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Aim High

Teacher's Book 6

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

with Test Bank CD-ROM

Lewis Lansford
Tim Falla Paul A Davies

Aim High

Teacher's Book 6

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Introduction

Aim High is a six-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
- *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* 2–6), 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 Bank

A separate resource CD-ROM containing vocabulary and grammar quick tests and unit, Mid-term and End of year 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 108–127) 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.

I can statements

- Students are 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 128–147)
- 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

Aim High 6: C1 / C2

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 *Partners* on page 22 of the Student's Book, list these words:
  avalanche feud franchise gourmet pioneer outbid resent trademark
  Ask students to look at the titles of the two texts and photos and tell you which two words they are not going to find in the text (*avalanche* and *gourmet*).
- 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 after 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 Beginnings

This unit includes

Vocabulary: prefixes • time expressions • adverb collocations • adjectives describing emotional states • similes

Grammar: phrasal verbs • talking about habitual actions

Speaking: talking about childhood memories • talking about inherited characteristics • talking about the origins of languages • discussion: genetic engineering • reacting to opposing views

Writing: a description of an event

Workbook pages 4–11

Reading pages 4–5

Warm-up

- Tell the students you are going to give them one minute to think of a sport, the equipment needed to play it, the number of people who play and the place where it is played. They should not talk to anyone else. After one minute, put them in groups of four or five and ask them to slowly give pieces of information about their sport, pausing to give the other students in the group time to think and guess. The person who guesses the sport first gets a point.
- As a class, elicit some of the more unusual sports.

Before Reading

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

ANSWERS

A water polo **B** rugby **C** polo **D** hockey **E** bowls **F** lacrosse

Background Notes

Water polo: The sport began in the mid-1800s in Britain, as a type of rugby that was played in lakes and rivers. In 1900, it became the first team sport to be added to the Olympics.

Rugby: Football had been played at Rugby School for about two centuries before the rules were first written down by students at the school in 1845. In the years that followed, football clubs around England, and later the world, adopted Rugby rules.

Polo: The sport, which began as training for horse-mounted soldiers, is probably more than 2,000 years old. The modern game became popular when British residents of India formed a polo club in the 1830s.

Hockey: In the early 1800s, a game called hockey became popular with public school students in Britain. Students who played the game saw it as a good alternative to football for winter exercise.

Bowls: The game of bowls originated in Europe, probably in the 12th century. It's played all over the world today with metal balls on grass.

Lacrosse: This sport was first played by North American Indians about one thousand years ago. It was then seen and adapted by European immigrants in the USA and Canada. It is played by both men and women.

Read

Exercise 1

- Read through the **Reading tip** with the students. Ensure that students understand the concept of skimming and how it can help them with global comprehension.

Exercise 2

- Ask students to skim read the texts to find the order of invention of the sports. Set a time limit of three minutes to discourage them from reading too intensively at this stage. They will have a chance to read the text in more detail later.

ANSWERS

A Rugby: 1823 (first)
B Basketball: 1891(third)
C Baseball: early 1839 (second)

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

Cultural note – public school

Remind students, if necessary, that a public school, in direct contrast to what its name suggests, is actually an expensive and exclusive type of private school.
Well-known public schools are Eton, Harrow and Rugby, which, like other public schools, place a lot of emphasis on traditional subjects and sport. The term 'public' refers to the fact that in the past, these schools could be attended by any member of the paying public, as opposed to a religious school, which was open only to members of a particular church. It is also distinguished from private education at home.

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Understanding Ideas

Exercise 1

- Students discuss their answer to the question in pairs. Check a few answers with the whole class.

Exercise 2

- Refer students to the quotation and elicit ideas about what it means. Then ask students to talk in pairs for a minute about whether they agree with it, before discussing this as a class.

ANSWER

Robert Morley is probably suggesting that ball sports bring out human nature's worst traits: a tendency to warlike behaviour, violence and cheating.

Exercise 3

- Students discuss their answer to the question in pairs. Check a few answers with the whole class.

Culture note – Robert Morley

The actor Robert Morley (1908–1992) was known for being 'portly' (overweight) with a double chin. He often played rather pompous character parts in films. It's easy to imagine that sport wasn't really his thing.

Vocabulary

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

ANSWERS

1 stave off **2** endures **3** resolutely **4** ironically
5 supposedly **6** exploit **7** happened **8** outlawed
9 categorically **10** testimony **11** onwards
12 inscription **13** devise **14** prior to **15** elated

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.

happened is a verb which means came about by chance, when followed by a verb in the infinitive. If it isn't followed by a verb, it simply means *occurred*.
I happened to see Susan yesterday afternoon.

categorically is an adverb which means absolutely and unconditionally.

devise is a verb which means invent. It is related to the noun *device*, which is a thing that has been invented.

elated is an adjective which means overjoyed. The noun is *elation*.

endures is a verb which means continues to exist. The noun is *endurance*.

exploit is a noun which means a notable or heroic deed. The stress is on the first syllable. It shouldn't be confused with the verb *exploit* which means *use*, and has the stress on the second syllable.

happened is a verb which means came about by chance, when followed by a verb in the infinitive. If it isn't followed by a verb, it simply means *occurred*.

inscription is a noun which means a short text written or carved on a surface. The verb is *inscribe*.

ironically is an adverb which means denoting an unexpected or contradictory situation. The noun is *irony*.

onwards is an adverb which means forwards. The opposite of both *onwards* and *forwards* is *backwards*.

outlawed is a verb which means made illegal. It also can be used as an adjective.

prior to is a preposition which means before. The opposite is *after*.

resolutely is an adverb which means showing determination. The noun is *resolve*.

stave off is a verb which means prevent. It often is used with the noun *hunger*.

supposedly is an adverb which means according to what is generally believed. The adjective is *supposed*.

testimony is a noun which means evidence in support of a fact, often in a legal situation. A person who gives testimony *testifies*.

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.

absolutely and unconditionally [categorically]
invent [devise]
overjoyed [elated]
continues to exist [endures]
a notable or heroic deed [exploit]
came about by chance [happened]
a short text written or carved on a surface [inscription]
denoting an unexpected or contradictory situation [ironically]
forwards [onwards]
made illegal [outlawed]
before [prior to]
showing determination [resolutely]
prevent [stave off]
according to what is generally believed [supposedly]
evidence in support of a fact, often in a legal situation [testimony]

More practice
Workbook page 4

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Vocabulary page 6

Target Vocabulary

Sporting origins: categorically devise elated endures exploit happen to inscription ironically onwards outlawed prior to resolutely stave off supposedly testimony

Prefixes: anticlimax co-educational disadvantaged disappear illiterate impartial impractical inaccessible inaccurate irreplaceable overcharged overcooked overworked self-evident underpaid unfortunately uninhabitable

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 denote an unexpected or contradictory situation?* [ironically] *What has happened to something if it has been made illegal?* [outlawed]
- Students complete the sentences. Check the answers.

ANSWERS

1 resolutely **2** outlawed **3** categorically **4** exploit **5** stave off **6** supposedly **7** inscription **8** onwards **9** testimony **10** devise **11** prior to **12** elated **13** endures **14** ironically **15** happened to

Extend

Exercise 1 Prefixes

- Focus on the first **Look out!** box. Show on the board how to join the prefix *im-* with the adjective *practical* to make *impractical*.
- Get students to check the meanings of the words in a dictionary.
- Read through the first sentence with students and then elicit the correct answer for the next gap.
- Students continue completing the text with the words. Check the answers.

ANSWERS

2 disadvantaged **3** uninhabitable **4** irreplaceable **5** illiterate **6** impartial **7** inaccessible

- Focus on the second **Look out!** box. Show on the board how to join the prefix *over-* with the adjective *charged* to make *overcharged*.

Exercise 2

- Ask students to do the exercise.
- Check the answers.

ANSWERS

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

Teaching Tip: Words beginning with the same suffix

Word formation is a valuable way of extending students' vocabulary. Divide students into three groups and allocate each group a set of prefixes: *il-, over-, mis-, super-, ir-, im-, anti-, under-, self-, un-, dis-, co-*. Give each group a piece of coloured card and get them to write the words from exercises 1 and 2 on their piece of card. Then get them to add three or four new words to the list. Display the posters on the wall and tell students they must add new words with their prefixes when they come across them.

Quick Test: Hot seat

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

anticlimax
categorically
co-educational
devise
disadvantaged
disappear
elated
endures
exploit
happened
illiterate
impartial
impractical
inaccessible
inaccurate
inscription
ironically
irreplaceable
onwards
outlawed
overcharged
overcooked
overworked
prior to
resolutely
self-evident
stave off
supposedly
testimony
underpaid
unfortunately
uninhabitable

Vocabulary Notebooks

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

More practice
Workbook page 6

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Grammar page 7

Talking about habitual actions

Warm-up

- Write on the board: *I'll go swimming once a week*. Point out that we sometimes use *will* to talk about habitual actions in the present. The meaning is the same as *I go swimming once a week*. Ask how the sentence would be said in the past, beginning with *When I was seven years old, …* [I would go swimming once a week].

Explore

Exercise 1 1.03

- Students read and listen to the dialogue.

ANSWERS

The three friends are talking about which of their parents they take after.

1 *I'll often call my mum …* present simple
2 *We usually think …* present simple
3 *my grandmother used to …* past with *used to* for past habits
4 *She would get …* past with *would* for past habits
5 *everybody is forever …* present simple
6 *people were always mistaking …* past continuous
7 *she will borrow …* present simple
8 *When we were …* past simple

Exercise 2

- Students complete the table individually or in pairs.

ANSWERS

a *my grandmother used to …*
b *She would get …*
c *I'll often call my mum …*
d *We usually think …*
e *people were always mistaking …*
f *When we were …*
g *everybody is forever …*
h *she will borrow …*

Exercise 3

- Read through the **Learn this!** box with students and check answers to exercises 1 and 2.

Exploit

Exercise 1

- Students do the activity individually.
- Ask a few students to share one of their sentences with the group.

EXAMPLE ANSWERS

1 I'm the spitting image of my father.
2 My mother and I would usually think alike on things.
3 When we were younger, my brother and I would both play football as often as possible.
4 Everybody is forever saying they can't believe that my sister and I are related!
5 I'll often talk to my sister about my problems.

Exercise 2

- Students do the activity in pairs. Circulate and monitor for correct use of habitual language.

Pronunciation note: Expressing disapproval with *will* and *would*

When we describe a habitual action in a neutral tone, we do not place stress on *will* and *would* and we often contract them to *'ll* and *'d*. To express disapproval of a habitual action, we always use the full stressed form of *will* or *would*.

Exercise 3

- Students do the activity individually. Circulate and monitor, giving assistance as necessary.

Exercise 4

- Students interview each other in pairs. Encourage them to give expansive answers with examples and to ask follow-up questions. Conduct a brief whole-class feedback at the end.

More practice

Workbook page 7
Grammar Builder page 95, exercises 1–2

ANSWERS GRAMMAR BUILDER 1 (PAGE 95)

Exercise 1

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

Exercise 2

2 My mother will usually cook something special whenever we go round.
3 Gina is constantly taking my CDs without asking.
4 We didn't use to have pets when we were little.
5 Ben was always leaving his dirty dishes all over the place when he lived with us.
6 Every summer, we used to make sandcastles on the beach.

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Skills page 8

Memories

Target Vocabulary

Adjectives: feelings: bewildered circumspect disorientated distraught overawed overwhelmed preoccupied uneasy unnerved withdrawn

Warm-up

- Ask students to brainstorm 'important firsts' in a person's life, such as the first time you rode a bicycle. After 1–2 minutes, put students in pairs or groups and ask them to share their ideas and pick their most memorable 'first'.

Vocabulary

- Focus on the photo. Ask students what might be happening and how the child might be feeling. As you elicit words, listen for pronunciation errors, then model and drill.

Listen

Exercise 1 1.04

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

ANSWERS

Speaker 1 c **Speaker 2** d **Speaker 3** f **Speaker 4** b

TAPESCRIPT

Ben As I recall, the trouble started when my little sister was born, and I had to move into my brother's bedroom. He hated having to share, and he took it out on me – although of course, it wasn't my fault. He used to play all kinds of tricks on me, particularly when I was in bed – like tipping glasses of water over my pillow, or putting strange things underneath the blankets to scare me. I complained to my mum and dad time after time, but either they didn't believe me, or they felt they couldn't do anything about it. With hindsight, I suppose it was all fairly innocent, and he never actually harmed me, physically – but at the time, I found the whole thing quite traumatic, and I'm sure it affected my relationship with my brother as we became adults.

Miranda I've always been quite an obsessive sort of person – and fickle too. I'll get really into something – or somebody – for a while, and then change my mind completely. For example, I'm totally fanatical about going to the gym. It's the most important thing in my life – for now. But I'm sure I'll go off it completely very soon. I was exactly the same as a child. I'd have a favourite dress, for example, and I'd wear it all the time. There was a denim dress I had when I was four. I can still picture it clearly – it had flowers embroidered around the hem. I wouldn't wear anything else – for weeks! Then suddenly, I decided I hated it. It was the same with videos: I'd watch the same film a hundred times until it became completely ingrained in my memory. Then I'd never see it again. My parents always thought I'd change as I grew up but I haven't!

Phil Christmas is a very evocative time for me, I guess because it was so important to me when I was a child. As that time of year approached, I'd have endless conversations with my mum and dad about what presents I wanted Father Christmas to bring me. They always listened carefully, asking questions to make sure that I really wanted what I said I wanted. And when I opened my presents on Christmas morning, I usually discovered that I'd got what I'd asked for. It was a great feeling. Of course, once in a while I was slightly disappointed – for example, one year when I'd asked for a real, full-sized aeroplane, I didn't get it. But generally speaking, Father Christmas was very kind to me, and I can't call to mind many disappointments. And I didn't for a moment suspect that my parents were buying the presents for me – at least, not until I was much older …

Sue It was my very first day at primary school and I was so upset about leaving my mum that I cried for most of the morning. Anita came up to me at lunchtime and told me not to worry, that everything would be OK. She smiled, and I felt better. I still have a clear recollection of that smile. We became friends at once, and we remained inseparable for years. We sat next to each other in class, we had lunch together, we shared our secrets, our fears and anxieties, everything. After primary school, Anita and I went to different secondary schools and saw much less of each other. We still saw each other at weekends sometimes, but gradually we drifted apart. In the end, we lost touch with each other completely and I've no idea where she is now or what she's doing. It's a shame, really – I still think about her quite often and wish we could meet up. It would be fun to reminisce about the good old days. Mind you, if we met up now, we might have absolutely nothing in common! Perhaps it's better just to keep the nice memories.

Exercise 2 1.04

- Play the CD and check the answers.

ANSWERS

1 recall **2** hindsight **3** traumatic **4** picture **5** ingrained **6** evocative **7** call **8** recollection **9** reminisce

Exercise 3

- Students complete in pairs. Check the answers.

ANSWERS

1 repeatedly **2** then **3** for now **4** very soon **5** all the time **6** never-ending **7** occasionally **8** never **9** immediately **10** finally

Exercise 4

- Students complete individually. Check the answers.

ANSWERS

1 Occasionally / From time to time **2** immediately / at once **3** Then / At the time **4** never-ending / endless **5** never / not for a moment **6** all the time / the whole time **7** repeatedly / time after time **8** finally / in the end

Speak

Exercise 1

- Refer students to topics in exercise 2. Demonstrate by describing a memory of your own.

Exercise 2

- Students take turns to describe memories to their partners.

More practice

Everyday English 1, Teacher's Book pages 108–109

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Grammar page 9

Phrasal verbs

Warm-up

- Write on the board: *Nature or nurture?* Explain that it's about whether your environment and upbringing or your genes are responsible for personality. Put students in small groups to discuss, giving examples if they can from their lives, their family and friends. Conduct class feedback.

Explore

Exercise 1

- Focus on the title of the text and ask students what they think it means. Then either ask students to read the text silently or get them to read around the class and explain the meaning of the question. In pairs they write a sentence summarizing the answer. Check the answer together.

ANSWER

The title asks the question: *What are the factors that determine someone's personality?*
Answer: Your genetics, your environment, your free will

Exercise 2

- Go through the four different types of phrasal verbs in the **Learn this!** box. Write an example on the board to illustrate each type (e.g. 1 *sit down*, 2 *point out – point out a mistake*, *point a mistake out* but *point it out* not ~~*point out it*~~, 3 *look for – look for the book* not ~~*look the book*~~ *for* 4 *get away with*)
- Do the first together, then students continue in pairs.

ANSWERS

a type 4 **b** type 2 **c** type 3 **d** type 1 **e** type 1
f type 2 **g** type 4 **h** type 2

Learn this! box: 1 sit down **2** point out **3** look for **4** get away with

Follow-up
Grammar Reference page 94

Exploit

Exercise 1

- Read though the **Look out!** box with students then focus on the instructions. Analyse the first verb together as a whole class before students continue alone or in pairs.

ANSWERS

1 to admit defeat, to take back an opinion, type 1, active
2 to resist, not accept bad treatment from somebody without complaining, type 4, active
3 to continue to do something until it has finished, in spite of difficulties, type 2, active
4 to stop doing something, type 1, active
5 to give something to the next generation, type 1, active
6 to develop into an adult, type 1, active
7 to be the explanation for, type 3, active
8 with *mind* = to decide, type 2, active

Exercise 2

- Students read the text to answer the question.

ANSWER

Identical twins have the same DNA, so any differences between them must be accounted for by their environment.

Exercise 3

- Students can do the exercise individually or in pairs.

