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Aim High

Teacher's Book 5

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

Tim Roberts
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Introduction

Aim High is a five-level English language course for post-primary students. The development of *Aim High* was informed by research in schools – observing lessons and talking to teachers and students. The information we gathered has given us valuable insights into what post-primary students and teachers want from a coursebook, and these became the guiding principles for *Aim High*. Most people asked for:

- a challenging input of active and passive vocabulary
- a strong focus on reading and writing skills
- rapid progression in the grammar syllabus
- plenty of support for skills work, especially writing
- a focus on dealing with idiomatic English and dictionary skills
- serious but motivating topics
- plenty of extra practice material.

Aim High has a very clear unit structure, which has been designed to enable teachers to take students from input (reading) to output (writing). In addition, in order to support the challenging grammar and vocabulary input, we have provided a reference section and extra practice in the Student's Book. While teachers need to ensure that students adequately cover the required grammar syllabus, equal importance needs to be given to the communicative aspects of English. To help with this, we have provided additional photocopiable resources for speaking practice in the Teacher's Book.

No two schools or classes are identical. That is why *Aim High* is designed to be flexible. There are two levels of entry so that teachers can choose the one which best fits their students' needs. We recommend starting with *Aim High* 1 for mixed-ability situations where some students will need to review basic grammar structures, or starting with *Aim High* 2 for students who have had a thorough English training at primary level and can handle a more rapid progression of the grammar syllabus.

The components of the course

Student's Book

The Student's Book contains:

- 10 topic-based units
- a *Dictionary Corner* section in each unit to promote dictionary skills and learner autonomy
- *I can* statements at the end of each unit to encourage conscious learner development
- 5 *Language Review* sections (*Aim High* 1), which ensure that students have mastered the grammar and vocabulary of the previous two units
- 5 *Literature Corner* sections (*Aim High* 2–5), providing extra reading practice and vocabulary input with extracts from popular literary works
- 5 *Skills Round-up* sections, providing a cumulative skills-based review
- 10 *Grammar Reference* and *Builder* sections, containing clear grammar explanations and further exercises for each unit
- tip boxes giving advice on specific skills and how best to approach different task types in all four main skills
- a *Wordlist* providing a lexical summary of the active and passive vocabulary of each unit with a phonetic guide for pronunciation. The Oxford 3000™ key symbol in the Wordlist indicates the most useful words for students to learn.
- an irregular verbs list.

Workbook

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

- further practice to reflect the sections of material taught in class
- *Challenge!* and *Extension* exercises to engage more able students
- writing guides to provide a clear structural framework for writing tasks, and a *Writing Bank* for reference
- regular *Self check sections* for students to develop an awareness of their progress
- cumulative *Round-up* sections to promote learner development
- a *Functions Bank* for reference
- a *Vocabulary Notebook* listing the vocabulary from the Student's Book in alphabetical order, with space for students to make their own notes
- an irregular verbs list.

Student's CD-ROM

The CD-ROM is an interactive self-study tool that has been designed to give guidance, practice, support and consolidation of the language and skills taught in the Student's Book. It includes:

- vocabulary activities and an audio version of the wordlist
- grammar activities and reference
- listening practice
- writing practice
- speaking practice
- games and video clips.

Teacher's Book

The Teacher's Book gives complete teaching notes for the whole course, including ideas for tackling mixed-ability classes. In addition, it offers:

- background information, optional activities and answer keys
- 10 photocopiable *Everyday English* pages to practise the language of the units in an extended functional context
- 10 photocopiable end-of-unit tests
- the Workbook answer key.

Class audio CDs

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

iTools

Aim High iTools provides digital resources for the classroom, and can be used on an interactive whiteboard or with a data projector. It contains:

- all the Student's Book and Workbook pages
- class audio embedded in the units
- answer keys integrated with the exercises
- additional interactive activities
- video clips, including culture reports
- a bank of additional teaching resources.

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Test Generator CD-ROM

A separate resource CD-ROM containing vocabulary and grammar items, and reading texts from which teachers can generate their own tests. All the material is editable so that teachers can adapt the material to suit the needs of individual groups. Teachers will also be able to create unique tests that are suitable as end-of-term and end-of-year tests, and re-sits.

A tour of the Student's Book

There are ten main units in the Student's Book. Each unit has seven sections. Each section provides material for one classroom lesson of approximately 45 minutes. Every lesson has a cross reference to the relevant page in the Workbook for extra practice.

Reading

- This contains the main reading text and introduces the theme of the unit.
- In addition to a *Before Reading* activity to get students thinking about the topic, a *Reading tip* develops their reading strategies.
- The reading texts are recorded so that students can listen to the text as they read.
- Important new vocabulary is highlighted in the text and practised in a follow-up activity and in the Workbook.
- The text contains instances of the main grammar point(s) of the unit.

Vocabulary

- The *Activate* section recycles the vocabulary from the reading page in a different context to check understanding.
- The *Extend* section introduces new lexical sets related to the topic and focuses on aspects of vocabulary such as word-building, collocation and phrasal verbs.
- All the target vocabulary from the unit is highlighted in bold in the *Wordlist* at the back of the Student's Book.

Grammar

- There are two sections of grammar per unit, introducing one main grammar structure in two stages. Alternatively, the second grammar focus may be a different, but related, structure.
- The grammar structures are presented in a short text or other meaningful context.
- *Learn this!* boxes and grammar tables help students to work out the grammar rules, and further explanation and examples can be found in the *Grammar Reference* section at the back of the Student's Book.
- *Look out!* boxes draw attention to minor grammar points, and help students to avoid common errors.
- As well as the exercises in the units, there is further practice in the *Grammar Builder* section.

Skills

- This section focuses on listening and speaking skills.
- The topic of the listening comprehension is introduced by more vocabulary input and practice.
- The tapescript can be found in the teaching notes.
- The listening comprehension activities are followed by speaking practice.
- Use the photocopiable *Everyday English* pages (see pages 102–121) for further functional speaking practice.

Writing

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

Review, Dictionary Corner and *I can* statements

- This section, which concludes the unit, offers revision and extension.
- The review activities recycle the grammar and vocabulary from the unit in a dialogue and other exercises.
- The *Dictionary Corner* activities are designed to help students become familiar with using an English–English dictionary. We recommend *Oxford Student's Dictionary* for *Aim High* 1–4, and *Oxford Advanced Learner's Dictionary* for *Aim High* 5. However, the exercises can be done with any dictionary. Being able to use a monolingual dictionary independently will equip students with important skills for autonomous learning.
- Students can also be encouraged to become more autonomous learners by reviewing their learning outcomes at the end of the unit. The learning outcomes are expressed as *I can* statements which focus on skills rather than grammatical or lexical items. Students decide which skills they found difficult or easy, and, as a result, decide what their learning objectives should be. The students are then referred to the *Self check* pages in the Workbook.

Literature Corner and Skills Round-up

- These sections can be used for additional reading and skills work.
- *Literature Corner* uses extracts from the *Oxford Bookworms* graded readers series, and original texts at higher levels. Students may wish to read the whole story independently once they have studied the extract.
- *Skills Round-up* topics centre around British and international cultural issues, and students are encouraged to talk about their own cultures.

Testing and Assessment

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

- *I can* statements at the end of each unit in the Student's Book
- *Self check* sections at the end of each unit in the Workbook
- Unit tests covering vocabulary, reading, grammar, language skills and writing in the Teacher's Book (see pages 122–141)
- Test generator tests which teachers can edit and administer at any time.

The Common European Framework of Reference

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

Aim High 1: A2

Aim High 2: B1

Aim High 3: B1 / B2

Aim High 4: B2 / C1

Aim High 5: C1

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

B1 Writing: I can write a personal profile.

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

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Tips and ideas

Teaching reading

Predicting content

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

Dealing with difficult vocabulary

Here are some ideas:

- Pre-teach vocabulary. Anticipate which words students may have difficulty with. Put them on the board before you read the text with the class and explain them. You can combine this with a prediction activity by putting a list of words on the board and asking students to guess which ones will not appear in the text. For example, for the text about *Targeting Teenagers* on page 30 of the Student's Book, list these words: *decisions disposable income endorsements generation level-headed marketing overlooked persistent*
  Ask students to look at the title and photos and tell you which two words they are not going to find in the text (level-headed and overlooked).
- Having read through the text once, tell students to write down three or four words from the text that they don't understand. Ask them to call out the words. You can then explain them.
- Rather than immediately explaining difficult vocabulary, ask students to identify the part of speech of the word they don't know. Knowing the part of speech sometimes helps them to work out the meaning.
- After working on a text, ask students to choose four or five new words from the text that they would like to learn and to write these in the *Vocabulary Notebook* section of the Workbook.

Teaching vocabulary

Vocabulary Notebooks

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

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

Learning phrases

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

Revision

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

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

Teaching grammar

Concept checking

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

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

Practice

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

Teaching listening

Pre-listening

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

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

Familiar procedure

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

Monitor

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

Teaching writing

Use a model

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

Preparation

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

Draft

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

Checking

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

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Correction

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

sp indicates a spelling mistake

wm indicates a word missing

gr indicates a grammatical error

v indicates a lexical error

wo indicates incorrect word order

Self correction

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

Teaching speaking

Confidence building

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

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

Preparation

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

Support

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

Choral drilling

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

Teaching mixed-ability classes

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

Preparation

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

Independent learning

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

Peer support

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

Project work

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

Correcting mistakes

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

Accuracy

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

Fluency

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

Self correction

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

Modelling

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

Peer correction

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

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1 The great escape

This unit includes
Vocabulary: holidays • onomatopoeia • idioms with *on* and *off*
Grammar: stative verbs • simple and continuous forms
Skills: describing holidays and places
Writing: a persuasive essay
Workbook pages 4–11

Reading PAGES 4–5

Warm-up

- Look at the unit title and ask students: *What do you think 'The great escape' refers to?*
- Read the title of the reading page, *Unusual holidays*. Ask students two questions: *Can you think of some unusual places to go on holiday? Can you think of some unusual things to do on holiday?*

Before Reading

- Students answer the questions in pairs before discussing the questions as a class.

ANSWERS
Students' own answers.

Background Notes
This text is made up of three descriptions of unusual holidays. Section A is about Ski Dubai where you can go snowboarding and ski while temperatures soar outside. It is the world's third largest indoor skiing facility and is housed in one of the world's largest shopping malls, the Mall of the Emirates. Section B describes a holiday in a farmhouse in the Catalonian countryside in north-east Spain. What is unusual about the holiday is that holidaymakers attend a course on how to be a stand-up comedian. Section C describes the wildlife of Kenya and describes an 'art safari' holiday where artists can draw moving animals in the wild.

Read

Exercise 1

- Read through the **Reading tip** with students. Get students to read the sub-headings and the first paragraph of each section. Elicit from the students what they think the unusual holiday is in each section of the text.

Exercise 2

- Students read the text and match the holiday descriptions with the sentences. Make it clear that more than one answer may be possible for each sentence.
- Check the answers.

ANSWERS
1 A, B, C **2** B, C **3** B, C **4** A, C **5** A

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

Exercise 3 1.02

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

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

Optional Activity: Reading skills
Aim: To focus on the first and last sentences of paragraphs.
Preparation: Write the following headings on the board.
First sentence
Last sentence
Explain that you are going to dictate the first and last sentences from the paragraphs in the reading text. Tell students they must say *first sentence* or *last sentence* after you have read each sentence.
Dictate the first and last sentences of each paragraph in a random order. Elicit the correct answers from individual students after you have read each sentence.

Understanding Ideas

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

Teaching Tip: Personalization of the reading texts
Elicit from students different reasons for going on holiday. Then write up the following words on the board: *to relax, to do some sport, to go sightseeing, to learn something new*. Ask students in small groups to decide on places people can go to and activities they can do using the holiday reasons on the board.

SAMPLE ANSWERS
1. I would like to go on a safari to see animals in the wild and I'd be interested in learning how to draw them in motion. / I wouldn't like to go to the Dubai Ski centre as I'm not keen on winter sports.
2. The holiday in Spain is the most unusual because most people don't go on holiday to learn how to write and tell jokes.
3. I think the holiday skiing indoors will still be popular in twenty years because there will be fewer opportunities to ski outdoors as the world's temperatures get higher.

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Vocabulary

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

ANSWERS

1 vantage points **2** holidaymakers **3** crave **4** rustling
5 marvel **6** chalet **7** predator **8** shimmers
9 comedian **10** surpass **11** multitude **12** flock
13 gags **14** hospitable **15** meteorology

Teaching Tip: Vocabulary Notebook

Set up a system with the class for making notes in the Vocabulary Notebook section of their Workbooks (see Workbook pages 92–111). Give students more information about the words from the text (see below) and tell them to make notes. Encourage them to use a monolingual dictionary to find definitions and example sentences. Also encourage them to make their example sentences personal and true, e.g.

marvel (noun): a wonderful and surprising person or thing
The internet is a marvel of modern technology.

chalet is a noun which means a wooden house with a roof that slopes steeply down over the sides, usually built in mountain areas.

comedian is a noun which means a person who entertains, making people laugh by telling jokes and funny stories.

crave is a regular verb which means to have a strong desire for something. The third person singular form is *craves* and the past simple form is *craved*. The noun form is *craving*.

flock is a regular verb which means to go or gather somewhere in large numbers. The collective noun form *flock* means a group of sheep, goats or birds.

gag is a noun which means a joke or a funny story, especially one told by a professional comedian.

holidaymaker is a noun which means a person who is visiting a place on holiday.

hospitable is an adjective which describes an environment or climate that is pleasant. It can also describe people who are generous and friendly to visitors. The noun form is *hospitality*.

marvel is a noun which describes a wonderful and surprising person or thing. The verb form *to marvel at something* is to be impressed or surprised by something.

meteorology is a noun which means the scientific study of the Earth's atmosphere and its changes. It is used especially in forecasting the weather.

multitude is a noun which means an extremely large number of things, animals or people.

predator is a noun which means an animal that kills and eats other animals.

rustling is a noun which means the sound of light, dry things moving together such as leaves. The *t* is silent. The verb form is *to rustle*.

shimmer is a regular verb which means to shine with a soft light that seems to be moving slightly, especially on water. The third person singular form is *shimmers* and the past simple form is *shimmered*.

surpass is a regular verb which means to exceed or to be better or higher than somebody or something. The third person singular form is *surpasses* and the past simple form is *surpassed*.

vantage point is a noun which means a position from which you watch something.

Quick Test: Two-minute test

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

an animal that hunts and kills other animals [predator]
a pleasant climate [hospitable]
to shine with soft light [shimmer]
a very large number of animals or people [multitude]
a position to see things from [vantage point]
the sound of dry leaves [rustling]
the study of weather [meteorology]
someone who tells jokes for a living [comedian]
a joke or funny story [gag]
to have a strong desire for something [crave]
a tourist [holidaymaker]
a wooden house [chalet]

Optional Activity: Unusual holidays

Aim: To practise talking about different or unusual holidays.
Preparation: Brainstorm ideas with students for different or unusual holidays. Write down the first ten ideas on the board, e.g. *a cycling holiday, to holiday on a boat, a holiday to study maths*.

Ask students in pairs to discuss the ten options and to decide between them which holiday interests them the most, and why. Have a class feedback session ticking the holiday options that the students like the most.

More practice
Workbook page 4

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Vocabulary PAGE 6

Target Vocabulary

Unusual holidays: chalet comedian crave flock gag holidaymaker hospitable marvel meteorology multitude predator rustling shimmer surpass vantage point

Onomatopoeia: clatter creak gurgle hiss rustling screech

Idioms with *off* and *on*: off the wall off the record on the go on tenterhooks on the boil off the cuff on the off chance on the hoof

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word can we use to describe soft light moving on water?* [shimmer] *What do we call the study of the Earth's climate?* [meteorology]
- Students complete the sentences. Check the answers.

ANSWERS

1 shimmering, rustling 2 vantage point 3 crave
4 chalet 5 multitude, surpasses 6 hospitable
7 predator 8 meteorology 9 holidaymakers, flock
10 comedian, gags 11 marvel

Extend

Exercise 1 Onomatopoeia 1.03

- Explain to students that onomatopoeia refers to words that imitate the noise they describe.
- Focus on the words and ask students in pairs to match them with the descriptions.
- Play the recording. Students listen and check.

ANSWERS

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

Exercise 2

- Ask students in pairs to look at the pictures and to choose the best onomatopoeic word to describe them.

ANSWERS

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

Teaching Tip: Onomatopoeic words used as nouns or verbs

All of the onomatopoeic words in exercise 2 can be used as a verb or a noun. As nouns, words like *clatter, creak, gurgle* and *rustle* can be used in the same form as their verb forms or as *-ing* forms, e.g.
The clatter / clattering of horses woke me up.
I heard a rustle / rustling in the bushes.
The creak / creaking of the door frightened me.

Exercise 3

- Students write a sentence for each picture.
- Tell students to check with their dictionaries to see how onomatopoeic words can be used as nouns and verbs.
- Elicit a sentence for each picture and write them up on the board. Using the sentences, point out when the onomatopoeic word is used as a noun or a verb.

Exercise 4 Idioms with *off* and *on*

- Ask students to guess the meanings of the idioms in sentences before matching them with the definitions.
- Students complete the exercise individually or in pairs. Check the answers.

ANSWERS

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

Quick Test: Right or wrong

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

on the hoof *on the off chance*
off the record *on the boil*
on tenterhooks *off the wall*
off the cuff *on the go*

Optional Activity: Onomatopoeia tic-tac-toe

Aim: To practise onomatopoeia.
Preparation: Write the following onomatopoeia words on the board.

clatter, click, creak, gurgle, hiss, howl, ping, roar, rustle, screech, sizzle, thud, whoosh

Ask students to check the meaning of any they do not know in their dictionary. Then ask each students to draw a tic-tac-toe grid and to choose nine of the words, writing one in each square. Explain that you will read out gapped sentences where the gapped word is an onomatopoetic word. If one of the words on their grid completes this sentence (in any form), they can score it through. The first student to make a line through three words is the winner.

He [clicked] *his fingers at the waiter.*
I couldn't sleep because there was a dog [howling] *all night.*
Suddenly, a loud [whoosh] *blew through the park.*
The car [screeched] *to a halt at the traffic lights.*
The cat made a loud [hiss] *at the dog.*
The heavy book landed with a [thud] *on the floor.*
The horses [clattered] *down the street.*
The lion opened its huge mouth and [roared].
The meat [sizzled] *in the frying pan.*
The microwave [pings] *when the food is cooked.*
The old door makes a loud [creak] *when you open it.*
The water [gurgled] *down the plug hole.*
There was a [rustling] *noise in the bushes.*

Vocabulary Notebooks

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

More practice
Workbook page 5

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Grammar PAGE 7

Stative verbs

Warm-up

- Ask students to look at the two photos. Ask: *What are the differences between the two holiday photos?* [The first beach seems to be natural and quiet without people. The second looks more lively and set up for a lot of people.]

Explore

Exercise 1 1.04

- Students read and listen to the dialogue.
- Ask: *What do the verbs in blue all have in common?*

ANSWERS

The verbs all describe states and they are called 'stative' verbs.

> **Teaching Tip: Stative verbs used in continuous forms**
>
> Verbs to describe states such as verbs of thinking and perception (e.g. *believe*), emotions and feelings (e.g. *hate*), having and being (e.g. *want*), and senses and appearance (e.g. *smell*) are almost never used in the continuous form. Some stative verbs can be used in the continuous form but with a different meaning, particularly if the current state or behaviour is changeable (e.g. *I'm having a wonderful time on the course*) or a plan under consideration (e.g. *I'm thinking of studying music at university.*).

Exercise 2

- Read through the **Learn this!** box with students and elicit a few examples of the verb categories in the table using verbs from the box.
- Students complete the table individually or in pairs.
- Write out the table on the board and check the answers.

ANSWERS

A **Thinking and perception:** believe, forget, imagine, seem, think, understand
B **Emotions and feelings:** agree, hate, like, love, prefer
C **Having and being:** belong, contain, possess, want
D **Senses:** feel, hear, look, smell, taste

Follow-up
Grammar Reference page 94

Exploit

Exercise 1

- Read through the **Look out!** box with students. Elicit other example sentences for *think* and *have* in the simple and continuous form to show the difference in meaning.
- Students complete the sentences with the simple or the continuous form of the verbs.
- Check the answers.

ANSWERS

1 smells, tastes 2 is tasting 3 am seeing 4 think
5 see 6 is weighing 7 are thinking 8 weighs

Exercise 2

- Students correct the errors individually, then check with a partner. Point out that some of the sentences are correct in which case they should write *correct*.
- Check the answers.

ANSWERS

1 is seeing 2 has 3 correct 4 prefer 5 correct
6 forgets

> **Quick Test: Dictation**
>
> Divide the class into groups of five or more students.
>
> Explain that you are going to dictate four sentences. Students write them down and in their groups decide if they are correct or not. Dictate the sentences only once. The first group to shout *Ready* should explain to the rest of the class which sentences are incorrect and why.
>
> 1 *Tim is having a great time in Italy every time he goes there.*
> [has – stative verb for having and being]
> 2 *Jane prefers to have a holiday by the sea.*
> [correct – stative verb for emotions and feelings]
> 3 *That's horrible. This milk tastes off!*
> [correct – stative verb for sense]
> 4 *I think of going to Jordon on holiday this summer.*
> ['m thinking – a plan under consideration]

More practice
Workbook page 6
Grammar Builder page 95, exercises 1–3

ANSWERS GRAMMAR BUILDER 1 (PAGE 95)

Exercise 1
1 look 2 are you writing 3 smells 4 arrived
5 don't recognize 6 didn't fit 7 is Jack listening
8 didn't hear

Exercise 2
1 are you thinking 2 have 3 do you mean 4 seem
5 Are you feeling / Do you feel 6 am thinking 7 is having
8 think 9 looks 10 wish

Exercise 3
1 correct 2 don't understand 3 correct 4 didn't smell
5 does he weigh 6 correct 7 It seems 8 has

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Skills PAGE 8

Feeling at home

Target Vocabulary

Adjectives to describe places: atrocious charming cosy dreadful enchanting extravagant five-star frosty homely lavish luxuriant opulent sparse stark unassuming uninviting

Warm-up

- Write a list on the board of well-known places in your town or country including hotels, cafés and historical landmarks. Elicit positive and negative adjectives from students to describe them.

Vocabulary

Exercise 1

- Focus on the photos. Ask students if they would like to stay at the Ice hotel, and why / why not.
- Students work individually matching the adjectives to the different hotels.
- Feedback some examples, trying to cover all the vocabulary items, making it clear if they have positive or negative meanings.

Exercise 2

- Students look at the photos of different types of travellers and in pairs decide which hotel each might want to stay in.
- Make sure that students understand that a gap year is taken by students in between school and university. Students generally travel abroad and work in this year.
- Elicit alternative suggestions to the hotels in exercise 1, e.g. hostel, luxury hotel, chalet, cruise liner.

More practice
Workbook page 7

Listen

Exercise 1 1.05

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

ANSWER

The seven-star hotel Burj Al Arab in Dubai.

TAPESCRIPT

Jamie What are you doing, Lisa?
Lisa Oh, hi Jamie. I'm looking at some holiday options. I'm doing a project for school on unusual hotels.
Jamie What's that a photo of? It looks like a prison or a dungeon!
Lisa Funny you should say that. It's the basement of a bomb shelter, and it's the world's first no-star hotel. In other words, it's even more basic than a one-star hotel!
Jamie That's terrible. Who would want to stay there?
Lisa Well, some people who visit Zurich do. This hotel is in Zurich, Switzerland and at only €10 a night, it's proving to be quite popular with the backpacking set and budget travellers.
Jamie Well, it's not for me! There's nothing to do in Zurich anyway.
Lisa Well, Zurich isn't the most exciting city in the world, but it does have a fantastic opera house, and some good museums, including a toy museum.
Jamie Then I definitely wouldn't want to go there! I like places where you can do outdoor activities.
Lisa Well, there's the Zurich waterfall, but I know what you mean. I'm with you on that. I was just looking at the hotel. But what about this place! It's incredible. It's an ice hotel! Isn't this cool?
Jamie Cool? Freezing cold you mean?! You'd freeze to death in there.
Lisa No, you wouldn't. It has heating. It's actually a luxury hotel just outside of Quebec City in Canada. It's got its own cinema, too! And there are plenty of outdoor activities, like sledging and ice-fishing.
Jamie Really? Hmm… I guess it has possibilities, but it must cost a fortune…
Lisa About $200 per night. If you've never been to Canada or done winter sports, it could be a nice experience…
Jamie Well, I suppose so… But look at this photo! Now that's my idea of a fabulous hotel.
Lisa No argument there. That is the seven-star hotel Burj Al Arab in Dubai.
Jamie It must cost a fortune!
Lisa Absolutely. It's over £1,200 per night for the least expensive room. This is definitely a destination for upmarket travellers only.
Jamie For that price, I wouldn't leave the room!
Lisa But if you did want to leave the room, you could take a helicopter tour of the city from the helipad on the top of the hotel, or you might want to see the harbour from the deck of a private yacht.
Jamie Mmm. I think I could get used to that!
Lisa If you could afford it.
Jamie Yes, if I could afford it, I'd love to spend a night in such a luxurious and opulent hotel.

Exercise 2 1.05

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

ANSWERS

Ice Hotel: Quebec City, Canada; cinema, sledging, ice-fishing; $200/night
Seven-star Hotel: Dubai; helicopter tours, sailing in private yacht; £1,200/night
No-star Hotel: Zurich, Switzerland; opera house, toy museum, Zurich waterfall; €10/night

Speak

- Students decide which hotel they would like to stay in and think of some reasons why. They then discuss their choice and reasons with a partner.

Optional Activity: Dialogue

Aim: To practise using adjectives to describe places.
Preparation: Write the following dialogue on the board.

A *What accommodation would you recommend in your home town for a student on a gap year?*
B *I'd recommend the student hostel. It's a bit sparse, but it's cheap.*
A *Right. And why wouldn't you recommend the Palace hotel? It's cheap and cosy too.*
B *Yes, it is, but it's outside the centre in an uninviting area.*

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

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

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Grammar PAGE 9

Expressing trends with simple and continuous forms

Warm-up

- Ask students: *Do you think more people are travelling by air these days? Why?* Elicit answers from students, e.g. people are earning more money, it's quicker, there are more low cost flights.

Explore

Exercise 1

- Students read the interview and answer the question. Check the answer.

ANSWER

It caters for both.

Exercise 2

- Ask students to find examples of present, past and perfect continuous forms in the interview.
- Once they have identified the forms, ask students to read and complete the **Learn this!** box.
- Read through the **Learn this!** with students to check answers and understanding of the concepts.

ANSWERS

Present continuous: What trends are we seeing …?, we're actually seeing, customers are becoming, they are trying, luxury hotels are also growing, these trends are affecting, Low-cost airlines are dominating, they are even appealing
Past continuous: Prague was becoming, Business class travel was increasing
Present perfect continuous: It has been changing
1 present continuous **2** past continuous
3 present perfect continuous

> **Teaching Tip: Describing trends**
> We generally don't use the present simple to describe trends and we never use the past simple. We use the present perfect simple to talk about trends that began in the past but which are still continuing, or trends that have recently finished but which have results that are visible or relevant now. We can also use the present perfect continuous to talk about trends and its use is often similar to the present perfect simple.

Follow-up
Grammar Reference page 94

Exploit

Exercise 1

- Read though the **Look out!** box with students. Check understanding by asking: *Is there a difference in meaning between using the present perfect simple or continuous when describing a trend?* [No]
- Students work individually or in pairs to complete the sentences with the correct continuous form of the verbs in brackets. Check the answers.

ANSWERS

1 has been getting **2** isn't increasing **3** was turning into
4 have not been responding / were not responding

Exercise 2

- Focus on the diagrams. Ask questions to check comprehension, e.g. *How much did the average UK holiday cost in 2005?* [£750] *How far did the average British holidaymaker travel on holiday in 2010?* [1,000 km]
- Check students understand the meaning of the verbs in the box. They may use a dictionary if necessary.
- Students complete the texts with the correct form of the verbs. Point out that some verbs can be used more than once and sometimes the negative form is needed. Check the answers.

ANSWERS

1 was increasing **2** has stopped **3** has stabilized
4 was not increasing **5** was not decreasing
6 was declining **7** is increasing

> **Quick Test: Describing a graph**
> Tell students that you are going to use the same graph A in exercise 2 (amount spent on the average UK holiday) but that you will read out different information. Students listen to the information and draw a line on the graph to show the trends. Read out the information twice.
> *Between the early 2000s and 2005, the average amount spent on holidays was declining from £750 to £500 a year by 2005. By 2006 this trend was changing with people spending almost £900 a year on holidays in 2008. This trend has stabilized over the past few years with no further increases.*

More practice
Workbook page 8
Grammar Builder page 95, exercises 4–6

ANSWERS GRAMMAR BUILDER 1 (PAGE 95)

Exercise 4
1 C **2** B **3** C **4** A **5** B **6** A **7** C **8** B

Exercise 5 (Suggested answers)
1 Recently, the evenings have started to get darker earlier.
2 The internet has changed the way we work and relax.
3 Have people's lives improved over the past decades?
4 In the 1940s the lack of food in Britain was starting to become a serious problem.
5 Currently, we are experiencing difficult economic conditions.
6 So far this year, the situation hasn't been too bad.
7 During the war women were doing men's jobs.
8 According to a report published today, people are getting / have got fatter.

Exercise 6
1 were not making **2** were improving / were modernizing
3 has speeded up **4** has modernized / has improved
5 have increased **6** are talking **7** were aiming
8 are stopping

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Writing PAGE 10

A persuasive essay

Target Vocabulary
Expressing opinions: Paris is a fabulous city the best time to get the full effect is Paris is extremely relaxed in summer The beaches have something for everyone visitors to Paris should plan their trips for August
Sequencing arguments: Firstly In addition As a result You can also To conclude
Contrasting ideas: while although

Warm-up

- Ask students: *What do you know about Paris? When do you think is a good time to visit?*

Read

- Focus on the essay. Ask the students to read the first paragraph only to answer the question: *What is the writer's main opinion?* [the writer thinks August is the best time to visit Paris]
- Students read the rest of the essay and complete the sentences. Check the answers.

ANSWERS

1 is great to visit in August 2 the relaxed atmosphere
3 the special attractions on the river 4 restates

- Focus on the essay and elicit the following information:
  - The essay is organized into four paragraphs.
  - The style of the essay is formal, so no short forms.

Teaching Tip: Linking words in essays

Linking words are used in essays to connect ideas and make the writing flow. Typical linking words that sequence arguments are *firstly, in addition, as a result, you can also* and *to conclude*. Typical linking words that contrast ideas are *while* and *although*.

Prepare

Exercise 1

- Read the **Writing tip** with the students. Ask students if they use mind maps to organize ideas when planning essays.
- Students complete the mind map. Check the answers.

ANSWERS

Three of the following: Beach; Fine Cuisine; Fashion; Relaxed atmosphere and pace

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 C 2 B 3 C 4 B

Teaching Tip: Making notes

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

Write

Exercise 1

- Students discuss the question in pairs. They then make notes and draw a mind map following the instructions in Prepare exercise 1. Monitor and help.

Exercise 2

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

SAMPLE ANSWER

Wales is a beautiful country full of green valleys, rippling rivers, stunning mountains and ancient castles. Whether you are interested in enjoying unspoilt countryside or visiting many of the historical towns, the summer is the best time to visit.
Firstly, the weather in Wales can be very unpredictable, so summer is the best time to enjoy the countryside and mountains. There are many places where you can do outdoor sports from rock climbing to white-water rafting so hospitable weather conditions are important. As Wales is largely rural, summer is the best time to appreciate the natural landscapes.
In addition to more favourable weather to enjoy the countryside, summer is the time when there are the most cultural events in the towns and villages of Wales. Explore the many ancient castles and gardens, going to one of the many open days advertised in the months of June, July and August. Each July the picturesque town of Llangollen in north Wales holds the Llangollen International Eisteddfod, a popular music festival.
To conclude, to get the best out of one of the world's most natural gardens, you should visit Wales in the summer and take advantage of the wild nature and cultural activities.

MARKING SCHEME

- The essay follows a clear, coherent plan. [1 mark]
- The essay has four paragraphs. [1 mark]
- The first paragraph establishes the main opinion. [1 mark]
- The second paragraph gives the main argument. [1 mark]
- The third paragraph gives a supporting argument. [1 mark]
- Fourth paragraph repeats the writer's opinion. [1 mark]
- Appropriate style to essay, i.e. no short forms. [1 mark]
- Appropriate balance of personal opinion and factual information. [1 mark]
- Use of linking words. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice
Workbook page 9

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Review PAGE 11

Language Skills

Exercise 1 1.06

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

ANSWERS

1 sparse 2 off the wall 3 luxurious 4 rustling
5 sounds 6 hear 7 clatter 8 imagine 9 means
10 recommend

Exercise 2

- Students work individually to answer the questions. Check the answers.

ANSWERS

1 It was her brother's idea.
2 The facilities were sparse and the cooking areas were basic.
3 She prefers beach holidays.
4 They didn't spend much money so they can take a city break later.
5 She recommends Vienna (in winter).

Exercise 3

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

ANSWERS

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

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 Advanced Learner's Dictionary* (OALD) in larger print and are followed by a key symbol. For more information about the list and to download a copy, visit the website: www.oup.com/elt/oxford3000.

Exercise 1 American English vs. British English

holi·day·maker /ˈhɒlədeɪmeɪkə(r); *NAmE* ˈhɑːl-; *BrE* also -dimeɪ-/ *noun* (*BrE*) (*NAmE* **vac·ation·er**) a person who is visiting a place on holiday/vacation

- Students look up *holiday* as a noun in their dictionary. Point out that the American English equivalent is given in brackets with the abbreviation *NAmE*. Elicit that *vacation* is the American English equivalent of *holiday*.
- Focus on the British / American information box, which gives more detailed information about the differences between *holiday* and *vacation*.
- Students look below the information box to find the entry for *holidaymaker* and look for the *NAmE* label to find the answer.
- Students use their dictionaries to answer the questions individually or in pairs. Check the answers.

ANSWERS

1 vacationer
2 vacation; periods when universities in the UK are officially closed to students
3 a single day when government offices, schools, banks and businesses are closed; a bank holiday
4 ocean
5 vacation at the ocean or at the beach
6 subway
7 the Metro (Washington DC) and the Tube (London)

Exercise 2

down·mark·et /ˌdaʊnˈmɑːkɪt; *NAmE* -ˈmɑːrkɪt/ (*BrE*) (*NAmE* **down·scale**) *adj.* (*disapproving*) cheap and of poor quality: *The company wants to break away from its down-market image.* OPP **upmarket** ▸ **down·mark·et** *adv.*: *To get more viewers the TV station was forced to* ***go down-market***.

- Students individually or in pairs use their dictionaries to look up the equivalent American English words for the words in bold. Check the answers.

ANSWERS

1 downscale 2 elevator 3 baggage 4 taxi stand
5 upscale

Follow-up

Self Check, Workbook pages 10–11
Test Unit 1, Teacher's Book pages 122–123

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2 Talking the talk

This unit includes
Vocabulary: technological words • collocation • words about words • formal linking words • amounts
Grammar: distancing: past tenses and modals
Skills: listening to an interview with a creative writing teacher • talking about words and brainstorming acronyms
Writing: an opinion essay (1) • using formal linking words
Workbook pages 12–19

Reading PAGES 12–13

Warm-up

- Look at the unit title and ask students: *What do you think 'Talking the talk' means?* [It means sounding convincing.]
- Read the title of the reading page, *Inventing words.* Ask students: *Where do new words in languages come from?* Elicit a few answers from individual students, e.g. technology, new trends and fashions, inventions, other languages, street slang.

Before Reading

Exercise 1

- Write the table on the board. Ask students in pairs to guess which languages the words come from.

ANSWERS

Arabic: cotton, gazelle **French:** unique, avant-garde
German: hamburger, kindergarten **Japanese:** tsunami, judo

Exercise 2

- Students discuss the question in small groups before feeding back to the class.

Background Notes

The article is about how new words originate, giving some examples and terms. The first two paragraphs explain that words can come about because of their obvious function (e.g. *calculator*) or can be *eponymous*, taking their name from the person who discovered or invented them or *toponymous*, referring to a place. *America* is an example of an eponymous word based on the name of an Italian Amerigo Vespucci who drew up some of the first maps of the continent. The word *bungalow* is an example of a toponymous word meaning a house or building in the style of Bengal.

The article goes on to explain that some words are just simple inventions giving the example of *googlo* and *googolplex* invented by a nine-year old child Milton Sirotta prompted by his uncle, Edward Kasner, a prominent American mathematician who lived in the first part of the twentieth century. When scientists were looking for a name for the web address of what is today a major global search engine, googol came up. Misspelling led to the word *Google* being coined.

Read

Exercise 1

- Read through the **Reading tip** with students. Check understanding by asking: *What should you do first when you want to identify the main topic of a text?* [read the first and last sentences]
- Explain to students that each paragraph presents a main idea. Ask: *What is the main idea in the first paragraph?* [that the inspiration of a words can come from its function] *What is the example used in the first paragraph?* [the calculator]
- Students do the task individually, then compare their answers in pairs. Check the answers.

ANSWERS

1 How words enter a language
2 Types of names for new words
3 The youngest person to coin a word
4 The origins of the name 'Google'

Exercise 2 1.09

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

ANSWERS

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

Exercise 3

- Students find the sentences in the text and in pairs discuss how to express them in their own words.
- Feedback answers as a class.

Optional Activity: Reading skills

Aim: To focus on paragraph order.
Preparation: Write the following questions on the board.
What is intriguing about Sirotta and Kasner's story? [5]
Who was the youngest person to coin a word? [3]
What spelling mistake did some scientists make? [6]
Did Sirotta and Kasner enjoy the internet age? [7]
What 1960s invention is named after its function? [1]
What is the definition of googolplex? [4]
What are the terms for words based on places or people? [2]

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

Understanding Ideas

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

SAMPLE ANSWERS

1 technology words, words from the internet, business and finance words, words from popular music, words from clothes and fashion, etc.

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Vocabulary

Teaching Tip: Word families

Explain to students how important word formation is for extending their vocabulary. Encourage students to make a note of words in the same family when they come across new vocabulary, e.g.
inspiration (n): *The inspiration from my art come from classical literature.*
inspire (v): *The lecture on new technology didn't inspire me very much.*
inspirational (adj): *The new president is an inspirational leader.*

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

ANSWERS
1 originated **2** colossal **3** documented **4** coins
5 apparent **6** ingenuity **7** abundant **8** term
9 unconventional **10** brainstorming **11** inspiration
12 passed away **13** intriguing **14** innovative **15** finite

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

abundant is a formal adjective which means existing in large quantities. The noun form is *abundance*.

apparent is an adjective that means something easy to see or to understand. It is synonymous with *clear* and *obvious*.

brainstorming is a noun which means a way of making people think about something at the same time, often to solve a problem or create new ideas. This is sometimes called a *brainstorming session*. The verb form is *to brainstorm*.

coin is a regular verb which means to invent a new word or phrase that people start to use. The third person singular form is *coins* and the past simple form is *coined*. As a noun, it means a flat piece of metal used as money.

colossal is an adjective which describes something huge or enormous.

document is a regular verb which means to record the details of something in writing, for example, evidence. The third person singular form is *documents* and the past simple form is *documented*.

finite is an adjective which means having a definite limit or fixed size. The opposite is *infinite*.

ingenuity is a noun which means the ability to invent things or to solve problems in clever ways.

innovative is an adjective which means introducing or using new ideas or ways of doing something. The verb form is *to innovate* and the noun form is *innovation*.

inspiration is an uncountable noun which means the process that takes place when somebody sees or hears something that causes them to have new or exciting ideas. The verb is *to inspire* .

intriguing is an adjective which describes something that is very interesting because it is unusual or does not have an obvious answer.

originate is a regular verb which means to happen or appear for the first time in a particular place or situation. The noun is *origin* or *origins*.

pass away is a regular verb meaning to die. People use it to avoid using the word *die*.

term is a countable noun which means a word or phrase that is used as the name of something, especially one connected with technical, legal or scientific language.

unconventional is an adjective which means not following what is done or considered normal or acceptable by most people.

Quick Test: Password

Write on the board the first letters of the words from the reading text:

A A B C C D F I I I I O P T U

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

Which A means a lot of something? [abundant]
Which A is obvious and clear? [apparent]
Which B is good to generate new ideas? [brainstorming]
Which C is the verb to make a new word? [coin]
Which C is enormous? [colossal]
Which D is to be recorded in writing? [documented]
Which F is limited? [finite]
Which I is creativeness or inventiveness? [ingenuity]
Which I is original and new? [innovative]
Which I is the source of a new idea? [inspiration]
Which I is fascinating? [intriguing]
Which O is appeared for the first time? [originated]
Which P died? [passed away]
Which T can be medical? [term]
Which U is not typical? [unconventional]

Optional Activity: Just 90 seconds

Aim: To use target vocabulary accurately in a monologue.
Preparation: Divide students into groups of four. Tell them that each student takes it in turn to talk on any subject for 90 seconds using as many words from the target vocabulary list as possible. Speakers get one point for each word used correctly. Group members make notes of the words each speaker users. The one who uses the most in 90 seconds is the winner. Speakers who hesitate too much, or use target vocabulary incorrectly, can be asked by the group to stop thus losing the rest of their seconds.

More practice
Workbook page 12

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Vocabulary PAGE 14

Target Vocabulary

Where do words come from: abundant apparent brainstorm coin colossal document finite ingenuity innovative inspiration intriguing originate pass away term unconventional

Collocation: coin / invent a word have / take a holiday switch on / turn on a light care for / like some tea get / collect data get / have an idea turn off / shut down a computer search / explore the internet

Computing words: malware podcast to digitally enhance data mining webinar wiki phishing social networking

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word can we use to describe something that you can find in large quantities?* [abundant] *What word describes something that is new and original?* [innovative]
- Students complete the sentences. Check the answers.

ANSWERS

1 apparent **2** intriguing **3** documented **4** colossal **5** coined **6** unconventional **7** finite **8** innovative **9** abundant **10** inspiration **11** ingenuity **12** terms **13** brainstorm **14** passed away **15** originated

Extend

Exercise 1 Collocation

- Elicit the meaning of collocation from students. [a combination of words that is very common – the wrong combination sounds wrong]
- Write the following on the board: *write / make / do an essay*. Ask: *Which word doesn't collocate with* essay*?* [make]
- Students work individually or in pairs to eliminate the verbs that do not collocate. Check the answers.

ANSWERS

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

Teaching Tip: Verb and noun collocations

When listing vocabulary on the board, for example, nouns, include verbs that typically collocate with them (e.g. *to explore / search the internet*).

Optional Activity: Collocations snap

Aim: To practise the collocations in exercise 1.
Preparation: Write the correct verbs and the nouns (twice) from exercise 1 on separate sheets of paper. Cut the words out and shuffle them separately. Put them in two piles.
A pair of students come to the front of the class. One takes a verb and reads it out. The other reads out a noun.
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.

Exercise 2 Computing words

- Read the example word and definition with the students.
- Students continue to match the words. They may use a dictionary if they wish.
- Check answers by asking students individually to read out a word, then give its definition. Ask the class if the definition is correct.
- Once you have checked the answers, ask which words are illustrated in the pictures.

ANSWERS

1 d **2** g **3** a **4** h **5** b **6** f **7** e **8** c
Picture 1: digitally enhance **Picture 2:** phishing
Picture 3: webinar **Picture 4:** malware

Exercise 3

- Students complete the sentences individually or in pairs. Point out that they will need to use the correct form of the verb *enhance*.
- Check the answers.

ANSWERS

1 podcast **2** digitally enhanced **3** phishing **4** social networking **5** Malware **6** webinar **7** wiki **8** Data-mining

Quick Test: Fill the gap

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

She looks ten years younger. This photo has been ___. [digitally enhanced]
___ these days is done more on computers. [Social networking]
You can download great ___ of radio programmes from this website. [podcasts]
___ is the term for stealing digital information from computers. [Phishing]
If you have any information to share about the town, please place it on the town___. [wiki]
___ is not the same as coal mining. [Data mining]
You can get software to protect your computer from ___. [malware]
I attended a really interesting ___ with students logging in from all over the world. [webinar]

Vocabulary Notebooks

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

More practice
Workbook page 13

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Grammar PAGE 15

Past tenses for distancing

Warm-up

- Ask students: *Where are the people in the photos?* [café, hotel reception] *Which situation is more formal?* [hotel reception]

Explore

Exercise 1 1.10

- Students read and listen to the dialogues.
- Focus on the first verb form in the café dialogue and elicit the name of the tense. [present simple] Students continue naming the tenses in pairs. Check the answers.

ANSWER

present simple, present continuous, past simple, past continuous

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

Exercise 2

- Focus on question 1 and elicit the answer. [present]
- Students work individually or in pairs to answer the questions. Check the answers.

ANSWERS

1 present
2 present simple and present continuous
3 past simple and past continuous
4 café is informal and the hotel is more formal
5 more polite / formal

- Read through the **Learn this!** box with students. Check understanding by asking: *How can we make questions and requests sound more polite?* [by using the past simple and past continuous] *What verbs are typically used with the past continuous to sound polite?* [*wonder, think* and *hope*]

Follow-up
Grammar Reference page 96

Exploit

Exercise 1 1.11

- Play the recording for students to decide which dialogue is informal. Check the answer.

ANSWER

Dialogue 3

Exercise 2

- Students work in pairs to rewrite dialogue 3 using distancing techniques.
- Check the answers by getting one pair to write their answers on the board.

SAMPLE ANSWER

A Did you have a table for two available?
B Did you want to sit inside or outside?
A We were wondering if we could sit outside.

> **Quick Test: Sentence construction**
>
> Write the following word prompts for a dialogue on the board. Give students time to think how the dialogue can be constructed using distancing techniques. Elicit answers from the whole class.
>
> *A wonder/tonight/room/reserve*
> [I was wondering if I could reserve a room for tonight.]
> *B Certainly sir. want/single/double?*
> [Did you want a single or a double?]
> *A A double please.*
> *B pay/cash/want/credit card?*
> [Did you want to pay by cash or credit card?]
> *A hope/pay/by cheque*
> [I was hoping to pay by cheque.]
> *B Sorry sir. We don't accept cheques.*

Exercise 3

- Students work in pairs to complete the dialogues.
- Check the answers by asking different pairs to read out the completed dialogues.

SAMPLE ANSWERS

1 I was hoping to order, Did you want to order
2 I was hoping to buy, Did you want to book
3 I was wondering if I could speak, Did you want to leave
4 Did you want to reserve
5 I was wondering if I could borrow

More practice
Workbook page 14
Grammar Builder page 97, exercises 1–3

ANSWERS GRAMMAR BUILDER 2 (PAGE 97)

Exercise 1
1 A, B 2 B 3 A, B 4 A 5 B 6 B 7 B 8 B

Exercise 2
1 Did you want 2 Were you intending 3 I was wondering
4 did you want 5 We were hoping 6 Did you have
7 Where did you want 8 When were you thinking

Exercise 3
1 Were you hoping to stay in a hotel while you're here?
2 Did you want to go to bed immediately when you arrive?
3 I was wondering what time you serve / served breakfast.
4 What time were you thinking of leaving?
5 We were hoping to stay for another night.
6 Were you thinking of visiting the museum while you're here?
7 Did you have a particular excursion in mind?
8 I was intending to take a taxi.

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Skills PAGE 16

Words about words

Target Vocabulary

Words about words: acronym alliteration anagram cliché simile

Warm-up

- Write up on the board *UN* and ask students: *What does this acronym mean?* [United Nations]

Vocabulary

Exercise 1

- Students match the sentences with the definitions.

ANSWERS

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

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 computer **2** video game **3** television **4** family
5 waitress **6** fruit salad

Exercise 3

- Students write their own examples, then compare answers in groups.

More practice
Workbook page 15

Listen

Exercise 1

- Students decide in pairs which definition could describe what 'creative writing' is. Check the answer.

ANSWER

3

Exercise 2 1.12

- Play the CD for students to answer the question.

ANSWERS

Meryl gives assignments then gives feedback suggesting ways how people can improve their creative writing.

TAPESCRIPT

Host Welcome to Radio Review, the weekly programme that provides today's young people with information about career opportunities. Today, we are speaking to Meryl Jones, who gives creative writing courses all over the UK. Welcome, Meryl.
Meryl Thank you. It's nice to be here.
Host So, could you tell us a bit about what you do?
Meryl I run creative writing workshops for many different types of people – young and old, male and female. Some wish to pursue a career in writing, either as an author or a journalist, and others simply enjoy it as a hobby. I give them assignments, and after I've read them, I give them feedback, you know, suggest ways to improve their writing.
Host That's very interesting. But do you find that you can really appreciate or enjoy the material that you're looking at?
Meryl Well, some of the material is very interesting – people write about so many different subjects and personal experiences. The first thing I do is read it for meaning, checking that the reader understands the text. If the writer uses a lot of acronyms the reader may be lost. For instance, most readers know that UN stands for the United Nations, but not all of them may know that the OAU was the Organization of African Unity, for example, so that needs to be explained.
Host Yes, that's very true. I wouldn't have known that acronym.
Meryl If the reader doesn't understand much in the text, he or she won't enjoy it. I work closely with my students during the writing process, guiding them and helping them to avoid bad writing techniques.
Host Such as?
Meryl Such as clichés. For example, if somebody has written a sentence containing a simile which has been used so frequently it's now a cliché, I may suggest that they rephrase it.
Host So… the author may use the cliché 'as green as grass', but you'll help them to change it.
Meryl Exactly… when we're describing something green, the cliché 'as green as grass' is used far too often. There are many more interesting ways to describe something that is green, so I may suggest a more original simile such as 'as green as a palm tree after a cool summer rain'. I believe this is more effective in creating the desired image for the reader.
Host I agree.
Meryl I try to make sure the text is memorable and captures the reader's curiosity and interest. Let me give you another example… 'The ship sailed silently on the sea'…
Host Alliteration!
Meryl Precisely. The first sound of each word is the same, in this case, 's', and it suits some styles of writing, such as poetry and descriptive passages.
Host Well, thank you, Meryl, for sharing your insight and experience with us. It's been most enjoyable.

Exercise 3 1.12

- Play the CD again. Students choose the correct answers.

ANSWERS

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

Speak

Exercise 1

- Students ask and answer the questions in pairs.

ANSWERS

OUP: Oxford University Press, BBC: British Broadcasting Corporation, FBI: Federal Bureau of Investigation, OPEC: Organization of the Petroleum Exporting Countries, UAE: United Arab Emirates, UN: United Nations, UNESCO: United Nations Educational, Scientific and Cultural Organization

Exercise 2

- Students ask and answer the questions in pairs.

ANSWERS

a He's very strong.
b I slept very well without waking.
c She's very quiet.
d My brother acts clumsily where skills and care are needed.

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

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Grammar PAGE 17

Modals for distancing

Warm-up

- Write up the word *emoticon* on the board. Ask students if they know what it means. [short cut keyboard symbols to show the face or emotions of a person sending a message]

Explore

Exercise 1 1.13

- Students read and listen to the dialogue and answer the question. Check their answer.

