinced that … In my opinion, In my view, the first thing the next thing finally • expressions with *make*

Warm-up

- Brainstorm on the board some of the global issues that students studied earlier in the unit.
- Discuss the issues as a class. How would students solve them?

Read

Exercise 1

- Students read the essay and tick the issues that Cathy mentions. Elicit or explain difficult vocabulary.
- Check the answers.

ANSWERS

disease, famine, global warming

Exercise 2

- Students read the essay again and answer the questions. Check the answers.

ANSWERS

1 She would make sure that poor farmers could sell their food to the rest of the world.
2 She would make drugs companies vaccinate children.
3 She would make petrol-driven cars illegal to reduce pollution and stop global warming.
4 She doesn't like sports programmes.
5 She'd make him change his socks every day.

Prepare

Exercise 1

- Read the **Writing tip** as a class. Check understanding. Students find the opinion phrases in the text.

ANSWERS

in my opinion, I believe, In my view, I think

Teaching Tip: Expressing opinions

In normal speech, *I think / don't think (that)* … is the most common way to express opinions. *I believe / don't believe (that)* … and *I'm convinced that* … express stronger opinions. We usually say or write *I **don't** think that (something) **is*** … rather than *I **think** that (something) **isn't*** ….

Exercise 2

- Students find the structures in the essay. Check the answers.

ANSWERS

1 I'd make drug companies do … , I'd make my brother change his socks …
2 I'd also make more medicines available … , if we could also make petrol-driven cars illegal …
3 I'd make sure that poor farmers could …

Exercise 3

- Students complete the sentences. Elicit or explain *optional* and *compulsory*.
- Check the answers.

ANSWERS

1 illegal 2 found 3 reduce 4 smaller 5 pick up 6 was 7 optional

Write

- Read the instructions and the writing plan as a class. Check understanding. Brainstorm some serious and less serious ideas for students' essays.
- Students plan their essays. Monitor and help.
- If the writing is done in class, circulate, monitor, and correct common errors on the board.
- Students use the **Check your work** box to check their finished essays.
- 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

If I ruled the world, by Mark

If I ruled the world, I would make it a better place. Firstly, I'd make it illegal to cut down trees in the rainforests. I'm convinced that we could save a lot of endangered species if we protected our rainforests. I'd also make people plant more trees in their gardens.

The next thing I'd do is stop the arms trade. In my opinion, there wouldn't be many wars if people couldn't buy and sell guns easily. I think that wars are one of the biggest problems that the world faces.

There are some less serious things I'd do too. I'd make people paint public buildings in bright colours. If we did that, our cities would be nicer places to live in. I believe that boring colours make people feel depressed.

Marking scheme

- Use of separate paragraphs. [1 mark]
- Give and explain serious ideas. [1 mark]
- Give and explain less serious ideas. [1 mark]
- Use of second conditional. [1 mark]
- Use of opinion expressions. [1 mark]
- Use of sequencers (*firstly, finally*, etc.) [1 mark]
- Use of expressions with *make*. [1 mark]
- Use of formal essay style. [1 mark]
- Accurate spelling and punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice

Workbook page 39

© Copyright Oxford University Press

Review PAGE 43

Language Skills

Exercise 1 1.27

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

ANSWERS

1 opinion **2** convinced **3** make **4** true **5** see
6 thing **7** my **8** wouldn't **9** could **10** idea

Exercise 2

- Students answer the questions. Check the answers.

ANSWERS

1 He thinks it's a good idea.
2 The elderly.
3 He says cars are polluting our cities.
4 He would make them cheaper.
5 He says public transport should be free.
6 Repairing the roads.

Exercise 3

- Students write the sentences. Check the answers.

ANSWERS

1 If I were you, I would do my homework now.
2 If we lived in London, we would learn English faster.
3 They would go to the match if they had tickets.
4 What would you buy if you had a lot of money?
5 She would send us an email if she had a computer.
6 If he told them, they wouldn't believe him.

Exercise 4

- Students complete the sentences with one word. Check the answers.

ANSWERS

1 wasn't / weren't **2** could **3** lived **4** made **5** had
6 knew

Dictionary Corner

Teaching Tip: Finding words quickly

The word at the top of the left-hand page of a dictionary shows the first headword on that page. The word at the top of the right-hand page shows the last headword on that page. All the words are arranged alphabetically. These words help us to find the right page in a dictionary quickly.

Exercise 1 Exploring vocabulary: global problems

conservation /ˌkɒnsəˈveɪʃn/ ***noun*** [U]
1 (ENVIRONMENT) the protection of the natural world: *Conservation groups are protesting against the plan to build a road through the forest.* **2** not allowing sth to be wasted, damaged or destroyed: *the conservation of energy* ➲ verb **conserve**

- Students turn to the entry for *conservation* in their dictionaries. Elicit or highlight the following information:
  - *conservation* is an uncountable noun.
  - *conservation* has a subject label: ENVIRONMENT.
  - the definition of conservation is the protection of the natural world.
- Students use their dictionaries to complete the sentences with the rest of the words in the box.
- Check the answers.

ANSWERS

1 Conservation **2** slavery **3** Recycling **4** Vaccinations
5 discrimination **6** starvation

Exercise 2 Word building: *en-* and *-en*

bright ★0 /braɪt/ ***adj.*** **1** having a lot of light: *a bright, sunny day* ◇ *eyes bright with happiness* **2** (used about a colour) strong and easy to see: *a bright yellow jumper* **3** clever, or able to learn things quickly: *a bright child* ◇ *a* ***bright idea*** **4** likely to be pleasant or successful: *The future looks bright.* **5** happy; cheerful ▸ **brightness** ***noun*** [U] ▸ **brightly** ***adv.***: *brightly-coloured clothes*
IDM **look on the bright side** → LOOK[1]
brighten /ˈbraɪtn/ ***verb*** [I,T] ~ (sth) (up) to become brighter or happier; to make sth brighter: *His face brightened when he saw her.* ◇ *to brighten up sb's day* (= make it happier)

- Students turn to the entry for *bright* in their dictionaries. Elicit or highlight the following information:
  - *bright* is an adjective.
  - the next entry is *brighten*.
  - *brighten* is a verb, meaning to make something brighter.
- Remind students that *-en* is a suffix because it comes at the end of the word.
- Explain that if a word doesn't have an *-en* ending, then they should find the entry *en-*. So for *courage* they should look up *encourage*.
- Students use their dictionaries to find the verb forms and match them with the definitions.
- Alternatively, tell students to check for each verb under the prefix *en-* first. If they can't find the verb under *en-*, students look up the base word, then scan down the page to see if it has a verb form ending in *-en*.
- Check the answers.

ANSWERS

1 brighten **2** endanger **3** flatten **4** quieten **5** enrich
6 worsen **7** encourage **8** enforce **9** sweeten
10 enlarge

Language Note: *en-* and *-en*

The verb prefix *en-* means *to put something into a particular condition*. *En-* verbs are usually transitive. The suffix *-en* means *to give or gain a particular quality*. Verbs with the suffix *-en* are often transitive (e.g. *Brighten the room by opening the curtains*), and intransitive (e.g. *The weather is brightening*).

Follow-up

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

© Copyright Oxford University Press

6 Crime scene

This unit includes
Vocabulary: computer crimes • computers • compound adjectives: numbers • extreme adjectives • collocation: verbs • police equipment • law and order
Grammar: past perfect • reported speech
Skills: listening to dialogues about crime • discussing crimes
Writing: a story
Workbook pages 42–49

Reading PAGES 44–45

Warm-up

- Look at the unit title and elicit its meaning. [the location of a crime] Ask students why you shouldn't move anything at a crime scene before the police arrive. [because you may disturb important evidence]
- Read the title of the reading page, *Computer crime*. Brainstorm crimes that people commit using a computer. [computer viruses, illegal downloading, looking at unauthorized files]

Before Reading

Exercise 1

- Focus on the photos. Students say what they can see.
- As a class, discuss how they are related to computers.

SUGGESTED ANSWERS

A supermarket, a post box, a hospital sign and pills, a computer and a railway.
All of the things are controlled or affected by computers. For example, you can buy food on the internet. The products in supermarkets are ordered and delivered using computers. Postal systems, rail systems and hospitals are managed by computers.

Exercise 2

- Discuss the questions as a class.

SUGGESTED ANSWERS

A computer virus is a program which can disrupt the way a computer system works and the data that is stored on it.
It can seriously damage computer systems, change the way they work, permanently delete data and transmit data to unauthorized users.

Read

Exercise 1

- Read the **Reading tip** as a class. Elicit or explain *skimming*. [reading something quickly to understand the main idea of text, without reading every word]
- Students skim the text and decide what type it is. Check the answer.

ANSWER

1 an article

Exercise 2

- Students match the titles with the paragraphs. Check the answers.

ANSWERS

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

Exercise 3 1.28

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

ANSWERS

1 c (the postal service in Taiwan … banks in Hong Kong … trains in Australia … planes in the USA)
2 a (He avoided a 5-year prison sentence because he was only 18 when he committed the crime.)
3 c (He was just delighted that it had worked … He was terrified when he saw a TV news report …)
4 a (Detectives arrested Sven after one of his classmates contacted Microsoft with a tip-off about his activities.)
5 b (Sven's teachers at school were astonished … 'There are others in the class who are better than him.')

Understanding Ideas

- Read the questions as a class. Check understanding.
- In pairs, students discuss the questions and write as many ideas as they can.
- Discuss students' ideas as a class.

Teaching Tip: Team debate

Do question 3 in the above activity as a team debate. Write *It was wrong for Sven to get a job because of his crime* on the board, then write *For* and *Against* underneath. Divide the class into teams A and B. Team A proposes reasons to support the statement, then Team B proposes reasons against it. Write the reasons on the board. Finally, students vote (giving their real opinion) for or against the statement.
Extend the debate by rubbing out the original statement and replacing it with statements related to questions 1 and 2, such as:
Sven created the virus to impress his friends.
People create viruses because they want to cause damage.

SAMPLE ANSWERS

1 Sven created the Sasser virus because he wanted to learn more about computer programs / he was bored / he wanted to impress his friends.
2 People create computer viruses to cause damage / protest about something / steal money / show others how clever they are.
3 We think this isn't correct because he caused a lot of problems. / We think this is correct because he didn't intend to cause a lot of damage / knows how to make viruses, so now he can protect people against them.

© Copyright Oxford University Press

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 suspended sentence **2** reward **3** crashed **4** halt **5** trial **6** arrested **7** chaos **8** vital **9** tip-off **10** investigation **11** traced **12** clues **13** charged **14** guilty **15** released

- 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).

arrest is a regular verb which means to take someone to a police station. The third person form is *arrests* and the past simple form is *arrested*.

chaos is an uncountable noun which means a situation when everything is disorganized and confused. The adjective form is *chaotic*.

charge is a regular verb which means to accuse somebody of doing something illegal. The third person form is *charges* and the past simple form is *charged*.

clue is a countable noun which means a piece of information that help people to solve a mystery, such as investigating a crime.

crash is a regular verb which we use with computers and means to suddenly stop working. The third person form is *crashes* and the past simple form is *crashed. To crash* also means to hit something or collide with a great force.

guilty is an adjective which means being responsible for doing something bad or illegal. In a criminal court, people decide if a person is *guilty* or *not guilty* of a crime.

halt is a noun which means a situation when something stops moving or happening. *Come to a halt* is a phrasal verb which means to unexpectedly or suddenly stop. The verb *to halt* means to stop somebody or something.

investigation is a noun which means an official examination of the facts about a situation, such as a crime or an accident.

release is a regular verb which means to let something spread in a place, or to allow someone or something to be free. The third person form is *releases* and the past simple form is *released*.

reward is a noun which means the money someone receives for helping to find someone or something. The police may pay a reward for information that helps them to find a criminal.

suspended sentence is a compound noun which means a punishment that a person will only receive if they do something illegal again within a certain period of time.

tip-off is a compound noun which means secret information that you give to somebody, which helps them to do something. The information is often something which helps the police to catch a criminal or helps someone to commit a crime. The verb form is to *tip off (somebody)*.

trace is a regular verb which means to find someone by following clues or information, such as tracing a computer criminal through his / her internet service provider and phone company. The third person form is *traces* and the past simple form is *traced*. The noun *trace* means a clue or mark which something has left.

trial is a noun which means an examination in court to find out if someone is guilty of a crime.

vital is an adjective which means extremely important.

Exercise 2

- Students find the words in the text and read the sentences which contain them. Elicit the meaning of the words.
- Dictate the following definitions. Students write the words.

1 *To press the button on a computer mouse*. [click]
2 *A place where people judge someone who has been charged with a crime*. [court]
3 *Very happy*. [delighted]
4 *A police officer who investigates crimes*. [detective]
5 *This crime is when someone damages or destroys something*. [criminal damage]
6 *To give a disease to a person, or to give a virus to a computer*. [infect]
7 *In a period of time, or inside a place*. [within]
8 *To agree that you did something wrong*. [admit]

Quick Test: Sentence race

Write the following words on the board: *chaos, click, investigation, trace, clue, detective, vital, trial, delighted, guilty, reward, arrest, crash*.

Give students three minutes to use the words in as many different sentences as possible. They must use one word per sentence.

Students write their sentences individually. After three minutes, students say how many sentences they have written.

Students read out their sentences. Correct any mistakes on the board as a class. The student with the most correct sentences is the winner.

More practice
Workbook page 42

© Copyright Oxford University Press

Vocabulary PAGE 46

Target Vocabulary
An online threat: arrest chaos charge clues crash guilty halt investigation release reward suspended sentence tip-off trace trial vital
Computers: attach backups delete files install protect software update
Compound adjectives: numbers: 300-word five-lane five-star four-door ten-minute ten-storey three-month two-hour
Extreme adjectives: astonished brilliant delighted enormous terrible terrific terrified tiny
Verb collocations: charge a battery / someone commit a crime / yourself to something leave a meal / a place receive a gift / a warning release a prisoner / a film spend time / money

Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What's another word for 'very important'?* [vital] *What do the police do when they take someone to the police station?* [arrest them]
- Students complete the sentences. Check the answers.

ANSWERS
1 halt, crashed, chaos
2 investigation, tip-off, reward
3 traced, arrested, charged, trial, guilty, suspended sentence
4 releases, clues, vital

Extend

Exercise 1 Computers

- Students read and complete the text. Check the answers.
- Ask: *How does the text recommend that you protect your computer from viruses?* [Don't open emails from unknown people, buy anti-virus software, update your programs, Make backups of all your documents.]

ANSWERS
1 delete 2 files 3 protect 4 attach 5 install
6 software 7 update 8 backups

Exercise 2 Compound adjectives: numbers

- Read the instructions as a class. Check understanding.
- Students complete the exercise. Check the answers.

ANSWERS
1 a three-month investigation
2 a two-hour wait
3 a five-star hotel
4 a ten-minute walk
5 a five-lane motorway
6 a 300-word essay
7 a ten-storey building
8 a four-door car

Exercise 3 Extreme adjectives

- Ask: *What are extreme adjectives?* [adjectives which mean *very* + normal adjective]
- Students scan the text on pages 44–45 and find eight extreme adjectives. Students match the adjectives with the definitions.
- Check the answers.

ANSWERS
1 enormous 2 tiny 3 astonished 4 brilliant
5 delighted 6 terrible 7 terrific 8 terrified

Optional Activity: Extreme adjectives

Aim: To practise using extreme adjectives.
Preparation: Write the extreme adjectives from exercise 3 on the board. Write *A* and *B* alternately next to each adjective.

- Divide the class into A and B students. Students write a sentence for each of their extreme adjectives.
- Students read out their sentences. Correct any mistakes as a class.

Exercise 4 Collocation: verbs

- Students identify the correct collocations. Say: *The correct collocations are all in the text on pages 44–45.*
- Check the answers. Elicit the meaning of the collocations.

ANSWERS
1 to spend time, money
2 to release a prisoner, a film
3 to charge a battery, someone with a crime
4 to commit yourself to something, a crime
5 to receive a gift, a warning
6 to leave a meal, a place

Quick Test: Missing letters

Write the following letters and dashes on the board, one by one. Students raise their hands and say the complete word. If the student says the correct word, he / she says a sentence using that word.

1 *_n _rm _ _s* [enormous]
2 *s _ft _ _r _* [software]
3 *ch _rg _* [charge]
4 *_rr _st* [arrest]
5 *c _mm _t* [commit]
6 *br _ll _ _nt* [brilliant]
7 *_nv _st _g _t _ _n* [investigation]
8 *b _ck _p* [backup]
9 *g _ _lty* [guilty]
10 *_ _st _ll* [install]

Vocabulary Notebooks

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

More practice
Workbook page 43

© Copyright Oxford University Press

Grammar PAGE 47

Past perfect

Explore

Exercise 1

- Focus on the photo. Ask: *What is the person's job?* [a radio disc jockey] *What radio stations / programmes do you listen to?* Elicit or explain *to confess, to describe, to be proud of, to discover*.
- Students read the text and decide when the events happened. Check the answer with the class.

ANSWER
before

Exercise 2

- Read the **Learn this!** box as a class. Remind students that the past participle of regular verbs is formed with *-d / -ed*.
- Students complete the rule.

ANSWER
before

Teaching Tip: Past perfect timeline

Draw the following timeline on the board to help students visualize the past perfect.

Write the following sentences on the board:
The match had started [earlier past] *before we arrived.* [past]
I went out [past] *after I'd done my homework.* [earlier past]
As a class, match the events to the time periods on the timeline.

Follow-up
Grammar Reference page 70

Exploit

Exercise 1

- Students write sentences, then compare in pairs.
- Students read out their sentences to the class.

ANSWERS
Students' own answers.

Exercise 2

- Explain *joyriders*. [criminals who steal cars simply to drive them around and then abandon them] Students read and complete the text.
- Check the answers. Check understanding of *catch up with, run out of* and *keep up with*. Ask: *Were the police fast enough to keep up with the car?* [No] *How did they catch up with it?* [It ran out of petrol.]

ANSWERS
1 had stolen **2** had … stopped **3** hadn't paid for
4 had run out of **5** had realized **6** had ordered

Exercise 3

- Read the exercise as a class. Brainstorm ideas on the board, e.g. *I had won a prize, I had forgotten your name*, etc.
- Students complete the sentences using the past perfect, then read out their sentences to the class.

ANSWERS
Students' own answers.

Exercise 4

- Read the examples as a class. Brainstorm more bad things. Students write one sentence. Monitor and help.

Exercise 5

- Read the instructions and examples as a class. Begin the activity yourself by reading out the first example. Then a strong student repeats what you said, adding their own sentence from exercise 4.
- A third student repeats the two preceding sentences and adds their own sentence from exercise 4. Continue the chain around the class, until someone forgets a sentence.

Quick Test: Combining sentences

Write the following prompts on the board, or dictate them. Students write the sentences. Do number 1 as an example.