ANSWER

1 break it down 2 looking into it 3 come up with
4 get away with them 5 work it out
6 brought up in different families 7 account for them

Exercise 4

- If possible, get students to work with a different partner for this exercise. Encourage them to use the phrasal verbs in their answers and to ask at least two follow-up questions for each answer their partner gives.

Optional Activity: Further phrasal verbs practice

Ask students to write five questions to ask their partner, along the lines of those in exercise 4, using the other phrasal verbs in exercise 1. However, instead of writing the full phrasal verb, they should write the particle (adverb or preposition) but blank out the main verb. They pass the questions to their partner who fills in the blanks. They then interview each other using the questions they have written.

Quick Test: Error correction

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

The window was so dirty, we couldn't even see it through. [see through it]
My uncle Dave grew in France up. [grew up in France]
It's important when you see bullying that you stand to the bully up. [stand up to the bully]
We accounted all of the missing money for. [accounted for all of the missing money]
You should look that word in the dictionary up. [look up that word in the dictionary / look that word up in the dictionary]

More practice
Workbook page 8
Grammar Builder page 95, exercises 3–6

ANSWERS GRAMMAR BUILDER 1 (PAGE 95)

Exercise 3
2 puts up with them 3 set off 4 cheer him up
5 got away with it 6 may pass out 7 tore it up
8 went for her

Exercise 4
2 ran into her 3 will turn him down 4 went through it
5 did away with that 6 got away 7 fell out with them
8 lets us down

Exercise 5
2 was called off 3 was brought up 4 was carried out
5 were laid off 6 was broken up 7 is being held up

Exercise 6
2 to do it up 3 to get round to it 4 to put us up
5 to get through to her 6 to give it up

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Writing page 10–11

Describing an event

Target Language

Similes: The hospital was like a maze; Her face was as white as snow; The runner fell to the ground as though he'd been shot.

Warm-up

- Ask students: *Have you ever been to the theatre? What did you see?*

Read

- Focus on the essay. Ask the students to read the first paragraph only to answer the first question.
- Students read the rest of the essay and answer questions 2 and 3.

ANSWERS

1 Agatha Christie's *The Mousetrap*, at age ten.
2 He was excited and captivated. It made his heart beat faster.
3 It made him love plays and dramas.

Prepare

Exercise 1

- Students read the model and answer the question in pairs.

ANSWERS

I was thrilled! (adding emphasis)
We waited. (building tension or suspense)

Exercise 2

- Students rewrite the sentences individually or in pairs.

ANSWERS

1 When we arrived at our hotel, I went straight upstairs and looked out of the window. There was the sea!
2 As Ben approached the door, he could hear footsteps inside the room. He turned the handle. The door swung open. He finally came face to face with the man who had been following him.
3 The playground was huge and I had never seen so many children in one place. They were running to and fro, shouting and bumping into each other. It was terrifying.

Exercise 3

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

ANSWERS

1 like 2 as, as 3 as if

Exercise 4

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

ANSWERS

1 like 2 as, as 3 as if / though

Optional Activity: Similes

Students can make their writing sound more descriptive either by using 'fixed similes' or inventing their own. In exercise 5 they invent their own. Here, they learn some fixed similes.

Begin by seeing how many they can remember from *Aim High* 5 *(blind as a bat, busy as a bee, free as a bird, strong as an ox, sly as a fox, quiet as a mouse, slippery as an eel, stubborn as a mule, brave as a lion, gentle as a lamb, old as the hills, light as a feather, flat as a pancake, thin as a rake, easy as abc, good as gold, smooth as silk*).

Then, write the following nouns on the board and ask students to guess the adjective.
flash [as quick as a]
cucumber [as cool as a]
lead [as heavy as]
post [as deaf as a]
daisy [as fresh as a]
judge [as sober as a]

Finally, write the following colour similes and ask them to guess the noun.
as red as a … [beetroot]
as black as … [night]
as white as … [a sheet] to talk about fear / horror, [snow] to talk about, e.g. skin, fur
as brown as a … [berry]

Exercise 5

- Put students in pairs to invent their own similes. Ask a few pairs to read out their answers.

Exercise 6

- Students do the matching task individually and then check in pairs. Encourage them to refer to the word list at the back of the book. Check their answers, eliciting quick translations for the harder items, before asking them to think of situations where they might experience these states.

ANSWERS

apprehensive / nervous, petrified / terrified,
baffled / perplexed, reluctant / unwilling,
disenchanted / disillusioned, remorseful / repentant,
eager / enthusiastic, tense / uptight,
elated / thrilled

Exercise 7

- Read the **Writing tip** with the students. You could point out that even in a rich language like English there are very few true synonyms. Words which seem like synonyms usually differ very slightly in meaning, collocation, register or regional use. The dictionary extract shows how the *Oxford Advanced Learner's Dictionary* gives information about the differences between these synonyms.
- Students do the task individually or in pairs and check their answers with a partner.

ANSWERS

1 cross 2 mad 3 indignant 4 mad

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Exercise 8

- Do the first sentence together and then students continue the activity individually or in pairs. Make sure they understand that they need to find an alternative for both of the repeated words in each sentence.

POSSIBLE ANSWERS

1 The room was vast, with enormous windows.
2 She was a slender woman with a slim face.
3 My clothes were soaked and my hair was dripping.
4 I could see the breathtaking mountains and the stunning lakes.
5 When the phone rang, I answered it instantly, and knew at once that something was wrong.

Write

Exercise 1

- Students copy and complete the plan with brief notes.

Exercise 2

- Focus on the instructions. Ask students to form different pairs for this activity.

Exercise 3

- Give the students fifteen to twenty minutes to write the first paragraph or two of their article. Walk around monitoring and helping and encouraging students to self-correct. They can finish the article for homework.

SAMPLE ANSWER

I went to my first Formula One race when I was eleven years old. My dad and uncle got tickets and took me, my brother and my cousin. We flew to Abu Dhabi for the race, which was at the famous Yas Marina track.
I remember the buzz of excitement at the track as we found our seats. We waited. It seemed to take forever. When the cars finally came out onto the track, they made a noise like thunder. After watching on TV so many times, I couldn't believe I was actually there. My heart was beating like a hammer!
Sebastian Vettel of Red Bull racing was in pole position. When the racers were given the green light, I was completely captivated. The race was incredibly exciting from the very start. On the first lap, just at turn six, Schumacher tried to overtake Rosberg for eighth position. Schumacher spun! His race was over, just at the beginning! The excitement didn't end. For 55 laps, Vettel battled to hold the lead, retaining first place for most of the race. Amazingly, Vettel took his fifth win of the season and won the championship – the youngest ever championship winner.
As we left the raceway, my eyes and ears were still full of everything I had seen and heard. Now I know that when you see something on TV, it is only like a dim photocopy of actually being there!

Optional Writing Activity: An account of an event

All optional writing tasks require some sort of advance preparation or research on the part of the students. The writing itself can then be set as homework or as an in-class activity. In some cases the activity can be done as a group project. The length of the text to be written can be determined by the teacher.

Ask students to interview a family member or someone they know who remembers an important / memorable event that took place at least 40 years ago. It could be an event that made news headlines, a concert of a well-known music group, the first landing on the moon, or a big sports event. The students can use the language in this unit to write an effective account of the event. The descriptions should be given suitable titles.

Students can be divided into groups of three or four. As a group, they prepare a poster with their texts, suitable photos / illustrations, and titles, e.g. 'Images of the 70s'. The posters could be then displayed in the classroom.

Exercise 4

- Students check their work. If there is time, ask them to swap essays with a partner. They should assess the essay in terms of the criteria in the **Check your work** list.

MARKING SCHEME

- The essay follows the plan. [2 marks]
- The essay is 200–250 words. [1 mark]
- The essay uses synonyms [2 marks]
- The essay includes at least one simile. [1 mark]
- The essay uses at least one short sentence to add emphasis or build suspense. [1 mark]
- The essay uses accurate grammar and vocabulary. [3 marks]

More practice

Workbook page 9

Follow-up

Self Check, Workbook pages 10–11
Test Unit 1, Teacher's Book pages 128–129

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2 Stories

This unit includes

Vocabulary: compound adjectives • compound nouns • verb-noun / adjective-noun collocations • phrasal verbs • aspects of films • adjectives describing films • modifying adverbs

Grammar: *like*, *unlike* and *as* • narrative tenses • simple and continuous forms • speculating

Speaking: talking about characters in films and books • talking about TV viewing habits • reacting to literary texts

Writing: a film review

Workbook pages 12–19

Reading pages 12–13

Warm-up

- Put the students in pairs. Ask them to look at the photo on page 12 and describe it in as much detail as possible. After one minute, ask them what they think might happen next, giving reasons for their suggestions.

Background Notes

William Golding Born 1911, died 1993. Golding was a British novelist and poet. He won both the Nobel Prize for Literature and the Booker Prize. *Lord of the Flies* is his best-known novel, published in 1954.

Lord of the Flies The book is about what happens when a group of boys are stranded on a desert island. It covers themes such as leadership, moral choices, civilized versus animal behaviour, and the group versus the individual. Two films of *Lord of the Flies* have been made – in 1963 and 1990.

Before Reading

- Ask students to discuss the questions in pairs. Then hold class feedback.

Read

Exercise 1

- Read through the **Reading tip** with students. Get the students to read the extract quickly. Elicit from the students what they think the answer to each question is.

Exercise 2 1.05

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

ANSWERS

1 c 2 a 3 b 4 d

Understanding Ideas

Exercise 1

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

POSSIBLE ANSWERS

Ralph: indecisive
Jack: violent and aggressive
Piggy: defiant

Exercise 2

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

POSSIBLE ANSWER

The author may be saying that human nature isn't completely good, and that society forces naturally competitive or aggressive people to cooperate with, or at least not harm, others. When removed from the controls of society, some people's true violent, aggressive and animal-like nature may show itself.

Optional Speaking Activity: Survival

Ask the class to think about animal societies: carnivores such as lions and wolves, and herbivores such as elephants and deer. In pairs, the students should try to find any similarities and differences between these animal societies and the way human society is organized. After four or five minutes, elicit some ideas.

Bring the students' attention back to the *Before reading* exercise. Put them into groups of 5–7 students. Explain that you are going to have a competition for the most successful civilization. Each group has been marooned on a small island and has emergency food supplies to last up to one month, a first aid kit, a box of matches, a machete or axe, and a small kitchen knife.

Explain that they have 10–15 minutes to decide how their group is to be organized and to establish their different roles and responsibilities within the group. They should plan how decisions can be made and a system for resolving any arguments in the group. They should also decide their top three priorities. Refer them back to the text for ideas if necessary – hunting, keeping a fire going, exploring the island, keeping watch for ships, making a shelter. All these points should be written down in the form of a constitution or contract between those in the group. Each member of the group should write it down, so they all have a copy.

When the time limit is up, reorganize the groups so that you have representatives from at least three groups together. Each student should read out their constitution to the other students, who may then challenge points or ask questions. The student may defend their constitution but should also write down any important points to discuss with their group later.

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Vocabulary

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

ANSWERS

1 smirking **2** stirred **3** compelled **4** dubiety
5 ungraspable **6** grave **7** induced **8** conspiratorial
9 martyred **10** exasperation **11** scornfully **12** scar
13 clamoured **14** ebullience **15** lost his thread

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

clamour is a verb which means shout loudly and insistently, and is usually used to describe a group of people rather than an individual.

compel is a verb which means force.

conspiratorial is an adjective which means as if sharing a secret. It is related to the noun *conspiracy*, which is a secret plan by a group.

dubiety is a noun which means uncertainness about something. The adjective *dubious* can describe both the feeling of dubiety, and the thing that causes the feeling.

ebullience is a noun which means an overflow of eager enjoyment and enthusiasm. The adjective is *ebullient*.

exasperation is a noun which means a feeling of aggravation and annoyance. The adjective is *exasperated*.

grave is an adjective which means serious.

induce is a verb which means succeed in persuading someone to do something.

lose one's thread is a verb which means stop understanding what you were doing or saying through lack of concentration or complication.

martyred is an adjective which means having made sacrifices or suffered. The noun, a person who is martyred, is a *martyr*.

scar is a noun which means a lingering mark of damage or injury. It is also a verb. The adjective is *scarred*.

scornfully is an adverb which means without respect, in a contemptuous manner. The noun *scorn* is a feeling of contempt.

smirk is a verb which means smile in an irritating, silly or self-satisfied manner. *Smirk* is also a noun.

stir is a verb which means make a slight physical movement.

ungraspable is an adjective which means not able to be understood. When you *grasp* something, you take hold of it.

Quick Test: Password

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

C, C, C, D, E, E, G, I, L, M, S, S, S, S, U

Divide the class into four teams. Ask the following questions to the first team until they get a question wrong. Move on 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 C is a verb which means shout loudly and insistently? [clamour]

Which C is a verb which means force? [compel]

Which C is an adjective which means as if sharing a secret? [conspiratorial]

Which D is a noun which means uncertainness about something? [dubiety]

Which E is a noun which means an overflow of eager enjoyment and enthusiasm? [ebullience]

Which E is a noun which means a feeling of aggravation and annoyance? [exasperation]

Which G is an adjective which means serious? [grave]

Which I is a verb which means succeed in persuading someone to do something? [induce]

Which L is a verb which means stop understanding what you were doing or saying through lack of concentration or complication? [lose one's thread]

Which M is an adjective which means having made sacrifices or suffered? [martyred]

Which S is a noun which means a lingering mark of damage or injury? [scar]

Which S is an adverb which means without respect, in a contemptuous manner? [scornfully]

Which S is a verb which means smile in an irritating, silly or self-satisfied manner? [smirk]

Which S is a verb which means make a slight physical movement? [stir]

Which S is an adjective which means not able to be understood? [ungraspable]

Optional Activity: Talking about literature

- **Aim**: To discuss questions about books.
  Preparation: Write the following questions on the board.
  What is, or was, your favourite story or book, from any time in your life?
- *What character do you remember from a book you have read? Why is that character memorable?*
  Why do you think people write and read books?
- Get the students to discuss the questions in pairs or small groups. Ask a few groups to share what they discussed.

More practice

Workbook page 12

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Vocabulary page 14

Target Vocabulary

Lord of the Flies: clamour compel conspiratorial dubiety ebullience exasperation grave induce lose his thread martyred scar scornfully smirk stir ungraspable

Compound adjectives: eye-catching far-reaching hair-raising home-made ill-equipped peace-keeping strange-sounding well-behaved

Compound nouns: blockbuster feature film film buff heartthrob opening sequence psychological thriller road movie shoe-string budget

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word means a lingering mark of damage or injury?* [scar] *How do you describe something that is not able to be understood?* [ungraspable]
- Students complete the sentences. Check the answers.

ANSWERS

1 clamoured **2** scornfully **3** scar **4** stirred
5 conspiratorial **6** exasperation **7** grave **8** martyred
9 lost his thread **10** compelled **11** ebullience
12 dubiety **13** induced **14** ungraspable **15** smirking

Extend

Exercise 1 Compound adjectives

- Explain to students that compound adjectives are two-word combinations that function as adjectives. In this exercise, all of them are formed using either the present (*-ing*) or past (*-ed*) participle.
- Focus on the words and ask students to complete the exercise.
- Check answers.

ANSWERS

1 keeping **2** sounding **3** equipped **4** catching
5 raising **6** behaved **7** made **8** reaching

Teaching Tip: Compound adjectives

The compound adjectives in this lesson are written as two words hyphenated (*far-reaching*). Some of these compound adjectives are sometimes written as one word (*goodlooking*). There are no strict rules about this.

There are many ways to form compound adjectives:

Adverb + Past Participle *well-behaved*
Noun + Past Participle *home-made*
Noun + Present Participle *hair-raising*
Noun + Adjective *world-famous*
Adjective + Noun *last-minute*
Adjective + Past Participle *ill-equipped*
Adjective + Present Participle *far-reaching*

Exercise 2 Compound nouns

- Focus on the **Look out!** box.
- Students do the exercise.
- Check answers.

ANSWERS

1 feature film **2** shoe-string budget **3** opening sequence **4** heartthrob **5** blockbuster **6** road movie **7** psychological thriller **8** film buff

Teaching Tip: Compound nouns

Some compound nouns are written as one word (*heartthrob*), and some as two (*opening sequence*). There are no strict rules about this.

There are many ways to form compound nouns:

noun + noun *feature film*
verb + noun *opening sequence*
adjective + noun *psychological thriller*
noun + verb *heartthrob*
noun + adverb *passerby*
verb + adverb *drawback*
adjective + verb *private screening*
adverb + noun *onlooker*
adverb + verb *input*

Exercise 3

- Students do the exercise individually.
- Check answers.

ANSWERS

2 road movie **3** feature film **4** shoe-string budget **5** film buff **6** opening sequence **7** psychological thriller **8** heartthrob

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 a compound noun from the list below on the board and get the class to define it for the student sitting on the chair. If they guess 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 students to define.

psychological thriller
shoe-string budget
blockbuster
opening sequence
film buff
road movie
feature film
heartthrob

Vocabulary Notebooks

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

More practice
Workbook page 14

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Grammar page 15

like, *unlike* and *as*

Warm-up

- Write on the board: *books*, *films*, *television*, *radio*, *theatre*.
- Ask students to discuss in pairs or small groups which of these media they prefer for entertainment, giving clear reasons for their preference over other media. Give them 1–2 minutes for this.

Explore

Exercise 1 1.06

- Students read and listen to the dialogue.
- Ask: *Do you agree with any of the people's opinions about watching TV?* Let a few students share answers with the class.