ANSWER

B

Exercise 2

- Students find the modal verbs in the dialogue and answer the questions. Check the answers.

ANSWERS

could, might, would, might

They make the language more polite because they distance the speaker from the words and make the speech less direct and more tentative.

Exercise 3

- Read through the **Learn this!** box with students. Focus on the use of the modal verbs *would, might* and *could* with questions and requests in the examples.
- Ask students: *What verbs would you use after* would *to make a statement more tentative or a command less direct?* [verbs of thinking, saying and instruction]
- Students in pairs rewrite the blue sentences in the dialogue. Check the answers.

ANSWERS

1 Can you tell me what this emoticon means?
2 Can you explain how this looks like him?
3 (I think that) you have seen him.
4 Can your continue your discussion elsewhere?

Teaching Tip: Modals for distancing

The modal verbs *could, would* and *might* are sometimes used instead of present tenses when we want to make a question or request sound less direct. The word order is indirect: *Could you tell me where the nearest bank is?* A more tentative way of making a request is *Could you possibly …?* We only use this when we think that our interruption may be unwelcome for a particular reason. We use *would* and *might* in requests and offers. *Might* is more tentative.

Follow-up

Grammar Reference page 96

Exploit

Exercise 1

- Students individually choose the correct modal verb. Remind them to check the **Learn this!** box if they have any doubts. Check the answers.

ANSWERS

1 Might 2 would 3 would 4 would 5 Could
6 Might

Exercise 2

- Students in pairs rewrite the sentences. Remind them that more than one answer may be possible.

SAMPLE ANSWERS

1 Could I possibly help you with that? / Might you want some help with that?
2 Would / Might this seat be free? Could I possibly sit here?
3 Could you tell me where the exit is?
4 Would he / Might he need a recommendation letter from the professor?
5 Would you not remove the equipment from the lab?
6 Would you not leave valuables lying around on the desks?
7 Would / Might you be interested in joining the local history preservation society?
8 I would think that people are less careful about spelling in an email.

Quick Test: Sentence transformation

Write the following sentences on the board. Ask students to rewrite them using *might, would* or *could possibly.*
Are you interested in a trip to the theatre?
[Might you be interested in a trip to the theatre?]
Sorry to bother you. Please help me carry this case up these steps?
[Could you possibly help me carry this case up these steps?]
The management asks you not to take photographs inside.
[The management would ask you not to take photographs inside.]

More practice

Workbook page 16
Grammar Builder page 97, exercises 4–6

ANSWERS GRAMMAR BUILDER 2 (PAGE 97)

Exercise 4

1 O 2 R 3 R / I 4 O 5 O 6 R 7 I / R 8 R

Exercise 5

1 correct
2 Would you be able to advise me? / Could you advise me?
3 I would ask you to keep your voice down in here.
4 Might I request that you eat your sandwiches outside?
5 correct
6 Could you possibly tell me how to get to the station?
7 We would ask that people using the library respect the rules.
8 correct

Exercise 6

1 Might you prefer 2 I would ask 3 Would you like
4 Might you 5 I would think 6 I was wondering
7 Could you 8 Could I

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Writing PAGE 18

An opinion essay (1)

Target Vocabulary

Formal linking words and expressions: with regard to
albeit considering that hence nevertheless therefore

Warm-up

- Focus on the title of the essay. Elicit from the students what it might be about. Ask students what *keep up* means in the title. [Dictionaries should keep up to date, i.e. show new technology words.]

Read

Exercise 1

- Students read the essay quickly and answer the questions in pairs. Discuss the answers as a class.

ANSWERS

1 telex, word processor
2 Both words refer to technologies that are / will be extinct soon.
3 The term 'word processor' can be understood without a dictionary entry from the term 'word processing' so it is not necessary.

- Focus on the essay and elicit the following information:
  - There are four paragraphs.
  - The style is formal, so we do not use short forms.
  - The text sounds authoritative and professional, using formal linking words.

Prepare

Exercise 1

- Read through the Writing tip with the students.
- Check understanding of the headings in the table before students complete it with the linkers in the essay.
- Check the answers.

ANSWERS

Reference: with regard to, considering that
Contrast: albeit, nevertheless
Consequence: hence, therefore

Exercise 2

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

ANSWERS

1 therefore / hence 2 nevertheless 3 albeit
4 hence / therefore 5 Considering that 6 With regard to

Teaching Tip: Punctuation

Remind students that semi-colons can be placed between two related but independent clauses and are followed by a lower case letter. Semi-colons are also used between independent clauses linked by a transition phrase such as *hence*, e.g. *The word processor's only function is to write documents; hence the invention of word processing programs for computers.*

Write

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

SAMPLE ANSWER

The best way to learn a language is to look for online news articles written in the language. This should be done on a daily basis, for at least one hour a day, to make sure that the learner is having regular contact with the language. By looking for articles online, a learner can also easily cross-reference their reading by using resources such as online dictionaries and encyclopaedias.

Considering that news is current, albeit sometimes a bit sensational, learners are very motivated to understand news stories in another language. With regard to the topics and quantity of news sites online, they are many and they are varied; this means that learners will always find something they are interested in making this form of learning the language very effective. Searching for online news, nevertheless, can be quite time-consuming hence the importance of saving your favourite sites.

Learning to learn a language by looking for online news articles is also efficient as it is convenient. You do not have to go to class, travel to different countries or buy foreign newspapers or magazines when you search for online news.

Considering that searching for online articles is easy, and convenient with lots of interesting and varied stories available, we can conclude that it is the best way to learn a language.

MARKING SCHEME

- Essay follows a clear plan. [1 mark]
- Essay is organized into four paragraphs. [1 mark]
- First paragraph explains how the method works. [1 mark]
- Second paragraph explains a reason and why it is effective. [1 mark]
- Third paragraph explains a second reason and why it is effective. [1 mark]
- Fourth paragraph provides a conclusion. [1 mark]
- Appropriate style to essay, i.e. no short forms. [1 mark]
- Use of formal linking words. [1 mark]
- Appropriate punctuation. [1 mark]
- Accurate grammar and vocabulary. [1 mark]

More practice
Workbook page 17

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Review PAGE 19

Language Skills

Exercise 1 1.14

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

ANSWERS

1 innovative **2** malware **3** acronym **4** software
5 cliché **6** ingenuity **7** social networking **8** hoping
9 inspiration **10** would

Exercise 2

- Students work individually to answer the questions. Check the answers.

SAMPLE ANSWERS

1 He's a computer genius and only sixteen years old.
2 A program to eliminate malware.
3 It's the only program that acts instantly.
4 The interviewer describes him as a whizz-kid. Daren disagrees – he thinks that's a cliché.
5 A new social networking site.
6 He loves technology and computers.

Exercise 3

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

SAMPLE ANSWERS

1 Were you planning to get married soon?
2 Did / Might you want to order now?
3 How many days did you want to stay in the hotel?
4 Did you want / Would you like to reserve a separate room for the children?
5 I was wondering if you could lend me five hundred pounds.
6 How much did you want to spend on a new car?

Dictionary Corner

Teaching Tip: Noun dictionary entries

Explain to students that their dictionary tells them if nouns are countable with the symbol [*C*] (e.g. coin) or uncountable [*U*] (e.g. inspiration). A countable noun has a singular and plural form, uncountable nouns have only one form. Some nouns are always plural and have no singular form [*pl.*] (e.g. scissors). Some nouns are always singular, with no plural form [*sing.*] (e.g. total).

Exercise 1 Expressing amounts

couple AW /ˈkʌpl/ *noun, verb*
■ *noun* HELP In *BrE* a plural verb is usually used in all 3 senses. **1** [sing.+ sing./pl. v.] ~ (**of sth**) two people or things: *I saw a couple of men get out.* **2** [sing.+ sing./pl. v.] ~ (**of sth**) a small number of people or things SYN **a few**: *a couple of minutes* ◇ *We went there a couple of years ago.* ◇ *I've seen her a couple of times before.* ◇ *I'll be with you in a minute. There are a couple of things I have to do first.* ◇ *There are a couple more files to read first.* ◇ *We can do it in the* ***next couple of*** *weeks.* ◇ *The* ***last couple of*** *years have been difficult.* **3** [C+sing./pl. v.] two people who are seen

- Students look up the word *couple* as a noun in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  - *couple* has three different meanings.
  - Meaning 2 shows that *couple* means a small amount.
  - The example sentences and the words in bold show the usage as *a couple of sth*.
- Encourage students to look through the entry of each word to find the meaning related to amount. Students should also look at the collocations shown in bold and the example sentences in their dictionary to find the common usage of a particular meaning.
- Students work individually. Check the answers.

ANSWERS

Large amounts: hundred and one, mass, ton, zillion
Small amounts: couple, pinch, touch, trace

Exercise 2

- Students use the collocation patterns in bold and the example sentences to find out if the words in exercise 1 (meaning an amount) are used in the singular or plural form. For example, *couple* is used in the singular form followed by a plural noun: *a couple of minutes*.
- Students work individually or in pairs to complete the sentences in exercise 2. Check the answers.

ANSWERS

1 a pinch (sing.)
2 masses (pl.) / tons (pl.)
3 a couple (sing.)
4 a touch (sing.)
5 a trace (sing.) / traces (pl.)
6 a hundred and one (sing.)
7 masses (pl.) / ton (pl.)
8 zillions (pl.)

Follow-up

Self Check, Workbook pages 18–19
Test Unit 2, Teacher's Book pages 124–125

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Literature Corner 1 PAGE 20

Leisure

Warm-up

- Read out the biography. Ask: *What were the themes of many of Davies' poems?* [nature and the hardship of life]

Exercise 1 1.17

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

ANSWER

b

Exercise 2

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

ANSWERS

1 are 2 nature 3 alone 4 alliteration

Exercise 3

- Students work individually, then compare answers.

Exercise 4

- Read through the instructions with the class.

Skills Round-up 1–2 PAGE 21

Read

Exercise 1

- Students work individually and answer the question.

ANSWER

A Kyrgyz writer

Exercise 2

- Students work individually. Check the answers.

SAMPLE ANSWERS

1 Russian is an official language in Kyrgyzstan as it was formerly part of the Soviet Union.
2 According to legend, Manas was a Kyrgyz hero who united different tribes of Kyrgyzstan against enemies.
3 In his novel Jamila Aitmatov describes a family trying to maintain their national identity.
4 Chyngyz Aitmatov was a diplomatic ambassador for Kyrgyzstan as well as an ambassador for Kyrgyz culture and language in his literary work.

Exercise 3

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

Listen

Exercise 1

- Students discuss the photos and question in pairs. Then elicit possible answers. [They have less-known languages, natural landscapes]

Exercise 2 1.18

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

ANSWERS

1 F 2 F 3 T 4 F

TAPESCRIPT

Presenter Most people living in Scotland speak English. However, Scotland has its own language – Gaelic – and there was a time when Gaelic was widely spoken before English took over. Today, it's regarded as a minority language. In today's programme we're going to discuss Scottish Gaelic, and in the studio we've got Professor Hamish Murray. Professor Murray, is Scottish Gaelic a Celtic language?
Professor Yes, it is a Celtic language, and like modern Irish, it developed from a more ancient version of Irish. It was probably introduced to Scotland in the fourth century by Irish settlers and had its highest number of speakers during the Middle Ages, in other words until the end of the fifteenth century. After that, the number of Scottish Gaelic speakers started to decline.
Presenter And how many people speak it today?
Professor According to the last UK census just over one per cent of the Scottish population, so approximately 58,000 speakers.
Presenter That doesn't sound like a lot. Where is it spoken?
Professor In some parts of the Scottish Highlands, but mostly in the Hebrides, the islands off the west coast of Scotland and in particular in a group of islands called the Outer Hebrides.
Presenter Given that Scotland has its own government, is there a movement to protect and to increase the number of people speaking Scottish Gaelic?
Professor As the Scottish have been working on promoting their 'Scottish' identity, preserving the Gaelic language has certainly become important. I don't think any politician believes that Gaelic could become the universal language of Scotland but you won't find any political party that doesn't want to keep the language alive.
Presenter How can Gaelic be kept alive? There has been a constant decline in the number of speakers, hasn't here?
Professor Well, there have been a number of important political acts that have helped the Scottish Gaelic cause. The Scottish Gaelic Language Act 2005 was the first piece of legislation from the Scottish parliament to really promote and protect Gaelic. The legislation gave official recognition to the language and established an official language development body. The European Union has also had an important role. Under the European Charter for Regional or Minority Languages, member state governments are obliged to take measures in education, public administration, broadcasting and culture. Another milestone was the fact that in 2009 the EU recognised Scottish Gaelic as a language of official communication between Scottish government ministers and EU officials.
Presenter So what can we see happening in day-to-day life to protect and increase the use of Scottish Gaelic in Scotland?
Professor Well, for example, we can see changes in the media; the BBC and various commercial TV stations now broadcast in Scottish Gaelic. The Scottish Qualification Authority offers Gaelic courses for native speaker students, and non-native learners. And on a small scale, there's also a growing interest in bilingual education in nurseries but, unfortunately, there's still a big shortage of Gaelic speaking teachers!

Exercise 3 1.18

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

ANSWERS

Tick: 2, 3 and 5

Write and speak

Exercises 1 and 2

- Students in pairs prepare their presentations. Encourage them to use images and diagrams. Monitor and help.

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3 Eureka!

This unit includes
Vocabulary: prefixes • phrasal verbs: *break* • compound adjectives: *-proof* and *-free*
Grammar: conditionals without *if only* … structures
Skills: reading, listening and speaking about inventions and their importance
Writing: an opinion essay (2) • simple, compound and complex sentences
Workbook pages 20–27

Reading PAGES 22–23

Warm-up

- Look at the unit title and ask students: *What does Eureka mean?* [It's an exclamation used to show pleasure at having discovered the answer to a problem.]
- Look at the title of the reading page, *Making discoveries.* Ask: *What are the great discoveries and inventions in history?*

Before Reading

- Students in pairs match the people with their discoveries.

ANSWERS
1 b 2 d 3 c 4 a

Background Notes

The text is about how the great scientist of classical antiquity Archimedes was inspired to make a great discovery. Archimedes (287–212 BC) was from the Greek town of Syracuse and was an astronomer, mathematician, engineer and physicist. The famous anecdote of the Golden Crown relates how Archimedes was commissioned by the king of Syracuse, Hieron II, to determine if his new crown was made of solid gold. Apart from applying his great mathematical mind, Archimedes came to his discovery by taking a bath – this was his moment of inspiration. Archimedes discovered a method to determine the density of an objective by submerging it in water. At the moment of his discovery he is said to have shouted *Eureka!* which in Greek means 'I have found it.' This discovery is just one example of the important legacy of this great genius. He made huge contributions to mathematics, some of his writings survive and another of his inventions, the Archimedes Screw, is still used in irrigation devices today.

Read

Exercise 1

- Read through the **Reading tip** with students. Check that students understand that they should read the statements, then underline relevant information in the text. After this they should compare information checking names, dates and reasons.
- Students read the text and decide if the statements are true or false. Check the answers.

ANSWERS
1 F (The king commissioned the crown.)
2 F (He would give him a large reward.)
3 T
4 F (Gold has a higher density than silver.)
5 T

Teaching Tip: True and False questions

Point out to students that it is often a small piece of information that makes a statement false. Ask students to make the false sentences 1, 2 and 4 into true sentences using words and information in the text. Students then compare answers.

Exercise 2 1.19

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

ANSWERS
1 a (However, the king was suspicious by nature …)
2 b (Melting the crown would destroy it.)
3 b (Archimedes believed that he could overcome his lack of inspiration, provided that he relaxed …)
4 a (If cheaper and less dense metals, such as silver, had been added, the density of the crown would be lower than the density of gold.)
5 d ('I've found it.')
6 d (This story shows that relaxation and knowledge go hand-in-hand when it comes to inspiration.)

Optional Activity: Speaking about sources of inspiration

Aim: To personalize the topic of a reading text.
Preparation: Write the following on the board.
Where/What would you do/see/study/go to get inspiration to ___?
Then write the following items below.
– *make a documentary about your country*
– *invent a household appliance*
– *write a short story*
– *paint a picture*
– *learn how to cook a new dish*
– *write an essay about jewellery making.*
Ask students to individually make some example questions using the items above and to think of some answers. Students in pairs then ask each other the questions. Feedback some ideas as a class.

Understanding Ideas

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

ANSWERS
Students' own answers.

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Vocabulary

Teaching Tip: Spelling rules for *-ly*

Remind students that we often make an adverb out of an adjective by adding *-ly*.

When an adjective ends in a consonant plus *le*, we drop the *e* to make the adverb, e.g. *considerable – considerably*.

When the adjective ends in *l*, we add *-ly* and therefore have a double *ll*, e.g. *skilful –skilfully*

When the adjective ends in a double *ll*, we just add a *-y*, e.g. *full – fully*.

When the adjective ends in an *s*, we simply add *-ly*, e.g. *suspicious – suspiciously*.

When the adjective ends in *fic*, we add *-cally*, e.g. *specific – specifically*, *scientific – scientifically*.

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

ANSWERS

1 irrelevant **2** expertise **3** take a break **4** volume
5 emerge **6** submerging **7** displaced **8** exacerbated
9 considerably **10** density **11** account **12** suspicious
13 monumental **14** crafted **15** commissioned

- Give students more information about the words from the text and ask them to make notes in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

account is a noun which is a written or spoken description of something that has happened.

commission is a regular verb which means to officially ask someone to write, make or create something or to do a task for you. The noun form is *commission*.

considerably is an adverb which means much or a lot. A synonym is *significantly*.

craft is a regular verb which means to make something with special skills.

density is a noun which means the thickness of a solid, liquid or gas. The adjective form is *dense*.

displace is a regular verb which means to move or shift something from its normal position. A synonym is *relocate*.

emerge is a regular verb which means to come out or to appear referring to a new idea. The noun is *emergence*.

exacerbate is a formal regular verb which means to make something worse, especially a disease or a problem. The noun form is *exacerbation*.

expertise is an uncountable noun meaning expert knowledge or skill in a particular subject, activity or job. The noun *expert* refers to the person with specialist knowledge.

irrelevant is an adjective which means to not be important or not connected to the situation.

monumental is an adjective means something that is very important and having great long-term influence and significance. Synonyms include *historic* and *major*.

submerge is a regular verb which means to go or to put something under the surface of water.

suspicious is an adjective which describes the feeling that somebody or something is wrong without having evidence. It collocates typically with *mind* and *circumstances*.

take a break means to have a period of time away from an activity and to relax.

volume is a noun which means the amount of space that an object or a substance fills.

Quick Test: Fire away

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

The submarine ___ quickly as the enemy ship arrived. [submerged]
Food prices have gone up ___. [considerably]
John wants to ___ in the summer. [take a break]
What ___ of water fits in this bottle? [volume]
This great portrait was ___ by the King of Spain. [commissioned]
The witness gave a good ___ of the robbery. [account]
The problem was ___ by a lack of up-to-date information. [exacerbated]
You need a lot of technical ___ to do this job. [expertise]
It took a long time for a new theory to ___. [emerge]
Thousands of people were ___ after the earthquake. [displaced]
Your opinions are ___ as you have no experience in this subject. [irrelevant]
The jeweller ___ a beautiful bracelet for the princess. [crafted]
It is difficult to measure the ___ of air. [density]
It was a ___ discovery that changed everything. [monumental]
We became ___ of the boys' behaviour and phoned the police. [suspicious]

Optional Activity: Remembering the text

Aim: To re-write the main ideas presented in a text.

Preparation: Write the following words from the text on the board:

account commissioned suspicious exacerbated emerge submerging

Put students into small groups and ask them to write the main ideas of the account of the golden crown using the words on the board. Monitor helping students. Then ask different groups for sentences to feedback to the whole class.

More practice
Workbook page 20

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Vocabulary PAGE 24

Target Vocabulary

The origin of inspiration: account commission considerably craft density displace emerge exacerbate expertise irrelevant monumental submerge suspicious take a break volume

Prefixes: ultra- mal- auto- semi- anti-

Phrasal verbs: break away break down break into break off break out break up

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word can we use for something that is very big?* [monumental] *What do we call things that are not important?* [irrelevant]
- Students complete the sentences. Check the answers.

ANSWERS

1 expertise **2** account **3** exacerbated **4** volume **5** considerably **6** density **7** commission **8** suspicious **9** emerged **10** monumental **11** displace **12** submerged **13** crafted **14** take a break **15** irrelevant

Extend

Exercise 1 Prefixes

- Students work individually or in pairs to match the prefixes with their meanings. They may use a dictionary.
- Check the answers.

ANSWERS

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

Exercise 2

- Students work individually or in pairs to complete the sentences. They may use a dictionary.
- Check the answers.

ANSWERS

1 ultra **2** semi **3** mal **4** auto **5** anti

Exercise 3 Phrasal verbs: *break*

- Ask students what phrasal verbs they know made with *break*. Write their suggestions on the board.
- Students individually or in pairs read the sentences and match the phrasal verbs with their meanings. They may use a dictionary. Check the answers.

ANSWERS

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

Exercise 4

- Ask students to match the images with the sentences in exercise 3.
- Students then write their own sentences, a maximum of six, using the phrasal verbs. Check the answers, then, elicit some examples of students' sentences, one for each phrasal verb.

ANSWERS

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

Students' own answers.

Teaching Tip: Types of phrasal verbs

Remind students that phrasal verbs can be separable or inseparable and this can depend on their meaning. *Break down* with the meaning *the car broke down* is inseparable, whereas *break down* with the meaning to divide something into parts in order to analyse it is separable, e.g. *We had to break the problem down to understand it*. Ask students to look at the phrasal verbs in the sentences in exercise 3 again and ask: *Which one is separable?* Encourage them to check in their dictionaries. [*break up* with the meaning to divide into smaller parts, is separable]

Optional Activity: Phrasal verbs

Aim: To write short answers using phrasal verbs.
Preparation: Tell students that you are going to read out some questions quickly and that they have to write down answers using phrasal verbs with *break*. Tell them to start the answers with *it* or *they*.

What happened to your tooth? [It broke off.]
What happened to the café? [It was broken into.]
What happened to your car? [It broke down.]
What happened to the prisoners once the police had arrested them? [They broke away.]
What did the workers do to the pavement? [They broke it up.]

Quick Test: What was I going to say?

Read out the following sentences and pretend you have forgotten the last word in each. Elicit the last word from students. Tell students that the word can be a phrasal verb with *break* or a word with a prefix.

I won some money, unfortunately I'm not [ultra-rich].
He never speaks to people outside school. He's [anti-social].
It was really frustrating when the train [broke down].
My computer's not working. There must be a [mal-function].
I was eating an apple when the end of my tooth [broke off].
Apparently, after the operation I was only [semi-conscious].
I love the actress Barbara Star. I want to get her [autograph].
Last night my garage was [broken into].

Vocabulary Notebooks

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

More practice
Workbook page 21

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Grammar PAGE 25

Conditionals without *if*

Warm-up

- Ask students: *Can you think of a small invention that has changed many people's lives?* Elicit ideas, e.g. aspirin, bar codes, batteries, credit cards.

Explore

Exercise 1 1.20

- Focus on the photo. Ask: *What can you see in the photo?* [two different types of fibres that can connect with each other]
- Play the CD. Students listen and read to answer the question. Check the answer.

ANSWER

He invented velcro after noticing how difficult it was to remove seeds stuck on his clothes.

Exercise 2

- Read through the instructions with the students. Check that students remember how the different conditionals are formed.
- Students continue working individually or in pairs to complete the table. Check the answers.

ANSWERS

Sentence 1: 2nd conditional, provided
Sentence 2: 3rd conditional, supposing
Sentence 3: 1st conditional, as long as
Sentence 4: mixed conditional, imagine that

> **Teaching Tip: Words meaning *if***
> The most common words similar in meaning to *if* used in conditionals are *providing (that), provided (that), as / so long as (that)*. Point out that *that* can be omitted and that *providing* and *provided* are interchangeable.
> *Imagine (that), supposing (that)*, and *suppose (that)* are used to talk about things that might happen in the future and things that are unreal. These conditionals are written as two sentences.

Follow-up
Grammar Reference page 98

Exploit

Exercise 1

- Read through the **Learn this!** box with students. Check understanding.
- Students complete the sentences individually.
- Check the answers asking students for each answer: *Which word replaces* if*?*

ANSWERS

1 give 2 hadn't checked 3 doesn't have to work
4 wouldn't have invited 5 will be 6 hadn't introduced

Exercise 2

- Read through the **Look out!** box with students. Check understanding by asking: *With what words do conditionals need two sentences?* [suppose, supposing, imagine]
- Focus on the example pointing out that it is rewritten as two sentences.
- Students continue rewriting the sentences individually or in pairs. Check the answers.

ANSWERS

1 Suppose we hadn't noticed the water dripping from the ceiling. We would have had a flood in our flat.
2 Imagine that you hadn't applied on time. You wouldn't have been able to attend that university.
3 I will work next weekend on the condition that you agree to work this weekend.
4 The object will float so long as it is lighter than water.
5 They didn't mind my singing provided that they couldn't hear it!
6 Supposing we hadn't been on time. We would have missed the plane.

Exercise 3

- Students correct the sentences individually or in pairs.

ANSWERS

1 Suppose I hadn't done well in the exam. I wouldn't have passed the course!
2 I will ring you later provided that my phone works.
3 Imagine that you'd lost my phone number. We would never have met up!
4 Supposing our team hadn't won last night. We would have been miserable.
5 So long as I tried my best, my parents were pleased with my progress.

> **Quick Test: Sentence construction**
> Write the following prompts on the board. Ask students to construct the sentences.
> *so long/he/study/pass/exam* [So long as he studies, he'll pass the exam.]
> *provide/Alice/arrive/on time/we can go shopping* [Providing Alice arrives on time, we can go shopping.]
> *suppose/he/not invent that theory/not famous today* [Suppose he hadn't invented that theory. He wouldn't be famous today.]
> *I/let you/watch TV/condition/you/ finish your homework first* [I'll let you watch TV on condition that you finish your homework first.]

More practice
Workbook page 22
Grammar Builder page 99, exercises 1–3

ANSWERS GRAMMAR BUILDER 3 (PAGE 99)

Exercise 1
1 B 2 B 3 A 4 A 5 B 6 B

Exercise 2
1 Imagine / Supposing 2 as 3 on condition 4 that
5 Suppose / Imagine 6 on condition / providing 7 so
8 Imagine

Exercise 3
1 had, would 2 hadn't, would 3 would 4 had
5 didn't, would 6 doesn't 7 doesn't 8 would, didn't

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Skills PAGE 26

Success versus failure

Target Vocabulary
Positive and negative words: aggravate breakthrough enable frustrate overcome persevere setbacks struggle
Life-changing inventions: microwave oven pre-packed food satellite technology text messaging satellite navigation device mobile phone

Warm-up

- Ask students: *Do you think it is easy to invent something? Why? / Why not?*

Vocabulary

Exercise 1

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

ANSWERS
Positive: breakthrough, enable, overcome, persevere
Negative: aggravate, frustrate, setbacks, struggle

Exercise 2

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

ANSWERS
1 struggle 2 frustrate 3 setbacks 4 persevere
5 overcome 6 aggravate 7 enable 8 breakthrough

More practice
Workbook page 23

Listen

Exercise 1

- Students match photos with words. Check the answers.

ANSWERS
1 mobile phone 2 pre-packaged food
3 satellite navigation device 4 microwave oven
5 text messaging 6 satellite technology

Exercise 2 1.21

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

ANSWERS
text messaging, pre-packaged food, satellite technology

TAPESCRIPT
Interviewer Many inventions have changed the way we live. But which inventions of the last fifty years have changed the world the most? Dr Rhonda Woodson, an engineer with Avantix Solutions, and Professor James Berry, from the University of Exeter, are here to share their opinions with us. Thank you for coming in today. Let's begin with you, Dr Woodson. Would you agree that the mobile phone is one of the inventions that has changed the world the most?
Woodson Well, yes, and no. Not the mobile phone itself, but I would say that text messaging has had a greater impact. Texting has changed the way we communicate. It is instant communication, and it doesn't require interaction with another person. It has also changed the way that we use language, for example, using letters as words, or numbers as words or letters.
Berry That's an excellent point. As a professor, I see the influence of texting on a daily basis. Many students I work with use text language all the time. They don't realize they shouldn't be using texting language in academic writing.
Woodson Yes… Some people believe that the form of the information is irrelevant so long as the message is understood, but that's simply not true. However, texting is an important invention because it has made life easier, and in my opinion that's a common feature of the inventions that have changed our world most.
Berry I agree. Another example of this is pre-packaged food. This invention has definitely made life easier and as a result has changed our world, but not necessarily for the better. At one time, families ate together, and the meals were freshly-prepared. Pre-packaged food has changed this. Now consumers short on time can prepare a frozen meal in the microwave and eat it alone on the sofa. This has had an effect on family relationships as well as health.
Woodson Absolutely! Pre-packaged meals are much higher in salt and fat, and there are still those people who believe microwave ovens are not the best way to cook food, although I must admit I use mine on a regular basis.
Berry I do as well, and so do most people I know. Dr Woodson has identified one of the key points of all the inventions that have changed our world, and that is, that they have brought convenience to our lives. I wanted to mention another piece of technology which has definitely changed our world, and that is satellite technology.
Interviewer Really? Why do you rank that so highly?
Berry It has improved so many things that we use on a daily basis. For example, television has been greatly affected by it, as well as mobile phones and internet service in many places. And it has also had an impact on the military and even on transportation in that it's allowed us to create global positioning system technology or GPS, which is used in cars, aircraft and boats to assist navigation.
Woodson Interesting. Satellite technology wasn't on my list, but it is certainly important, and is behind many inventions in those different categories that you've mentioned.
Interviewer Fascinating. We'll be back in just a moment to discuss this further.

Exercise 3 1.21

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

ANSWERS
1 They use texting language when writing proposals for formal projects.
2 Families don't eat together and the meals are high in salt and fat.
3 It's made life easier especially for people short of time.
4 Satellite technology has enabled many everyday technologies we rely on.
5 It is used in transportation.

Speak

Exercise 1

- Students rank the inventions, then compare with a partner.

Exercises 2 and 3

- Give students time to prepare before they discuss in pairs.

More practice
Everyday English 3, Teacher's Book pages 106–107

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Grammar PAGE 27

If only …

Warm-up

- Ask students: *Do you know who invented the light bulb?*

Explore

Exercise 1

- Focus on the pictures of the inventions. Students read the text and complete the sentences. Check answers.

SAMPLE ANSWERS

1 … we wouldn't have any books.
2 … we would have to use candles for light.
3 … we would walk more.

Exercise 2

- Ask students to find examples of *if only* in the text.

ANSWERS

If only Chinese were simpler!
If only Woodward and Evans had seen the potential of their patent for the light bulb!
If only the world would use a vehicle that didn't need so much petrol!

- Read through the **Learn this!** box with students. Write on the board the sentence: *If only she was here*. Check understanding by asking why the sentence is not correct. [the *to be* form is *were* in the first and third person after *if only*] Write another sentence and ask students to explain why it is incorrect: *If only he had arrived earlier he would have met Sally.* [*if only* is used in a subordinate clause so needs to be dived by a comma after *earlier*]
- Ask students: *If you want to speak about the present, what tense do you use after* if only? [the past tense] Write another sentence: *If only I had saved up more money, I would bought a better bike*. Ask students: *Is the speaker of the sentence referring to the past or the present?* [past] *Therefore what tense do we use after* if only? [past perfect]

Teaching Tip: Pronunciation

Students sometimes find the pronunciation of the contracted form of *would have* and *could have* difficult. Write the following phrases on the board: *I would've, I could've, I might've, If only I'd*. Say each phrase in turn and elicit from students the main stressed syllable in each phrase. Draw attention to the pronunciation of *d've* and *t've*. Remind them that the *l* in *would* and *could* is silent.

Follow-up

Grammar Reference page 98

Exploit

Exercise 1

- Students complete the sentences individually or in pairs.

ANSWERS

1 could read 2 hadn't rained 3 had listened 4 were
5 knew 6 hadn't bought

Exercise 2

- Students reconstruct the sentences individually or in pairs.

ANSWERS

1 If only I were better at science, I could have better job opportunities.
2 If only he studied more often, he could become an engineer.
3 If only we had been at the lecture, we would have learned so much.
4 If only I spoke French, I would understand French newspapers.
5 If only they hadn't left early, they would have taken James with them.
6 If only she weren't on holiday, she would tell us what to do.

Exercise 3

- Students complete the sentences. Compare sentences as a class.

Quick Test: Sentence transformation

Write the following sentences on the board. Students rewrite them using *if only* expressing past, present or future.
As I didn't find Sally, I didn't see the film.
[If only I had found Sally, I would have seen the film.]
John doesn't listen so he won't do well in the exam.
[If only John would listen, he would do well in the exam.]
I am not very creative, therefore I can't write better essays.
[If only I were more creative, I could write better essays.]
We didn't win the competition because we didn't read the questions carefully.
[If only we had read the questions carefully, we would have won the competition].
Samantha doesn't have many friends because she isn't very patient.
[If only Samantha were more patient, she'd have more friends.

More practice

Workbook page 24
Grammar Builder page 99, exercises 4–6

ANSWERS GRAMMAR BUILDER 3 (PAGE 99)

Exercise 4

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

Exercise 5

1 would help 2 hadn't tried 3 worked 4 would be
5 wouldn't have 6 hadn't bought 7 put / would put
8 wouldn't have

Exercise 6

1 If only we had phoned her, she would have know that we'd be late.
2 If only I weren't allergic to seafood, I would be able to eat mussels or lobsters.
3 If only my brother tidied / would tidy his room, Mum wouldn't have to do it.
4 If only our team were good, they would win a lot of matches.
5 If only Jake and I hadn't had an argument, we'd be friends now.
6 If only Lisa had some hobbies, she wouldn't often be bored.
7 If only I hadn't bought lots of CDs at the weekend, I'd have some money now.
8 If only Caroline studied / would study, she would get good marks in her exams.

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Writing PAGE 28

An opinion essay (2)

Target Vocabulary
Simple sentences: The internet is the greatest discovery of the 20th century.
Compound sentences: Many websites have a lot of useful information, and this is useful if you need to carry out research.
Complex sentences: Although the internet gives everyone access to lots of information, quality is more important than quantity.

Warm-up

- Ask students: *What words can you use to describe a genius?* [very intelligent, dedicated, hard-working, inquisitive, risk-taker, good at maths, etc.]

Read

Exercise 1

- Students read the opinion essay and choose the best summary sentence. Check the answer.

ANSWER

B

Exercise 2

- Students discuss the question in pairs before feeding back as a class.

SAMPLE ANSWER

'People Intelligence' allows an inventor to work well with others while common sense allows him to organize himself. To be successful an inventor has to use people intelligence to sell his idea and common sense to solve simple problems and work effectively.

Prepare

Exercise 1

- Read through the Writing tip with the students. Check understanding by asking: *What can make your writing sound immature?* [too many simple sentences] *How is a complex sentence different to a compound sentence?* [in a complex sentence one of the causes is dependant – the two clauses are not equal in importance]
- Students work in pairs. Check the answers.

ANSWERS

Simple: Intelligence is an important asset that a successful inventor must have.
Compound: Intelligence isn't limited to academic performance, but …
Complex: Since many extremely gifted academics do not have common sense, this is often a real setback.

Exercise 2

- Students work in pairs. Check the answers.

ANSWERS

1 complex **2** compound **3** complex **4** complex
5 compound **6** simple

Teaching Tip: Conjunctions

Remind students that conjunctions are words that join clauses together. They can also show how the meanings of two clauses are related, e.g. *and* is used to show addition, *but* to show contrast and *because* to show result. There are two kinds of conjunctions – *and, but, yet* and *or* are co-ordinating conjunctions. They join pairs of clauses that are grammatically independent of each other and are found in compound sentences. Other conjunctions like *although, before, since, after* and *if* are subordinating conjunctions because they introduce clauses that are dependent on or subordinate to another clause. They are found in complex sentences.

Write

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

SAMPLE ANSWER

The internet provides many educational benefits
Education is the most important thing in modern society, and the internet is a major learning tool bringing many benefits. Although many people criticize the reliability of some of the information on the internet, it does provide a whole range of easily accessible resources that would not normally be available to an individual or institution.
The internet is a complete library on one screen. Students can find biographies, dictionaries, maps and dictionaries all online. Since all these resources are easily accessible, you can save a lot of time by not having to look in many different books. If you want to write an essay on a famous composer, for example, you can easily read several biographies, even listen to some music!
While there are many expert articles free on the internet, there are also comments from normal people trying to find the answers to questions. These simple comments can sometimes help you with something you didn't understand from a more academic explanation. As you can find many different ways to explain the same thing, the education benefit is obvious.
To conclude we can say that the internet has many educational benefits. It increases the amount by which you can access this information.

MARKING SCHEME

- First paragraph explains the writer's opinion. [1 mark]
- First paragraph introduces the main arguments. [1 mark]
- Second paragraph presents two points with examples. [2 marks]
- Third paragraph presents a further point with examples. [1 mark]
- Fourth paragraph is a conclusion to the essay. [1 mark]
- Appropriate use of simple, compound and complex sentences. [3 marks]
- Accurate grammar and vocabulary. [1 mark]

More practice
Workbook page 25

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Review PAGE 29

Language Skills

Exercise 1 1.22

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

ANSWERS

1 struggling **2** persevere **3** breakthrough **4** so long as
5 frustrate **6** exacerbate **7** setback **8** were
9 Suppose **10** would

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 Yes, she is.
2 Yes, she does.
3 Puzzles that she can't solve quickly frustrate Martina.
4 No, she doesn't.
5 She is very grateful.
6 Martina might not have solved the puzzle.

Exercise 3

- Students rewrite the sentences individually. Check the answers.

ANSWERS

1 We will be on time provided that you don't delay us any longer.
2 Supposing that they hadn't spent all their money, they could have bought a new car.
3 If only you hadn't been looking at your phone, you wouldn't have fallen down the stairs.
4 If you had taken the later flight, you would have missed the game.
5 You can join the team so long as your physical examination is acceptable.

Dictionary Corner

Teaching Tip: Compound adjectives

Explain to students that compound adjectives are made up of two or more words, for example, *old-fashioned*. They are often hyphenated, especially in British English, though there are unhyphenated compounds which are called solid forms, for example *childproof*. There are many forms of compound adjectives with adjective/adverb + past participle being the most common, for example *kind-hearted* and *well-behaved*. Encourage students to make a note of compound adjectives as they come across them.

Exercise 1 Compound adjectives: *-proof* and *-free*

child·proof /ˈtʃaɪldpruːf/ *adj.* designed so that young children cannot open, use, or damage it: *childproof containers for medicines*

- Students look up the word *childproof* in their dictionary.
- Focus on the entry and elicit the following information:
  - *childproof* is not an Oxford 3000™ keyword.
  - *childproof* is an adjective. It isn't hyphenated.
  - *childproof* means designed so that young children cannot open, use or damage it.
- Focus on the example sentence. Explain that students should look up the words in the box in their dictionary and complete the sentences.
- Check the answers.

ANSWERS

1 childproof **2** interest-free **3** ovenproof **4** smoke-free
5 soundproof **6** duty-free **7** hands-free **8** foolproof

Exercise 2

- Students complete the sentences. Check the answers.

ANSWERS

1 *-free* **2** *-proof*

Exercise 3

- Students complete the words and write an example sentence for each. Check the answers.

ANSWERS

1 trouble-free **2** bulletproof **3** tax-free **4** waterproof
5 fat-free
Students' own answers.

Follow-up

Self Check, Workbook pages 26–27
Test Unit 3, Teacher's Book pages 126–127

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4 It's a must-have!

This unit includes
Vocabulary: idioms: marketing • advertising vocabulary • shopping • parts of speech
Grammar: preparatory *there* • perfect, passive and negative gerunds
Skills: reading, listening and talking about shopping habits
Writing: a product description • appositive phrases
Workbook pages 28–35

Reading PAGES 30–31

Warm-up

- Look at the unit title and ask students: *What do you think is a must-have?* [a material object you have to have, something essential to have]
- Read the title of the reading page, *Marketing to teenagers.* Ask students: *How do advertisers target teenagers?* Elicit suggestions.

Before Reading

- Focus on the photos. Students discuss the questions in pairs. Monitor and help with vocabulary.
- Discuss the questions as a class.

ANSWERS

1 fast food, trainers, computer games, holiday camp for teenagers
2 Students' own answers.
3 Students' own answers.

Background Notes

The reading is about why and how big companies target teenagers through marketing and advertising. According to the text, teenagers represent an important demographic to marketers because of their purchasing power. This is because they influence what their parents buy, and also that they are the adult consumers of the future.

There are many techniques used to target teenagers, three of the most typical are presented in the text: Perfect World, Family Fun and Bandwagon. Many companies spend a lot of their budget designing campaigns and activities to target teenagers. The internet is becoming the main means to reach teenagers with companies using different media to engage and interact with teenagers with the aim to build brand loyalty from a young age.

Read

Exercise 1

- Students read the text quickly to find three reasons.
- Check the answers.

ANSWERS

Teenagers have more money to spend than previous generations of teenagers.
They influence how their family spends money.
They have potential because they haven't yet developed strong preferences or brand loyalty.

Exercise 2 1.26

- Read through the **Reading tip** with students. Check understanding by asking: *What should you eliminate first when looking at multiple-choice options?* [any obviously wrong answers]
- Play the CD while students read the text a second time and choose the correct answers.
- Check the answers.

ANSWERS

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

Exercise 3

- Students read the three texts.
- Students go back to the reading text and see which advertising technique is being used
- Check the answers.

ANSWERS

1 c 2 b 3 a

Optional Activity: Reading skills

Aim: To focus on the order of the information presented in a text.
Preparation: Write the following questions on the board.
Why do teenagers have more money than before? [2]
What do teenagers influence? [3]
How do advertisers show an ideal world? [6]
How do advertisers make people feel they shouldn't be left out? [8]
Do teenagers have strong brand preferences? [4]
What role do celebrities have in advertising? [9]
How much is spent on targeting teenagers? [1]
What are the three reasons for targeting teenagers? [5]
How do advertisers use the appeal of families? [7]

Books closed. Students work in pairs to order the questions thinking of the sequence ideas presented in the text. They check the order with the reading text.

Number the questions on the board in the right order. Books closed. Students in pairs ask each other the questions.

Understanding Ideas

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

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Teaching Tip: Discussing reasons and techniques

Focus on question 2. Books closed. Write on the board: *Targeting Teenagers; why and how*. Draw two columns underneath with the headings *Commercial reasons for targeting teenagers* and *Commercial techniques for targeting teenagers*. Put students in small groups and ask half the class to think of commercial reasons and the other half to think of techniques. Write their ideas on the board.

ANSWERS

Students' own answers.

Vocabulary

Teaching Tip: Synonyms

Focus on the highlighted word *well off* in the reading text. Can students think of any words with a similar meaning? Remind students it is always useful to look up synonyms for new words. Synonyms for *well off* are *rich, prosperous, wealthy* and *affluent*. Ask students if they can think of some examples of synonyms for *poor*. [*needy, impoverished, penniless, hard up*] Encourage students record new words with synonyms in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

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

ANSWERS

1 awkward **2** set aside their differences **3** market
4 quarrelling **5** preferences **6** unprecedented **7** left out
8 target **9** disposable income **10** earning power
11 well off **12** endorsements **13** persistent
14 have a say **15** potential

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

awkward is an adjective which means something that is difficult to deal with or a movement that is clumsy or not comfortable.

disposable income is a compound noun which means money that is free to spend on what ever one likes.

earning power is a compound noun which means someone's ability to earn certain amounts of money. This usually depends on a person's qualifications and experience.

endorsement is a noun which means a public statement showing support for something, particularly a product or service. The verb form is *to endorse*.

have a say is an idiom which means to contribute to or influence something being discussed or planned.

leave out is a phrasal verb which means to not include somebody or something in something.

market is a verb which means to advertise and present a product or service in a way to make people buy it.

persistent is an adjective which means determined to do something and describes an action or process that is repeated frequently. The noun form is *persistence* and the verb is *to persist*.

potential is an uncountable noun which means the possibility of something happening or being developed or used.

preference is a noun which means to have a greater interest or desire for one thing over another.

quarrelling is an adjective which describes two people that are arguing. The verb is *to quarrel*.

set aside is a phrasal verb which means not considering something because other things are more important. It is a separable phrasal verb (*to set sth aside*).

target is a regular verb which means to try to have an effect on a particular group of people. The noun form, *target*, means a result that you try to achieve.

unprecedented is an adjective which describes something that has never been done or been known before.

well off is an adjective which means to have a lot of money.

Quick Test: Complete the words

Write the following on the board:

awk	[awkward]
disp	[disposable]
inc	[income]
ear	[earning]
have	[have a say]
leave	[leave out]
mar	[market]
persis	[persistent]
prefer	[preference]
quarrel	[quarrelling]
poten	[potential]
unprece	[unprecedented]
tar	[target]
set	[set aside]
well	[well off]

Students in pairs complete the words or phrases without looking at their books. The winners are the first pair to complete all words.

Optional Activity: Products to target teenagers

Aim: To discuss products that are suitable to target teenagers.

Preparation: Write the following products on the board.

health foods
holiday study camp
world cruise
casual shoes
skate boards
word puzzle gadgets
computer games

Students in pairs or small groups discuss which products are suitable to target teenagers and which products are less suitable. Compare ideas with the class and have a class vote on the best products to target teenagers with.

More practice
Workbook page 28

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Vocabulary PAGE 32

Target Vocabulary

Targeting teenagers: awkward disposable income earning power endorsements have a say leave out market persistent potential preference quarrelling set aside their differences target unprecedented well off

Advertising vocabulary: billboard hype jingle logo product placement slogan

Marketing Idioms: to corner the market to drum up business to think outside of the box not up to scratch in the pipeline to put sth on the line

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word can we use to describe something or somebody that is difficult or moves in a difficult way?* [awkward] *What is the term for money that is available for you to spend freely on what you want?* [disposable income]
- Students complete the sentences. Check the answers.

ANSWERS

1 earning power 2 unprecedented 3 endorsements 4 market 5 disposable income 6 awkward 7 potential 8 have a say 9 left out 10 targets 11 set aside their differences 12 quarrelling 13 persistent 14 well off 15 preference

Extend

Exercise 1 Advertising vocabulary

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

ANSWERS

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

Exercise 2

- Students work individually or in pairs to complete the sentences with the words from exercise 1.
- Check the answers.

ANSWERS

1 slogan 2 product placement 3 hype 4 billboards 5 jingle 6 logo

Exercise 3 Idioms: marketing

- Focus on the example. Students in pairs continue matching the idioms with the definitions. Encourage them to try to match up before using their dictionaries. Check the answers.

ANSWERS

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

Exercise 4

- Students complete the exercise individually. Check the answers.

ANSWERS

1 has cornered the market
2 put on the line
3 not up to scratch
4 drum up business
5 think outside of the box
6 in the pipeline

Optional Activity: Word families

Aim: To focus on word families and expand students' vocabulary.
Preparation: Write the word *market* on the board and elicit other words in the family. Then write the following words on the board.
marketing [noun], *to market* [verb], *global market* [typical collocation], *corner the market* [idiom], *domestic market* [typical collocation], *marketable* [adjective], *marketer* [noun]
Underneath the list write: *noun, verb, adjective, idiom, typical collocation*. Focus on the first few items in the list and ask students what part of speech the word is and to guess its meaning. Students continue to work through the list using their dictionaries. Ask student to write sentences for words they don't know.

Quick Test: Quick-fire guess the expression

Divide the class into four or more teams. Explain to the class that you are going to give them one word from the expressions they have just learned. The first team to tell you the expression gets one point. If the team can give you a sentence with the expression, they get an extra two points if it is correct.
scratch [not up to scratch]
pipeline [in the pipeline]
box [to think outside of the box]
line [to put something on the line]
market [to corner the market]
business [to drum up business]

Vocabulary Notebooks

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

More practice
Workbook page 29

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Grammar PAGE 33

The passive with preparatory *there*

Warm-up

- Ask students: *Why do people go online?* [to read news, to find information, to listen to music, to chat, to buy things, to download files]

Explore

Exercise 1

- Students discuss the questions in pairs. Feedback answers as a class.
- Carry out a quick class survey to find out how many students have bought something online.
- Divide up the board and quickly write up students' ideas on the advantages and disadvantages of buying goods online.

Exercise 2

- Ask students to find the four sentences that use the passive.
- Students discuss the question in pairs, then check their answer in the **Learn this!** box. Check understanding.

ANSWERS

In 2009 there were believed to be over 1.8 billion internet users.
… there was estimated to be 85% who had made a purchase through the internet.
… there are reported to be only 50 sites …
… it is thought that there is enormous potential in online advertising.
The writer uses the passive because he/she is making a generalization or using information from a number of sources.

Follow-up
Grammar Reference page 100

Exploit

Exercise 1

- Students do the task individually or in pairs. Check the answers.

ANSWERS

1 are thought 2 were reported 3 was said
4 is presumed 5 are thought 6 was felt

Exercise 2

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

ANSWERS

1 There are estimated to be …
2 There is presumed to be …
3 There are thought to be …
4 There are said to be …
5 There was reported to be …
6 There was felt to be …

Exercise 3

- Students write sentences about the topics in pairs or small groups. Monitor and help. Then feedback some sentences.

SAMPLE ANSWERS

1 There is estimated to be about £20 million spent on TV advertising every year.
2 There are estimated to be millions of households that don't have a computer.
3 There is thought to be a 60% increase in the number of school essays downloaded from the internet.
4 There is expected to be a fall in the number of science graduates.
5 There is predicted to be a growth in the number of companies providing delivery services.
6 There are reported to be new ways to protect credit card details.

Quick Test: Sentence transformation

Write the following sentences on the board. Students rewrite them using the passive with preparatory *there*.

It is thought that there is water on Mars.
[There is thought to be water on Mars.]
Sources believe that there are many unknown species in the ocean.
[There are thought to be many unknown species in the ocean.]
Reports estimate that there were over 600 million cars in the world in 1997.
[In 1997, there were estimated to be over 600 million cars in the world.]
They say that there are fewer elephants living in the wild.
[It is said that there are fewer elephants living in the wild.]

More practice
Workbook page 30
Grammar Builder page 101, exercises 1–3

ANSWERS GRAMMAR BUILDER 4 (PAGE 101)

Exercise 1
1 is known 2 were estimated 3 are presumed
4 were thought 5 was said 6 are understood
7 was felt 8 are reported

Exercise 2
1 There is said to be …
2 There are thought to be …
3 There is understood to be …
4 There are felt to be …
5 There are reported to be …
6 There is rumoured to be …
7 There are presumed to be …
8 There is believed to be …

Exercise 3
1 … there are known to be three cars stolen …
2 There are thought to be too many problems …
3 There aren't expected to be …
4 … there was reported to be …
5 There is said to be one family …
6 There is felt to be too little done …
7 … there was rumoured to be …
8 There are believed to be plans …

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Skills PAGE 34

Shopping habits

Target Vocabulary

Shopping vocabulary: a good buy cheap offers
must-have items price tag shopping list
shopping spree terrific deals wasteful with money

Warm-up

- Ask students: *What was the last thing you bought?*

Vocabulary

Exercise 1

- Students discuss the questions in pairs.