1 *I got dressed. I went out. (after)*
[I went out after I had got dressed.]
2 *We finished our essays. The teacher collected them. (when)*
[When we had finished our essays, the teacher collected them.]
3 *I took off my coat. It stopped raining. (when)*
[When it had stopped raining, I took off my coat.]
4 *I didn't watch the end of the film. I fell asleep. (because)*
[I didn't watch the end of the film because I had fallen asleep.]
5 *The car ran out of petrol. We drove for hours. (after)*
[The car ran out of petrol after we had driven for hours.]
6 *We cooked dinner. We ate it. (when)*
[When we had cooked dinner, we ate it.]
7 *I did my homework. I came home from school. (after)*
[I did my homework after I had come home from school.]

More practice
Workbook page 44
Grammar Builder page 71, exercises 1–2

ANSWERS GRAMMAR BUILDER 6 (PAGE 71)
Exercise 1
1 had seen **2** had eaten **3** had broken down
4 hadn't finished **5** hadn't had **6** had bought
7 had promised **8** hadn't visited **9** had written
10 had done
Exercise 2
1 When I arrived home, Joe had gone out.
2 When Paul phoned, I had gone to bed.
3 When the police arrived, the shoplifter had run away.
4 When Dad got home, Mum had cooked dinner.
5 When we had finished our homework, we watched TV.
6 When we arrived at the stadium, the match had started.
7 When we left the beach, it had started to rain.
8 When we got to the station, the train had left.

© Copyright Oxford University Press

Skills PAGE 48

Crimes and criminals

Target Vocabulary

burglary / burglar fraud / fraudster joyriding / joyrider
murder / murderer robbery / robber
shoplifting / shoplifter theft / thief vandalism / vandal

Vocabulary

Exercise 1

- Brainstorm words for crimes and criminals. Write them on the board. Ask: *What crimes are a problem in our city?*
- Focus on the photos. Students name the crimes.

ANSWERS

1 burglary **2** vandalism **3** joyriding **4** robbery
5 shoplifting

Exercise 2

- Students read the extracts and match them with the photos.
- Check the answers. Elicit or explain *to smash, to break into* and *to rob*.

ANSWERS

a 3 **b** 5 **c** 2 **d** 1 **e** 4

Exercise 3 1.29

- Focus on the words in the box. Check understanding. Students identify the words that aren't shown in the photos. [cheat, murder]
- Students complete the table. Play the CD for students to check their answers.
- Read the **Look out!** box as a class. Check understanding.
- Play the CD again. Students listen and repeat the words.

ANSWERS

1 burglary **2** cheat **3** joyriding **4** murder **5** robbery
6 steal **7** theft **8** vandalize

More practice
Workbook page 45

Listen 1.30

- Play the CD twice. Students listen and choose the correct crimes.

ANSWERS

1 b **2** a **3** a **4** b **5** a

TAPESCRIPT

1 **A** Somebody broke into the school in the middle of the night.
B Broke into the school? Really? Do you know how they got in?
A They climbed through a window.
B Did they steal anything?
A No, but they smashed lots of desks and chairs.
B That's terrible. Do they know who did it?
A Well, the police arrested two boys this morning.

2 **A** Did you hear about Mark?
B No. What?
A Two teenagers stopped him in the street last night when he was walking home. They stole his wallet and his mobile.
B Is he OK?
A Yes, they didn't hurt him.

3 **A** Two fraudsters cheated my dad out of £100 last week. They said they were collecting money for charity.
B Really? How do you know it was a fraud?
A My dad thought something was a bit strange and rang the charity. They said that they'd never heard of the two men.

4 **A** Kate's son stole a CD from the department store in town last weekend.
B Yes, I heard. A shop assistant called the police.
A I don't think that was necessary. It was only a CD.
B But he shouldn't steal from shops, should he?
A I know, but he's only sixteen.

5 **A** Some boys took our neighbour's car last night.
B Really?
A Yes. They didn't steal it, but they drove it round the streets for an hour, and then left it near the park.
B Did the police catch them?
A Yes, they're questioning two local boys at the police station.

Speak

Exercise 1

- In pairs, students discuss the crimes in **Vocabulary** exercise 3, and write notes about which three they think are the most serious.
- Remind students to give reasons for their choices. Monitor and help.

Exercise 2

- Pairs present their notes to the class. Discuss students' answers as a class.
- As a class, vote for the most three serious crimes.

ANSWERS

Students' own answers.

Optional Activity: Dialogue

Aim: To practise talking about crime.
Preparation: Write the following dialogue on the board.

A What do you think are the three most serious crimes?
B Firstly, I think <u>murder</u> is the most serious crime.
A Why?
B Because <u>taking a person's life is the worst thing you can do</u>.
A I <u>agree</u>.
B I think <u>robbery</u> is the next most serious crime, because <u>using force against another person is very traumatic for the victim</u>.
A I think the third most serious crime is <u>vandalism, because destroying public property makes towns look ugly and is a waste of public money</u>.

Students practise the dialogue in pairs, then swap roles. Then rub out the underlined words. Students repeat the activity, inserting their own ideas.

© Copyright Oxford University Press

Grammar PAGE 49

Reported speech

Explore

Exercise 1

- Focus on the picture. Elicit that it shows a bank robbery.
- Students read the text and match the reported speech with quotations 1–4. Check the answers.

ANSWERS

1 The robber. (He … said that he was robbing the bank.)
2 The assistant. (She said that he was in the Wells Fargo Bank.)
3 The assistant. (She said that … he needed to take the form to the Bank of America.)
4 The assistant. (She told the police that a man had tried to rob the bank.)

Exercise 2

- Read the **Learn this!** box as a class, then compare the quotations and the reported speech from exercise 1.
- Students complete the rules. Check the answers.

ANSWERS

1 b 2 b 3 a 4 b

Follow-up
Grammar Reference page 70

Exploit

Exercise 1

- Students rewrite the quotations in reported speech. Check the answers.

ANSWERS

1 The policeman said that he wanted to catch the thief.
2 He said that she had stolen a book from the book shop.
3 She said that the police had arrested a thief.
4 He said that he went joyriding at weekends.
5 The policeman said that they were questioning two teenagers about the burglary.
6 My brother said that a boy in his class had vandalized a phone box.
7 Mark said that Jake was a fraudster.
8 She said that the police were looking for the bank robbers.

Exercise 2

- Students write three sentences, using the specified tenses.

Exercise 3

- Students report their partners' sentences to the class. Correct any mistakes as a class.

Exercise 4

- Students read the text and change the direct speech to reported speech. Check the answers.

ANSWERS

'You're sitting in my car.'
'I want you to get out.'
'It's the wrong key and it doesn't fit.'
'This isn't my car.'
'We accidentally stole a car.'
'They arrived at the police station a few minutes ago and they reported the theft of the car by two dangerous old men.'

Quick Test: Sentence transformation

Dictate the following sentences or write them on the board. Students transform them into direct or reported speech.

1 *'I'm reading a detective story,' said Tom.*
[Tom said that he was reading a detective story.]
2 *'I didn't steal anything,' the man said.*
[The man said that he hadn't stolen anything.]
3 *'There's more crime in cities,' Ann said.*
[Ann said that there was more crime in cities.]
4 *Jason said that someone had taken his mobile phone.*
['Someone took my mobile phone,' said Jason.]
5 *'We're calling the police now,' they said.*
[They said that they were calling the police now.]

More practice
Workbook page 46
Grammar Builder page 71, exercises 3–6

ANSWERS GRAMMAR BUILDER 6 (PAGE 71)

Exercise 3
1 liked 2 had stolen 3 was cheating 4 was getting
5 had smashed 6 was 7 had robbed 8 stole

Exercise 4
1 she 2 they 3 he, his 4 me, I 5 she, her

Exercise 5
Fiona said that …
1 she was hungry.
2 she hadn't had any breakfast.
3 she wanted a banana.
4 she was going out.
5 her friend was meeting her at the cinema.
6 her friend's name was Helen.
7 she had first met her last year.
8 they were going to read a French book.

Exercise 6
1 'It isn't raining,' he said.
2 'Last month, joyriders stole my car,' she said.
3 'I need a holiday,' he said.
4 'I'm going to Tom's house this evening,' you said.
5 'I saw the robbers leaving the bank,' he said.
6 'You're greedy,' she said.
7 'I had lunch,' you said.
8 'I'm feeling ill,' he said.

© Copyright Oxford University Press

Writing PAGE 50

A story

Target Language

Time expressions: after a while as as soon as at first (two weeks) earlier immediately in the end last (week) one (evening) soon the following (day) the next (day) then while

Read

- Write *The careless thief* on the board. Elicit the meaning of *careless*. [not thinking about what you are doing, making mistakes] Explain *insurance company* and *auction site*.
- Students read the story quickly and answer the question. Check the answer.

ANSWER

He wanted to buy a sat nav system because two weeks earlier, a thief had stolen his.

Prepare

Exercise 1

- Read the **Writing tip** as a class. Check understanding.
- Students find the time expressions in the story. Check the answers.

ANSWERS

One evening, last week, Two weeks earlier, After a while, As, immediately, the following day, Then, The next day, As soon as, in the end

Exercise 2

- Students choose the correct time expressions. Check the answers.

ANSWERS

1 immediately 2 a week earlier 3 as
4 At first, in the end 5 as soon as

Exercise 3

- Focus on the pictures. Elicit what students can see in each picture. Write any required vocabulary on the board.
- In pairs, students use the pictures to prepare a script retelling the story.
- Retell the story as a class, with different students contributing different parts.

Teaching Tip: First and third person narratives

Students look at the story again. Elicit that the story is written in the third person. Say: *We usually write stories in the third person. Sometimes we write stories in the first person*. The third person allows the writer to describe the actions and thoughts of different people. The first person allows the writer to speak more directly to the reader. However, if the first person is used, the writer has to describe all the events through the eyes of a single narrator, and can't describe events that happened when the narrator wasn't present.
In pairs, students retell *The careless thief* in the first person.

Write

- Read the instructions and the writing plan as a class. Make sure students understand what they are going to write. Brainstorm different crime scenarios and crime story ideas on the board.
- Students plan their crime stories using the writing plan. Monitor and help.
- 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.
- Students use the **Check your work** box to check their finished crime stories.
- 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

Holiday photos

One afternoon last summer, Carrie was taking photos on the beach when she saw two strange men. She noticed them because they weren't wearing beach clothes and they looked very nervous.
The men were standing behind some rocks and looking at something inside a big bag. Carrie hid behind a boat to take a photo. She could see inside the bag – it was full of money!
As soon as she had left the beach, Carrie called the police. But by the time the police arrived, the men had gone. That night, the TV news said that two men had robbed a bank. They had left their car near a beach and escaped by boat.
Two weeks later, a policeman visited Carrie's house. He said that they had arrested the robbers. The police had put Carrie's photos on the internet and someone had recognized them.

Marking scheme

- Good title. [1 mark]
- Use of time expressions. [1 mark]
- Contains all the content in the writing plan. [3 marks]
- Interesting plot. [1 mark]
- Good ending. [1 mark]
- Correct word length. [1 mark]
- Accurate spelling and punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice

Workbook page 47

© Copyright Oxford University Press

Review PAGE 51

Language Skills

Exercise 1 1.31

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

ANSWERS

1 had **2** stolen **3** While **4** earlier **5** asked **6** when **7** immediately **8** told **9** How **10** last

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 (She went to the police because someone had stolen her purse.)
3 F (Sara was crossing the street when a man stopped her.)
4 F (The man dropped some keys.)
5 T
6 T

Exercise 3

- Students rewrite the sentences. Check the answers.

ANSWERS

1 You told me that Dale wasn't working.
2 My parents told me that they had seen my teacher yesterday / the day before.
3 Yousef said that he was learning to ski.
4 Sam told Steve that he didn't like his new trainers.
5 Alice said that she wasn't tired.
6 My friend said that he / she had had a good time on holiday.

Dictionary Corner

Teaching Tip: Pronunciation and word stress

Dictionaries indicate pronunciation by giving the phonetic spelling of words after the headword. Phonetics aren't usually given for collocations and compounds, unless the pronunciation changes. For pronunciation of these words, look up the words separately instead. Students can also find out the word's stress pattern by reading the stress marks in the phonetics. The most-stressed syllable in a multiple-syllable word is preceded by a primary stress mark. (') The second-most stressed syllable in a word may also be preceded by a secondary stress mark. (ˌ) Encourage students to look at the stress patterns and to try to say words aloud. Correct their pronunciation and stress if necessary.

Exercise 1 Police equipment

baton /ˈbætɒn/ ***noun*** [C] **1** = TRUNCHEON **2** (MUSIC) a short thin stick used by the leader of an ORCHESTRA (**the conductor**) **3** (SPORT) a stick which a runner in a race (**a relay race**) passes to the next person in the team

truncheon /ˈtrʌntʃən/ (*Brf*) (*also* **baton**) ***noun*** [C] (*old-fashioned*) (LAW) a short thick stick that a police officer carries as a weapon

- Students turn to the entry for *baton* in their dictionaries. Elicit or highlight the following information:
  - *baton* is a noun and has 3 sense meanings.
  - senses 2 and 3 are not related to this topic.
  - the = symbol of sense 1 means that *baton* is a symbol for *truncheon*.
  - the entry for *truncheon* explains that it is a stick used by police officers.
- Students match *baton* to photo 3.
- Students look up the rest of the words and match them to the photos.
- Check the answers. Ask: *What does the suffix '-proof' in bulletproof mean?* [protecting against] Elicit other phrases with this suffix. [a waterproof watch, a soundproof room]

ANSWERS

1 helmet **2** torch **3** baton **4** shield **5** handcuffs **6** bulletproof vest

Exercise 2 Law and order

ˌblack ˈmarket ***noun*** [C, usually sing.] (ECONOMICS) the buying and selling of goods or foreign money in a way that is not legal: *to buy/sell sth* ***on the black market***

- Students turn to the entry for *black* in their dictionaries. Ask them to look for compound words with *black*.
- Students find the entry for *black market* and study the definition and example sentence.
- Students use their dictionaries to match words 1–6 with a–f.
- Students use their dictionaries to write an example sentence when they have matched all the words.
- Check the answers and example sentences.

ANSWERS

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

Follow-up

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

© Copyright Oxford University Press

7 Discovery

This unit includes
Vocabulary: journeys • at the station • phrasal verbs • inventions and discoveries • parts of the car
Grammar: the passive (present simple) • the passive (other tenses)
Skills: listening and talking about important inventions
Writing: an article
Workbook pages 50–57

Reading PAGES 52–53

Warm-up

- Look at the unit title and ask what kind of things people discover. [countries, historic buildings or monuments, scientific theories, treasure, medicines, new species of plants or animals]
- Read the title of the reading page, *Great explorers*. Explain that they are going to read a text about three explorers who travelled in the 13th–15th century. Ask students what they think these explorers were looking for. [adventure, gold, silk, new trading routes, new friends, new countries]

Before Reading

- Read the **Reading tip** as a class. Explain that thinking about a topic before reading helps you to understand the text and any difficult vocabulary.
- Read out the five explorer's names. Elicit any information that students know about who they were and where they went. Elicit other explorers (see Background Notes).

ANSWERS

Ferdinand Magellan sailed around the world. Christopher Columbus sailed from Spain to the Caribbean and Central America. Ibn Battuta was an Islamic scholar and traveller. Neil Armstrong was the first person on the moon. Ahmad Ibn Fadlan was a 10th century Arab traveller.

Background Notes

Another famous explorer is Lief Ericson, who was born in Iceland, lived in Greenland and sailed around the northern coast of Canada over a thousand years ago.
In 1519, Portuguese explorer Ferdinand Magellan led the first expedition to sail around the world. Christopher Columbus, who was born in Genoa, Italy, led four Spanish expeditions across the Atlantic Ocean to the Caribbean between 1492 and 1504. Captain James Cook led three British expeditions to the Pacific between 1766 and 1779, and mapped many parts of the Pacific Ocean. On 20th July 1969, US astronaut Neil Armstrong landed on the moon with Edwin 'Buzz' Aldrin, in the Apollo 11 space capsule. Norwegian explorer Roald Amundsen led expeditions to the North and South Pole, and was the first person to reach the South Pole.

Read

Exercise 1

- Students read the texts quickly and match the explorers with the routes. Check the answers.

ANSWERS

Marco Polo: C Ibn Battuta: B Vasco da Gama: A

Exercise 2 1.32

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

ANSWERS

1 IB (Many of his contemporaries refused to believe the story of his travels …)
2 VG (Shortly after that, da Gama departed for home …)
3 MP (… his father and uncle, who were wealthy merchants …)
4 IB (… he set off from Tangier on the pilgrimage to Makkah …)
5 MP (After 17 years working for the emperor …)
6 VG (… he decided to return to India, but died in Goa shortly after arriving there …)
7 VG (while in jail [Marco Polo] wrote an account of his travels …, Ibn Battuta wrote an account of his travels …)
8 IB (… he eventually arrived in Delhi. He stayed there for eight years …)
9 MP (… while in jail wrote an account of his travels …)

Understanding Ideas

- Put students into pairs or small groups. Give each pair / group one question each to discuss and take notes about.
- Pairs / Groups present their ideas to the class.
- Discuss the answers as a class and vote for the best ones.

Teaching Tip: Voting

Voting is a good way to bring class or group discussions to a resolution. For the above activity, ask pairs or small groups of students to focus on different questions. Give them a time limit of two or three minutes to brainstorm ideas and take notes, then ask them to present their ideas to the class. Discuss all the answers as a class, then vote for the best one for each question.

SAMPLE ANSWERS

1 Perhaps it takes longer to travel overland than by sea. Perhaps Marco Polo and his family went slowly because they were trading along the way. Perhaps the Silk Road is not the quickest route to China. Perhaps it took a long time because the route goes through the mountains.
2 Perhaps they didn't believe him because nobody in his country had travelled to those places before. Perhaps his account had so many amazing stories in it that people didn't believe it.
3 Perhaps they wanted to see new places, make money, draw maps, trade with new people, discover new products, colonize new territories.

© Copyright Oxford University Press

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 destination **2** pilots **3** cargo **4** route **5** retired **6** theology **7** pilgrimage **8** caravan **9** contemporaries **10** merchants **11** abandoned **12** coast **13** shipwrecks **14** ambassador **15** inspired

- 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).

abandon is a regular verb which means to leave something, usually permanently, because you can't use it anymore. The third person form is *abandons* and the past simple form is *abandoned*.

ambassador is a noun which means an important person who represents their country in another country.

caravan is a noun which means a group of people and traders travelling overland by camels and horses. Caravans often travel across desert areas.

cargo is a noun which means the goods that a ship carries.

coast is a noun which means an area of land which is next to or very close to the sea.

contemporary is a noun which means a person who live at the same time as somebody else.

destination is a noun which means the place where you are going.

inspire is a regular verb which means to make somebody want to do or create something. The third person form is *inspires* and the past simple form is *inspired*.

merchant is a noun which means a person who buys and sells goods, often travelling to take the goods from one place and sell them in another.

pilgrimage is a noun which means a journey to a holy place for religious reasons.

pilot is a noun which means a person who helps to guide a ship. A pilot is also a person who flies a plane. The verb form is *to pilot*.

retire is a regular verb which means to stop working for life. The third person form is *retires* and the past simple form is *retired*.

route is a noun which means the way from one place to another.

shipwreck is a noun which means an accident at sea in which a ship is destroyed and the ship sinks. A person or ship becomes *shipwrecked*.

theology is a noun which means the study of religion.