Teaching Tip: *like* vs *as*

As the Grammar Reference on Student's Book page 96 explains, *like* is traditionally viewed as a preposition and *as i*s taken to be a conjunction. However, for a very long time, people have used *like* as though it were a conjunction, especially in informal speech. Notice the ambiguity in the expression *I feel like I've failed. This could mean I feel as though I failed* (the speaker hasn't actually failed, but has the feeling of failure) or *I feel that I've failed* (the speaker believes that he has failed).

Exercise 2

- Students do the exercise individually. Play the recording for them to check.
- Highlight the use of the present tense to talk about the past in sentence **a**. The present tense is often used instead of the past in this kind of narrative.

ANSWERS

a like **b** like **c** like **d** like **e** Unlike **f** as

Exercise 3

- Read through the **Learn this!** box with students.
- Students do the exercise individually or in pairs.

ANSWERS

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

Follow-up

Grammar Reference page 96

Exploit

- Students do the exercise individually.
- Check the answers.

ANSWERS

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

Quick Test: Error correction

Write the following sentences on the board. Give students time to correct the sentences that have mistakes. Ask them to explain why the correct sentences are correct and why the incorrect sentences are incorrect.

1 *My friend Robert is as a brother to me.* [*As* should be *like*; *like* is a preposition and is used with a noun or pronoun.]
2 *Like my friend Sally, I'm struggling with maths.* [Correct.]
3 *Unlike Henry, I never go to the cinema.* [Correct.]
4 *He has almost no running experience, but he ran that race as a professional athlete.* [*As* should be *like*; *like* is a preposition and is used with a noun or pronoun.]
5 *He's a great tennis player, like was his father.* [*Like* should be *as*; *as* is used when the clause that follows it contains a verb.]

More practice

Workbook page 15

Grammar Builder page 97, exercises 1–2

ANSWERS GRAMMAR BUILDER 2 (PAGE 97)

Exercise 1

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

Exercise 2

1 like **2** Like **3** Unlike **4** as / like **5** like **6** as **7** As **8** like

Skills page 16

Compound adjectives

Target Vocabulary

Compound adjectives to describe appearance and character, and films: action-packed all-time big-headed big-hearted bloody-minded broad-minded broad-shouldered cold-hearted cool-headed dark-eyed dark-haired far-distant genetically-engineered hair-raising heart-warming kind-hearted long-legged narrow-minded narrow-shouldered quick-witted run-down self-assured self-made single-minded slow-moving super-human thin-skinned

Warm-up

- Ask students to think what is important for them when choosing a book to read or which film to see. They should list four factors to consider. Then put them in pairs and ask them if their partner has the same factors in mind.
- With a stronger class, encourage them to rank their key factors in order of importance.
- Ask a few students to feed back to the class.

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Vocabulary

Exercise 1

- Students do the exercise individually or in pairs.
- Feedback some examples, making it clear if they have positive or negative meanings.

POSSIBLE ANSWERS

Appearance	Character (positive)	Character (negative)
dark-haired	*quick-witted*	*thin-skinned*
broad-shouldered	*kind-hearted*	*cold-hearted*
long-legged	*big-hearted*	*narrow-minded*
dark-eyed	*single-minded*	*big-headed*
narrow-shouldered	*broad-minded*	*bloody-minded*

Exercise 2

- Focus on the photos and ask students to identify the films.
- Do the exercise.
- Feedback some examples, adding any vocabulary items the students don't mention.

Listen

Exercise 1 1.07

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

ANSWERS

1 *Billy Elliot*; set in the real world, it's heart-warming
2 *James Bond*; it's action-packed, Daniel Craig is cool
3 *Blade Runner*; it's sci-fi, you can watch it over and over again

TAPESCRIPT

Speaker 1 I like contemporary dramas that are set in the real world. One of my all-time favourites is *Billy Elliot*. It's set in a run-down mining town in the north of England, and it's about an eleven-year-old, working-class boy who wants to become a ballet dancer. But his dad and brother, who are a bit old-fashioned and narrow-minded, are dead against it and want him to become a boxer. But when his dad gets to see his son dance, he comes round to the idea and lets Billy go to ballet school. It's a really heart-warming story.

Speaker 2 I really like action-packed thrillers, with a fast-moving plot and lots of twists and turns. For example, I just love the James Bond films, especially the more recent ones, with Daniel Craig as Bond. He's such a cool guy, you know, smartly dressed, good-looking and always so self-assured. He gets involved in some hair-raising adventures, but he remains cool-headed however much danger he's in, and he's always quick-witted enough to get out of trouble.

Speaker 3 The only films I like are sci-fi and fantasy. I love films that are set in the far-distant future, like *Blade Runner*, for example. It's quite an old film – it was made in 1982, but it's a real classic. It's quite slow-moving and difficult to follow at times, but it's a film you can watch over and over again. The main character, played by Harrison Ford, is an ex-cop who's brought out of retirement to help find and destroy things called 'replicants', which are basically genetically-engineered robots that are indistinguishable from humans. These man-made replicants have super-human strength but limited lifespans and they want to force the people who created them to prolong their short lives. I guess the film's really a futuristic detective thriller.

Exercise 2 1.07

- Students do the exercise individually or in pairs.
- Play the CD again for students to check the answers.
- Check the answers with the class. Then ask the students to read the information in the **Learn this!** box and then ask them to close their books and elicit examples of the types of compound adjective from the box.

ANSWERS

1 engineered 2 action 3 heart 4 moving 5 man
6 witted 7 cool 8 time 9 run 10 raising
11 narrow 12 self 13 far 14 super

Exercise 3

ANSWERS

a character: cool-headed; genetically-engineered; narrow-minded; quick-witted; self-assured; self-made; slow-moving; super-human
aspects of films: action-packed; all-time; far-distant; hair-raising; heart-warming; run-down; slow-moving

Speak

Exercise 1

- Demonstrate by giving your own example of 1 and 2. Students do the exercise in pairs.
- Check answers with the whole class.

POSSIBLE ANSWERS

Typical collocations include:
1 Cold-blooded murderer / execution / attack / crime
2 Absent-minded professor
3 Light-hearted film / book / joke
4 Long-lasting battery / light bulb / relationship / friendship / effects
5 Time-consuming task / recipe / hobby
6 Cut-price tickets / computers
7 Remote-controlled aeroplane / boat / robot

Exercise 2

- Students make notes individually. Make sure they choose a character who others may know.

Exercise 3

- Students describe their characters in pairs or small groups.

More practice
Everyday English 2, Teacher's Book pages 110–111

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Grammar page 17

Narrative tenses

Warm-up

- Elicit the meaning of the word 'fable'. Ask if anyone knows any fables. If some students do know the stories, appoint them storytellers and put them in a group. Give 2–3 minutes to tell the story.

Explore

Exercise 1 1.08

- Students read and listen to the fable and choose the moral.

ANSWER

b

Exercise 2

- Explain that this is a revision exercise to check what students remember and an opportunity to clear up any doubts about narrative tenses. Ask students to find examples of the tenses and describe their uses in pairs.

ANSWERS

1 *came, stood, stretched, couldn't, tried, said, walked*
2 *were hanging, was … dying*
3 *had … picked, had thought*
4 *had been searching*
5 *would … walk*
6 *used to wander*
7 *would be easy, was going to eat them*

Exercise 3

- This exercise focuses on some subtle differences between tenses. Students discuss the differences in pairs before describing the difference. It can be tricky for them to explain succinctly, so prompt by asking concept questions, e.g. in number 1, *Had he finished? Was it a quick action?*

ANSWERS

1 a I had finished making the coffee (a quick simple action) before Joe arrived.
  b I made the coffee after Joe arrived.
  c I was in the middle of making coffee when Joe arrived.
  d Before Joe arrived I had been making some coffee (which had taken some time).
2 a He had lived in Japan for two years up to the time referred to.
  b He had been living in Japan for two years up to the time referred to.
3 a You finished reading the book.
  b You were in the process of reading the book. It isn't clear whether it's finished or not.
4 a The first sentence is said in a neutral tone.
  b The second sentence expresses disapproval.
5 a In the first sentence the marriage was planned and may or may not have happened.
  b In the second sentence the marriage was planned but didn't happen.

Follow-up

Grammar Reference page 96

Exploit

Exercise 1

- Students work alone or in pairs.

ANSWERS

1 was running 2 came across 3 had been following 4 had never come 5 was walking 6 began 7 challenged 8 had never had 9 accepted 10 had been running 11 had left 12 sat 13 had fallen 14 wasn't hurrying 15 woke up 16 realized 17 had beaten 18 would / was going to / was to remember

The moral of the story could be 'slow and careful wins the race'.

Exercise 2

- Students construct the fable. They should try to combine the sentences where possible to make longer sentences. Remind them that they must use a range of tenses.
- Set a time limit of five minutes, then ask individuals to come forward and write a sentence each on the board.

Exercise 3

- Circulate and check students' work as they write their sentences. Encourage them to self-correct.

Exercise 4

- First, get students to interpret the meaning of the sayings. *Make hay while the sun shines = Do something while the conditions are right; Don't judge a book by its cover = Appearances can be deceptive; Look before you leap = Don't rush into things without thinking them through; A stitch in time saves nine = If you deal with a problem when it first arises you'll save yourself a lot of trouble later.*
- *Students should write a brief outline of their fable in note form. If time is short, they recount their fables in groups.*

More practice

Workbook page 16
Grammar Builder page 97, exercises 3–6

ANSWERS GRAMMAR BUILDER 2 (PAGE 97)

Exercise 3

2 entered 3 was crossing 4 had forgotten 5 would sit / used to sit 6 were to be 7 used to live / lived / were living 8 had been shifting

Exercise 4

2 missed 3 used to have 4 had been watching 5 would spend / used to spend / spent 6 (had) walked out

Exercise 5

1 'd only known 2 hadn't been listening 3 'd been looking for 4 we thought 5 wasn't enjoying 6 smelt 7 had belonged

Exercise 6

2 a I wonder if she's ill. b She looks ill.
3 a I wonder if they're going to a football match.
  b They must be going to a football match.
4 a It doesn't look like he's passed his exams.
  b He can't have passed his exams.

Exercise 7

2 look 3 wonder 4 can't 5 like 6 must

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Writing page 18–19

Review

Target Language
Describing films: big-budget disappointing edgy epic far-fetched fast-moving flawed gripping light-hearted low-budget moving powerful predictable serious third-rate thought-provoking violent wacky
Modifying adverbs: a (little) bit not particularly quite not very fairly pretty rather extremely very
Participle clauses: Released in 2002, this film was an instant success.

Warm-up

- Put the students in pairs. Write on the board: *adverts on TV*, *trailers*, *interviews with stars on chat shows*, *media buzz*, *recommendations from friends*, *film websites*. Ask them how much each of these might influence them if they were thinking about going to see a film. Let them discuss for 1–2 minutes then bring the class back together again for feedback. Ask whether any of them read film reviews. If so, where do they find their reviews and have they ever decided not to see a film because of a bad review.

Read

Exercise 1

- Students discuss the questions in pairs then ask two or three students to feedback what their partner said. Check understanding of *screenplay* (the words of a film, and the way they are spoken).

Exercise 2

- Focus on the task instructions. Explain that *lukewarm* has a literal meaning of slightly warm, often used to say something is not hot enough, e.g. *this soup is only lukewarm*. In reference to a review it means not very positive.
- Students compare their opinions with a partner before feedback.

ANSWER

2 There are some negative points: ... it has one weakness ... but this is outweighed by positive comments: *stylish direction*, *superb performances*, *best Bond movie for years*, *this film is definitely for you*, etc.

Exercise 3

- Students can work individually or in pairs. Check answers.
- After looking at the structure, you could exploit the text for further useful vocabulary for review writing, by asking students to underline the words *predecessors*, *goodies*, *upcoming*, *state-of-the-art*, *convoluted*.
- Then ask: *Which word means good people in a film or book?* [goodies] Elicit its opposite [baddies]. Overcomplicated? [convoluted]. Things which came before? [predecessors], growing in popularity? [upcoming], extremely advanced e.g. technology? [state-of-the-art].

ANSWERS

1 C 2 B 3 A 4 D 5 C

Exercise 4

- Students complete the sentences with the help of the wordlist, if necessary.
- Ask fast finishers to identify three compound adjectives in the sentences and think of synonyms for them. [best-selling = very popular; below-average = poor; nail-biting = exciting; highly-acclaimed = praised]

ANSWERS

1 unfolds 2 adaptation 3 sequence 4 location
5 miscast 6 box-office, gross 7 twists 8 setting
9 delivered 10 enhanced

Exercise 5

- Students write the sentence number under the correct heading.

ANSWERS

1 1, 3, 7 2 5, 9 3 4, 8, 10 4 2, 6

Prepare

Exercise 1

- Read the **Writing tip** with the students. Students can do the activity in pairs or small groups. Encourage them to use the vocabulary from the lesson for describing plot.

Exercise 2

- Give students three minutes to categorize the vocabulary.

ANSWERS

1 disappointing, edgy, flawed, moving, powerful, serious, third-rate, wacky
2 far-fetched, fast-moving, gripping, light-hearted, moving, powerful, predictable, serious, violent
3 big-budget, disappointing, edgy, epic, flawed, gripping, light-hearted, low-budget, moving, third-rate, thought-provoking, violent, wacky
4 powerful
5 disappointing, frightening, third-rate

Exercise 3

- Read through the **Writing tip**, highlighting the fact that it is particularly important to use these modifiers when saying something negative.
- Draw a line across the board and write up the words in the correct place on the line from strongest to weakest. Highlight the points in the writing tip.

ANSWERS

extremely – pretty / very – quite / fairly / rather / a bit – not very / not particularly
extremely stylish, rather convoluted, pretty powerful

Exercise 4

- In pairs, students talk about a film. Ask two or three students to feedback their views to the class.

Exercise 5

- Focus on the writing tip then ask students to rewrite the sentences individually.

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ANSWERS

1 Directed by three-time academy award winner Steven Spielberg, *Saving Private Ryan* is one of the most gripping war films ever made.
2 One of the most successful films of all time, *Titanic* won eleven Oscars.
3 Featuring Tom Hanks in the title role, *Forrest Gump* is my favourite movie of all time.
4 Adapted from a Stephen King novel, *The Mist* is a terrifying horror film.

Exercise 6

- Students work individually or in pairs. Elicit or give synonyms / explanations for some of the more difficult words.

  if you have an aversion to (if you don't like)
  hardcore fans (serious fans)
  marred (spoiled)
  hype (advertisements and discussion in the media about how good something is)
  dazzling (stunning)

ANSWERS

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

Write

Exercise 1

- Give students five minutes to write notes following the plan.

Exercise 2

- Give students 15–20 minutes to write their review. Tell them to try to incorporate as much vocabulary as they can from the lesson. Walk around monitoring and helping.

Exercise 3

- The students check their writing against the **Check your work** list. Tell them that this is a vital part of the process and that they must make sure that in the exam they leave plenty of time to read their essays through.

SAMPLE ANSWER

I'm a huge fan of the *Die Hard* movies, so when *A Good Day to Die Hard* came to my local cinema, I was there on opening night. Like its four predecessors – *Die Hard* (1988), *Die Hard 2* (1990), *Die Hard: With a Vengeance* (1995), *Live Free or Die Hard* (2007) – it stars Bruce Willis as police detective John McClane.

Set in the present day, the action takes place mostly in Russia and Ukraine. The plot revolves around the arrest of McClane's estranged son John 'Jack' McClane, Junior and McClane senior's discovery of Jack's secret life as CIA operative. That may sound like a promising beginning, but unfortunately, the film is fairly silly, and easily the worst of the *Die Hard* series.

The plot of the film never really develops, but instead is an excuse to link together a series of rather unbelievable, if hair-raising, stunt sequences. While John McClane of earlier *Die Hard* films was a broad-shouldered, vulnerable, quick-witted cop, the new John McClane is little more than an unstoppable killer who throws out boring catch phrases such as 'I'm on vacation!' while shooting baddies.

That said, if you've followed the franchise, you enjoy Bruce Willis, and you don't mind the stupid script, and you like explosions – lots of explosions – I recommend you see this action-packed film right away.

MARKING SCHEME

- The essay follows the plan. [2 marks]
- The essay is 200–250 words. [2 marks]
- The essay uses synonyms [2 marks]
- The essay includes at least one modifying adverb. [1 mark]
- The essay uses accurate grammar and vocabulary. [3 marks]

More practice

Workbook page 17

Follow-up

Self Check, Workbook pages 18–19
Test Unit 2, Teacher's Book pages 130–131

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Literature Corner 1 page 20

William Shakespeare

Exercise 1

- Ask students what they know about Shakespeare and write their responses on the board in note form.
- Give them a minute to name as many of Shakespeare's plays as they can. Elicit names and write them on the board (e.g. *Hamlet*, *King Lear*, *Macbeth*, *Othello*, *Henry V*, *Richard III*, *All's Well That Ends Well*, *A Midsummer Night's Dream*, *Twelfth Night*, *The Tempest*).

Exercise 2

- Ask students to read the **Fact File**. Do they know any of these facts? Can they add to them? If students have access to the Internet, you could ask them to do some research.

Exercise 3

- Students read the information. Ask them if they can briefly tell the story of Romeo and Juliet.
- Check that students understand what a sworn enemy is (people, countries, etc. that have a strong hatred for each other).

Exercise 4 1.09

- Ask students to read through the summary and predict the correct words.
- Play the recording for students to check their answers.
- Check answers as a class.