Exercise 2

- Students match the pictures with the descriptions in pairs. Students then ask each other the question: *What type of shopper are you?* Check the answers.

ANSWERS

1 B, serious shopper 2 C, bargain hunter
3 A, impulse buyer

Exercise 3

- Students work individually. Check the answers.

ANSWERS

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

More practice
Workbook page 31

Listen

Exercise 1 1.27

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

ANSWERS

1 BH 2 SS

TAPESCRIPT

Interviewer I'm David Huntley and I represent Research Solutions. Today, I'm researching shopper behaviour at the Tivoli Department Store in Hammersmith. … Thank you for participating in our survey. What is your name?
Shopper 1 It's Richard Lewes.
Interviewer Thanks, Richard. Now, which type of shopper best describes you?
Shopper 1 I have to think about it carefully, but I think I'm a bargain hunter.
Interviewer OK, why so?
Shopper 1 Well, I'm very careful with money. I don't like spending more if it's not necessary. I will go to three or four places to compare prices on expensive things like a laptop or an MP3 player.
Interviewer I see. Anything else that makes you think you're a bargain hunter?
Shopper 1 Yes, when I shop for food, I compare the prices of different brands. I always go for the best deal.
Interviewer Does quality matter?
Shopper 1 Sometimes, of course I wouldn't buy something that was badly made, but I would sacrifice a bit of quality for a terrific price.
Interviewer I understand. Now, do you ever buy something you hadn't planned to buy?
Shopper 1 I can't recall ever doing that, no.
Interviewer OK, thanks very much, Richard.

Interviewer Excuse me, I'd like to ask you a few questions if I might. First of all, what is your name?
Shopper 2 It's Daphne Smith.
Interviewer Thank you. Since you've had a chance to review the types of shoppers described on our survey, I'd like to ask you which type you are.
Shopper 2 Oh, that's easy. I'm a serious shopper. I organize myself before I go to the shops. For example, I make a shopping list of the things I need, and I always go to the same shops because I know where everything is.
Interviewer Do you always find everything on your list?
Shopper 2 Oh, yes. I don't come home until I've got everything I need.
Interviewer OK, and how often do you buy things that aren't on your list?
Shopper 2 Hmm… let me see. Last time I went shopping for a new winter coat, but I also bought a pair of gorgeous sandals. I just had to have them!
Interviewer When was this?
Shopper 2 About three weeks ago.
Interviewer And have you worn the sandals yet?
Shopper 2 Well, not yet. It's too cold. I'll wear them next summer.
Interviewer Can you recall other occasions when you bought something impulsively?
Shopper 2 Hmm… yes. Last month… I was shopping for new towels when I saw some terrific coffee cups. They were quite expensive, but I really liked them. I use them all the time. I was lucky, actually. I was able to get the towels I needed as well as some new coffee cups.
Interviewer OK, thanks very much, Daphne.

Exercise 2 1.27

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

ANSWERS

1 He is a researcher.
2 He is very careful and does not spend excessively.
3 Richard shops around for expensive things like laptops and MP3 players, and for food.
4 She makes a shopping list.
5 She also bought some sandals.
6 She has also bought some coffee cups.

Exercise 3

- Discuss the question as a class.

ANSWER

Daphne Smith – she thinks she is a serious shopper but actually she is impulsive.

Speak

Exercises 1 and 2

- Students interview each other.
- Select some students to give feedback to the class about their partner.

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

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Grammar PAGE 35

Gerunds: perfect, passive, and negative

Warm-up

- Ask students: *What mobile electronic devices are on the market these days?*

Explore

Exercise 1

- Students read the text quickly and discuss the question in pairs. Check the answer.

ANSWERS

The inventors wanted to find a name not connected with work and they liked the name of another brand named after a fruit. One team member thought that the device's keys looked like the tiny seeds of a blackberry.

Exercise 2

- Read the **Learn this!** box with students. Check understanding by asking: *How are gerunds formed?* [from the *-ing* form of a verb] *What do passive and perfect gerunds focus on, the person doing the action or the receiver of the action?* [the receiver of the action]
- Students complete the table and the rules. Check the answers.

ANSWERS

Perfect: having been, having seen
Passive: being consulted, being connected
Negative: not having come to; not giving
1 negative 2 passive 3 perfect

Teaching Tip: Gerunds

Remind students that gerunds are used in several ways: after some verbs (e.g. *Tom enjoys not having a job.*), after prepositions (e.g. *Tom watched TV instead of studying.*) and as the subject and object of sentences (e.g. *Smoking is bad for you. I like cycling.*).
Complex gerund forms add emphasis. The perfect gerund emphasizes that something that happened in the past still has an effect now (e.g. *Having studied the manual, I find it easy to use the software.*). The passive gerund gives emphasis to the receiver of the action and not the actor (e.g. *Jane remembers being informed.*). Point out to students that these complex gerund forms are more prevalent in written English.

Follow-up
Grammar Reference page 100

Exploit

Exercise 1

- Focus on the example. Elicit the answer to the next sentence.
- Students continue completing the sentences. Check the answers.

ANSWERS

1 being informed 2 having committed
3 being entertained 4 being seen
5 having won 6 being hit

Exercise 2

- Students read the **Look out!** box, then rewrite the sentences individually or in pairs. Check the answers.

ANSWERS

1 Shelly was annoyed about not being picked first.
2 I am sorry for not having left the stadium halfway through the match.
3 He hates not being noticed.
4 Our mistake was not trusting him.
5 My father regrets not buying a flat in London.
6 I felt bad about not giving my students extra homework.

Exercise 3

- Students correct mistakes individually or in pairs. Check the answers.

ANSWERS

1 Howard was unhappy about not being given the first choice of the seats in the theatre.
2 Emma felt good for having gained the highest mark in the end-of-year test.
3 We were thrilled about having had the opportunity to meet our favourite actor.
4 He was thrilled about being honoured for his research.
5 Michael was embarrassed about having lost his brother's car keys.
6 They were happy about not being seen in their school uniforms.

Quick Test: Error corrections

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

Having no eaten, I felt weak.
[Not having eaten, I felt weak.]
It was an insult not been invited to her birthday party.
[It was an insult not being invited to her birthday party.]
Having reading all night, I didn't get any sleep.
[Having read all night, I didn't get any sleep.]
I was keen on to be told the results first.
[I was keen on being told the results first.]

More practice
Workbook page 32
Grammar Builder page 101, exercises 4–6

ANSWERS GRAMMAR BUILDER 4 (PAGE 101)

Exercise 4
1 Having 2 having given 3 being awarded 4 Not having 5 learning 6 Being 7 Having had 8 Feeling

Exercise 5
1 being found out 2 recruiting 3 having put
4 Having signed 5 being ignored 6 Having put on
7 not being included 8 Not having smoked

Exercise 6
1 intent on causing 2 being told 3 Having spent
4 not being invited 5 about arriving late
6 Not having flown 7 at speaking French
8 Being driven there

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Writing PAGE 36

A product description

Target Vocabulary

Appositive phrases: The wearable screen, about 10–15 centimetres long, will enable the wearer to check emails. Personal screens, worn on the arm, will be a new place of adverts.

Warm-up

- Ask students: *What do you think mobile computer / phone devices will be like in the future?*

Read

Exercise 1

- Students read the product description and answer the questions in pairs. Check the answers.

ANSWERS

1 on their arms
2 flat and flexible
3 check emails, read the news, watch films, advertise things
4 because of the potential to use individuals for marketing

Prepare

Exercise 1

- Read through the **Writing tip** with the students. Check understanding by asking: *What do you omit from a relative clause to make an appositive phrase?* [a relative pronoun like *which* and *to be*] *Can appositive phrases be made from passive verb forms?* [Yes] *Can appositive phrases be made from adjective clauses that use other verbs other than* to be*?* [No]
- Students find the appositive phrases in the text.

ANSWERS

The wearable screen, **about 10–15 centimetres long and 6–8 centimetres wide**, will enable the wearer to check emails …
Ordinary people **interested in earning extra money** will be able to wear …
Gavin Marshall, **director of a digital advertising company**, thinks …
He claims many sports fans, **keen to support their favourite teams**, will be happy …

Exercise 2

- Students rewrite the sentences individually or in pairs. Remind them that two sentences cannot be changed.

ANSWERS

1 National museums, found in major cities all over the world, are popular tourist attractions.
2 Mr Maloney, my favourite teacher, is from Ireland.
3 cannot be changed
4 Ms Frost, a manager at a major advertising firm, predicts strong sales this quarter.
5 The best sports teams, determined by a survey of sports writers, will be announced next week.
6 Teenagers, a growing consumer group, are targeted by many advertising companies.
7 cannot be changed
8 The new jingles, composed by Victor, are extremely catchy.

Teaching Tip: Punctuation of commas

We use a commas (,) for a non-defining relative clause within a sentence. A non-defining relative clause adds information but does not give information that is essential to the meaning of the sentence. Contrast:
My brother, who is a politician, is visiting us.
The politician who is speaking at the moment is my brother.
In the second sentence the information in the relative clause is essential to the meaning of the sentence hence the lack of commas. Appositive phrases that add non-essential information to sentences work in a similar way in that they require commas.

Write

Exercise 1

- Students decide what category of product description they are going to write.

Exercise 2

- Students make notes answering the questions.

Exercise 3

- Students write their product description. Monitor and help.

SAMPLE ANSWER

The product is called a robocase and will be designed to help people travel more easily. The robocase, a combination of a robot and a case, will be a walking suitcase that will follow you and will make life easier.
A special band, worn on your arm, will send signals to the machine. The machine will follow you walking approximately one metre behind you. When you stop walking, the machine will stop too. When collecting your case, always annoying at airports, it will recognize your band frequency and walk towards you. It will not be possible to open the case unless there is a signal from your arm band.
The robocase, about 76 centimetres high, will have a rechargeable battery. It will look like a normal suitcase though it will be heavier.
The product, marketed all over the world, will be aimed at people who travel a lot, especially people who use airports and train stations. We aim to advertise the product in all international travel magazines. In additional, we will have a big advertising campaign on the television. We are sure that most people won't forget the image of a man being followed around by a walking suitcase!

MARKING SCHEME

- The description answers the questions in exercise 2. [5 marks]
- Appropriate organization of ideas and paragraphs. [1 mark]
- Appropriate use of appositive phrases. [1 mark]
- Correct use of grammar and spelling. [1 mark]
- Use of semi-formal style. [1 mark]
- Correct use of commas and punctuation. [1 mark]

More practice
Workbook page 33

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Review PAGE 37

Language Skills

Exercise 1 1.28

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

ANSWERS

1 logo **2** target **3** potential **4** have a say **5** having
6 terrific deals **7** wasteful with money **8** impulsive
9 been **10** spree

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 His logo has won the competition.
2 It appeals to both students and parents.
3 His mother gave him some useful comments.
4 There are some terrific deals at the moment.
5 Not to be wasteful with money.
6 He's been a poor student for a long time.

Exercise 3

- Students work in pairs to correct the mistakes. Check the answers.

ANSWERS

1 There were estimated to be over 900 million internet users in 2010.
2 Michelle is angry about not having been told that her flight was late.
3 My mistake was not asking for your permission before I took your phone, and I'm sorry about that.
4 There was reported to be a 10 per cent increase in the number of TV commercials for laptops last year.
5 My younger brother is persistent about being included in discussions when my friends visit.
6 There are said to be some new marketing techniques that can target regular online shoppers.

Dictionary Corner

Teaching Tip: Word stress in two-syllable words

Explain to students that there are many two-syllable words in English whose meaning and word class change depending on which syllable is stressed. The word *permit*, for example is a two-syllable word. If the first syllable is stressed, it is a noun (which means an official document that gives somebody the right to do something). If the second syllable is stressed, it becomes a verb (which means to allow somebody to do something).

Activity: Write the following sentences on the board. Ask students to mark the stress on the underlined words.

John gave me a fantastic present for my birthday. ['present]
A local celebrity was there to present the award. [pre'sent]
We are making great progress with our project. ['progress, 'project]
This new research is helping us to progress in this field. [re'search, 'progress]

Exercise 1 Word stress

ex·port AW *verb, noun*
■ ***verb*** /ɪk'spɔːt; *NAmE* ɪk'spɔːrt/ **1** [T, I] **~ (sth) (to sb)** to sell and send goods to another country: *The islands export sugar and fruit.* ◇ *90% of the engines are exported to Europe.* **2** [T] **~ sth (+ adv./prep.)** to introduce an idea or activity to another country or area: *American pop music has been exported around the world.* **3** [T] **~ sth** (*computing*) to send data to another program, changing its form so that the other program can read it OPP **import**
■ ***noun*** /'ekspɔːt; *NAmE* 'ekspɔːrt/ **1** [U] the selling and transporting of goods to another country: *a ban on the export of live cattle* ◇ *Then the fruit is packaged* ***for export***. ◇ *export earnings* ◇ *an export licence* **2** [C, usually pl.] a product that is sold to another country: *the country's major exports* ◇ *a fall in the value of exports* OPP **import**
COLLOCATIONS at ECONOMY

- Read the information box about word stress with the class.
- Ask them to look up *export* and explain that the phonetic script shows how the word is pronounced differently when it is a noun or a verb. Point out the ' mark which comes before a stressed syllable.
- Students read out the example sentences in their dictionary to practise the different stress patterns.
- Students read the sentences and decide if the words in bold are nouns or verbs. Check the answers.

ANSWERS

1 verb **2** noun **3** verb **4** noun **5** verb **6** noun

Exercise 2

- Students look up the words in exercise 1 in their dictionary and mark the stress depending on whether they are nouns or verbs. Then they complete the rules.
- Check the answers by asking individual students to read out the sentences in exercise 1.

ANSWERS

1 im'pact **2** 'impact **3** sur'vey **4** 'survey **5** per'mit
6 'permit
1 noun **2** verb

Exercise 3 1.29

- Students use the rules in exercise 2 to mark the stressed syllables of the words in bold.
- Play the CD for students to check their answers.
- In pairs students practise saying the sentences aloud.

ANSWERS

1 re'bel **2** 'refuse **3** 'conduct **4** pre'sent **5** ob'ject
6 'record

Follow-up

Self Check, Workbook pages 34–35
Test Unit 4, Teacher's Book pages 128–129

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Literature Corner 2 PAGE 38

The Adventures of Tom Sawyer

Exercise 1

- Read out the biography. Then focus on the illustration. Ask students: *What's happening in the illustration?* [the young boy is being punished by a woman, he has something on his face and hands]
- Students scan the text and answer the question.

ANSWER

Tom and his aunt Polly.

Exercise 2 1.32

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

ANSWERS

1 under the bed 2 in the closet
3 He was eating jam. 4 beat him with a switch (stick)
5 He tricks her by getting her to look behind her.
6 She's amused that he can still trick her.

Exercise 3

- Students do the task individually or in pairs.

Exercise 4

- Read through the instructions with the class.

Skills Round-up 3–4 PAGE 39

Read

Exercise 1

- Students compare answers with a partner.

Exercise 2

- Students read the text quickly. Check the answers.

ANSWERS

More than seven and a half hours a day

Exercise 3

- Students work individually. Check the answers.

ANSWERS

1 F 2 F 3 T 4 F 5 T

Exercise 4

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

Listen

Exercise 1 1.33

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

ANSWERS

No, he isn't.

TAPESCRIPT

John Here, Carolyn. You can have everything in these bags.
Carolyn Wow! Thanks, John. Don't you want these games or these DVDs?
John No, I've decided to change my ways. I'm trying to spend more time being active.
Carolyn Why?
John Well, I think I spend too much time playing games and watching films … not to mention spending time on social networking sites and texting friends.
Carolyn Are you giving those things up, too?
John Not yet. I think it'd be too hard to give up everything, and I really like chatting with friends online, so that would be the last thing to go – if I ever even considered it. Also, texting is necessary sometimes, but I'm going to try to cut back on texting jokes and silly messages.
Carolyn That's a good idea. I don't think I could give up texting or social networking sites. I would feel out of touch with everyone. So, what are you going to do to be more active?
John I've joined a basketball league. I've always enjoyed playing, but I just haven't kept up with it. We practise at the weekend, and we have a game once a week in the evening. It's a commitment of about five hours a week, so my studies won't suffer.
Carolyn That's a terrific idea. My brother used to be in a football league, but matches were cancelled or postponed due to weather so often that he just quit … Now he spends his free time in front of the TV and online. Actually, he'll enjoy some of these games.
John That's one reason why I chose basketball. The league plays its games indoors at the sports centre, so there aren't any cancellations due to weather. The other good thing is that the members of the basketball league can use the gym at the sports centre, so I lift weights there, too.
Carolyn Really? That's a nice deal. I've heard the new pool at the sports centre is brilliant, but I haven't seen it yet. Maybe I'll come to watch one of your games and then I can check out the pool as well.
John Sure, our next game is Tuesday at 7:30.
Carolyn Brilliant. I'll be there, and I'll see if I can get my brother to come along. It may motivate him to become more active, too.
John Terrific, and as long as you're coming, maybe you could take some photos of our team. I want to put them online.
Carolyn Sure, I'll bring my camera. See you then. Thanks for the things again, John.

Exercise 2 1.33

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

ANSWERS

1 He wants to become more active.
2 Social networking and texting – he likes to stay in contact with his friends.
3 football – the games were often postponed or cancelled because of bad weather
4 He plays basketball and lifts weights.
5 To take photos of the team.

Write and speak

Exercises 1 and 2

- Students make personal lists, then pool and discuss the results as the class.
- Get students to discuss the possible negative or positive effects of the class results.

Exercise 3

- If the task is set for homework, ask students to make notes on the results of the survey.

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5 You're cured!

This unit includes
Vocabulary: alternative medicine • word formation: nouns and verbs • the body and medical conditions • adjectives of sensation
Grammar: preparatory *it* as subject and object
Skills: comparing alternative health remedies
Writing: a blog • using similes and metaphors
Workbook pages 36–43

Reading PAGES 40–41

Warm-up

- Look at the unit title and ask students: *What do you think the main topic of the unit is?*
- Read the title of the reading page, *Plant medicines*. Ask: *Do you think we should use plants more to treat illnesses? Why? / Why not?*

Before Reading

- Students discuss the questions 1 and 2 in pairs before feeding back to the class.

ANSWERS
Students' own answers.

Background Notes

The text is about well-known medicines that have been developed from plants. There are over 100 chemical substances that have been derived from plants for use as drugs and medicines. The text mentions aspirin, quinine and digitalis. Aspirin was the first anti-inflammatory drug. Today it is the most widely used medication in the world and is used by many as a preventative drug for heart attacks and strokes. Quinine was the main drug for treatment of malaria up until the 1940s; today it is used for critical cases. It is probably best known to people as the ingredient that gives some tonic waters their characteristic bitter taste. Digitalis is a drug made from a common flower called foxglove. The drug is prepared from the seeds and dried leaves of the plant and is used as a cardiac stimulant.

Read

Exercise 1

- Students read the **Reading tip**. Check understanding by asking: *When do you scan a text?* [when you are looking for specific information] *What do you scan for if you need to find a fact, date or name?* [key nouns]
- Focus on the photos. Students then read the text and match the plants to the health problems.
- Check the answers.

ANSWERS
1 B 2 C 3 A

Exercise 2 2.02

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

ANSWERS
1 digitalis 2 quinine 3 aspirin 4 quinine 5 aspirin 6 digitalis

Exercise 3

- Students read the text again to choose the best answers.
- Check the answers.

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

Optional Activity: Scanning skills

Aim: To practise scanning a text for specific information.

Preparation: Write the following sentences on the board.
Quinine was used to treat malaria. [since the 1600s]
Butcher discovered painkiller in bark. [1829]
A doctor hears a story about a flower being used for heart problems. [1775]
Quinine was introduced in Europe. [1638]
Aspirin is first sold to the public. [1900]
A scientist names a tree after a woman. [1742]
Europeans learn medicine in the Andes. [1630]

Students have to write down the dates for these events as quickly as possible reading the text again. The first student to finish the exercise is the winner. Allow the rest of the class to complete the exercise before checking the answers.

Understanding Ideas

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

Teaching Tip: Reporting back to the class

Do question 1 by putting the class into three groups and asking each group to put forward a case for one of the three medications. Each group chooses one person to take notes and another person to report back to the class. After the discussion in groups, each group representative reports back to the class.

ANSWERS
Students' own answers.

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Vocabulary

Teaching Tip: Plural noun forms

Remind students of the rules for making the plural forms of nouns.

- Most nouns: add *-s* to the singular form, e.g. *extract – extracts, ingredient – ingredients*.
- Nouns which end in *-sh, -ch, -s, -x*, or *-z*, add *-es*, e.g. *bush – bushes, box – boxes, buzz – buzzes*.
- Nouns which end in consonant + *-y*, change *y* to *i* and add *-es*, e.g. *discovery – discoveries, remedy – remedies*.
- Some words which come from foreign languages have special plurals, e.g. *criterion – criteria, phenomenon – phenomena*.

Encourage students to make a note of irregular plural forms next to the noun in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

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

ANSWERS

1 lethal **2** tolerate **3** abated **4** noblewoman **5** dose **6** extracted **7** remedy **8** contaminated **9** diminish **10** relieved **11** crushing **12** neutralize **13** swelling **14** patented **15** trial and error

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

abate is a formal verb which means to become less strong. It is a regular verb.

contaminate is a regular verb which means to add something that will make something dirty or harmful. The noun form is *contamination*.

crush is a regular verb which means to break something down into smaller pieces or into a powder by pressing hard.

diminish is a regular verb which means to become or to make something smaller or weaker. A synonym is *decrease*.

dose is a countable noun which means an amount of medicine that is taken once or regularly over a period of time. It collocates with *high, low* and *lethal*. The verb form is also *dose*.

extract is a regular verb which means to remove or obtain a substance from something. The noun form is *extract*.

lethal is an adjective which means causing or able to cause death. Synonyms are *deadly* and *fatal*.

neutralize is a regular verb which means to stop something having an effect. In chemistry a substance can be neutralized.

noblewoman is a noun which means a woman that is from a family of high social rank. A synonym is *aristocrat*.

patent is a regular verb which means to obtain the right to be the only person to make, use or sell an invention, process or product. The noun form is *patent*.

relieve is a regular verb which means to remove or reduce an unpleasant feeling or pain. The noun form is *relief*.

remedy is a noun which means a way of dealing with or improving an unpleasant or difficult situation, illness or medical condition.

swelling is an uncountable noun which means the condition of being larger or rounder than usual. The verb is *to swell* and it is a regular verb.

tolerate is a regular verb which means the ability to be affected by a drug without being harmed.

trial and error is an idiom which means the process of solving a problem by trying various methods until you find a method that is successful.

Quick Test: BEEP

Divide the class into two teams. Read out the first sentence to a student in the first team. Say the word BEEP where there is a space in the sentence. If they can repeat the sentence with the correct word, award two points. If not, pass the sentence over to the second team and award one point for a correct answer. Read out the next sentence for the second team and continue until you have read out all the sentences. The winner is the team with the most points.

Many medical discoveries are the result of ___. [trial and error]
My doctor has told me to reduce the ___ of aspirin I take. [dose]
Your eye is ___. Have you been fighting? [swelling]
To make the sauce, ___ some garlic and add lemon. [crush]
Oil ___ from plants are the bases of many medicines. [extracted]
We should be careful not to ___ our seas as well as our rivers. [contaminate]
Martin's fever ___ quickly after drinking lots of liquids. [abated]
Those red berries are ___. You can't eat them. [lethal]
If he had ___ his invention, he would be rich today. [patented]
There is still no effective ___ for the common cold. [remedy]
Not everyone can ___ some types of antibiotics. [tolerate]
You can ___ an acidic stomach by drinking milk. [neutralize]
Take these tablets on an empty stomach otherwise you will ___ the effect of this medicine. [diminish]
Hot lemon and honey will help ___ the symptoms. [relieve]

Optional Activity: Presenting information

Aim: To practise giving presentations.

Preparation: Write the following questions on the board.

What is the name of the medicine and what is it used for?
Where does the medicine come from and how was it discovered?
What were the important dates in the development of the medicine?

Divide the class into at least three groups. Each group should write, practise and give a presentation about one of the medicines in the reading text: Aspirin, Quinine, or Digitalis. Tell student that their presentations have to answer the questions on the board. Different students in each group are responsible for writing and giving presentations. Two or three students from each group should give parts of the final presentation.

More practice
Workbook page 36

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Vocabulary PAGE 42

Target Vocabulary
The healing power of plants: abate contaminate crush diminish dose extract lethal neutralize noblewoman patent relieve remedy swelling tolerate trial and error
Word formation: contaminate cure extract neutralize patent relieve tolerate treat
Parts of the body: appendix brain heart intestines kidney liver lungs pancreas spleen stomach
Medical conditions: amnesia asthma cramps diabetes high blood pressure stroke tuberculosis ulcer

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word do we use for a measure of medicine?* [dose] *What do you call something that is deadly?* [lethal]
- Students complete the sentences. Check the answers.

ANSWERS

1 contaminated **2** extracted **3** swelling
4 trial and error **5** remedy **6** crush **7** diminishing
8 lethal **9** noblewoman **10** patent **11** relieve
12 dose **13** tolerate **14** abates **15** neutralize

Extend

Exercise 1 Word formation

- Focus on the first verb in the box *contaminate*. Ask: *Do you know what the noun form is*? [contamination] Tell students that sometimes the noun and the verb forms are the same.
- Students use dictionaries to find the noun forms. Check the answers.

ANSWERS

1 contamination **2** cure **3** extraction **4** neutralization
5 patent **6** relief **7** tolerance **8** treatment

Teaching Tip: Word stress

Remind students that verbs made into nouns with the suffix *-ation* generally have the words stress on the second from last syllable, e.g. contaminate – contamination, neutralize – neutralization. Ask students if they can think of more examples to test the rule. [register – registration, inspire – inspiration] Encourage students to underline the stress of words in the Vocabulary Notebook section of their Workbooks (see Workbook pages 92–111).

Exercise 2

- Students complete the sentences individually or in pairs using the noun or verb form of the words in exercise 1.
- Check the answers.

ANSWERS

1 cures **2** treatment **3** relieve **4** Contamination
5 tolerance **6** patent **7** extraction **8** neutralize

Exercise 3 The body and medical conditions

- Focus on the diagram and the example *brain*. Students continue labelling the diagram. They may use a dictionary if they wish. Check the answers.

ANSWERS

1 brain **2** lungs **3** liver **4** stomach **5** appendix
6 heart **7** spleen **8** kidney **9** pancreas **10** intestines

Exercise 4

- Students match the conditions and diseases with the definitions individually or in pairs. They may use a dictionary.
- Check the answers.

ANSWERS

1 tuberculosis **2** ulcer **3** high blood pressure **4** stroke
5 amnesia **6** diabetes **7** asthma **8** cramps

Optional Activity: Anagrams

Tell the students that you are going to divide them into two teams. You are going to dictate the letters of words related to the body and medical conditions. Unfortunately the letters are scrambled and not in the right order. The first team to guess the word, gets a point. Teams lose a point for guessing incorrectly.

esepnl [spleen]
iverl [liver]
saercpna [pancreas]
oamchst [stomach]
unlgs [lungs]
spmarc [cramps]
roestk [stroke]
rulec [ulcer]
binar [brain]
earth [heart]

Quick Test: Word connections

Tell the students to close their books. Explain that you are going to read out the names of some conditions and diseases and they have to write down the part of the body that these conditions and diseases are connected to. Explain that they can be connected to more than one body part. Get them to compare answers before checking the answers with the class.

ulcer [stomach]
cramp [stomach, intestines]
asthma [lungs]
tuberculosis [lungs]
diabetes [pancreas]
amnesia [brain]
Explain that the pancreas produces insulin that helps the body process sugar.

Vocabulary Notebooks

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

More practice
Workbook page 37

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Grammar PAGE 43

Preparatory *it* as subject

Warm-up

- Focus on the photo and ask: *Why is laughing good for you?* [it makes you happy, releases emotions and is good for your health.]

Explore

Exercise 1

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

ANSWER

Andrew had a stroke when he was twenty. He stays healthy now by trying to see the humorous side of things.

Exercise 2

- Students do the task in pairs. Check the answers.

ANSWERS

Preparatory *it* followed by a clause:
(Andrew collaped and) it was fortunate that he was discovered shortly afterwards.
It was also lucky that the university hospital was so near.
It's incredible that there weren't any warning signs.
It's amazing how much better I feel by laughing more.
It's surprising how little we know about the brain.
Preparatory *it* followed by an infinitive expression:
It's unusual to be struck down by this condition at such a young age.
He knew that it wasn't a good idea to study for hours on end …
It's very easy to lose track of time.

> **Teaching Tip: Preparatory *it* as subject**
> Note that the preparatory *it* does not always come at the beginning of a sentence, e.g. *He knew that it wasn't a good idea to study for hours on end.*

Exercise 3

- Read through the **Learn this!** box with students. Check understanding by asking: *Why is the preparatory* it *as a subject used?* [so that longer and more complex clauses can come at the end of the sentence]
- Students to find other sentences in the text with the word *it* that are not examples of the preparatory *it*, e.g. *He does it in order to keep unhealthy. It sounds odd.*

ANSWER

It is used as a normal pronoun.

Follow-up
Grammar Reference page 102

Exploit

Exercise 1

- Read through the **Look out!** box with students. Check understanding by asking: *With what type of subject is the preparatory* it *not used?* [with a noun clause]
- Students do the task. Check the answers.

ANSWERS

1 A 2 A 3 B 4 A 5 B 6 A 7 A 8 B

Exercise 2

- Students do the task. Check the answers.

ANSWERS

1 ~~that~~ 2 it's 3 ~~that~~ 4 ~~you~~ 5 it's 6 ~~to~~ 7 ~~that~~ to 8 ~~that~~

Exercise 3

- Students do the task in pairs. Check the answers.

ANSWERS

1 It is essential to prepare thoroughly for a job interview.
2 It is incredible how hot the weather is at the moment.
3 Given the day I've had, it is surprising that I still have any energy left.
4 It is important that you take your time when reading the exam questions.
5 At this time of day, it is unusual to see so many people around.
6 It's normal to feel nervous before your driving test.
7 On Saturdays, it is great to have a lie-in.
8 After falling so far, it is amazing that she got up and walked away unhurt.

More practice
Workbook page 38
Grammar Builder page 103, exercises 1–3

ANSWERS GRAMMAR BUILDER 5 (PAGE 103)

Exercise 1
1 B 2 B 3 A 4 A 5 B 6 B 7 A 8 B

Exercise 2
1 It's annoying how good he is at everything!
2 It wasn't clear why he had come.
3 It's amazing to think that Tommy is only seven.
4 It's unlikely that our team will win.
5 It was fantastic to hear that they're getting married.
6 It isn't always easy to understand what he is saying.
7 It's interesting what she has done with her life.
8 It's important to realize your parents don't know everything.

Exercise 3
1 It was astonishing to hear from her after so long.
2 It was worrying when you didn't arrive.
3 It was great to hear that Meg and Anna had won.
4 It's unlikely that the situation will improve.
5 It's rewarding to work with older people.
6 It was irritating that she talked about herself non-stop.
7 It's horrible to be picked last for school teams.
8 It was surprising how much Paul had changed.

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Skills PAGE 44

Sensations

Target Vocabulary
Adjectives of sensation: aromatic bitter clammy deafening mouth-watering scorching slimy
Expressions describing feelings: feel lightheaded have got butterflies in your stomach feel queasy under the weather have got the sniffles

Warm-up

- Ask students: *What are the five senses?* [sight, hearing, taste, touch and smell]

Vocabulary

Exercise 1

- Students work individually or in pairs.

ANSWERS

1 clammy **2** scorching **3** slimy **4** bitter **5** aromatic
6 mouth-watering **7** deafening
A deafening **B** slimy **C** aromatic **D** mouth-watering

Exercise 2

- Students work individually or in pairs.

ANSWERS

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

Exercise 3

- Students work in pairs. Monitor and help.

More practice
Workbook page 39

Listen

Exercise 1

- Students discuss the photos and questions in pairs.

ANSWERS

In photo A there is a person in a health spa having a mud bath. It looks really slimy. In photo B there is someone fire walking in a health spa. It looks scorching.

Exercise 2 2.03

- Play the CD once for students to listen and write down the benefits and drawbacks. Check the answers.

ANSWERS

Mud bath: Relieves stress, relaxing, gives an energy boost, improves skin / Some people have allergic reactions to mud
Fire walking: Good for building confidence and overcoming fears / Risk of burns or infection from coals

TAPESCRIPT

Interviewer As people become more interested in alternative therapies to improve their health, the day spa has become big business. Today, Corinne Woods, owner of La Mer Day Spa, joins us. Corinne, which kind of treatments are offered at day spas?
Corinne Well, day spas offer everything from massage to mud bathing.
Interviewer Mud bathing? How is that related to health?
Corinne Well, it's a great way to relieve stress. It's very relaxing. In fact, some people who feel a bit under the weather are full of energy by the time they've finished.
Interviewer Really? Why is that?
Corinne Well, there's a lot of oxygen in the mud. It's absorbed through the skin, and gives you an energy boost. It also works wonders for improving skin tone.
Interviewer But do people like having mud on them? Doesn't it feel clammy and slimy?
Corinne Actually the mud is heated to a comfortable temperature, and it isn't too slimy. Most people don't mind it.
Interviewer OK. And do people ever get stuck in the mud?
Corinne Oh, no. The mud isn't up to the neck. It's quite easy to move around in, and then you enjoy a long soak in clean water. One thing to be aware of is that some people have allergic reactions to the mud. It's important to be sure that you don't have any allergies before getting covered in it. Also, any person who feels light headed while bathing should stop immediately.
Interviewer So, what types of people are going to spas these days?
Corinne Our clients fall into two categories: private individuals and corporate groups. Private individuals tend to purchase mud baths or massages. On the other hand, companies are using spa days to build up team spirit with a group of workers. They prefer activities that can be done as a group, like a yoga class or fire-walking.
Interviewer Fire-walking? Tell me more!
Corinne Spas also focus on mental as well as physical health. Fire walking is a terrific way to overcome fear and to build confidence. Studies have shown that people who have been through a nerve-racking experience together, will work together more effectively as a team.
Interviewer But doesn't the fire burn your feet?
Corinne Perhaps the name is a bit misleading. The fire is started a few hours before the walk, so there aren't any flames. You walk on the hot coals.
Interviewer Still … aren't the coals scorching?
Corinne Of course, if you stay on them for too long, you will get burned! The challenge of the experience is to pace yourself correctly – too slow and you'll get burned, too fast and the coals will fly and burn your legs.
Interviewer Ooooh … that's quite a challenge! Can you dip your feet in cold water first?
Corinne Yes, we encourage that. It cools the skin's temperature, making burns less likely.
Interviewer Is there anyone who shouldn't fire walk?
Corinne Most people can do it, but people with cuts on their feet shouldn't because of risk of infection. However, we've never had a problem. It's one of our most popular group activities.

Exercise 3 2.03

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

ANSWERS

1 It's heated to a comfortable temperature.
2 Stop bathing immediately.
3 To build up team spirit.
4 Pacing yourself so that you don't get burned.
5 Dip your feet in cold water.

Speak

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

More practice
Everyday English 5, Teacher's Book pages 110–111

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Grammar PAGE 45

Preparatory *it* as object

Warm-up

- Ask students: *Can you think of any examples of herbal medicines? What are they used for?* [echinacea, used for immunity]

Explore

Exercise 1

- Students read the text and discuss the question in pairs. Feedback answers as a class.

Exercise 2

- Read through the **Learn this!** box with students. Check understanding by asking: *When can we use the preparatory* it *as the object of a sentence?* [when the object is an infinitive or a clause followed by an adjective or noun]
- Students find examples of the preparatory *it* as object in the text.
- Elicit answers from students and write them on the board. Demonstrate the basic structure marking the answers *subject + verb + it + adjective / noun*. Then ask students to decide if the *it + adjective / noun* structure is followed by 1) an infinitive, or 2) a clause followed by an adjective or noun.

ANSWERS

Many doctors make it clear (2) that herbal medicine is not part of their treatment plan.
However, these doctors find it problematic (1) to accept these natural remedies …
… these doctors find it unnecessary (1) to give up these natural remedies.
This attitude makes it easier (2) for people to follow a treatment.

Follow-up
Grammar Reference page 102

Exploit

Exercise 1

- Read through the instructions and look at the first sentence with students. Elicit whether the sentence needs *it*. Write the correct version on the board.
- Students continue rewriting the sentences individually or in pairs. Check the answers.

ANSWERS

1 Many people have made it clear that …
2 not necessary
3 A lot of medical students find it difficult to believe …
4 not necessary
5 Some parents find it worrying to send …
6 not necessary

Exercise 2

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

ANSWERS

1 find it 2 recall that 3 make it 4 admit that
5 believe that 6 think it

Quick Test: Error correction

Write the following sentences on the board. Students write the sentences correctly in their notebooks.
Some doctors find it not unusual that herbal medicines work.
[Some doctors don't find it unusual that herbal medicines work.]
Heavy snow makes that difficult to drive.
[Heavy snow makes it difficult to drive]
Global warming makes it difficult predict the weather.
[Global warming makes it difficult to predict the weather.]
I recall it clearly that my grandmother used to use herbal remedies.
[I recall clearly that my grandmother used to use herbal remedies]

More practice
Workbook page 40
Grammar Builder page 103, exercises 4–6

ANSWERS GRAMMAR BUILDER 5 (PAGE 103)

Exercise 4

1 My grandparents won't come because they find it tiring to stand for so long.
2 I don't know anyone who considers it normal to eat lunch at 11.00.
3 We didn't make it clear that we'd only be there for the first half an hour.
4 You shouldn't find it hard to do this puzzle.
5 I find it odd that our aunt and uncle never visit us.
6 We consider it unlikely that they'll tell us the full story.
7 They aren't hiring a car because they don't think it necessary.
8 Do you find it difficult to see in the dark?

Exercise 5

1 to see the children 2 I'd already passed 3 difficult to
4 throw away 5 strange that 6 have five

Exercise 6

1 We found it difficult to hear what he was saying.
2 I think it's strange that she has so few friends.
3 My headache made it hard to concentrate.
4 Peter made it clear that he didn't want to come with us.
5 People don't find it unusual to be nervous about an exam.
6 My parents consider it important to economize this year.
7 Jo's teacher has found it amazing (to see) how much Jo's improved.
8 None of us thought it too difficult to stay awake all night.

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Writing PAGE 46

A blog

Target Vocabulary

Similes and metaphors: as a result because of this/that

Warm-up

- Ask students: *Do you read any blogs? If so, whose are they and what are they about?*

Read

Exercise 1

- Students read the blog and answer the question. Check the answer.

ANSWERS

Because everything in Japan was so different, it was like being on another planet and the people in the oxygen bar looked like aliens.

Exercise 2

- Students discuss the questions in pairs. Get feedback on some responses.

ANSWERS

Students' own ideas.

Prepare

Exercise 1

- Read through the Writing tip! Check understanding by asking: *What's the difference between a simile and a metaphor?* [A similes compare things and people, metaphors describe things or people by calling them something else]
- Students find the similes and metaphors in the blog. Check the answers.

ANSWERS

Similes: It was like being on another planet; My eyes were like sponges; The young people were like pictures from a magazine; People were standing around small tanks of water … like some sort of alien creatures from a science fiction film; It was like taking deep breaths in an orchard full of fruit

Metaphors: we had run out of steam; with our batteries fully recharged; Travel is food for thought

The author has used them to make her descriptions more vivid.

Exercise 2

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

ANSWERS

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

Teaching Tip: Use of the past continuous

We can use the past continuous to describe background events and situations in a narrative. Examples from the blog are: *They were wearing all sorts of fashions. People were standing around the small tanks of water, (and they were) wearing face masks …*

Remind students that this is a common feature of narrative.

Write

Exercise 1

- Focus on the photos. Students write similes and metaphors in pairs. Monitor and help.

ANSWERS

Students' own answers.

Exercise 2

- Students read through the instructions. Make sure they understand what they are going to write.
- If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.

SAMPLE ANSWER

Last summer we went to London for the first time. Everything was so different. As we are from a small village, we felt like fish out of water. There was so much to see our eyes were like huge plates. The people in the streets were wearing all sorts of different clothes. It was like being in a tropical fish tank. The amount of people in London is amazing and it's as busy as a beehive.

My sister and I ended up by accident in China Town in the centre of London. It was like being on a film set. It's so strange to find a Chinese community in the middle of England. The smells and colours were like something from another world. We saw roast duck hanging in the restaurant windows and a market selling vegetables that we hadn't seen before. Some of the vegetables were as weird as something you might find in a science-fiction film. There was a lot to see but after walking around for about an hour, we had run out of steam. Alice decided that we had to go to one of the restaurants and try the duck. It was a good plan. The waiter brought us many dishes. Everything was so colourful, it was like looking at a multi-coloured blanket. The food was also very tasty and we ate like ravenous tigers. Of course, we had some duck too.

Our trip to China Town was a real surprise and a real treat. Have any of you out there had a similar experience? We'd love to hear from you.

Please leave a comment.

MARKING SCHEME

- The description has three paragraphs. [1 mark]
- The first paragraph describes the place visited and what was seen. [1 mark]
- The second paragraph includes a new experience. [1 mark]
- The third paragraph is a conclusion. [1 mark]
- Appropriate use of metaphors. [2 marks]
- Appropriate use of similes. [2 marks]
- Appropriate use of adjectives. [1 mark]
- Accurate grammar and spelling. [1 mark]

More practice

Workbook page 41

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Review PAGE 47

Language Skills

Exercise 1 2.04

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

ANSWERS

1 treatment **2** slimy **3** aromatic **4** what **5** make
6 alternative **7** neutralize **8** swelling **9** Even though
10 cure

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 F (She is using mud from the Dead Sea.)
2 T
3 T
4 T (although she conceded that the mud works.)
5 T
6 F (She doesn't think her mud will cure asthma.)

Exercise 3

- Students work individually. Check the answers.

ANSWERS

1 It was strange to see my uncle on television.
2 It is interesting that some alternative medicine can have a better effect than conventional medicine.
3 It is advisable to save money when you want to buy a house or flat.
4 It is a good idea to take an umbrella when the sky is dark grey.
5 It is nice to visit sick people in hospital to cheer them up.

Dictionary Corner

Teaching Tip: Homophones

Tell students that a homophone is a word that has the same sound but a different meaning to another word. Some homophones can also have the same spelling, e.g. *rose* (a flower) and *rose* (the past of *to rise*). Remind students that they can use their dictionary to check if a new word has the same pronunciation as a word they already know by checking the phonetic transcription.

Activity: Write the following words on the board and ask students if they can think of a homophone for each word. Check the answers and meanings with the whole class.

there [their, they're]	*byte* [bite]
seize [seas]	*martial* [marshal]
paws [pause, pores]	*berth* [birth]

Exercise 1 Homophones

col·onel /ˈkɜːnl; *NAmE* ˈkɜːrnl/ *noun* (*abbr.* **Col.**) an officer of high rank in the army, the MARINES, or the US AIR FORCE: *Colonel Jim Edge*

ker·nel /ˈkɜːnl; *NAmE* ˈkɜːrnl/ *noun* **1** the inner part of a nut or seed **2** the central, most important part of an idea or a subject

- Students look up the words *colonel* and *kernel* in their dictionaries.
- Focus on phonetic transcriptions which show that the words have the same pronunciation but different meanings and different spellings.
- Students complete the exercise in pairs using dictionaries. Check the answers.

ANSWERS

1 counsel **2** stationery **3** complementary **4** pore
5 lute **6** colonel

Exercise 2 Words with similar meanings

Which Word?

infer / imply

- **Infer** and **imply** have opposite meanings. The two words can describe the same event, but from different points of view. If a speaker or writer **implies** something, they suggest it without saying it directly: *The article implied that the pilot was responsible for the accident.* If you **infer** something from what a speaker or writer says, you come to the conclusion that this is what he or she means: *I inferred from the article that the pilot was responsible for the accident.*
- **Infer** is now often used with the same meaning as **imply**. However, many people consider that a sentence such as *Are you inferring that I'm a liar?* is incorrect, although it is fairly common in speech.

- Students look up the verbs *imply* and *infer* in their dictionaries.
- Point out that at the entry for *infer*, there is an information box that explains how the words are different.
- Explain that these are two words which are often confused. Read through the information with students. Check understanding by saying: *A is telling B something. Who is doing the implying?* [A] *Who is doing the inferring?* [B]
- Students look up the other pairs of words and check they understand the difference in meaning between the two words.
- Students complete the exercise. Check the answers.

ANSWERS

1 implied **2** officious **3** sensitive **4** Racial

Follow-up

Self Check, Workbook pages 42–43
Test Unit 5, Teacher's Book pages 130–131

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6 What type are you?

This unit includes
Vocabulary: personality synonyms • personality idioms • positive and negative personality adjectives
Grammar: ellipsis with *either / too* • ellipsis in comparisons
Skills: listening and speaking about character and personality • discussing personality types
Writing: a comparison and contrast essay
Workbook pages 44–51

Reading PAGES 48–49

Warm-up

- Look at the unit title and ask students: *What do you think the unit title refers to?* [personality]
- Read the title of the reading page, *Can birth order affect your personality?* Ask students: *What does 'birth order' refer to?* [when you were born compared to your brothers and sisters, i.e. first born, middle child]

Before Reading

Exercise 1

- Check students understand the meaning of the adjectives. Students then describe their personalities in pairs

Background Notes

The text is about the idea that a child's position in the birth order can impact on his/her personality, education and career path.

Generally the article claims that first-born children, because of the attention they receive from parents, are better able to assume responsibility, and are more confident than second-born children. Second-born children are more creative, and quieter and gravitate more towards artistic careers.

The expert opinions of American Psychologist Ben Dattner and author Michael Grose are cited in the text. Ben Dattner is a professor at the University of New York and a consultant. He has looked at how individual psychology and group dynamics impact on company performance.

Michael Grose is Australia's number one parenting educator. He wrote the best-seller *Why Firstborns Rule the World and Last Borns Want to Change It*.

Exercise 2

- Students discuss the questions in pairs.

Exercise 3

- Read through the **Reading tip** with students. Check understanding by asking: *Can you give examples of the types of experts that can be quoted in texts?* [scientists, doctors, specialists] *Can you give examples of verbs that often introduce expert opinions?* [claims, cites, believes, reports, states]
- Students read the article to identify the experts cited.

ANSWERS

Ben Dattner (American psychologist) and Michael Grose (author)

Read

Exercise 1 2.07

- Play the CD for students to listen and do the task. Check the answers, asking for justification.

ANSWERS

1 c 2 a 3 b

Exercise 2

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

ANSWERS

1 c (… many people believe that the youngest child seems to get away with murder.)
2 a (Depending on birth order, there are special roles within families …)
3 b (However, youngest children tend to enjoy the attention they receive …)
4 d (… birth order affects career choices …)
5 d (Grose cites several studies)
6 b (Bill Gates … is a middle child, thus showing that other factors can override birth order in determining one's career and financial success.)

Optional Activity: Reading skills

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

What is the article about?
What do some experts in child psychology claim?
What is the difference between first-born and second-born children according to Dattner?
What does Michael Grose believe?

Divide the class into groups. Ask them to answer the questions about the text from memory. Then ask them to write a summary of the text based on the questions. Get a few individual students from each of the groups to read their summaries. Correct any mistakes with the class.

Understanding Ideas

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

Teaching Tip: Brainstorming ideas

Focus on question 3 and elicit possible answers from students. Write all of their ideas on the board. Take a vote on which careers students think would be more attractive to a first-born, a middle child or a youngest child.

SAMPLE ANSWERS

3 **First-born:** manager, politician, doctor
Middle child: diplomat, social worker, teacher
Youngest child: actor, musician, designer

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Vocabulary

Teaching Tip: Pronunciation of past simple *-ed* ending

Remind students that there are three possible pronunciations of the past simple *-ed* ending: /t/, /d/ or /ɪd/.

– When the infinitive ends with a voiceless consonant (p, t, k, etc.), we pronounce *-ed* as /t/, e.g. *overlooked*.
– When the infinitive ends with a voiced consonant (b, l, v, etc.), we pronounce *-ed* as /d/, e.g. *loved*.
– When the infinitive ends with /t/ or /d/, we pronounce *-ed* as /ɪd/, e.g. *accommodated*.

Encourage students to make a note of the pronunciation of the past simple form of the verbs they find difficult in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

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

ANSWERS

1 get away with murder **2** receptive **3** advocates **4** limelight **5** accommodating **6** overlooked **7** conventional wisdom **8** override **9** gravitate **10** cites **11** manipulative **12** keep tabs on **13** look up to **14** siblings **15** sole

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

accommodating is a formal adjective which means willing to help and to do things for other people. A synonym is *obliging*.

advocate is a noun which means a person who supports or speaks in favour of somebody or of a public plan or action. The verb form, which is regular, is *advocate*.

cite is a formal verb which means to mention something as a reason or an example. It is usually found in academic type texts.

conventional wisdom is a compound noun which means knowledge or thinking that is accepted as true in general by society or a group of people.

get away with murder is an idiom which means to do something bad without any punishment or comment.

gravitate is a verb used with *to* or *toward(s)* which means to move towards something or to be attracted to something.

keep tabs on is a three part phrasal verb which means to supervize or monitor someone.

limelight is a noun which means to be in the centre of public attention. The phrase is *to be in the limelight*.

look up to is a three part phrasal verb which means to respect or admire somebody. (It is not to be confused with the phrasal verb *look up* which means to find or to consult something.)

manipulative is a negative adjective which refers to somebody who is skilful at influencing somebody or forcing somebody to do something.

overlook is a regular verb which means to fail to see or notice something. *Miss* is a synonym.

override is a formal irregular verb which means to use your authority to reject somebody's decision or order. The third person form is *overrides*, the past simple form is *overrode* and the past participle form is *overridden*. *Overrule* is a synonym.

receptive is an adjective which means willing to listen to or accept new ideas or suggestions.

sibling is a countable noun which means brother or sister.

sole is an adjective which means only or single.

Optional Activity: Definitions

Aim: To practise making definitions to test target vocabulary.

Prepare: Write the following questions on the board.

It's a word used to describe …
It's a formal word that means …
It's an idiom that means …
It's the opposite of …
A synonym for this word is …
You can use this word when talking about …

Divide students into small groups. Tell them they are going to make definitions of eight items of vocabulary from the reading text. Ask them to make definitions using some of the structures on the board. Once each group has prepared their definitions, pair them with another group to test each other on the vocabulary items.

Quick Test: Complete the sentences

Read out the following sentences and elicit the missing word from the reading vocabulary.