Exercise 2

- Students find verbs 1–6 in the text and match them with phrases a–f. Check the answers.

ANSWERS

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

Exercise 3

- Students find the words in the text and read the sentences which contain them. Elicit the meaning of the words.
- Elicit whether each word is a noun, verb or adjective. [Nouns: account, civil servant, diplomat. Verbs: appreciate, depart, imprison. Adjectives: impressed, wealthy.]
- Read out the following sentences. Say 'blank' or 'gap' when you come to each gap. Students write the correct words.

1 *A _____ is a person who represents his country in another place, similar to an ambassador.* [diplomat]
2 *A _____ person has a lot of money.* [wealthy]
3 *When you _____ , you leave a place.* [depart]
4 *We often _____ somebody after they commit a crime.* [imprison]
5 *To _____ something means to respect or value something very much.* [appreciate]
6 *When you feel _____ by something or someone, you think it / he / she is really good.* [impressed]
7 *Many explorers write an _____ about the things that happened to them.* [account]
8 *A _____ is a person who works for the government.* [civil servant]

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 a word 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 definition for that word on the board. If the definition 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 50

© Copyright Oxford University Press

Vocabulary PAGE 54

Target Vocabulary

Great journeys: abandon ambassador caravan cargo coast contemporary destination inspire pilgrimage pilot retire route shipwreck theology

At the station: cafeteria carriage departures board guard information desk locomotive passenger platform sleeping car ticket office waiting area

Phrasal verbs: travel: blast off check in check out drop sb off get back get off get on pick sb up set off touch down

Activate

- Focus on the words in the box. Review their meaning by asking a few questions, e.g. *What's another word for 'holy journey'?* [pilgrimage]
- Students complete the sentences. Check the answers with the class.

ANSWERS

1 cargo, destination, pilot **2** theology, inspired
3 shipwreck, coast, route **4** pilgrimage, caravan
5 contemporaries **6** ambassador **7** retired, abandoned

Extend

Exercise 1 At the station

- Focus on the picture and the words in the box. Ask students what they can see.
- Students label nine of the items in the picture with the words in the box. Check the answers.

ANSWERS

1 locomotive **2** platform **3** guard **4** ticket office
5 passengers **6** waiting area **7** departures board
8 cafeteria **9** information desk
Carriage and sleeping car aren't illustrated.

Optional Activity: Describing things

Aim: To practise the words in **Extend** exercise 1.
Preparation: Put students in pairs.

Students take turns to describe an item in the picture in **Extend** exercise 1, without saying the name. e.g. *This is the place where you buy tickets.* Their partner says the word. [ticket office]

Exercise 2 Phrasal verbs: travel

- Students match the phrasal verbs to their definitions. Check the answers.

ANSWERS

1 get back **2** set off **3** check in **4** blast off **5** get on
6 touch down **7** drop sb off **8** check out **9** get off
10 pick sb up

Teaching Tip: Phrasal verb cards

Making phrasal verb cards is a good way to help students learn and remember phrasal verbs. Students write each phrasal verb on one side of a piece of paper or card, and write a definition or example sentence, or draw a picture, on the other. You or the students can then use the cards in class activities, e.g. holding up the card (phrasal verb showing) to the class, while they say the definition.

Exercise 3

- Read the instructions and the example as a class. Students complete the exercise individually, then check their answers in pairs.
- Students read out the sentences to the class.

ANSWERS

1b set, got **2c** checked, checking **3d** drop, pick
4e get, get **5a** blasted, touched

Optional Activity: Missing prepositions

Aim: To practise the phrasal verbs in **Extend** exercises 2–3.
Preparation: Read out the following sentences, saying 'blank' or 'gap' when you come to each gap. Students listen and write the missing prepositions.

1 *I'm going to check ___ at the hotel and stay for one night.* [in]
2 *The rocket blasted ___ from Cape Canaveral last night.* [off]
3 *We ran to get ___ the train before it left.* [on]
4 *We must check ___ of the hotel before twelve o'clock.* [out]
5 *Can you drop me ___ outside the school?* [off]
6 *My mum picks me ___ after school and takes me home.* [up]
7 *Our plane touched ___ in Cairo 20 minutes late.* [down]
8 *Get ___ the bus at the last stop.* [off]
9 *Dad often gets ___ from work really late.* [back]
10 *What time do you want to set ___ tomorrow?* [off]

Quick Test: Initial letters

Write the following initial letters (in bold) on the board. Read out the definitions, pausing while students write the answers.

1 ***T D*** *To come back to the ground in a rocket or a plane.* [touch down]
2 ***P*** *A journey to a religious place.* [pilgrimage]
3 ***D B*** *This tells you when trains are leaving.* [departures board]
4 ***D O*** *To stop a car and leave a person somewhere.* [drop (somebody) off]
5 ***T O*** *You buy train tickets here.* [ticket office]
6 ***G B*** *To return to a place that you left earlier.* [get back]
7 ***C*** *People who live at the same time as someone.* [contemporaries]
8 ***S C*** *This is where you stay at night on a train.* [sleeping car]
9 ***C O*** *To leave a hotel.* [check out]
10 ***M*** *This person buys and sells things.* [merchant]

Vocabulary Notebooks

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

More practice
Workbook page 51

© Copyright Oxford University Press

Grammar PAGE 55

The passive (present simple)

Explore

Exercise 1

- Students quickly read the text. Read the **Learn this!** box as a class. Check understanding. Ask: *Do we always say who performed an action in a passive sentence?* [No]
- Students look at the text again and complete the rule in the **Learn this!** box. Check the answer.

ANSWER
to be

Exercise 2

- Students find the other examples of the passive in the exercise 1 text. Check the answers.

ANSWERS
Passive with *is*: *Oil is found deep under the ground.*
Passive with *are*: *Many plastics are made from oil.*
Passive with *by*: *… global warming is caused by the burning of oil …*

Teaching Tip: The passive
Explain that the object of an active sentence becomes the subject in a passive sentence. Write on the board:
We use oil to make plastic. (Active sentence: object = 'oil')
Oil is used to make plastic. (Passive sentence: subject = 'oil')

Follow-up
Grammar Reference page 72

Exploit

Exercise 1

- Students choose the correct words. Check the answers.

ANSWERS
1 are **2** is **3** are **4** aren't **5** is **6** is **7** are **8** is

Exercise 2

- Focus on the photos. Elicit or explain difficult vocabulary.
- Students complete the sentences, then number the photos in the correct order. Check the answers.

ANSWERS
1 is surveyed **2** is located **3** is located **4** are erected
5 are drilled **6** is pumped **7** is carried **8** is separated
9 are used **10** are combined **1** E **2** B **3** D **4** A **5** C

Optional Activity: Reconstructing a process
Aim: To practise the present simple passive.
Prepare: Write *pump, locate, separate, erect, combine, survey, drill* and a flow chart with seven empty boxes on the board.
Students read the text in exercise 2 again.
As a class, complete the flow chart with the verbs in the order that they occur in oil processing. [*survey* → *locate* → *erect* → *drill* → *pump* → *separate* → *combine*]
Students reconstruct the stages of oil processing around the class. e.g. Student 1: *The ground is surveyed by geophysicists*. Student 2: *The oil is located*, etc.

Exercise 3

- Read the example as a class. Students write the questions.
- Check the answers.

ANSWERS
1 Where is the oil located?
2 How is the oil brought to the surface?
3 How is the oil carried to the refinery?
4 What products is the oil separated into?
5 What are gasoline, kerosene and diesel oil mostly used for?
6 Why are some of the products combined with other things?

Quick Test: Sentence transformation
Dictate the following sentences. Students transform them into the passive. Do number 1 as an example.
1 *They make lots of things out of plastic.*
[Lots of things are made out of plastic.]
2 *They don't grow tea in Britain.*
[Tea isn't grown in Britain.]
3 *They sell gasoline in petrol stations.*
[Gasoline is sold in petrol stations.]
4 *People send millions of emails every day.*
[Millions of emails are sent every day.]
5 *They post the magazine to me every month.*
[The magazine is posted to me every month.]
6 *They don't sell football match tickets here.*
[Football match tickets aren't sold here.]
7 *We play football at school in Britain.*
[Football is played at school in Britain.]
8 *They don't speak Spanish in Brazil.*
[Spanish isn't spoken in Brazil.]

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

ANSWERS GRAMMAR BUILDER 7 (PAGE 73)
Exercise 1
1 is grown **2** are worn **3** is spoken **4** is drunk
5 is taught **6** are eaten
Exercise 2
1 is contacted **2** is sent **3** is interviewed
4 are taken **5** is written **6** is paid
Exercise 3
1 is grown **2** are sold **3** is spoken **4** is made
5 are sent **6** are eaten **7** is visited
Exercise 4
1 A lot of cardboard and paper is recycled in Britain.
2 Books aren't sold in this shop.
3 English isn't spoken in Germany.
4 Recycled paper is used in newspapers.
5 Oranges aren't grown in Antarctica.
6 Tap water isn't drunk in some countries.

© Copyright Oxford University Press

Skills PAGE 56

Inventions and discoveries

Target Vocabulary

Inventions and discoveries: airplane antibiotics bicycle camera combustion engine contact lenses dishwasher freezer frozen food gravity hovercraft microwave oven mobile phone MP4 player nuclear power paper pasteurized milk penicillin printing press telegram telephone telescope waterwheel X-rays

Vocabulary

Exercise 1

- Students match the words in the box with the pictures.

ANSWERS

1 combustion engine **2** frozen food **3** nuclear power
4 telescope **5** contact lenses **6** gravity **7** X-rays
8 printing press **9** pasteurized milk **10** penicillin

Exercise 2

- Students complete the table with words from exercises 1 and 2, and their own ideas. Elicit or explain new words.

SUGGESTED ANSWERS

Transport: airplane, bicycle, hovercraft, combustion engine
Domestic appliances: dishwasher, freezer, microwave oven
Media and entertainment: camera, MP4 player
Communication: mobile phone, paper, telegram, telephone, printing press
Science and medicine: antibiotics, contact lenses, frozen food, gravity, pasteurized milk, penicillin, telescope, X-rays
Energy: nuclear power, waterwheel

More practice
Workbook page 53

Listen

Exercise 1 1.33

- Play the CD twice. Students listen and write the three inventions. Check the answers.

ANSWERS

The mobile phone, antibiotics and writing.

TAPESCRIPT

Simon So, which three inventions and discoveries shall we choose?
Jeff Well, I think we should include the telephone.
Simon Really?
Jeff Yes, before the invention of the telephone, communication was really slow. You had to send a letter or maybe a telegram. But now you can contact people anywhere in the world in just a few seconds.
Simon Let's choose the mobile phone, then, because you don't even need to be in a building or a phone box to make a call.
Jeff OK. The mobile phone, then.
Simon What about our second choice? I think we should include a medical discovery of some sort.
Jeff OK, what about pasteurized milk and frozen food? These processes mean that food can last longer and can be transported further. So, generally people can have a better diet and are more healthy.
Simon Mmm, those are certainly important discoveries, but I think antibiotics, like penicillin, is a more significant invention. Before antibiotics millions of people died from simple infections. Eating good food keeps people healthy, but antibiotics can prevent people from dying.
Jeff Yes, I agree with you. I think antibiotics should be on our list.
Simon OK, so we've chosen two. We need one more. What about the aeroplane?
Jeff That's certainly a very important invention. But all it's done is made it easier and quicker to travel. It's also done a lot of damage to the environment.
Simon Like the car.
Jeff Yes, that's right. Let's not include those two.
Simon I know, what about paper or writing?
Jeff What do you mean?
Simon Well, before writing and paper were invented, people couldn't record anything. They could talk to one another, but the information was quickly forgotten.
Jeff That's a good idea. Shall we say paper, then?
Simon Well, I think the invention of writing is more significant. It doesn't matter what you write on, does it?
Jeff OK, let's go for writing, then.
Simon So, who invented writing, then?

Exercise 2 1.33

- Play the CD again while students complete the sentences. Check the answers.

ANSWERS

1 which **2** should **3** Before **4** choose **5** choice
6 significant **7** agree **8** list **9** certainly **10** not

Speak

Exercise 1

- In pairs, students discuss their three top inventions, using the phrases in **Listen** exercise 2. Monitor and help.

Optional Activity: Dialogue

Aim: To practise talking about inventions.
Preparation: Write the following dialogue on the board.

A So which three inventions shall we choose?
B I think we should include the combustion engine. It's important because it saves a lot of time. Without it we couldn't travel long distances, and modern life would be impossible.
A Yes, I agree with you. I think we should include the printing press too, because it's useful for publishing books and newspapers. Without it, we couldn't educate large numbers of people or communicate ideas and information.
B That's certainly an important invention. What about our third choice?
A I think penicillin is a very significant invention. It saves a huge number of lives.

Students practise the dialogue in pairs, then swap roles. Then rub out the underlined words. Students repeat the activity, inserting their own ideas.

Exercise 2

- Pairs choose one invention from their list and make notes about why it is important. Pairs present their notes to the class.

© Copyright Oxford University Press

Grammar PAGE 57

The passive (other tenses)

Explore

- Students read the text. Ask: *What three things were invented by Arab mathematicians?* [the number zero, algebra and geometry]
- Look at the table as a class. Elicit the forms of these tenses. Write them on the board. (see Grammar Reference on page 72)
- Students complete the table with the passive forms from the text. Check the answers.

ANSWERS

1 are used, are based, is considered **2** was taken
3 wasn't invented **4** has been named
5 will always be remembered

Follow-up
Grammar Reference page 72

Exploit

Exercise 1

- Elicit or explain *dynamite, solar system, navigate* and *renewable energy.*
- Students match the active and passive sentences, then complete them. Check the answers with the class.

ANSWERS

1e was invented **2d** have been discovered **3a** used
4f will be remembered **5c** consider
6b have been developed

Background Notes

Dynamite is a powerful and stable explosive. It was invented by Swedish chemist and engineer Alfred Nobel in 1866. He was also the founder of the Nobel Prizes. Johann Gutenberg invented the first mechanical printing press in Germany, around 1450. Several hundred planets have been discovered outside our solar system, most of which are large planets made of gas, like Jupiter.

Exercise 2

- Students read and complete the text. Check the answers.
- Ask: *What is a wiki website?* [a website written by people who use the website] *When was the first wiki website created?* [1995] *How many people regularly work on Wikipedia?* [about 20,000]

ANSWERS

1 is used **2** are written **3** was created
4 have been published **5** have been added **6** is done

Exercise 3

- Students complete the questions. Check the answers.

ANSWERS

1 was … won **2** are sold **3** was … invented
4 was founded **5** was used **6** was sent

Exercise 4

- In pairs, students look back through units 1–5 and find the answers to the questions in exercise 3. Give clues if necessary. Check the answers.

ANSWERS

1 1998 (page 4)
2 45 million (page 28)
3 Sven Jaschan (page 44)
4 Monowi (page 12)
5 The Statue of Liberty (page 20)
6 Vasco da Gama (page 53)

Optional Activity: General knowledge quiz

Aim: To practise forming passive questions.
Preparation: Divide the class into small teams. Give each team two pieces of paper. Write the following topics on the board: *famous buildings, science, sport*.

Brainstorm one question for each topic and write them on the board in the passive form, e.g. *Where was the Eiffel built? Who was radiation was discovered by? Where was baseball invented?*

Each team writes five passive questions, with answers, for each category. Monitor and help, making sure no questions are duplicated.

Teams take turns to read out their questions while the other teams write the answers. Collect teams' answer papers and add up the scores.

Quick Test: Dictation

Instructions: See **Quick Test** on page 17.

The first airplane was flown in 1903. Twenty-four years later, the first airplane was flown across the Atlantic Ocean from New York to Paris. Since then, airports have been built all over the world, and airplanes have changed our lives. A lot of pollution and noise is produced by plane engines, but in the future, better planes will be built. They will be designed to take us around the world in a few hours!

More practice
Workbook page 54
Grammar Builder page 73, exercises 5–7

ANSWERS GRAMMAR BUILDER 7 (PAGE 73)

Exercise 5
1 was made **2** was written **3** were invented
4 was murdered **5** was discovered

Exercise 6
1 My camera has been stolen.
2 The bus stop has been vandalized.
3 The new DVDs have been taken by shoplifters.
4 Their house has been burgled.
5 Three people have been murdered.
6 Three suspects have been interviewed by the police.

Exercise 7
1 will be collected **2** will be cleaned **3** will be polished
4 will be taken **5** will be hoovered **6** will be returned

© Copyright Oxford University Press

Writing PAGE 58

An article

Target Language

Article: but for example furthermore however so in my view the first / second thing I'd … the problem with … is that … to sum up what is more the reason I'd like to … is that …

Warm-up

- Brainstorm inventions that students don't like on the board. Ask: *Which of these would you most like to 'uninvent', if it were possible?*

Read

- Students read the article and answer the questions in their own words. Check the answers.

ANSWERS

1 Antibiotics
2 The main reason the writer gives is that there are too many plastic bags, because people just throw them away instead of reusing them.
3 The additional reason is that they aren't biodegradable, so they take many years to decompose.
4 The main reason is that the ringtones are irritating.
5 The additional reason is that people always shout when they use them.

Prepare

Exercise 1

- Students find phrases in the article to match with the functions. Check the answers.

ANSWERS

1 the first thing I'd 'uninvent' is …, the second thing I'd 'uninvent' is …
2 the problem with … is that, the reason I'd like to … is that
3 furthermore, what is more
4 to sum up
5 in my view
6 for example
7 but, however

Teaching Tip: Conceding and contrasting arguments

In essays and articles, we often write arguments which acknowledge the opposing point of view. We then write contrasting arguments which support our own view.
Phrases to introduce conceding arguments: *Admittedly, Again, It's true that, Of course, I admit that.*
Phrases to introduce contrasting arguments: *However, Even so, Nevertheless, Still, Nonetheless.*

Exercise 2

- Brainstorm things that students would like to 'uninvent'.
- Students use the headings to make notes about two things they would like to 'uninvent'. Monitor and help.

Write

- Read the **Writing tip** and the **Check your work** box as a class. Make sure students understand what they are going to write.
- Students use the phrases and notes from exercises 1 and 2 to write their articles. 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.
- Students use the **Check your work** box to check their finished articles.
- Ask students to check each other's writing. Are there any errors? After peer correction, students write a second draft and hand it in.

SAMPLE ANSWER

Most inventions have made our lives easier and safer. But are all inventions a good thing? There are two things that I would 'uninvent' if I could.
The first thing I would like to 'uninvent' is cars. Admittedly, cars are very useful. However, they create a lot of pollution. What is more, millions of people are injured in car accidents every year. If we didn't have cars, everyone would travel by train or bicycle, which would be much safer.
I'd also 'uninvent' television. Of course, there are lots of interesting programmes on TV. But often, families don't talk to each other very much at home because they're watching TV. In addition, watching TV isn't a social activity. It's much better to go out with friends.
To sum up, both cars and televisions have changed our lives, but in my opinion, the world would be a much better place without them.