ANSWERS

1 unaware **2** name **3** less **4** would still be a rose
5 unwilling **6** voice

TAPESCRIPT

Juliet Oh, Romeo, Romeo! Why are you called 'Romeo'? Forget about your father and change your name. Or if you won't do that, just promise that you'll love me and I'll no longer be a Capulet.
Romeo Should I carry on listening or should I speak to her now?
Juliet It is only your name that is my enemy. You'd still be you even if you weren't a Montague. What is a Montague, anyway? It isn't a hand or a foot or an arm or a face – or any other part of a man. Oh, be some other name! What's so important about a name? If a rose weren't called a rose, but had another name, it would still smell just as sweet. And in the same way, Romeo would be just as perfect if he weren't called Romeo. Romeo, throw away your name – it isn't part of the real you! And in its place take all of me!
Romeo I believe you. Just say you love me and I'll take a new name. I'll never be Romeo again.
Juliet Who's out there hiding in the dark, listening to my private thoughts?
Romeo I don't know how to tell you who I am if I have to use a name. I hate my name, dear Saint, because it is your enemy. If I had my name written down on paper, I would tear the word from the page!
Juliet I haven't heard you speak more than a hundred words, but still I recognize your voice. Aren't you Romeo – and a Montague?
Romeo I am neither of them, dear girl, if you dislike them.

Exercise 5 1.09

- Tell students that many native speakers find it difficult to understand the language that Shakespeare uses. Play the recording while students listen without looking at the text. Ask: *Could you understand what the actors were saying?*
- Students read the original text and match the underlined words and phrases with the modern equivalents.
- Check answers as a class.
- Play the recording again as students read the text. You could ask students what they think of the poetry.

ANSWERS

1 Why are you **2** your **3** will **4** It is only **5** yourself
6 if he weren't **7** remove **8** you **9** From now on
10 hidden **11** private thoughts **12** I don't know
13 If I had **14** speech **15** young woman

Exercise 6

- Tell students to read the phrases 1–6 and ask if any of them are familiar. (They may recognize *To be or not to be* as a quote from *Hamlet*.)
- Students match the phrases to make quotes and compare answers with a partner.
- Check answers as a class. Then elicit translations.

ANSWERS

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

Exercise 7

- Put students in pairs to act out the scene.

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Skills Round-up 1–2 page 21

Read

Exercise 1

- Students work individually and answer the question.

ANSWERS

a job application letter **b** personal qualities

Exercise 2

- Students work individually.
- Check answers with the class.

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

Listen

Exercise 1 1.10

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

ANSWER

B

Exercise 2 1.10

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

ANSWERS

1 To find a job.
2 That he won't get any holidays.
3 Because he thinks the fire alarm is just being tested.
4 Because he knows Edgars is the best candidate and doesn't want him to go to the other interview he has arranged for the following day.
5 He will give him the address of a good letting agency.

TAPESCRIPT

B So have you relocated to the UK?
Edgars No, I'm just here for two weeks – to try and find a job. Then, assuming I find one, I'll relocate.
B And, I guess you have several interviews lined up …
E Yes … well, I have this one and two others. But this job with InterPost is the one I'd like most of the three.
B I suppose you have to say that really.
E But it's true.
B You'll miss Latvia though, won't you?
E Yes, of course. But I can visit during holidays.
B Holidays? What holidays?
E I thought … I mean, aren't there …?
B Only kidding! You'll start with twenty days plus national holidays. And then, the entitlement increases by a day for every two years that you remain with the company. How does that sound?
E Fine.
B Good, well I think … don't worry about that alarm, they're always testing it without letting us know!
E OK.
B What was I going to say? Oh, yes. Well I think that covers most of what I want to talk about. The next stage will … Can you smell burning?
E Yes.
B I think we'd better get out of here.
E OK! Which way?
B Follow me.
B Sorry about all this. Really unfortunate. I hope it hasn't thrown you too much.
E Not at all.
B Good. You know, I think we'd just about finished anyway. Our human resources department will be in touch soon. Actually, off the record, I can say that we will definitely be offering you the job. I've seen all the candidates now and you've got the best experience, qualifications … basically you're just what we're looking for.
E Thanks! That's great news.
B These other interviews you're having … have you had them already?
E Er … I've had one already. The other one is tomorrow.
B Oh, right. Well, what do you think?
E About what?
B Do you want to accept this job offer? I know we're not doing things quite by the book here, but it would be good for both of us to get it all done and dusted right here and now. Don't you agree?
E Well, I suppose so … yes.
B So, you're accepting the job?
E Yes, I am!
B Great! Let's shake on that!
E OK.
B I bet this is the first time you've been offered a job in a car park, eh, Edgars?
E Definitely!
B So, what's your next move. Look for somewhere to live?
E Yes. While I'm here, I can start finding out about rented accommodation.
B I can give you the details of a good letting agency.
E Thanks.
B Assuming my address book hasn't been destroyed by the fire.
E It doesn't look too bad from here. I can't see any smoke.

Write and Speak

Exercise 1

- Focus on the task and give students time to write their email. Circulate, monitor and help.

Exercise 2

- Students give their presentations.

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3 Partners

This unit includes

Vocabulary: verb (+ adjective) + noun collocations • set phrases • phrases related to friendship • literal and figurative language • comparative phrases • phrases for negotiating • adjectives for describing places • dependent prepositions (1)

Grammar: contrast: present perfect simple and continuous • verb patterns

Speaking: talking about relationships • negotiation

Writing: an article about a place

Workbook pages 20–27

Reading pages 22–23

Warm-up

- Look at the unit title and ask students: *What do you think 'Partners' refers to?*
- Look at the pictures and read the titles of the reading page. Ask students: *Do you know or can you guess what these two sets of brothers had in common?* [Both pairs of brothers started very successful businesses together.]

Before Reading

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

ANSWERS

Students' own answers.

Read

Exercise 1

- Read through the **Reading tip** with students. Get the students to skim the texts and notice ways in which the two stories are similar and ways in which they are different.

Exercise 2

- Students read the statements and write the correct names.
- Check the answers.

ANSWERS

1 Richard, Maurice; Adi, Rudolf 2 Richard, Maurice; Adi, Rudolf 3 Richard, Maurice; Adi, Rudolf 4 Richard, Maurice 5 Adi, Rudolf 6 Richard, Maurice

Exercise 3 1.11

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

Optional Activity: Reading skills

Aim: To focus on the content of paragraphs.

Preparation: Write the following on the board.

Not an instant hit [4]

The brothers' dream [1]

Perfecting the burger [3]

Living the dream [5]

Moving into the food business [2]

Students match the headings with paragraphs in the McDonald's text.

Read out the following sentences and elicit the paragraph they have been taken from.

When they sold the business, they each had earned much more than a million dollars each. [5]

Richard and Maurice were brothers with a vision. [1]

They decided to limit the menu. [3]

The self-service idea didn't catch on immediately. [4]

They borrowed $5,000 and set up the Airdrome. [2]

Understanding Ideas

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

Background Notes

The Warner brothers: Brothers Harry, Albert, Sam and Jack Warner entered the film business in 1903. They owned a projector and screened films. In 1904, they set up a business to distribute films, and in 1912, they began producing films. Though they had hugely successful careers together, and to this day their company is still a big player in global media, the brothers argued, and in the 1950s, Jack took control of the business.

The Wright brothers – Orville and Wilbur – are credited with building the first successful airplane, which flew in 1903. Both brothers remained single their whole lives, Wilbur once saying that he 'did not have time for both a wife and an airplane'. Unfortunately, Wilbur died in 1912 at the age of 45. Orville went on to have a successful career in the growing field of aviation, until his death in 1948.

The Williams sisters: Venus (b. 1980) and Serena (b. 1981) Williams are two of the greatest tennis players the sport has ever known. Though there is a very strong professional rivalry between the sisters, they are very close and supportive of one another.

The Schumacher brothers: Michael Schumacher and his younger brother Ralf are both Formula One drivers, and the only brothers in the history of the sport to win races. They've finished first and second in the same race a total of five times. Ralf has described their relationship as 'relaxed', though he points out that they will always be brothers, and are both very close and very competitive.

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Teaching Tip: Cooperation and competition

The ideas of cooperation and competitiveness are central to all of the stories of partners. Ask students to list the pros and cons of both competitiveness and cooperation.

POSSIBLE ANSWERS

cooperation: pros – working together people can pool ideas and accomplish great things; cons – if people agree and work together too much, they may not have fresh ideas and may just continue thinking in the same old ways.
competitiveness: pros – when people strive to compete, it can help them come up with new ideas and improvements; cons – if people are too competitive, it can make them angry and hateful and they can be very destructive.

Vocabulary

Exercise 1

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

ANSWERS

1 catapulting **2** catch on **3** franchises **4** consumed **5** thriving **6** assembly line **7** resented **8** unrivalled **9** endorsements **10** trademark **11** feud **12** cobblers **13** pioneer **14** outbidding **15** obviating

- 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).

assembly line is a noun which means an arrangement of workers, machines and equipment in which a product passes from operation to operation. The first assembly line was used for making cars.

catapult is a verb which means launch or move quickly. A catapult is an ancient weapon used to launch heavy stones.

catch on is a verb which means become popular.

cobbler is a noun which means a shoe maker or mender.

consumed is an adjective which means obsessed.

endorsement is a noun which means giving public approval of something. The verb form is *endorse*.

feud is a noun which means a long and bitter hostility, often between families or clans. *Feud* is also a verb.

franchise is a noun which means a licence that allows you to trade under an established company's brand name.

obviate is a verb which means eliminate or make something unnecessary.

outbid is a verb which means offer to pay a higher price than someone else. *Out* has the meaning of *do better than* in words such as *outdo*, *out-argue*, and *outrun*.

pioneer is a verb which means be the first to do something.

resent is a verb which means feel annoyed about something thought to be unfair.

thriving is an adjective which describes something that is growing vigorously and prospering. The verb is *thrive*.

trademark is a noun which means a symbol, design or words legally registered as representing a company or product.

unrivalled is an adjective which describes something that has no equal. The verb *rival* means *someone you compete with*.

Optional Activity: Vocabulary game

Aim: To memorize the highlighted vocabulary from the article.

Preparation: Play this game at the end of the lesson, or as a revision activity at the beginning of the next lesson. Give the class three minutes to revise the definitions of the words.

Divide the class into three or four teams. Give a definition of a word. If a student knows the word, they bang their hand on the desk, but don't shout out the word. Invite him or her to give the answer. If they are correct, they win a point for their team. If not, they lose a point. If they hesitate, they also lose a point (this will discourage students from banging the desk when they don't know the answer). Keep the scores on the board. They do not get a point for calling out an answer without banging the desk first. The game finishes after you've called out definitions for all the words you want to revise. If you are concerned that desk-banging will be too noisy and may disturb other classes, you could ask them to raise their hands instead.

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 arrangement of workers, machines and equipment in which a product passes from operation to operation [assembly line]
launch or move quickly [catapult]
become popular [catch on]
a shoemaker or mender [cobbler]
obsessed [consumed]
a public approval of something [endorsement]
a long and bitter hostility, often between families or clans [feud]
a license that allows you trade under an established company's brand name [franchise]
eliminate or make something unnecessary [obviate]
offer to pay a higher price than someone else [outbid]
be the first to do something [pioneer]
feel annoyed about something thought to be unfair [resent]
growing vigorously and prospering [thriving]
a symbol, design or words legally registered as representing a company or product [trademark]
has no equal [unrivalled]

More practice
Workbook page 20

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Vocabulary page 24

Target Vocabulary

Keeping it in the family: assembly line catapult catch on cobbler consumed endorsements feud franchise obviate outbidding pioneer resent thriving trademark unrivalled

Set phrases: boiling hot bone dry bone idle brand new fighting fit pitch black soaking wet sound asleep wide awake wide open

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word means to do something before other people do it?* [pioneer] *What do we call a symbol, design or words legally registered as representing a company or product?* [trademark]
- Students complete the sentences. Check the answers.

ANSWERS

1 franchises 2 assembly line 3 resented
4 caught on 5 thriving 6 obviating 7 trademarks
8 feud 9 catapulted 10 unrivalled 11 pioneered
12 outbid 13 endorsements 14 consumed
15 cobbler

Extend

Exercise 1

- Focus on the words and ask students in pairs to match them.
- Check answers.

ANSWERS

1 boiling hot 2 wide awake / wide open
3 fighting fit 4 bone dry / bone idle 5 soaking wet
6 bone idle / bone dry 7 sound asleep
8 brand new 9 pitch black 10 wide open / wide awake

Exercise 2

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

ANSWERS

2 pitch black 3 boiling hot 4 bone dry
5 soaking wet 6 wide open 7 brand new
8 bone idle 9 wide awake 10 fighting fit

Teaching Tip: Collocations

The meaning of some of the collocations is obvious: *boiling hot*, *soaking wet*, *wide open*. Others are less obvious. These definitions may help:
sound = (adj) deep and peaceful, used with *sleep*. It also has the meaning of *thorough*: *He has a sound knowledge of engineering.*
pitch = (noun) a dark-black substance; a type of tar. *Pitch black* means *as dark as pitch.*
brand = (noun) a piece of burning wood. Many years ago, blacksmiths heated metal in fire to make new things. When something new – a horseshoe, for example – came out of the fire freshly made, it glowed red like a brand.
The expression *bone idle* means *laziness that penetrates to the bones*, that is, a bone-idle person is lazy through and through. In *bone dry*, the image is of bones that have been left out in the desert sun and baked until they are completely dry.

Quick Test: Right or wrong

Books closed. Put a chair in front of the board facing the class. Ask one volunteer to come and sit on the chair. Write an expression from the list below on the board and get the class to act it out – without speaking – for the student sitting on the chair. If they guess 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 expression for students to define.

boiling hot *wide awake*
fighting fit *bone dry*
soaking wet *bone idle*
sound asleep *wide open*

Vocabulary Notebooks

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

Optional Activity: Partnership interview

Ask students to find among their relatives or people they know a couple who are partners in life and who work together as well. The students interview these people about the benefits and drawbacks of such a life, and make notes. They can then share the results of the interview with the class.

More practice
Workbook page 22

Grammar page 25

Present perfect simple and present perfect continuous

Warm-up

- Put the students in pairs. Tell them you'd like them to think about their friends and brainstorm together when they particularly need their friends and what they need their friends for. Conduct class feedback.

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Explore

Exercise 1

- Go over the five terms for describing friends and elicit or pre-teach the meaning of each. *An acquaintance* = someone you know informally, and not well; *a bosom pal* = a very dear friend who you are close to and like a lot; *a colleague* = someone you work or take classes with; *a soul mate* = someone you are very, very close to; *a childhood friend* = someone you knew when you were a child.
- Students read the text and answer the question.

ANSWER

The best answer is probably *bosom pal*, though they may also be *childhood friends*.

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've been having a lot of problems at work*) or a plan under consideration (e.g. *She's been thinking of changing jobs.*)

Exercise 2

- Read through the **Learn this!** box with students.
- Students complete the exercise individually or in pairs.
- Check answers.

ANSWERS

we've known each other even longer than that [a verb that isn't usually used in the continuous form to say how long an action has been in progress]
has always run smoothly [a verb that isn't usually used in the continuous form to say how long an action has been in progress]
we've been getting on fine since [to say how long an action has been in progress]
she's been having problems [recent action that is still in progress]
i*t's been getting her down* [something that has been happening repeatedly in the very recent past]
She's just changed jobs [an action that is now complete]
her new boss has been making life difficult for her [something that has been happening repeatedly in the very recent past]
have never experienced problems [an action that is now complete]

Follow-up

Grammar Reference page 98

Exploit

Exercise 1

- Students complete the sentences with the present perfect simple or the present perfect continuous form of the verbs.
- Check the answers.

ANSWERS

1 has been working (say how long an action has been in progress)
2 has owned (verb not usually used in the continuous, to say how long an action has been in progress)
3 've been planting (recent action still in progress)
4 has / learned (recent action that is now complete)
5 has eaten (recent action that is now complete)
6 have / been waiting (recent action still in progress)
7 've done (verb not usually used in the continuous, to say how long an action has been in progress)
8 've reread (recent action that is now complete)

Exercise 2

- Students do the exercise individually.
- Check the answers.

ANSWERS

1 a has swum **b** have been swimming **2 a** 've seen **b** has been seeing **3 a** has been staying **b** 've stayed **4 a** 's disappeared **b** have been disappearing **5 a** 've stopped **b** have been stopping

Quick Test: Dictation

Divide the class into groups of five or more students.
Explain that you are going to dictate three 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 *I have been knowing Lisa for three years.* [incorrect – *know* isn't usually used with the progressive]
2 *Jane has been living in New York for 30 years.* [correct – saying how long an action has been in progress]
3 *We've been having a tough day yesterday.* [incorrect – the action is complete]

More practice

Workbook page 23
Grammar Builder page 99, exercises 1–3

ANSWERS GRAMMAR BUILDER 3 (PAGE 99)

Exercise 1

1 a My best friend and I have spent a lot of time together, but might not be doing so now.
b My friend and I have recently been spending a lot of time together, and may still be doing so.
2 a We are now no longer close.
b We are becoming less close.
3 a/b No difference in meaning.
4 a Have you ever seen her?
b Have you been seeing her regularly?
5 a Have you worn it regularly/habitually?
b Have you ever worn it?

Exercise 2

1 have been flying **2** has been **3** have negotiated **4** has dealt **5** have chosen **6** have made **7** have been paying **8** have discussed

Exercise 3

Students' own answers.

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Skills page 26

Partnerships

Target Vocabulary

Common expressions: voice an opinion
form a friendship offer advice pay attention
resolve a dispute return the favour speak your mind
suffer a setback take control

Warm-up

- Students work in pairs or small groups. Ask them to brainstorm partnerships an average person will have in their life and choose the top three.