I admire and ___ my older brother. [look up to]
According to ___ you should eat fruit and vegetables every day. [conventional wisdom]
Terry has two ___. [siblings]
Pop stars normally love being in the ___. [limelight]
My niece is really naughty, but she always ___. [gets away with murder]
You should try to ___ an expert opinion in your essay. [cite]
The new government is very ___ to new ideas. [receptive]
My cousin is very ___. He always gets what he wants. [manipulative]
My father ___ my progress in school. [keeps tabs on]
My colleague is extremely ___. He'll do everything to help you feel at home. [accommodating]
My parents ___ me going to university rather than getting a job straight away. [advocate]
The police ___ a key piece of evidence. [overlooked]
People always seem to ___ towards others with similar interests. [gravitate]
Josh was the ___ student in our class who failed his Maths exam. [sole]

More practice
Workbook page 44

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Vocabulary PAGE 50

Target Vocabulary

Birth order and success: accommodating advocate cite conventional wisdom get away with murder gravitate keep tabs on limelight look up to manipulative overlook receptive siblings sole

Personality synonyms: aloof capricious confident determined dogmatic opinionated reliable resolute self-assured stand-offish stubborn trustworthy uncompromising unpredictable

Personality idioms: shrinking violet a wet blanket like chalk and cheese as nice as pie the life and soul of the party a good head on her shoulders a very short fuse thick-skinned

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word means to forget or miss something out?* [overlook] *What verb means something is more important than something else?* [override]
- Students complete the sentences. Check the answers.

ANSWERS

1 keep tabs on 2 accommodating 3 limelight
4 override 5 receptive 6 conventional wisdom
7 gravitate 8 advocate 9 overlook
10 get away with murder 11 look up to 12 cites
13 sole 14 manipulative 15 siblings

Extend

Exercise 1 Personality synonyms

- Focus on the words in the box. Elicit the meaning of any students know.
- Focus on the example and elicit the meaning of *stand-offish* and establish that it is a synonym (similar meaning) of *aloof*.
- Students continue to match the synonyms individually or in pairs. They may use a dictionary if they wish. Check the answers.

ANSWERS

1 aloof 2 reliable 3 opinionated 4 confident
5 unpredictable 6 determined 7 stubborn

Exercise 2 Personality idioms

- Focus on the sentences and get students to cover the definitions. Elicit ideas of what the idioms mean from their context in the sentences.
- Students uncover the definitions and match them to the idioms individually or in pairs. They may use a dictionary if they wish. Check the answers.

ANSWERS

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

Teaching Tip: Translating Idioms

Translation is a useful tool when presenting students with idioms. Often common idioms have a near equivalent in other languages and student find it interesting and memorable to identify differences. However, it should always be supplemented by providing lots of context. Encourage students to learn idioms by including them into a few sentences or a mini dialogue. You could get students to see if there are equivalents of the personality idioms in exercise 2 in their native language. They should focus on the differences.

Exercise 3

- Students in pairs describe the scenes in the pictures using the idioms from exercise 2.
- Feedback sentences as a class.

ANSWERS

a The man has a very short fuse.
b He's the life and soul of the party.
c They're like chalk and cheese.
d She's a shrinking violet.

Optional Activity: Personalities

Aim: To practise the vocabulary of different personality types.

Prepare: Brainstorm a list of six names of famous artists, actors, musicians and other celebrities. Write the names on the board.

Divide the class into small groups of three or four students. Each group has to write a personality profile on three of the people on the board. Students then read out their descriptions for the rest of the class to guess who on the list they are describing. Encourage discussion of similarities and differences between the descriptions. Make notes of errors for a general feedback session at the end.

Quick Test: Synonyms race

Read out the following definitions in turn and give the students five seconds to write a synonym.

someone who is unpredictable [capricious]
someone who is confident [self-assured]
someone who is reliable [trustworthy]
someone who is very opinionated [dogmatic]
someone who is very determined [resolute]
someone who is aloof [stand-offish]

Vocabulary Notebooks

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

More practice
Workbook page 45

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Grammar PAGE 51

Ellipsis with *either* / *too*

Warm-up

- Ask students: *Do you think some jobs are better for certain personality types?* Elicit some examples.

Explore

Exercise 1 2.08

- Students read and listen to the dialogue and answer the question. Check the answer.

ANSWERS

She wants to collect the yellow paper which explains the results of her personality test.

Exercise 2

- Read through the **Learn this!** box with students. Check understanding by asking students: *With ellipses, when do we use* either*?* [when the first statement and the response is negative] *When do we use* too*?* [when the first statement and response is positive] *Do we use* either *or* too *when the response contradicts the original statement?* [No]
- Students work individually or in pairs. Check the answers.

ANSWERS

Did you (think that your results were confusing)?
Mine didn't (seem to fit my personality perfectly).
I did (receive a yellow paper).
I would (get one at the career guidance office).
I won't (be prepared without it).
Yes, it is (open late today).

Teaching Tip: *Neither* and *nor*

Remind students that we can use *neither* and *nor* as adverbs to mean 'also not'. *Neither* and *nor* come at the beginning of a clause, they are followed by an inverted word order: auxiliary verb + subject, e.g.

A I can't see the career officer on Tuesday.
B Neither / Nor can I. (not *I also can't*)
A I didn't turn up for the personality test and neither / nor did Jane. (Not *and Jane didn't too*)

Follow-up
Grammar Reference page 104

Exploit

Exercise 1

- Focus on the example. Check that everyone understands what to do.
- Students work individually or in pairs. Check the answers.

ANSWERS

1 too 2 leave blank 3 either 4 leave blank 5 too
6 either

Exercise 2

- Students complete the dialogues in pairs.
- Check the answers. Ask different pairs of students to read out the dialogues in front of the class.

ANSWERS

1 don't 2 have 3 would 4 wouldn't 5 wasn't

Exercise 3

- Students work in pairs matching the sentence halves.
- Check the answers.

ANSWERS

1 d 2 c 3 e 4 b 5 a

Quick Test: Dialogue building

Write the following dialogue on the board. Ask students to complete short responses for B using ellipsis.

A I haven't done my maths homework. What about you?
B [I haven't either.]
A I imagine you must be too busy like me. Besides I don't like maths.
B [Neither do I.]
A That makes two of us. Will you be able to finish your English homework?
B [I won't.]
A Oh dear! I think we're going to be in trouble.
A [So do I.]

Exercise 4

- Students write five sentences, then compare with a partner.
- Monitor to make sure that students are reporting using ellipsis.

ANSWERS

Students' own answers.

More practice
Workbook page 46
Grammar Builder page 105, exercises 1–4

ANSWERS GRAMMAR BUILDER 6 (PAGE 105)

Exercise 1
1 either 2 – 3 too 4 either 5 – 6 too 7 –
8 too

Exercise 2
1 do, too 2 don't 3 would, too 4 can't, either
5 am, too 6 didn't, either 7 'm not 8 can

Exercise 3
1 have, too 2 aren't 3 didn't, either 4 have, too
5 haven't / have, too 6 didn't 7 haven't, either 8 did

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Skills PAGE 52

All about me

Target Vocabulary

Personality description adjectives: charismatic conceited considerate down to earth happy-go-lucky pretentious quick-witted spontaneous

Warm-up

- Students in pairs brainstorm negative and positive personality adjectives. Give them two minutes. Ask the pair with the most words to read them out.

Vocabulary

Exercise 1

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

ANSWERS

1 N 2 P 3 P 4 N 5 N 6 P 7 P 8 N

Exercise 2

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

ANSWERS

1 spontaneous 2 happy-go-lucky 3 down to earth
4 pretentious 5 considerate 6 quick-witted
7 charismatic 8 conceited

More practice
Workbook page 47

Listen

Exercise 1 2.09

- Play the CD once for students to complete the chart. Check the answers.

ANSWERS

A - Blood type O: outgoing, dramatic, hard-working/ambitious
B - Blood type A: shy, down to earth, balanced
C - Blood type AB: charismatic, confident, troubled
D - Blood type B: charismatic, adventurous, creative

TAPESCRIPT

Interviewer There are many theories about personality, for example the effect of birth order on personality, but today's guest is going to inform us about an interesting personality theory that may be new to many of our listeners … blood type personality theory. Welcome sociologist Dr Sarah Miller.
Miller Thanks. It's great to be here.
Interviewer Tell us, Dr Miller, where is blood type theory popular?
Miller Oh, it's extremely popular in Asia, in Japan in particular. People there believe that there is a strong connection between blood type and personality. In fact, some companies even use blood type to profile their potential employees. They prefer to know a job candidate's blood type so they can plan how to train them or integrate them into the team.
Interviewer Really? Well, let's choose a blood type. How about type O? What does type O mean?
Miller People with the blood type O are supposedly outgoing and dramatic. They're very industrious, in other words they work incredibly hard and will do anything for success in their jobs.
Interviewer And what about somebody who is quite shy, down to earth and likes to have a balance between work and their personal life? I'm thinking of my husband …
Miller Well, that describes people with blood type A.
Interviewer And that's what he is! But what about the other blood types? What are their characteristics?
Miller OK … according to the theory, blood type B people are charismatic and adventurous. They're also creative.
Interviewer Hmmm … I don't mean to question your theory, but I'm type B and that doesn't sound like me. I would accept that I'm creative, but I'm not particularly charismatic or adventurous. I've got a predictable routine and my idea of adventure is trying out a new restaurant!
Miller Well, you work in radio, so you must be more charismatic than you think – people enjoy listening to you. And if you are willing to try new things, then you are adventurous. It's important not to confuse adventure with danger.
Interviewer Well, I never thought of it like that. Hmm … What about the AB blood type?
Miller AB is the rarest type, and according to the theory, these people have characteristics of A and B.
Interviewer So, they are supposedly a combination?
Miller Yes, they're considered charismatic and confident, but they are also thought to be troubled. They're not happy-go-lucky people. The theory is that they are in conflict because they've got characteristics of two different types. Actually, the villains in many Japanese stories are blood type AB. They have a dual nature, something like good and evil in one.
Interviewer Fascinating. How can we learn more about this personality theory?
Miller There are many books available on the subject.
Interviewer OK, we'll post some recommendations on the show's website. Thank you Dr Miller.
Miller It's my pleasure.

Exercise 2 2.09

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

ANSWERS

1 Asia, particularly in Japan
2 To profile their potential employees
3 B. Yes, she thinks it's accurate because of the job she does.
4 They have a dual personality, both good and evil.

Speak

Exercises 1, 2 and 3

- Give students time to prepare their responses to the exercises. Students then discuss the points in pairs.

Optional Activity: Dialogue

Aim: To practise talking about celebrities' personalities.
Prepare: Write the following dialogue on the board.

A What do you think David Beckham is like?
B He seems to be very down to earth.
A How do you think he compares with Cristiano Ronaldo?
B He's probably more happy-go-lucky.

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

More practice
Everyday English 6, Teacher's Book pages 112–113

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Grammar PAGE 53

Ellipsis in comparisons

Warm-up

- Ask students: *What is multi-tasking?* [the ability to do two or more things at the same time] *Are you good at it?*

Explore

Exercise 1

- Students read the text and answer the question. Compare ideas with the class.

Exercise 2

- Students underline the comparisons. Check the answers.

ANSWERS (EXERCISES 2 AND 3)

Type A people are more comfortable with multi-tasking than Type B people are (comfortable with multi-tasking).
Type A people often take on more work than is sensible (to take on).
They don't work as fast (as Type A people).
Type A people need more control over their lives than Type B people do (need control over their lives).
Type A people are believed to be at greater risk of heart disease than Type B people are (believed to be at risk of heart disease).
Some social scientists don't have as much confidence in the Type A and Type B personality distinction (as they did in the past).
The results were more uncertain than scientists had expected (them to be).

Exercise 3

- Read through the **Learn this!** box with the students. Elicit which words have been omitted from the sentences.

Follow-up
Grammar Reference page 104

Exploit

Exercise 1

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

ANSWERS

1 … than happy-go-lucky people are ~~to make mistakes~~.
2 … than Type B people ~~suffer from~~ **do**.
3 … than they ~~pay attention to~~ **do** today.
4 … but studying English isn't as difficult ~~as studying other languages~~.
5 … than scientists originally thought ~~there to be~~.
6 … than ~~it~~ was necessary ~~to be~~.

Exercise 2

- Students work in pairs. Check the answers.

ANSWERS

1 There weren't as many applicants as last year.
2 He fails more assignments than is allowed.
3 They collected more data than was necessary.
4 My sister's class does more experiments than we do.
5 She took more medicine than was recommended.
6 The results were more significant than we expected them to be.

Exercise 3

- Focus on the example. Elicit more examples from a few students. Students work in pairs. Monitor and help.

Quick Test: Error correction

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

Motorbikes is more expensive than bicycles is.
[Motorbikes are more expensive than bicycles (are).]
My brother is better at multi-tasking than I am better at.
[My brother is better at multi-tasking than I am.]
Girls buy more clothes than boys buy.
[Girls buy more clothes than boys do.]
I didn't spend as much money than my brother spent.
[I didn't spend as much money as my brother (did).

More practice
Workbook page 48
Grammar Builder page 105, exercises 4–6

ANSWERS GRAMMAR BUILDER 6 (PAGE 105)

Exercise 4
1 you had 2 Dan can 3 others do 4 you are
5 yours are 6 you would 7 I did 8 you have

Exercise 5
1 Only take as much money as (it) is necessary (to take).
2 She's trying a lot harder than (she did) last term.
3 We didn't buy as much ice cream as we were supposed to (buy).
4 The guitar isn't as difficult to learn as the piano (is).
5 You've given me the same birthday card as (you gave me) last year!
6 Don't pack more clothes than you need (to pack).
7 He is a lot more mobile than he was (after he left hospital).
8 You've got more time to spare than we ('ve) have (got time to spare).

Exercise 6
1 … than was considered advisable.
2 … she doesn't want to.
3 … as much as them. / … as much as they do.
4 … more than John does.
5 … than (we played) last year.
6 … as much as Chris would (have to).
7 … than they needed to.
8 … as often as him. / … as often as he does.

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Writing PAGE 54

A comparison and contrast essay

Target Language

Comparing and contrasting sentences:
While Josie is comfortable in large groups, Emma is not.
Emma enjoys school whereas Jose is more interested in sport.
Josie always feels at ease talking to new people.
On the other hand, Emma loves to read long historical novels. In contrast, Josie prefers …

Linking words for contrasting: although despite on the one hand while whereas

Warm-up

- Ask a few students: *Are you similar to or different from any of your siblings?*

Read

Exercise 1

- Students read the essay and complete the chart. Check the answers.

ANSWERS

Josie and Emma's personalities: more different than similar
Difference 1: comfort level with others
Josie's personality: outgoing
Emma's personality: timid
Difference 2: sense of humour
Josie's personality: enjoys physical humour
Emma's personality: quick-witted

Teaching Tip: Giving reasons
In formal writing, we can use *as* or *since* instead of *because* to explain the reason for something to the reader, e.g. *Josie is more ambitious than Emma as / since she studies every night.*

Prepare

Exercise 1

- Read through the **Writing tip!** with the students. Check understanding by asking: *What linking words can we use to contrast ideas?* [although, despite, on the other hand, while, whereas, in contrast]
- Students find the contrasting sentences in the essay.

ANSWERS

Although my sister Emma and I have the same parents …
In contrast, Emma is very timid.
On the other hand, I am not as intelligent as Emma.
While Emma enjoys humour in clever uses of language, I find physical gags …
Despite being siblings, Emma and I …
I am extroverted …whereas Emma is shy …

Exercise 2

- Students rewrite the sentences individually. Check the answers.

ANSWERS

1 While Isabella's best subject is chemistry, her brother's best subject is French.
2 Rob is the best basketball player at school. In contrast, Joe, his brother, is hopeless at sport.
3 Marissa can sing extremely well. On the other hand, she's no good at maths.
4 My parents read the newspaper daily whereas I only read the news online.
5 Learning languages requires a good memory while learning maths requires problem-solving skills.

Write

Exercises 1 and 2

- Read through the writing plan and instructions with students. Give them time to make notes and to organize their information.

SAMPLE ANSWER

People say that you can always find similarities in personalities between siblings, but this is not my case. Although my brother and I have the same parents, we are like chalk and cheese. My brother Nicholas is very quiet and level-headed while I am the opposite: energetic, and some would say, capricious.
My brother enjoys activities such as reading and studying whereas I prefer more active things like playing sports and meeting my friends. On a typical Sunday afternoon I will watch a football match or meet up with school friends in town. In contrast, Nicholas prefers to read a novel or finish his homework.
I suppose you could call me an extrovert while Nicholas is best described as an introvert. I am always the life and soul of the party. While I love being in large groups of people, my brother prefers to be at home which is a good thing because we are identical twins! Although we have completely different personalities, we look very similar. I wear different clothes and have a different hair cut to Nicholas but people still get us confused.
On the whole, I am the complete opposite to my brother. I like to have fun while he is more of a shrinking violet. I'm sure he will do much better in his exams compared to me.

MARKING SCHEME

- Overall organization of the essay. [1 mark]
- Introduction compares personalities. [1 mark]
- Second paragraph presents the first similarity or difference. [1 mark]
- Third paragraph presents the second similarity or difference. [1 mark]
- Final paragraph is a conclusion. [1 mark]
- Use of contrasting and comparing phrases. [3 marks]
- Use of vocabulary to describe personalities. [1 mark]
- Appropriate grammar and spelling. [1 mark]

More practice
Workbook page 49

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Review PAGE 55

Language Skills

Exercise 1 2.10

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

ANSWERS

1 pretentious 2 too 3 sure 4 stand-offish 5 can
6 chalk and cheese 7 is 8 reliable 9 inviting 10 either

Exercise 2

- Students work individually. Check the answers.

ANSWERS

1 chemistry
2 He seems pretentious.
3 George thinks he might be shy.
4 Brendon is more down to earth and reliable.
5 He wants to invite Juan for a coffee and get to know him.
6 Students' own answers.

Exercise 3

- Students work individually. Check the answers.

ANSWERS

1 a 2 c 3 c 4 a 5 a

Dictionary Corner

Teaching Tip: Choosing the right meaning

Encourage students to look through an entry carefully to find the meaning they are looking for, especially in longer entries. The definitions are numbered to show different meanings, and are arranged in the order of how common they are. *The Oxford Advanced Learner's Dictionary* also contains shortcuts to help you find the right meaning quickly. These shortcuts are words which show the context or general meaning of the headword.

Activity: Write the following shortcuts on the board. Students try to guess the headwords. Then ask students to look up headwords to check their answers.
over road/river, connection, of ship, card game [bridge]
in tents, holiday, prison, army [camp]
quick, surface, watch [fast]
come/bring together, collect, crops/harvest [gather]

Exercise 1 Words with multiple meanings

- Students look up *scratch* in their dictionary.
- Point out that there are verb and noun entries.
- Students use the numbers and shortcuts to find the meaning to match the definitions.
- Point out that each word in the box matches with two definitions.
- Students work individually. Check the answers.

scratch /skræt∫/ *verb, noun, adj.*
■ *verb*
▸ RUB WITH YOUR NAILS **1** [T, I] to rub your skin with your nails, usually because it is ITCHING: **~ sth/yourself** *John yawned and scratched his chin.* ◇ *The dog scratched itself behind the ear.* ◇ **~ (at sth)** *Try not to scratch.* ◇ *She scratched at the insect bites on her arm.*
▸ CUT SKIN **2** [T, I] to cut or damage your skin slightly with sth sharp: **~ (sb/sth/yourself)** *I'd scratched my leg and it was bleeding.* ◇ *Does the cat scratch?* ◇ **~ sb/sth/yourself on sth** *She scratched herself on a nail.*
▸ DAMAGE SURFACE **3** [T] **~ sth** to damage the surface of sth, especially by accident, by making thin shallow marks on it: *Be careful not to scratch the furniture.* ◇ *The car's paintwork is badly scratched.*
▸ MAKE/REMOVE MARK **4** [T] **~ sth + adv./prep.** to make or remove a mark, etc. on sth deliberately, by rubbing it with sth hard or sharp: *They scratched lines in the dirt to mark out a pitch.* ◇ *We scratched some of the dirt away.* ◇ (*figurative*) *You can scratch my name off the list.*
▸ MAKE SOUND **5** [I] (**+ adv./prep.**) to make an irritating noise by rubbing sth with sth sharp: *His pen scratched away on the paper.*

ANSWERS

1 scratch 2 school 3 quack 4 school 5 shoot
6 shoot 7 pitch 8 scratch 9 platform 10 quack
11 platform 12 pitch

Exercise 2

cap /kæp/ *noun, verb*
■ *noun*
▸ HAT **1** a type of soft flat hat with a PEAK (= a hard curved part sticking out in front). Caps are worn especially by men and boys, often as part of a uniform: *a school cap* ➲ see also BASEBALL CAP, CLOTH CAP, MOB CAP ➲ VISUAL VOCAB page V53 **2** (usually in compounds) a soft hat that fits closely and is worn for a particular purpose: *a shower cap* **3** a soft hat with a square flat top worn by some university teachers and students at special ceremonies ➲ compare MORTAR BOARD
▸ IN SPORT **4** (*BrE*) a cap given to sb who is chosen to play for a school, country, etc; a player chosen to play for their country, etc: *He won his first cap* (= was first chosen to play) *for England against France.* ◇ *There are three new caps in the side.*

- Students look up *cap* in their dictionary.
- Point out that there are noun and verb entries.
- Students focus on the numbers and shortcut to find out which two fields the words can be used in.
- Students work in pairs using their dictionaries. Check the answers.

ANSWERS

1 sports, clothing
2 sport, entertainment
3 manufacturing, communications
4 entertainment, electrical engineering
5 politics, music
6 buildings, transport

Exercise 3

- Students work individually, then compare sentences with a partner. Check the answers asking a few students to read out their sentences.

ANSWERS

Students' own answers.

Follow-up

Self Check, Workbook pages 50–51
Test Unit 6, Teacher's Book pages 132–133

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Literature corner 3 PAGE 56

The Lost World

Exercise 1 2.14

- Read out the biography.
- Play the CD once for students to do the task. They compare answers before checking with the class.

ANSWERS

1 outdoors 2 Professor Challenger 3 dinosaurs
4 disagrees with 5 Challenger

Exercise 2

- Students answer the questions individually, then compare with a partner.

SAMPLE ANSWERS

1 An area where animals thought to be long extinct can be found.
2 He doesn't believe that he's found a 'lost world'.
3 To relate the events.
4 Students' own answers.
5 Students' own answers.

Exercise 3

- Students read through the instructions. Make sure they understand what they are going to write.
- Ask a few pairs to read out their paragraphs.

Skills Round-up 5–6 PAGE 57

Read

Exercise 1

- Focus on the picture and the title. Ask students: *What can you see?* [a restaurant / café]
- Students read the text and answer the question.

ANSWERS

coffee, carbonated drinks, chips, burgers, pies, omelettes, cakes, waffles, ice cream

Exercise 2

- Students do the task. Check the answers.

ANSWERS

1 They offered a drink or quick meal before or after night shifts.
2 A wide range of customers, including business people, students, shift workers, travellers, lorry drivers and agricultural workers.
3 They have a display case for cakes and pies and a long counter.

Exercise 3

- Students do the task in pairs. If students always work in the same pairs, get them to work with someone else.
- Check the answers by asking for a few students to report back to the class.

Listen

Exercise 1 2.15

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

ANSWERS

London

TAPESCRIPT

Tourist Info Good afternoon. How can I help you?
Simon Oh, hello. I'm planning where to take my American friend Brad. He's never been to the UK before, and he wants to see some typical British sights.
Tourist Info OK. So, what have you planned so far?
Simon So far, I'm planning to take him to Big Ben for twelve o'clock noon. He wants to hear the chimes. We're going to go by taxi from Paddington station.
Tourist Info That will be quite an expensive journey. Have you thought about taking a bus?
Simon But London's black cabs are typically British, and I'm sure he'll want to ride in one.
Tourist Info Double-decker buses aren't common in America either, are they? They're also very British.
Simon True. Actually, that was on Brad's list of things he'd like to do. I was planning to take him on a double-decker sightseeing bus, but I prefer your idea.
Tourist Info OK, and then you can take him for a shorter trip in a black cab.
Simon Brilliant. We can take a black cab from Big Ben to Buckingham Palace. He wants to go there to see the changing of the guard.
Tourist Info Are you planning to take him to the Tower of London?
Simon I might do. Also, he wants to spend some time in my neighbourhood, and eat typical British food.
Tourist Info He'll probably want to try fish and chips.
Simon Oh … I know. That's on his list, as well as a hot curry. And my parents are taking us for afternoon tea at the Savoy Hotel – he'll love that.
Tourist Info Well, the Tower of London is worth the visit. He can see the Crown Jewels there and take photos of the Beefeater guards in uniform. Then you can take photos of Tower Bridge and the view across the River Thames. Tower Bridge is another iconic symbol he'll probably appreciate.
Simon Quite right. Brilliant. I'm glad I decided to get some help planning this visit.
Tourist Info Well, we're here to help. It can be difficult to look at your own city as if you were a tourist.
Simon That's very true. I hadn't thought of the Tower of London, but it's an excellent idea, and he'll love taking photos of the Beefeater guards.

Exercise 2 2.15

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

ANSWERS

Tick: 1, 3 and 4

Write and speak

Exercise 1

- Students work in pairs. Monitor and help. Make a note of any errors. Correct them with the whole class at the end.

Exercise 2

- Students work individually or in groups. This activity can be set for homework.

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7 Food, glorious food!

This unit includes
Vocabulary: farming and the environment • types of food • food idioms • cooking utensils
Grammar: cleft sentences with *it* • cleft sentences with *what*
Skills: listening and talking about food preparation and cooking
Writing: an informative article • exemplification and clarification
Workbook pages 52–59

Reading PAGES 58–59

Warm-up

- Look at the unit title and ask students in pairs to predict what vocabulary, other than the obvious food vocabulary, might be presented in the unit. Get feedback on some ideas to share with the rest of the class.
- Read the title of the reading page, *Food for thought*. Ask students: *What do you think this title means?* [new information that makes you think again]

Before Reading

- Focus on the photos. Students discuss the questions in pairs. Feedback as a class.

SAMPLE ANSWERS

Food A: has been produced in a natural way and not in industrial quantities. It may have had a minimal impact on the environment if natural fertilizers and pesticides were used.
Food B: has been produced in vast quantities and processed. It may have had a negative effect on the environment if grown in large quantities and processed by factories.

Background Notes

The text presents three different examples of sustainable farming businesses that produce organic products. The three concerns developed from a desire to protect the land and the environment from the problems associated with traditional intensive farming methods. Sustainable farming does not use artificial fertilizers and herbicides, and protects the health of the soil with techniques such as crop rotation.

The three farming concerns in the text all serve as examples of how farming can be sustainable ecologically, socially and economically. All three companies contribute to charities and social development projects. FAF is a successful Brazilian coffee producer while Duchy originals gained fame with an oat biscuit; both companies produce a range of goods. The Sekem is known for producing organic herbal teas but also has a big range of products and activities. Sekem won the prestigious Right Livelihood Award for establishing a business model that is commercially successful and integrates social and cultural development.

Read

Exercise 1

- Read through the **Reading tip** with the class.
- Students find the words in the text and guess their meaning from the context. If students are struggling to find the words, *organic* and *conventional* are in the FAF text (second paragraph), *oats* is in the Duchy text (second paragraph) and *biodynamic* is in the Sekem text (first paragraph).
- Check the answers, asking students to justify their guesses.

ANSWERS

Students' own answers.

Exercise 2 2.16

- Allow the students to read the sentences.
- Then play the CD while students read the text and mark the sentences with the company name. Check the answers.

ANSWER

1 S **2** FAF **3** D **4** D / S **5** FAF **6** D

Exercise 3

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

ANSWER

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

Optional Activity: Reading skills

Aim: To practise speaking about the content of texts.
Prepare: Write the following questions on the board.

Who initiated the sustainable farming initiative?
What was the objective of the project?
How are the farming methods used by the initiative different to traditional methods?
What are the main achievements of the sustainable farming initiative?
How does the sustainable farming initiative contribute to society?

Divide students into groups to prepare a presentation answering the questions. Give each group one of the initiatives described in the texts. Each group selects one or two group members to give the presentation. Make a note of errors for a general class feedback session. Ask students to decide which presentations best summarize the content of the text.

Understanding Ideas

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

ANSWERS

Students' own answers.

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Vocabulary

Teaching Tip: Verb + preposition

Explain that some verbs collocate with a preposition and that it's useful for students to know these collocations.

Activity: Write the following phrases on the board. Ask students to complete the phrases with the correct preposition. They can use a dictionary if they wish.

differ [from] *each other*
donate [to] *charity*
focus [on] *a new method*
invest [in] *new equipment*
range [from] *cheap to expensive*
switch [to] *an electric oven*

Remind students to make a note of verb + preposition collocations in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

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

ANSWERS

1 donated **2** sustainable **3** mission **4** pioneering
5 harvesting **6** consensus **7** herbicides **8** switched
9 differ **10** intervention **11** fertilizers **12** leased
13 well-being **14** venture **15** sacrificed

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

consensus is an uncountable noun which means an opinion that all members of a group agree with. *To reach a consensus* is a typical collocation.

differ is a regular verb which means to be different from somebody or something. The third person form is *differ* and the past simple form is *differed*.

donate is a regular verb which means to give money, food, clothes, etc. to somebody or something, especially a charity. The third person form is *donates* and the past simple form is *donated*. The noun is *donation*.

fertilizer is a noun which means a substance added to soil to make plants grow more successfully. Typical collocations are *artificial/chemical fertilizers*. The verb is *to fertilize*.

harvesting is a noun which means the process of gathering crops normally on an annual basis. The noun *harvest* is the yield from this process.

herbicide is a noun which means a chemical that is used to kill unwanted plants.

intervention is a noun on the academic word list. It means to become involved in a situation to improve, help or stop it. It collocates typically with *government* and *military*. The verb is *to intervene*.

lease is a regular verb which means to use or let somebody use something, especially property, land or equipment normally in exchange for rent. The third person form is *leases* and the past simple form is *leased*. The noun form is *lease*.

mission is a noun which means an objective or work that you feel it is your duty to do. A synonym is *vocation*.

pioneering is an adjective, usually placed before a noun, which means introducing ideas and methods that have never been used before. A pioneer is a person who is the first to develop a particular area of knowledge. The verb is *to pioneer*.

sacrifice is a verb meaning to give up something that is important or valuable in order to get or do something that is more important. The noun form is *sacrifice*.

sustainable is an adjective meaning the use of natural products and energy in a way that does not harm the environment.

switch is a regular verb which means to change or to make something change from one thing to another. The third person form is *switches* and the past simple form is *switched*. The noun form is also *switch* and it is an Oxford 3000™ word.

venture is a noun which means a business project or activity, especially one that involves taking risks.

well being is an uncountable noun which means general good health and happiness.

Quick Test: Guess the missing word

Explain that you are going to read out some sentences. Students have to write down the missing words which come from the text.

His great [mission] *was to build homes for the poor.*
I'm afraid you can't buy that land. It has been [leased] *for 100 years.*
The professor's research into genetics is [pioneering].
Last year over five million pounds was [donated] *to charity.*
Our electric cooker was inefficient so we [switched] *to a gas one.*
I [sacrificed] *everything to get enough money to buy a computer.*
A lot of modern farming methods are not [sustainable].
I am afraid that we will have to agree to [differ].
It was difficult to reach [consensus] *on the decision, but we did in the end.*
Some [herbicides] *are very harmful to the soil as well as to plants.*

Optional Activity: Brainstorming ideas

Aim: To brainstorm arguments for and against sustainable farming.

Prepare: Write the following statement on the board.

We should switch to sustainable farming methods and ban intensive farming.

Divide the board into: arguments for and arguments against. Give students time to think about arguments in pairs, then elicit ideas and write them on the board.

[For: sustainable farming would improve the environment and soil; more people would be employed; food could be healthier; farming would be more creative using natural processes.

Against: there are too many people to feed; sustainable farming is expensive; many big businesses and economies are based on intensive farming; intensive farming produces more food.]

More practice
Workbook page 52

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Vocabulary PAGE 60

Target Vocabulary

From farmland to the supermarket: consensus differ donate fertilizer harvesting herbicide intervention lease mission pioneering sacrifice sustainable switch venture well being

Types of food: artichoke bay leaf cinnamon ginger okra pomegranate parsley tangerine

Idioms: food: eat my words fishy
to have her cake and eat it sour grapes
a fish out of water make a meal of it

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What words means to change from one thing to another?* [switch to] *What word means to give to charity?* [donate]
- Students complete the sentences. Check the answers.

ANSWERS
1 sacrificed 2 venture 3 switch 4 mission 5 donate 6 leased 7 consensus 8 Herbicides 9 Harvesting 10 fertilizer 11 differ 12 intervention 13 Sustainable 14 well-being 15 pioneering

Extend

Exercise 1 Types of food

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

ANSWERS
1 okra 2 ginger 3 pomegranates 4 tangerines 5 parsley 6 bay leaves 7 artichokes 8 cinnamon

Exercises 1 and 2

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

ANSWERS
Fruit: pomegranates, tangerines
Vegetables: artichokes, okra
Herbs: bay leaves, parsley
Spices: ginger, cinnamon

Exercise 3 Idioms: food

- Students cover the definitions and in pairs read the sentences. Encourage them to try and work out the meaning of the idioms from the context.
- Students uncover the definitions and match them to the sentences. They may use a dictionary if they wish.
- Check the answers.

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

Teaching Tip: Countable or uncountable

Some fruit and vegetable are always countable, e.g. *I love bananas*. Some are always uncountable, e.g. *Celery is best eaten raw*. However, some may be countable or uncountable depending on whether you are thinking of them as plants or food and how they are prepared as food. If you are referring to a fruit or vegetable as a plant or a whole fruit or vegetable, it is countable, e.g. *You should plant cabbages in spring*. Larger fruit or vegetables, that you don't eat whole, are uncountable as food, e.g. *We had duck with spring cabbage*. Encourage students to check new food vocabulary in their dictionaries.

Optional Activity: Vocabulary lists

Aim: To recycle fruit and vegetable vocabulary.
Prepare: Tell students that you are going to read out different fruit and vegetable categories and that they have 30 seconds to write down as many examples of fruit as possible.

Read out the following categories allowing 30 seconds between them for students to write examples.

Citrus fruits [grapefruit, orange, lemon, lime]
Berries [strawberries, raspberries, blackberries, gooseberries]
Root vegetables [carrot, parsnip, beetroot, turnip, Swede]
Salad vegetables [tomato, lettuce, peppers, cucumber]

For each category find the student with the most words. Then check their list with the rest of the class asking for other possibilities.

Quick Test: Right or wrong?

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

I made a mistake. I had to eat my sentence. [eat my words]
I don't like it here! I feel like a fish out of the sea. [a fish out of water]
That's typical! She always wants to have her cake and eat it. [correct]
I didn't like his comment. It's just soured grapes. [sour grapes]
His essay was too long. He really made a meal out of it. [a meal of it]
I'm suspicious. There's something fish like going on here. [fishy]

Vocabulary Notebooks

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

More practice
Workbook page 53

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Grammar PAGE 61

Cleft sentences (1): *it*

Warm-up

- Focus on the photo. Ask students to describe the food they can see and what they think it might taste like.

Explore

Exercise 1 2.17

- Play the CD. Students read and listen to the dialogue, then answer the question.

ANSWER

Alice normally likes Indian food but it was so hot in India that she didn't feel like eating.

Exercise 2

- Read through the **Learn this!** box with students. Check understanding by asking: *Why do we use a cleft sentence?* [for emphasis] *Where are the words with the most importance in the sentence?* [at the end of the sentence as a relative clause] *When can the pronoun* that *be omitted?* [when constructing a cleft sentence about a direct object]
- Students find the cleft sentences in the dialogue, then decide in which sentences *that* can be omitted. Check the answers.

ANSWERS

It's Indian food (that) I adore more than anything.
It's the heat that decreases your appetite.
It's the spices that stimulate your appetite.
It was the spicy food that made me feel uncomfortable.
It's the sweating that cools your body.

Follow-up
Grammar Reference page 106

Exploit

Exercise 1

- Students working individually or in pairs to do the task.

ANSWERS

that can be omitted in 2, 3, 4 and 6.

Teaching Tip: Cleft sentences

Tell students that cleft sentences can be used in spoken English to emphasize different parts of a sentence from a verb, e.g. *Andrew lost the camera.* ***It was Andrew who*** *lost the camera.* ***It was the camera*** *that Andrew lost.*
We can use *What … is / was …* to emphasize the subject or object of a sentence, e.g. *Jim sold his bike.* ***What*** *Jim sold* ***was*** *his bike.*

Exercise 2

- Focus on the example and make sure students know what they have to do. Students in pairs rewrite the sentences focusing on the subject then the object.

ANSWERS

2 It's dieticians that can deal with problems caused by poor diet. / It's problems caused by poor diet dieticians can deal with.
3 It was the green revolution that focused on improvements in irrigation. / It was improvements in irrigation the green revolution focused on.
4 It's the farming community that wants to protect agricultural land from pollution damage. / It's pollution damage the farming community wants to protect agricultural land from.

Exercise 3

- Read out the example. Students continue rewriting the sentences. Monitor and help.

ANSWERS

1 It's the caffeine in tea that makes you feel alert.
2 It's eating sweet things when you're hot that makes you more thirsty.
3 It's the olive oil they use that makes Mediterranean food healthy.
4 It's having too much stress that often causes over-eating.
5 It's sleep that students often forget is important when studying.
6 It was the introduction of refrigeration that allowed people to eat imported food.
7 It was the green revolution of the 1960s that improved the farming techniques of many developing countries.

More practice
Workbook page 54
Grammar Builder page 107, exercises 1–3

ANSWERS GRAMMAR BUILDER 7 (PAGE 107)

Exercise 1
1 It's 2 was 3 who 4 that 5 was 6 that
7 's 8 that

Exercise 2
1 correct 2 that are making 3 It was 4 correct
5 that interests us 6 the child's breathing that / which
7 correct 8 garden that / which

Exercise 3
1 It's people being mean with their money that annoys me most.
2 It was the heat (that) I couldn't stand.
3 It was the way he spoke to us (that) we didn't like.
4 It was the shoes (that) she was looking at, not the boots.
5 It's Cairo that / which is his favourite holiday destination.
6 It's arrogance that / which is his worst characteristic.
7 It's the peace and solitude that / which they go to the Scottish islands for.
8 It's greasy food, not spicy food, that / which upsets my stomach.

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Skills PAGE 62

In the kitchen

Target Vocabulary

Food equipment: casserole colander food processor garlic press ladle pestle and mortar potato peeler whisk wok

Warm-up

- Ask students: *Who knows how to cook? What can you cook?* Elicit comments from individual students.

Vocabulary

Exercise 1

- Students in pairs match the words to the photos. They may use a dictionary if they wish. Check the answers.

ANSWERS

1 ladle **2** whisk **3** wok **4** colander **5** food processor **6** garlic press **7** casserole **8** potato peeler **9** pestle and mortar

Exercise 2

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

ANSWERS

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

Exercise 3

- Students do the task in pairs. Check the answers.

SAMPLE ANSWERS

1 pasta **2** stir fry **3** cake **4** soup **5** potatoes **6** vegetables **7** lamb **8** herbs and spices **9** garlic

More practice
Workbook page 55

Listen

Exercise 1 2.18

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

ANSWERS

Bruce Taylor is going to make a stir-fry. He needs a food processor and a wok.

TAPESCRIPT

Olivia Good afternoon. I'm Olivia Brooks and I'd like to thank Chef Bruce Taylor for joining us today to teach us about the latest trends in food preparation, and then we'll conclude with one of his favourite recipes. Thanks for being here, Bruce.
Chef My pleasure. Thank you, Olivia.
Olivia Well, if our audience and viewers at home are at all like me, they know what a struggle it can be to prepare a delicious meal every day, especially if I'm trying to prepare a healthy meal as well.
Chef Oh, yes. It can be a challenge, and you've identified one of the current trends in food preparation, specifically convenience. We're all busier than ever these days, and my advice to you and everyone is to invest in a good-quality food processor.
Olivia It's interesting you mention that because I have one, and it's very difficult to clean. I don't use it for that reason.
Chef That's why you need a good-quality food processor. It shouldn't have any small pieces that you have to reach inside to wash. Look at mine, and the recipe I've prepared today uses only this food processor and a wok.
Olivia Yes, yours looks very easy to use, and clean!
Chef It is, and as I said convenience is the number one trend. The second trend is organic. People are looking for natural foods that are freshly prepared.
Olivia Well, some might say those two trends don't go well together. How can we prepare something from fresh ingredients easily?
Chef It can be a challenge, but the first step is to select the right ingredients. Buy vegetables and meat from grocers or butchers who know the origins of their food.
Olivia OK, and then what?
Chef And then, invest in a good casserole. You can stew vegetables and meat while you are out, or even overnight on a very low temperature.
Olivia Really? I'd never thought of that.
Chef Yes. One of my favourite recipes is a wonderful beef, pepper and mushroom stew prepared in a casserole, but today I'm going to show you a five-minute recipe you can make with a food processor and a wok.
Olivia Excellent. And, we have the ingredients here, thin strips of beef, two onions, green pepper, broccoli and mushrooms.
Chef First, chop all the vegetables in the food processor. Don't make the pieces too small. Then, heat your wok, and brown the beef for a few minutes.
Chef Next, add the vegetables. Don't overcook them, or they'll be too soft. Finally, add some sauce, such as soy sauce, and serve.
Olivia Amazing. Can I have a taste?

Exercise 2 2.18

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

ANSWERS

1 convenience **2** organic food **3** It's difficult to clean. **4** from grocers or butchers **5** Two of the following: beef, onions, green pepper, broccoli, mushrooms **6** They'll be too soft.

Speak

Exercise 1

- Students do the task in pairs.

Exercise 2

- Give students time to think about their description. Select a few students to describe their favourite dishes.

Optional Activity: Dialogue

Aim: To practise speaking about foreign dishes.
Prepare: Write the following dialogue on the board.

A Have you ever tried any foreign food?
B Yes, I've tried Italian food.
A Do you like it?
B Yes, it's really tasty. They use a lot of tomatoes in their dishes.
A What's a typical dish?
B Pizza. It's like a type of flat round bread with a tomato sauce and cheese on top.

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

More practice
Everyday English 7 Teacher's Book pages 114–115

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Grammar PAGE 63

Cleft sentences (2): *what*

Warm-up

- Ask a few students: *Do you ever eat in restaurants or cafés?*

Explore

Exercise 1

- Students read the review, then ask each other the question in pairs. Feedback answers as a class.

Exercise 2

- Read through the **Learn this!** box with students. Check understanding by asking: *Why do we use question words in cleft sentences?* [to emphasize certain parts of a sentence] *How are the words we want to emphasize joined?* [we join them to a relative clause using *is/was* and the question word, or an expression] *Does the word order of the question-word clause change?* [No]
- Students do the task in pairs. Check the answers.

ANSWERS

Authentic dishes are what every diner hopes for …
What diners expected …
He is not what you would consider …
However, what he has dreamed of for years …
…, but what gives it a special flavour …
… the service and the atmosphere are what you could expect …

Follow-up
Grammar Reference page 106

Exploit

Exercise 1

- Students match the sentence halves. Check the answers.

ANSWERS

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

Teaching Tip: Intonation in statements

When we say a statement such as a cleft starting with *what* it has a specific intonation pattern. The first part of the sentence has a rising intonation up until the part of the *to be*, e.g. *is / was*, pause slightly, then the second half of the statement has a falling intonation. Encourage students to practice this intonation pattern with the statements in exercises 1 and 2.

Exercise 2

- Students work individually or in pairs combining the questions and answers to make cleft sentences. Check the answers.

ANSWERS

1 What I like most about Italian food is the olive oil.
2 What the service is like is the most critical factor.
3 What makes this restaurant famous is its authentic cuisine.
4 What makes an Irish stew so tasty is the lamb and onions.
5 What gives a good impression in a restaurant is friendly staff.
6 What customers bring to a restaurant is a lively atmosphere.

Exercise 3

- Students do the task individually or in pairs. Check the answers.

ANSWERS

Students' own answers.

Quick Test: Error correction

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

What's good about room that's big.
[What's good about the room is that it's big.]
What do people eat for breakfast is important?
[What people eat for breakfast is important.]
What give a good impression is quick service.
[What gives a good impression is quick service.]
What made the day were the good weather.
[What made the day was the day weather.]
What attracts the customers it's the window display?
[What attracts the customers is the window display.]

More practice
Workbook page 56
Grammar Builder page 107, exercises 4–6

ANSWERS GRAMMAR BUILDER 7 (PAGE 107)

Exercise 4

1 A 2 A 3 B 4 B 5 B 6 B 7 A 8 B

Exercise 5

1 Why you're here I've got no idea.
2 What they were doing there is a mystery.
3 The reason why she felt scared was unclear.
4 The place where I was born is over there.
5 What made my birthday special was you being there.
6 The day when we met was a Tuesday.
7 The person who influenced me most was my grandfather.
8 Why anyone would want to eat there I can't understand.

Exercise 6

1 What ice skaters need (to have) is good balance.
2 What Mr Thomson teaches us is English.
3 The reason why I hid the photo is / was because I look horrible in it.
4 The place where David went to university is London.
5 What I really like is your honesty.
6 The day when I had the accident was the worst day of my life.
7 The family that / who we live next door to is Italian.
8 What we're going to do after the exams is to have a party.

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Writing PAGE 64

An informative article

Target Language
Exemplification: for example for instance such as like
Clarification: in other words to put it another way that is to say

Warm-up

- Ask students: *What do you think English people typically eat?* Elicit ideas and write them on the board. Ask: *Would you like to eat any of these dishes? Why? / Why not?*

Read

- Students read the magazine article and complete the table in pairs. Check the answers.

ANSWERS

Paragraph 1: Not all British dishes are unhealthy.
Paragraph 2: The Hotpot is healthy and easy.
Paragraph 3: The Hotpot was created to give workers a cheap, healthy meal
Paragraph 4: Families today like dishes that are quick, seasonal and healthy.

- Focus on the article and elicit the following information:
  – The purpose of the text is to give information.
  – The use of formal linking words (e.g. *furthermore, In addition, that is to say*) and limited use of contractions make the article formal.
  – The articles gives lots of examples and clarification to make a point clear.
  – The purpose of the final sentence is the conclusion.

Prepare

Exercise 1

- Read the **Writing tip** with students. Check understanding by asking: *What is exemplification?* [giving examples to give a better idea of what you mean] What words and phrases do you use with exemplifying? [*for example, for instance, such as* and *like*] *What is clarification?* [restating or giving additional information to explain things] *What phrases can you use when clarifying?* [*in other words, to put it another way* and *that is to say*]
- Students read the magazine article and find the sentences.

ANSWERS

Exemplification:
It consists of white fish, **such as** cod or haddock …
… people add seasonal vegetables **like** carrots or other root vegetables **such as** turnips …
The traditional dishes of Lancashire were based on local ingredients, **for example** potatoes and lamb.
It can be prepared in one casserole dish, **for instance**.

Clarification:
In other words, although fish and chips may be the best-known British dish …
That is to say, that there is no specific vegetable requirement for Lancashire Hotpot.
To put it another way, fresh ingredients produced inexpensive and healthy dishes …
To put it differently, it is quick to prepare.

Teaching Tip: An informative article
An informative article is normally formal in style using formal linking words and very few contractions. The tone of an informative article is generally neutral which means the author does not use emotional or very personal opinions. Each paragraph introduces a main idea or piece of information which is explained and clarified with examples.

Exercise 2

ANSWERS

1 exemplification 2 clarification 3 clarification
4 exemplification 5 clarification 6 exemplification

Write

Exercises 1, 2 and 3

- Read through the instructions with students for exercises 1 to 3. Tell students to plan their essay in four paragraphs, the last paragraph could end with the sentence *For these reasons* … . Encourage students to give each paragraph a main point and to think about examples and clarification for these points.
- Students write their article. If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.

SAMPLE ANSWER

Vegetable soup is very typical in my country but most people think it is a convenience food, in other words something you buy pre-prepared in a packet or a tin. Actually, home-made vegetable soup is the ultimate convenience food. To put it another way, it is very easy to prepare. All you need is vegetables and water. The soup can be ready in twenty minutes and you can reheat it quickly whenever you want.
While well-known brands of tinned soup such as 'Winter Veg' and 'Mrs Beaton's Country Surprise' sound great, they aren't very nutritious. That is to say, they lack vitamins. A home-made soup comes straight from fresh vegetables and you can use whatever is available at your local market.
Apart from being convenient and nutritious, soups are very economical to prepare. There aren't any specific rules on how to make a typical vegetable soup. In other words, you can use whatever you've got or whatever you can afford. For example, if you have ingredients like a potato, some onions, salt and pepper, and a simple chicken stock cube, you can make a great soup for only 30 pence.
For busy people, soup can be made a few days in advance and you can reheat it up in a saucepan or the microwave in just two minutes. For these reasons a home-made vegetable soup is a great example of food that is nutritious, convenient and economical.

MARKING SCHEME

- The article is organized into four paragraphs. [1 mark]
- Each paragraph has one main idea. [1 mark]
- The paragraphs include exemplification. [1 mark]
- The paragraphs include examples of clarification. [1 mark]
- The article has a concluding sentence. [1 mark]
- Appropriate use of vocabulary for food and/or cooking. [2 marks]
- Appropriate style for an informative article. [1 mark]
- Appropriate use of formal linking words. [1 mark]
- Appropriate grammar and spelling. [1 mark]

More practice
Workbook page 57

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Review PAGE 65

Language Skills

Exercise 1 2.19

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

ANSWERS

1 food processor **2** chop **3** is **4** casserole **5** oven
6 colander **7** drain **8** that **9** starving **10** what

Exercise 2

- Students work individually to do the task. Check the answers.

ANSWERS

1 onions and aubergine **2** Turkish **3** Turkish
4 wash and drain it **5** parsley and bay leaves
6 the bay leaf

Exercise 3

- Students work individually to do the task. Check the answers.

ANSWERS

1 It's the fish that makes this dish a more healthy option.
2 What the chefs need for the fish is the chopping board.
3 The food is great, but it's the service we can't stand at that restaurant.
4 It's baking that is her hobby.
5 What was important for industrial workers' diets was to have food that was both nourishing and high in calories.

Dictionary Corner

Teaching Tip: Dictionary reference sections

Remind students that they can find useful information in the reference section of a dictionary. *The Oxford Advanced Learner's Dictionary 8th Edition* has a number of pages at the end of the dictionary which include the *Oxford Writing Tutor*, illustrated vocabulary sets, and a reference section. Ask students to turn to the blue page R1 at the end of the dictionary to find the index for the reference section.

Activity: To familiarize students with the content of the reference section, write the following on the board and ask students to find which section and page has information about it.

how to use phrasal verbs [Phrasal verbs R9]
comma, semicolon, colon [Punctuation R22]
a list of towns and cities in Canada [Geographical names, R36]
information about The Oxford 3000 [The Oxford 3000™ R43]
American and British spelling [British and American English R42]
weights and measures [Numbers, R25]

Exercise 1 Weight and measurement

centi·metre (*especially US* **centi·meter**)
/ˈsentɪmiːtə(r)/ *noun* (*abbr.* **cm**)
a unit for measuring length. There are 100 centimetres in a metre.

- Students look up the word *centimetre* in their dictionary.
- Focus on the entry and elicit the following information:
  – *centimetre* is an Oxford 3000™ key word.
  – *centimetre* is a unit for measuring length.
  – the abbreviation for *centimetre* is *cm*.
- Students look up the words and find the abbreviations.
- Students work individually or in pairs. Check the answers.