Marking scheme

- Use of four separate paragraphs. [1 mark]
- Main part of article divided into two paragraphs. [1 mark]
- First paragraph attracts the readers' attention with a question. [1 mark]
- Use of phrases from exercise 1. [1 mark]
- Use of conceding and contrasting arguments. [1 mark]
- Conclusion sums up student's views and feelings. [1 mark]
- Correct word length. [1 mark]
- Use of formal article style. [1 mark]
- Accurate spelling and punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice
Workbook page 55

© Copyright Oxford University Press

Review PAGE 59

Language Skills

Exercise 1 1.34

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

ANSWERS

1 inspired **2** named **3** route **4** set **5** shipwrecked
6 abandoned **7** destination **8** was **9** back **10** killed

Exercise 2

- Students read the dialogue again and answer the questions. Check the answers.

ANSWERS

1 A school project.
2 An explorer.
3 The route from the Atlantic Ocean to the Pacific Ocean (through the southern part of South America).
4 The expedition was successful because they reached their final destination but it was also unsuccessful because only one ship and 18 men successfully made the return journey back to Spain.
5 He was killed on an island in the Pacific.

Exercise 3

- Students complete the sentences. Check the answers.

ANSWERS

1 is grown **2** was … invented
3 wasn't washed / hasn't been washed
4 will be remembered **5** was discovered
6 are made **7** has been employed **8** was taught

Dictionary Corner

Teaching Tip: American and British English

There are slight differences in vocabulary and spelling between American and British English. British English dictionaries indicate American English variations by listing them after the abbreviation *AmE*.

Activity: Students use their dictionaries to find two other words in the exercise which are different in American English. [indicator. AmE = *turn signal*; windscreen. AmE = *windshield*.] Then they find one word in the exercise with a different spelling in American English. [tyre. AmE = *tire*.]

Parts of a car

bonnet /ˈbɒnɪt/ *noun* [C] **1** (*AmE* **hood**) the front part of a car that covers the engine **2** a type of hat which covers the sides of the face and is fastened with strings under the chin

- Students turn to the entry for *bonnet* in their dictionaries. Elicit or highlight the following information:
  - *bonnet* is a countable noun (noun [C]) with two meanings. The first meaning refers to cars.
  - The letters *AmE* show that in American English, we say *hood*, not *bonnet*.
-
- Students look up the rest of the words and match them to the parts of the car. Check the answers.

ANSWERS

1 bumper **2** front grille **3** bonnet **4** windscreen
5 windscreen wiper **6** rear window **7** wing mirror
8 door handle **9** indicator **10** wheel **11** tyre
12 headlight

Follow-up

Self Check, Workbook pages 56–57
Test Unit 7, Teacher's Book pages 82–83

© Copyright Oxford University Press

Workbook answer key

PAGE 2 Unit 1

READING A Great Rower

1 2 annual 3 teams 4 rowers, cox 5 spectators 6 dead heat 7 take part 8 record
2 b
3 1 b 2 a 3 a 4 b 5 a 6 a

Challenge!

Students' own answers.

PAGE 3 VOCABULARY The Boat Race

1 1 abandon 2 compete 3 set a record 4 sinks 5 spectators 6 steer 7 doze 8 bank 9 broadcast 10 umpire 11 annual 12 course 13 crash into 14 extremely 15 challenge
2 1 badminton 2 rugby 3 weightlifting 4 ice hockey 5 basketball 6 golf
3 1 basketball / football 2 basketball / football 3 horse-riding / swimming 4 horse-riding / swimming 5 judo / tennis 6 judo / tennis
4 1 scored 2 won 3 lost 4 missed 5 kicked 6 passed
5 1 won 2 missed 3 scored 4 passed 5 kicked 6 lost

Challenge!

Students' own answers.

PAGE 4 GRAMMAR Present Tenses

1 2 correct 3 I don't want any pizza. 4 What are you doing this Friday? 5 correct 6 correct 7 I'm visiting my best friend this Thursday. 8 correct
2 2 'm practising 3 want 4 are … doing 5 'm not doing 6 don't like 7 prefer 8 I'm putting 9 think
3 1a Are you coming b do you come
2a wears b 'm wearing
3a Does she see b Are you seeing
4a plays b is playing
5a hate b 'm enjoying
4 1 are you doing 2 'm texting 3 are going 4 are you laughing 5 is going 6 are you doing 7 'm going 8 isn't going
5 1 a 2 a 3 b 4 a 5 b 6 b 7 b 8 b

Challenge!

Students' own answers.

PAGE 5 SKILLS Taking a Year out

1 1 kayaking 2 hiking 3 trail running 4 sailing 5 surfing 6 sand surfing 7 abseiling 8 rock-climbing 9 orienteering 10 camping 11 cycling 12 windsurfing
2 1 complete 2 time 3 voluntary work 4 a new skill 5 expeditions 6 activity
3 1 Tim is working in Ghana.
2 He is staying there for 6 months.
4 1 T 2 F (Colleges find it is helpful for students)
3 F (I decided not to start my maths course immediately) 4 T 5 T

Challenge!

Students' own answers.

PAGE 6 GRAMMAR Past Simple and Continuous

1 1 came 2 started 3 was 4 cleaned 5 asked 6 wanted 7 gave 8 was
2 1 was training 2 wrote 3 had 4 was skiing 5 didn't win 6 finished 7 won 8 didn't leave 9 wanted 10 was waiting 11 had 12 named
3 1 When did Olivier Kapo come to the UK?
2 What did Olivier Kapo give James McPike?
3 Which event did Philip Boit compete in?
4 What was Boit doing when the newspapers wrote about him?
5 Where did Boit train / prepare for the Olympics?
6 Why was Daehlie waiting at the finish line?
7 Did Boit and Daehlie become good friends?
4 1 broke, was playing
2 didn't hear, weren't listening
3 dropped, was running
4 weren't wearing, met
5 was raining, left
6 ate, wasn't looking
5 1 went 2 were staying 3 happened 4 was shining 5 decided 6 were playing 7 came 8 suggested 9 was wearing 10 agreed 11 lost 12 enjoyed

PAGE 7 WRITING A Profile

1 1 B 2 C 3 D 4 A
2 1 T
2 F (the family didn't have much money, so my grandfather left school at 14)
3 F (He discovered that he loved working with customers) 4 T
5 F (My grandfather is retired now)
3 1 b 2 f 3 d 4 e 5 a 6 c
4 First, he left school as early as he could.
Next, he got a job.
Then he worked hard as an assistant.
After that, he got more responsibility in his job.
Later, he became director of the supermarket.
Finally, he retired but still visits the place he worked at for such a long time.
5 Students' own answers.

PAGE 8 Self check 1: Grammar

1 1 Does it rain 2 are you laughing 3 don't understand 4 are cooking 5 are you wearing 6 drives 7 do 8 aren't coming
2 1 ate out 2 was cooking 3 didn't write 4 was walking 5 Did he pass 6 were playing 7 Did you see 8 was Mark doing
3 1 do 2 are going 3 saw 4 was working 5 needs 6 was raining
4 1 England took part in the World Cup final.
2 We didn't spend a lot of money on the new car.
3 I didn't buy this mobile phone online.
4 My grandfather taught science.
5 I didn't know all the answers in the quiz.
6 Our train left on time.
5 1 were you doing 2 was looking 3 found 4 gave 5 thought 6 went 7 were skating 8 fell 9 were laughing 10 threw 11 didn't wear 12 remembered

PAGE 9 Self check 1: Vocabulary

1 1 camping 2 Golf 3 spectators 4 crashed into 5 scored 6 sailing 7 Rugby 8 lost 9 broadcast 10 Tennis 11 weightlifting 12 record 13 dozed 14 abandoned 15 challenge 16 passed / kicked 17 Orienteering 18 Surfing 19 sank 20 Judo
2 1 extremely 2 annual 3 course 4 banks 5 challenge 6 steer round 7 win 8 compete 9 windsurfing 10 hiking

© Copyright Oxford University Press

PAGE 10 **Unit 2**

READING The Edge of the World

1 1 f 2 b 3 a 4 g 5 c 6 e 7 d
2 1 stressful 2 modern 3 safe 4 polluted 5 exciting 6 pretty 7 noisy
3 a Where is St Kilda? c Leaving St Kilda
b St Kilda around 1800 d St Kilda today
5 1 F (St Kilda is 65 km west of the Outer Hebrides islands.)
2 T
3 T
4 T
5 F (In 1930 the final 36 inhabitants decided they wanted to leave St Kilda.)
6 F (The final 36 inhabitants were taken to Scotland by boat.)
7 F (There are also a few soldiers.)
8 F (There is a sauna and a café.)

PAGE 11 **VOCABULARY Monowi, Population: 1**

1 1 founded 2 immigrants 3 inhabitants 4 storey 5 clerk 6 treasurer 7 migrated 8 thriving 9 industrialized 10 abandoned 11 ruins 12 dust 13 junk 14 rusting 15 rural
2 1 pilgrim 2 globetrotter 3 emigrant 4 commuter 5 refugee 6 immigrant 7 nomad
3 1 do 2 make 3 did 4 making 5 made 6 makes 7 do 8 makes 9 did 10 done
4 1 block 2 cosmopolitan 3 harbour 4 local 5 neighbourhood 6 resort 7 suburb 8 urban
5 1 ten-storey 2 knew 3 brakes 4 dye 5 sighed 6 groan 7 deer 8 blew

PAGE 12 **GRAMMAR Quantifiers: *some, any, much, many, a lot of, a little, a few***

1 1 any 2 any 3 any 4 some 5 some 6 any 7 some 8 any
2 1 a lot of 2 any 3 a lot of 4 many 5 a lot of 6 any
3 1 A 2 B 3 A / B 4 A 5 B 6 A / B
4 1 lots of 2 a lot of 3 much 4 a lot of 5 a few 6 some 7 a few 8 many 9 a little

Challenge!
Students' own answers.

PAGE 13 **SKILLS Landscapes**

1 1 post box 2 valley 3 wood 4 cottage 5 stream 6 footpath 7 street lamp 8 hill 9 gate 10 pavement 11 traffic lights 12 road sign 13 roadworks 14 advertisement 15 rubbish bin 16 field 17 lane 18 hedge
Mystery word: pedestrian crossing
2 1 past (b) 2 along (c) 3 across (e) 4 over (d) 5 through (a)
3 1 shopping centre 2 sweatshirt 3 newspapers 4 weekends 5 swimming pool 6 table tennis 7 basketball 8 homework 9 computer games

PAGE 14 **GRAMMAR Definite, indefinite and zero articles**

1 1 an author 2 a footballer 3 a politician
4–10 Students' own answers.
2 1 a, the 2 a, the 3 the, a 4 a, the 5 a, the 6 The, a 7 the, a 8 A, the
3 1 ✗ 2 the 3 ✗ 4 the 5 ✗ 6 ✗ 7 ✗ 8 the 9 the 10 ✗
4 1 The 2 ✗ 3 The 4 ✗ 5 The 6 The
5 1 a 2 a 3 a 4 the 5 the 6 the 7 a 8 the 9 a 10 the 11 the

Challenge!
1 ✗ 2 the 3 ✗ 4 a 5 a 6 the 7 ✗ 8 a 9 the 10 the

PAGE 15 **WRITING A leaflet**

1 1 e 2 d 3 b 4 f 5 a 6 c
2 1 *historic* 2 *wonderful* 3 *beautiful* 4 *stunning* 5 *ancient* 6 *fantastic*
3 1 enjoy 2 spend 3 buy 4 go 5 visit 6 relax 7 go 8 take 9 climb 10 wander
4 Students' own answers.

PAGE 16 **Self check 2: Grammar**

1 1 some/a lot of 2 any 3 much 4 many 5 a lot of/some 6 a little 7 a few
2 1 little 2 much 3 many 4 few 5 lot 6 some 7 any 8 much 9 little 10 much 11 lot
3 1 e 2 c 3 d 4 f 5 a 6 b
4 1 an 2 the 3 the 4 a 5 ✗ 6 The 7 a 8 ✗
5 1 a 2 the 3 the 4 a 5 the 6 ✗ 7 the 8 a

PAGE 17 **Self check 2: Vocabulary**

1 1 industrialized 2 immigrant 3 inhabitants 4 road sign 5 refugee 6 appointment 7 lights 8 storey 9 bus stop 10 street 11 gate 12 well 13 commuter 14 abandoned 15 urban 16 stream 17 lane 18 through 19 suburbs 20 bin
2 1 ~~Deer~~ Dear
2 ~~knew~~ new
3 ~~impresion~~ impression
4 ~~neighbourhod~~ neighbourhood
5 ~~abandonned~~ abandoned
6 ~~stories~~ storeys
7 ~~brakes~~ breaks
8 ~~inabitants~~ inhabitants
9 ~~imigrants~~ immigrants
10 ~~comuters~~ commuters

© Copyright Oxford University Press

PAGE 18 **Unit 3**

READING The Library of Alexandria

1 1 skyscraper 2 stadium 3 castle, palace 4 tower 5 City Hall 6 museum
2 Students' own answers.
3 1 largest 2 workers 3 landmark 4 floors 5 space 6 tourist attractions 7 place

Challenge!

Students' own answers.

PAGE 19 **VOCABULARY Monumental gifts**

1 1 lighthouse 2 parade 3 ship 4 landmark 5 structure 6 construction 7 skyline 8 grounds 9 generation 10 property 11 last 12 belongs 13 host 14 reside 15 easy
2 1 b 2 a 3 b 4 a 5 a 6 b 7 a 8 a
3 1 e 2 d 3 a 4 b 5 c
4 1 oilfield 2 housekeeper 3 earthquake 4 landlord 5 headquarters 6 skyline
5 1 on 2 on 3 on 4 in 5 in 6 on

PAGE 20 **GRAMMAR Present perfect**

1 1 've been 2 've walked 3 haven't stayed 4 've slept 5 've saved 6 've bought 7 have been 8 hasn't enjoyed
2 1 Has she swum in the sea? Yes, she has.
2 Has she spent a lot of money on souvenirs? No, she hasn't.
3 Has she tried windsurfing? Yes, she has.
4 Has she read a lot of books? No, she hasn't.
5 Has she made a lot of new friends? No, she hasn't.
6 Has she been / gone to an internet café? Yes, she has.
3 Possible postcard text:
I've swum in the sea and I've tried windsurfing but I haven't spent a lot of money on souvenirs. I haven't read a lot of books and I haven't made a lot of new friends but I've been to an internet café.
4 1 have decided 2 haven't sent 3 have spoken 4 has found 5 has made 6 hasn't chosen 7 haven't bought
5 (Answers may vary.)
1 How long have you been in this class?
2 How long has your teacher known you?
3 How long have you lived in your house or flat?
4 How long have you studied English?
5 How long have you had your shoes?

PAGE 21 **SKILLS Retail**

1 1 department store 2 department store 3 delicatessen 4 newsagent's 5 charity shop 6 corner shop 7 hardware store
2 Students' own answers.
3 1 sell 2 afford 3 spend 4 cost 5 save 6 borrow 7 lend 8 charge 9 owe 10 buy
4 1 buy 2 afford 3 lend 4 borrow 5 spend 6 cost 7 sell

Challenge!

Students' own answers.

PAGE 22 **GRAMMAR Present perfect and past simple**

1 1 Have … been 2 haven't 3 went 4 Did … have 5 was 6 Have … read 7 have 8 did … read 9 Did … enjoy 10 didn't think
2 1a won
1b have won
2a tidied
2b 've tidied
3a did … arrive
3b Has … arrived
4a 's cooked
4b cooked
5a 've met
5b Did … meet
3 1 haven't e-mailed 2 've been 3 arrived 4 took 5 haven't travelled 6 visited 7 didn't want 8 Have you ever been 9 had 10 stood
4 1 earned 2 started 3 have given 4 has spent 5 gave 6 provided 7 have received

PAGE 23 **WRITING An informal letter**

1 1 c 2 e 3 b 4 a 5 d
2 a Thank you very much for
b It's just what I wanted
c I had a really good time last week
d I got lots of great presents
e I hope you and Aunt Joan are well
3 a 1 b 2 c 1 d 3 e 2
4 1 brilliant 2 the States 3 go with 4 mates 5 gorgeous 6 reckon 7 plane 8 given … back
5 Students' own answers.

PAGE 24 **Self check 3: Grammar**

1 1 c 2 a 3 b
2 1 How long have you lived in London?
2 for
3 How long have you spoken English?
4 since
5 How long have you been a doctor?
6 since
7 How long have you worked at the hospital?
8 for
9 How long have you been married?
10 for
3 1 Andy has worked here for six years.
2 I've had this MP4 player since last summer.
3 Danny has known Frank since they were children.
4 My parents have been married for twenty-five years.
5 My brother has worked in Dubai since last year.
6 Mary has been ill for three days.
7 I've been at this school for three years.
8 They've lived in Sydney for ten years.
4 1 bought 2 has ... been 3 visited 4 did ... arrive 5 went 6 have ... lived 7 Have ... worked 8 did ... start 9 travelled 10 borrowed
5 1 Have ... been 2 did ... go 3 went 4 Have ... visited 5 've been 6 did ... leave 7 left 8 's worked 9 've ... lived

PAGE 25 **Self check 3: Vocabulary**

1 1 bulb 2 audience 3 second-hand 4 till 5 window 6 charity 7 property 8 delicatessen 9 diners 10 earthquake 11 landlord 12 landmarks 13 belong 14 tag 15 newsagent's 16 spectators 17 department 18 steps 19 ship 20 dome
2 1 landmarks 2 skyline 3 arch 4 grounds 5 resides 6 structure 7 views 8 visitors 9 browsing 10 price tags

© Copyright Oxford University Press

PAGE 26 **Unit 4**

READING Robot Revolution

1 1 make predictions 2 build a robot 3 cure diseases 4 repair damage 5 make copies 6 predict the future 7 damage the environment

2 1 make predictions 2 repair damage 3 build a robot 4 damage the environment 5 predict the future 6 cure diseases 7 make copies

3 1 change 2 nightmare 3 the world 4 inventors 5 worries 6 control 7 predictions

4 1 Soon domestic robots will do all the boring jobs while you relax.
2 We will build robots that can do all the dangerous and difficult jobs.
3 They will do the jobs of doctors, pilots and scientists.
4 They are worried that intelligent robots might be difficult to control.
5 That robots will destroy the human race and possibly the entire planet.

5 **Positive:**
Soon, domestic robots will do all the boring jobs while you relax.
We will build robots that can do all the dangerous and difficult jobs.
Negative:
Intelligent robots might be difficult to control.
Robots will destroy the human race and possibly the entire planet.

6 Students' own answers.

PAGE 27 **VOCABULARY What's the big idea?**

1 1 c 2 a 3 b 4 a 5 b 6 a 7 c 8 b 9 c 10 c 11 a 12 a 13 c 14 b 15 a

2 1 skeleton – A skeleton is part of the body. It isn't a person you find in a hospital.
2 virus – A virus is a medical problem. It isn't a room in a hospital.
3 casualty – Casualty is a room in a hospital. It isn't a part of the body.
4 surgeon – A surgeon is a person you find in a hospital. It isn't a medical problem.
5 ward – Ward is a room in a hospital. It isn't a medical action.