Vocabulary

- Focus on the photos and the discussion questions.
- Students do the exercise in small groups.
- Feedback, building up a list of qualities on the board.

ANSWERS

1 1 sports team-mates 2 musicians playing together 3 horse and rider
2 Students' own answers
3 Students' own answers

More practice
Workbook page 22

Listen

Exercise 1 1.12

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

ANSWERS

Speaker 1 e (confined space, car, sport)
Speaker 2 a (side by side, live on air, viewers, studio)
Speaker 3 d (rehearsals, line, character) **Speaker 4** c (songs, publisher, music) **Speaker 5** b (a business, design, retail)

TAPESCRIPT

Speaker 1 We've spent so much time together – and in a confined space, too – that we've formed a friendship that's really quite close, in a way. For example, you really start to notice the other person's irritating habits. Joe hums to himself when he's feeling stressed – annoying little tunes. Maybe he's trying to stay calm – or just pretending to be calm – but anyway, it really gets on my nerves, that humming. But he definitely makes up for it when it comes to handling the car – he's one of the best in the sport, so I'll forgive him for humming! I've mentioned it, too. We're always completely honest with each other. It's important to speak your mind and get everything out in the open. That way you can resolve a dispute before it gets out of hand.
Speaker 2 We've been working side by side – literally! – for about five years now, and in that time, we've developed an intuitive understanding of each other. We're a bit like a married couple, I suppose – we always know what the other person is going to say! That's essential if problems occur when we're live on air – for example, if one of us is trying to ask a question but can't think of the right word, the other one can step in and rescue the situation! It happens quite a lot – although hopefully it isn't too obvious to the viewers. We're both liable to make occasional mistakes. If I help her out one week, she'll return the favour the next. It's a mutually supportive relationship – it has to be. And it makes it doubly important to pay attention when the other person is speaking and not let your mind wander even for a second. It's easy to get distracted by something else going on in another part of the studio.
Speaker 3 We've been working together for about a year now – or more, if you include rehearsals. By and large, it's been a good working relationship. We've had a few tense moments, but we've rarely had a full-scale argument. I have to be a little careful about what I say – after all, people in our profession are famous for their fragile egos! When I offer advice – for example, about how to deliver a line, or the best way to bring a character to life – he'll sometimes take it the wrong way. But he soon calms down and realizes that I'm trying to help. And if he's been unreasonable, he's always quick to say sorry afterwards.
Speaker 4 Last year was the twentieth anniversary of our partnership! And in general, they've been good years – although of course, we've had our ups and downs too. But when things weren't so good, having a partner really helped. Whenever we suffered a setback – for example, if one of our songs was rejected by the publisher – I would get really depressed about it but George would stay optimistic – and gradually he'd cheer me up! When I stop to think about it, it's a great way to make a living – especially as we love music so much.
Speaker 5 She's the dreamer, I'm the realist. So from the point of view of running a business, we complement each other well. She's always coming up with these crazy ideas – some of them are brilliant, some of them are disastrous – and I voice an opinion. Often I say whoa, hold on a second, is that really going to work? Another positive aspect is that we bring different experience to the business: her background is in fashion design, whereas mine is in retail. So it's an equal relationship – neither of us has ever tried to take control, it just wouldn't work.

Exercise 2 1.12

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

ANSWERS

Speaker 1 d (humming)
Speaker 2 b (they've developed an intuitive understanding of each other, they know what the other is going to say)
Speaker 3 e (he sometimes takes things the wrong way)
Speaker 4 a (when a song is rejected by a publisher)
Speaker 5 c (one was in fashion design, the other was in retail)

Exercise 3

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

ANSWERS

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

Exercise 4

- Draw attention to the **Learn this!** box.

ANSWERS

1 form; relationship **2** take control **3** voice; opinion
4 suffered; setback **5** offering; advice **6** resolve; dispute

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Speak

- Elicit some functional language for expressing agreement and disagreement and write it on the board. Encourage students to use a different phrase for each discussion topic.

More practice
Everyday English 3, Teacher's Book pages 112–113

Grammar page 27

Verb patterns

Warm-up

- Either write on the board, dictate, or simply ask the following questions: *Do you know any twins? Do you think being a twin is special and how can this relationship be beneficial or detrimental to your life?* Put students into small groups to discuss their answers.

Explore

Exercise 1

- Discuss the question in open class.

Language note – verb patterns

Knowing the patterns which follow verbs is essential for accuracy. There are not many rules governing which form is needed after a particular verb and students must simply learn and practise them. Encourage them to start a page in their vocabulary books dedicated to each verb pattern. They then copy the verbs in the grammar reference to the correct page and add to them as they learn new words.

However, there are certain families of verbs which behave in the same way. You could encourage students to notice these. For example:

1 likes and dislikes: *adore*, *love*, *like*, *enjoy*, *don't mind*, *dislike*, *can't stand*, *detest*, *loathe*, etc. are followed by the *-ing* form.

2 communicating: *tell*, *ask*, *beg*, *warn*, *request*, *remind*, *recommend*, *persuade*, etc. are followed by the pattern verb + object + infinitive.

Exercise 2

- Give students two minutes to complete the text. Then stop them and ask them to check their answers with a partner and when they've finished, to describe the twins' working relationship.
- During feedback ask students why it is that *to* is followed by an *-ing* form in number 1 (because *to* is not an infinitive but a preposition). Ask them to identify two more prepositions in the text (*on* and *like*) and remind them that prepositions are always followed by an *-ing* form.

ANSWERS

1 doing 2 watching 3 to read 4 to pursue 5 to focus 6 working 7 writing 8 to get 9 accepted 10 published 11 to be 12 typing 13 finish

Exercise 3

- Students do the exercise individually. Go round and check their example sentences. Explain that there are a few examples of each. Suggest that although they only need to choose one, they should choose one which is unfamiliar so that the practice is more useful.

ANSWERS

1 tend to, choose to, have yet to, happens to
2 has allowed them to, took the twins five years to
3 lets her sister finish
4 spent five years working, feels like typing
5 get their novel … accepted

Exercise 4

- Asks students to look at the dictionary entry and then elicit the answers from the class.

ANSWER

The dictionary entry shows the pattern in bold in brackets [V-**ing**]. it also contains an example sentence.

Exercise 5

- Asks students to look at the dictionary entry and then elicit the answers from the class.

ANSWER

claim 1 demand 1 fail 1 guarantee 1 hate 3 love 3 refuse 1 remember 4 risk 2 stop 4 try 4

Follow-up
Grammar Reference page 98

Exploit

Exercise 1

- Ask students to read the **Look out!** box and then complete the text individually before checking in pairs.
- Point out that *go on* + *-ing* means 'continue to do something', whereas *go on* + infinitive means 'to do something after completing something else', e.g. *The Mulgray twins were teachers who went on to become writers.*

ANSWERS

1 to be booked 2 to look 3 being impressed 4 to have 5 to stay 6 trying 7 to maintain 8 to have been forgiven 9 being / having been disgusted 10 performing 11 not to have spoken

Exercise 2

- Circulate as students do the task, monitoring for correct use of verb patterns. At the end ask students to report back their partner's answers.

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

ANSWERS GRAMMAR BUILDER 3 (PAGE 99)

Exercise 4
2 to collect 3 selling 4 to purchase 5 get 6 consulting 7 to make 8 travelling 9 to post

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

Exercise 6
2 having 3 being 4 to have 5 to be

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Writing page 28–29

An article

Target Language

Features of tourist destinations: architecture culture and arts eating out excursions nightlife shopping sport surrounding landscape

Describing tourist destinations: affluent ancient antique bustling captivating considerable contemporary cosmopolitan crowded current deprived desolate fascinating gripping high-rise hilly historic immense industrial isolated picturesque remote rundown sprawling thriving touristy up-to-date vast vibrant well-connected

Livening up descriptions: *The High Street boasts an impressive array of historic buildings; The financial district has a wealth of vast, contemporary buildings.*

Warm-up

- Ask students to pick a tourist spot in their country and think about why it is so popular with tourists. Elicit ideas from the whole class. Now put the students in pairs and ask them to pick a place they think tourists don't know about but should visit and say why they should go there. They should prepare a 30–60-second presentation. Invite students to give their presentations to the class.

Read

Exercise 1

Focus on the photos and elicit a few adjectives to describe the general feel of the places [*Burford: peaceful, pretty, charming, picturesque, quaint. Cheltenham: bustling, lively, vibrant*] and then ask two or three individuals to say which place they would prefer to visit and why.

Exercise 2

- Students do the task individually. Ask them to underline the relevant section of the text and write the appropriate letter next to it.

ANSWERS

Burford: b, e, f, g, h Cheltenham: a, c, d

Prepare

Exercise 1

- Ask students to consider the standard of writing and ask what distinguishes it from the writing of, say, an intermediate student.
- Read through the **Writing tip** together and ask students to do the exercise individually.
- With a stronger class ask students to find seven different alternatives.
- During feedback, highlight the differences in meaning of the words in part 2. *Picturesque* = pretty in a way that looks old-fashioned – it can apply to buildings, scenery; *quaint* = attractive in an old-fashioned or unusual way; *idyllic* = peaceful and beautiful, perfect, it can also apply to a lifestyle or existence; *exquisite* = extremely beautiful, but it can also describe food or hand-made items

ANSWERS

1 readily available, has a great deal to offer, has a wealth of, are teeming with, are well provided for, a wide variety, you'll find yourself spoilt for choice
2 exquisite, quaint, picturesque, idyllic

Exercise 2

- Students do the exercise in pairs.

ANSWERS

1 c *gripping* is used to describe a book, film or other kind of story
2 a *considerable* is used to describe something that is not tangible e.g. interest, pain, amount, expense
3 b *antique* is used to describe an object, e.g. furniture, jewellery
4 b *current* is used to describe something happening now, e.g. current prices, the current year

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.

Exercise 3

- Do the first sentence together on the board to show that students need to make all the component parts of the sentences more elaborate. Explain that all the possibilities can be found in exercises 1 and 2.

ANSWERS

1 The High Street boasts an impressive array of historic buildings.
2 The financial district has a wealth of vast, contemporary buildings.
3 The port has a wealth of fascinating history.
4 Young people looking for things to do in the town centre will find themselves spoiled for choice.
5 The streets near the station are teeming with state-of-the-art Internet cafés.
6 Culture lovers are well-provided for in the theatre district.

Exercise 4

- Go round monitoring and prompting as students do the activity. Have a brief class feedback.

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Exercise 5

- Refer students to the wordlist at the back of the Workbook.
- Elicit their ideas onto the board as three lists. If a student mispronounces a word, write it up on the board in brackets and focus on its pronunciation later.
- Words which are likely to be mispronounced are *bustling* /ˈbʌslɪŋ/, which has a silent *t*, *desolate* /desələt/, whose final syllable is a schwa, and *picturesque* /ˌpɪktʃəˈresk/, which has stress on the final syllable.
- Check comprehension of some of the trickier words by asking students to tell you which word means: *very poor, without enough food, education, etc. to live a happy and comfortable life?* [deprived] *full of people moving about busily?* [bustling] *empty and without people, making you feel sad?* [desolate] *with a strong and healthy economy?* [thriving] *spreading out from the centre in an untidy way?* [sprawling].

ANSWERS

Positive: affluent, cosmopolitan, historic, picturesque, thriving, vibrant, well-connected
It depends: bustling, high-rise, hilly, industrial, remote, sprawling
Negative: crowded, deprived, desolate, isolated, rundown, touristy

Exercise 6

- In pairs, students begin by describing what they see, using previously learned language for comparing and contrasting, and then move onto the questions. Have a whole class feedback.

Exercise 7

- Read the **Study tip** together and elicit the preposition to complete the sentence.

Exercise 8

- To check students understand the expressions, ask: *Which means: very nearby?* [a stone's throw away] *very well-known for?* [renowned for] *similar to?* [reminiscent of] *to provide things that a particular situation needs or wants?* [cater for].

ANSWERS

1 for 2 in 3 of 4 with 5 to 6 for 7 away
8 with 9 to 10 for 11 for 12 for

Exercise 9

- Set a time limit of five minutes for the exercise. After checking the prepositions elicit translations for the expressions.

ANSWERS

2 to 3 in 4 to 5 to 6 with 7 from 8 in

Write

Exercise 1

- Focus on the task and elicit or explain the meaning of *extol the virtues of* (talk in very positive terms about all the good things the towns offer). Set a time limit of 3–4 minutes for the brainstorm.

Exercise 2

- Give students ten minutes to write a first draft. Walk around monitoring and helping. After this time ask students to swap their work. They should comment on good examples of language and find ways of fine-tuning it. They should write the introduction jointly.

Exercise 3

- Students check their writing against the **Check your work** list and make final amendments. If there is time, ask two or three pairs to read out their work.

SAMPLE ANSWER

Come to Colourful Colorado!
Colorado, in the Western US, boasts some of America's most spectacular mountain scenery, as well as some of the world's best skiing. Alternatively, if shopping and nightlife are more your scene, both are readily available in the larger towns and cities, even up high in the mountains. Why not base a visit around two contrasting towns? They make perfect partners for the ideal holiday!
Boulder
Rich in mountain ambience and frontier history, Boulder is about 40 kilometres north-west of Denver, Colorado's capital. Pearl Street, which runs through the centre of the city, is a leafy pedestrian zone lined with a vast array of quaint and sophisticated shops, exotic eateries, and cool cafés, housed in stone and red-brick buildings that date from the late 1800s. Often described as 'The Peoples' Republic of Boulder', the town is renowned for its independent spirit and liberal take on life.
Breckenridge
Pioneers searching for gold in the Pikes Peak Gold Rush of 1859 found what they were looking for and built a town there, naming it Breckenridge. Nowadays, the miners have been replaced by skiers in the winter – the ski slopes are only a stone's throw away. And in the summer, Breckenridge is buzzing with tourists seeking high adventure in the form of mountain biking, white-water rafting, fishing, and hill walking. The town also plays host to a film festival each year. Considering that the main street is lined with shops, you'll be spoilt for choice!

MARKING SCHEME

- The article follows a clear, coherent plan. [2 marks]
- The article mentions a range of features for each town. [2 marks]
- The article goes beyond basic vocabulary. [2 marks]
- The article uses correct prepositions. [2 marks]
- The article uses accurate grammar and vocabulary. [2 marks]

More practice

Workbook page 25

Follow-up

Self Check, Workbook pages 26–27
Test Unit 3, Teacher's Book pages 132–133

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4 Changes

This unit includes

Vocabulary: synonyms of change • nouns formed from verbs • expressions with change • adjective-noun collocations • expressing opinions • linking words • neither / nor, either / or, not only / but also • speculating (degrees of probability)

Grammar: comparative and superlative forms • reduced relative clauses • conditionals

Speaking: talking about change • discussion: plans for urban development

Writing: a discursive essay

Workbook pages 28–35

Reading pages 30–31

Warm-up

- Put students in pairs. Ask them what plans they have for when they leave school. Ask them to think about anyone or anything which is influencing these plans, e.g. parental pressure, location of a course they want to do. Give them 1–2 minutes to talk in their pairs, and then conduct class feedback, asking some students to report on what their partner said.

Before Reading

- Students discuss the quotation in pairs, and then have a class feedback. Can they think of an example of something they have done because they are good at it, rather than because they wanted to do it (e.g. a subject, sport, instrument)? How successful was it?

ANSWERS

Students' own answers.

Background Notes

Raymond Chandler was an American novelist and screenwriter whose writing career began when he was 44 years old. During the Great Depression, he lost his job as an executive at an oil company, and decided to try his hand at writing. He was hugely successful.

Read

Exercise 1

- Read through the **Reading tip** with students. Get the students to skim the article and put the events in the correct sequence.

ANSWERS

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

Exercise 2

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

EXAMPLE ANSWERS

1 It was very focused on tennis, to the exclusion of everything else.
2 It allowed her a break from tennis.
3 Because the cancer charity, not tennis, is what she really loves.

Exercise 3 1.13

- Remind students that a good strategy for answering multiple choice questions is to read the question stem and try to answer it without looking at the options. Next check the options for something similar, and finally, read the appropriate section of the text in detail to double check.
- Check the answers.

ANSWERS

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

Understanding Ideas

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

Optional Activity: Speaking

Aim: To apply the ideas discussed with relation to Andrea to another, similar case. Remind students of the text *Little stars* and elicit what Andrea used to do and what she does now.

Explain that you have heard of a similar situation. A young dot-com millionaire called Chris Bishop has decided at the age of 25 to try to find a new direction in his life. He wants to change his priorities from making money, to using his body, mind and skills to help others. As a class, build up a profile of Chris Bishop on the board. This should include the details you'd normally find on a CV and also his personality, likes and dislikes, anything he is not good at, etc.

Put students in pairs. Tell them to think of a job or occupation where the person really has a great effect on others. Circulate and monitor.

Take the advertisements and put them up around the room as a gallery. Ask students to go around and read them.

Now each pair needs to choose one advertisement and sit down together again. They should imagine they will be interviewers for this job / occupation and prepare questions for the interview candidates. As a guide, suggest 5–10 questions.

When the questions are ready, divide the pairs and take half of the students aside. They will be Chris Bishop. The others are interviewers. Pair them up again and tell them they have five minutes for the interview.

When the interviews are finished, conduct class feedback and find out whether the interviewers were impressed and whether the interviewees felt this job / occupation provides the right new direction. If there is sufficient time, change the pairings and allow them a second chance to interview / be interviewed. Otherwise, with an outgoing class, encourage one or two pairs to act out their interview in front of the class and elicit feedback from the group.