ANSWERS

1 cm **2** ft **3** gal. **4** kg **5** l **6** m **7** mg **8** ml
9 oz **10** pt **11** lb **12** yd

Exercise 2

- Students look up the words *metric* and *imperial* in their dictionary. Check understanding.
- Look at the example in exercise 1. Ask: *Is centimetre a measurement of weight, length or liquid?* [length] *Is it a metric or an imperial measurement?* [metric]
- Students work individually to complete the table with the rest of the words in exercise 1. Check the answers.

ANSWERS

	metric	**imperial**
weight	milligram kilogram	pound ounce
length	metre centimetre	foot yard
liquid measurements	litre millilitre	gallon pint

Exercise 3

- Remind students to refer to the reference section R30 (Metric and non-metric measures) at the back of their dictionary to do this exercise.
- Students work in pairs to choose the correct answers. Check the answers.

ANSWERS

1 shorter **2** smaller **3** pound **4** more **5** three
6 smaller

Follow-up

Self Check, Workbook pages 58–59
Test Unit 7, Teacher's Book pages 134–135

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8 When in Rome

This unit includes
Vocabulary: sports terminology • verbal communication • Idioms with *hit* • proverbs
Grammar: participle clauses • participle clauses after conjunctions and prepositions
Skills: discussing proverbs • listening to information about other people's customs
Writing: giving travel advice
Workbook pages 60–67

Reading PAGES 66–67

Warm-up

- Look at the unit title and tell students that it comes from the longer saying 'When in Rome, do as the Romans do.' Elicit suggestions from students for what the saying means. [when you are visiting a foreign country, you should also act in a similar to the people of that country act. This will avoid any problems about not knowing customs or traditions.]
- Look at the title of the reading page, *Intercultural communication*. Ask students: *Do you think learning about a different country's culture is more, less or as important when you are learning the language of that country?*

Before Reading

Exercise 1

- Read through the **Reading tip** with students. Check understanding.
- Students discuss the question in pairs. Compare answers with the class.

ANSWER

1 C 2 A 3 A, B 4 A, B

Background Notes

Interest in intercultural communication is growing in education and business where being culturally literate in a global world is considered fundamental. Intercultural communication is about getting across a message successfully without excluding anyone, or offending anyone due to unintentional cultural misunderstandings. The text deals with speaking styles and aspects of intercultural communication.

The text cites the analogies between sports and speaking styles used by Professor Steinbach of the University of California. A lot of Steinbach's work is based on terms by linguist Deborah Tannen to describe two different conversational styles: 'high considerate' and 'involvement'. Steinbach uses these ideas to create analogies with rugby and basketball which are explained in the text.

Read

Exercise 1

- Students read the text quickly and match the sports to the sentences. Explain that more than one sport can be matched to some of the sentences.

ANSWERS

1 R 2 B 3 R, BB 4 BB, B 5 BB

Exercise 2 3.02

- Play the CD while students read the text a second time and choose the best answers. Ask them to find the relevant lines in the text to justify their answers.

ANSWERS

1 b (… he travelled to the UK to do a masters course.)
2 b (… since he had studied in the UK and had friends from other countries.)
3 b (The speakers' turns overlap.)
4 a (This can be done by asking for an opinion.)
5 a (… there are procedural rules based on the age or status of the speakers.)
6 c (Using a sporting metaphor can be a useful way of understanding cultural differences.)

Optional Activity: Reading skills

Aim: To practise ordering and presenting the main ideas of a text.

Prepare: Write the following sentences on the board.
A style that can easily turn into conversational rugby. [6]
The person responsible for the sport metaphor. [4]
An experience of cultural differences. [2]
A young Turkish man who went abroad to study. [1]
A style that is spontaneous and fast-paced. [5]
He started working with a children's charity. [10]
A training course that was quite revealing. [3]
A style that doesn't permit much simultaneous speaking. [7]

Students number the sentences in the correct order. Then they practise giving a verbal summary of the text in pairs.

Understanding Ideas

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

Teaching Tip: Prioritizing

Focus on question 3. Write the following professions on the board: *football referee, pilot, park keeper, nurse, film director, sales person, librarian, diplomat, maths teacher, politician, secretary*. Tell students that they have to choose five of these professions to attend a course on intercultural communication. Students then need to rank their choices; 1 being the most important job for the training and 5 being the least. Students discuss in their groups, then feedback to the class, justifying their decisions.

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Vocabulary

Teaching Tip: Prefix *over*

The prefix *over* generally means too much or more than usual, for example *overgeneralization*. There are many words in English made with this prefix. *Over* can be added to the following words to make adjectives to mean too much: *age, ambitious, bearing, confident, critical, developed. Over* can be added to words to make verbs: *achieve, act, come, charge, compensate, generalize*. Remind students to record words that have a common prefix together in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

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

ANSWERS

1 overgeneralizations **2** deference **3** etiquette **4** toss **5** hold the floor **6** rapport **7** overlap **8** hit it off **9** reticent **10** dribbling **11** pitch **12** grab **13** tackle **14** simultaneously **15** camaraderie

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

camaraderie is an uncountable noun which means a feeling of friendship and trust among people who work or spend a lot of time together.

deference is an uncountable noun which means behaviour that shows that you respect somebody or something. The verb is *to defer*.

dribble is a regular verb which means to move a ball along with several short kicks of your foot in games such as rugby and football, or bounces in basketball.

etiquette is an uncountable noun which means formal rules or correct and polite behaviour in society or within a certain situation or groups of people.

grab is a regular verb which means to take hold of something with your hand suddenly, firmly or roughly. A synonym is *seize*. The past simple form is *grabbed*.

hit it off is an idiom which means to have a rapport or to get on with somebody right from the first time you have met them.

hold the floor is an idiom which means to be the main speaker at a given time within a group of people, for example in meetings.

overgeneralization is a noun which means a statement that is not accurate because it is too general. The verb is *to overgeneralize*.

overlap is a regular verb. If one thing overlaps another, or two things overlap, part of one thing covers the other. The past simple form is *overlapped*.

pitch is a singular noun which means how low or high a sound is, especially a musical note.

rapport is an uncountable noun which means a friendly relationship in which people understand each other very well.

reticent is a formal adjective which means unwilling to tell people about things, or to do things.

simultaneously is an adverb from the adjective *simultaneous* which means happening or done at the same time as something else.

tackle is a regular verb which means to try to get the ball away from an opponent in a game such as football and hockey. The past simple form is *tackled*.

toss is a regular verb which means to throw something carelessly. The past simple form is *tossed*.

Quick Test: First to finish

Divide the class into three teams. Number the students in each team. Explain that you are going to read out some sentences and the students must try to be the first to finish them with a word from the reading text. Read out sentence 1 for the number 1 students and award two points to the student who answers correctly first. Award one point each in the case of a draw. Continue until you have read out all the sentences. The winner is the team with the most points.

1 *My boss always ___ in meetings.* [holds the floor]
2 *I can cook and watch the TV ___.* [simultaneously]
3 *The shop assistant unfortunately had no ___ with her customers.* [rapport]
4 *The moment they met each other they ___.* [hit it off]
5 *A scream has a very high ___.* [pitch]
6 *Julian was somewhat ___ in joining the conversation.* [reticent]
7 *He's terrible at football. He doesn't know how to ___ the ball.* [dribble]
8 *There is great ___ between everyone in our team.* [camaraderie]
9 *You have to ___ your opponent to get possession of the ball.* [tackle]
10 *When speakers' turns ___, you know they are not listening to each other.* [overlap]
11 *The thief ___ her by the arm before taking her bag.* [grabbed]
12 *It is importance to show ___ to your superiors.* [deference]

Optional Activity: Presentation

Aim: To make a presentation about a sports team.
Prepare: Write the following questions on the board.

What is the name of the team?
What sport do they play?
Who are the main team members?
How do they work as a team?
What is their style like compared to other teams?
What are their main achievements?

Ask students to copy the questions into their notebooks and to research a sports team for homework in order to answer them. Get them to tell a partner about their sports team in the next class. Monitor and help. You could ask students to write up their presentation as an article and display the articles on the classroom wall.

More practice
Workbook page 60

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Vocabulary PAGE 68

Target Vocabulary

Conversational styles – what sport are you?: camaraderie deference dribble etiquette grab hit it off hold the floor overgeneralization overlap pitch rapport reticent simultaneously tackle toss

Verbal communication: chat discuss gossip mutter protest whisper

Idioms with *hit*: hit the roof hit the nail on the head hit it big hit the ground running hit the hay hit the buffers hit the road

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word can we use to describe bouncing a basketball?* [dribble] *What word means to take hold of something suddenly and firmly?* [grab]
- Students complete the sentences. Check the answers.

ANSWERS

1 reticent **2** rapport **3** grabbed **4** etiquette
5 hit it off **6** overgeneralizations **7** pitch
8 dribbled, tackled **9** tossed **10** overlaps
11 hold the floor **12** deference **13** simultaneously
14 camaraderie

Extend

Exercise 1 Verbal communication

- Ask students to cover the words and focus on the definitions. Read each one and ask students if they can name the verb.
- Uncover the words and match them with the definitions. They may use a dictionary if they wish.
- Check the answers.

ANSWERS

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

Exercise 2

- Students work individually or in pairs to complete the sentences with the verbs in exercise 1. Remind them that they may need to change the form of the verb.
- Check the answers.

ANSWERS

1 discussing **2** gossips **3** protested **4** chatting
5 whisper **6** muttered

Teaching Tip: Learning idioms

Remind students that idioms are common to all types of English, formal, informal, written and spoken. It is not always clear what an idiom means looking at the individual words. The best way to deal with idioms is to look them up in the dictionary and to learn them in context. Idioms are often special to one language and can not be translated word by word into another language, though there are often similar idioms in different languages.

Exercise 3 Idioms with *hit*

- Focus on the picture and the example sentence. Ask: *What emotion is the woman showing?* [anger] *What does hit the roof mean?* [to become very angry very suddenly]
- Students read the sentences and individually or in pairs try to work out the meaning of the idioms from the context.
- Students then look at the definitions and match each to a sentence. Check the answers.

ANSWERS

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

Optional Activity: Idioms with *hit*

Aim: To practise using idioms with *hit*.
Prepare: Give out paper and coloured pens.

Tell students they have to choose one of the idioms with *hit* from exercise 3 and draw a picture to illustrate each one. Give them a few minutes to complete their picture. Now, get them to hold up their picture for the other students to guess the idiom.

Quick Test: Fill the gap

Write the following sentences on the board. Tell students that the words are from the **Vocabulary** page. Books closed, give students five minutes to complete the gaps. Students then check their answers on page 68 of the Student's Book.

Clive loves to ___ about other people's private lives. [gossip]
Unfortunately, Silvia's career ___ when she started singing. [hit the buffers]
We ___ very early in the morning before the traffic. [hit the road]
Our teacher was angry because we were ___ when he entered the room. [chatting]
That's exactly right! You've ___. [hit the nail on the head]
I think he'll ___ with his new album. [hit it big]
I could hardly hear her. She ___ all the way through the presentation. [muttered]
I really must ___. Your analysis is totally incorrect. [protest]
I'm tired. I think I'll ___ for a few hours. [hit the hay]
Helen ___ the secret into Janet's ear. [whispered]
You'll have absolutely no problems with your new job. You'll ___. [hit the ground running]

Vocabulary Notebooks

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

More practice
Workbook page 61

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Grammar PAGE 69

Participle clauses

Warm-up

- Ask students: *Do you have a mobile phone? How often do you use it? What do you use it for?*

Explore

Exercise 1

- Students read the text quickly and answer the questions.

ANSWERS

He was surprised that his friend took a mobile phone call during their conversation.
Students' own answer.

Exercise 2

- Read through the **Learn this!** box with students. Check understanding by asking: *What can participle clauses be used for?* [to express time relations and reasons] *Why don't you need conjunctions* like *because to introduce a reason?* [because the participle replaces them]
- Students find the examples in the text of participle clauses and complete the chart. Check the answers.

ANSWERS

Participle clauses to express reason:
Enjoying his Russian studies at university, Ethan decided to …
Feeling a little homesick, Ethan was looking forward to …
… not wanting to be disturbed …
… thinking that this was the polite thing to do.
Participle clauses to express time relations:
Carrying his bag with his laptop, Ethan walked into the café …
Answering in a loud voice, Viktor explained …
Looking around the café, Ethan noticed …

Teaching Tip: Participle clauses

Remind students that participles can combine with other words to make participle clauses, e.g.
There's a boy crying his eyes out over there.
Not knowing what to do, I telephoned my father.
I found him sitting on the floor covered in mud.

Follow-up
Grammar Reference page 108

Exploit

Exercise 1

- Students work individually or in pairs to do the task. Check the answers.

ANSWERS

1 Having failed his exams, R
2 Not being familiar with the queuing system in the UK, R
3 Using a mobile phone on the bus, T
4 Not wanting to hurt her feelings, R
5 Knowing about home life in the US, R
6 Living away from home, T

Exercise 2

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

ANSWERS

1 Since / Because he had failed his exams, …
2 Since / Because they aren't familiar with the queuing system in the UK, …
3 While using a mobile phone on the bus, …
4 Since / Because we didn't want to hurt her feelings, …
5 Since / Because I knew about home life in the US, …
6 While he was living away from home, …

Exercise 3

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

ANSWERS

1 Not knowing where to go, I asked for directions.
2 Not wanting to become a doctor, I changed my programme of studies.
3 Having finished writing his essay, he felt very knowledgeable about the topic.
4 Looking around the room, she felt someone tap her shoulder.
5 Trying to catch our attention, Catherine waved to us.
6 Living abroad, Ken realized that it was not always easy to make friends with foreigners.

Quick Test: Sentence transformation

Write the following sentences on the board. Give students time to rewrite them using a participle clause.
As he left the room he heard a bang.
[Leaving the room, he heard a bang]
Since I didn't want the present, I gave it back.
[Not wanting the present, I gave it back]
I understand the customs as I had lived in Moscow.
[Having lived in Moscow, I understand the customs.]
Alice asked us to sing because she was trying to keep everybody entertained.
[Trying to keep everyone entertained, Alice asked us to sing.]

More practice
Workbook page 62
Grammar Builder page 109, exercises 1–3

ANSWERS GRAMMAR BUILDER 8 (PAGE 109)

Exercise 1
1 R/T 2 R/T 3 T 4 T 5 R 6 R 7 R 8 T
Exercise 2
1 Being 2 Having bought 3 Having lived 4 Writing
5 Exercising and eating well 6 Having walked
7 Talking to us 8 Not being
Exercise 3
1 Because I didn't know
2 After I had walked
3 After / Because he had spent
4 Because he had studied
5 While she was studying
6 Because I didn't want
7 While she was holding
8 Because I hadn't had my make-up done

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Skills PAGE 70

Proverbs

Target Vocabulary

Proverbs: clothes make a man
actions speak louder than words
out of sight, out of mind many hands make light work
he who hesitates is lost too many cooks spoil the broth
look before you leap absence makes the heart grow fonder
the pen is mightier than the sword
don't judge a book by its cover

Warm-up

- Ask students: *What is a proverb?* [a well-known phrase or sentence that gives advice or says something that is generally true, e.g. *Don't judge a book by its cover.*]

Vocabulary

Exercise 1

- Students match the proverbs with their meanings.

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

Exercise 2

- Students match the opposite proverbs.

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

Exercise 3

- Students complete the sentences.

ANSWERS
1 look before you leap
2 Actions speak louder than words.
3 Absence makes the heart grow fonder.
4 too many cooks spoil the broth
5 don't judge a book by its cover
6 clothes make the man

More practice
Workbook page 63

Listen

Exercises 1 and 2 3.03

- Students match the photos with the empires.
- Play the CD once for students to tick the topics and to check their answers to exercise 1. Check the answers.

ANSWERS
A British **B** Umayyad **C** Roman **D** Umayyad
1, 4, 6 and 8 are mentioned

TAPESCRIPT
Professor We've all heard the expression *When in Rome, do as the Romans do*, which means that when one is in another culture, it is advisable to behave in the manner of that culture … And perhaps it isn't surprising that this expression refers to Rome in particular because the Roman Empire was so powerful … For nearly 1,000 years, Rome controlled the Mediterranean coastline, and its empire stretched as far north as present-day England, as far west as present-day Portugal, and as far east as present-day Iraq. Of course, the expression *When in Rome* refers to the concept of behaving as the Romans did whilst one was in Roman territory, but how did the people who were colonized by Rome adapt to or inherit Roman culture or customs? Any ideas?
Student A What about governing systems? I think the Romans had a Senate, and today many countries have a Senate as well.
Professor Correct. The Roman Senate was comprised of nobles but there were also emperors. This system was adopted by other countries, and still today many countries have a similar system of governance. Anything else?
Student B Erm … architecture? The dome and the arch were developed by the Romans.
Professor Yes, they were. And they feature heavily in many architectural styles that were developed in the empires that rose after the Romans – for example, the Umayyad Caliphate which came to power during the 7th century. As the Umayyad caliphs conquered the region and spread Islam, you'll notice how they incorporated the dome and arch in the construction of mosques. Now … who can identify aspects of Umayyad culture that were incorporated into other cultures?
Student C Maybe the value of education, and scientific advancement.
Professor True. The Umayyad caliphs ruled during the time that is known as the Islamic Golden Age. In contrast, the middle ages in Europe became known as the Dark Ages, because Europe didn't contribute much in the way of scientific advancement during that time. Arab scholars, on the other hand, were making great advances in mathematics, science, medicine and astronomy. Instruments for navigation, such as the astrolabe, were developed primarily to help people know what time it was so that they could pray and to find out which direction Makkah was in.
Student B But wasn't Europe also important for scientific discoveries and development?
Professor Yes, but not until much later. It wasn't until the Renaissance period of the late 15th century that centres of learning expanded to include science in the curriculum. But, this takes me to the final empire I'd like to discuss in detail today: the British Empire. At its height in 1922, the British Empire contained 458 million people, which was one quarter of the world's population, and it colonized territory on every continent of the earth. In this respect, its overall reach was much greater than any previous empire. So, what stands out in your mind as something that people took on board from their British colonizers?
Student C Well, the first thing that comes to mind is sport. I was just watching cricket test matches the other night, and there are cricket teams from India, Pakistan, Australia, South Africa … all these countries were once part of the British Empire.
Professor Yes indeed, sport. That's an excellent observation. Now please open your books on page …

Exercise 3 3.03

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

ANSWERS
1 nearly 1,000 years **2** England, Portugal, Iraq
3 dome and arch **4** the middle ages in Europe
5 for telling the time and knowing the direction of Makkah
6 England, India, Pakistan, Australia, South Africa – all were once part of the British Empire **7** The British Empire

Speak

- Students discuss the questions in pairs.

More practice
Everyday English 8, Teacher's Book pages 116–117

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Grammar PAGE 71

Participle clauses after conjunctions and prepositions

Warm-up

- Focus on the photo and ask students: *What do the two photos have in common?* [They are photos of big cities with skyscrapers and taxis.]

Explore

Exercise 1

- Students read the text and do the task in pairs. Check the answers.

ANSWERS

Similarities:
Taxies are available at taxi stands / special queues and on the street.
Wave at a taxi to signal the taxi to stop.
Differences:
Don't whistle for a taxi in Tokyo.

Exercise 2

- Read through the **Learn this!** box with students. Check understanding by asking: *What do participle clauses typically follow?* [many conjunctions and prepositions] *What words can clauses with past participles be used with?* [*if, when, while, until* and *once*]
- Students in pairs find more examples in the text in pairs. Check the answers.

ANSWERS

Present participle clauses:
If stopping a taxi in the street, …
Wave for the taxi, since whistling is not customary …
After stopping the taxi, …
… the customary way of signalling …
Past participle clauses:
Once seated inside, …
Instead of guessing incorrectly, …
If offered a ride in a car other than a licensed taxi, …
If lit, …
Once hired, …
If hired for a shorter journey, …

Follow-up
Grammar Reference page 108

Exploit

Exercise 1

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

ANSWERS

1 Once 2 before 3 without 4 Despite 5 if 6 until 7 While 8 when

Teaching Tip: Past participles after conjunctions
Remind students that past participle clauses can be made after the following conjunctions and prepositions: *if, when, while, once* and *until*. These constructions are generally used in formal English, e.g.
If asked for your credit card details, do not send them by email.
When opened, consume within three days.

Exercise 2

- Students do the task individually or in pairs. Check the answers.

ANSWERS

1 travelling 2 holding up 3 approaching 4 reaching 5 seen 6 entering 7 sat 8 being 9 spoken 10 lost

Exercise 3

- Students do the task in pairs. Monitor and help.
- Invite pairs of students to read out their rules for the class. Does everyone agree?

Quick Test: Error correction
Write the following sentences on the board. Give students time to find the mistakes and to suggest alternative words.
Despite travelling in the UK, I discovered the beautiful country of Wales. [While / When]
Since being praised for her work, Sue wasn't satisfied. [Despite]
After opened, consume within ten days. [Once]
It's advisable to take a phrase book as travelling abroad. [when]
You shouldn't do the task on reading the instructions first. [without]
Before leaving school I have had many jobs. [since]

More practice
Workbook page 64
Grammar Builder page 109, exercises 4–6

ANSWERS GRAMMAR BUILDER 8 (PAGE 109)

Exercise 4
1 a 2 e 3 g 4 d 5 b 6 h 7 c 8 f
Exercise 5
1 If 2 despite 3 If 4 After 5 while 6 Once 7 until 8 While
Exercise 6
1 involved 2 having 3 revealed 4 being shut 5 not being 6 listening 7 spending 8 opened

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Writing PAGE 72

Travel advice

Target Language
Giving advice: it is imperative to it's not advisable to don't go to the front of a try to avoid this another thing to remember is choose a seat away it is discourteous to
Expressive vocabulary: action-packed advisable agreeable beneficial delightful deluxe discourteous exceptional favourable furious imperative inadvertently precious superior tedious

Warm-up

- Ask students: *Do you know the name of the type of bus you can see in the photo?* [a double-decker bus]

Read

Exercise 1

- Students read the travel advice and answer the question.

ANSWERS

It's important to queue at bus stops.
Don't delay commuters on public transport.
Be aware of people's personal space.

- Focus on the text and elicit the following information:
  - The text is divided into five paragraphs: an introduction, a paragraph for each piece of advice and a conclusion.
  - The style of the text is formal and uses no short forms.
  - The text uses sequencing words to present the different pieces of advice, e.g. *First of all, Another thing to remember, Finally*.

Exercise 2

- Read through the **Writing tip** with the students. Check understanding by asking: *What should you do to make vocabulary more expressive?* [use a dictionary or a thesaurus to find alternatives to frequently used words]
- Students replace the underlined words in the text. Check the answers.

ANSWERS

1 fun – action packed **2** friendly – agreeable
3 things – tips **4** important – imperative
5 a good idea – advisable **6** bad – discourteous
7 angry – furious **8** boring – tedious **9** people – commuters
10 important – precious **11** by accident – inadvertently
12 nice – pleasant

Teaching Tip: Synonyms for basic verbs

When writing, and particularly for creative and descriptive writing, it is important to use expressive vocabulary. Encourage students to think about the basic verbs they use when they are writing and to look up synonyms that may add different levels of descriptive depth. There are many synonyms for the verb *to walk* for example: *tiptoe* (quietly), *stroll* (casually), *march* (with purpose), *limp* (with difficulty).

Prepare

- Students do the task individually or in pairs. Monitor and help. Check the answers by asking a few students to read out their sentences.

ANSWERS

Students' own answers.

Write

Exercises 1 and 2

- Read through the instructions with students. Make sure they understand what they are going to write.
- Students plan and write their travel advice. If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.

SAMPLE ANSWER

This city I live in has millions of people and travelling on public transport can be very frustrating. Therefore it is important to remember a few things before you travel.
First of all, you should decide if you want to take a bus or the underground. The underground is absolutely packed and not very agreeable if you don't like crowds. It is, however, incredibly quick and beneficial if you need to get somewhere on time. On the underground there is a strict travel etiquette. For example, you always have to wait for passengers to get off before you get on the train.
If you are not in a hurry, the bus is a superior way to travel. It's cheaper and you can usually find a seat. You should always queue for a bus as jumping a queue will make people furious. Also remember that when getting on a bus, you have to have change to pay for a ticket as bus drivers do not accept notes. It is also imperative that you allow plenty of time to get to your final destination.
On balance I prefer to take a bus though traffic jams can make travelling slow and tedious. Finally, don't forget to check the destination of the bus you catch. Many times I have inadvertently got on the wrong one an ended up travelling in the wrong direction!
If you follow this simple advice, you will have a stress-free time travelling around town.

MARKING SCHEME

- The advice includes three of the points in the task. [2 marks]
- Information appears in a logical order. [1 mark]
- The advice is organized logically into paragraphs. [1 mark]
- There is an introduction and a conclusion. [1 mark]
- The writing includes expressive vocabulary. [1 mark]
- Appropriate language for giving advice. [1 mark]
- Appropriate use of sequencing words. [1 mark]
- Appropriate use of formal style, including full forms. [1 mark]
- Appropriate grammar and spelling. [1 mark]

More practice
Workbook page 65

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Review PAGE 73

Language Skills

Exercise 1 3.04

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

ANSWERS

1 hit it off 2 hammer out 3 followed 4 Not following
5 protests 6 hit the nail on the head 7 process 8 gossip
9 finalized 10 approving

Exercise 2

- Students do the task individually. Check the answers.

ANSWERS

1 She was at a student council meeting.
2 No, they don't.
3 Everyone
4 No, they haven't.
5 Because they haven't come to an agreement yet and she doesn't want to gossip.
6 The administrator

Exercise 3

- Students do the task individually. Check the answers.

ANSWERS

1 c 2 b 3 a 4 c

Dictionary Corner

Teaching Tip: Register

Remind students that their dictionary gives them information about the register of different words. Two of the labels the dictionary uses are *formal* and *informal*.

Activity: Write the following sentences on the board. Students look up the underlined words and identify the register they are usually used in.

The essay was highly informative albeit complex to digest. [formal]
Let's get some grub. [informal]
Dr Thomas is really brainy. [informal]
There is concurrence between the two theories. [formal]
It was a monumental endeavour. [formal]
His behaviour really bugs me. [informal]

Exercise 1 Register

at·tire /əˈtaɪə(r)/ *noun* [U] (*formal*) clothes: *dressed in formal evening attire*

- Read the information box about register with the class.
- Students look up the word *attire* in their dictionary.
- Focus on the dictionary entry and point out the *formal* label in front of the definition.
- Students look up the words in their dictionary and match them to the definitions. Make sure they look for the labels to show if a word is formal or informal. If a word has no label, then it can be used in a wide variety of situations.

ANSWERS

1 attire 2 gear 3 endeavour 4 have a shot at
5 interject 6 butt in 7 strike 8 bash 9 plethora
10 heap

Exercise 2

- Students do the task individually or in pairs. Check the answers.

ANSWERS

1 attire 2 struck 3 interject 4 correct 5 correct
6 gear

Follow-up

Self Check, Workbook pages 66–67
Test Unit 8, Teacher's Book pages 136–137

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Literature corner 4 PAGE 74

The Count of Monte Cristo

Exercise 1

- Read out the biography. Focus on the title and the picture. Ask students: *What do you think the story is about?*
- Play the CD. Students read and listen to the text and choose the correct answers.

ANSWERS

1 a **2** c **3** b

Exercise 2 3.08

- Students work individually to answer the questions. Check the answers.

ANSWERS

1 Five o'clock in the morning; the wind is dropping and the sky is cloudy.
2 He swapped places with his dead friend.
3 He feels unsure of what to do next and in despair.
4 That they will return him to the police for a reward.
5 He plans to pretend to be one of the sailors that was in a ship wreck the previous night.

Exercise 3

- Students do the task individually. Discuss the answers with the class.

Exercise 4

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

Skills Round-up 7–8 PAGE 75

Read

Exercise 1

- Students read the text and discuss the question.

Exercise 2

- Students do the task individually. Check the answers.

ANSWERS

1 New York **2** Scotland **3** Japan **4** Denmark
5 Japan **6** Spain

Exercise 3

- Students do the task individually. Discuss the answers as a class.

Listen

Exercise 1 3.09

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

ANSWERS

3 (mid March, Autumn, 1 January)

TAPESCRIPT

Reporter In our continuing series on the origin of holidays, we speak to Professor Austin about the history of New Year. Thank you for joining us. Professor, when did people first start celebrating New Year?
Historian Well, the first recorded acknowledgement of the New Year was about four thousand years ago in Mesopotamia, which is modern-day Iraq. However, New Year at that time was not in January, but in mid-March.
Reporter Mid-March? That seems like an odd time to mark the New Year.
Historian Perhaps to us, but the Mesopotamians chose this day because it's a time when the sun passes directly over the earth's equator, signalling the change in season. For ancient people, this could be observed, so they were certain that a year had actually passed. In fact, the Persian celebration of Nowruz, or 'New Year', is still held at this time in countries like Iran.
Reporter Fascinating. Did all ancient civilizations use mid-March to mark a new year?
Historian Actually, no. The ancient Egyptians began their new year in the autumn, when the sun passed over the equator in September. But, it was really the same principle, that is, the date could be observed accurately using the technology of the age.
Reporter So, how long have we been using 1st January as the official start of the New Year?
Historian This is a relatively recent phenomenon.
Reporter Really?
Historian Oh yes, January and February were only added to the calendar just over 2,000 years ago when the second king of Rome inserted them before March, but it wasn't until Julius Caesar's rule that 1st January became the official start of the New Year for the Roman Empire. However, that was short-lived.
Reporter What happened?
Historian Well, when the Roman Empire collapsed, the observance of New Year changed. Of course, the rise of Islam brought a new marking of New Year, and a calendar with its own months.
Reporter And I suppose China had never adopted 1st January, so that part of the world was never affected by this.
Historian Precisely. Chinese New Year, for almost 5,000 years, has been determined according to a calendar based on the moon and its phases. But the European calendar was not synchronized for hundreds of years. Many European countries had accepted a calendar called the Gregorian calendar, with 1st January as the first day of the year, by the early 1600s. But the British didn't accept this calendar. In fact, the British and their colonies, including the colonies that eventually became the United States of America, didn't accept the Gregorian calendar for quite some time. They continued to use the mid-March date until well into the 1750s.
Reporter So, 1st January has been New Year's Day in the English-speaking world for fewer than 300 years.
Historian Yes, and on a historical scale that's really not a very long time, let me tell you!

Exercise 2 3.09

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

ANSWERS

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

Write and speak

Exercises 1 and 2

- Students work individually. Monitor and help.

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9 Being green

This unit includes
Vocabulary: housing and the environment • negative adjectives for impact • types of home • green issues
Grammar: inversion • emphatic use of *as … as*
Skills: discussing environmental issues • dealing with global problems
Writing: a report: cause and effect
Workbook pages 68–75

Reading PAGES 76–77

Warm-up

- Look at the unit title and ask students: *What types of vocabulary do you think you will come across in this unit?* [the environment, the climate, plants, global warming, types of fuel]
- Read the title of the reading page, *Small is beautiful*. Ask students: *Would you like to live in a tiny house? Why? / Why not?*

Before Reading

- Students look at the photos. Students in pairs discuss the environmental benefits of living in a tiny house but also the disadvantages. Feedback answers as a class.

Background Notes

The text is a small measure to help save the environment: living in a tiny house. The main environmental benefits presented by the text are that a tiny house consumes little energy and that tiny house owners consume less material goods due the space constrictions of this type of home. The owner therefore consumes less energy and goods which in turn leads to less waste and environmental damage.

The text also describes the space available in a tiny house, the appliances you can expect, and how many guests you can entertain. Tiny houses are often wooden structures which can be mounted on a trailer in order to move them to different locations. They are typically 13 square metres or less.

Read

Exercise 1

- Read through the **Reading tip** with students. Check understanding by asking: *How can questions as headings in a text help you?* [they can help us understand what the text is about]
- Focus on the task. Students do the task individually, then discuss in pairs. Check the answers.

Exercise 2

- Focus on the task. Students do the task individually then discuss in pairs. Check the answers.

ANSWERS

1 section 3 2 section 1 3 section 2 4 section 4
5 section 3 6 section 2

Exercise 3 3.10

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

ANSWER

1 c (… was undaunted by the thought of getting rid of many of his personal belongings so that he could live full-time in such a small home.)
2 b (A house is classified as a tiny home if its living space is less than 13 square metres.)
3 d (Due to space limitations, they cannot buy something unless they truly need it.)
4 d (Primarily the owners share certain beliefs, namely a concern for the environment and a desire to reduce consumption. … Professor Shafer recalls growing up in his parents' huge home, annoyed by the exorbitant heating and cooling bills.)
5 c (Electricity is supplied in a number of ways.)
6 c (Some tiny homes have fold-out benches so that as many as six guests can be accommodated …)

Optional Activity: Reading skills

Aim: To focus on the information order in a text.
Prepare: Write the following sentences on the board.
A small space on wheels. [3]
Four to six people can be invited inside. [6]
He had to get rid of a lot of personal possessions. [2]
Something that most people wouldn't do. [1]
Some owners use alternative energy sources. [5]
People live in them because tiny houses are economical and good for the environment. [4]

Ask students to close their books. Students in pairs read the sentences and number them in chronological order. Using the sentences, students then add details that they can remember from the article.

Understanding Ideas

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

Teaching Tip: Giving reasons

Remind students that there are different ways of giving reasons in response to the question *Why or why not?* Write the following question and part answer on the board.

A What would you take with you to live in a tent for a month?
B I'd take a torch …

Elicit the following language to give reasons:
because / as it is difficult to see in the dark
in order to see at night
so that I can read at night

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Vocabulary

Teaching Tip: Noun suffixes

Remind students that the suffixes *-ation* and *-ication* can be used in English to change a verb into a noun. Write the following verbs on the board and ask students to write down the noun form:
accommodate [accommodation]
classify [classification]
generalize [generalization]
generate [generation]
identify [identification]
imagine [imagination]
limit [limitation]
modify [modification]
preserve [preservation]

Get students to make a note of both forms in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

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

ANSWERS

1 withstand **2** exorbitant **3** generators **4** unimaginable **5** undaunted **6** accommodated **7** fold-up **8** getting rid of **9** loft **10** downsized **11** incentive **12** material **13** portable **14** classified **15** durable

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

accommodate is a regular verb which means to provide somebody with a room or place to sleep. The noun form is *accommodation*.

classify is a regular verb which means to arrange something in groups according to features that they have in common. The past simple and adjective form is *classified*. The noun form is *classification*.

downsize is a regular verb which means to reduce the number of belongings or costs. In business it means to reduce the number of people in order to reduce costs. The past simple form is *downsized*.

durable is an adjective which means likely to last for a long time without breaking or getting weaker.

exorbitant is a formal adjective which means far too high and normally referring to the price of something. It collocates with costs, fares, fees, prices and rents.

fold-up is an adjective only used before a noun. It means that an object can be made smaller by closing or folding so that it takes up less space.

generator is a noun which means a machine for producing electricity. The verb *generate* means to create or to produce something.

get rid of is an idiom which means to make yourself free of something or somebody that is annoying you or that you don't want.

incentive is a countable noun which means something that encourages you to do something. The opposite is *disincentive*.

loft a noun which means the space just below the roof of a house. It is often used for storing things.

material is an adjective which refers to possessions rather than the needs of the mind and the spirit.

portable is an adjective which means easy to carry or to move.

unimaginable is a formal adjective which means something is impossible to think of or impossible to exist.

undaunted is a formal adjective not normally used before a noun. It means to be enthusiastic and determined despite difficulties or disappointment. A synonym is *undeterred*.

withstand is a formal verb which means to be strong enough not to be hurt or damaged by extreme conditions. The past simple form is *withstood*.

Quick Test: Short definitions

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

It's something you can't believe. [unimaginable]
It's the space below the roof in a house. [loft]
It's to reduce. [down-size]
It's to be determined despite difficulties. [undaunted]
It's to give a room for the night. [accommodate]
It's to make something smaller. [fold-up]
It makes electricity. [generator]
It's very, very expensive. [exorbitant]
It lasts a long time. [durable]
It's a reason for doing something. [incentive]
It's a type of goods. [material]
It's what you do when you don't want something. [get rid of]

Then give students five minutes in pairs to write down short definitions for the words. Team up two sets of pairs. Pair A read out the definitions and Pair B guess the word. Time the activity and find out which pair guessed the most words. Pairs swap and repeat.

Optional Activity: Survey

Aim: To do a class survey on students' living preferences.

Prepare: Write the following question and answers on the board.

What would you prefer to live in? caravan, tent, tiny house, …

Get students to vote for their preferences by a show of hands. For each option elicit some reasons and write them on the board. Ask students in pairs to write a summary paragraph of the survey results including some of the main reasons why students chose the different options.

More practice
Workbook page 68

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Vocabulary PAGE 78

Target Vocabulary

A tiny step to save the environment: accommodate classify downsize durable exorbitant fold-up generator get rid of incentive loft material portable unimaginable undaunted withstand

Negative adjectives: incapacitated intrepid inexplicable uncanny insignificant inept unwieldy

Types of home: bungalow caravan detached house mansion semi-detached house terraced house

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word means to reduce the number of personal possessions?* [downsize] *What do we call something that can be moved around easily?* [portable]
- Students work individually or in pairs. Check the answers.

ANSWERS

1 generator **2** unimaginable **3** durable **4** incentive **5** exorbitant **6** loft **7** material **8** undaunted **9** withstand **10** portable **11** accommodate **12** classified **13** downsized **14** fold-up **15** get rid of

Extend

Teaching Tip: Antonyms

Encourage students when making a note of new adjectives in their Vocabulary Notebooks, to also write down the opposite adjective, i.e. it's antonym. Write down the following list of adjectives on the board: *cheap, classified, durable, exorbitant, feasible, gigantic, intimidated, perishable, unclassified, undaunted, unimaginable, tiny.*

Ask students to pair the adjectives of opposite meanings (antonyms). They may use dictionaries.
[Answers: cheap – exorbitant, classified – unclassified, durable – perishable, feasible – unimaginable, gigantic – tiny, intimidated – undaunted]

Exercise 1 Negative adjectives for impact

- Students read the **Look out!** box. Check understanding by asking: *Why are some adjectives more common in the negative form?* [because they are used for emphasis or to signal a strong feeling] *What prefixes do these adjectives often begin with?* [*un-* or *in-*]
- Focus on the example and explain the task. Students work individually or in pairs. They may use a dictionary if they wish. Check the answers.

ANSWERS

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

Exercise 2

- Students complete the sentences individually. Check the answers.

ANSWERS

1 inexplicable **2** insignificant **3** inept **4** intrepid **5** incapacitated **6** unwieldy **7** uncanny

Exercise 3 Types of home

- Students match the words with the photos individually or in pairs. Check the answers.

ANSWERS

1 mansion **2** detached house **3** semi-detached house **4** terraced house **5** bungalow **6** caravan

Optional Activity: Negative adjectives

Aim: To practise making sentences with negative adjectives for impact.
Preparation: Books closed. Divide the class into four teams. Tell students you are going to call out negative adjectives from exercise 1 and they have to make a sentence with the word. The first team to come up with a correct sentence gets a point. Students write their sentences on the board. Continue until you have read out all the negative adjectives.

Quick Test: Alphabet quiz

Write the following letters on the board:
A B C D E F G I I M P T U W

Divide the class into two teams. Explain that you are going to define words from the vocabulary page for students to guess. Read out the first definition to the first team. If they guess the word correctly, read the next definition and continue until they get a word wrong. When they get a word wrong or cannot guess a word, the turn passes to the next team. Start reading the definitions from the beginning again until they get a word wrong. The winner is the team that guesses all the words correctly.

Which A can a hotel do? [accommodate]
Which B is a home without a second storey? [bungalow]
Which C is a portable home? [caravan]
Which D means to last a long time? [durable]
Which E is very expensive? [exorbitant]
Which F is a chair that can be made smaller? [fold-up]
Which G makes power? [generator]
Which I is very brave? [intrepid]
Which I is not of importance? [insignificant]
Which M do millionaires live in? [mansion]
Which P is movable? [portable]
Which T is found in a row? [terraced house]
Which U is heavy or awkward? [unwieldy]
Which W can deal with the elements? [withstand]

Vocabulary Notebooks

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

More practice
Workbook page 69

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Grammar PAGE 79

Warm-up

- Ask students: *What possessions do you have that consume electricity?*

Explore

Exercise 1

- Students read the email and answer the question in pairs.

ANSWER

uses less energy, no difference in quality of light, opportunity to be leaders in environmental action

Exercise 2

- Students answer the question and rewrite it.

ANSWERS

The sentence starts with an inversion.
Rewritten: We don't realize how much energy …

Exercise 3

- Read through the **Learn this!** box and check understanding.
- Students find the five other examples of inverted sentences.

ANSWERS

Under no circumstances should we consider …
Seldom do people notice a difference …
Not only can we make a small step …
Never have we had such a good opportunity …
Only after leading by example can we expect …

Follow-up
Grammar Reference page 110

Exploit

Exercise 1

- Students complete the sentences individually or in pairs.

ANSWERS

1 should you leave 2 has she given
3 are we going to repeat 4 did the principal discuss
5 have we recognized 6 do we know

Exercise 2

- Students do the task individually or in pairs.

ANSWERS

1 Under no circumstances should you leave lights switched on unnecessarily.
2 Not until much later did they realize the extent of the damage to the environment.
3 At no time did they criticize companies for being wasteful.
4 Little did they realize the danger to the environment of using fertilizers.
5 Seldom have we seen such successful business downsizing.
6 Ony after the principal's speech did they appreciate the benefit of avoiding waste.

Teaching Tip: Formal and literary style

Remind students that expressions using *hardly, scarcely* and *no sooner* plus the past perfect tense are often used in formal or literary style to show that one thing happened very soon after another. The inverted form adds emphasis. Draw attention to the use of *when* in *hardly* and *scarcely* structures, and *than* after *no sooner*.
Hardly had I closed my eyes **when** the baby started to cry.
No sooner had she agreed to represent the school **than** she started to have doubts.

Exercise 3

- Read through the **Look out!** box with students. Check understanding by asking: *What tense do we use when* no sooner *and* hardly *start a sentence*? [the past perfect for the first event followed by *than*]
- Students do the task individually or in pairs.

ANSWERS

1 Little did we realize the benefits of downsizing our family car.
2 Not only did we discover that we were using less petrol, but we also saved money on car tax and maintenance.
3 No sooner had we started using our new car than we noticed the savings in petrol.
4 Not until the price of hybrid cars using electricity and petrol went down, did more people start buying them.

Exercise 4

- Students do the task individually or in pairs.

More practice
Workbook page 70
Grammar Builder page 111, exercises 1–3

ANSWERS GRAMMAR BUILDER 9 (PAGE 111)

Exercise 1
1 B 2 A 3 A 4 B 5 B 6 A 7 A 8 B

Exercise 2
1 At no time did I mention my address.
2 Not only is she rich, but she's pretty too.
3 No sooner had he bought the present than he regretted it.
4 Under no circumstances would I eat fish.
5 Little did they know that I was listening.
6 Hardly had I spoken to him than he texted me.
7 Never again will we sit in this room.
8 Not until I apologized did she forgive me.

Exercise 3
1 Not only was he confident, but he had lots of friends.
2 Not until / Only after I'd been there for six weeks did anyone speak to me.
3 Not until / Only after you've said the secret word can you come in.
4 Hardly had we finished washing one pile of dishes than another one was brought in.
5 At no time did they say we'd have to wait two weeks for the results.
6 Never / At no time have I been more embarrassed.
7 Little did she realize that the conversation was being recorded.
8 No sooner / Hardly had Ben arrived than most people left.

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Skills PAGE 80

Green issues

Target Vocabulary

Think green: break down biodegradable charge up eco-friendly emissions greenhouse gas landfill on standby toxic

Warm-up

- Focus on the photo. Ask students: *Describe what is happening?* [the black fumes are because plastic items are being burned on a land-fill site]

Vocabulary

Exercise 1

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

ANSWERS

1 eco-friendly 2 greenhouse gas 3 emissions
4 on standby 5 charge up 6 landfill 7 biodegradable
8 break down 9 toxic

Exercise 2

- Students do the task individually or in pairs.

SAMPLE ANSWERS

1 Bad for the environment because it takes a long time for them to break down.
2 Bad because it is still consuming electricity.
3 Good because they don't take years to break down.
4 Good because it doesn't all go to landfill (and get burned).
5 Bad because you are charging the battery unnecessarily.
6 Good because you are creating less greenhouse gas.

More practice
Workbook page 71

Listen

Exercise 1

- Students look at the photos and discuss in pairs how the environmental problems arise.

ANSWERS

Photo A shows deforestation, which is caused by removing forests or trees so that land can be used for another purpose, e.g. agriculture.
Photo B shows acid rain, which is caused by chemicals released into the air. Acid rain is harmful to plants and trees.

Exercise 2 3.11

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

ANSWERS

greenhouse gases (1) and toxic chemicals (3)

TAPESCRIPT

Host World leaders are gathering next week for the conference in Geneva to discuss our environment's future. Today Channel 7 News is interviewing one of the scientists who is going to present at the conference, Dr Stuart Brown. Dr Brown, thanks for joining us.
Dr Brown My pleasure.
Host Dr Brown, what are the main issues being discussed this week?
Dr Brown Well, the issues are world issues because what happens in one part of the world affects many parts of the world.
Host So, you're not discussing the importance of recycling, or ways to encourage individuals to save electricity?
Dr Brown Those are important, but not the focus of this week's discussions. I'm talking about more global issues, for example greenhouse gases, which are causing the climate to get warmer. Greenhouse gases are emitted during manufacturing processes. This is a global issue because greenhouse gases released in China do not only affect Asia, but they also have an impact on North America, Europe, and other continents.
Host How is that?
Dr Brown Greenhouse gases, such as carbon dioxide, damage the atmosphere all around the earth, not just above the country where they've been released.
Host I see. So, would acid rain be another example?
Dr Brown Definitely. When toxic chemicals mix in clouds, the rain that falls drops the chemicals onto the ground and into rivers. The toxic chemicals may come from the United States, but the acid rain may fall in France or Britain.
Host So, the policies of one country can have an impact on the environment of another.
Dr Brown Exactly. Deforestation is another example. The removal of thousands of trees or entire forests creates problems for everyone. Trees absorb or breathe in carbon dioxide, so the fewer trees there are, the more carbon dioxide there is in the atmosphere.
Host But wouldn't some countries argue that those forests are their natural resources, and that it's their right to use them to their benefit?
Dr Brown Absolutely, but as a scientist, economic arguments aren't my area of expertise.
Host I see. So, from a scientific point of view, what's the most serious problem facing us today?
Dr Brown Every problem I've mentioned is serious, but I'd like to mention another that is not as well known, specifically, the problem of dioxins. Dioxins are extremely toxic chemicals. They're released into the environment by factories in manufacturing processes and by burning rubbish. They're also found in herbicides and pesticides.
Host Are they like greenhouse gases?
Dr Brown No, they pose more of a threat to humans than to the atmosphere. They collect in soil and water and find their way into our bodies through our food. Our bodies can't get rid of them, and unfortunately, they are linked to cancer and other health issues.
Host That sounds horrendous.
Dr Brown Yes, it is. And, it's often years before we realize there's a problem, and by then it's too late.
Host How awful. Well, what do you think we can do …

Exercise 3 3.11

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

ANSWERS

1 c 2 b 3 b 4 c 5 c

Speak

Exercise 1–3

- Students discuss the questions in pairs and rehearse their presentation. They then present their ideas to the class.

More practice
Everyday English 9 Teacher's Book pages 118–119

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Grammar PAGE 81

Emphatic use of *as … as*

Warm-up

- Ask students: *How many hours a day do you use a computer?*

Explore

Exercise 1

- Students look at the photo and discuss the question in pairs.

ANSWERS

It is much bigger and heavier. It can only carry out simple functions.

Exercise 2

- Read through the **Learn this!** box with students. Check understanding by asking: *When can we use* as much as? [with uncountable quantities such as weight, cost and time] *What words can we use to express how small an uncountable thing is?* [*as little as*]
- Students find six examples in the text.

ANSWERS

1 They were huge and also very heavy, with some of them weighing as much as 500 kilograms.
2 Experts at the time predicted there would only ever be as few as 500 computers in the world.
3 In the early 1970s, government agencies … had computer systems, but these cost as much as £2 million each.
4 Although as many as 100,000 of these kits were sold …
5 Since the 1970s, as many as one billion personal computers have been sold worldwide.
6 It is now possible to buy a laptop or small computer for as little as £300!

Teaching Tip: *as … as* for comparisons and similes

Remind students that *as … as* is generally used to say that people or things are equal in some way, e.g. *Elsa is as tall as her brother. It is as good as you expected?*

As … as is also used in some typical similes, e.g. *as cold as ice, as hard as nails, as black as night.*

Follow-up

Grammar Reference page 110

Exploit

Exercise 1

- Students do the task individually or in pairs. Check the answers.

ANSWERS

1 as much as 2 as few as 3 as much as 4 as little as
5 as much as 6 as many as

Exercise 2

- Students do the task individually or in pairs. Check the answers.

ANSWERS

1 Some plastic can take as much as 500 years to break down.
2 It takes as many as 24 trees to make just 1 ton of newspaper.
3 Packaging accounts for as much as 16 per cent of the price of an item.
4 As much as 60 per cent of the rubbish that is thrown out could be recycled.
5 Aluminium cans can be recycled and ready to use again in as little as just 6 weeks.
6 Some small computers weigh as little as 0.6 kilograms.
7 As few as two students in my class plan to study physics at university.

Exercise 3

- Students do the task individually or in pairs. Check the answers.

ANSWERS

1 as many as (countable noun)
2 as few as (countable noun)
3 as many as (countable noun)
4 as much as (missing word)
5 as little as (uncountable noun)

Quick Test: Error correction

Write the following sentences on the board. Give students time to correct the sentences. Tell them two sentences are correct.

There are as much as 500 monkeys living in this jungle. [many]
As few as twenty people now live in the village. [little]
It takes as little as two oranges to make a glass of juice. [correct]
You need as few as three euros to buy a magazine. [little]
The first computers weighed as much as a car. [correct]
A caravan costs as many as a tiny house. [much]

More practice

Workbook page 72
Grammar Builder page 111, exercises 4–6

ANSWERS GRAMMAR BUILDER 9 (PAGE 111)

Exercise 4

1 little 2 many 3 little 4 few 5 much 6 many
7 little 8 little

Exercise 5

1 as few as 2 correct 3 correct 4 correct 5 correct
6 correct 7 as much as 8 as little as

Exercise 6

1 as much as 2 as little as 3 as few as 4 as few as
5 as much as 6 as little as 7 as much as 8 As many as

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Writing PAGE 82

A report: cause and effect

Target Language

Cause and effect: Because of its elevated location, the city enjoys
If the temperature increased, there would be
People using air conditioning in the summer would use it for longer periods
An increase in temperature would result in less rain
This would lead to a decrease in
An increase in temperature would undoubtedly have negative effects

Warm-up

- Ask students to look at the photo with their partner and discuss how climate change might affect a big city.

Read

Exercise 1

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

ANSWER

He's describing a temperature increase of three degrees. It would have a negative effect.

Exercise 2

- Read the **Writing tip** with students. Check understanding by asking: *In an effects diagram, where do you write the main event?* [in the middle]
- Students read the report again and in pairs complete the diagram. Check the answers.