3 1 prediction 2 technology 3 disease 4 size 5 environment 6 tablets 7 future 8 nightmare

4 1 successful 2 muscular 3 environment 4 medicine 5 futuristic 6 infection 7 Technology 8 scientific

PAGE 28 **GRAMMAR *will* and *going to***

1 1 will 2 is going to 3 's going to 4 'll 5 'll 6 'll 7 's going to

2 1 'are … going to get 2 'm going to watch 3 'll lend 4 's going to look for

3 1 Are you going to come 2 'm going to spend 3 'll get 4 're going to have 5 are … going to go 6 'll phone

Challenge!
Students' own answers.

PAGE 29 **SKILLS Early devices**

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

1 1 telephone 2 cine camera 3 gramophone 4 typewriter 5 games console 6 calculator 7 camcorder 8 CD player 9 word processor 10 telegraph

2 1 telephone 2 telegraph 3 word processor, typewriter 4 calculator 5 cine camera 6 games console 7 camcorder 8 telegraph

3 1 digital 2 Instamatic 3 switch 4 charged 5 battery 6 plug 7 take 8 delete

4 1 turn 2 put 3 switch 4 take 5 pick

5 1 put 2 turn 3 Pick 4 Take

6 1 out 2 down 3 on 4 away

PAGE 30 **GRAMMAR Zero conditional**

1 1 People usually smile at you if you smile at them.
2 If I eat a lot of chocolate, I feel ill.
3 Plants die if they don't get enough water.
4 If you freeze water, it turns to ice.
5 I can't sleep if I drink too much coffee.
6 If I don't do my homework, my teacher gets annoyed.
7 If you turn off the lights, you use less electricity.
8 If you miss the bus, you're late for work.

Challenge!
Students' own answers.

2 1 She might be hungry. / She may be hungry.
2 I might buy a digital radio. / I may buy a digital radio.
3 My mobile phone might be broken. / My mobile phone may be broken.
4 He might want to borrow my camcorder. / He may want to borrow my camcorder.
5 My parents might buy me a new games console. / My parents may buy me a new games console.

3 1 She might not be hungry. / She may not be hungry.
2 I might not buy a digital radio. / I may not buy a digital radio.
3 My mobile phone might not be vbroken. / My mobile phone may not be broken.
4 He might not want to borrow my camcorder. / He may not want to borrow my camcorder.
5 My parents might not buy me a new games console. / My parents may not buy me a new games console.

4 Students' own answers.

PAGE 31 **WRITING A formal letter**

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

2 1 to, about 2 with, from 3 to, with 4 to

3 1 I am writing to report a fault.
2 I am returning the camera to you.
3 I would be grateful if you could repair the modem.
4 Please could you send me a new DVD player? / Could you please send me a new DVD player?
5 I am enclosing the digital radio together with the receipt.
6 I look forward to hearing from you.

4 Students' own answers.

PAGE 32 **Self check 4: Grammar**

1 1 predictions 2 promises 3 decisions 4 evidence 5 intentions

2 1 'll 2 'll 3 're going to 4 will 5 're going to 6 'm going to 7 're going to 8 'll 9 'll 10 're going to 11 's going to 12 won't

3 1 h 2 g 3 k 4 l 5 j 6 d 7 a 8 f 9 i 10 b 11 c 12 e

4 1 Humans might ~~to~~ live on other planets one day.
2 We ~~could~~ *might* / *may* not see you tomorrow.
3 I might ~~buying~~ *buy* a newspaper when I'm out.
4 It ~~can~~ *could* be a good idea, but I'm not sure.
5 Are we ~~having~~ *going to have* good weather at the weekend?
6 The history class ~~will~~ *will be* very interesting tomorrow.
7 He may ~~be~~ tell you the answers, but I'm not sure.
8 If you ~~mixes~~ *mix* red and yellow, you get orange.
9 I'm ~~go~~ *going* to be a doctor when I'm older.
10 She ~~mays~~ *may* be on holiday now.
11 I think he'll ~~buys~~ *buy* a DAB radio.

PAGE 33 **Self check 4: Vocabulary**

1 1 medical 2 nightmare 3 prescribe 4 submarine 5 telephone 6 adding 7 invisible 8 muscular 9 shrink 10 epidemic 11 camera 12 skeleton 13 prediction 14 infectious 15 on 16 cure 17 casualty 18 inject 19 diagnose 20 scientific

2 1 prediction 2 environmental 3 scientific 4 Medical 5 successful 6 Infectious 7 muscular 8 Future 9 invisible 10 Technological

© Copyright Oxford University Press

PAGE 34 **Unit 5**

READING A big hit?

1 1 volcano 2 future 3 tonnes 4 tsunami 5 directions 6 energy 7 damage 8 catastrophe 9 equipment 10 eruption
2 1 a meteorite 2 a crater
3 1 fall 2 reach 3 hit 4 travel 5 happen 6 devastate 7 cause 8 predict 9 protect
4 1 a 2 b 3 b 4 b 5 b

PAGE 35 **VOCABULARY Wave power**

1 1 catastrophes 2 erupted 3 chunks 4 plunge 5 landslides 6 collapsed 7 unleashed 8 tidal wave 9 warnings 10 evacuate 11 smashed 12 flattened 13 devastated 14 floods 15 havoc
2 1 verb 2 adjective 3 noun 4 noun 5 verb 6 adjective 7 verb
3 1 c 2 f 3 d 4 b 5 a 6 e
4 1 leap years 2 quarter 3 fortnight 4 century 5 decade 6 millennium
5 1 dribble 2 soak 3 spill 4 splash 5 water 6 squirt 7 irrigate 8 drip

PAGE 36 **GRAMMAR Second conditional**

1 (Structure and order may vary)
1 If people didn't drop litter, the pavements would be cleaner.
2 He'd be healthier if he had enough to eat.
3 If they stopped using their car, they'd cause less pollution.
4 There would be much less disease if everybody had clean water to drink.
5 If people didn't kill tigers, they wouldn't be an endangered species.
6 She wouldn't sleep on the street if she weren't homeless.
2 1 won 2 'd help 3 'd phone 4 rang 5 'd shake 6 knew 7 'd discuss 8 had
3 1 If you gave me £100, I'd buy some professional football boots.
2 If I bought some professional football boots, I'd practise every day.
3 If I practised every day, I'd play really well.
4 If I played really well, I'd join a football team.
5 If I joined a football team, I'd travel around the world playing football.
6 If I travelled around the world playing football, I'd earn a lot of money.
7 If I earned a lot of money, I'd give you £1000.
4 Students' own answers.

Challenge!
Students' own answers.

PAGE 37 **SKILLS Global issues**

1 1 piracy 2 child labour 3 endangered species 4 global warming 5 poverty 6 disease 7 homelessness 8 racism 9 pollution 10 famine
2 1 child labour 2 piracy 3 poverty 4 famine 5 global warming 6 racism
3 1 disease 2 homelessness 3 endangered species 4 pollution
4

Verb / Adjective	Noun
inform	information
suggest	suggestion
sad	sadness
discuss	discussion
dark	darkness
good	goodness
organize	organization
act	action
educate	education
happy	happiness

PAGE 38 **GRAMMAR *I wish …***

1 1 I wish I could speak French.
2 I wish I didn't have a headache.
3 I wish I had some money.
4 I wish my brother wasn't at home.
5 I wish the weather was nicer.
6 I wish it was the weekend.
2 1 I wish I lived there. (d)
2 I wish I was / were taller. (a)
3 I wish I knew the answers. (f)
4 I wish I had an umbrella. (c)
5 I wish I liked pizza. (e)
6 I wish I spoke Japanese. (b)
3 1 I wish I wasn't / weren't feeling ill.
2 I wish you were listening to me.
3 I wish we weren't losing.
4 I wish it wasn't raining.
5 I wish I was / were wearing my glasses.
6 I wish you weren't eating all the chocolate.
7 I wish I wasn't / weren't still doing my homework.
8 I wish I was / were feeling optimistic.
9 I wish she wasn't talking to my friend.

Challenge!
Students' own answers.

PAGE 39 **WRITING An essay**

1 1 first 2 think 3 believe 4 make 5 mind 6 were 7 view 8 convinced
2 4
3 1 'I believe a uniform would make the students have a more serious attitude to their work.'
2 'I find it very difficult to get up in the morning.'
3 'I would learn some interesting English vocabulary.'
4 1 convinced 2 don't think 3 view 4 believe 5 As 6 In
5 1 I'd make lessons shorter.
2 I'd make the government build more sports centres.
3 I'd make sure there were facilities for disabled students.
4 I'd make school holidays longer.
5 I'd make sure students only used English in class.
6 Students' own answers.

PAGE 40 **Self check 5: Grammar**

1 1 imaginary 2 past tense 3 would / wouldn't 4 main 5 were 6 comma
2 1 If I had a car, I'd drive to my village at weekends.
2 If we lived in Germany, we would speak German.
3 If Tom didn't have a boat, he wouldn't go sailing.
4 If I knew the answer, I would tell you.
5 If we had enough money, we would go on holiday.
6 If Brendan didn't go to school, he would work.
7 If Paula didn't have a computer, she wouldn't send emails to her sister.
8 If I was / were tired, I would want to go to bed.
3 1 understood 2 lived 3 didn't have 4 earned 5 spoke 6 was
4 1 I wish I had a TV in my bedroom.
2 I wish I didn't work in a shop on Saturday mornings.
3 I wish I lived in the country.
4 I wish I could write well in English.
5 I wish I ran for the school athletics team.
6 I wish I could make a pizza.
7 I wish I was / were sociable.
8 I wish I didn't eat a lot of fast food.
9 I wish I read more books.
10 I wish I could swim.
5 1 If I <u>ruled</u> the world, I'd stop poverty.
2 I wish I <u>could</u> play tennis
3 If he found some money, would he <u>keep</u> it?
4 I wish my friends <u>were</u> here.
5 I <u>wouldn't</u> eat that if I were you.
6 I wish there <u>wasn't</u> any pollution.
7 You'd feel good if you <u>gave</u> some money to charity.
8 Do you ever wish you <u>had</u> a big house?
9 If I could run fast, <u>I'd</u> enter a marathon.
10 I wish I <u>spoke</u> Chinese.

PAGE 41 **Self check 5: Vocabulary**

1 1 warming 2 millennium 3 information 4 act 5 species 6 wave 7 flood 8 drip 9 creative 10 drought 11 fortnight 12 warning 13 avalanche 14 devastation 15 spill 16 century 17 labour 18 earthquake 19 Racism 20 protect
2 1 devastating 2 destruction 3 created 4 flattened 5 Information 6 warning 7 creation 8 prediction 9 action 10 homelessness

© Copyright Oxford University Press

PAGE 42 **Unit 6**

READING 'I love you'

1 **1** vital **2** arrested **3** investigation, trial **4** clues **5** chaos, crashed
2 **1** c **2** a **3** d **4** b **5** e
3 **1** virus **2** computer systems **3** crash **4** damage **5** guilt **6** crime **7** software
4 **1** c **2** a **3** b **4** a **5** b

PAGE 43 **VOCABULARY An online threat**

1 **1** b **2** c **3** a **4** b **5** c **6** b **7** a **8** a **9** a **10** b **11** a **12** b **13** c
2 **1** delete **2** install **3** update **4** attach **5** software **6** files **7** protect
3 **1** My brother's got a two-door sports car.
2 It's only a thirty-minute drive to the beach.
3 We live in a five-storey block of flats.
4 The police say there will be a one-year investigation!
5 At the sports centre there is an eight-lane athletics track.
6 We're going to stay in a cheap one-star hotel.
4 **1** delighted **2** terrified **3** tiny **4** terrible **5** brilliant **6** astonished
5 **1** commit **2** leave **3** charge **4** released **5** received **6** spend **7** charged

PAGE 44 **GRAMMAR Past perfect**

1 **1** hadn't phoned **2** had had **3** had arrived **4** hadn't arrived **5** had begun **6** hadn't finished
2 Students' own answers.
3 **1** got, had stolen **2** looked, had sprayed **3** had left, arrived **4** didn't have, had eaten **5** looked, had grown **6** had taken, borrowed
4 **1** had remembered **2** had **3** could **4** had not left **5** put **6** opened **7** heard **8** Had … forgotten **9** shouted **10** had arrived **11** hadn't forgotten

Challenge!

Students' own answers.

PAGE 45 **SKILLS Crimes and criminals**

1 **1** viruses **2** shoplifting **3** burglar **4** robbery **5** thief **6** joyriders **7** stole **8** murderer
2 **1** committed **2** stole **3** went **4** sprayed **5** vandalized **6** rob
3 **1** a politician **2** a reporter **3** a dentist **4** a novelist
4 **1** dentist **2** reporter **3** novelist **4** politician

PAGE 46 **GRAMMAR Reported speech**

1 **1** he was feeling ill. **2** it was raining. **3** he didn't speak Japanese. **4** they didn't eat meat. **5** it was very cold outside. **6** vandals were criminals. **7** she lived near the sea. **8** they were playing really well. **9** he wasn't wearing a coat.
2 **1** He said that thieves had stolen his shoes.
2 They said that they had bought lots of new clothes.
3 He said that he hadn't committed the robbery.
3 Alan said that he was looking for a detective story.
Mark said that he loved detective stories.
He said that Inspector Morse was his favourite.
Alan said that he preferred Sherlock Holmes.
He said that he was a more interesting character.
Mark said that he had read a Sherlock Holmes story recently.
He said that he didn't enjoy it.
Alan said that he wasn't talking about the books. He said that he was talking about the films.
Mark agreed. He said that the films were fantastic.
4 **Juliet** I don't like Manchester. I'm lonely.
Mary I know a good café in Manchester. It has great food and fantastic music.
Juliet I can't go to the café because I don't have any friends. I hate going to cafés alone.
Mary I've got a friend in Manchester. She's really nice.
Juliet I want to meet her.
Mary I'm trying to find her phone number!

PAGE 47 **WRITING A story**

1 **1** past simple **2** past continuous **3** past perfect
2 **1** was walking **2** saw **3** were looking **4** didn't break **5** had gone **6** had phoned **7** arrived **8** were running
3 **1** c **2** f **3** a **4** e **5** d **6** b
4 this evening, Suddenly, After a while, Then, As soon as, this time, immediately, while, as
5 **1** end **2** while **3** One **4** earlier **5** following **6** soon
6 Students' own answers.

PAGE 48 **Self check 6: Grammar**

1 **1** After we had played rugby, we had a shower.
2 I realized I had left my books in class when I sat down to do my homework.
3 I didn't have lunch because I hadn't bought any food.
4 The film hadn't finished when our dad sent us to bed!
5 The police arrested a man because he had burgled a house.
6 Mark didn't pass his exams because he hadn't studied enough.
7 We realized that we had seen the film before.
8 There was water everywhere because the river had flooded.
2 **1** he had sold his bicycle.
2 they had made a big lunch.
3 she hadn't studied.
4 he had broken his leg.
5 they hadn't gone shopping.
6 she hadn't switched on her alarm clock.
7 he had had a nightmare.
8 I hadn't charged it up.
3 **1** Alice was late because she hadn't heard her alarm clock.
2 Frank was angry because he'd lost his mobile phone.
3 Zoe was disappointed because her team had lost the final.
4 Mark was hungry because he hadn't eaten breakfast.
5 John was upset because he hadn't passed his driving test.
6 Laura was embarrassed because she had fallen off her chair.
7 Jack was thrilled because he had found some money.
4 **1** simple, past **2** present, continuous **3** past, perfect **4** pronouns, context
5 **1** John said his dad had arrested a thief.
2 Helen said, 'I'm talking about my new book.'
3 Sandra said, 'I'm late because I missed the bus.'
4 Nell said she wanted to go to the museum.
5 Tim said, 'I worked very hard.'

PAGE 49 **Self check 6: Vocabulary**

1 **1** guilty **2** sentence **3** burgle **4** tiny **5** shoplifter **6** halt **7** tip-off **8** murderer **9** investigation **10** delighted **11** joyrider **12** thief **13** receive **14** enormous **15** software **16** money **17** vandal **18** charge **19** reward **20** terrified
2 **1** c **2** a **3** d **4** a **5** b **6** c **7** d **8** a **9** b **10** d

© Copyright Oxford University Press

PAGE 50 **Unit 7**

READING A Famous Explorer

1 1 merchant 2 overland 3 account 4 pilgrims 5 ambassador 6 contemporaries 7 storm, tip 8 spices
Not needed: emperor, ocean
2 1 b 2 g 3 c 4 e 5 a 6 f 7 h 8 d
3 1 F 2 T 3 T 4 F 5 T 6 T

PAGE 51 **VOCABULARY Great journeys**

1 1 pilgrimage 2 cargo 3 coast 4 inspired 5 set off 6 pilot 7 caravan 8 ambassador 9 destination 10 abandoned 11 contemporaries
2 1 d 2 b 3 a 4 e 5 c
3 1 passenger 2 carriage 3 cafeteria 4 platform 5 locomotive 6 guard 7 ticket
4 1 back 2 up 3 off 4 off 5 down 6 off 7 in 8 on 9 out 10 off

Challenge!
Students' own answers.

PAGE 52 **GRAMMAR The passive (present simple)**

1 1 This book is printed in China.
2 Laws are made by Parliament.
3 A lot of crimes are committed every year.
4 Cheese is made from milk.
5 Rugby is played in Australia.
6 Oil products are used to power vehicles.
2 1 are exported 2 is made 3 aren't sold 4 aren't allowed 5 are spoken 6 is watched 7 is ... used 8 Is ... included

Challenge!
Possible answers:
Oil is produced in Saudi Arabia. / Oil is found deep under the ground.
Volkswagen cars are made in Germany.
Paper is made from wood.
Mobile phones are sold in that shop.
Paper is an amazing invention. Millions of tonnes of paper are used in schools and offices every day. But how is it made?
3 1 Trees are grown on a 'tree farm'. The trees are cut down, then new trees are planted.
2 The wood is taken by lorry to the paper mill. The wood is cut into very small pieces (called 'chips').
3 The chips are cooked with a lot of water.
4 The mixture is pressed onto large flat metal sheets.
5 The sheets of paper are dried. Then they are put into big rolls.
6 The rolls of paper are sent to factories. The paper is made into books, magazines and hundreds of other things.

PAGE 53 **SKILLS Inventions and discoveries**

1 1 Power station: energy
2 Printing press: communication / media and entertainment
3 The internet: media and entertainment / communication
4 Washing machine: domestic appliances
2 **a** 4 **b** 3 **c** 2 **d** 1
3 1 X-rays 2 frozen food 3 telescope 4 penicillin 5 washing machine 6 glasses 7 telephone 8 printing press 9 fridge 10 the internet 11 nuclear power
4 1 two and three quarters 2 two thirds 3 one and one fifth 4 three and a half 5 nought point five 6 one point six six 7 nought point seven five 8 two point one eight

PAGE 54 **GRAMMAR The passive (other tenses)**

1 1 This book was written in 1956.
2 This car was made in Japan.
3 The photos were taken by my sister.
4 The crime was committed at 5 o'clock this morning.
5 I was helped by my brother.
6 The pyramids were built more than 4,500 years ago.
7 The money was found in an old box.
2 1 The rubbish has been picked up.
2 The bus stop has been repaired.
3 The flowers have been planted.
4 The pavement has been cleaned.
5 The hedge has been cut.
6 The house has been sold.
3 1 was 2 have been 3 were 4 hasn't been 5 has just been
4 1 was taken 2 has been involved 3 were formed 4 was released 5 were created 6 were discovered 7 have ... been photographed
5 1 Bread is sold in that shop.
2 The letter will be delivered tomorrow.
3 I haven't been chosen for the football team.
4 My car was repaired last week.
5 The room wasn't cleaned.
6 More planets will probably be discovered in the future.