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Vocabulary

Exercise 1

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

ANSWERS

1 impressionable **2** gift **3** killer instinct **4** calling **5** tortuous **6** terminally ill **7** locker-room **8** out of step **9** stark **10** uplifting **11** transferable **12** protracted **13** anguish **14** overbearing **15** ranch

- 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).

anguish is a noun which means misery and pain.

calling is a noun which means a career or occupation that you are destined to follow. When you say you have a calling, it means that you feel you have been *called* or *asked* to do something.

gift is a noun which means natural talent. Someone who has natural talent can be described as *gifted*.

impressionable is an adjective which means easily influenced or impressed. The opposite is *unimpressionable*.

killer instinct is a noun which means a ruthless determination to win.

locker-room is a noun which means a place where people change their clothes before or after doing sport.

out of step is an adjective which describes people who do not share the same ideas or attitude. It comes from the idea of people who are marching being *in step*, or working together.

overbearing is an adjective which describes someone who wants to control the behaviour of others. We don't describe someone as simply *bearing*.

protracted is an adjective which describes things that are long and drawn out. The opposite of protracted is brief.

ranch is a noun which is a very large farm, especially in the US.

stark is an adjective which means blunt and simple.

terminally ill is an adjective which describes someone who is close to death. *Terminal* is an adjective that means final or end.

tortuous is an adjective which describes something that is full of twists and turns.

transferable is an adjective which describes things that can easily be taken from one situation and used in another. The base verb is *transfer*.

uplifting is an adjective which means positive and encouraging. The opposite is *distressing* or *depressing*.

Quick Test: Fire away

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

Young people are more _____ than older people. [impressionable]
Ayrton Senna had a _____ for driving. [gift]
To win at Wimbledon, you need to have a _____ . [killer instinct]
When you have a _____, you know what you want to do with your life. [calling]
The road up to the top of the mountains was _____ and very dangerous. [tortuous]
The old man is _____ with cancer. [terminally ill]
After the football match, the entire team celebrated in the _____ . [locker-room]
Mark is _____ with the other members of his project team, but he has some great ideas. [out of step]
The skid marks on the road were a _____ reminder of the danger of driving too fast. [stark]
The film was very _____ . It really made me smile. [uplifting]
Giving a good presentation is a _____ skill. [transferable]
The debate was _____ because nobody could agree. [protracted]
You could see the _____ on the faces of the losing team. [anguish]
My boss is really _____ and tells everyone what to do all the time. [overbearing]
When he retired, he bought a large _____ and raised horses there. [ranch]

Optional Activity: Collocations

- **Aim**: To notice and learn collocations from the text.

Divide the class into two teams. Explain that you're going to write adjectives on the board that are part of common collocations. Get the students to raise their hand when they know the noun that follows each adjective in the text. Give one point for each correct answer. Take away one point for each incorrect answer.

enforced [retirement]
uplifting [journey]
impressionable [teenager]
stormy [relationship]
overbearing [father]
brief [childhood]
competitive [environment]
protracted [row]

More practice
Workbook page 28

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Vocabulary page 32

Target Vocabulary

Little stars: anguish calling gift impressionable killer instinct locker-room out of step overbearing protracted ranch stark terminally ill tortuous transferable uplifting

Expressions with *change*: change for the better change hands change of direction change of heart change of plan change one's mind change one's tune change one's ways

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word can we use to describe someone who doesn't think the same way as everyone else?* [out of step] *What do we call a natural talent or ability?* [gift]
- Students complete the sentences. Check the answers.

ANSWERS

1 tortuous **2** out of step **3** gift **4** uplifting **5** ranch **6** stark **7** anguish **8** protracted **9** killer instinct **10** terminally ill **11** locker-room **12** calling **13** transferable **14** overbearing **15** impressionable

Extend

Exercise 1 Expressions with *change*

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

ANSWERS

1 heart **2** minds **3** tune **4** ways **5** direction **6** better **7** hands **8** plan

Exercise 2

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

ANSWERS

1 adventuresome **2** sleepless **3** optional **4** healthy **5** spacious **6** painful **7** conceited **8** occupational **9** agricultural **10** lumpy

Quick Test: Quick-fire word formation

Divide the class into four teams. Give the first person in each team a piece of paper. Read out the first definition and give students three seconds to write the word. Ask them to pass the piece of paper to the second student. Read out the second definition and give students three seconds to write the word. Continue until you have read out all the definitions. Collect the pieces of paper and correct the answers with the class. The winner is the team with the most correct answers.

Something with a lot of space [spacious]
Something with a lot of lumps [lumpy]
Something connected with your occupation [occupational]
Someone who loves adventure [adventuresome]
Something that is an option [optional]
Something connected with health [healthy]
Something that causes pain [painful]
Someone who is full of conceit [conceited]
Someone who doesn't sleep [sleepless]
Something related to agriculture [agricultural]

Optional Activity: Word families

Aim: To focus on word families and expand students' vocabulary

Preparation: Draw the table below on the board. Focus on the first noun and elicit the words. Write the new words in the columns. Students continue completing the tables in pairs. They check their answers by looking up the words in a dictionary.

noun	***adjective***
addition	[additional]
[pain]	*painless / painful*
profession	[professional]
[drive]	*driven*
injury	[injured]
[worth]	*worthy*

Vocabulary Notebooks

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

More practice
Workbook page 30

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Grammar page 33

Comparative and superlative forms

Warm-up

- Divide the board in half vertically and write *yes* at the top on one side and *no* on the other. Put students in small groups. Ask them to think about the idea that childhood is the best time of your life. They should write a list of arguments for and against. When they have had 2–3 minutes, put two groups together to compare their ideas.

Explore

Exercise 1 1.14

- Students read and listen to the dialogue.
- Ask: *What has Luke found difficult and not so difficult about his first year at university?*

POSSIBLE ANSWERS

Difficult: Living away from home, especially when it comes to food and laundry.
Not so difficult: The work

> **Teaching Tip: *Superlatives***
>
> For some learners, superlatives can be very tricky. You can practise comparatives and superlatives easily by starting with people in the room. In groups, ask students to compare themselves. Ask: *How far do you travel to school?* Learners then put themselves in order from the person who travels the shortest distance to the person who travels the furthest. They can line up shortest to tallest, youngest to oldest, and so on.

Exercise 2

- Students read the dialogue again and underline the comparatives and superlatives.
- Check answers.

ANSWERS

quite a lot harder; much more challenging; no more difficult; marginally less difficult; the hardest thing; rather more practical; easily the worst cook; very first time

Exercise 3

- Read through the **Learn this!** and **Look out!** boxes together. Divide students into pairs to discuss the topics. Encourage them to use a range of modifiers and to experiment with the ones which are less familiar.

POSSIBLE ANSWERS

a far sight harder; an awful lot more challenging; only as difficult; very slightly less difficult; the most difficult thing; a little bit more practical; far and away the worst cook

Exercise 4

- Suggest that students highlight the comparative and superlative phrases in exercise 2 before rewriting the sentences. Check answers, and then get them to discuss their reaction to each sentence in pairs. Refer them again to the language of agreeing and disagreeing on the board.

ANSWERS

1 It becomes less and less easy to make new friends during your teenage years.
2 The more you go out, the more money becomes central to your life.
3 One of the most important things to teenagers is friendship.
4 The more fashionable clothes teenagers have, the better.
5 As a teenager, you are at your most sensitive to criticism.
6 As a teenager, you are not quite so willing to follow orders.

Follow-up

Grammar Reference page 100

Exploit

- Students complete the sentences.
- Check the answers.

ANSWERS

1 least 2 most 3 more and more 4 better
5 quite so 6 less 7 more 8 worst

> **Quick Test: Error correction**
>
> Write the following incorrect sentences on the board. Students write the sentences correctly in their notebooks.
>
> *I thought the book was only marginally better the film.* [better than]
> *That was one of the most worst meals I've ever eaten.* [the worst]
> *A broken ankle is very slight worse that a broken toe.* [slightly]
> *I'm an awful happier this year than I was last year.* [awful lot]
> *Teenagers aren't quite willing as younger kids to go on family holidays.* [quite so willing]
> *He said his maths test was easier for a mile than he expected.* [by a mile]

More practice

Workbook page 31
Grammar Builder page 101, exercises 1–3

ANSWERS GRAMMAR BUILDER 4 (PAGE 101)

Exercise 1

1 longer 2 the most important 3 faster, less intelligible
4 lowest 5 better 6 not as hard

Exercise 2

1 quite 2 very 3 deal 4 bit 5 slightly 6 far
7 awful 8 mile

Exercise 3

2 A player injured in the match was rushed to hospital.
3 Some boys living on my estate were hanging around outside the shopping centre.
4 A man in police custody was arrested last night.
5 Some hostages held by the hijackers are members of the crew.
6 Several dismissed employees have been reinstated.
7 A lifeguard jumping in the sea is going to rescue someone.
8 Some measures enforced by the government seem to be working.
9 The woman standing on the podium is my mother.
10 Some houses destroyed by the earthquake are going to be rebuilt.

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Skills page 34

Describing change

Target Vocabulary

Verbs to describe change: adapt adjust alter convert evolve modify refine transform

Warm-up

- Put students into small groups. Ask them to brainstorm what important changes they have had in their lives so far and any changes they expect in the next five years or so. With a weaker class, offer suggestions to start them off: starting school, starting and stopping hobbies or sports, having a new brother or sister, moving house. When they have a list of a few things, ask them to think about whether they feel positive or negative about the changes they have listed. Conduct brief class feedback.

Vocabulary

Culture note – George Bernard Shaw

George Bernard Shaw (1856–1950) was a famous Irish playwright. He wrote over 60 plays, won the Nobel Prize for Literature in 1925. He is famous for his play *Pygmalion*, which was the basis for the musical *My Fair Lady*.

Exercise 1

- Give students time to interpret the quotation and to talk about their own attitudes to change in pairs before discussing it as a class. As feedback, elicit a paraphrase for Shaw's attitude and then ask a few students to tell the class about their partner's attitude.

ANSWERS

1 Shaw says that some people question the cause of things, whereas he tends to ask himself why things can't be different, which indicates that he is generally in favour of change.
2 Students' own answers

Exercise 2

- If students don't have dictionaries, refer them to the wordlist. Do the first pair of sentences together to check they understand that they need the same verb for both sentences.
- Remind students of the point raised in the previous unit, that at advanced level students need to go beyond the basic vocabulary, in this case, the word *change*.
- To help students remember how we use the words, as well as the meaning of the words, suggest that they write the full sentences in their vocabulary notebooks.

ANSWERS

2 a adapted b adapt
3 a alter b altered
4 a transformed b transform
5 a evolved b evolved
6 a refined b refining
7 a adjusts b adjust
8 a modified b modify

Listen

Exercise 1 1.15

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

ANSWER

Speaker 1: neutral Speaker 2: negative
Speaker 3: positive

TAPESCRIPT

Speaker 1 I went to see *The Golden Compass* last week. It's a screen adaptation of *Northern Lights* by Philip Pullman. Everyone always says film versions of books are never as good as the original, but I thought they made a really good job of it. They made some minor alterations to the plot and they inevitably missed some bits out, but they really captured the flavour and atmosphere of the book. My only criticism is that they changed the ending slightly, basically to make it happier – but that's Hollywood for you.
Speaker 2 I recently went back to Newbridge, the town where I was born, twenty years ago. When I came out of the station I thought for a moment I'd got off at the wrong stop, it had changed so much. They've basically knocked down most of the old buildings in the town centre and replaced them with modern office blocks. It's a complete transformation – and not for the better. They've widened the roads, no doubt to ease traffic congestion, but it's much less pleasant for pedestrians now. At least they left the old theatre more or less untouched, apart from one slight modification: they've changed its name to The New Theatre. Why? Totally pointless. It isn't new!
Speaker 3 They've just introduced a new computer system at the call centre where I work. It's supposed to streamline the way we work, making it quicker to answer customers' queries and access files. We've only been using it for a day or two, and we'll obviously face a period of adjustment as we get used to it. No doubt they'll need to make some refinements to it once it's been up and running for a while, but I must say that, on the whole, it seems to works very well.

Exercise 2 1.15

- Students do the exercise individually.
- Play the CD again for students to complete the table.
- Check the answers.

ANSWERS

1 screen adaptation
2 minor alterations
3 complete transformation
4 slight modification
5 period of adjustment
6 make some refinements

Speak

- Put students in pairs to discuss the changes. Conduct a brief feedback.

More practice

Everyday English 4, Teacher's Book pages 114–115

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Grammar page 35

Conditionals

Warm-up

- Put students in small groups. Ask them to brainstorm everything they know about dinosaurs. After two minutes, elicit information from the class.

Explore

Exercises 1 and 2

- Focus on the task and elicit answers to the question. Ask them to read the text to check answers.

ANSWERS

1 It was originally thought that they were cold-blooded but some may have been warm-blooded.
2 They became extinct 65 million years ago when a meteor hit the earth.

Exercise 3

- Students do the exercise individually or in pairs.

ANSWERS

1 *If there were no sheep, cows and dogs, we wouldn't have … man's best friend.* (b)
2 *What would have happened if the meteor had missed its target?* (a)
3 *If the meteor hadn't struck the earth, we wouldn't be around today.* (c) *Suppose dinosaurs were still roaming the earth today, would the human race have managed to evolve alongside them?* (c)
4 *Suppose dinosaurs were still roaming … it was thought … would never have survived.* (a)
5 *Had the meteor not hit the earth, dinosaurs would have continued to thrive.* (a)

Follow-up

Grammar Reference page 100

Exploit

Exercise 1

- Using item 3 of exercise 3 as an example, point out that mixed conditionals can consist of two tense sequences.
- *If* + past simple / past continuous in the conditional clause and *would have* + past participle in the result clause. Or;
- *If* + past perfect in the conditional clause and *would* + infinitive in the result clause.

ANSWERS

2 If Kate hadn't failed her driving test last week, she wouldn't be retaking it in July.
3 If he'd paid his tax / hadn't refused to pay tax, he wouldn't be being prosecuted now.
4 If he hadn't been rude to me, I would like him.
5 If he'd been wearing a seatbelt, his injuries wouldn't be so serious.
6 If I hadn't forgotten my keys, I'd be able to get into the house.

Exercise 2

- Do the first sentence together and then ask students to continue alone before checking in pairs.
- Point out that in sentences 4 and 6 it is not possible to use the contracted forms *weren't* and *hadn't*.

ANSWERS

1 Should you need to make any photocopies, there's a photocopier outside my office.
2 Please contact head office should you need to make a complaint.
3 Were Kurt Cobain alive today, he'd be over 40.
4 Were she not married to the boss / Were it not for the fact that she's married to the boss, she'd never have got the job.
5 Had I known it would rain, I'd have taken an umbrella.
6 Had it not been for my parents' generosity, I could never have afforded to buy a new car.

Exercise 3

- Elicit or explain that *If only I had more time* is more emphatic and regretful than *If I had more time* and that *How I wish* is much more emphatic than *I wish*.

Exercise 4

- Students work alone to transform the sentences.

ANSWERS

2 Unless we hurry, we won't get to the airport on time.
3 You can borrow my MP3 player provided that you give it back to me tomorrow.
4 Supposing there were intelligent life out there, how could we make contact?
5 As long as you follow the instructions I gave you, you can't go wrong.
6 If he had admitted he was wrong, it would have been totally out of character.

Exercise 5

- Give students a minute or two to think of answers to the questions, then monitor for correct use of conditionals as they speak.

More practice

Workbook page 32

Grammar Builder page 101, exercises 4–5

ANSWERS GRAMMAR BUILDER 4 (PAGE 101)

Exercise 4

1 CORRECT 2 If I'd spoken better English, I would have got the job. 3 CORRECT 4 Suppose I hadn't been to the bank, how would we have paid for that meal? 5 Had they arrived any later, the show would have started. 6 You wouldn't be so tired if you had gone to bed earlier last night. 7 CORRECT 8 If they'd been driving more slowly, they wouldn't have crashed.

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Exercise 5

2 If I'd known you liked Coldplay, I'd have bought you a ticket for the concert.
3 Had you lost your glasses, you wouldn't be able to read the menu.
4 If John had packed the sandwiches, he wouldn't be starving now.
5 Unless they ban tourists from the ancient city, it will be ruined in no time.
6 Mary would spend more time with her children if she worked at home.
7 If Peter and Brian had had enough money last summer they would have gone on holiday.
8 Unless you exercise every day you won't get fit.
9 If you heat water it boils at 100 degrees.
10 If he had spoken Russian he would have got the job in Moscow.

Writing page 36–37

Discursive essay

Target Language
Paragraph topic sentences: New forms of synthetic material will no doubt have been invented.
Linking words: neither … nor …; either … or …; … rather than …; … or even …; both … and …; not only … but also …
Speculating: It could / might happen; It may well happen; It's bound to happen; It's very likely to happen; It will (almost definitely) happen; It will probably happen; There's a (faint) chance it might happen. There's (almost) no chance of it happening.

Warm-up

- Ask students to imagine they could meet somebody from 100 years in the future. They would be allowed to ask this person just one question. Give them a minute to think about what question they would ask. If you wish, allow them to discuss their ideas in pairs. Elicit some of the questions.

Read

Exercise 1

- Choose one of the topics, for example, food, and elicit three or four ideas about how it might be different a hundred years from now. Some ideas: Nearly all food will be scientifically modified to make it more healthy, and to make it last forever without going off; New flavours will be invented; Artificial flavours will taste exactly like the real thing; There will be an amazing selection of futuristic snacks.
- Students continue discussing the topics in their pairs. If time is limited, ask them to select just three.

Exercise 2

- Students do the exercise alone.