ANSWERS

1 decrease in water available
2 increase in air conditioning use
3 larger number of the elderly and young requiring hospital treatment

Prepare

- Students read the consequences. Then in pairs match them with the paragraphs in the report. Check the answers.

ANSWERS

1 B 2 C 3 B 4 D 5 D 6 C

Teaching Tip: *would* and verbs of change

We use *would* and verbs of change such as *bring about, cause, decrease, lead to, produce, result in* to write about the effect or consequence of something. Ask students to underline examples in the report about Amman, e.g. *An increase of just three degrees would lead to an increase in air conditioning use.*

Write

Exercises 1 and 2

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

SAMPLE ANSWER

According to recent reports, people understand that our behaviour and consumption needs to change if we are going to protect the environment. This is a problem for everyone and not just governments. What is important to remember is that each individual can have a positive effect on the environment. If, for example, each individual tried to take public transport more, this would lead to an immediate reduction in carbon emissions. Using alternative means of transport such as bicycles would make our cities less polluted and make people living in cities healthier.

As people become richer they consume more and more energy. If each person switched off lights and electrical appliances in their homes, this would lead to an enormous reduction in energy consumption. With less energy consumed we could preserve more natural resources such as wood, coal and oil which are being burned in great quantities all over the world producing harmful gases.

Finally, the more each individual takes action to have a positive effect on the environment, the more likely we are to see positive results. If each individual believes something needs to be done, then this would lead to a culture in which governments and companies would take more rigorous action to protect the environment.

To sum up, one individual can have a positive effect on the environment. Society is made up of individuals and we are all responsible for the protection of our environment and planet.

MARKING SCHEME

- The report is organized appropriately into paragraphs with an introduction and a conclusion. [2 marks]
- Two to three consequences and secondary consequences are presented. [3 marks]
- Use of formal style, including full forms. [1 mark]
- Inclusion of appropriate vocabulary related to the topic. [1 mark]
- Appropriate use of words to show cause and effect. [2 marks]
- Appropriate grammar and spelling. [1 mark]

More practice
Workbook page 73

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Review PAGE 83

Language Skills

Exercise 1 3.12

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

ANSWERS

1 get rid of 2 should 3 landfill 4 biodegradable
5 break down 6 mansion 7 as many as 8 as much as
9 you should 10 eco-friendly

Exercise 2

- Students do the task individually. Check the answers.

ANSWERS

1 His old printer
2 It isn't biodegradable.
3 Yes, it is.
4 You advertise on the internet and anyone who is interested comes and collects it from you for free.
5 It's a great way to help the environment.

Exercise 3

- Students do the task individually. Check the answers.

ANSWERS

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

Dictionary Corner

Teaching Tip: Collocations

Important phrases and common collocations are shown in an entry in **bold** and ***bold italic***. In the *Oxford Advanced Learner's Dictionary*, there are also information boxes listing collocations related to certain topics, such as cooking, the environment and scientific research.

Activity: Ask students to find the collocations information box for *The environment* under the entry for *environment* and to complete the following sentences.

My office is a horrible ___ ___ because there is no natural light. [working environment]
Many countries are working together to _____ the impact of climate change. [address, combat, tackle]
When booking airline tickets, many people pay extra to _____ their carbon footprint. [offset]
The campaign aims to _____ awareness about environmental _____. [raise / issues]
Some governments are trying to _____ biodiversity. [preserve, conserve]
New houses are being _____ with solar panels. [fitted]

Exercise 1 Collocations: science and environment

demo·graph·ic /ˌdeməˈgræfɪk/ *noun, adj.*
■ ***noun*** **1 demographics** [pl.] (*statistics*) data relating to the population and different groups within it: *the demographics of radio listeners* **2** [sing.] (*business*) a group of customers who are of a similar age, the same sex, etc: *The products are designed to appeal to a young demographic.* ◇ *the 18–30 demographic*
■ ***adj.*** relating to the population and different groups within it: ***demographic changes/trends/factors*** ▸ **demo·graph·ic·al·ly** *adv.*

- Students look up *demographic* in their dictionaries.
- Focus on the dictionary entry and elicit the following information:
  – *demographic* is a noun and adjective. The plural form is *demographics*.
  – *demographic* means data relating to population and groups within it.
  – *demographic* collocates with *changes, trends* and *factors*.
- Focus on the example. Explain that students should look up the words in their dictionary to find the collocations.
- Students work individually. Check the answers.

ANSWERS

1 c 2 d 3 e 4 b 5 a

Exercise 2

- Students complete the sentences with the correct form of the collocations from exercise 1. Check the answers.

ANSWERS

1 demographic trends 2 natural resources 3 toxic waste
4 wildlife habitats 5 solar heating

Exercise 3

dis·pos·able AW /dɪˈspəʊzəbl; *NAmE* -ˈspoʊ-/ *adj.* [usually before noun] **1** made to be thrown away after use: *disposable gloves/razors* ◇ (*BrE*) *disposable nappies* ◇ (*NAmE*) *disposable diapers* **2** (*finance*) available for use: ***disposable assets/capital/resources*** ◇ *a person's* ***disposable income*** (= money they are free to spend after paying taxes, etc.)

- Students look up *disposable* in their dictionary.
- Focus on the dictionary entry and elicit the following information:
  – *disposable* is a word in the academic word list.
  – *disposable* has two meanings; 1) something made to throw away after use, and 2) something that is available for use.
  – *disposable* collocates with *assets*, *capital*, *resources* and *income*.
- Students use their dictionaries to find collocations for the words and write an example sentence. Monitor and help.
- Elicit a few sentences from students.

SAMPLE ANSWERS

1 disposable income: An increase in tax will reduce our disposable income.
2 empirical results: All results in science are empirical as they are based on fact and observation rather than ideas and opinions.
3 experimental conditions: This behaviour has been observed in rats under experimental conditions.
4 nuclear energy: Many people now believe that nuclear energy is a more environmentally friendly source of energy than burning fossil fuels.
5 laboratory test: Extensive laboratory tests are essential when trialling new drugs and medicines.

Follow-up

Self Check, Workbook pages 74–75
Test Unit 9, Teacher's Book pages 138–139

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10 Child's play

This unit includes
Vocabulary: talent and ability • music • phrasal verbs and idioms with *get* • education
Grammar: phrasal verbs • phrasal verbs and objects
Skills: discussing educational needs
Writing: a summary
Workbook pages 76–83

Reading PAGES 84–85

Warm-up

- Look at the unit title and explain that *Child's play* means any activity that is easy to do so even a child wouldn't find it difficult. Check understanding by eliciting example sentences, e.g. *Cooking for a family is child's play after running a restaurant.*
- Read the title of the reading page, *Gifted and talented.* Ask: *Do you have any gifts or talents? What about people you know?*

Before Reading

- Students read the **Reading tip**. Check understanding by asking: *Before you read, what things can help you understand what a text is about?* [photos, headlines and sub-headings]
- Encourage students to follow the instructions in the tip before answering the question. Check the answers.

ANSWERS
1 They are all child prodigies.
2 Midori – playing the violin, Mahmoud – mathematics, Ricky – playing basketball

Background Notes

The text is about three child prodigies: Midori Goto is a gifted Japanese violinist, Mahmoud Wael from Egypt is regarded as the world's youngest mathematical genius, and Ricky Rubio is a basketball phenomenon from Spain. We are presented with the major events and achievements of each of the three prodigies. In the sections on Midori Goto and Mahmoud Wael, the text tells us about personal or parental strategies to keep these children level-headed in the face of their public fame.

Each prodigy, or whizz-kid, is an example of a person that as a child has demonstrated the abilities of a highly skilled adult. Famous child prodigies include Wolfgang Amadeus Mozart in music, Pablo Picasso in art, Saul Kripke in philosophy and John Van Neumann in mathematics.

Read

Exercise 1

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

ANSWERS
1 F (Her talent was discovered by her mother.)
2 T 3 F (Brazil) 4 T 5 T 6 T

Exercise 2 3.16

- Play the CD once for students to read the text and choose the best answers, finding the relevant lines in the text. Check the answers.

ANSWERS
1 c (When Midori turned three, her grandmother bought her a violin.)
2 c (She has founded several non-profit organizations that provide musical education to children from underprivileged backgrounds.)
3 d (At the age of three and a half, his father realized that Moody had a special aptitude for mathematics.)
4 c (His favourite sport is football, which he regularly plays with his friends.)
5 c (On his sixteenth birthday, he was awarded a contract to play professional basketball …)
6 a (He said, 'Although we won silver …')

Optional Activity: Reading skills

Aim: To practise talking about a text.
Prepare: Ask students to close their books. Divide students into six groups to prepare questions on one of the child prodigies featured in the text (two groups for each child). The questions must only request information that is in the text. After the preparation stage ask the students to hand over their questions to another group. When each group has a new set of questions, they answer them from memory. Students then check their answers with the text.

Understanding Ideas

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

Teaching Tip: Role play

Tell students that they are going to create fictitious roles. Students have to imagine that they are a child prodigy and to write some information about themselves which they will use in an interview later in the lesson. Write the following questions on the board, telling students to ensure that they answer them as part of the development of their profile.

What is your name, nationality and talent?
When did you first start showing signs of your talent?
What was the event that made you world famous?
What do you do in your spare time?
Does being a child prodigy make you different to other children?

Once the roles are developed, the students carry out the role play in pairs. Ask students to interview each other and to take notes. Monitor and collect up information for feedback. Ask individual students to tell the class about their partner. As an additional activity, for homework, students can write up the notes from their interview into a profile of a child prodigy.

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Vocabulary

Teaching Tip: Compound adjectives

Level-headed is a compound adjective. Remind students that many compound adjectives are made out of a noun, adjective or adverb plus a participle (present or past), e.g. *well-paid, easy-going, quick-witted, thirst-quenching, self-assured*.

Get students to make a note of compound adjectives as they come across them in the **Vocabulary Notebook** section of their Workbooks (see Workbook pages 92–111).

Exercise 1

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

ANSWERS

1 virtuoso **2** level-headed **3** chipped in **4** prestigious **5** standing ovation **6** victory **7** launched **8** adamant **9** aptitude **10** acclaimed **11** called upon **12** tie **13** unprecedented **14** cherish **15** under pressure

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

acclaimed is an adjective which refers to somebody or something that is highly regarded or praised. This is particularly for artistic achievements.

adamant is an adjective which means to be determined not to change your mind or to be persuaded about something.

aptitude is a noun which means to have a natural ability or skill to do something. A synonym is *talent*.

call upon is a phrasal verb which means to formally invite or ask somebody to do something, for example, to represent your country in a competition. *Call on* has the same meaning.

cherish is a regular verb which means to keep an idea, a hope or a feeling in your mind for a long time. It collocates typically with *memory*, e.g. *cherish the memory*, or in the adjective form, e.g. *a cherished possession*.

chip in is an informal phrasal verb which means to join in or to interrupt a conversation.

launch is a regular verb which means to start an activity especially an important activity. The noun form is *launch*.

level-headed is an adjective which means to be calm and sensible; able to make good decisions even in difficult situations.

prestigious is an adjective used normally before a noun which means respected and admired as very important or of very high quality.

standing ovation is a noun collocation which means enthusiastic applause, clapping by an audience who have stood up from their seats to show their enthusiasm after a performance.

tie is a noun which means to have the same number of points in a competition. A synonym is *draw*.

under pressure is an idiom which means being made to feel anxious about something you have to do.

unprecedented is an adjective which describes something that has never happened, been done or been known before.

victory is a noun which means success in a game or an election. The plural form is *victories* and the adjective is *victorious*.

virtuoso is a noun which means a person who is extremely skilful at doing something, especially playing a musical instrument.

Quick Test: Guess the missing word

Tell students you are going to read out some sentences and they have to write down the missing word.

Danny is very ___ and calm. [level-headed]
There was an ___ amount of public interest, never seen there before. [unprecedented]
I feel very ___, I've got a lot of work at the moment. [under pressure]
Sally was ___ to represent her country. [called upon]
Whatever the discussion, Tom will always ___. [chip in]
He was ___ that he wasn't going to change his mind. [adamant]
The ___ actress received her prize last night. [acclaimed]
The audience gave the performance a ___ ___. [standing ovation]
It is a memory from my youth that I will ___ forever. [cherish]
Janet has an ___ for mathematics. [aptitude]
Both teams scored the same number of baskets so the match was a ___. [tie]
My uncle ___ *his new restaurant business last month.* [launched]
Our team are confident of ___ in Saturday's final. [victory]
My brother studies at Oxford University – one of the most ___ universities in the UK. [prestigious]

Optional Activity: Memorizing vocabulary

Aim: To help students memorize target vocabulary.
Prepare: Write the following words on separate pieces of paper: *adamant, cherish, chip in, launch, level-headed, ovation, tie, under pressure, victory, virtuoso*. Divide the students into small groups giving each one of the words from the list above and a piece of paper. They mustn't show their word to the other groups.
Explain to students that they have to plan, then draw a picture to demonstrate their word. They can have several attempts to draw the picture. If possible, display all the pictures on the board or wall for students to look at. Students have to guess which word each picture represents. They then vote on the top three pictures that they think best represent the words from the vocabulary list.

More practice
Workbook page 76

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Vocabulary PAGE 86

Target Vocabulary

Rising stars: acclaimed adamant aptitude call upon cherish chip in launch level-headed prestigious standing ovation tie under pressure unprecedented victory virtuoso

Music: anthem composer conductor flute opera pianist symphony synthesizer violin

Phrasal verbs and idioms with *get*: get across get at sb get by get into get over get rid of sth get to grips with sth get to the bottom of sth get up to

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word can we use for the situation when two teams finish a competition with the same number of points?* [a tie] *What word means to start something?* [launch]
- Students complete the sentences. Check the answers.

ANSWERS

1 cherish **2** prestigious **3** called upon **4** adamant
5 unprecedented **6** standing ovation **7** tie
8 acclaimed, launched **9** virtuoso **10** under pressure
11 level-headed **12** victory **13** chipped in **14** aptitude

Extend

Exercise 1 Music

- Look at the first column and elicit examples of different types of music and songs from students, e.g. *symphony*.
- Students complete the table with the words. They may use a dictionary if they wish. Check the answers.

ANSWERS

Types of music / song: anthem, opera, symphony
People: composer, conductor, pianist
Instruments: flute, synthesizer, violin

Exercise 2

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

ANSWERS

1 anthem **2** symphony **3** pianist **4** opera **5** violin
6 composer **7** synthesizer **8** flute **9** conductor

Exercise 3 Phrasal verbs and idioms with *get*

- Elicit any phrasal verbs that students may know with the verb *get*, e.g. *get up, get dressed*.
- Students do the task individually or in pairs. They may use a dictionary if they wish. Check the answers.

ANSWERS

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

Exercise 4

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

ANSWERS

1 get across **2** get rid of **3** got to the bottom of
4 get to grips with **5** getting at **6** get up to
7 get into **8** get by **9** has got over

Optional Activity: Get rid of the word

Aim: To practise using phrasal verbs and idioms with *get*.
Preparation: Write the following topics on the board.
learning a language, education, music, siblings, essay writing

Tell students that they are going to have a conversation about each of the subjects on the board. Each conversation will last three minutes. Divide the class into pairs. The objective is for each student to use as many phrasal verbs and idioms with *get* as possible. Tell them they have to speak naturally and not to speak over each other. Give students five minutes to prepare what they are going to say on each subject and to think about how they can use *get* naturally.
For each subject, tell students if A or B initiates the conversation. Say 'start' and time three minutes. Students keep a count of how many times they use *get* and at the end a winner is declared. Choose a few pairs to perform in front of the class, one pair per subject. This time only give them two minutes to complete their dialogue. Monitor for mistakes that you can use in a general class feedback session.

Quick Test: Get it right

Ask students to close their books. Write these sentences on the board and give students three minutes to correct them. Two sentences are correct.

My favourite symposium is Beethoven's first. [symphony]
It's hard to get grips with German grammar. [get to grips]
Maria Callas was an operetta singer. [opera]
The diplomat failed to get cross the message. [get across]
My sister's always getting at me for not tidying my room. [correct]
When I grow up, I'd like to be a virtuoso pianoist. [pianist]
What do you get over to when your parents are not at home? [get up to]
Not only has he composed the music, he's going to conduct it as well. [correct]
It's a complete mystery. I hope to get the bottom of it soon. [get to the bottom]
Giles got under his illness quickly. [got over]

Vocabulary Notebooks

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

More practice
Workbook page 77

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Grammar PAGE 87

Phrasal verbs

Warm-up

- Focus on the photo. Say: *Describe the photo*. [There is a young boy sitting in front of a piano. He is marking some notes or changes on his sheet music. He is dressed in his school uniform.]

Explore

Exercise 1

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

ANSWER

Sunny Music cancelled the contract when they realized that Michael was under the legal age to have a contract.

Exercise 2

- Read through the **Learn this!** box with students. Check understating by asking: *What does a phrasal verb consist of?* [a verb + a particle] *In what way are phrasal verbs idiomatic?* [because you can't always understand them from the separate parts of the verb]
- Students individually or in pairs find the phrasal verbs in the text. Check the answers.

ANSWERS

taking on, handed over … to, took over, turned down, drew up, called off, came in for, sign up, going back on, come up with

Exercise 3

- Focus on the phrasal verbs in the text. Encourage students to try and work out their meaning from the context.
- Students then match the phrasal verbs with the definitions. Tell students to write the base form of the phrasal verbs. Check the answers.

ANSWERS

1 came up with 2 take on 3 go back on 4 sign up
5 take over 6 hand over … to 7 draw up 8 call off
9 turn down 10 come in for

Teaching Tip: Phrasal verbs

Remind students that phrasal verbs generally have equivalent words of Latin origin or Latin through French, e.g. *to come up with – to produce, to turn down – to cancel.*

Activity: Write the following words in random order on the board. Get student to match up the phrasal verbs with their synonyms of Latin origin.
bring up [introduce], *put up* with [tolerate], *set off* [commence], *water down* [dilute]

Follow-up
Grammar Reference page 112

Exploit

Exercise 1

- Students check the meanings of the phrasal verbs in their dictionary.
- Students then work individually or in pairs to complete the sentences. Check the answers.

ANSWERS

1 pass up 2 water down 3 figure out 4 live down
5 get away with 6 setting off 7 bring up 8 put up with

Exercise 2

- Students do the task individually or in pairs. Monitor and help.
- Ask individual students to read out one of their sentences.

ANSWERS

Students' own answers.

Quick Test: Error correction

Write the following sentences on the board. Give students time to correct the phrasal verbs. Two sentences are correct.

The concert was called out at the last moment. [called off]
The architects are going to draw on some new plans. [draw up]
I'm sorry I'll have to turn off your kind offer. [turn down]
Fiona has taken off too much work this year. [taken on]
The lawyers were pleased to hand over the documents. [correct]
That's a promise. I never go out on an agreement. [go back on]
The agent was keen to sign up a new band. [correct]

More practice
Workbook page 78
Grammar Builder page 113, exercise 1–3

ANSWERS GRAMMAR BUILDER 10 (PAGE 113)

Exercise 1
1 on 2 out 3 down 4 over 5 over 6 back
7 back 8 out

Exercise 2
1 cancel 2 rejected 3 departed 4 wear 5 economize
6 stopped 7 continued 8 mentioning

Exercise 3
1 forward to 2 – 3 up with 4 on with 5 away with
6 – 7 back on 8 up with

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Skills PAGE 88

Educational needs

Target Vocabulary

Educational needs: accelerated remedial genius special needs augment impediment gifted mediocre

Warm-up

- Ask students: *Can you think of any words to describe very talented people?* [brilliant, gifted, genius, etc.]

Vocabulary

Exercise 1

- Students match the words with the definitions.

ANSWERS

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

Exercise 2

- Students do the task individually or in pairs.

ANSWERS

1 remedial **2** special needs **3** genius **4** accelerated **5** gifted **6** mediocre **7** impediment **8** augments

Exercise 3

- Students do the task in pairs. Have a class feedback session.

More practice
Workbook page 79

Listen

Exercise 1 3.17

- Read the phrases with the students. Ask students to predict which ones will go in each column of the table.
- Play the CD once for students to complete the table.

ANSWERS

Many children with special needs are: good at learning in non-traditional ways; gifted at mathematics; difficult to deal with in a traditional class

Many children with special needs aren't: able to express themselves easily in words; afraid to leave their seat; going to do well in a traditional school

TAPESCRIPT

Principal Thanks for coming, everyone. As part of our professional development programme, we are going to have some training on dealing with special needs children in the classroom. Dr Emily Kent is here to offer her insight. Thanks for coming, Dr Kent.
Kent My pleasure. Although there is no consensus in the field as to why, the reality is that we are seeing more and more special needs children in our classrooms, and teachers need to have an understanding of how to handle these children in the classroom.
Teacher 1 Can I say, this is very true, Dr Kent. We've seen an increase in the number of special needs children in our school. What do you think are the major issues?
Kent Well, there are two major issues. First of all, many special needs children are extremely gifted. Many show a tremendous aptitude for mathematics, but at the same time, they have great difficulties in controlling their emotions or even communicating at a basic level.
Teacher 2 Yes, this describes a child in my class. He is extremely gifted in maths, it's astounding.
Kent That's not at all uncommon.
Teacher 2 But as soon as he makes his contribution, he begins kicking and shouting because we don't have time to let him continue.
Kent Well, that type of conduct is not unusual. I'm afraid it's something that needs to be addressed. Most of these children won't stop on their own, and won't respond to traditional ways of dealing with this behaviour.
Teacher 1 So, what do you recommend?
Kent Well, many of these children have a resistance to learning in traditional ways. As a result, it's very difficult for them to sit in a typical classroom and listen to a teacher's explanations or answer a simple question. They often feel very frustrated and they can't stay in their seats for the lesson. This causes them to behave badly.
Teacher 2 Yes, that happens a lot. If the child isn't constantly receiving praise, his bad behaviour often takes over, and I find myself reprimanding him.
Principal So, Dr Kent, what can we do? Is there any way to help him?
Kent Well, in the case of this particular child, he would certainly benefit from an advanced class in mathematics. At the moment, he's bored. Maybe you could offer a course of study that is augmented by sensory stimulation? I would think that many special needs children would do well in this sort of environment.
Teacher 2 Yes, that makes sense. This child responds very well when he can touch something or use his fingers.
Kent By allowing him to get out of his seat and move around, he's releasing the stress and pressure that builds up after sitting in a chair for a while.
Teacher 1 Will he stop kicking and shouting?
Kent It may take some time. Another method you could try is …

Exercise 2 3.17

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

ANSWERS

1 don't agree **2** don't do **3** won't stop **4** reprimands **5** frustrated **6** respond

Speak

Exercise 1, 2 and 3

- Students in pairs choose a statement.
- Pairs prepare their arguments for or against the statement and get ready to present their ideas to the rest of the class.
- Have a class debate. The class votes on the majority view.

Optional Activity: Dialogue

Aim: To practise talking about talented people.
Prepare: Write the following dialogue on the board.

A Is there a writer that you admire most?
B Yes, I think Shakespeare was an absolute genius.
A Why do you think that?
B Because he wrote so many memorable stories and in such beautiful language.

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

More practice
Everyday English 10 Teacher's Book pages 120–121

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Grammar PAGE 89

Phrasal verbs with objects

Warm-up

- Ask students: *Have you ever climbed a mountain?* Ask any students who say they have: *Where was it?*

Explore

Exercise 1

- Focus on the photos. Students discuss the question in pairs.

ANSWERS

She's the youngest person to have climbed the world's seven highest mountains. She kept a blog on her climbs that many people read.

Exercise 2

- Read through the **Learn this!** box with students and check understanding by asking: *When can we separate a phrasal verb?* [when it has an object] *Can we place the object after the main verb if it is a pronoun?* [No] *Can three-part phrasal verbs be separated?* [No]
- Students find the examples in the text. Check the answers.

ANSWERS

Samantha Larson is not one to back away from a big challenge …
She took them on …
… the group never thought about calling off the climb.
They were prepared to wait out bad weather …
… the group made their way …
… many newspapers around the world had picked up on her story.
She thought the Los Angeles newspapers would pick up on it …

Teaching Tip: Phrasal verbs

Remind students that phrasal verbs combine verbs with adverbs or prepositions (or sometimes both) to create a new meaning. Phrasal verbs can be divided into four main groups and students should always check in a dictionary to understand how a phrasal verb works.

Two-part phrasal verbs with no object:
My car broke down on the motorway.

Two-part phrasal verbs whose object can come between or after the two parts. However, when the object is a pronoun, it must come between the two parts:
*He **turned down** the job offer he received.*
*He received the job offer but he **turned** it **down**.*

Two-part phrasal verbs whose object cannot come between the parts:
We have to allow for different opinions.

Three-part phrasal verbs whose object cannot come between the parts:
How do you put up with his comments?

Follow-up
Grammar Reference page 112

Exploit

Exercise 1

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

ANSWERS

1 … We managed to sort it out in the end.
2 … we couldn't set them up ourselves.
3 … before someone throws it away by mistake.
4 … so I think you should wait it out at home.
5 … but nobody wanted to take it on.
6 … you need a lawyer to draw them up.
7 … but we just couldn't figure it out.
8 … Julie brought it up at dinner time.
9 What time did they set them off?
10 I told him not to pass it up.

Exercise 2

- Students work individually or in pairs to correct the errors.

ANSWERS

1 … the leaders called it off.
2 … we can come up with some good ideas …
3 … I'm trying to live it down.
4 I'm surprised the editor didn't pick up on it.
5 … he has gone back on his promises …
6 … there aren't enough team leaders to take them on.
7 I'm going to have to come up with a good excuse.
8 … but they didn't get away with it.

More practice
Workbook page 80
Grammar Builder page 113, exercises 4–6

ANSWERS GRAMMAR BUILDER 10 (PAGE 113)

Exercise 4
1 B 2 A 3 B 4 B 5 A 6 B 7 A 8 B

Exercise 5
1 After borrowing my book, he didn't give it back.
2 Several newspapers picked up on her exciting story.
3 We didn't think he'd get away with it.
4 She picked up the earrings and put them on.
5 They set off with their friends at about two o'clock.
6 Could you pick me up later?
7 We need to take on more people for the project.
8 It was a situation I couldn't put up with.

Exercise 6
1 … I'll figure it out.
2 … something (which) he shouldn't get away with.
3 She's come up with …
4 correct
5 … to go back on …
6 … bringing it up.
7 … looking forward to …
8 … break it down.

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Writing PAGE 90

A Summary

Target Language

Focusing on main ideas: Rosie is a child prodigy who It is not uncommon for Many feel that at the same time This leads to It is important This difficult time is most likely temporary

Warm-up

- Ask students: *What problems do you think child prodigies have?* [They miss out on a normal childhood free of responsibility, etc.]

Read

Exercise 1

- Students read the article and decide what the author's main idea is. Check the answers.

ANSWER

B

Teaching Tip: Summarizing

Remind student that when summarizing a text they should remember the following:
– Always write less words than the original text.
– Underline the main points or events in the original text.
– Keep most sentences short to avoid writing too much.

Prepare

Exercise 1

- Read through the Writing tip with students and check understanding by asking: *What things shouldn't you do when writing a summary?* [include too much detail, copy the original words, write your own opinions]
- Students answer the questions in pairs. Check the answers, asking students to justify their choices.

ANSWERS

Sentences 2, 5 and 6.

Exercise 2

- Students do the task individually. Check the answers.

ANSWERS

Rosie was diagnosed as a prodigy when she was a child. When she became a teenager, she began to lose interest in everything. Her parents took her to see a psychologist. He concluded that Rosie was behaving like many prodigies. He told her parents to be patient and to support Rosie and the troubled phase would probably pass.

Write

- Focus on the instructions. Students can work individually or in pairs.
- Students underline the main ideas in the text.
- Students write their summary. If the writing is done in class, circulate and monitor. If you notice common errors, write them on the board and ask the class to correct them.
- Ask students to check each other's writing. Has all the main information been included? Are there any errors? Has the summary been written in the words of the student? After peer correction, students write a second draft and hand it in.

SAMPLE ANSWER

(summary of text from Skills Round-up page 21)

The Language and Literature of Kyrgyzstan

Kyrgyzstan is a country in central Asia and was part of the former Soviet Union. Today people speak both Russian and Kyrgyz. We can learn of the rich folklore of the country from the world's longest epic poem the Manas. Manas was a Kyrgyz hero in ancient times and the poem is a jewel of Kyrgyz literature. A more contemporary hero was the writer Chyngyz Aitmatov. He was one of Kyrgyzstan's greatest writers and foreign diplomats. He wrote in both Russian and Kyrgyz. Aitmatov rose to fame in the Soviet Union as a thinker and writer and was widely admired. His novels reflect the traditions, landscapes of his native country and its struggle for national identity. Chyngyz Aitmatov's work is a major contribution to the language, literature and culture of Kyrgyzstan.

MARKING SCHEME

- The summary gives the main information of the original text. [2 marks]
- The summary is written in the student's own words. [2 marks]
- The summary does not include personal opinion. [1 mark]
- The summary does not include unnecessary detail. [1 mark]
- The summary is written in an appropriate formal style. [1 mark]
- The summary is made up of short sentences. [1 mark]
- Appropriate use of words and expressions. [1 mark]
- Appropriate grammar and spelling. [1 mark]

More practice

Workbook page 81

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Review PAGE 91

Language Skills

Exercise 1 3.18

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

ANSWERS

1 get to grips with 2 remedial 3 get by
4 figure it out 5 aptitude 6 prestigious 7 pass up
8 get away with 9 level-headed 10 under pressure

Exercise 2

- Students do the task individually. Check the answers.

ANSWERS

1 F (She's taking remedial classes.)
2 F (It's not his best subject but he can get by.)
3 F (The award was for poetry.)
4 T
5 F (He would have gone and enjoyed the limelight.)
6 T

Exercise 3

- Students do the task individually. Check the answers.

ANSWERS

1 draw up 2 it 3 get into 4 called it off 5 figured out
6 come up with

Dictionary Corner

Teaching Tip: Pronunciation and spelling

The pronunciation of English words is shown in the dictionary after the headword inside the slashes / /. The *Oxford Advanced Learner's Dictionary* has information about phonetic spelling in the reference section at the back of the dictionary (R45).

Activity: Draw three columns on the board and write the headings:
1 /ɜː/ as in *word*, 2 /æ/ as in *cat* and 3 /ɑː/ as in *father*.
Model and drill the three sounds.

Write up the following one-syllable words on the board and ask students to decide which of the three vowel sounds each word has. Students then look up the words to check their pronunciation and write them in the correct column. Check the answers and get students to practise the pronunciation of the words.

smart [/ɑː/], *sat* [/æ/], *work* [/ɜː/], *herb* [/ɜː/], *start* [/ɑː/], *bat* [/æ/], *bird* [/ɜː/], *worm* [/ɜː/], *strap* [/æ/], cart [/ɑː/], first [/ɜː/]

Ask student to identify any spelling and vowel sound correlation. Elicit other example to add to the lists.

Exercise 1 Expressions with *dumb* and *smart*

smart /smɑːt; *NAmE* smɑːrt/ *adj.*, *verb*
■ ***adj.*** (smart·er, smart·est)
▸ CLEAN/NEAT **1** (*especially BrE*) (of people) looking clean and neat; well dressed in fashionable and/or formal clothes: *You look very smart in that suit.* **2** (*especially BrE*) (of clothes, etc.) clean, neat and looking new and attractive: *They were wearing their smartest clothes.*
▸ INTELLIGENT **3** (*especially NAmE*) intelligent: *She's smarter than her brother.* ◇ *That was a* ***smart*** *career* ***move****.* ◇ *OK, I admit it was not the smartest thing I ever did* (= it was a stupid thing to do). ➲ SYNONYMS at INTELLIGENT
▸ FASHIONABLE **4** (*especially BrE*) connected with fashionable rich people: *smart restaurants* ◇ *She mixes with* ***the smart set****.*
▸ QUICK **5** (of a movement, etc.) quick and usually done with force SYN **brisk**: *He was struck with a smart crack on the head.* ◇ *We set off at a smart pace.*
▸ COMPUTER-CONTROLLED **6** (of a device, especially of a weapon/bomb) controlled by a computer, so that it appears to act in an intelligent way: *smart bombs* ◇ *This smart washing machine will dispense an optimal amount of water for the load.*
▶ **smart·ly** *adv.*: (*especially BrE*) *smartly dressed* ◇ *He ran off pretty smartly* (= quickly and suddenly). **smart·ness** *noun* [U]
■ ***verb*** **1** [I] **~** (**from sth**) to feel a sharp stinging pain in a part of your body: *His eyes were smarting from the smoke.* **2** [I] **~** (**from/over sth**) to feel upset about a criticism, failure, etc: *They are still smarting from the 4–0 defeat last week.* ➲ see also SMARTS

- Students look up the *smart* in their dictionaries.
- Focus on the dictionary entry and elicit the following information:
  – *smart* is an adjective and a verb.
  – *smart* as an adjective has six meanings.
  – *smart* as a verb has two meanings.
- Students then look up *dumb* in their dictionary.
- Focus on the example and read the matching definition.
- Students read the definitions and complete the phrases with either *dumb* or *smart* to match.

ANSWERS

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

Exercise 2

- Students complete the sentences with a phrase from exercise 1. Check the answers.

ANSWERS

1 smart move 2 act dumb 3 struck dumb
4 smart set 5 dumbed down 6 are smarting

Exercise 3

brain·wave /ˈbreɪnweɪv/ *noun* **1** (*NAmE* also **brainstorm**) a sudden good idea: *I've had a brainwave!* **2** an electrical signal in the brain

- Focus on the entry for *brainwave* and point out that an example sentence is given in the entry.
- Students look up the other expressions in the dictionary and write an example sentence for each one.
- Point out that the definition for *dumbfounded* is not related to intelligence, although it uses the word *dumb*.

ANSWERS

Students' own answers.

Follow-up

Self Check, Workbook pages 82–83
Test Unit 10, Teacher's Book pages 140–141

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Literature corner 5 PAGE 92

Hamlet

Exercise 1 3.21

- Read through the biography of Shakespeare with students.
- Play the CD once for students to choose the correct answers.

ANSWERS

1 mother 2 father 3 a student 4 doesn't want

Exercise 2

- Students do the task individually or in pairs. Check the answers.

SAMPLE ANSWERS

1 She's quite matter-of-fact, saying that everybody must die at some point. Students' own answers.
2 Yes, he is very upset about the situation – depressed even.
3 Although he is sympathetic to Hamlet's loss, he also says that it is not 'manly' to grieve for so long.
4 Claudius is older than Hamlet and he seems to want to look after him. He is probably family.

Exercise 3

- Students do the task individually or in pairs.

ANSWERS

1 no 2 it's 3 your 4 you 5 has 6 you know
6 sorrow 8 ask

Skills Round-up 9–10 PAGE 93

Read

Exercise 1

- Students look at the photos and read the text to answer the questions.

SUGGESTED ANSWERS

a yurt b yurt c trailer

Exercise 2

- Students do the task individually. Check the answers.

ANSWERS

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

Exercise 3

- Students do the task individually.

Listen

Exercise 1 3.22

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

ANSWERS

Sentences 1, 3, 4 and 5.

TAPESCRIPT

Sadie Tony, I heard that you're moving. Is it true?
Tony I'm not sure, Sadie. My parents are looking for a flat, but they haven't found anything they like yet.
Sadie But your home is lovely. It's so spacious, and the garden is fantastic.
Tony Well, those are precisely the reasons why they want to move!
Sadie I don't understand. Your mum and dad seemed so happy there, and most people would give anything to live in a place like that. I would!
Tony I know, but now that my sisters have all got married, we no longer need all those rooms, and they're too much for us to keep clean. And the garden is just too much for my father to take care of. He's getting on, and isn't as strong as he once was. He's quite particular about his garden because it's organic. He doesn't trust a gardener to care for it because they may use pesticides, fertilizers or other herbicides.
Sadie Perhaps that's true. I guess moving is the best solution.
Tony I think so. I like living in a big detached house, but I'm going away to university in a couple of years, so I won't be around to help them.
Sadie But you're around now to help them!
Tony Exactly. I'm hoping they'll consider a semi-detached house with a tiny garden. I think my dad could cope with a small garden. Both of my parents are keen on the organic herbs my father grows. Actually, without something to keep him occupied, he'll drive my mum crazy!
Sadie Oh, yes! Or they could take a flat near the nature reserve. The balconies on those flats are quite large, so he could grow herbs in pots, and perhaps some other organic fruits like strawberries or tomatoes, but they'd have a tremendous view of the trees and the birds in the reserve.
Tony That's a brilliant idea, Sadie. I don't know why we hadn't thought of that. My parents have always been strong advocates of environment protection, which is one of the reasons I'm going to study environmental science. They particularly love the nature reserve. Did you know that the reserve is one of the few habitats for an endangered bird species?
Sadie Yes, I'd heard that, but what is that bird called?
Tony Typical! I can never remember its name. I'll ask my dad and let you know.
Sadie OK, great. Let me know. Talk to you soon, Tony.

Exercise 2 3.22

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

ANSWERS

1 Now that Tony's sisters have left home, the house is too big for them.
2 It's lovely – spacious with a fantastic garden.
3 He doesn't trust them not to use fertilizers.
4 A semi-detached house with a small garden because it would be easier to cope with.
5 A flat near the nature reserve.
6 His parents are strong advocates of environmental preservation.

Speak and write

- Give students time to make notes and write a description answering the questions.
- Students in pairs discuss and share their responses to the questions.

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Workbook answer key

PAGE 4 **Unit 1**

READING Face to face with nature

1 1 representative 2 resort 3 itinerary 4 guide 5 excursion
2 In the past the 'vigia' used to find the whales so that they could be hunted. Now they use their knowledge to help tourists see the whales in their natural habitat.
3 1 F (The Azores is a group of islands in the Atlantic ocean.)
2 T
3 T
4 F (Dolphin Connection takes the tourists to the areas where the dolphins gather.)
5 T
6 F (Dolphins can be stressed by meeting tourists.)
7 T
8 F (Dolphins take their young away from the dangers of the open sea.)
4 Tick: 2, 3 and 5

PAGE 5 **VOCABULARY Unusual holidays**

1 1 a 2 b 3 b 4 c 5 b 6 c 7 a 8 c 9 b 10 c 11 c 12 a 13 c 14 b 15 a
2 1 rustling 2 clatter 3 hisses 4 creak 5 gurgle 6 screech
3 **on:** tenterhooks, the boil, the go, the hoof, the off chance
off: the cuff, the record, the wall
4 1 ~~tenterhooks~~ cuff 2 ~~hoof~~ chance 3 ~~record~~ go
4 ~~hoof~~ tenterhooks 5 off-the-~~go~~ wall 6 ~~boil~~ record
7 ~~chance~~ boil 8 ~~wall~~ hoof

PAGE 6 **GRAMMAR Stative verbs**

1 1 c 2 a 3 d 4 c
2 **senses and appearances:** taste, see, weigh
emotions and feelings: hate, like, agree, love, prefer
having and being: contain, possess, depend, want, belong
thinking and perception: believe, understand, think
3 1 tastes 2 's having 3 weighs 4 're thinking 5 'm weighing 6 see 7 's tasting 8 had 9 'm seeing 10 don't think
4 1 'm weighing 2 weighs 3 belongs 4 does … think 5 likes 6 agreed 7 're thinking 8 is seeing

Challenge!
Students' own answers.

PAGE 7 **SKILLS Feeling at home**

1 1 d 2 h 3 a 4 e 5 g 6 b 7 f 8 c
2 1 luxuriant 2 opulent 3 sparse 4 five-star 5 dreadful 6 unassuming 7 cosy 8 enchanting
3 1 F (Most hotels are similar to each other.)
2 T
3 F (Japanese office workers are expected to socialize in the evenings.)
4 T
5 T
6 F (Following the building techniques of the local inhabitants of the jungle for Ariau Towers was suggested by Jacques Cousteau.)
7 T
8 F (Ariau Towers has eight kilometres of aerial walkways.)

Challenge!
Students' own answers.

PAGE 8 **GRAMMAR Expressing trends with simple and continuous forms**

1 1 past continuous 2 present continuous
3 present perfect continuous
2 1 are visiting 2 was increasing 3 has been growing
4 are using 5 was declining 6 are … falling 7 has been rising
8 are currently increasing
3 1 been falling 2 fallen 3 been stopping 4 stopped
5 been increasing 6 increased 7 decreased 8 been declining

Challenge!
Students' own answers.

PAGE 9 **WRITING A persuasive essay**

1 1 D 2 C 3 B 4 A
2 1 A 2 C 3 D 4 B
3 **winter:** unique atmosphere, fewer tourists, cooler temperatures
location: 117 small islands, Adriatic coast
transport: no cars / streets, canals, narrow footpaths
places to visit: wonderful buildings, art exhibitions
4 Students' own answers.
5 Students' own answers.

PAGE 10 **Self check 1: Grammar**

1 1 present perfect continuous 2 verbs of emotions and feelings
3 three of the following: imagine, forget, understand, believe, seem
4 stabilize 5 past continuous 6 present perfect simple
7 three of the following: hear, smell, see, look, feel, taste
8 one of the following: have, look, see, smell, taste, think, weigh
9 present continuous 10 verbs of having and being
2 1 are you thinking 2 want 3 have / have got
4 've been changing 5 're introducing 6 think 7 weighs
8 'm having 9 don't understand 10 's seeing
3 1 a and b 2 a 3 b 4 a 5 b 6 a and b 7 a 8 b 9 b 10 b

PAGE 11 **Self check 1: Vocabulary**

1 1 wall 2 gurgle 3 comedians 4 homely 5 chalet
6 crave 7 Atrocious 8 cuff 9 Lavish / Luxuriant / Opulent
10 Meteorology 11 predator 12 marvel 13 go 14 clatter
15 tenterhooks 16 frosty 17 hoof 18 hiss 19 creak
20 record
2 1 d 2 a 3 b 4 b 5 c 6 c 7 d 8 a 9 b 10 d

PAGE 12 **Unit 2**

READING Tongue twisters

1 1 vowel 2 native speakers 3 tone 4 mother tongue
5 consonant 6 syllables
2 Europe, Africa and Asia
3 1 Sentinelese 2 Basque 3 African click languages 4 Basque
5 African click languages 6 Sentinelese
4 1 F (Thai speakers find Chinese easier to learn than speakers of English.)
2 T
3 F (Basque isn't related to any languages.)
4 T
5 F (Nobody has been able to live amongst the tribe and record their language.)
6 T

PAGE 13 **VOCABULARY Where do words come from?**

1 1 a 2 b 3 c 4 a 5 a 6 c 7 b 8 b 9 b 10 c 11 a 12 a 13 a 14 c 15 c
2 1 coined 2 searching 3 collected 4 switch 5 have 6 get
7 shut down 8 care for
3 1 social networking 2 webinar 3 podcast 4 data-mining
5 phish 6 malware 7 digitally enhanced 8 wiki

PAGE 14 **GRAMMAR Past tenses for distancing**

1 1 waitress 2 employee 3 airline passengers 4 shop assistant
5 hotel receptionist 6 secretary 7 customers at a travel agent's
8 car salesman
2 1 informal 2 formal 3 informal 4 informal 5 formal
6 informal 7 formal 8 formal
3 1 talking about the past 2 distancing 3 talking about the past
4 talking about the past 5 distancing 6 distancing
4 **Formal conversation:** 9, 7, 5, 8, 4
Informal conversation: 10, 3, 1, 6, 2
5 1 Did you have a ticket?
2 We were hoping to invite you for dinner. / We were wondering if you want to come for dinner. / We wondered if you want to come for dinner.
3 How long did you want to stay?
4 I was wondering if the meeting room is available. / I wondered if the meeting room is available. / I was hoping the meeting room is available.
5 I was wondering if I can see the doctor. / I wondered if I can see the doctor. / I was hoping to see the doctor.

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Challenge!
Students' own answers.

PAGE 15 SKILLS Words about words
1 1 acronym 2 anagram 3 cliché 4 alliteration 5 simile 6 cliché 7 acronym 8 anagram 9 simile 10 alliteration
2 1 e 2 f 3 g 4 d 5 h 6 a 7 c 8 b
3 In 1943
4 1 T
2 T
3 F (The word acronym was invented by David Davies, a scientist.)
4 F (They were rarely used so linguists didn't pay attention to them.)
5 T
6 T
7 F (A new linguistic area involving acronyms has developed.)
8 T

Challenge!
Students' own answers.

PAGE 16 GRAMMAR Modals for distancing
1 1 a ✓ b ✗ 2 a ✓ b ✓ 3 a ✗ b ✓ 4 a ✗ b ✓ 5 a ✗ b ✓ 6 a ✓ b ✓
2 1 Could I use your mobile phone?
2 Could you possibly tell me how old you are?
3 I would ask you to stop smoking.
4 I would think that Japanese is very difficult to write.
5 Would you like to come to a conference?
6 Might you be interested in going to an art exhibition?
7 Could I have a cup of coffee?
8 Could you possibly tell me how much you earn?
3 1 would 2 ask 3 possibly 4 think 5 like 6 advise
4 1 Could 2 possibly 3 Might 4 would 5 think

Challenge!
Students' own answers.

PAGE 17 WRITING An opinion essay
1 1 this means that 2 Considering that 3 Therefore 4 Nevertheless 5 Hence 6 with regard to 7 albeit
2 1 hence 2 Nevertheless 3 albeit 4 With regard to 5 Considering that 6 therefore 7 This means that
3 **reference:** with regard to, considering that
contrast: albeit, nevertheless
consequence: hence, therefore, this means that
4 Students' own answers.
5 Students' own answers.

PAGE 18 Self check 2: Grammar
1 1 distancing 2 past simple and past continuous 3 past continuous 4 think and hope 5 did 6 could, would and might 7 possibly 8 would 9 would think 10 would ask
2 1 a 2 b 3 a and b 4 a 5 a and b 6 b 7 a 8 a 9 b 10 a and b
3 1 We would ask you not to use mobile phones in the cinema.
2 I was hoping the new book by Jack Thompson is available.
3 Would you like to come shopping with me?
4 I was wondering if you have any watches for $30.
5 I would think that children should wear uniforms to school.
6 Might you be interested in seeing the new film?
7 Did you have a ticket for the flight?
8 Could you possibly lend me your bicycle?
9 We were thinking of inviting you to visit us in Italy.
10 Could you tell me where the local hospital is?

PAGE 19 Self check 2: Vocabulary
1 1 invent 2 acronym 3 abundant 4 pass away 5 finite 6 phish 7 Turn off 8 malware 9 podcast 10 simile 11 alliteration 12 intriguing 13 digitally enhanced 14 colossal 15 Inspiration 16 Switch 17 cliché 18 brainstorm 19 terms 20 anagram
2 1 innovative 2 searches / is searching 3 webinars 4 social networking 5 unconventional 6 ingenuity 7 apparent 8 shut down 9 originated 10 not care

PAGE 20 Unit 3
READING Pedal power
1 1 device 2 potential 3 diagram 4 engineer 5 prototype 6 modify 7 patent
2 It helps transport water and clean it.
3 1 B 2 E 3 D 4 A 5 C 6 C
4 1 T
2 F (1.1 billion people on the planet don't have access to clean drinking water.)
3 T
4 T
5 F (The water is cleaned as the rider cycles home.)
6 F (The Aquaduct won first prize in a design competition.)

PAGE 21 VOCABULARY The origin of inspiration
1 1 a 2 a 3 c 4 b 5 c 6 b 7 a 8 c 9 b 10 a 11 a 12 b 13 c 14 a 15 c
2 1 malfunctioning 2 anti-marriage 3 (an) ultra-short 4 auto records 5 semi-permanent 6 autobiography 7 ultra-expensive 8 semi-synthetic 9 anti-nuclear power 10 maltreatment
3 1 into 2 out 3 off 4 up 5 away 6 down
4 1 off 2 out 3 into 4 away 5 up 6 down

PAGE 22 GRAMMAR Conditionals without *if*
1 1 provided that 2 Supposing 3 As long as 4 Imagine that 5 on condition 6 So long as
2 1 f 2 h 3 g 4 b 5 c 6 e 7 a 8 d
3 1 So long as you've ~~been~~ passed your first degree, you can do a master's.
2 Supposing that the wheel hadn't been invented. The world would ~~have~~ be very different now.
3 Imagine that you hadn't passed the course. You wouldn't ~~not~~ be at university now.
4 We'll have the meeting here, so long as ~~that~~ you can reserve the room.
5 Suppose you had been born a hundred years ago. Your life would have ~~to~~ been much harder.
6 Imagine ~~as~~ he hadn't come. We would have been upset.
7 As long as you ~~will~~ leave home on time, you'll catch the train at 6 o'clock.
8 Provided that my teacher doesn't mind, I'll ~~have~~ hand in the project next week.
4 1 Imagine / Supposing 2 hadn't developed 3 would be 4 Supposing (that) / Suppose 5 weren't able 6 wouldn't function 7 provided 8 live 9 as 10 has

Challenge!
Students' own answers.

PAGE 23 SKILLS Success versus failure
1 1 overcome 2 enable 3 persevere 4 struggle 5 aggravate 6 frustrate 7 breakthrough 8 setback
2 1 struggling 2 enable 3 persevere 4 frustrates 5 breakthrough 6 setback 7 aggravate 8 overcome
3 About a thousand years ago.
4 1 Ibn al-Haitham 2 Abbas ibn Firnas 3 Ibn al-Haitham 4 Alexander Graham Bell 5 Abbas ibn Firnas 6 Alexander Graham Bell

Challenge!
Students' own answers.

PAGE 24 GRAMMAR *If only…*
1 1 past simple 2 past perfect 3 would 4 were, was
2 1 b and c 2 a and b 3 b and c 4 b and c 5 a and c
3 1 had remembered 2 were 3 would arrive 4 had seen 5 would come 6 had 7 had visited 8 would phone
4 1 If only I had a mobile phone, you could contact me.
2 If only I'd known you were ill, I wouldn't have booked the tickets.
3 If only he hadn't driven so fast, he wouldn't have had an accident.
4 If only we had some money, we could go on holiday.
5 If only I lived on the coast, I could go the beach.
6 If only they hadn't been late, they would have had something to eat.
7 If only I had gone to the police, I would have known what to do.
8 If only I wasn't / weren't frightened of heights, I would go climbing.

Challenge!
Students' own answers.

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PAGE 25 **WRITING An opinion essay (2)**

1 Inventors have to be born in the right place at the right time to fully take advantage of their talents.
2 1 d 2 c 3 e 4 a 5 b 6 f
3 **simple sentences:** d, a
compound sentences: b, f
complex sentences: c, e
4 Students' own answers.
5 Students' own answers.