PAGE 55 **WRITING An article**

1 1 the fridge
2 the ballpoint pen
2 1 for example
2 The first invention
3 Furthermore / What is more
4 The second invention
5 The reason
6 What is more / Furthermore
7 To sum up
8 in my view
3 Students' own answers.
4 Students' own answers.

PAGE 56 **Self check 7: Grammar**

1 1 made 2 taught 3 taken 4 written 5 done 6 found 7 grown 8 bought 9 spun 10 built 11 proven 12 hidden 13 spread 14 shut 15 inputted 16 spilled / spilt
2 1 are 2 wasn't 3 will ... be 4 hasn't been 5 are 6 's been 7 wasn't
3 1 The living room is tidied and cleaned every day.
2 A new bridge will be built over the river.
3 My car wasn't repaired very well.
4 Tea is grown in India.
5 The goods were transported by ship.
6 Global warming is caused by the burning of fossil fuels.
7 A man has been arrested.
4 1 was invented 2 is supported 3 have been developed 4 are used
5 1 Al-Khwarizmi will ~~remember~~ *be remembered* as the 'father of algebra'.
2 Football is ~~playing~~ *played* all over the world.
3 The tree ~~blown~~ *was blown* down in the storm.
4 When ~~did~~ *was* the man arrested?
5 My watch ~~has~~ *has been* stolen!
6 How was the car ~~damage~~ *damaged*?

PAGE 57 **Self check 7: Vocabulary**

1 1 Theology 2 departures 3 lenses 4 pilot 5 touch down 6 platform 7 retired 8 cafeteria 9 in 10 cargo 11 coast 12 gravity 13 shipwreck 14 guard 15 drop sb off 16 telescope 17 sleeping 18 get 19 destination 20 X-rays
2 1 off 2 in 3 on 4 off 5 out 6 back 7 down 8 down 9 off 10 out

© Copyright Oxford University Press

© Copyright Oxford University Press

1 Test

Vocabulary

1 Complete the sentences. Replace the underlined words with a word or expression from the box.

sank	penalty	dozed	orienteering	crashed into
extremely	broadcast	bank	steers	camping

1 That programme you like is going to be <u>shown on TV</u> tonight.
That programme you like is going to be _____ tonight.

2 Tom <u>slept lightly</u> in the back of the classroom.
Tom _____ in the back of the classroom.

3 The car turned the corner too fast and hit a wall.
The car turned the corner too fast and _____ a wall.

4 The sail boat hit a rock and went under the water.
The sail boat hit a rock and _____.

5 The boys <u>found their way</u> through the countryside <u>using maps</u>.
The boys went _____ through the countryside.

6 They are going <u>to stay in tents</u> in France this holiday.
They are going _____ in France this holiday.

7 We won the match because we were awarded a <u>free kick in front of the goal</u> and we scored!
We won the match because we were awarded a _____ and we scored!

8 Suzi and Tom took a picnic and sat at the <u>side</u> of the river to eat it.
Suzi and Tom took a picnic and sat on the _____ of the river to eat it.

9 I had to run <u>very, very</u> fast to catch the bus.
I had to run _____ fast to catch the bus.

10 The cox is the person who <u>guides</u> the rowing boat <u>in the right direction</u>.
The cox is the person who _____ the rowing boat.

Marks: __ /10

2 Complete the text.

John and Mike are taking [1]_____ in an exciting competition. Every year their school and all the other schools in the area [2]_____ in this challenge. The school teams have [3]_____ play three sports, and whoever [4]_____ the most points wins the trophy. At the moment they are [5]_____ a football match, and it's very exciting. Mike is passing the [6]_____ to John. Will John be able to score a [7]_____? Yes! The [8]_____ around the pitch are shouting and [9]_____! John and Mike's school wants set a new [10]_____ for the school with the most points.

Marks: __ /10

Reading

3 Read the text and complete the sentences.

Ayrton Senna was a brilliant racing driver who became world champion three times. He is also regarded as the greatest driver in the history of Formula One by other drivers themselves.

The son of a rich farmer, Senna was born in Brazil in 1960. From a very early age, he was extremely good at gymnastics, sports, and also was obsessed with cars and racing. His first car as a boy was a small kart which his sister didn't want. He entered his first karting race when he was 13, and at 17 he won the South American Kart Championship. Eight years later, he started racing in Formula One.

He soon became famous for driving incredibly fast when the course was wet, and for taking more risks than other drivers. In 1994 he was in the lead in the Italian Grand Prix. But his faulty car crashed and he died later in hospital at only 34 years of age. In Brazil no-one went to school or work for three days.

1 Ayrton Senna _____ three Formula One championships.

2 Formula One drivers _____ that Ayrton Senna is the best driver of all.

3 Senna's father had a lot of _____.

4 He joined a Formula One team when he was _____ years old.

5 He was well-known for his very _____ driving in the rain.

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

1 What was Senna's father's job?
_____

2 When did Senna become interested in racing?
_____

3 When did he win his first race?
_____

4 How did he drive?
_____

5 In which country did the car crash happen?
_____

Marks: __ /15

© Oxford University Press 2010 PHOTOCOPIABLE
© Copyright Oxford University Press

Grammar

5 Find and correct the mistake in each line.

1 Twenty-three-year old Tom Wells breaked both
2 legs while he sand-surfing on holiday yesterday.
3 He arrives in New Zealand from Britain ten days
4 ago. He is spend three weeks with relatives in
5 Auckland. It weren't his first time on a surfboard,
6 but he usually go surfing in the sea near his
7 home in South Devon. 'I am loving all kinds of
8 water sports at home,' Tom sayed. 'But when I
9 were going extremely fast down that sand hill, I
10 was realising that I didn't know how to stop!'

Marks: __ /10

6 Rewrite the continuous tenses using the simple tense. Rewrite the simple tenses using the continuous tense. Tenses are in past and present.

1 I go swimming after school every Friday.
_____ today.
2 They weren't paying attention in class today.
_____ yesterday.
3 I'm not visiting my grandparents this evening.
_____ every weekend.
4 Jenny made a cake for George last night.
_____ George this morning.
5 Do you do your homework every evening?
_____ this evening?
6 Is Simon reading a new book at the moment?
_____ every week?
7 Did they go to the park yesterday afternoon?
_____ when you saw them?
8 Was Sue watching TV when I phoned her?
_____after I phoned her?
9 I didn't run very well in the race, so I came last.
_____, then I fell over.
10 Are you waiting for the bus this morning?
_____ every morning?

Marks: __ /10

Language skills

7 Complete the dialogue.

Dan Hi, Joe. What are you [1]_____ this weekend?
Joe I'm [2]_____ swimming and cycling with my cousin, Alfie.
Dan Wow. [3]_____ Alfie do sport every weekend?
Joe Yes, he does. At the moment, he [4]_____ training for another triathlon.
He [5]_____ part in his first triathlon last year, and he loved it.
Dan Did he [6]_____ a prize?
Joe No, he [7]_____. While he [8]_____ cycling, he [9]_____ off his bike and hurt his leg! He still finished the race, though.
Dan Good for him! Well, I'm [10]_____ doing any sport this weekend – I'm relaxing!

Marks: __ /10

8 Complete the mini-dialogues.

Dialogue 1
A When is Peter playing football today?
B [1]_____
He hurt his leg yesterday.
A Are you playing tennis with me tomorrow?
[2]_____
And I want to win the match!

Dialogue 2
A [3]_____
B I visited my grandparents last weekend.
A [4]_____
B Because they were both ill.
A [5]_____
B They were relaxing and watching TV when I arrived.

Marks: __ /10

Writing

9 Write a profile of yourself. Write about 150 words. Organise your writing into four paragraphs.

- Write about your early life and family
- Write about your daily life, likes and dislikes
- Write about what you are studying now
- Write about your future career

Marks: __ /20

TOTAL: __ /100

© Oxford University Press 2010 PHOTOCOPIABLE

© Copyright Oxford University Press

2 Test

Vocabulary

1 Complete the sentences. Replace the underlined words with a word from the box.

thriving	refugees	storeys	valley	scenery
neighbourhood	globetrotter	junk	resort	lane

1 Our part of the city is extremely quiet.
Our _____ is extremely quiet.

2 The natural landscape near my village is really beautiful.
The _____ near my village is really beautiful.

3 My uncle is a person who travels a lot.
My uncle is a _____.

4 I live in a low area between two mountains, over there.
I live in a _____, over there.

5 We had to throw out our old, useless things before we moved house.
We had to throw out all our _____ before we moved house.

6 The block of flats where we live has 18 floors.
The block of flats where we live has 18 _____.

7 My cousins live near a place where tourists go.
My cousins live near a tourist _____.

8 Governments are sending aid to the people who have left their homes.
Governments are sending aid to the _____.

9 Go to the end of the road, then turn left into the small road.
Go to the end of the road, then turn left into the _____.

10 My father's business is growing successfully.
My father's business is _____.

Marks: __ /10

2 Complete the text.

What can you see in an urban [1]_____? My flat is on the first [2]_____ in a very busy city street. Right outside my window there is a pedestrian [3]_____ at the [4]_____ lights. I can also see [5]_____ lamps, rubbish [6]_____ and [7]_____ signs. It's not a very attractive view, but I love watching the tourists who [8]_____ the train here to see the famous [9]_____ attraction that is just down the street. It's called the British Museum. People from all over the world come to marvel [10]_____ its famous exhibits.

Marks: __ /10

Reading

3 Read the text and choose the correct answers.

Life in a big city

With approximately fourteen million inhabitants, Mumbai is the most populous city in the world, and India's largest city. Mumbai is the financial capital of India, although New Delhi is actually the capital city. Mumbai has a deep natural harbour, so it is an important seaport. Two of its most important industries are engineering and I.T. Mumbai is also the home of the movie industry, Bollywood. However, there are many problems in Mumbai. About 60% of the population live in slums such as Dharavi. The majority of commuters (88%) travel by train, but the cheapest and most convenient way of travelling around the city is by taxi or by rickshaw.

1 The city of Mumbai has . . . population in the world.
a the youngest b the biggest c the oldest

2 The capital city of India is . . .
a Mumbai. b New Delhi. c Bombay.

3 Bollywood is part of the . . . industry.
a engineering b I.T. c entertainment

4 Dharavi is a very . . . area.
a poor b industrial c rich

5 Most commuters in Mumbai travel by . . .
a taxi. b train. c rickshaw.

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

1 How many people live in Mumbai?
_____

2 Why is Mumbai an important seaport?
_____

3 What are the most important industries in Mumbai?
_____

4 Where do most of the inhabitants of Mumbai live?
_____

5 What is the best way of travelling around the city?
_____

Marks: __ /15

© Oxford University Press 2010 PHOTOCOPIABLE
© Copyright Oxford University Press

Grammar

5 Choose the correct answers.

Andrew doesn't like [1]_____ cities, so he lives in [2]_____ town. There are [3]_____ beautiful old buildings in [4]_____, so [5]_____ tourists go there in the summer. There aren't [6]_____ cars in the centre of the town, so there isn't [7]_____ noise. All the cafés have [8]_____ tables outside for people to enjoy [9]_____. There aren't [10]_____ houses for sale in Andrew's town because everybody wants to live there.

1	a the big	b big	c a big
2	a small	b the small	c a small
3	a some	b any	c much
4	a the town	b town	c a town
5	a a little	b a lot of	c any
6	a much	b some	c any
7	a much	b many	c some
8	a a little	b a few	c a lot
9	a the sun	b sun	c a sun
10	a some	b much	c many

Marks: __ /10

6 Complete the sentences. Use the word in brackets with an appropriate article or quantifier.

1 My grandfather has got a farm. (farmer)
My grandfather is _____.
2 The restaurant wasn't busy. (people)
There weren't _____ in the restaurant.
3 The lecture room has got a small capacity. (seats)
There aren't _____ in the lecture room.
4 There were no children in the park. (children)
There weren't _____ in the park.
5 Matt hates reading. (books)
Matt doesn't like _____.
6 The teacher didn't give us much homework. (exercises)
The teacher gave us _____.
7 The train leaves in an hour. (time)
We've got _____.
8 There are only a few cars on the motorway. (traffic)
There isn't _____ on the motorway.
9 My mum isn't making a lot of cakes. (cakes)
My mum's making _____.
10 Our hotel room faced the coast. (sea)
We had a view of _____.

Marks: __ /10

Language skills

7 Complete the dialogue.

Grace Kate, would you like to come to my barbecue tonight?
Kate Yes, I'd love to! I'll bring [1]_____ food, shall I?
Grace Well, we've got quite a [2]_____ of meat, but we haven't got [3]_____ vegetables – only a lettuce. Why don't you bring [4]_____ tomatoes and then we can make [5]_____ salad?
Kate OK. I'll bring a [6]_____ onions too.
Grace Great.
Kate How do I get to your house?
Grace Take the number 23 bus and get off at [7]_____ traffic lights on Bridge Street. Walk [8]_____ the bridge and go [9]_____ the post office. Turn right and go [10]_____ North Road until you get to number 30. That's my house.
Kate Thanks Grace. See you tonight!

Marks: __ /10

8 Complete the mini-dialogues.

Dialogue 1
A [1]_____
B Not a lot. The teacher only gave us a few exercises.

Dialogue 2
A How many students are there in your school?
B [2]_____
More than 2,000!

Dialogue 3
A [3]_____?
B I've got a brother and a sister.

Dialogue 4
A [4]_____?
B Yes, I do. I love tempura and sushi.

Dialogue 5
A How much TV do you watch at home?
B [5]_____
We don't have a TV!

Marks: __ /10

Writing

9 Write a tourism leaflet about a foreign country you would like to visit. Write about 75 words. Use bullet points and include information on some of these things:

- Historic towns.
- Beautiful landscapes.
- Interesting buildings.
- Holiday activities.
- Tourist attractions

Marks: __ /20

TOTAL: __ /100

© Oxford University Press 2010 PHOTOCOPIABLE

© Copyright Oxford University Press

3 Test

Vocabulary

1 Complete the sentences with a word from the box.

woodland	oilfield	landmark	headquarters	charity shop	boardroom	earthquake	housekeeper
lighthouses	skyline						

1 The Eiffel Tower dominates the Paris _____.
2 The Empire State Building is a familiar _____ in New York.
3 _____ warn ships about dangerous rocks near the coast.
4 A new _____ has been found near the coast of Brazil.
5 Vodaphone's UK _____ are in Newbury.
6 Some ancient _____ caught fire last weekend, destroying thousands of trees.
7 The _____ in Samoa registered seven on the Richter scale.
8 Most of the company's meetings happen in the _____.
9 We have a _____ who cleans and takes care of our home.
10 We emptied the wardrobe and took all the old clothes to the _____.

Marks: __ /10

2 Complete the text.

Felicity's boss paid her on Friday. First of all, she paid her rent to her [1]_____lord. Then she went [2]_____ shopping, planning what to buy. After that, she went into a department [3]_____ to buy a coat. The coats were on a [4]_____ rail in the women's department. She looked at the [5]_____ tags, but they were all too expensive. So she went to the [6]_____ counter to buy something to eat for dinner. It was closed. Next, she went to the [7]_____agent's to buy a magazine, but there were too many people queuing [8]_____ at the [9]_____ till. Finally, she went to the corner [10]_____to buy some bread. It was shut!

Marks: __ /10

Reading

3 Read the text and choose the correct answers.

Sydney's Great Landmark

Australia's most famous landmark was designed by Danish architect Jørn Utzon, after his design beat 232 other entries in a competition in 1955. Construction began in 1959, and Utzon moved to Sydney four years later. There were three construction stages: first the base, then the roof and then the interiors. The roof was the most complicated, because it is made of several different-sized shells. Utzon was one of the first people to use computers to design this stage. The venue opened on October 20, 1973, ten years after the government's completion date. The building contains the Studio which holds up to 400 people for conferences and other events. The building also houses cafes, restaurants and shops. Utzon died on November 29, 2008.

1 Utzon's design was the best of . . . entries in the competition.
a 232 b 233 c 234
2 Construction of the building began . . . years after the competition.
a two b three c four
3 They used computers in the . . . stage of the building.
a first b second c third
4 The government wanted the building to be finished by . . .
a 1963. b 1973. c 1983.
5 You can go to a . . . in the Studio.
a restaurant b shop c conference

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

1 Where was Jørn Utzon from?
_____
2 In which year did Utzon move to Australia?
_____
3 Why was the roof so complicated?
_____
4 How long did the building take to finish?
_____
5 When did Utzon die?
_____

Marks: __ /15

© Oxford University Press 2010 PHOTOCOPIABLE
© Copyright Oxford University Press

Grammar

5 Choose the correct answers.

Kate and her family [1]_____ in Kenya [2]_____ six months now, and life is still quite difficult. Before they moved, Kate's husband [3]_____ to Nairobi to find a house and a school for the children. He [4]_____ a house immediately, but there [5]_____ many schools to choose from. The children [6]_____ school last September, but they don't like it very much. They [7]_____ happier in their old school. Also, the house [8]_____ running water [9]_____ August! However, the people are very kind, and they [10]_____ a lot of new friends.

1	a lived	b have lived	c has lived
2	a for	b since	c ago
3	a has flown	b have flown	c flew
4	a has rented	b have rented	c rented
5	a haven't been	b weren't	c wasn't
6	a started	b have started	c has started
7	a have been	b were	c was
8	a didn't have	b hasn't had	c haven't had
9	a for	b ago	c since
10	a has made	b have made	c made

Marks: __ /10

6 Complete the second sentence so that it means the same as the first sentence. Use the word in brackets.

1 We moved here in 2005. (lived)
We _____ 2005.

2 I can't find my mobile phone. (lost)
_____ my mobile phone.

3 I have no experience of skiing. (never)
I've _____.

4 My parents aren't here. They're at the supermarket. (to)
My parents _____ the supermarket.

5 My brother bought his car two months ago. (for)
My brother _____ two months.

6 When did your sister get married? (long)
How _____ married?

7 Have you ridden a horse before? (ever)
_____ a horse?

8 The last time we saw Ryan was at one o'clock. (since)
We _____ one o'clock.

9 Josh went to the gym earlier, but he's come back home now. (has)
Josh _____ the gym.

10 I met Sarah six years ago. (known)
I _____ six years.

Marks: __ /10

Language skills

7 Complete the dialogue.

Teacher Charlotte, where's Lily?
Charlotte She's [1]_____ home, Mrs Jones.
Teacher Why did she [2]_____ home?
Charlotte She said her arm [3]_____ hurting.
Teacher How [4]_____ she hurt her arm?
Charlotte She [5]_____ over.
Teacher [6]_____ you spoken to her [7]_____ she left school?
Charlotte Yes, I called her mobile. She was with her mother. They were going to hospital. Lily thinks she [8]_____ broken a bone.
Teacher [9]_____ did you speak to her?
Charlotte About an hour [10]_____. I'm going to call her again after school.