ANSWERS

2 computers 3 clothes 4 transport

Exercise 3

- Refer students to the **Writing tip** and then ask them to match the topic sentences with the gaps.
- Point out, if necessary, that there is one extra topic sentence.

1 d 2 a 3 f 4 c 5 e
Sentence b matches the topic of 'health'.

Exercise 4

- Monitor and correct as students write. Ask a few pairs to read out their sentences.

Teaching Tip: Linking words in essays

Linking words are used in essays to connect ideas and make the writing flow. Typical linking words that signal additional information being given are: … *or even* … , *both* … *and* … and *not only* … *but also* … . Typical linking words for comparisons and ideas are: *neither* … *nor* …, *either* … *or* … and … *rather than* … .

Prepare

Exercise 1

- Let students discuss the meanings in pairs. In feedback ask for an example sentence as well as an explanation of meaning.

ANSWERS

which neither requires fuel nor creates pollution
either as friends or as potential rivals
fly to work rather than sitting in a traffic jam
people could be wearing jeans or even nineteenth-century suits or dresses
both nylon and Lycra
not only as sources of information, but also as sources of wisdom and advice

not only … but also is similar to *both … and …*
neither … nor … is used to join two negative ideas (it is the opposite of *both … and …*)
either … or … is used to talk about a choice of two different things
… rather than … is used to say that something is preferable to something else
or even … suggests that the next thing mentioned is something surprising

Exercise 2

- Students work individually or in pairs.

POSSIBLE ANSWERS

1 Computers are not only becoming more powerful, but also cheaper. / Not only are computers becoming more powerful, but they are also becoming cheaper.
2 Soon computers may be able to hold conversations with humans, or even tell jokes.
3 We may be able to control it with our mind rather than using a mouse or keyboard.
4 Some people maintain that computers will neither be able to think like people nor have emotions.
5 Super-powerful computers will either be incredibly useful or incredibly dangerous to mankind.

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Exercise 3

- Encourage students to practise the linking words as they discuss the questions.

Exercise 4 1.16

- Give students a few moments to familiarize themselves with the ideas and deal with any vocabulary questions which may arise.

ANSWERS

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

TAPESCRIPT

Girl Well, humans might not even live on earth 100 years in the future – we might have all moved to another planet, or we might be extinct. They might have invented things that they can plug into your brain so that you don't have to go to school.

Boy I was reading a book the other day about, you know, everyone having a chip in their brain and, you know, the rich people had a more sophisticated one than the poor people and er, so the poor people's ones were always going wrong and they end up, like, malfunctioning and, you know, so, like, 24/7 Internet access in your head. And there'll be no cars … they'll probably have been banned by government.

Girl Er … we might have discovered aliens with antennae. They might have green skin and scales.

Boy If we lived in space, I doubt we'd have any hair, and we'd probably be pale as death.

Exercise 5

- Ask students to number the ideas in pairs. They shouldn't worry too much about an exact order. At the end elicit a few opinions about which one they think is the most likely and which one the least likely.

Exercise 6

- Students do the exercise individually.

ANSWERS

1 doubtless
2 as likely as not
3 more likely than not
4 no doubt
5 In all probability

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

- Allow pairs 5–10 minutes to brainstorm ideas for their essay. Refer them to the pictures for ideas if necessary.

Exercise 2

- Students check their partner's work, ticking the **Check your work** boxes as appropriate. For the fifth point, checking spelling and grammar, suggest that they underline any mistakes and hand the essay back to their partner for correction.

SAMPLE ANSWER

Both technology and the natural world will continue to change, and there will doubtless be changes in the world climate that will lead to inventions and discoveries which will affect every aspect of our lives.

A hundred years from now, we will probably have to deal with far more serious storms and other weather phenomena. Already, we have seen an increase in the strength of hurricanes and other big storms. Consequently, we will probably need to build differently. In some places, people may have to build much stronger houses or even move underground for safety. In other places, near the sea, buildings will have to be built well above the waterline.

New forms of food will no doubt have been invented, and these could revolutionize eating in the same way that the invention of farming did thousands of years ago. As growing food and raising animals becomes more difficult in some places because of global warming, scientists will develop ways of growing protein-rich food in factories.

Transportation will definitely be different. Electric vehicles, rather than petrol-powered cars, will become common, and we may well see vehicles which allow users to fly to work rather than drive on crowded streets. The vehicles will as likely as not be solar powered.

The theme of the future will be keeping up and adapting. Humans will almost certainly face huge challenges finding ways to cope with severe weather, feed themselves, and get around without fossil fuels.

MARKING SCHEME

- The essay follows a clear, coherent plan. [2 marks]
- The essay has the correct number of words. [2 marks]
- The essay uses expressions from the **Learn this!** box. [2 marks]
- The essay uses linking words from the **Writing tip** on page 44. [2 marks]
- The essay uses accurate grammar and vocabulary. [2 marks]

More practice

Workbook page 33

Follow-up

Self Check, Workbook pages 34–35
Test Unit 4, Teacher's Book pages 134–135

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Literature Corner 2 page 38

Jane Austen

Exercise 1

- Students discuss the questions in groups. They then share their ideas with the class.

ANSWERS

Students' own answers

Exercise 2

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

ANSWERS

1 language 2 after 3 dependent 4 daughters
5 although 6 make 7 richer 8 love

Exercise 3

- Students work individually. Check the answers.

POSSIBLE ANSWERS

1 *Among the most violent against him was Mrs Bennet, … sharpened into particular resentment by his having slighted one of her daughters.*
2 *He was the proudest, most disagreeable man in the world, and everybody hoped that he would never come there again.*
3 *I hate to see you standing about by yourself in this stupid manner. You had much better dance.* Bingley is concerned about Darcy, and he has a close relationship with him so can be rude without causing offence.
4 Darcy says: *… there is not another woman in the room whom it would not be a punishment to me to stand up with.* and later, *She is tolerable; but not handsome enough to tempt me; …*
5 Darcy says: *… I am in no humour at present to give consequence to young ladies who are slighted … you are wasting your time with me.*

Exercise 4 1.17

- Play the recording. Check answers as a class.

ANSWER

No, he doesn't. He doesn't say he will insist that Elizabeth accepts Mr Collins. He says, 'She shall hear my opinion.'

TAPESCRIPT

'Pardon me for interrupting you, madam,' cried Mr Collins; 'but if she is really headstrong and foolish, I know not whether she would altogether be a very desirable wife to a man in my situation, who naturally looks for happiness in the marriage state. If, therefore, she actually persists in rejecting my suit, perhaps it were better not to force her into accepting me, because if liable to such defects of temper, she could not contribute much to my felicity.'
'Sir, you quite misunderstand me,' said Mrs Bennet, alarmed. 'Lizzy is only headstrong in such matters as these. In everything else she is as good-natured a girl as ever lived. I will go directly to Mr Bennet, and we shall very soon settle it with her, I am sure.'
She would not give him time to reply, but hurrying instantly to her husband, called out as she entered the library, 'Oh! Mr Bennet, you are wanted immediately; we are all in an uproar. You must come and make Lizzy marry Mr Collins, for she vows she will not have him, and if you do not make haste he will change his mind and not have her.'
Mr Bennet raised his eyes from his book as she entered, and fixed them on her face with a calm unconcern which was not in the least altered by her communication.
'I have not the pleasure of understanding you,' said he, when she had finished her speech. 'Of what are you talking?'
'Of Mr Collins and Lizzy. Lizzy declares she will not have Mr Collins, and Mr Collins begins to say that he will not have Lizzy.'
'And what am I to do on the occasion? – It seems an hopeless business.'
'Speak to Lizzy about it yourself. Tell her that you insist upon her marrying him.'
'Let her be called down. She shall hear my opinion.'
Mrs Bennet rang the bell, and Miss Elizabeth was summoned to the library.
'Come here, child,' cried her father as she appeared. 'I have sent for you on an affair of importance. I understand that Mr Collins has made you an offer of marriage. Is it true?'
Elizabeth replied that it was. 'Very well – and this offer of marriage you have refused?'
'I have, sir.'
'Very well. We now come to the point. Your mother insists upon your accepting it. Is not it so Mrs Bennet?'
'Yes, or I will never see her again.'
'An unhappy alternative is before you, Elizabeth. From this day you must be a stranger to one of your parents. Your mother will never see you again if you do not marry Mr Collins, and I will never see you again if you do.'
Elizabeth could not but smile at such a conclusion of such a beginning; but Mrs Bennet, who had persuaded herself that her husband regarded the affair as she wished, was excessively disappointed.
'What do you mean, Mr Bennet, by talking in this way? You promised me to insist upon her marrying him.'
'My dear,' replied her husband, 'I have two small favours to request. First, that you will allow me the free use of my understanding on the present occasion; and secondly, of my room. I shall be glad to have the library to myself as soon as may be.'

Exercise 5 1.17

- Students listen again. Check answers as a class.

POSSIBLE ANSWERS

1 She wants her husband to make Lizzy marry Mr Collins. She says she will never see her daughter again if she refuses Mr Collins.
2 When she runs into his room, he just looks calmly up from his book.
3 He says he will never see Lizzy again if she marries Mr Collins.
4 He is more concerned about Lizzy's happiness than he is about his wife's demands. Lizzy is amused, not surprised, when her father sides with her and not with his wife.

Exercise 6

- Students discuss the question in groups. They then share their ideas with the class.

ANSWERS

Students' own answers

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Skills Round-up 3–4 page 39

Read

Exercise 1

- Students discuss the answer in pairs.

ANSWER

Students' own answers

Exercise 2

- Students read the text and answer the question.

ANSWER

Flat Night Fever: Groups of people looking for a flat gather to meet flatmates.

Exercise 3

- Students do the exercise individually or in pairs.

ANSWERS

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

Listen

Exercise 1 1.18

- Play the audio. Students answer the question.

ANSWER

The letting agent and a housemate

TAPESCRIPT

Edgars Hi, Tomas. How are you?
Tomas I'm fine. Is that all you have? One suitcase?
Edgars Yes, it is … for now. The rest is back home in Latvia. I wanted to find somewhere to live before I had it sent over.
Tomas Yes, of course. Anyway, come in. Tanya's here from the agency. She's got all the paperwork.
Edgars Oh, right. We'd better get that over with, I suppose!
Tomas There are about twenty forms to sign – I remember getting quite stressed about it when I started my tenancy last year! Anyway, she's in the kitchen. Would you like a coffee?
Edgars No, thanks. I'm fine.
Tanya Hello, Edgars. Is it Edgars or Ed?
Edgars Edgars.
Tanya Fine. Anyway, I have your tenancy agreement here. Can I just take a few details?
Edgars Of course. What do you need to know?
Tanya Well, have you opened a bank account yet?
Edgars I'm just in the process of doing that, actually. They need to see the formal letter of engagement for my new job first.
Tanya Oh, I see. You don't have that yet? I thought you'd been offered the job.
Edgars I have … verbally. I'm just waiting for the letter to arrive.
Tanya Where are they sending it to?
Edgars Well, here. I phoned them yesterday and gave them this address.
Tanya Hmm. OK. Well, I suppose that's … the best you can do. Now, I need a deposit.
Edgars Yes, I know.
Tanya Three months' rent is … £2,400.
Edgars Three months? I thought it was two months.
Tanya It's three, because you don't have proof of employment.
Edgars But when I get the letter … do I get the money back for the third month?
Tanya I'm afraid not. It's not my decision – it's the landlord. He insists on it.
Edgars Oh, OK. Well, I'll have to get more money from the bank, then. I can use my credit card.
Tanya Fine. Well, let's get everything signed, and then we can go to the bank on my way back to the office.
Tomas Hi, Edgars. Everything sorted out?
Edgars Yes. I got more money from the bank. We're now officially housemates!
Tomas That's great!
Edgars Now you can tell me the truth about the house. The noisy neighbours …
Tomas The neighbours are fine, actually. I never even hear them.
Edgars What about the landlord? Does he ever call round?
Tomas Occasionally. He's supposed to let us know before he comes, but he never does. I think he's trying to catch us out! Oh, by the way, the post arrived while you were out. There's a letter for you.
Edgars It must be my job offer! If it had arrived an hour ago, I'd have saved myself £800!
Tomas Is everything OK?
Edgars I don't understand …
Tomas What's the problem?
Edgars But he offered me the job! We shook hands in the car park!
Tomas What does the letter say?
Edgars It's a rejection letter. They've given the job to somebody else!

Exercise 2 1.18

- Play the audio again. Students do the exercise individually. Check answers.

ANSWERS

1 T **2** NS (We know he started living there last year but don't know exactly how long.) **3** T **4** F (It is because he doesn't have a formal job offer in writing.) **5** T **6** T **7** NS (It is from InterPost but we don't know exactly who wrote it.)

Write and speak

Exercise 1

- Students read and make notes individually.

Exercise 2

- Students write the article individually.

Exercise 3

- Students do the exercise in groups of four. Circulate and monitor.

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5 Battles

This unit includes
Vocabulary: war and war idioms • verb-noun collocations • linkers for addition
Grammar: *for* + noun / pronoun + infinitive • ellipsis (reduced infinitives, omission of verbs)
Speaking: talking about armed conflict • discussing family tensions • discussing gender equality • a presentation
Writing: a description of a person
Workbook pages 36–43

Reading pages 40–41

Warm-up

- Tell students that they are going to read about a famous Australian. Put them into pairs and ask them to discuss what they know about Australia, including anything specific about the climate and wildlife. Conduct class feedback. Ask if any of the students would like to go to Australia and if so, why?

Before Reading

Exercise 1

- Focus on the photo. In pairs, students describe what is happening and why. They should 'look behind the photo' and think of his motives. Encourage them to use speculative language.

Exercise 2

- Students discuss the questions in pairs and then conduct a brief open class feedback.

Read

Exercise 1

- Read through the Reading tip with students.
- Read the three questions and have students do the exercise individually.
- Check answers.

ANSWERS

1 killed, danger, dead
2 business, fortune, lucrative, money
3 parents, retire

Exercise 2

- Get the students to scan the text for the answers.

ANSWERS

1 He was stung by a stingray.
2 He became rich because visitors came in droves to watch him get up close to dangerous animals.
3 He took over the Queensland Reptile and Fauna Park.

Exercise 3 1.19

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

ANSWERS

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

Optional Activity: Prepositions

Aim: To focus on prepositions.
Preparation: Write the following on the board.

1 *spiders capable _____ delivering a fatal bite*
2 *he was in tune _____ his surroundings*
3 *shrink _____ the sun*
4 *I'm fine _____ that.*
5 *Unprovoked attacks are virtually unheard _____ .*
6 *One commentator blamed his death _____ the demands . . . .*
7 *He developed it _____ a tourist attraction.*

Students complete the sentences. Check answers.

ANSWERS

1 of 2 with 3 from 4 with 5 of 6 on 7 into

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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Optional Activity: Discussing Steve Irwin

Give groups of 4–6 one of the statements below to debate. Half of the group should work together for five minutes to brainstorm reasons in favour of the statement and the other half should brainstorm the reasons against.

Statements:

To hold people's attention, television has to be sensational or shocking.

Individual people can't really make a difference to world issues such as protecting wildlife.

Protecting wildlife is not very important compared to many other world issues.

Steve Irwin's death should teach us not to get too close to wildlife.

There are more positive than negative aspects about animal theme parks like Steve Irwin's.

It's more important to protect plant life and habitat than wildlife.

When they have lists of points for and against the statement, ask them to discuss for 5–10 minutes the issue in their groups. They should come to a conclusion about whether their group agrees or disagrees with the statement.

Once all the groups have reached a decision, change the groupings. Form groups which include one student from each group and tell them to report to each other what they discussed and the conclusion they reached, explaining their reasons. They may ask each other questions, agree and disagree, and discuss more in these groups. If you have limited time, this reporting stage could be done as a whole class activity.

Vocabulary

Exercise 1

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

ANSWERS

1 scratch **2** portrayed **3** condemned **4** shudder
5 venom **6** lucrative **7** droves **8** advocate
9 adrenaline **10** placid **11** remote **12** cradling
13 fuss **14** acquired **15** encounters

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

acquired is a verb which means obtained or gained. A thing that is acquired is an *acquisition*.

adrenaline is a noun which means a substance produced in the body when you are afraid, excited or angry. The feeling associated with adrenaline is called an *adrenaline rush*.

advocate is a noun which means a person who supports a public plan or action. The verb is also *advocate*.

condemned is a verb which means strongly disapproved of. The noun is *condemnation*.

cradling is a verb which means holding gently in your hands or arms. A *cradle* is a small bed for a baby.

droves is a noun which means large numbers of people. The word is always plural.

encounters is a noun which means meetings, especially unexpected ones. *Encounter* is also a verb.

fuss is a noun which means anger or complaints about something. It also can be used as a verb.

lucrative is an adjective which describes making a lot of money. *Lucre* is an old-fashioned word meaning *money*.

placid is an adjective which describes someone or something that is not easily excited or irritated.

portrayed is a verb which means represented; shown or described in a particular way. The noun is *portrayal*.

remote is an adjective which describes a place that is a long way from where other people live. More generally, it has the same meaning as *distant*.

scratch is a noun which means a slight injury made by something sharp. It's also used as a verb.

shudder is a verb which means to shake because you are cold, frightened or because you experience strong feelings.

venom is a noun which means poison from an animal's bite or sting. The adjective is *venomous*.

Quick Test: What was I going to say?

Read out the first sentence and pretend you have forgotten the last word. Elicit the last word from students. Continue until students have guessed all the words.