PAGE 26 **Self check 3: Grammar**

1 1 would 2 imagine that 3 on condition (that) 4 two 5 past perfect 6 subordinate 7 was / were 8 so 9 past simple 10 first
2 1 a 2 a 3 a and b 4 a 5 b 6 a and b
3 1 Imagine that you hadn't sold your car. We could have gone on a driving holiday.
2 If only ~~that~~ he would bring the children back soon. It's their bed time!
3 correct
4 If only they hadn't gone away, they could *have* come on the trip with us. / If only they *weren't* away, they could come on the trip with us.
5 We'll let you use our flat ~~supposing that~~ *provided (that) / on condition that / so / as long as* you agree to pay all the bills.
6 correct
4 1 If only I wasn't / weren't lonely.
2 Provided that you pick me up, I'll help you to fix your bicycle.
3 Imagine that Tim Berners-Lee hadn't invented the World Wide Web. The internet wouldn't be so good.
4 Suppose that we had caught the bus on time. We wouldn't have bumped into Mike.
5 If only I hadn't left my school bag on the bus.
6 If only my best friend would phone.
7 On condition that I have the receipt, they'll give me a new computer.
8 So long as you don't come to training, you won't be picked for the team.

PAGE 27 **Self check 3: Vocabulary**

1 1 into 2 persevere 3 auto 4 craft 5 monumental 6 submerge 7 Volume 8 down 9 emerged 10 displace 11 Aggravate 12 commissioned 13 break up 14 suspicious 15 out 16 break away 17 frustrates 18 Density 19 mal 20 irrelevant
2 1 c 2 a 3 d 4 b 5 b 6 a 7 c 8 b 9 c 10 a

PAGE 28 **Unit 4**

READING The psychology of shopping

1 1 generated 2 acquired 3 asked for 4 protect 5 maximize 6 boost
2 Research has shown that customers are more likely to buy products that are at eye-level.
3 1 b 2 a 3 a 4 b

PAGE 29 **VOCABULARY Targeting teenagers**

1 1 a 2 c 3 c 4 a 5 b 6 b 7 c 8 b 9 a 10 c 11 b 12 b 13 c 14 a 15 b
2 1 slogan 2 jingle 3 billboards 4 logo 5 product placement 6 hype
3 1 f 2 a 3 e 4 c 5 d 6 b
4 1 to drum up business 2 not up to scratch 3 in the pipeline 4 to corner the … market 5 to put … on the line 6 to think outside the box

PAGE 30 **GRAMMAR The passive with preparatory *there***

1 1 are 2 was 3 were 4 are 5 were 6 is 7 was 8 are
2 1 There were estimated to be 24,000 people at the football match.
2 There was said to be a link between good hotels and an increase in tourism.
3 There were reported to be thousands of readers waiting for the new book to go on sale.
4 There was said to be a disruptive group of students in the school.
5 There was believed to be an error in the computer program.
6 There was estimated to be a market for the new product.
7 There were thought to be not enough shop assistants in the store.
8 There were felt to be too many inappropriate TV commercials for that time of the evening.
3 1 there are thought to be 2 there is believed to be 3 There was said to be 4 There were estimated to be 5 There were reported to be 6 There is said to be
4 1 There ~~is~~ *are* believed to be a lot of problems with the marketing campaign.
2 There ~~were~~ *was* reported to be an accident in the city centre yesterday evening.
3 There ~~are~~ *were* believed to be too many questions in last week's exam.
4 There is said *to be* a better offer at the new computer store.
5 correct
6 There ~~are~~ *is* estimated to be a world market worth $5 million for these phones.

Challenge!
Students' own answers.

PAGE 31 **SKILLS Shopping habits**

1 1 e 2 c 3 d 4 g 5 b / f 6 b / f 7 h 8 a
2 1 price tag 2 must-have item 3 shopping list 4 wasteful with money 5 shopping spree 6 terrific deals 7 cheap offers 8 good buy
3 Students' own answers.
4 Students' own answers.

Challenge!
Students' own answers.

PAGE 32 **GRAMMAR Gerunds: perfect, passive and negative**

1 1 c 2 a 3 b
2 1 Kate was shocked at being excluded from the team.
2 The workers are angry about being sacked (by the company).
3 My mum and dad were unhappy about being sent the wrong bill (by the gas company).
4 We were thrilled about being invited to appear on the quiz show (by the TV company).
5 Andy felt bad about being sent home for bad behaviour (by the teacher).
6 He insists on being paid more for his work (by the company).
7 They were interested in being consulted about their opinions (by the manufacturer).
8 Clients are annoyed about being treated badly (by staff).
3 1 I was unhappy about having failed the exam.
2 We were embarrassed about having missed the plane.
3 Alice felt good about having helped her elderly neighbour.
4 He was thrilled about having received a pay increase.
5 They were angry about having lost their suitcases.
6 Mark was disappointed about having missed the beginning of the film.
7 They were annoyed about having made a mistake.
8 We were pleased about having won the competition.
4 1 having finished 2 not being allowed 3 not being given 4 being shown 5 being asked 6 not having brought

Challenge!
Students' own answers.

PAGE 33 **WRITING A product description**

1 The whole surface can be used to look at photos and videos.
2 1 d, first available in 1973
2 b, owned by 68% of the world's population
3 a, from Japan 4 c, being tested at the moment
3 1 a telecommunications engineer
2 which has changed the way we work
3 which will include product placement
4 open next week / which will be open next week
5 who studies electronic engineering
6 which is the latest model / the latest model
4 Students' own answers.
5 Students' own answers.

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PAGE 34 **Self check 4: Grammar**

1 1 three from the following: assume, believe, consider, estimate, expected, feel, know, presume, report, say, show, think
2 a perfect gerund
3 generalizations
4 certain prepositions or prepositional phrases
5 subject
6 a passive gerund
7 the noun in the noun clause
8 a contraction
9 present, perfect and passive gerunds in the negative
10 *to be* + noun clause

2 1 There are thought to be too many advertisements aimed at children.
2 There were said to be more than a thousand students at the school last year.
3 There was reported to be an increase in tourism in the city.
4 There is felt to be too much pollution from cars in the city centre.
5 There are estimated to be millions of online shoppers around the world.

3 1 There were reported to be 2 having had 3 there are said to be 4 not being given 5 having met 6 there is / was believed to be 7 there are / were thought to be 8 not being told 9 having been 10 there are thought to be

4 1 b 2 a and b 3 a 4 b 5 a and b

PAGE 35 **Self check 4: Vocabulary**

1 1 out 2 well 3 awkward 4 corner 5 billboard 6 logo 7 tags 8 must-have 9 shopping list 10 set 11 persistent 12 drum 13 pipeline 14 disposable 15 scratch 16 spree 17 slogan 18 wasteful 19 placement 20 quarrelling

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

PAGE 36 **Unit 5**

READING The placebo effect

1 1 recovery 2 trials 3 medication / medicine 4 prescription 5 research 6 effect 7 procedure

2 high blood pressure

3 c

4 1 F (Half the patients are given the new drugs and half are given a placebo.)
2 T
3 F (She thought that there was a greater chance of receiving a real tablet.)
4 T
5 F (The placebo effect is not just in patients' imaginations – it changes the brain's chemistry.)
6 T

PAGE 37 **VOCABULARY The healing power of plants**

1 1 a 2 c 3 b 4 c 5 a 6 b 7 c 8 b 9 a 10 a 11 b 12 c 13 b 14 b 15 a

2 1 contamination 2 cure 3 extract 4 neutralization 5 patent 6 relief 7 tolerance 8 treatment

3 1 F (the appendix) 2 T 3 F (a kidney) 4 T 5 F (the heart) 6 F (a lung) 7 F (the liver) 8 T 9 F (the brain)

4 1 brain 2 lungs 3 stomach 4 pancreas 5 brain 6 lungs 7 stomach

PAGE 38 **GRAMMAR Preparatory *it* as subject**

1 1 to 2 to 3 how 4 that 5 who / where 6 that 7 where / how 8 to

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

3 1 It's clear that 2 it's obvious that 3 it's important to 4 it's common to 5 it's normal that 6 it's essential to 7 it's amazing that 8 it's surprising to

4 1 It's good news that Dr Smith is going to do the operation.
2 It's very stressful to be in hospital for a long time.
3 It's fantastic that she has been accepted at university.
4 It wasn't very clear where the accident happened.
5 It's surprising that he doesn't feel well after taking the tablet.
6 It was very lucky that she didn't break a leg when she fell.
7 It's really annoying to be waiting so long.
8 It's a mystery where he left his briefcase.

Challenge!

Students' own answers.

PAGE 39 **SKILLS Sensations**

1 1 deafening 2 mouthwatering 3 aromatic 4 slimy 5 scorching 6 bitter 7 clammy

2 1 weather 2 butterflies 3 queasy 4 sniffles 5 lightheaded

3 A 3 B 1 C 4 D 2

4 1 T
2 F (Studies have demonstrated that students who regularly eat fatty food products have the same levels of concentration and creativity as a 70-year-old person.)
3 T
4 T
5 F (Although physical exercise can help, the best cure against stress is confiding in family and friends.)
6 T

Challenge!

Students' own answers.

PAGE 40 **GRAMMAR Preparatory *it* as object**

1 1 b 2 a 3 b 4 b 5 a

2 1 a pleasure 2 a problem 3 a waste of time 4 difficult 5 to the reader 6 a compliment 7 clear 8 sad

3 1 I considered it interesting to hear what he had to say.
2 Andy finds it hard to sit down and study.
3 The bad instructions made it difficult to understand how to use the new computer.
4 The doctor made it clear that Dad would have to stop smoking.
5 His parents find it hard to understand that he could have behaved like that.
6 We thought it strange that he hadn't replied to our email.
7 The doctor considered it essential that he was operated on.
8 He considers it an honour to receive the prize on behalf of the whole team.

4 1 thought it necessary for me to see 2 made it clear that I 3 find it hard not to play 4 felt it probable that I 5 find it incredible that I 6 consider it necessary to punish

Challenge!

Students' own answers.

PAGE 41 **WRITING A blog**

1 They relaxed and refreshed him.

2 1 jewels 2 doornails 3 need of repair 4 rain 5 works of art 6 ice

3 **similes:** doornails, ice, rain
metaphors: jewels, need of repair, works of art

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

5 Students' own answers.

6 Students' own answers.

PAGE 42 **Self check 5: Grammar**

1 1 at the end 2 an adjective or noun 3 object 4 clear 5 that 6 subject 7 infinitives 8 difficult 9 to 10 noun

2 1 that we have to work harder
2 to get up early / that we get up early
3 that the bus arrived so late
4 to use the digital camera
5 to hear what they had to say
6 when she has exams / to study for exams
7 to leave the bandage on
8 to believe the results
9 that she feels so well again
10 that you had to take your exam results with you

3 1 He made it clear ~~to~~ *that* he was annoyed.
2 It *was* surprising that they shouldn't have received your message.
3 He found it a problem ~~that~~ *to* speak in German at the meeting.
4 correct
5 Many experts ~~it~~ find *it* difficult to accept when they make a mistake.
6 *It* is essential to tell the truth at all times.
7 The doctor thought *it* his business to ask the patients about their exercise habits.
8 It will be *a* good idea to get there early.
9 correct
10 My friends considered ~~me~~ *it* strange that I don't want a mobile phone.

4 1 It's very unusual to be at school at this time.
2 It wasn't very clear that we had to arrive before 4 o'clock.
3 The doctor believes it necessary that I go on a diet from tomorrow.
4 The nurse made it clear that Mum had to work less.
5 I think it surprising that Mike hasn't called back.

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PAGE 43 **Self check 5: Vocabulary**

1 1 lightheaded 2 heart 3 deafening 4 noblewoman 5 contaminate 6 patent 7 butterflies 8 dose 9 swelling 10 diabetes 11 smells 12 blood 13 clammy 14 eat / taste 15 bitter 16 hot 17 kidneys 18 extract 19 lungs 20 brain
2 1 d 2 a 3 d 4 c 5 b 6 b 7 d 8 a 9 c 10 d

PAGE 44 # Unit 6

READING More than words

1 1 slant 2 Analysis 3 Graphology 4 conform 5 Pressure 6 convention
2 pressure, slant and size
3 1 b 2 a 3 c 4 b 5 b

PAGE 45 **VOCABULARY Birth order and success**

1 1 a 2 c 3 b 4 c 5 b 6 a 7 c 8 b 9 a 10 b 11 c 12 b 13 c 14 b 15 a
2 1 d 2 g 3 b 4 a 5 f 6 e 7 c
3 1 dogmatic 2 unpredictable 3 reliable 4 resolute 5 aloof 6 self-assured 7 stubborn
4 1 blanket 2 shoulders 3 cheese 4 violet 5 soul 6 pie 7 skinned 8 fuse

PAGE 46 **GRAMMAR Ellipses with *either / too***

1 1 e 2 d 3 f 4 g 5 h 6 c 7 a 8 b
2 1 Jack didn't, either. 2 Kevin does, too. 3 Can't be replaced with *either* or *too*. 4 Alice hasn't, either. 5 Can't be replaced with *either* or *too*. 6 I can't, either. 7 Tom did, too. 8 Our teachers don't, either.
3 1 I am, too. 2 I won't, either. 3 I have, too. 4 I do, too. 5 I didn't, either. 6 I haven't, either. 7 I am too. 8 I have, too.
4 1 I have, too. 2 I have 3 I am, too. 4 I haven't, either. 5 I will, too. 6 I do.

Challenge!

Students' own answers.

PAGE 47 **SKILLS All about me**

1 1 pretentious 2 considerate 3 conceited 4 quick-witted 5 spontaneous 6 happy-go-lucky 7 down to earth 8 charismatic
2 1 down to earth 2 charismatic 3 pretentious 4 happy-go-lucky 5 conceited 6 spontaneous 7 considerate 8 quick-witted
3 Students' own answers.
4 Students' own answers.

Challenge!

Students' own answers.

PAGE 48 **GRAMMAR Ellipsis in comparisons**

1 1 last week 2 are 3 did 4 necessary 5 do 6 is
2 1 b 2 a 3 b 4 a 5 b 6 a
3 1 English cities are more spread out than other European cities.
2 They failed more exams than is allowed.
3 Healthy people are less likely to suffer from heart problems than unhealthy people are.
4 He ate more food than was offered.
5 We studied more units than my brother's class did.
6 Angela often tries to help others more than is possible.
4 One popular personality test involves asking job candidates to put a list of colours in order of preference. Candidates choosing red ~~as their favourite colour~~ are considered to be more energetic than candidates choosing other colours. People who put yellow in first place are happier about working in a team than other candidates are ~~happy about working in a team~~. A person who likes blue usually reacts more calmly to problems than ~~it~~ is normal ~~to react~~. Ambitious candidates don't place the colour grey as high in their lists as other candidates ~~place the colour grey in their lists~~ *do*. A person who chooses green first often persists more with their work than ~~it~~ is usual ~~to persist~~. Finally, candidates who put black in last place are more organized at work than other candidates are ~~organized at work~~.

Challenge!

Students' own answers.

PAGE 49 **WRITING A comparison and contrast essay**

1 They both like to be the life and soul of the party and they are both good students with good heads for maths and science.
2 1 C 2 B 3 D 4 A
3 1 While 2 On the other hand 3 whereas 4 In contrast 5 On the other hand
4 Students' own answers.
5 Students' own answers.

PAGE 50 **Self check 6: Grammar**

1 1 repetition 2 either 3 as 4 have 5 auxiliary 6 are 7 do 8 too 9 did 10 contradicts
2 1 a 2 b 3 a and b 4 b 5 b 6 a and b 7 a 8 a and b 9 b 10 a
3 1 Oh, I haven't, *either*. / Oh, I have~~n't too~~.
2 Footballers earn a lot more money than most people ~~are~~ *do*.
3 correct
4 He's more interested in science than his brother ~~does~~ *is*.
5 Novelists writing in English sell more books than novelists writing in French ~~sell~~ *do*.
6 I did~~, too~~. / I did*n't, either*.
7 Most factory owners are wealthier than their workers ~~do~~ *are*.
8 Spontaneous people are less likely to have doubts than more cautious people ~~have~~ *are*.
9 correct
10 I haven't, ~~either~~. / I have~~n't~~, ~~either~~ *too*.
4 1 too 2 do 3 necessary 4 do 5 are 6 either 7 is 8 don't 9 are 10 is

PAGE 51 **Self check 6: Vocabulary**

1 1 earth 2 cheese 3 aloof 4 Sibling 5 spontaneous 6 considerate 7 thick 8 tabs 9 fuse 10 Resolute 11 dogmatic 12 reliable 13 rides 14 gravitate 15 pie 16 conceited 17 blanket 18 advocate 19 cite 20 charismatic
2 1 over 2 murder 3 trust 4 up 5 lime 6 self 7 life 8 shrinking 9 shoulders 10 wisdom

PAGE 52 # Unit 7

READING Seed for the future

1 1 edible 2 oats 3 seed 4 variety 5 grain 6 germinate 7 harvest 8 crop
2 Hundreds of years
3 1 The tunnel that goes to the vaults in the Svalbard Global Seed Bank is 100 metres long.
2 2008 was the year of the foundation of the Svalbard Global Seed Bank.
3 There are 526,000 plant seeds suitable for eating that are stored in the bank.
4 The perfect temperature for storing the seeds is –18°C.
5 Some crops like peas can stay in good condition for 20 to 30 years.
4 1 T
2 T
3 F (The seed bank preserves seeds that can produce fruits and vegetables not fully-grown fruit and vegetables.)
4 F (The ideal temperature for keeping the seeds is –18 degrees Celsius, so the opposite is true.)
5 F (Some seeds, such as peas, can last for up to thirty years.)
6 T

PAGE 53 **VOCABULARY From farmland to supermarket**

1 1 mission 2 pioneering 3 intervention 4 herbicides 5 fertilizers 6 harvesting 7 lease 8 consensus 9 differ 10 well-being 11 sustainable 12 sacrificed 13 ventures 14 donated 15 switch
2 1 artichoke 2 okra 3 pomegranate 4 parsley 5 bay leaf 6 cinnamon 7 ginger 8 tangerine
3 1 a fish out of water 2 sour grapes 3 fishy 4 made a meal out of it 5 have their cake and eat it 6 to eat his words

PAGE 54 **GRAMMAR Cleft sentences (1): *it***

1 1 that we like most of all / we like most of all
2 you need / that you need
3 that love hamburgers
4 I think children should eat less of / that I think children should eat less of
5 that are tasteless
6 that has your credit card

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2 1 No, it's chocolate that gives me headaches.
2 No, it's GM foods that aren't allowed into the country.
3 No, it's the Chinese restaurant that prepares really good take-away food.
4 No, it's my/the doctor that said I should go on a diet.
5 No, it's the greengrocer's that sells such good vegetables.
6 No, it's oranges that have lots of vitamin C.
7 No, it's tea that is my favourite drink.
8 No, it's sweets that are very fattening.

3 1 It's GM crops some scientists think can help produce more food.
2 It's primary schools that should provide free meals.
3 It's a diet high in carbohydrates sports people need.
4 It's French cooking George loves.
5 It's the restaurants that want to stay open later.
6 It's the last piece of cake Andy always takes.

4 1 it's dinner I'm cooking
2 it's my cousins that are coming
3 It's a big pizza I'm going to prepare.
4 it's a recipe from a website that I'm using
5 it's ice cream I'm serving for dessert
6 it's the theatre we're going to afterwards

Challenge!
Students' own answers.

PAGE 55 **SKILLS In the kitchen**

1 1 potato peeler 2 wok 3 casserole 4 pestle and mortar 5 food processor 6 garlic press 7 colander 8 ladle 9 whisk

2 1 ~~whisk~~ potato peeler 2 ~~ladle~~ whisk 3 ~~food processor~~ casserole 4 correct 5 ~~garlic press~~ pestle and mortar 6 ~~potato peeler~~ food processor 7 correct 8 ~~colanders~~ ladles

3 Students' own answers.

4 Students' own answers.

Challenge!
Students' own answers.

PAGE 56 **GRAMMAR Cleft sentences (2): *what***

1 1 is 2 what 3 what 4 is 5 is 6 what 7 is 8 what 9 what 10 is 11 what 12 is

2 1 Easy preparation is what makes past dishes so popular. / What makes past dishes so popular is easy preparation.
2 What gives this dish its flavour is Okra. / Okra is what gives this dish its flavour.
3 What makes Dad happy every morning is a big breakfast. / A big breakfast is what makes Dad happy every morning.
4 What impressed everyone was the variety of dishes. / The variety of dishes was what impressed everyone.
5 What keeps Jack in such good form is regular exercise. / Regular exercise is what keeps Jack in such good form.
6 What attracts new customers to the bar is / are good sandwiches. / Good sandwiches is / are what attracts new customers to the bar.

3 1 An easy life was what Mike wanted.
2 What makes this bar popular is the great coffee.
3 Italian food is what we like best.
4 What makes my job enjoyable is the cooking.
5 Entertain the guests is what Ray does.
6 What made that dish so tasty was the sauce.
7 Good service and a nice atmosphere is / are what we appreciate most.
8 What puts people off eating here is the cost.

4 1 What it crushes is garlic.
2 What it peels is potatoes.
3 What it drains is pasta.
4 What it serves is soup.
5 What it stews is lamb.
6 What it stir-fries is vegetables.

Challenge!
Students' own answers.

PAGE 57 **WRITING An informative article**

1 They were added to the flat bread eaten by the people of Naples and this helped create the modern pizza.

2 1 B 2 C 3 D 4 A

3 **exemplification:**
countries like Egypt and Greece
for example, herbs, spices, garlic and small salty fish
such as the USA
clarification:
In other words, pizza was a bakers' tool and not a popular recipe.
To put it another way, the reason why pizza became popular was because it was a cheap, tasty meal.
that is to say, red, green and white

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

5 Students' own answers.

6 Students' own answers.

7 Students' own answers.

PAGE 58 **Self check 7: Grammar**

1 1 preparatory 2 who 3 word order 4 that 5 question 6 at the beginning or end 7 relative 8 when 9 with *is* / *was* or *are* / *were* in informal styles 10 subject

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

3 1 correct
2 A whisk is what ~~should~~ you *should* use.
3 *It's* ~~Is~~ spending time with friends that I enjoy the most.
4 What we like to drink ~~that~~ is very sweet coffee.
5 It's the cooking time ~~what~~ *that* we need to control. / ~~It's~~ *The* cooking time is what we need to control.
6 correct
7 It's the cold *that* depresses me.
8 correct

4 1 What tastes of soil is these tomatoes.
2 It's the head chef that always cooks our meal.
3 A good diet is what you should eat.
4 It's the supermarket that sells good bread.
5 What my mum cooks is / are tasty dishes.
6 It's German cuisine that not many people know anything about.
7 A food processor is what I use to make cakes.
8 What we buy at the market is / are fruit and vegetables.

PAGE 59 **Self check 7: Vocabulary**

1 1 wok 2 cake 3 consensus 4 Fertilizer 5 words 6 Parsley 7 whisk 8 tangerine 9 fish 10 mission 11 pestle and mortar 12 donate 13 lease 14 meal 15 garlic press 16 artichoke 17 serves 18 venture 19 colander 20 grapes

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

PAGE 60 Unit 8

READING In a nutshell

1 1 moon 2 through 3 ground 4 roll 5 leaps 6 cloud

2 Southern California

3 1 b 2 b 3 a 4 c 5 c

PAGE 61 **VOCABULARY Conversational styles – what sport are you?**

1 1 tossed 2 dribble 3 tackle 4 pitch 5 reticent 6 deference 7 simultaneously 8 hold the floor 9 etiquette 10 grabbed 11 camaraderie 12 rapport 13 overlap 14 hit it off 15 overgeneralization

2 1 gossiping 2 whispered 3 protested 4 muttering 5 chatting 6 discuss

3 1 the road 2 the buffers 3 it big 4 the roof 5 the nail on the head 6 the hay 7 ground running

4 1 it big 2 the hay 3 the nail on the head 4 the roof 5 the buffers 6 the ground running 7 the road

PAGE 62 **GRAMMAR Participle clauses**

1 1 b 2 b 3 a 4 a

2 1 Eating 2 Being 3 Living 4 feeling 5 Enjoying 6 wanting 7 Using 8 Asking

3 **reasons:** 2, 4, 5, 6, 7
time relations: 1, 2, 3, 8

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4 1 Leaving / Having left my books at school, I didn't have much to carry home.
2 Living in Switzerland, we speak four languages.
3 Having looked at different models, Jack bought a touch-screen phone.
4 Having finished the exams, Rachel went on holiday to her grandparents.
5 Knowing about Chinese customs, David didn't have any problems working in Beijing.

5 1 Being 2 Having never met 3 meeting 4 saying 5 thinking 6 Offering 7 Receiving 8 Having written

Challenge!
Students' own answers.

PAGE 63 SKILLS Proverbs
1 1 g 2 i 3 h 4 j 5 b 6 c 7 a 8 d 9 f 10 e

2 1 I think you should wait. Look before you leap!
2 My friends will miss me. Absence makes the heart grow fonder.
3 I like working in a team. Many hands make light work.
4 Appearance isn't very important. Don't judge a book by its cover.
5 Do something! Actions speak louder than words.

3 They can tell us something about the history and culture of the native speakers and their attitudes to other countries and to themselves.

4 1 Rome 2 Dutch 3 Irish 4 Indian 5 New York 6 American

Challenge!
Students' own answers.

PAGE 64 GRAMMAR Participle clauses after conjunctions and prepositions
1 1 found 2 travelling 3 indicated 4 introduced 5 approached 6 waving 7 seated

2 1 guessing 2 asked 3 lost 4 living 5 leaving 6 walking

3 1 travelling 2 proceeding 3 going 4 held 5 entering 6 approached 7 spoken 8 closing

4 1 arriving 2 eating 3 closed 4 asked 5 entering 6 allowed 7 doing 8 staying

Challenge!
Students' own answers.

PAGE 65 WRITING Travel advice
1 They get angry when someone slows them down when they are going to or leaving work.

2 1 action-packed 2 tips 3 precious 4 furious 5 commuters 6 inadvertently 7 pleasant 8 discourteous 9 agreeable 10 advisable

3 1 discourteous 2 agreeable 3 precious 4 advisable 5 inadvertently 6 furious 7 action-packed 8 tips 9 commuters 10 pleasant

4 Students' own answers.

5 Students' own answers.

6 Students' own answers.

PAGE 66 Self check 8: Grammar
1 1 time relations
2 conjunctions and prepositions
3 three of the following: after, before, despite, if, on, once, since, until, when, without, while
4 stative verbs
5 past
6 taken
7 the subject
8 both
9 discussed
10 conjunctions

2 1 Having arrived 2 On 3 Being 4 Talking 5 Once 6 when 7 told 8 thinking 9 read 10 until

3 1 ~~Tried~~ *Trying* to open the door with the wrong key, Tom broke the lock.
2 If ~~stopping~~ *stopped* at the airport by the police, you'll have to show your passport.
3 correct
4 ~~Seen~~ *Having seen* the film a couple of times, I don't fancy seeing it again.
5 ~~Having not~~ *Not having* studied English at school, Pierre didn't understand what they were saying.
6 ~~After~~ *Once / when* served lunch, we were a lot happier. / After ~~served~~ *serving* lunch, we were a lot happier.
7 ~~Because~~ *Not* wanting to travel by plane, he couldn't go on the school trip.
8 On ~~having heard~~ *hearing* the news, the crowd cheered.

4 1 Living in Greenland for a year, Professor Watson was able to study the customs of the Inuit people.
2 After opening the door, she found some letters on the floor.
3 Before going to bed, remember to phone your parents.
4 When invited to lunch by your host, you must accept.
5 Having worked abroad for years, they quickly adapted to their new home country.
6 If asked to carry something in your suitcase, say you haven't got enough space.

PAGE 67 Self check 8: Vocabulary
1 1 leap 2 gossip 3 rapport 4 Simultaneously 5 toss 6 mind 7 Etiquette 8 Deference 9 floor 10 grab 11 whisper 12 sword 13 Pitch 14 tackle 15 overlaps 16 head 17 Reticent 18 protest 19 hay 20 fonder

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

PAGE 68 Unit 9
READING Freecycle
1 1 do away with 2 grow out of 3 set up 4 sign up to 5 cut down on 6 give away 7 fall apart 8 pick up

2 Offer something they want to get rid of.

3 1 c 2 a 3 b 4 a 5 c

PAGE 69 VOCABULARY A tiny step to save the environment
1 1 a 2 b 3 c 4 a 5 c 6 c 7 a 8 a 9 b 10 b 11 a 12 c 13 a 14 a 15 b

2 1 in 2 in 3 un 4 in 5 in 6 in 7 un

3 1 uncanny 2 inexplicable 3 intrepid 4 inept 5 unwieldy 6 incapacitated 7 insignificant

4 1 mansion 2 terraced house 3 caravan 4 detached house 5 bungalow 6 semi-detached house

PAGE 70 GRAMMAR Inversion
1 1 have we thought 2 do people think 3 should we spend 4 At no time 5 will the environment 6 than 7 have we had 8 they are also

2 1 sooner 2 only 3 Under 4 until 5 than 6 Only

3 1 Under no circumstances should we fail to cut down on energy consumption.
2 Only after the workers complained did the company start to recycle materials.
3 Hardly had he sent the email than he received lots of replies agreeing with his idea.
4 Seldom have so many people been interested in green issues.
5 Never do I eat meat.
6 Only after using energy-efficient light bulbs did I realize how good they were. / Not until I used energy-efficient light bulbs did I realize how good they were.
7 Never did we expect Freecycle to be so successful. / At no time did we expect Freecycle to be so successful. / Little did we expect Freecycle to be so successful.
8 At no time were they interested in helping.

4 1 should students throw 2 have we had 3 should you ask 4 do we want 5 had we formed 6 are we going to reduce

Challenge!
Students' own answers.

PAGE 71 SKILLS Green issues
1 1 toxic 2 eco-friendly 3 landfill 4 break down 5 greenhouse gas 6 biodegradable 7 on standby 8 emissions 9 charge up

2 1 landfill, biodegradable, break down, toxic
2 on standby, charge up, eco-friendly
3 Emissions, greenhouse gases

3 energy efficiency

4 1 T
2 F (The IEA says we should use energy-efficient electronic devices.)
3 T
4 T
5 F (Ecologists want to see higher taxes on energy.)
6 F (It might not be popular with voters.)

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Challenge!
Students' own answers.

PAGE 72 GRAMMAR Emphatic use of *as…as*

1 1 many 2 few 3 many 4 little 5 many 6 few 7 little 8 much
2 1 few 2 much 3 many 4 much 5 little 6 much 7 few 8 many
3 1 It takes as little as three hours to manufacture a car on a modern production line.
2 There were as many as three hundred students at the meeting.
3 As few as three students had done the homework.
4 A new bicycle can cost as little as £50.
5 That family produces as much as three bags of rubbish a day!
6 He has as many as five mobile phones that he uses for work.
4 1 Four students recycle as much as five kilos of waste material a week.
2 As few as three students come to school by car.
3 As many as fourteen students cycle to school.
4 Four students spend as little as £1 a week.
5 As few as two students don't charge up electrical devices such as mobile phones.
6 All the students use their computers for as much as ten hours a week.

Challenge!
Students' own answers.

PAGE 73 WRITING A report: cause and effect

1 The influx of business people and tourists has improved the local economy.
2 A 4 B 1 C 2 D 3
3 main consequences / effects: 2 and 4
secondary consequences / effects: 1 and 3
4 e – a, d – c, f – b
5 Students' own answers.
6 Students' own answers.

PAGE 74 Self check 9: Grammar

1 1 for emphasis and dramatic effect
2 as few as
3 a negative adverbial expression
4 two of the following: hardly, little, seldom, only
5 as much as
6 the affirmative auxiliary verb first and then the subject
7 as little as
8 no or not
9 as many as
10 as much as
2 1 a 2 a and b 3 a 4 b 5 b 6 b
3 1 Only in a few companies *do* all the workers print documents on recycled paper.
2 correct
3 You can take as much ~~than~~ *as* you want but don't take more than you need.
4 The school needs ~~so~~ *as* many as thirty computers for its new technology room.
5 Seldom *has* down-sizing ~~has~~ increased a company's costs.
6 Hardly had Jane finished the report ~~but~~ *than* she spotted a few typing mistakes.
4 1 No sooner had I heard the news than I sent an email to my friends.
2 It should take as little as two minutes to grill a steak.
3 Staff salaries account for as much as 60% of the company's costs.
4 There will be as many as 3,000 ecologists on the demonstration.
5 Little did he realize that he was wasting so much energy.
6 Some hybrid cars can only carry as few as two people.
7 Not only is he going to change jobs, (but) he's (also) going to leave home.
8 At no time were we aware of the damage we were causing.

PAGE 75 Self check 9: Vocabulary

1 1 in 2 bungalow 3 inept 4 Exorbitant 5 durable 6 portable 7 mansion 8 greenhouse 9 un 10 toxic 11 incentive 12 in 13 material 14 undaunted 15 classify 16 landfill 17 fold-up 18 un 19 loft 20 caravan
2 1 eco 2 down 3 rid 4 semi 5 in 6 in 7 bio 8 up 9 on 10 un

PAGE 76 Unit 10

READING A prodigy of English literature

1 1 volume 2 prolific 3 critic 4 classics 5 verse 6 literary 7 epic 8 lyrical
2 He decided to become a doctor because of the death of his parents.
3 1 D 2 E 3 C 4 A 5 B
4 1 T
2 F (Three volumes of his poems were published before his death.)
3 F (His family were relatively poor.)
4 T
5 F (Keats felt he didn't have enough time to dedicate to poetry.)
6 F (Keats has influenced later generations of poets and writers.)

PAGE 77 VOCABULARY Rising stars

1 1 aptitude 2 prestigious 3 virtuoso 4 launched 5 under pressure 6 level-headed 7 unprecedented 8 tie 9 victory 10 called upon 11 ovation 12 acclaimed 13 chipping in 14 cherished 15 adamant
2 1 violin 2 flute 3 synthesizer 4 conductor 5 opera 6 anthem 7 composer 8 pianist 9 symphony
3 1 get across 2 get rid of 3 get to the bottom of 4 getting into 5 get by 6 getting at 7 got over 8 get up to 9 get to grips with

PAGE 78 GRAMMAR Phrasal verbs

1 1 turned down 2 taken over 3 called off 4 signed up 5 come up with 6 go back on 7 drawn up 8 come in for 9 handed the thief over 10 took too much work on
2 1 live down 2 take on 3 come up with 4 set off 5 call off 6 hand over 7 bring up 8 water down
3 1 put up with 2 get away with 3 set off 4 watered down 5 figure out 6 bringing up 7 passed up 8 live down
4 1 over 2 up 3 up 4 up 5 up 6 out 7 away 8 back 9 in 10 down

Challenge!
Students' own answers.

PAGE 79 SKILLS Educational needs

1 1 h 2 g 3 b 4 f 5 a 6 d 7 c 8 e
2 1 gifted 2 impediment 3 accelerated 4 mediocre 5 augment 6 genius 7 special needs 8 remedial
3 Shopping trips and football matches
4 A 3 B 4 C 1 D 5 E 2

Challenge!
Students' own answers.

PAGE 80 GRAMMAR Phrasal verbs with objects

1 1 a and b 2 b 3 a 4 a and b 5 b 6 a and b
2 1 called it off 2 picked up on it 3 bring them up 4 back away from it 5 pick you up 6 go back on it 7 draw it up 8 come up with them
3 1 them out 2 them out 3 it out 4 with it 5 it up 6 on it 7 it off 8 on it
4 1 I've agreed to take it on.
2 How did he manage to get away with it?
3 You shouldn't throw them away.
4 Someone is coming to set them up.
5 Don't pass it up.
6 I always have difficulty figuring them out.
7 The storm cut them off.
8 We didn't pick up on it.

Challenge!
Students' own answers.

PAGE 81 WRITING A summary

1 One theory suggests that when gifted children are put with older children and are put under pressure they become mediocre students. Another theory claims that gifted children slow down as they get older and that the other children catch up with them.
2 b
3 1 c 2 a 3 b
4 Students' own answers.
5 Students' own answers.

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6 (Sample answer, other answers are possible.)
Although the poet John Keats' early death meant his writing career only lasted six years, he is still one of Britain's most popular poets. At school, Keats was keen on classics and history but because of the untimely death of his parents, Keats left school to work as a surgeon's apprentice. However, his medical work didn't satisfy him, and he eventually gave it up so he could dedicate himself to poetry. During his brief writing career, he produced a lot of poems and created a new form of poetry that have greatly influenced the generations of poets who have come after him.

PAGE 82 Self check 10: Grammar

1 1 a verb and an adverb 2 when it has an object 3 go back on 4 when the object is a pronoun 5 take over 6 idiomatic 7 three-part phrasal verbs 8 call off 9 a verb, an adverb and a preposition 10 pick up on
2 1 a and b 2 a 3 a 4 b 5 a and b 6 a and b
3 1 Their team never stops shouting at the referee but they always get away ~~it with~~ *with it*.
2 They're going to ~~draw~~ *call* off the picnic because of the bad weather.
3 It was a terrible moment and I don't think I'll ever live it ~~over~~ *down*.
4 He couldn't afford to go on the trip so he had to pass ~~up it~~ *it up*.
5 correct
6 I could see what was about to happen but Angela didn't pick ~~anything up on~~ *up on anything*.
7 There was a big traffic jam and we decided to wait ~~out it~~ *it out*.
8 I don't want to ~~get~~ *throw* away this old table. We can still find a use for it.
4 1 Joe was telling us about the film when Sue cut him off.
2 I'll pick you up in the car after training.
3 I missed training last week and the trainer brought it up before the game.
4 It's a good plan and we managed to come up with it in five minutes over a cup of coffee.
5 It's a big responsibility but Ann has agreed to take it on.
6 All the equipment is in the van but we'll need a couple of hours to set it up.

PAGE 83 Self check 10: Vocabulary

1 1 at 2 mediocre 3 synthesizer 4 cherish 5 chips 6 pressure 7 upon 8 into 9 unprecedented 10 virtuoso 11 level 12 standing ovation 13 composer 14 bottom 15 launch / sign up for 16 anthems 17 tie 18 pianist 19 remedial 20 acclaimed
2 1 gifted 2 aptitudes 3 impediments 4 adamant 5 needs 6 by 7 grips 8 across 9 accelerated 10 prestigious

PAGE 84 Round-up 1–2

1 1 folklore 2 immortal 3 struggle 4 transition 5 deeds 6 literary 7 mother tongue 8 contemporary
2 These words are taken as loanwords because they usually describe new objects and ideas, things that people haven't seen or experienced before and don't have a name for.
3 1 F (There are more English speakers than Arabic speakers.) 2 T 3 T 4 F (They have passed through French and Spanish first.) 5 T 6 T

Challenge!
Students' own answers.

PAGE 85 Round-up 3–4

1 1 device 2 issue 3 attribute 4 researcher 5 multi-tasking 6 common 7 usage 8 contribution
2 Fifteen-year-old son Bill adapted the quickest. He gave up his computer games and took up the saxophone.
3 1 T
2 F (Susan wasn't happy about the way she and her three children spent their free time.)
3 T
4 F (They enjoyed the long chats at meal times.)
5 T
6 F (They're adamant that electronic media won't take over their lives again.)

Challenge!
Students' own answers.

PAGE 86 Round-up 5–6

1 1 craving 2 gravitate 3 shift 4 fancy 5 gather 6 hauled 7 range 8 caters
2 According to some people, chicken tikka masala was invented by Indian restaurants in London for their British clients.
3 1 National dishes have spread to other countries.
2 People returning from their work for the British Empire in India.
3 Bangladeshi immigrants opened restaurants.
4 It's a British invention.
5 Chicken tikka masala has been exported to India, Pakistan and Bangladesh.
6 British curry houses can be found in Canada, Australia and New Zealand.

Challenge!
Students' own answers.

PAGE 87 Round-up 7–8

1 1 prosperity 2 flavour 3 precisely 4 renewal 5 shrine 6 hardships 7 scrub 8 diverse
2 They are named in this way because the patterns they form are similar to the patterns made by the plants and trees.
3 1 They used it for military purposes.
2 They were first used to entertain the Ming emperors and by wealthy people.
3 People from Arabic-speaking countries called them 'Chinese flowers'.
4 The pellets are small explosives and they make a colourful pattern.
5 They used the games to demonstrate that they are still important in the fireworks business.
6 They added Beijing weather to the picture and shook the image a little so it seemed to have been taken from a helicopter camera.

Challenge!
Students' own answers.

PAGE 88 Round-up 9–10

1 1 stereotypically 2 equip 3 convenience 4 permanently 5 fabric 6 better-suited 7 opted 8 low-income
2 It's possible to stay underground and never go outside.
3 1 The lowest temperature in Montreal.
2 The date when construction on the Underground City started.
3 The area of square kilometres that the Underground City covers.
4 The number of restaurants in the Underground City.
5 The number of apartments in the Underground City.
6 The percentage of Montreal's office space in the Underground City.
7 The total length in kilometres of the shop-lined tunnels in the PATH centre in Toronto.
8 The number of people that visit the PATH centre every day.

Challenge!
Students' own answers.

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Asking for clarification

1 **Look at the photos of people going on holiday. Which method of transport do you prefer? Which method of transport is better for the environment? Discuss your answers with a partner.**

2 🎧 (1.07) **Read and listen to the interview. Why are more holidaymakers travelling by train?**

Interviewer My guest this morning is Victoria Edwards who's going to tell us about trends in the travel business. Victoria, let's start with UK holiday makers, where are they going these days?

Victoria Good morning. Well, there's been quite a change over the last five years. Many people are staying in the UK for their holidays and there has been a sharp drop in the number of people taking holidays abroad.

Interviewer Why is that exactly?

Victoria One thing is that people are becoming more concerned about their carbon footprint, and they're worried about the impact of carbon emissions on the environment. People are making a conscious decision not to take flights to go on holiday.

Interviewer Carbon footprint? Could you explain what you mean by that?

Victoria Carbon footprint refers to the amount of emissions of CO_2 caused by each individual from the burning of fossil fuels, through energy consumption and transportation. In other words, the more flights you take, the more pollution you cause to the atmosphere.

Interviewer Does this mean that people will stop travelling altogether?

Victoria I don't think so, but they will think about using different means of transport.

Interviewer So you mean more people will go on walking or cycling holidays?

Victoria Yes, possibly. Or they may choose to travel by train instead of travelling by plane. The number of people using trains has already increased considerably as services have improved and more high speed routes have been introduced.

Interviewer Well, that's good news!

3 **Read the dialogue again and complete the table with the phrases that the interviewer uses to ask for clarification.**

Asking for clarification
Why is that [1]_____?
Could you explain [2]_____?
[3]_____ that people will stop travelling?
[4]_____ more people will go on cycling holidays?

LOOK OUT!

Expressing trends

We can express the extent of a change or a trend by using modifying words, such as:

slight considerable dramatic steady sharp substantial

These words are used as an adjective when they are modifying nouns, or as adverbs when modifying verbs.
There has been a sharp drop in the number of people taking holidays abroad.
The number of people using trains has increased considerably.

4 **Read the information in the *Look out!* box. Rewrite the sentences using the modifying word in brackets.**

1 The number of people buying bicycles has increased over the last three years. (steady)
2 There has been a decline in the number of four-wheel drive cars on the roads. (substantial)
3 The amount of holidays booked on the internet has risen over the last five years. (dramatic)
4 There has been a fall in business air travel in recent months. (slight)
5 There will be an increase in energy derived from renewable sources such as solar power. (sharp)
6 According to current predictions, the price of oil will increase over the next decade. (considerable)

5 🎧 (1.08) **Listen to two dialogues. What topics are the speakers talking about?**

Dialogue 1: Wendy and Jessica _____
Dialogue 2: Jim and Brian _____

6 🎧 (1.08) **Listen again and answer the questions.**

Dialogue 1
1 What trend has Wendy noticed?
2 Does Wendy think this trend is a good or a bad thing?
Dialogue 2
3 What changes in weather does Jim comment on?
4 Does Jim have a positive view about the future?

7 **With your partner, make statements on the following topics using words from the *Look out!* box to express trends.**

a public transport
b using the internet for homework
c watching films on the computer
d concern for the environment

8 **Work in pairs. Choose a topic from exercise 7. Prepare an interview expressing trends and asking for clarification.**

9 **Act out your interview to the class.**

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EVERYDAY ENGLISH 1

Asking for clarification

Target language
Listening: someone talking about travel trends and an interviewer asking for clarification
Vocabulary: Why is that exactly? Could you explain what you mean by that? Does this mean …? So you mean …? • modifying words
Speaking: asking for clarification and describing trends

Exercise 1

- Students discuss their answers in pairs.

Exercise 2 1.07

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

ANSWER

More people are taking trains because they are concerned about the carbon emissions from flying.

Exercise 3

- Students complete the table individually or in pairs.

ANSWERS

1 exactly 2 what you mean by that 3 Does this mean
4 So you mean

Exercise 4

- Students read through the **Look out!** box. Check understanding by asking: *Are the words used as an adjective or an adverb when they are modifying verbs?* [adverbs]
- Students rewrite the sentences using the modifying words.

ANSWERS

1 … has increased steadily …
2 … a substantial decline …
3 … has risen dramatically …
4 … a slight fall …
5 … a sharp increase …
6 … will increase considerably …

Exercise 5 1.08

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

ANSWERS

Dialogue 1: downloading music from the internet
Dialogue 2: the effect of global warming

TAPESCRIPT

Dialogue 1

Wendy Apparently there has been a dramatic drop in shop sales of CDs. More and more people have started to download the music they want from the internet.
Jessica Is this a good or a bad thing? Could you explain any substantial effects this might have on people in the music industry?
Wendy I'm not sure if it is a good thing or a bad thing, really. It will mean that shops and record companies lose sales, yet, on the other hand, independent bands can get a chance to be successful and better known. So, I suppose more music will become more accessible and that's a good thing.

Dialogue 2

Jim We're already seeing the effect this has had on weather systems across the world with some countries having extreme summer temperatures, and we've also seen unprecedented amounts of rainfall in some continents. This is worrying for the future.
Brian So you mean the effect it will have on the earth's temperature in years to come?
Jim Yes, global warming is certainly something which concerns me, and some people even believe it may be too late for any reductions in carbon emissions from now to make any difference at all.

Exercise 6 1.08

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

ANSWERS

1 There has been a dramatic drop in sales of music CDs in shops.
2 Wendy is not sure if the trend is a good or a bad thing.
3 Jim mentions extreme summer temperatures and unprecedented amounts of rain.
4 Jim has a negative view about the future.

Exercise 7

- Students make statements on the topics a–d using words from the **Look out!** box. Monitor and help.

SAMPLE ANSWERS

a There has been a sharp increase in the number of people using public transport.
b The number of students using the internet for their homework has grown considerably in recent years.
c There has been a steady increase in the number of people watching films on the computer.
d The amount of concern for the environment has decreased slightly over the past year.

Exercise 8

- Students prepare an interview in pairs. Monitor and help.
- Remind students to use expressions to ask for clarification from exercise 3.

Exercise 9

- Students perform their dialogues to the class.

SAMPLE DIALOGUE

A Is it true that there has been a sharp decline in DVD sales?
B Well, yes, it is. We saw a considerable decline in shop sales from 2006 to 2011.
A Why is that exactly?
B Basically there's been an enormous increase in the amount of people downloading films from the internet.
A Does that mean that the film industry and DVD distributers are losing money?
B Yes, it does. The film industry has suffered a substantial drop in income from film rights and DVD sales. In other words, people are downloading illegal pirate copies of films.
A So does this mean the end of DVD sales?
B I think DVD sales will continue to decline steadily but film companies and distributors are looking at new ways to sell quality downloads of film on the internet.
A Well, that's good news for the film industry.

Follow-up

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Using polite language

1 🎧 (1.15) **Read and listen to the dialogue. Where does the conversation take place?**

Receptionist Good evening, sir. How can I help you?
Mr Henrick I have a reservation. The name's Henrick.
Receptionist Just bear with me one minute, Mr Henrick. Yes, that was a twin room, with executive breakfast and use of the health spa.
Mr Henrick That's right. And I was wondering if it would be possible to book a meeting room for tomorrow?
Receptionist Certainly, sir. How many people will be attending? We have a large conference room or a choice of several smaller seminar rooms.
Mr Henrick I'm expecting twelve people to attend, and we will need the room all day.
Receptionist In that case, I would recommend the Washington Room which also has a lounge area where tea and coffee are served.
Mr Henrick That sounds perfect. And could you tell me what presentation facilities are provided?
Receptionist All the rooms are equipped with a laptop, data projector, and a flipchart, and Wifi is available throughout the hotel. Would there be anything else that you needed?
Mr Henrick Not at the moment, but might I have a look at the room this evening to check?
Receptionist Certainly. I'll arrange for someone to take you there when you have checked into your room. Did you want to include lunch with the seminar room booking?
Mr Henrick Possibly, would you mind showing me a price plan with and without lunch?
Receptionist Certainly sir.

2 **Read the *Look out!* box. Then read the dialogue again and find five formal questions.**

LOOK OUT!

Using polite language
We can use the past tense and modals *would*, *could* and *might* to create a more polite tone in formal situations.
I was wondering if ...?
I would recommend ...

3 **Rewrite the sentences and questions to make them more formal.**

1 That's nice.
That would be nice. _____
2 Do you want the executive breakfast?
_____
3 Do you have a meeting room available?
_____
4 Are you interested in using the health spa facilities?
_____
5 Please give me your credit card details.
_____

4 🎧 (1.16) **Listen to the three dialogues. Where do the dialogues take place? What does each person want to do?**

Dialogue 1
_____
_____

Dialogue 2
_____
_____

Dialogue 3
_____
_____

5 🎧 (1.16) **Listen to the dialogues again and complete the sentences.**

Dialogue 1
1 We do. _____?
2 Yes, please. _____
a pair in black?

Dialogue 2
3 I see. _____?
4 _____,
we can issue you with a card.

Dialogue 3
5 _____
for an additional £20?
6 _____
a single or return ticket?

6 **Work in pairs. Prepare a dialogue in two of the following situations. Use polite language.**

1 tourist information office – finding a sightseeing tour
2 sports centre – using the fitness room
3 library – using the internet
4 shop – finding a new suit for an interview
5 restaurant – booking a meal for two people

7 **Act out your dialogues to the class.**

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EVERYDAY ENGLISH 2

Using polite language

Target language
Listening: someone booking hotel facilities
Vocabulary: I was wondering if Could you tell me …? Would there be anything else …? Did you want to …? Would you mind …? • hotel facilities
Speaking: using polite language in a variety of situations

Exercise 1 1.15

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

ANSWER

In the reception area of a hotel.

Exercise 2

- Students read through the **Look out!** box. Check understanding by asking: *What tense do we use to create a more polite and formal tone?* [the past tense] *Which modals can be used to create a more polite tone?* [*would, could, might*]
- Students read the dialogue again and find the five formal questions. Check the answers.

ANSWER

1 I was wondering if it would be possible to book a meeting room for tomorrow?
2 And could you tell me what presentation facilities are provided?
3 Would there be anything else that you needed?
4 Did you want to include lunch with the seminar room booking?
5 Would you mind showing me a price plan with and without lunch?

Exercise 3

- Students rewrite the sentences and questions. Check the answers.

SAMPLE ANSWERS

1 That would be nice.
2 Did you want the executive breakfast?
3 I was wondering if you had a meeting room available?
4 Would you be interested in using the health spa facilities?
5 Could you give me your credit card details, please?

Exercise 4 1.16

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

ANSWERS

1 a shoe shop, she wants to try on black boots
2 a library, he wants to join the library
3 train ticket office, she wants a train ticket to Edinburgh

TAPESCRIPT

Dialogue 1

A Did you need any help there?
B Yes, I was wondering if you had these boots in size 8?
A We do. Did you want to try them on?
B Yes, please. Could you get me a pair in black?
A Certainly, madam.