Marks: __ /10

8 Complete the mini-dialogues.

Dialogue 1
A Where have you been?
B [1]_____
I've borrowed two books.

Dialogue 2
A Stuart isn't here. [2]_____?
B He's gone home.

Dialogue 3
A [3]_____?
B No, I haven't. I've never been outside my home country.

Dialogue 4
A [4]_____?
B My grandmother has lived with us for five years.

Dialogue 5
A [5]_____?
B Yes. I've known Maya since I was three.

Marks: __ /10

Writing

9 Write an informal thank-you letter to a friend or a family member who you stayed with last summer. Write about 130 words. Organize your writing into three paragraphs:

- Say thank you. Say what you enjoyed most about the summer.
- Say what you've done since the summer.
- Say thank you again.

Marks: __ /20

TOTAL: __ /100

© Oxford University Press 2010 PHOTOCOPIABLE
© Copyright Oxford University Press

4 Test

Vocabulary

1 Complete the sentences with the correct form of the verbs in the box.

reboot	record	predict	diagnose	cure	charge
delete	pause	prescribe	switch on		

1 The doctor _____ some tablets for my throat infection yesterday.
2 I forgot _____ my phone last night so I couldn't call you.
3 Some people believe that doctors will never be able _____ diseases like cancer.
4 Don't forget to _____ your computer after you install that new software.
5 My sister got very ill in Africa. When she came back, the doctors _____ a rare tropical disease.
6 'How do you _____ this phone?' 'Press that button there!'
7 No one can _____ what new technology will be invented in the future.
8 Boys, _____ the DVD now. Dinner's on the table!
9 I went out last night, so I _____ my favourite TV programme to watch tonight.
10 On no! I think I've just _____ all my files from my laptop by mistake!

Marks: __ /10

2 Complete the text.

Technology never stops changing. In the past, people used to entertain themselves with [1]_____ radios and the only way to communicate over long distances was by [2]_____graph. Now, we have [3]_____ radios, DVD [4]_____ and [5]_____ consoles, with an endless variety of [6]_____ games to play on them. We use mobile phones to speak to each other, and many of them now have [7]_____ cameras. Every month, I use my [8]_____ to record a video message for my cousins in Australia. There's something wrong with my USB disk, though. Every time I [9]_____ it in to my laptop, my laptop crashes so I can't [10]_____ any files.

Marks: __ /10

Reading

3 Read the text and complete the sentences.

Grow your own teeth

A team of scientists has made an exciting breakthrough in dentistry. They say they have created a device that can make human teeth grow back. The device, which they have tested on rabbits, monkeys and humans, fits into a patient's mouth and gently massages the gums, where the teeth are attached. This movement stimulates growth by encouraging protein and blood production. However, it can't create enamel, which is the hard, white covering of the teeth. Patients can control the device, which is smaller than a pea, with a tiny camera. It could be commercially available in less than two years.

1 Some scientists have made a discovery in the medical field of _____.
2 The _____ are the parts of the mouth where the teeth are attached.
3 When the teeth grow back, they have no _____.
4 The _____ can control the device with a small camera.
5 The scientists have tested the device on animals and _____.

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

1 What do the scientists say their device can do?
_____
2 Where do you put the device?
_____
3 What does the device do to the patient's gums?
_____
4 How big is the device?
_____
5 When might people be able to buy the device?
_____

Marks: __ /15

© Oxford University Press 2010 PHOTOCOPIABLE
© Copyright Oxford University Press

Grammar

5 Find and correct the mistake in each line.

1 Maisie going to stay in tonight, but she
2 isn't sure what she's going do. She
3 could watching a film, but if she watches
4 TV at night, she fall asleep,
5 so she won't miss the end of the film.
6 She may to call her relatives in Canada,
7 but long-distance calls are expensive if you talks for a long time.
8 She might talks for an hour.
9 Or she will write them an email.
10 In fact, she'll probably goes to bed early instead.

1 _____ 6 _____
2 _____ 7 _____
3 _____ 8 _____
4 _____ 9 _____
5 _____ 10 _____

Marks: __ /10

6 Complete the sentences, replacing the underlined words with the correct form of *will*, *going to* or *may* / *might* / *could*.

1 I <u>would like to</u> have the spaghetti and a mineral water, please.
I _____ have the spaghetti and a mineral water, please.
2 My brother <u>doesn't intend to</u> study medicine at university.
My brother _____ study medicine at university.
3 I <u>promise not to</u> tell anyone.
I _____ tell anyone.
4 Look! That man <u>is about to</u> fall off the roof!
Look! That man _____ fall off the roof!
5 <u>It's possible that my parents will</u> buy a new sofa.
My parents _____ buy a new sofa.
6 <u>It's not certain that we will</u> win this game.
We _____ win this game.
7 <u>I predict that doctors never</u> find a cure for cancer in the future.
Doctors _____ find a cure for cancer in the future.
8 <u>I don't intend to</u> come to the party tonight.
I _____ come to the party tonight.
9 Gina <u>promises to</u> help you with your homework later.
Gina _____ help you with your homework later.
10 We <u>intend to</u> get married this summer.
We _____ get married this summer.

Marks: __ /10

Language skills

7 Complete the dialogue with the words in the box.

switched	saves	repair	can	console	Will	may	up	stops	plugged

Technician Hello. GamesWorld Repairs. Can I help you?
William Hello. My games [1]_____ isn't working.
Technician Have you [2]_____ it in?
William Yes, of course.
Technician Have you [3]_____ it on?
William Yes, but when I'm playing a game, it suddenly [4]_____. And it never [5]_____ the game, so I have to start all over again.
Technician Are there any other problems?
William Yes, I can't hear it even when I turn the TV [6]_____. Can you [7]_____ it?
Technician We [8]_____ be able to. [9]_____ you bring it into the shop?
William [10]_____ the shop be open tomorrow?
Technician Yes, from nine o'clock to two o'clock.

Marks: __ /10

8 Complete the mini-dialogues.

Dialogue 1

A What are you going to do when you're 18?
[1]_____?
B Yes, I'm definitely going to go to university.
A [2]_____?
Humanities, or sciences?
B I think I'll study sciences.
A [3]_____?
B No, I don't like physics. I think I'll study chemistry.

Dialogue 2

A Oh no, my mobile phone's broken!
B Don't worry, [4]_____.
A But you don't know how to fix mobile phones!
B [5]_____,
or I might not be able to. Let me try!

Marks: __ /10

Writing

9 Write a formal letter to complain about a laptop you have just bought. Write about 130 words. Organize your writing into three paragraphs:

- Say what the laptop is called, and where and when you bought it.
- Say what the problem is.
- Tell the company you are returning the laptop and ask them to repair or replace it.

Marks: __ /20

TOTAL: __ /100

© Oxford University Press 2010 PHOTOCOPIABLE

© Copyright Oxford University Press

5 Test

Vocabulary

1 Complete the sentences, replacing the underlined words with a suitable word.

1 They moved people from the area because of the fire.
They _____ the area because of the fire.

2 Doctors are trying to stop the illness from spreading.
Doctors are trying to stop the _____ from spreading.

3 We turned off the tap, but water was still falling from it.
We turned off the tap, but water was still _____ from it.

4 Their garden fills with water every time it rains.
Their garden _____ every time it rains.

5 Charities are collecting money for the victims of the lack of water.
Charities are collecting money for the victims of the _____.

6 There is an avalanche in the area every ten years.
There is an avalanche in the area every _____.

7 He was furious when his son made him drop coffee on his laptop.
He was furious when his son made him _____ coffee on his laptop.

8 A large piece of falling rock just missed their car.
A _____ of falling rock just missed their car.

9 If the volcano explodes, this village will be in danger.
If the volcano _____, this village will be in danger.

10 Last year we spent two weeks in the Greek islands.
Last year we spent a _____ in the Greek islands.

Marks: __ /10

2 Complete the text with the correct form of the word in brackets.

One of the most [1]_____ (destruction) natural disasters in history was the Indian Ocean Tsunami of 2004. Tsunamis can be a result of landslides, earthquakes or volcanic [2]_____ (erupt). The [3]_____ (devastate) caught everyone by surprise. There was no [4]_____ (predict) of the event, so no one had any prior [5]_____ (warn) about it. The [6]_____ (act) of the tidal waves [7]_____ (flat) houses and hotels on the coast, leaving millions of people [8]_____ (homelessness) in a part of the world where there was already a lot of [9]_____ (poor). The victims had no [10]_____ (protective) and over 300,000 people were killed.

Marks: __ /10

Reading

3 Read the text and complete the sentences.

Pompeii: the buried city

In the year A.D. 79, a volcanic eruption occurred that buried a Roman city for over seventeen centuries. Pompeii was a large town near the base of Mount Vesuvius, Italy. On August 24th, it erupted. Some people grabbed their cows and fled, others locked themselves in their houses, thinking they would be safe. Those who did not escape were killed by falling buildings, poisonous gas and falling ash. They were buried in the volcano's lava, which covered Pompeii in a layer ten metres thick. The city lay hidden until 1748, after a farmer who was digging a well accidentally discovered the neighbouring Roman village of Herculaneum. Today, more than two and a half million tourists visit Pompeii every year.

1 Pompeii was hidden for over _____ years.

2 Pompeii was located close to the _____ of Mount Vesuvius.

3 The people who fled took their _____ with them.

4 Pompeii was _____ the village of Herculaneum.

5 Over _____ tourists visit Pompeii every year.

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

1 What happened on August 24, A.D. 79?

_____

2 Why did some of the residents lock themselves in their houses?

_____

3 What happened to the people who stayed in Pompeii?

_____

4 Why was Pompeii undiscovered for so long?

_____

5 How was Herculaneum discovered?

_____

Marks: __ /15

© Oxford University Press 2010 PHOTOCOPIABLE
© Copyright Oxford University Press

Grammar

5 Choose the correct answers.

I don't like living in the city. I wish I [1]_____ in the country. If we [2]_____ to the country, I [3]_____ play outside with my friends. There's a lot of pollution in my city. If there [4]_____ so many cars, the air [5]_____ cleaner. I wish we [6]_____ such a small flat. I [7]_____ a room with my brothers if my parents [8]_____ a bigger house. We [9]_____ relax more in the country because we [10]_____ more time.

1	a lived	b would live	c live
2	a move	b moved	c would move
3	a can	b could	c can't
4	a aren't	b wouldn't be	c weren't
5	a is	b would be	c was
6	a didn't have	b hadn't	c wouldn't have
7	a don't share	b didn't share	c wouldn't share
8	a have	b would have	c had
9	a could	b can't	c can
10	a would have	b had	c have

Marks: __ /10

6 Rewrite the sentences with *I wish* ...

1 I haven't got a mobile phone. I want one.
_____

2 I don't live in England. I want to.
_____

3 I'm ill. I don't want to be.
_____

4 I can't play tennis. I want to.
_____

5 We don't have a car. I want us to.
_____

6 My dad works late every night. I don't want him to.
_____

7 I don't live near my school. I want to.
_____

8 I can't go out. I want to.
_____

9 I share a room with my sisters. I don't want to.
_____

10 My mother can't drive. I want her to.
_____

Marks: __ /10

Language skills

7 Complete the dialogue.

Grace Are you worried about [1]_____ warming?

Emily Yes, our city is on the coast, so there would be [2]_____ here if the sea level rose. But that isn't the only global [3]_____ that concerns me.

Grace What else are you worried about?

Emily Well, have you seen the number of people on the streets in [4]_____ bags? [5]_____ is a real problem in our city. If these people [6]_____ more money, they [7]_____ have to sleep rough.

Grace I see what you mean.

Emily Poverty is another problem. This can lead to child [8]_____, when children have to go to work instead of going to school. These children would be able to go to school if they [9]_____ so poor.

Grace That's true.

Emily And it isn't just humans – there are a lot of [10]_____ species in the world. These animals are becoming extinct because they are losing their habitats.

Marks: __ /10

8 Complete the mini-dialogues.

Dialogue 1

A What would you do if you found some money on the street?

B [1]_____
I wouldn't give it to anyone.

Dialogue 2

A What would your parents do if you failed an exam?

B [2]_____
They wouldn't let me go out.

Dialogue 3

A [3]_____?

B If I was homeless, I would sleep in the park.

Dialogue 4

A [4]_____?

B If I had enough money, I would buy a motorbike.

Dialogue 5

A [5]_____?

B The most serious global issue for me is poverty.

Marks: __ /10

Writing

9 Write an essay about what you would do if you were the president of your country. Write about 140 words. Organize your writing into three paragraphs:

- Write about the first thing you'd do.
- Write about the second thing you'd do.
- Write about some less serious things you'd do.

Marks: __ /20

TOTAL: __ /100

© Oxford University Press 2010 PHOTOCOPIABLE

© Copyright Oxford University Press

6 Test

Vocabulary

1 Complete the sentences, replacing the underlined words with a suitable word or phrase.

1 Fog is causing a very disorganized situation at the airport.
Fog is causing _____ at the airport.

2 I need to modernize my computer's anti-virus software.
I need to _____ my computer's anti-virus software.

3 My little sister is extremely scared of spiders.
My little sister is _____ of spiders.

4 A man gave detectives some secret information during an anonymous phonecall.
A man gave detectives a _____ during an anonymous phonecall.

5 Ruth's flat is on the top floor of a building with 18 storeys.
Ruth's flat is on the top floor of an _____.

6 I always make copies of my computer files in case I get a virus.
I always make _____ of my computer files in case I get a virus.

7 They were extremely happy to receive the wedding invitation.
They were _____ to receive the wedding invitation.

8 I can't do any work because my computer has suddenly stopped working.
I can't do any work because my computer has _____.

9 It's a walk of 20 minutes from my house to the station.
It's a _____ from my house to the station.

10 The police found a very important clue while they were searching the scene of the crime.
The police found a _____ clue while they were searching the scene of the crime.

Marks: __ /10

2 Complete the text.

[1]_____riding has always been a problem in my neighbourhood. Young people [2]_____ cars and drive them around for fun. When the police catch a joyrider, they [3]_____ them and then [4]_____ them with their crime. If it is a first offence, and if the prisoner admits they are [5]_____, the judge may only give them a suspended [6]_____ at the end of their [7]_____. (This means that they will only go to jail if they [8]_____ another crime.) The judge then [9]_____ the prisoner, and he is free. Some people learn an important lesson from this experience, but others eventually [10]_____ time in jail.

Marks: __ /10

Reading

3 Read the text and choose the correct answers.

Family of burglars sent to prison

Five members of the same family have gone to prison for burgling ten stately homes. A father, his son, two nephews and a son-in-law stole antiques worth £80 million. The men spent weeks observing their targets and planning their entry and escape. While carrying out the burglaries, they wore balaclavas to cover their faces. They broke in, searched the house and escaped in a stolen car. On one occasion, the victims were eating in their kitchen, unaware that the burglary was happening. At Ramsbury Manor, the burglars stole a priceless collection of porcelain. Police later discovered some of the collection buried in a field. The sentences for each burglar ranged between eight and eleven years.

1 The criminals burgled . . .
a department stores.
b big, expensive country houses. c museums.

2 The burglars stole . . .
a electronic goods. b jewellery.
c valuable old objects.

3 During one burglary, the owners of the house were . . .
a having a meal. b lying in bed.
c working in the garden.

4 After the Ramsbury Manor burglary, police found some of the stolen goods in . . .
a the burglars' house. b an antiques shop.
c the countryside.

5 Each of the men received a . . .
a prison sentence. b suspended sentence.
c life sentence.

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

1 Which family members were in the gang of burglars?
_____

2 How much were the stolen objects worth?
_____

3 What did the burglars do before each burglary?
_____

4 How did they carry out the burglaries?
_____

5 What did they steal from Ramsbury Manor?
_____

Marks: __ /15

© Oxford University Press 2010 PHOTOCOPIABLE
© Copyright Oxford University Press

Grammar

5 Find and correct the mistake in each line.

1 Three thieves thought they found the
2 perfect target: a post office. They had plan the
3 crime in detail, but they haven't checked that
4 their target still existed. The post office has closed
5 twelve years ago, and it had became a
6 corner shop. The owner said I had laughed
7 when she first saw the thieves. She said they had asked me
8 for money, but she replied that she hasn't had
9 many customers that day, so there is only £6 in the cash till.
10 She said they look very disappointed!

1 _____ 6 _____
2 _____ 7 _____
3 _____ 8 _____
4 _____ 9 _____
5 _____ 10 _____

Marks: __ /10

6 Rewrite the direct speech as reported speech.

1 'I didn't steal the money,' said the woman.
The woman said that
_____

2 The thief said, 'I give the money to the poor.'
The thief said that he
_____

3 The policeman said, 'We haven't got enough clues.'
The policeman said that
_____

4 'I forgot to attach the document', Amy said.
Amy said that _____

5 The detective said, 'I didn't receive a tip-off.'
The detective said that he
_____

6 'I'm not committing a crime', the woman said.
The woman said that
_____

7 The suspect said, 'I was at my parent's house.'
The suspect said that she
_____

8 My brother said, 'I'm installing a new firewall.'
My brother said that
_____

9 The girls said, 'We received a warning.'
The girls said that
_____

10 'I spend all my money on books', she said.
She said that _____

Marks: __ /10

Language skills

7 Complete the dialogue.

Saray What's the most common crime in your country?

Maria [1]_____, when people steal small items from shops and supermarkets, is a very common crime. And nowadays, a lot of young people carry knives to use in fights. If someone dies in a fight, the police normally charge the person responsible with [2]_____ and they go to court. If the judge finds them [3]_____ at the end of their [4]_____, they receive a life [5]_____.

Saray Do people [6]_____ any other crimes with knives?

Maria If a criminal wants to [7]_____ a bank or a shop, they may use a knife to threaten the staff. Thieves sometimes use knives to [8]_____ money or jewellery from people walking in the street. [9]_____ often carry a knife to help them break into the cars they're going to drive. And [10]_____ find them very useful for destroying public property.

Marks: __ /10

8 Complete the mini-dialogues.

Dialogue 1

A What crime did the man commit?
B [1]_____
He stole some jewellery from a shop.
A What sentence did he get?
B [2]_____
He will only go to prison if he commits another crime.
A [3]_____?
B He stole the jewellery because he needed money quickly.

Dialogue 2

A [4]_____?
B The burglar entered the house through an open window.
A [5]_____?
B He stole some antiques and some jewellery.

Marks: __ /10

Writing

9 Write a story about a person witnessing a crime. Write about 140 words. Organize your writing into three paragraphs:

- Write about what the witness was doing when they saw the crime.
- Write about what the witness saw.
- Write about what happened after that.