Dialogue 2

A Excuse me, how many books can you take out at one time?
B You can take out up to four books for three weeks at a time. Do you have a valid library card?
A No, I don't.
B Well, you would have to join the library and get a card.
A I see. How would I do that?
B It's quite straightforward. If you could complete this registration form, we can issue you with a card straight away. Then, you'd be able to take out books today.

Dialogue 3

A Hello. I was hoping to get to Edinburgh this afternoon. Would that be possible?
B Let me just take a look for you, madam. Yes, there are some seats available on the 16.54 train. Did you want to book a first-class ticket for an additional £20?
A No thanks. I'd prefer a regular ticket, please.
B And would that be a single or a return ticket?
A Return, please.

Exercise 5 1.16

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

ANSWERS

1 Did you want to try them on?
2 Could you get me a pair in black?
3 How would I do that?
4 If you could complete this registration form, we can issue you with a card.
5 Did you want to book a first-class ticket …?
6 And would that be a single or a return ticket?

Exercises 6

- Students prepare two dialogues in pairs. Monitor and help.

Exercise 7

- Students perform their dialogues to the class.

SAMPLE ANSWER

A Good afternoon. I was wondering if I could book a table for tomorrow evening?
B Certainly sir. How many people would that be for?
A For two please.
B Did you want a table outside on the terrace?
A Yes, that would be nice. Would you mind telling me more or less how much a dinner for two would cost?
B Certainly sir. I would be in the region of £50 per head depending on what you order. And what time did you want the booking for?
A 8.30, please.
B That's absolutely fine. Could you give me your name and a contact number, please?
A Yes. That's Henrick and my mobile number is 225 8675.
B Thanks very much, Mr Henrick. We look forward to seeing you tomorrow evening.

Follow-up

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Making positive suggestions

1 🎧 (1.23) **Read and listen to the dialogue. What does Karen regret?**

Helen Hi, Karen. How were your exam results?

Karen Bad news, I afraid. I failed my biology exam and I didn't get into Bristol University. If only I had spent more time studying biology. I really wanted to go to Bristol. Apart from the course, they've got great sports facilities, and my sister's studying there.

Helen That's too bad. But don't give up. Provided that you study a bit harder, you could apply again for next year.

Karen Maybe. Do you know what my problem is? I've been too obsessed with tennis. I wish I'd never listened to the tennis coach who told me I could become a national champion. Why didn't I listen to my mother instead?

Helen But Karen, you are the regional youth champion! Imagine if you hadn't listened to the coach – you wouldn't be the great tennis player that you are today! Why don't you think about trying to get sponsorship to continue your tennis training and study at the same time?

Karen I suppose I could get a job. I could do some tennis coaching myself.

Helen The important thing is, so long as you devote enough time to studying, you'll have a good chance of being successful.

2 **Read the *Look out!* box. Then read the dialogue again and find four sentences that Helen uses to make positive suggestions to comfort Karen and resolve the situation.**

1 _____
2 _____
3 _____
4 _____

LOOK OUT!

Making positive suggestions
When people are dealing with a problem we can make positive suggestions to try to help. We often use conditionals to give support, and questions using *Why don't you?* to make suggestions.

3 🎧 (1.24) **Listen to the way that Karen expresses regret. Which word is emphasized in each sentence? Listen and repeat.**

1 If only I had spent more time studying biology.
2 I wish I'd never listened to the tennis coach
3 Why didn't I listen to my mother instead?

4 🎧 (1.25) **Listen to two dialogues. What does each speaker express regret about?**

Dialogue 1

_____

Dialogue 2

_____

5 🎧 (1.25) **Listen to the dialogues again. Complete the sentences.**

Dialogue 1

1 _____
some new clothes.

2 _____
you could borrow a jumper or a jacket.

Dialogue 2

3 _____
you might be just as unhappy.

4 _____
your CV again?

5 _____
companies will see your potential.

6 **Work in pairs. Choose one of the situations and write a dialogue expressing regret and making positive suggestions.**

Situation 1
The airport bus was stuck in a traffic jam and you have just missed your flight to Paris. You have an interview in Paris for an internship. Unfortunately, you spent all your savings on a new bike so you can't buy a new ticket. Tell your friend about your problem and express your regrets.

Situation 2
You have just read some of the winning essays in a writing competition. If you had entered the competition, you might have won a prize. Some of the winners will be given free places on a prestigious summer writing course. Your friend often comes up with good advice, tell him or her why you didn't enter the competition and why you regret this.

7 **Act out your dialogue to the class.**

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EVERYDAY ENGLISH 3

Making positive suggestions

Target language
Listening: someone expressing regrets while her friend makes positive suggestions
Vocabulary: If only I had. I wish I'd never Why didn't I …? provided that Why don't you …? Supposing …? How about …?
Speaking: expressing regrets and making positive suggestions

Exercise 1 1.23

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

ANSWER

Karen regrets not studying more to get into university.

Exercise 2

- Read through the **Look out!** box with students. Check understanding by asking: *What type of sentences can be used to give support?* [conditionals and sentences starting with *Why don't you …?*]
- Students read the text individually or in pairs to find four sentences. Check the answers.

ANSWERS

Provided that you study a bit harder, you could apply again for next year.
Imagine if you hadn't listened to the coach, you wouldn't be the great tennis player that you are today!
Why don't you think about trying to get sponsorship to continue your tennis training and study at the same time?
The important thing is, so long as you devote enough time to studying, you'll have a good chance of being successful.

Exercise 3 1.24

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

ANSWER

1 If <u>only</u> I had spent more time studying biology.
2 I <u>wish</u> I'd never listened to the tennis coach.
3 <u>Why</u> didn't I listen to my mother instead?

Exercise 5 1.25

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

ANSWERS

1 The speaker regrets not bringing warmer clothes.
2 The speaker regrets not having taken a job in London.

TAPESCRIPT

Dialogue 1

A I wish I'd brought some warmer clothes. I'd forgotten that it's much cooler in England compared with Spain in the summer.
B Why don't you go out and buy some new clothes?
A If only I had the money. I didn't bring any spare cash.
B Supposing you asked Carl if you could borrow a jumper or a jacket. He's about your size.

Dialogue 2

A If only I had taken that job in London, I'd be much happier.
B But living so far away from your family, you might be just as unhappy.
A But at least I would have a permanent job. I can't find a job here.
B Listen, how about looking at your CV again? Provided that you focus on your experiences and abilities, companies will see your potential. What are you doing this evening?

Exercise 5 1.25

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

ANSWERS

1 Why don't you go out and buy some new clothes?
2 Supposing you asked Carl if you could borrow a jumper or a jacket.
3 But living so far away from your family, you might be just as unhappy.
4 Listen, how about looking at your CV again?
5 Provided that you focus on your experiences and abilities, companies will see your potential.

Exercise 6

- Students prepare a dialogue in pairs. Monitor and help.

Exercise 7

- Students perform their dialogues to the class.

SAMPLE ANSWER

A Hi Ricky. Why are you still here?
B I've just missed my flight to Paris where I have an interview! I wish I hadn't gone out last night!
A Supposing you ring them up and ask for an interview when you can get another flight!
B Unfortunately, I haven't got any money to buy a ticket. I wish I hadn't bought that new bike!
A Providing you pay me back within the next two months, I'll lend you the money to book another flight. Why don't you ring the travel agency now to see when you can get another flight?
B Oh, thanks so much Terry.
A No problem, and you can lend me your new bike in the meantime!

Follow-up

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Making and dealing with complaints

1 1.30 **Read and listen to the dialogue. What is the speaker making a complaint about? Does the assistant resolve the complaint?**

Assistant Customer Service help desk, contracts' department. [1]**How can I help you**?
Customer Good afternoon, [2]**I'm ringing to complain about** my mobile phone and internet package. I'm sorry to have to say this, but I'm really not happy with the service, and I'm seriously considering cancelling my contract with you.
Assistant [3]**Could you tell me** precisely what the problem is?
Customer Yes, my phone signal is often unavailable and my internet access is always being interrupted. [4]**It's simply not good enough** to charge me so much for such a poor service.
Assistant Have you contacted us before to report this?
Customer Lots of times, and that's another thing. I often can't get through to anyone. And when I do, nothing seems to be resolved.
Assistant I can put you through to the technical department now to see if they can resolve the problem.
Customer [5]**Sorry, but actually I'd like to** terminate my contract. Can I do that now?
Assistant I'm afraid we need a month's notice to terminate your contract. You'll have to request a termination in writing.
Customer I understand what you're saying, but [6]**that's just not acceptable**. [7]**It's absolutely ridiculous**! I really don't think I should have to pay for another month if you are not providing the service detailed in the contract. [8]**I'd like to speak to** the manager!

2 **Read the dialogue again. Which of the phrases in bold are for making a complaint and which are for dealing with one?**

Speaking tip

In English, we use the following phrases to make complaints sound more polite:
I'm sorry to say this but ...
Actually, ...
I'm afraid that ...
And that's another thing.
I understand what you're saying but ...

3 **Read the *Speaking tip* and make the following complaints sound more polite.**

1 That's ridiculous.
_____
2 Your service is terrible.
_____
3 I'd like to cancel my contract.
_____
4 I refuse to pay for such bad service.
_____
5 I have already reported the problem several times.
_____

4 1.31 **Listen to the dialogue. What is the customer complaining about?**

5 1.31 **Listen again and answer the questions.**

1 What does the customer want to do?
2 What does the assistant say to show he is listening?
3 What does the customer find ridiculous?
4 What suggestion does the assistant make to resolve the problem?
5 Is the customer satisfied with the suggestion?

6 **Work in pairs. Prepare a telephone dialogue between a Customer Service Assistant, and a dissatisfied customer. Decide what the product is and why the customer is dissatisfied. Use the chart below.**

A

Assistant
Introduce your company.

B

Customer
Explain why you are calling.

Ask B for more detail.

Express your complaint.

Make a suggestion to B.

Respond in a negative way, add a further complaint.

Make another suggestion.

You understand, but you are not satisfied. Explain why it is unfair. Demand a refund.

Tell B you can't give a full refund. Give reasons.

You are unhappy, explain what action you will take. Finish the conversation.

Thank B for the call.

7 **Act out your dialogue to the class.**

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EVERYDAY ENGLISH 4

Making and dealing with complaints

Target language
Listening: a telephone complaint from a customer to a customer service assistant
Vocabulary: I'm sorry to say this but, Actually, I'm afraid that And that's another thing I understand what you're saying but
Speaking: expressing dissatisfaction with a service or product to a customer service assistant

Exercise 1 1.30

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

ANSWER

The speaker is complaining about his mobile phone and internet package. The assistant isn't able to resolve the complaint.

Exercise 2 1.30

- Students read the dialogue again and do the task.

ANSWERS

Making complaints:
I'm ringing to complain about …
It's simply not good enough …
It's simply not good enough …
Sorry, but actually I'd like to …
… that's just not acceptable.
It's absolutely ridiculous.
Dealing with complaints:
How can I help you?
Could you tell me …?

Exercise 3

- Read through the **Speaking tip** box with students. Check understanding by asking: *Why are the phrases in the Speaking tip used?* [to make complaints sound more polite]
- Students complete the task individually or in pairs.

SAMPLE ANSWERS

1 I'm sorry to say this but that's ridiculous.
2 I understand what you are saying but your service is terrible.
3 I'm afraid that I'd like to cancel my contract.
4 And that's another thing, I refuse to pay for such bad service.
5 Actually, I have already reported the problem several times.

Exercise 4 1.31

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

ANSWER

The customer is not happy about the amount of advertising on the film channel.

TAPESCRIPT

Dialogue

Assistant Film Network, customer services. How can I help you?
Customer I'm sorry to say this, but I'm really fed up with your service and I'd like to terminate my contract.
Assistant I'm sorry to hear that. Could you tell me precisely what the problem is?
Customer Well, I generally love your film channel, but I have to say I'm really unhappy about the amount of advertising there is these days. It's absolutely ridiculous. You can't watch a film for more than ten minutes without an advert.
Assistant Have you considered upgrading to Premium Plus? Premium Plus does not have any advertising while films are in progress and is available for only £5 extra a month.
Customer Don't get me wrong, I'm willing to pay for a good service, but I think £5 a month extra is far too much.
Assistant I understand what you are saying, sir. There are a number of free trial offers for this package at the moment. Would you be interested in one of those?
Customer Well, that would depend on the deal …

Exercise 5 1.31

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

ANSWERS

1 He wants to terminate his contract.
2 I'm sorry to hear that.
3 The amount of advertising.
4 She suggests upgrading to Premium Plus.
5 It would depend on the deal.

Exercise 6

- Read through the task with students. Remind students to use expressions from the dialogue in exercise 1, the **Speaking tip** and exercise 3.
- Students prepare a dialogue in pairs. Monitor and help.

Exercise 7

- Students perform their dialogues to the class.

SAMPLE ANSWER

A Organic Selection, Martin speaking. How can I help you?
B Good afternoon. I'm ringing to complain about the delivery of my weekly order of fruit and vegetables.
A OK. Could you tell me exactly what the problem is with the delivery?
B I'm afraid to say this but sometimes the delivery is not always when I expect it, it can be in the morning or in the afternoon and I am not always at home.
A I can take a note of when you would prefer the delivery, either in the morning or the afternoon. Would that help?
B Oh, that's just ridiculous. I don't know when I am going to be at home. And another thing I don't always get the same fruit and vegetables.
A I am sorry to hear that but it does say in our conditions that the fruit and vegetables we provide is subject to availability and season. I could make a note of fruit and vegetables that you don't want to receive. It's difficult for us to provide fresh organic vegetables when they are out of season.
B Yes, I understand what you're saying but I'm afraid I am just not satisfied. The information your company gave me at the beginning of the contract did not state any of these points. I have paid for six months and I would like a refund as soon as possible for the remaining three months of the contract.

Follow-up

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Describing experiences and objects

1 **Look at the photo of the Amazon rainforest. What do you think it is like to be there? Think of ways to describe the experience, then compare your ideas with a partner.**

2 🎧 (2.05) **Read and listen to the dialogue. Did Darren enjoy his experience in the rainforest?**

Fiona So Darren, what was it like living in the Amazon rainforest for a month?

Darren It was sort of like … erm … How can I put it? It was life-changing! Even though you see tropical rainforests in TV documentaries, you just can't imagine what it's like actually being in one. How can I describe it? You feel clammy all the time and you get the sense that you're kind of being eaten alive. And all those weird plants – it's like being on another planet.

Fiona Wow! Where did you stay?

Darren It was a kind of medical research base where tourists can stay too. The building was made out of wood, there was no electricity and we had to boil our own water. It was like something out of a survival film!

Fiona It all sounds a bit primitive! Did you have an upset stomach or anything?

Darren Actually, I was a bit under the weather for a week or so; some type of bacteria in the water, or something. It made me feel quite queasy. But apart from that, and a couple of insect bites, I was generally fine. As I said, it was an amazing experience.

Speaking tip

In spoken English, we often use the following words when we aren't sure exactly how to describe something:
kind of *type of* *sort of* *sort of like*
something like *a bit* *or something*
We also use hesitation devices when we can't yet give an accurate description.
How can I put it? *How can I describe it?*

3 **Read the *Speaking tip* and then read the dialogue again. Find ten expressions that Darren uses when he is not sure how to describe something.**

1 It was sort of like …

4 🎧 (2.06) **Listen to three descriptions. What are the speakers describing?**

1 _____.
2 _____.
3 _____.

5 🎧 (2.06) **Listen to the dialogues again. Complete the sentences for each description.**

1 It's _____ that you can pack away.
2 It's _____ a mobile home.
3 Right, this place _____ fort.
4 You _____ the length.
5 My place is _____ strange and eerie.
6 It was like being, how can I put it, _____ completely isolated.

6 **Use the expressions in the *Speaking tip* to describe three objects in the room to your partner.**

7 **Work in pairs. Decide on a place or an experience you want to describe. Prepare a dialogue using the words in the *Speaking tip* to help you. Practice acting out both parts A and B.**

A

Ask B about a place they have visited or an experience you know they have had.

B

Describe the place or experience.

Ask B a question.

Answer the question and continue with the description.

Show interest and ask another question.

Conclude your description.

8 **Act out your dialogue to the class.**

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EVERYDAY ENGLISH 5

Describing experiences and objects

Target language
Listening: someone describing a place and an experience
Vocabulary: kind of type of sort of sort of like something like a bit or something How can I put it? How can I describe it?
Speaking: someone describing a place or an experience

Exercise 1

- Students look at the photo, then answer the questions in pairs.
- Ask pairs for their ideas to share with the rest of the class.

Exercise 2 2.05

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

ANSWER

Despite a few problems Darren enjoyed his experience in the rainforest.

Exercise 3

- Students read the **Speaking tip**, then find the ten expressions in the dialogue in exercise 2.

ANSWERS

1 It was sort of like …
2 How can I put it?
3 How can I describe it?
4 kind of being
5 it's like being on …
6 It was a kind of …
7 It was like something out of a …
8 I was a bit under the weather …
9 some type of …
10 or something

Exercise 4 2.06

- Play the CD. Students listen to the three descriptions and do the task. Check the answers.

ANSWERS

1 a tent 2 The Great Wall of China 3 the desert

TAPESCRIPT

Dialogue 1

Jake It's your turn to describe an object.
Jenny Oh, this is easy. It's erm … it's sort of like a house that you can pack away into a small space and carry in your car. It has poles and is made of canvas. It's what you might call a mobile home.
Jake I know. Is it a …?

Dialogue 2

Jenny OK, my turn. This time you have to describe an unusual place you have been to recently. Right, this place is a type of stone fort. How can I describe it? It's extremely long – you just can't imagine the length. People say you can see it from space but I'm not sure …
Jake Easy. It's got to be …

Dialogue 3

Jake My place is sort of really strange and eerie, especially if you live in a big city in a mild climate like me. There were practically no plants, animals or buildings, and it was very hot during the day and cold at night. It was like being, how can I put it, completely isolated. You need plenty of water to survive there. You'd get completely lost without transportation and a compass.
Jenny Is one of the means of transport a camel?
Jake Yes!
Jenny Aha, I think I know …

Exercise 5 2.06

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

ANSWERS

1 It's sort of like a house that you can pack away.
2 It's what you might call a mobile home.
3 Right, this place is a type of stone fort.
4 You just can't imagine the length.
5 My place is sort of really strange and eerie.
6 It was like being, how can I put it, completely isolated.

Exercise 6

- Students do the task in pairs. Monitor and help.

Exercise 7

- Students prepare a dialogue in pairs. Monitor and help.

Exercise 8

- Students perform their dialogues to the class.

SAMPLE ANSWER

A So Jenny, what was it like living on a canal boat for a month?
B It was sort of like living in a small long box and it was kind of scary at first. There is little room on a canal boat so, how can I say it, you have to be really organized and tidy. The bed was also the sofa and really thin like sleeping on a plank of wood. I didn't get much sleep the first few night and it was kind of like living in a zoo. I could hear all the wildlife outside.
A Did you have electricity and running water?
B Yes, so that wasn't a problem. But I had to go to the laundrette as there wasn't a washing machine. Also the fridge was really tiny.
A It sounds really uncomfortable. So, was it an unpleasant experience overall?
B Well, how can I put it? I wouldn't want to do it again but it was sort of like life changing. The boat was charming, made of wood and you might say cosy. I quite enjoyed having to be so organized and looking at the ducks on the canal but, as I say, I wouldn't do it again.

Follow-up

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Reaching an agreement

1 2.11 **Read and listen to the dialogue. What personality qualities do Claire and Tony think are important when choosing someone to represent the school?**

Claire Hi, Tony. We need to choose someone to represent the school at the International Students' Conference next month. Who do you think we should vote for?

Tony Well, I think it has to be someone who's confident and sociable.

Claire I agree. So, what do you think about Kelly Smith?

Tony You've got to be joking! She's really clever but she's not very good at standing up in front of lots of people. I was thinking of someone more like Robert Powell. He's always the life and soul of the party.

Claire That's true, but I'm not convinced. I mean, he's also a bit of a show-off, and perhaps not the best person to represent the school.

Tony Yeah, I see what you mean. What about Bill Simons? He's fun, and he's got a good head on his shoulders.

Claire I'm afraid we'll have to agree to disagree on that one. I just don't think he's mature enough. Let's think of someone else – someone more diplomatic. What do you think about Jennifer Williams?

Tony Yeah, she's a possibility. She's certainly very diplomatic.

Claire Yeah, and in my opinion she's confident enough to deliver a good presentation, too.

Tony OK. I'd go along with that. Let's vote for Jennifer.

2 2.12 **Read the dialogue again and complete the table with expressions used to reach an agreement. Then listen and repeat.**

Reaching an agreement
Disagreeing You've got to [1]_____! Sorry but I really can't agree with you on that. I'm afraid we will have to [2]_____ on that one.
Partial agreement I see your point, but I don't entirely agree. That's true, but I'm [3]_____. That's a possibility.
Agreeing I completely agree with you on that. Yes, I see [4]_____. OK, I'd [5]_____ that.

3 2.13 **Listen to two dialogues. What topic is being discussed? What agreement do the speakers reach?**

Dialogue 1

1 topic: _____

2 agreement: _____

Dialogue 2

3 topic: _____

4 agreement: _____

4 2.13 **Listen to the dialogues again and decide if the statements below are true or false.**

Dialogue 1

1 Rafa Nadal has a foot injury.

2 Rafa Nadal won the match yesterday.

Dialogue 2

3 Sally and Dean are studying Shakespeare's play Hamlet at school.

4 Dean likes Sally's idea about performing a Shakespeare play.

5 **Work in pairs. Using the information in the table below try to reach an agreement on who should represent your school at an international Students' Conference.**

	Jane	Jack	Paul
Positive personality traits	Confident, spontaneous	Calm, clear speaker, down to earth	Charismatic, quick-witted, happy-go-lucky
Negative personality traits	Sometimes outspoken and bossy	Can appear dull when you first meet him	Not always considerate of other people
School clubs	President of the school's tennis club	School chess champion	Chairperson of debating society
School record and abilities	Good at all subjects. especially languages	Good at sciences and maths	Very good at sports, music and drama

6 **Act out your dialogue to the class.**

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EVERYDAY ENGLISH 6

Reaching an agreement

Target language
Listening: two people in the process of reaching an agreement on someone to represent their school
Vocabulary: disagreeing: You've got to be joking. Sorry, but I really can't agree with you on that. I'm afraid we will have to disagree on that one. **partial disagreeing:** I see your point, but I don't entirely agree. That's true, but I'm not convinced. That's a possibility. **agreeing:** I completely agree with you on that. Yes, I see what you mean. OK, I'd go along with that. • describing personalities
Speaking: reaching an agreement on who should represent the school at an international conference

Exercise 1 2.11

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

ANSWER

Claire and Tony agree that the person needs to be diplomatic, confident and have the ability to give a good presentation.

Exercise 2 2.12

- Students read the dialogue again and complete the table.
- Play the CD for students to check their answers. Students then listen again and repeat the expressions.

ANSWERS

1 You've got to be kidding!
2 I'm afraid we'll have to agree to disagree on that one.
3 That's true, but I'm not convinced.
4 Yes, I see what you mean.
5 OK, I'd go along with that.

Exercise 3 2.13

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

ANSWERS

1 tennis
2 They agree that Rafa Nadal will get to the final
3 school play
4 They agree to write their own school play.

TAPESCRIPT

Dialogue 1

Kathy Have you been following the tennis?
Flo Yes, it's very exciting. But I don't think Rafa Nadal is going to win this time.
Kathy You must be kidding! He's won everything so far this year.
Flo That's true, but I'm not convinced. He didn't play well yesterday even though he beat his opponent, and they say he's having problems with his knee again.
Kathy Yes, I see what you mean but he did actually win the match. He'll definitely get to the final.
Flo I completely agree with you on that – but will he win it?

Dialogue 2

Dean As we're studying *Hamlet*, do you think we should perform it for the school play this year?
Sally Possibly, but it is a very long play and quite difficult to understand. I think it's a bit gloomy, too. How about a comedy – something more fun?
Dean Yes, I see your point. Have you got something in mind?
Sally I was thinking of *A Midsummer Night's Dream* or *Twelfth Night*.
Dean Sorry, but I can't really agree with you on that. Both those plays have a complicated plot.
Sally Well, what about writing our own play?
Dean Yeah, that's a great idea! I'd go along with that.
Sally Great. So, who shall we ask to write it with us?

Exercise 4 2.13

- Students listen to the CD again and decide if the statements are true or false. Check the answers.

ANSWERS

1 F (Nadal has a knee injury.)
2 T
3 T
4 F (Dean likes Sally's idea about writing their own play.)

Exercise 5

- Read through the instructions with the class. Make sure students understand what they have to do.
- Students prepare a dialogue in pairs. Monitor and help.

Exercise 6

- Students perform their dialogues to the class.

SAMPLE ANSWER

A Who do you think we should vote for to represent the school at the conference?
B How about Jane? She's very confident and she's the president of the tennis club.
A You've got to be joking! She's very bossy with people and sometimes quite outspoken.
B I see your point, perhaps we need someone more friendly and down to earth. What do you think about Jack?
A That's a possibility.
B Or what about Paul, he charismatic and the chairperson of the debating society.
A I'm afraid we'll have to agree to disagree on that option. Paul's not very considerate of other people. Let's vote for Jack.
B OK. I'd go along with that.

Follow-up

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Presenting an opinion

1 2.20 **Read and listen to the presentation. According to the speaker, what makes the Asian diet so healthy?**

I'm going to talk about Asian food and why I like it so much. Over half the world eats Asian food regularly. It's an amazing statistic, isn't it? Many experts consider the Asian diet to be particularly good for your health. It's the lack of saturated fats, and variety of fresh fruit, vegetables and pulses that make it so healthy. In the west we eat much more red meat and dairy products, and it's these products that are thought to contribute to obesity, diabetes and heart disease. All of these diseases are less prevalent in Asian cultures. Is it any wonder that doctors recommend including Asian food in our diets?

Apart from the health benefits, what I love about Asian food is that it's delicious and varied. It's the great range of spices that add excitement and make Asian dishes exotic for me. The best thing about the Asian diet is that it's mostly plant-based with thousands of fantastic vegetarian dishes, rich in vitamins and fibre. Of the many Asian cuisines, the one I like most is Thai cuisine. It's the blend of ingredients that makes it so unique. Why not try a green curry or Thai fishcakes next time you have the chance? And the best thing is, these days you can find Thai restaurants all over the UK.

2 **Read the *Speaking tip*. Which two rhetorical questions does the speaker ask? What is the effect of his questions?**

> ***Speaking tip***
>
> Using a rhetorical question is a good way to engage listeners and to maintain their interest. When a speaker uses a rhetorical question he or she does not expect an answer, but the listener will think about a possible answer. In this way the speaker can emphasize a point and make the listener more sympathetic to his or her opinion.

3 **Read the *Look out!* box. Then read the presentation again and underline the expressions that add emphasis.**

> **LOOK OUT!**
>
> **Adding emphasis**
> We can emphasize certain points by using cleft sentences beginning with *it*, or a question word:
> *It's the lack of saturated fats that makes it so healthy!*
> *What I love about Asian food is that …*

4 2.21 **Listen to two presentations. Which of the topics do the speakers talk about? Tick two boxes.**

1 an organic farm ☐
2 a restaurant ☐
3 an open air market ☐
4 a fitted kitchen ☐

5 2.21 **Listen to the presentations again and answer the questions.**

Presentation 1
1 What makes the town market unique?
2 What can you buy at the market?
3 Where does it take place?

Presentation 2
4 What equipment does the presenter suggest you will have space to store?
5 What does the presenter say he really likes?
6 What scene does he ask his listeners to imagine?

6 **Choose one of the following topics to give a short presentation. Use rhetorical questions and cleft sentences for emphasis.**

1 the things you like eating
2 your idea of a healthy diet
3 the cuisine of your region or another culture
4 your favourite places to eat out

7 **Work in groups of four. Give your presentations to each other and vote for the presentation that you find the most convincing.**

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EVERYDAY ENGLISH 7

Presenting an opinion

Target language
Listening: someone giving a presentation about what they think makes the Asian diet so healthy
Vocabulary: It's the lack of What I love about It's the blend of ingredients that make it so The best thing about
Speaking: giving an opinion through a presentation, using rhetorical sentences or cleft sentences for emphasis

Exercise 1 2.20

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

ANSWERS

the lack of saturated fats and the variety of fresh fruit, vegetables and pulses

Exercise 2

- Read the **Speaking tip** as a class. Check understanding by asking: *Why do we use rhetorical questions in a presentation?* [to keep the listener's interest]
- Students complete the task individually or in pairs. Check the answers.

ANSWERS

It's an amazing statistic, isn't it?
Is it any wonder that doctors recommend including Asian food in our diets?
Both questions get the listener to think of the answers and therefore maintain interest.

Exercise 3

- Read through the **Look out!** box with the class.
- Student underline the expressions in the presentation that add emphasis. Check the answers.

ANSWERS

It's the lack of saturated fats …
… and it's these products that are thought to contribute to obesity.
What I love most about Asian food is that …
It's the great range of spices that add …
The best thing about the Asian diet is …
It's the blend of ingredients that …
The best thing is …

Exercise 4 2.21

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

ANSWERS

Tick: 3 and 4

TAPESCRIPT

Presentation 1

In my opinion, everybody should try the town market at least once. It's the only place where you'll find fresh, organic produce from local sources. What makes it unique is that you can sample lots of products before you buy them and chat to the farmers and suppliers. There's a wonderful choice of cheeses, meats, vegetables and breads, and all at reasonable prices. It takes place beside the train station every Saturday afternoon. Why not come along and see for yourself? Who knows, you might even bump into a friend or two?

Presentation 2

Come in and see the kitchen! Have you ever seen anything more magnificent? With plenty of space for all your equipment – saucepans, wok, casseroles – and plenty of storage space, this kitchen is every chef's dream. What I particularly like is this spice cupboard, within easy reach of the cooker. Imagine yourself preparing a delicious meal for your family and then everybody sitting down together at this beautiful oak table to enjoy it. What more could you ask for?

Exercise 5 2.21

- Play the CD again. Students listen and answer the questions. Check the answers.

SAMPLE ANSWERS

1 It's the only place where fresh local organic produce can be bought. Also you can sample lots of products before you buy them.
2 cheese, meat, vegetables and breads
3 beside the train station
4 saucepans, wok and casseroles
5 the spice cupboard
6 preparing a delicious meal then sitting down with your family at an oak table

Exercise 6

- Students prepare a presentation in small groups.
- Remind them to use rhetorical questions and cleft sentences to add emphasis. Monitor and help.

Exercise 7

- Students perform their presentations in groups of four.

SAMPLE ANSWER

The things I really like eating aren't necessarily the best foods for your health. Do you eat food that you know is not great for your health? What I love most on a Saturday night is an enormous beef burger. It's probably the tomato ketchup that makes this one of my favourite meals. I also like to have chocolate cake with ice cream for dessert. Doesn't that sound delicious? Of course I don't eat like that everyday. I also like eating healthy food during the week. From Monday to Friday I try to eat salads and at least one vegetarian dish every day. It's the saturated fats in foods that cause health problems, so I try to avoid these. The best thing about vegetarian food is that it is cheaper to prepare compared to many traditional meat dishes. Did you know that the money you pay for a big juicy red steak can buy you at least twelve vegetables? What I like most about vegetarian dishes is that you can use your imagination when you are preparing them. I love cooking. I find it so relaxing and at the same time exciting!

Follow-up

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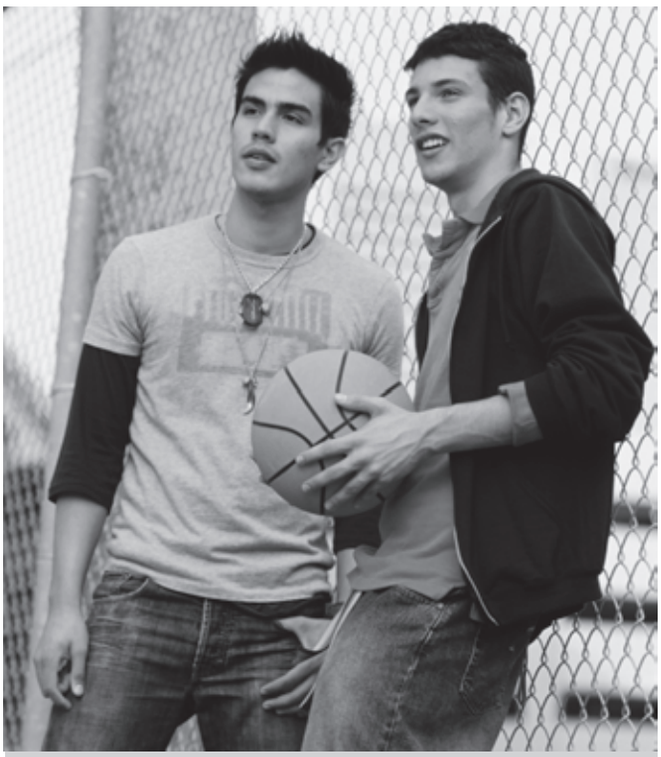
Changing the subject

1 3.05 **Read and listen to the dialogue. Who is going to ...**

1 do an internship?
2 do a short course?
3 visit the Royal Observatory?



Stan Did I tell you that I'm going to do a short course in international communication next week?
Jim No, you didn't. That sounds really interesting. By the way, I've got some good news about my internship.
Stan Oh, yeah. What's that?
Jim I've got six weeks doing a work placement at the City Investment Bank during the summer holidays. I'm going to be working in the IT department, which is great because I want to study IT and electronics at university.
Stan That's great news. Well done! Anyway, going back to my course, I was going to ask you if you had any books on international communication. I need to do some background reading before my course.
Jim Oh yeah, I'll ask my sister. She's done a similar course, so I'm sure she'll have ...
Stan Sorry to interrupt, but that reminds me – didn't your sister win a prize in a maths competition?
Jim Oh, yes! I forgot to tell you. She won second prize, which is a trip to the Royal Observatory in London.
Stan Wow! That's amazing. She must be really good at maths, then.
Jim Yes, she's a bit of a genius. Anyway, I'll ask her about those books for you.
Stan OK, thanks. Now, tell me more about your internship.

2 3.06 **Read the dialogue again and find five expressions that are used to change the subject of the conversation. Then listen and repeat.**

3 **Work with a partner to practise changing the subject in a conversation. Student A start talking about a topic in A and Student B change the subject to a topic in B.**

A
- your plans for the weekend
- a film you have seen
- a good exam result
- someone you met recently
- your favourite team's result

B
- a family reunion
- a book you have read recently
- good news about one of your school subjects
- an old friend you both know
- bad news about your favourite team

4 3.07 **Listen to two dialogues. What's the opening subject of the dialogue? What new subject does the other speaker introduce?**

Dialogue 1
1 opening subject: _____
2 new subject: _____
Dialogue 2
3 opening subject: _____
4 new subject: _____

5 **Work in pairs. Use the information below and the flowchart to create a dialogue using expressions from exercise 2.**

A You plan to see a film in the cinema called the 'Deep Blue Sea' this weekend. It is an adventure film and lots of people are going to see it. The film is by one of your favourite film directors and stars a famous actor. You can see the film in the film in 3D.
B You went to the Red Sea on holiday last year with your family and had a great time. You are going to go again this summer. This year you are going to take diving lessons. The sea has thousands of species of fish and you would like to swim around the coral reef.

A
Talk about the film you want to see.

B
Show interest and change the subject.

Return to your subject.

Find a link with the subject A is discussing and use it to change the subject.

Make a comment about what B is discussing and return to your subject.

Agree with A on a point then change the subject. Ask A for opinions on your subject to stop them returning to their subject.

Try to finish the conversation talking about your subject.

6 **Act out your dialogue to the class.**

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EVERYDAY ENGLISH 8

Changing the subject

Target language
Listening: two students speaking to each other, one about his course and the other talking about his work placement
Vocabulary: by the way that reminds me as I was saying Anyway, going back to sorry to interrupt
Speaking: two people talking about different topics using techniques to change the subject

Exercise 1 3.05

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

ANSWERS

1 Jim 2 Stan 3 Jim's sister

Exercise 2 3.06

- Students find the five expressions in the dialogue used to change the subject.
- Play the CD to check the answers, pausing for students to listen and repeat the phrases.

ANSWERS

By the way …
Anyway, going back to my course …
Sorry to interrupt, …
That reminds me …
Now, tell me more about …

Exercise 3

- Students do the task in pairs. Monitor and help.
- Ask one or two pairs to perform in front of the class getting the rest of the class to evaluate if the pairs were able to change the subject effectively.

Exercise 4 3.07

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

ANSWER

1 new mobile
2 ring someone about going to the cinema
3 trip for dad's birthday
4 joined a football team

TAPESCRIPT

Dialogue 1

Sandra Did I tell you that I had a new mobile phone for my birthday?
Amanda No, lucky you. Oh, that reminds me: I have to ring Jenny about going to the cinema this weekend. I haven't seen her for ages. Do you want to come along?
Sandra That would be great. Why don't you ring her on my new phone?
Amanda That's OK, thanks. I've got my own.

Dialogue 2

Susan I must tell you. We went on a fantastic boat trip for my dad's birthday.
Martin Really? Did you go up the river?
Susan Yes, it took the whole day and we had lunch and dinner on the boat.
Martin By the way, did I tell you that I've joined the football team? We train twice a week and I have my first match this Saturday …
Susan Martin, you know I'm not interested in football! Anyway, as I was saying, the trip took the whole day, you have to do it sometime. It's really relaxing watching the whole world go by.

Exercise 5

- Read through the role cards with the students.
- Students prepare a dialogue in pairs using expressions from exercise 2 and following the flow chart. Monitor and help.

Exercise 6

- Students perform their dialogues to the class.

SAMPLE ANSWER

A Hi Henry. Do you fancy going to the cinema to see *Deep Blue Sea*?
B It sounds like a good idea. The reminds me, did I tell you we were going on holiday to the Red Sea again?
A Oh really, that sounds great. Anyway, as I was saying, it's an adventure film starring Mike Oldfield and Rita Fisher. Loads of people are going to see it. It's going to be the big holiday film this year.
B Sorry to interrupt, but talking of holidays, why don't you to come to the Red Sea with us? You would love it. This year I am going to take diving lessons. I really want to swim around the coral reef and see the thousands of fish species there.
A I'll have to ask my parents. Anyway, going back to the film. It's an adventure film, by Kirk Mendes, and you can see it in 3D. It's supposed to be amazing.
B Well, we must go and see it then. By the way, I've invited Ricky to come along on holiday too. He loves diving.
A Really! I've asked Ricky if he's interested in coming to the cinema too.

Follow-up

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Showing interest

1 3.13 **Read and listen to the dialogue. Why did Beth talk to the head teacher? Do you agree with Beth's opinion?**

Beth Did I tell you about my meeting with the head teacher?
May No. Why did you see him?
Beth To protest against the plan to extend the staff car park. As far as we know, they're going to use some of the playing field area to make more space for the teachers to park their cars.
May Well, teachers need to park somewhere, don't they?
Beth Yes, but they shouldn't use the playing fields. Those facilities are important for students. It's just not acceptable to build on them. And that's what I told the head teacher.
May You didn't!
Beth Oh yes, I did. And he went on to say that if teachers couldn't get to work, then there wouldn't be any lessons for the students. And he asked me which I thought was more important – sports or lessons.
May So, what did you say to that?
Beth I said that obviously lessons were more important, but that he could do more to encourage teachers to come to school by bicycle.
May Well, you've got a point there, I suppose. If more teachers came to school by bicycle, it would set a good example for students.
Beth Exactly!

2 **Read the dialogue again. How did Beth's original conversation with the head teacher go? Complete the conversation and practise with a partner.**

Beth I'd like to discuss the issue of extending the car park with you.
Head Teacher Yes, what do you want to say?
Beth Well, in my opinion, Sir, you shouldn't use the playing field area ...
Head teacher 1 _____
_____
Beth 2 _____
_____

3 3.14 **Read the *Speaking tip*. Then listen and repeat the expressions used to show interest. Try to express interest in your voice by copying the intonation.**

> ***Speaking tip***
>
> During a conversation, it's important for the listener to show interest by using questions, or by empathizing with expressions like; *You didn't! Really? Exactly! That's amazing!*

4 3.15 **Listen to the three dialogues. Who or what are the speakers talking about in each dialogue?**

1 _____
2 _____
3 _____

5 3.15 **Listen to the dialogues again. In which of the dialogues 1–3 do these expressions appear? They may appear in more than one dialogue.**

a You're kidding! _____
b You didn't! _____
c Really! _____
d Well, I'm not surprised. _____
e Oh, dear. That's terrible! _____
f Exactly! _____

6 **Work in pairs. Prepare two mini anecdotes from the list of options below. Use expressions from exercise 3 to tell the anecdotes and to show interest. Take it in turns to be the main story teller.**

a You met a famous singer in a café. What did he or she talk about?
b Your friend Annie won a lot of money in a competition and spent it all in a week. How did she do it?
c You have decided to study art history at university instead of engineering. What did your parents say?
d Your computer has crashed and you have lost all your school files and music. What are you going to do?
e You have had a conversation with your head teacher to ask permission to start a chess club after school. What did he think of the idea?

7 **Act out your anecdotes to the class.**

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EVERYDAY ENGLISH 9

Showing interest

Target language:
Listening: a student talking to a friend about a conversation she had with the head teacher
Vocabulary: You're kidding! You didn't! Really! Well, I'm surprised Exactly
Speaking: telling an anecdote, showing interest and surprise in an anecdote

Exercise 1 3.13

- Play the CD for students to listen and do the task. Students ask each other the second question in pairs.

ANSWERS

To protest against turning a playing field into a staff car park.
Students' own answers.

Exercise 2

- Students work in pairs. Explain that they have to read the dialogue where Beth reports her conversation with the head teacher, then rewrite it in the original conversation.
- Check the answers by getting students to act out their dialogues.

SAMPLE ANSWERS

1 Well Beth, if teachers can't get to work, then there won't be any lessons. What do you think is more important sports or lessons?
2 Lessons, of course, but you could do more to encourage teachers to come to school by bicycle.

Exercise 3 3.14

- Read the **Speaking tip** as a class.
- Play the CD for students to listen and repeat the expressions. (These expressions are listed in exercise 5.) Encourage students to copy the intonation.

TAPESCRIPT

You're kidding!
You didn't!
Really!
Well, I'm not surprised.
Oh, dear. That's terrible!
Exactly!

Exercise 4 3.15

- Play the CD for students to listen and do the task.

ANSWERS

1 teachers / study harder
2 science lecture / global warming
3 a bad manager / leaving job

TAPESCRIPT

Dialogue 1
Susan Did I tell you what Mrs Hardy said to me?
Jackie No, what did she say?
Susan She said, 'If you don't study harder, you'll fail the exam.' Those were her exact words.
Jackie Oh, dear. That's terrible! Teachers are supposed to encourage you.
Susan Exactly! I'm going to talk to the head teacher about it.
Jackie Are you? Shouldn't you think about improving your grades first?

Dialogue 2
Jake How was the science lecture? Did you enjoy it?
Gail It was a bit worrying: the speaker said that if we didn't do something now about global warming then the whole of humanity would be in danger of extinction in 100 years' time.
Jake Really! That's quite scary!
Gail I know. There were some interesting comments at the end though. I don't think everyone agreed with the speaker.
Jake Well, I'm not surprised. There's so much information, it's hard to know what to believe.
Gail Exactly.

Dialogue 3
Mike What did you say to the boss? He looks very upset.
Danny I told him that he was doing a very bad job and that he was a rubbish manager.
Mike You didn't!
Danny And I also told him that I'm leaving tomorrow. I've had enough.
Mike You're kidding!

Exercise 5 3.15

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

ANSWERS

a 3 **b** 3 **c** 2 **d** 2 **e** 1 **f** 1, 2

Exercise 6

- Students in pairs prepare two mini anecdotes from the list of options. Encourage them to use the expressions from exercise 3 to tell their anecdote and to show interest. Monitor and help.

Exercise 7

- Students perform their anecdotes to the class.

SAMPLE ANSWERS

A Did I tell you I met Gemma Davies in the Rock Café last weekend?
B You didn't! What was she doing there?
A She was promoting her new album.
B Really! Why didn't you tell me? I'm a big fan.
A I didn't realize until I saw her. I was ordering a coffee. I was really surprised to see her in person. You don't expect to see anyone famous in the Rock Café.

A Did you know that Annie won a lot of money in a competition last summer?
B You're kidding. She kept that quiet.
A Exactly! And I'll tell you why. She spend all the money in one week on really expensive clothes.
B Oh dear. That's terrible.
A She doesn't like to talk about it.
B Well. I'm not surprised.

Follow-up

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Presenting an argument

1 3.19 **Read and listen to the presentation. What is the teacher's main argument? What expressions does the teacher use to keep the attention of her audience?**

I wonder how many of you are learning, or have learned a foreign language? Do you know what the best thing is that you can do to learn a language efficiently? Let me tell you: it's living, socializing and working in the country where the language is spoken. I'll explain in more detail, starting with our first key factor to successful language learning; 'living'. You are much more likely to learn and use a foreign language in a real situation, where you'll be asked questions, where you'll want information, and where you'll have to make decisions about day to day living. To put it another way, if you want to survive in foreign place, you're going to have to learn how to communicate in the local language. So that's 'living', now to 'socializing'. Socializing in a foreign language is another important factor in learning it efficiently. Here's the point I want to make: if you socialize with local people and make friends, you are going to have more opportunities to familiarize yourself with the culture and colloquial language. Let me give you an example. A foreign friend of mine always loved the expression 'it's raining cats and dogs' to talk about heavy rain. But when he started chatting with English people, he was surprised to learn that they never really used this expression. So, once he was in a situation where he needed to use English socially, he found out what language was current and appropriate. And there's a third factor, something we all love: working ...

2 **Read the *Look out!* box and then read the presentation again. Find an example of each rhetorical device in the text.**

LOOK OUT!

Rhetorical devices
Paraphrasing is a way of making sure that the listener understands key points. It gives the listener an opportunity to hear the message again and in a different way, and helps them to understand and remember it more easily.
Exemplification and anecdotes can give the listener a better description of the situation. Anecdotes may be amusing and a good way of keeping the listener's attention.
Sequencing is a way of guiding the listener through the main points. If the listener can understand the structure of the presentation, they are better able to follow the key points and ideas.

3 **Complete the table with the expressions in the box.**

or in other words That reminds me about the time ...
and finally a good example of this
Let me illustrate that point
There are three main points that I'd like to make

Paraphrasing
1 _____
Exemplification and anecdotes
2 _____
3 _____
4 _____
Sequencing
5 _____
6 _____

4 3.20 **Listen to another presentation. Think of a title for the presentation. What is the speaker's main argument?**

5 3.20 **Listen to the presentation again and number the sentences (a–f) in the order that you hear them.**

a ☐ Have you heard the old expression that practice makes perfect?
b ☐ Let me give you an example.
c ☐ I'm going to share a secret with you.
d ☐ To put it another way.
e ☐ Allow me to explain.
f ☐ Basically there are three points I want to make.

6 **Look back at the units in your Student's book and choose a topic that you feel strongly about. Prepare a main argument and supporting ideas. Prepare a presentation using rhetorical devices.**

Speaking tip

When giving a presentation, always make eye contact with your audience. People are more likely to pay attention if you are looking at them. Also, try to project your voice to the back of the room so that everyone can hear you clearly. If you speak too quietly, people will quickly lose interest.

7 **Read the *Speaking tip* and give your presentation to the class.**

8 **When you have heard all the presentations, decide which one was the most interesting? Which presentation got your attention the most, and why?**

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EVERYDAY ENGLISH 10

Presenting an argument

Target language
Listening: a teacher giving a presentation about learning a foreign language
Vocabulary: or in other words Let me Illustrate that point a good example of this there are three points I'd like to make
Speaking: presenting an argument using paraphrasing, exemplification and clear sequencing

Exercise 1 3.19

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

ANSWERS

1 the best way to learn a foreign language
2 He asks questions, gives examples, tells little stories and orders/sequences his argument.

Exercise 2

- Read the **Look out!** box with students. Check understanding by asking: *What is paraphrasing?* [saying something again in different words to make it clearer]
- Students find examples in the presentation.

ANSWERS

Paraphrasing: to put it another way
Exemplification and anecdotes: let me give you an example
Sequencing: So that's 'living', now to 'socializing'.

Exercise 3

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

ANSWERS

Paraphrasing: or in other words
Exemplification and anecdotes: That reminds me about the time, a good example of this, Let me illustrate that point
Sequencing: There are three main points that I'd like to make

Exercise 4 3.20

- Play the CD once for students to do the task. Elicit suggestions for a title for the presentation. Check the answer to the second question.

ANSWER

The presentation is about how to become a good musician.

TAPESCRIPT

How many of you here are learning how to play a musical instrument? I'm going to share a secret with you: it took me twenty years to learn how to play the violin and I am still learning. What are the key things you need to become a good musician? Basically, there are three points I want to make. First of all, you've got to practice regularly and over a long period of time. Have you heard the old expression that practice makes perfect? Secondly, you need inspiration. Allow me to explain: we all have heroes, whether they're actors, sportsmen and women, or musicians. To put it another way, these people set standards and are role models giving us targets for our ambition. For instance, when I first started learning the violin I wanted to be like the great Japanese violinist Midori Goto, I listened to all her recordings! Finally, you need an audience. Let me give you an example. Footballers spend a lot of time training but the real proof and enjoyment of their ability comes from a live match. The same is true of playing a musical instrument after hours of practice. Getting to perform in front of others is what it is all about. That's when you have fun and show your talent.

Exercise 5 3.20

- Play the CD again. Students do the task individually or in pairs. Check the answers by pausing the CD and getting students to repeat the phrases.

ANSWERS

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

Exercises 6 and 7

- Look back at the units in the Student's Book with students eliciting the different topics each units presents. Ask students individually or in groups to choose a topic they would like to give a presentation on.
- Read through the **Speaking tip** with students.
- Students write their presentation individually or in small groups. Monitor and help.
- Encourage students to rehearse their presentation before giving it in front of the class.

SAMPLE ANSWER

How many of you have considered trying aromatherapy? I'm going to share a secret with you. I go to aromatherapy sessions every week. Some people think it is a waste of time or don't understand it. Let me give you an example of this, my grandfather asked me the other day if aromatherapy involved sticking needles into your body. Of course most of us know that he was confusing it with acupuncture. There are three main things that you need to know about aromatherapy. First of all, it is an alternative health therapy. Secondly, it uses substances such as plant oils and extracts to alter a person's mood, powers of concentration and overall health. Let me give you some examples of typical oils. Lemon, eucalyptus and sweet almond are among the most widely used. Can you imagine the relief and smell of breathing in a vapour infused with eucalyptus when you have a heavy cold? That bring me on to my third point. Depending on the substance aromatherapy can be administered through infusions, breathing in oils through vapour or through massages or baths. To put it another way, aromatherapy is relaxing, soothing and pleasurable.

Exercise 8

- Students choose the most interesting presentation.

Follow-up
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