Marks: __ /20

TOTAL: __ /100

© Oxford University Press 2010 PHOTOCOPIABLE

© Copyright Oxford University Press

7 Test

Vocabulary

1 Complete the sentences with an expression containing the word in brackets.

1 We packed our bags and then went to the hotel reception to _____ _____. (out)
2 The assistant at the _____ _____ gave us a train timetable. (desk)
3 Jake went to the airport to _____ his parents _____ when they arrived. (up)
4 Their train didn't leave for two hours, so they went to the _____ _____. (area)
5 Laura left home at 8 a.m. and she didn't _____ _____ until 9 p.m. (back)
6 We _____ _____ the train at the wrong stop, so we had to get a taxi to our destination. (off)
7 They looked at the _____ _____ to check the time of their flight. (board)
8 The taxi _____ me _____ just outside my front door. (off)
9 There was a long queue at the _____ _____, so we thought we were going to miss our train. (office)
10 Let's _____ _____ at the hotel so we can leave our bags in our room and go for a walk. (in)

Marks: __ /10

2 Complete the text.

Agatha Christie's novel *Murder on the Orient Express* was [1]_____ by the famous old train, driven by a steam [2]_____, which served the [3]_____ between Istanbul and Paris. The story begins on the [4]_____ in Istanbul station, where there are a lot of people waiting to get on the train. The train sets [5]_____ on time. Hercule Poirot, a detective from Belgium, is on board. He has his own compartment in the sleeping [6]_____. During the second night, one of the other [7]_____ on the train, Mr Ratchett, is murdered. Poirot forms two theories. The first is that a stranger got [8]_____ the train at the last stop and murdered Mr Ratchett for no reason. The second is that twelve passengers travelling in different [9]_____ on the train took part in the crime. By the time the train has arrived at its final [10]_____, Poirot has solved the crime.

Marks: __ /10

Reading

3 Read the text and complete the sentences.

Antarctic conquest

The Norwegian explorer, Roald Amundsen, led the first successful expedition to the South Pole. His team sailed from Norway on June 3, 1910. Their ship arrived in the Bay of Whales in Antarctica on January 14, 1911. Their first attempt to reach the South Pole was abandoned due to extreme cold. They tried again on October 19, 1911, taking four sledges. They reached the Polar Plateau on November 21, after a four-day climb. On December 14, 1911, they reached the South Pole. They left a tent and a letter there, stating their achievement in case they did not return safely. Amundsen's success was enabled by careful preparation, good equipment and appropriate clothing. On June 18, 1928, Amundsen disappeared in a plane crash.

1 Amundsen's team travelled from Norway to the Antarctic by _____.
2 Their first attempt to reach the South Pole failed because of _____.
3 They had to climb for _____ to reach the Polar Plateau.
4 They left _____ at the South Pole.
5 It is believed that Amundsen died in a _____.

Marks: __ /5

4 Read the text again and answer the questions with a complete sentence.

1 What did Roald Amundsen achieve?
_____
2 How long did the journey from Norway to the Antarctic take?
_____
3 How did the men transport their equipment in the Antarctic?
_____
4 Why did they leave a letter at the South Pole?
_____
5 Why did Amundsen's expedition succeed?
_____

Marks: __ /15

© Oxford University Press 2010 PHOTOCOPIABLE
© Copyright Oxford University Press

Grammar

5 Complete the text with the words in the box.

are accessed	became	began	comes
is produced	is used	spread	was developed
was made	were built		

Paper [1]_____ for writing, printing or packaging. It [2]_____ by converting wood, rags or grass into flexible sheets. The word paper [3]_____ from the ancient Egyptian writing material, papyrus. This [4]_____ from strips of the papyrus plant pressed together. The paper-making process [5]_____ first in China. The use of paper soon [6]_____ from China to Iraq, Egypt and Morocco, where the first paper mills 7_____. The production of paper in Europe [8]_____ in the 12th century. The process later [9]_____ automated, making letters, newspapers and books much cheaper. Nowadays, these products [10]_____ on computers, so the importance of paper has declined.

Marks: __ /10

6 Rewrite the active sentences in the passive, and the passive sentences in the active.

1 Kimonos are worn in Japan.
People _____.
2 The Pyramids weren't built by the Greeks.
The Greeks _____.
3 What do people call Burma today?
What _____.
4 Penicillin was discovered by Alexander Fleming.
Alexander Fleming _____.
5 People in Sweden don't grow bananas.
Bananas _____.
6 Nuclear power has been used since 1951.
People _____.
7 The book won't be published until the summer.
They _____.
8 What was discovered by Columbus?
What _____.
9 People will remember Guglielmo Marconi as the inventor of the radio.
Guglielmo Marconi _____.
10 They haven't released their latest book yet.
Their latest book _____.

Marks: __ /10

Language skills

7 Complete the dialogue.

Gary John, what do you think is the best [1]_____ of our time?
John For me, it has to be the microwave [2]_____.
Gary A domestic [3]_____? What's so special about that?
John Well, first of all, it [4]_____ time. Secondly, it's [5]_____ for cooking meals quickly. In fact, in my family, we couldn't live [6]_____ it, because we all really hate cooking!
Gary Well, I [7]_____ that it's useful in the kitchen. But what about the printing [8]_____, or the combustion [9]_____?
John I suppose so. Even though those things [10]_____ invented quite a long time ago, they changed the world forever.

Marks: __ /10

8 Complete the mini-dialogues.

Dialogue 1
A [1]_____?
B The World Wide Web was invented by Tim Berners-Lee.
A [2]_____?
B It was invented in 1989.

Dialogue 2
A [3]_____?
B It's used for looking into space at the stars.

Dialogue 3
A [4]_____?
B They're important because they help doctors to see broken bones.

Dialogue 4
A Was penicillin invented by an Engish person?
B No, [5]_____.
It was invented by a Scottish person.

Marks: __ /10

Writing

9 Write an article about two inventions that have changed our lives. Write about 140 words. Organize your writing into four paragraphs:

- Write an introduction.
- Write about the first invention.
- Write about the second invention.
- Write a summary of your views.

Marks: __ /20

TOTAL: __ /100

© Oxford University Press 2010 PHOTOCOPIABLE

© Copyright Oxford University Press

Test answer key

Test Unit 1

Exercise 1
1 broadcast 2 dozed 3 crashed into 4 sank
5 orienteering 6 camping 7 penalty 8 bank 9 extremely
10 steers

Exercise 2
1 part 2 compete 3 to 4 scores 5 playing 6 ball
7 goal 8 spectators 9 cheering 10 record

Exercise 3
1 won 2 believe 3 money 4 twenty-five 5 fast

Exercise 4
1 His father was a rich farmer.
2 He became interested in racing when he was very young.
3 The first race he won was the South American Kart Championship when he was 17.
4 He drove very fast when it was wet and took more risks than other drivers.
5 The car crash happened in Italy.

Exercise 5
1 broke 2 was 3 arrived 4 spent 5 wasn't 6 goes
7 love 8 said 9 was 10 realised

Exercise 6
1 I'm going swimming
2 They didn't pay attention in class
3 I don't visit my grandparents
4 Jenny was making a cake for George
5 Are you doing your homework
6 Does Simon read a new book
7 Were they going to the park
8 Did Sue watch TV
9 I wasn't running very well in the race
10 Do you wait for the bus

Exercise 7
1 doing 2 going 3 Does 4 is 5 took 6 win 7 didn't
8 was 9 fell 10 not

Exercise 8
1 He isn't playing football today.
2 Yes, I am.
3 What did you do last weekend?
4 Why did you visit them?
5 What were they doing when you arrived?

Exercise 9
Students' own answers.

Test Unit 2

Exercise 1
1 neighbourhood 2 scenery 3 globetrotter 4 valley
5 junk 6 storeys 7 resort 8 refugees 9 lane
10 thriving

Exercise 2
1 landscape 2 storey 3 crossing 4 traffic 5 street
6 bins 7 road 8 take 9 tourist 10 at

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

Exercise 4
1 Approximately fourteen million people live in Mumbai.
2 It is an important seaport because it has a deep natural harbour.
3 The most important industries are engineering and I.T. and also the movie industry, Bollywood.
4 Most of the inhabitants live in slums.
5 The best way of travelling around the city is by taxi or rickshaw.

Exercise 5
1 b 2 c 3 a 4 a 5 b 6 c 7 a 8 b 9 a 10 c

Exercise 6
1 a farmer 2 many people 3 many seats 4 any children
5 (zero article) books 6 a few exercises 7 a lot of time
8 much traffic 9 a few cakes 10 the sea

Exercise 7
1 some 2 lot 3 many 4 some 5 a 6 few 7 the
8 over 9 past 10 along

Exercise 8
1 How much homework have you got?
2 There are a lot of students in my school.
3 How many brothers and sisters have you got?
4 Do you like Japanese food?
5 I don't watch any TV at home.

Exercise 9
Students' own answers.

Test Unit 3

Exercise 1
1 skyline 2 landmark 3 Lighthouses 4 oilfield
5 headquarters 6 woodland 7 earthquake
8 boardroom 9 housekeeper 10 charity shop

Exercise 2
1 land 2 window 3 store 4 clothes 5 price
6 food 7 news 8 up 9 cash 10 shop

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

Exercise 4
1 He was from Denmark.
2 He moved to Australia in 1963.
3 It was complicated because of the different-sized shells.
4 It took 14 years to finish.
5 He died on 29th November, 2008.

Exercise 5
1 b 2 a 3 c 4 c 5 b 6 a 7 b 8 b 9 c 10 b

Exercise 6
1 have lived here since 2 I've lost 3 never been skiing
4 have gone to 5 has had his car for
6 long has your sister been 7 Have you ever ridden
8 haven't seen Ryan since 9 has been to
10 have known Sarah for

Exercise 7
1 gone 2 go 3 was 4 did 5 fell 6 Have 7 since
8 has 9 When 10 ago

Exercise 8
1 I've been to the library.
2 Where has he gone?
3 Have you ever been abroad?
4 How long has your grandmother lived with you?
5 Have you known Maya for a long time?

Exercise 9
Students' own answers.

© Copyright Oxford University Press

Test Unit 4

Exercise 1
1 prescribed 2 to charge 3 to cure 4 reboot
5 diagnosed 6 switch on 7 predict 8 pause
9 recorded 10 deleted

Exercise 2
1 crystal 2 tele(graph) 3 DAB 4 players 5 games
6 video 7 digital 8 camcorder 9 plug 10 save

Exercise 3
1 dentistry 2 gums 3 enamel 4 patient 5 humans

Exercise 4
1 They say it can make human teeth grow back.
2 The device goes inside the patient's mouth. (On the gums.)
3 It massages the gums, stimulating tooth growth. (By encouraging protein and blood production.)
4 It is smaller than a pea.
5 People might be able to buy it in less than two years.

Exercise 5
1 is going to 2 going to do 3 could watch 4 falls
5 will miss 6 may call 7 if you talk 8 talk
9 she might write 10 go

Exercise 6
1 will 2 isn't going to 3 won't 4 is going to
5 may / might / could 6 may / might not 7 won't
8 'm not going to 9 will 10 are going to

Exercise 7
1 console 2 plugged 3 switched 4 stops 5 saves
6 up 7 repair 8 may 9 Can 10 Will

Exercise 8
1 Are you going to go to university?
2 What are you going to study?
3 Are you going to study physics?
4 I'll fix it.
5 I might be able to

Exercise 9
Students' own answers.

Test Unit 5

Exercise 1
1 evacuated 2 disease 3 dripping 4 floods 5 drought
6 decade 7 spill 8 chunk 9 erupts 10 fortnight

Exercise 2
1 destructive 2 eruptions 3 devastation 4 prediction
5 warning 6 action 7 flattened 8 homeless
9 poverty 10 protection

Exercise 3
1 1,700 2 base 3 cows 4 near 5 two and a half million

Exercise 4
1 On August 24, A.D. 79, Mount Vesuvius erupted.
2 They locked themselves in their houses because they thought they would be safe there.
3 They were killed by falling buildings, poisonous gas and falling ash.
4 It was undiscovered for so long because the whole city was covered in a ten-metre layer of lava.
5 Herculaneum was discovered accidentally, by a farmer digging a well.

Exercise 5
1 a 2 b 3 b 4 c 5 b 6 a 7 c 8 c 9 a 10 a

Exercise 6
1 I wish I had a mobile phone.
2 I wish I lived in England.
3 I wish I wasn't ill.
4 I wish I could play tennis.
5 I wish we had a car.
6 I wish my dad didn't work late every night.
7 I wish I lived near my school.
8 I wish I could go out.
9 I wish I didn't share a room with my sisters.
10 I wish my mother could drive.

Exercise 7
1 global 2 floods 3 issue 4 sleeping 5 Homelessness
6 had 7 wouldn't 8 labour 9 weren't 10 endangered

Exercise 8
1 I would keep it.
2 They would make me stay in.
3 Where would you sleep if you were homeless?
4 What would you buy if you had enough money?
5 What is the most serious global issue for you?

Exercise 9
Students' own answers.

Test Unit 6

Exercise 1
1 chaos 2 update 3 terrified 4 tip-off
5 18-storey building 6 backups 7 delighted
8 crashed 9 20-minute walk 10 vital

Exercise 2
1 Joy(riding) 2 steal 3 arrest 4 charge 5 guilty
6 sentence 7 trial 8 commit 9 releases 10 spend

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

Exercise 4
1 A father, his son, two nephews and a son-in-law were in the gang.
2 The stolen objects were worth £80 million.
3 Before each burglary the gang observed their target and planned their entry and escape.
4 They wore balaclavas, broke in, searched the house and then escaped in a stolen car.
5 They stole a priceless collection of porcelain.

Exercise 5
1 had found 2 planned 3 hadn't checked 4 had closed
5 had become 6 she 7 her 8 hadn't had 9 was
10 looked / had looked

Exercise 6
1 she hadn't stolen the money.
2 gave the money to the poor.
3 they didn't have enough clues.
4 she had forgotten to attach the document.
5 he hadn't received a tip-off.
6 she wasn't committing a crime.
7 had been at her parents' house.
8 he was installing a new firewall.
9 they had received a warning.
10 she spent all her money on books.

Exercise 7
1 Shoplifting 2 murder 3 guilty 4 trial 5 sentence
6 commit 7 rob 8 steal 9 Joyriders 10 vandals

Exercise 8
1 He committed theft.
2 He got a suspended sentence.
3 Why did he steal the jewellery?
4 How did the burglar enter the house?
5 What did he steal?

Exercise 9
Students' own answers.

© Copyright Oxford University Press

Test Unit 7

Exercise 1

1 check out **2** information desk **3** pick … up
4 waiting area **5** get back **6** got off **7** departures board
8 dropped … off **9** ticket office **10** check in

Exercise 2

1 inspired **2** locomotive **3** route **4** platform **5** off
6 car **7** passengers **8** on **9** carriages **10** destination

Exercise 3

1 ship **2** extreme cold **3** four days **4** a tent and a letter
5 plane crash

Exercise 4

1 He led the first successful expedition to the South Pole.
2 The journey from Norway to the Antarctic took over seven months.
3 They used sledges to transport their equipment.
4 They left a letter to prove that they had reached the South Pole, in case they didn't get back safely.
5 It succeeded because of careful preparation, good equipment and appropriate clothing.

Exercise 5

1 is used **2** is produced **3** comes **4** was made
5 was developed **6** spread **7** were built **8** began
9 became **10** are accessed

Exercise 6

1 wear kimonos in Japan.
2 didn't build the Pyramids.
3 is Burma called today?
4 discovered penicillin.
5 aren't grown in Sweden.
6 have used nuclear power since 1951.
7 won't publish the book until the summer.
8 did Columbus discover?
9 will be remembered as the inventor of the radio.
10 hasn't been released yet.

Exercise 7

1 invention **2** oven **3** appliance **4** saves **5** useful
6 without **7** agree **8** press **9** engine **10** were

Exercise 8

1 Who was the World Wide Web invented by?
2 When was it invented?
3 What is a telescope used for?
4 Why are X-rays important?
5 it wasn't (invented by an English person).

Exercise 9

Students' own answers.

© Copyright Oxford University Press

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. Is there a [bank] near here?
Can you tell me how to get there?
Go along [Queen Street].
Go past the [bus stop]
Go straight on.
Go to the end of the road.
Take the first right.
Turn left at the traffic lights.

Buying tickets
Can I help?
I'd like two tickets at [£25], please.
Adults or children?
One adult and two children.
Can I book tickets to see [the concert], please?
I'm afraid the concert is sold out.

Buying clothes
I' m looking for [a jumper].
What size are you?
Can I try it on?
The changing rooms are over there.

Arranging to meet
What are you up to?
Nothing much.
Do you fancy meeting up later?
Why don't we meet at the [department store]?
Where do you want to meet?
Where are we going to meet, exactly?
OK, great. See you later!

Making invitations
What are your plans for the weekend?
I'm having a party tomorrow. Would you like to come?
Great. See you there.
Sure. Good idea.
I'd love to, thanks.
I'm sorry, I can't.
Sorry, but I won't be able to make it.

Giving advice
Can I ask your advice about something?
OK, thanks. That's a good idea.
Sure. What's the problem?
I think you should [ask him about it].
I think you ought to [talk to him].
I don't think you should [wait].
In my opinion, you shouldn't [wait].
If I were you, I'd talk to him.

Reporting a theft
I think someone has stolen [my bag].
I think I left it in a [café].
I went straight back, but it wasn't there.
I'll just take some details.
Can you describe it?
What was in the [bag]?
When did this happen?

Asking for information
I wonder if you could help me.
I'm looking for a book called [*The Great Explorers*].
It'll be over there, in the [History] section.
Let me just check on the computer.
Do you know the name of the author?
I'm afraid it's out on loan.
When is it due back?

© Copyright Oxford University Press

OXFORD
UNIVERSITY PRESS
Great Clarendon Street, Oxford OX2 6DP

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide in

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi
Kuala Lumpur Madrid Melbourne Mexico City Nairobi
New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece
Guatemala Hungary Italy Japan Poland Portugal Singapore
South Korea Switzerland Thailand Turkey Ukraine Vietnam

OXFORD and OXFORD ENGLISH are registered trade marks of
Oxford University Press in the UK and in certain other countries

© Oxford University Press 2011

The moral rights of the author have been asserted

Database right Oxford University Press (maker)

First published 2011
2015 2014 2013 2012
10 9 8 7 6 5 4 3 2 1

All rights reserved. No part of this publication may be reproduced,
stored in a retrieval system, or transmitted, in any form or by any means,
without the prior permission in writing of Oxford University Press (with
the sole exception of photocopying carried out under the conditions stated
in the paragraph headed 'Photocopying'), or as expressly permitted by law, or
under terms agreed with the appropriate reprographics rights organization.
Enquiries concerning reproduction outside the scope of the above should
be sent to the ELT Rights Department, Oxford University Press, at the
address above

You must not circulate this book in any other binding or cover
and you must impose this same condition on any acquirer

Photocopying

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

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

Any websites referred to in this publication are in the public domain and
their addresses are provided by Oxford University Press for information only.
Oxford University Press disclaims any responsibility for the content

ISBN: 978 0 19 445350 9

Printed in China

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

ACKNOWLEDGEMENTS

The authors and publisher are grateful to those who have given permission to reproduce the following extracts of copyright material: pp.13, 21, 29, 37, 45, 53, 61
Definitions taken from the Oxford Student's Dictionary ISBN 9780194317474
© Oxford University Press. Reproduced by permission.

© Copyright Oxford University Press