You have to be very self-reliant when you live in a place that's [remote].
He managed to capture the angry cat without a [scratch].
I didn't like the way the main character was [portrayed].
If we want people to support our plan, we need to find a famous [advocate].
When everyone heard about the company's illegal activities, they were immediately [condemned].
When I realized how close I'd come to having an accident, my body shook with a terrible [shudder].
You must watch out for this particular spider, because it carries a very powerful [venom].
Dan is now rich because the business he's in is so [lucrative].
The movie was so popular that people came to the cinema in [droves].
Whenever I go bungee-jumping, I feel a huge rush of [adrenaline].
When you hold a child, you realize that the human arms and hands are perfectly designed for [cradling].
The announcement that the voucher for a free meal wouldn't be honoured created a huge [fuss].
It's not easy, but if you search the markets, all of the ingredients for the recipe can be [acquired].
I loved the book of stories about how people first met through unexpected [encounters].
I don't know why the animals are making so much noise, because usually they're completely [placid].

More practice
Workbook page 36

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Vocabulary page 42

Target Vocabulary

Steve Irwin: acquire adrenaline advocate condemn cradle droves encounter fuss lucrative placid portray remote scratch shudder venom

Verb-noun collocations: open up old wounds burn your bridges fight a losing battle set your sights on something bury the hatchet jump the gun drop a bombshell stick to your guns take over a country, a restaurant shake off a feeling, a cold cause trouble, a fire pronounce sentence, the winner laugh off a suggestion, a claim acquire a reputation, a taste administer punishment, drugs provoke a quarrel, an allergic reaction

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word can describe something that makes a lot of money?* [lucrative] *What do we call anger or complaints about something?* [fuss]
- Students complete the sentences. Check the answers.

ANSWERS

1 lucrative 2 encounter 3 advocate 4 adrenaline 5 fuss 6 shudder 7 condemned 8 portrayed 9 droves 10 scratches 11 venom 12 cradled 13 acquired 14 placid 15 remote

Extend

Exercise 1 Verb-noun collocations

- Focus on the words and ask students to match them.
- Check answers.

ANSWERS

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

Exercise 2

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

ANSWERS

2 has set her sights on 3 bury the hatchet 4 jumped the gun 5 dropped a bombshell 6 stuck to his guns 7 opened up old wounds 8 burned his bridges

Optional activity: fighting idioms

Aim: To practise fighting idioms

Preparation: Give out paper and coloured pens.

Tell students they have to choose one of the expressions from exercise 2 and draw a picture to illustrate it. Give them a few minutes to complete their picture. Now, get them to hold up the picture for the other students to guess the expression.

Teaching Tip: Burying the hatchet

The expression *bury the hatchet* entered the English language in the late 1600s in North America. As an outward sign that tribes were at peace rather than war, they would ceremonially bury two weapons – fighting hatchets – in the ground. Now the expression means formally deciding to end a fight or argument.

Exercise 3

- Students do the exercise individually.
- Check answers.

ANSWERS

1 take over 2 shake off 3 cause 4 pronounce 5 laugh off 6 take 7 acquire 8 administer 9 provoke

Exercise 4

- Students do the exercise individually.
- Check answers.

ANSWERS

1 take advice 2 cause trouble 3 shake off the feeling 4 laugh off the suggestion 5 take over the country 6 provoke an allergic reaction 7 pronounce sentence 8 administer drugs 9 acquire a taste

Quick Test: Fill the gap

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

Let's _____ a chance on the new James Bond film. [take]

The authorities think faulty wiring _____ the fire. [caused]

I can't _____ off this cold! [shake]

The politician laughed _____ the claim that he had been a criminal in the past. [off]

The restaurant was taken _____ by new management. [over]

The lack of available seats in the café _____ a quarrel. [provoked]

The race officials _____ the Russian runner the winner. [pronounced]

Parents don't like to _____ punishment, but it's sometimes necessary. [administer]

The restaurant _____ a reputation as the very best in the area. [acquired]

Vocabulary Notebooks

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

More practice

Workbook page 38

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Grammar page 43

for + noun / pronoun + infinitive

Warm-up

- Write the following eight nouns on the board: *argument*, *row*, *quarrel*, *clash*, *disagreement*, *difference of opinion*, *fight*, *battle*. Put students in pairs to discuss the differences in meaning between these near synonyms. You could encourage them to think about which are stronger or weaker, more polite, more aggressive, etc. Give them 2–3 minutes. Monitor and then clarify any confusion as a whole class.

Explore

Exercise 1

- Students discuss the questions in pairs and then as a whole class.

Exercise 2

- Ask students to skim read the text. Stop them after one minute and ask them to answer the question in pairs before checking as a class.

ANSWERS

Students' own answers

Exercise 3

- When students have looked at the sentences, copy them onto the board and highlight the relevant parts to show the structure.
- Either read through the information in the **Learn this!** box together or ask students to read the information silently to themselves.

ANSWER

for + noun / pronoun + infinitive

Follow-up

Grammar Reference page 102

Exploit

Exercise 1

- Do the first sentence on the board together and then students continue with the exercise alone.

ANSWERS

1 for you to come home 2 for him to give up 3 for him to take over 4 for them to finish 5 for me to get there 6 for you to see 7 for them to finish 8 for these birds to fly

Exercise 2

- Students rewrite the sentences individually.
- Check the answers.

ANSWERS

1 It's natural for you to feel disappointed.
2 It's unusual for it to rain so much in July.
3 I don't think it's necessary for us to call home before we leave.
4 It's essential for them to buy a new printer for their computer.
5 I'm eager for you to visit the historic castle that's just outside of town.
6 John's idea was for us to advertise as widely as possible.
7 It's important for them to arrive as soon as possible.

Exercise 3

- Students rewrite the sentences individually.
- Check the answers.

ANSWERS

1 It's important for her to say sorry.
2 My idea is for us to leave before dawn.
3 I was anxious for him not to feel offended.
4 It would be a disaster for us to lose the match.
5 It isn't cold enough for it to snow.
6 There's nothing for us to do.
7 It's normal for students to feel tired towards the end of the week.
8 Joe was eager for his dad to come and watch him play football.

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.

It's normal that most people to do a bit of work at the weekend. [Should be *It's normal for most people to do a bit of work at the weekend* or *It's normal that most people do a bit of work at the weekend.*]

It's important for you to get plenty of sleep. [correct]

She was anxious we not to wait for her. [Should be *She was anxious for us not to wait for her* or *She was anxious that we not wait for her.*]

It would be a disaster him to fail the exam. [Should be *It would be a disaster for him to fail the exam.*]

More practice

Workbook page 39
Grammar Builder page 103, exercises 1–2

ANSWERS GRAMMAR BUILDER 5 (PAGE 103)

Exercise 1

2 for her to take over 3 for him to leave 4 For them to win 5 for us to go 6 for me to start 7 for you to leave 8 for me to speak 9 for him to play

Exercise 2

2 Mum's plan was for the whole family to go camping together.
3 It's essential for him not to turn up late.
4 He's eager for his girlfriend to accompany him to Jo's wedding.
5 It seems unnecessary for us to stay until the boss leaves.
6 Our host's idea was for us not to set off until after lunch.
7 It normal for ice cream to melt at this temperature.
8 It's vital for John to finish the report before the manager's meeting.
9 It's understandable for Mike and Anthony to not want to go to Europe at this time of year.
10 He's anxious for us not to waste too much time on this project.

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Skills page 44

War and peace

Target Vocabulary

War and peace: advanced allies anti-war movement attacking bombing campaign casualties civilians colony conflict defeat (n) defeated defending disarmed enemies insurgents military personnel occupied occupying forces retreated siege supplied troops victory weapons withdrew

Collocations: break the stalemate call up reinforcements claim victory give orders grind to a halt inflict losses launch an attack make a breakthrough put up resistance suffer casualties

Warm-up

- Show students the title of the lesson and ask them to look at the pictures. Elicit the names of wars from recent history. Put students in groups and ask them to discuss what they know about these wars. With a weaker class, give them categories to guide discussion: *When was it? Who was fighting? Why? What was the outcome? When did it end?*

Vocabulary

Exercise 1

- Do an example together before students continue in pairs.
- Check the meaning of the more difficult words by asking for: a synonym for *soldiers* [troops], a synonym for *rebel* [insurgent /ɪn'sɜːdʒənt/], a word that describes a military operation where one army surrounds the other [siege /siːdʒ/], a word which means a person who is killed or injured in war [casualty /'kæʒuəlti/].

ANSWERS

1 colony 2 occupying forces 3 insurgents 4 weapons 5 troops 6 Casualties 7 anti-war movement 8 conflict 9 bombing campaign 10 withdrew 11 siege

Exercise 2

- Students complete the exercise alone or with a partner.

ANSWERS

retreated ≠ advanced disarmed ≠ supplied
defeat (n) ≠ victory defending ≠ attacking
enemies ≠ allies occupied ≠ defeated
military personnel ≠ civilians

Listen

Exercise 1 1.20

- Focus on the photo and elicit a translation for *trenches*.
- Give students time to read the sentences and deal with any vocabulary queries, e.g. *bombardment* [an attack which involves continuous firing or bombing].
- Play the CD and let students compare answers with a partner before class feedback.

ANSWER

1 nearly two 2 no man's land 3 to walk 4 in bunkers / fifteen metres underground 5 confusion and poor communication 6 progress 7 launch further attacks 8 neither side

TAPESCRIPT

The Battle of the Somme, which took place in northern France between July and November 1916, was one of the biggest and bloodiest battles of the First World War. The British and French had been fighting the Germans for nearly two years, and neither side had made a decisive breakthrough. The armies, dug into trenches along a 40-kilometre front, faced each other across a few miles of 'no man's land' – an area of land occupied by neither side. The French and British decided to launch a massive attack against the German lines in an attempt to break the stalemate. For five days and nights before the attack, their big guns pounded the German positions. In all, over 1.7 million shells were fired. At 7.30 a.m. on the 16th July, the guns fell silent and orders were given to the soldiers in the trenches to advance on the German lines. The British and French believed that the Germans would put up little resistance following the five-day bombardment, and, astonishingly, some of the troops were ordered not to run but to walk. However, the Germans had previously retreated into their bunkers, some of which were 15 metres underground, and had suffered few casualties. When the British and French soldiers emerged from their trenches, they were met by a storm of rifle and machine-gun fire, which inflicted heavy losses. On the first day alone, the British suffered 60,000 casualties, including over 19,000 dead. Seven thousand Frenchmen also died, and 8,000 Germans lost their lives. Confusion and poor communications meant that it was a few days before the British generals realized the scale of the disaster, and called up reinforcements. For the next ten weeks, the Germans continued to put up stiff resistance, and despite a few small British and French successes, no significant progress was made. In October the weather changed and heavy rain turned the battlefield into a sea of mud. The armies ground to a halt once more, and by November further attacks became impossible. The British and French had won a strip of land 50 kilometres long and eight kilometres wide, at its widest point. However, neither side could claim victory and the cost in human life and suffering was immense: 650,000 German casualties, 450,000 British and 195,000 French.

Exercise 2

- Students complete individually. Check the answers.

ANSWERS

1 make 2 launch 3 break 4 give 5 put up 6 suffer 7 inflict 8 call up 9 grind 10 claim

Speak

Exercise 1 1.20

- Go round monitoring and prompting as students retell the story. Play the recording for them to check.

Exercise 2

- Students do the exercise in pairs. Then conduct class feedback.

More practice

Everyday English 5, Teacher's Book pages 116–117

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Grammar page 45

Ellipsis

Warm-up

- Write on the board: *repeat*. Elicit the part of speech [verb] and build the word family together [*repetition*, *repetitive*, *repetitively*, *repeated*, *repeatedly*]. Ask students to think about the way they use language and discuss whether repetition is or isn't a good thing.

Explore

Exercise 1 1.21

- Students read, listen and answer the questions.
- Check answers.

ANSWERS

Harry won't come to the cinema because he's going to Dan's to help him with his maths homework.
Emily is cross because Sally forgot to post a letter.

Exercise 2

- Either read through the **Learn this!** box together or ask students to read it quietly to themselves.
- Students do the exercise individually.
- Check answers.

ANSWERS

can't come to the cinema
could come to the cinema
does finish tomorrow
love to come to the cinema
will mind
would come to the cinema
could come to the cinema
can't come to the cinema
forgot to post that letter
would post that letter
did promise
is really urgent

Follow-up
Grammar Reference page 102

Exploit

Exercise 1

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

ANSWERS

1 'd love to 2 didn't mean to 3 wanted to 4 intend to 5 hope to 6 don't like to 7 won't be able to 8 used to

Exercise 2 1.22

- Students work individually or in pairs to complete the sentences.
- Play the CD for students to check answers.

ANSWERS

1 haven't 2 has 3 want 4 should 5 didn't 6 did 7 haven't 8 has 9 wouldn't have 10 like

TAPESCRIPT

Fred Have you drunk all the Coke?
Lucy No, I haven't.
Fred Well, someone has. There were a couple of cans in the fridge this morning.
Lucy You can go and buy some more if you want.
Fred Why should I? I bought the last lot!
Lucy You didn't! I did! It's your turn.

Sandra Who's pinched my hairdryer?
Cathy I haven't. Maybe Ellie has.
Sandra No, she wouldn't have. She never uses one.
Cathy If you like, you can borrow mine.

Exercise 3

- Students prepare their dialogues in pairs. Go round monitoring. Get them to practise reading them aloud, focusing on the pronunciation.

Exercise 4

- Students prepare their dialogues in pairs. Go round monitoring. Get them to practise reading them aloud, focusing on the pronunciation.

Quick Test: Ellipsis

Write the following sentences on the board. Get students to write shorter versions, leaving out the unnecessary words.

Dave's always arriving late, but he doesn't mean to [arrive late].

I don't know if I'll finish my work on time, but I really hope to [finish it on time].

George wants to go to the cinema tonight, but I don't want to [go to the cinema tonight].

I didn't do my homework, but I should have [done it].

We're going to try to find a new house, but we might not be able to [find one].

We go out for breakfast every Saturday, but we didn't use to [go out for breakfast every Saturday].

More practice
Workbook page 40
Grammar Builder page 103, exercise 3

ANSWERS GRAMMAR BUILDER 5 (PAGE 103)

Exercise 3

2 get the books 3 asked after her 4 upset her 5 gone out 6 beat him 7 go horse-riding 8 go out for lunch 9 go to Canada this summer 10 take a holiday in Scotland 11 wash my car 12 telephone her this evening

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Writing page 46–47

Article: describing a person

Target Language

Nouns for describing people: altruism amiability charm courage determination devotion generosity honesty intelligence loyalty patience reliability sensitivity sincerity tolerance trustworthiness wisdom wit

Linkers for addition: Preposition + noun – *alongside along with apart from as well as*; Adverbs / adverbial phrase – *besides, … furthermore … into the bargain moreover What's more in addition to plus*; Preposition + gerund – *apart from as well as besides in addition to … to boot on top of that*; Paired conjunctions – *both … and … not only … but also*

Warm-up

- For this writing lesson, students need to focus on people's best qualities. Put them in small groups and ask them to brainstorm good qualities a person may show, e.g. kindness, tolerance. They should write their answers down legibly. After 1–2 minutes, invite students to get up, walk around and look at others' lists, taking note of any unknown vocabulary. In a whole class feedback session they may ask the meanings of these words. You could also ask which of these qualities they feel are the most important.

Read

Exercise 1

- Students answer the question with a partner. Conduct a brief feedback.

ANSWER

The first part of the quotation suggests we love to be admired so we love the people who admire us. The second part suggests that the feelings of admiration and love are very different and not necessarily compatible. For example, we may admire someone for their success, but not love them because of their ruthlessness. Or looked at another way, we may be too familiar with the people we love to admire them, and may take their admirable qualities for granted. We may even be jealous of the people we admire.

Exercise 2

- Students read the **Writing tip** and discuss the questions in pairs.

ANSWERS

readers of the school magazine; to inform; a combination of formal and chatty

Exercise 3

- Discuss the question in open class. Ask a few students to tell you which they like best and why.

ANSWERS

C works least well. The first sentence repeats the wording in the instructions for the task and the second sentence repeats the wording and meaning of the first sentence. Therefore, it is mechanical and unengaging.

Exercise 4

- Students identify the features individually and then compare their answers with a partner before class feedback.

ANSWERS

1 *If you were to meet him, you wouldn't believe …*
2 *But what's he really like as a person?*
3 a *top of the list comes …, three years short of a hundred, on top of that, … all this was long before I was born, of course, … in the years that I have known him, … he's one of the wisest and most tolerant people I know, and I'm very lucky to have him as my great-grandfather.*
b *if you were to meet him, … throughout his long life he has battled against adversity … , not only was he badly injured, but he was also captured , … however, the business ran into difficulties …*

Exercise 5

- In pairs, students choose the best title. Ask them to think about why it's better than the others.

ANSWERS

3 'Battling against adversity' is deeper, more meaningful and more likely to be interesting to the audience than the other titles.

Exercise 6

- Students do the exercise individually.

ANSWERS

two nouns: courage and determination
three adjectives formed from nouns: tolerant, wise and witty

Exercise 7

- Students complete the activity alone or in pairs with the help of a dictionary if necessary.
- Check students understand the trickier words by asking for a synonym for *likeable* [amiable], *selfless* [altruistic], *faithful* [loyal] and *pleasant* [charming].

Prepare

Exercise 1

- Suggest students choose from the realm of political campaigners, politicians, sports people, authors, actors, etc. Ask a few pairs to present their ideas to the class.

Background Notes

Ludwig van Beethoven (born 1770, died 1827) was a German composer. He lived in Vienna for most of his life. His fifth and ninth symphonies are very well known, as are the *Moonlight* and *Pathetique* sonatas. He started to go deaf in his twenties and became totally deaf but continued to compose and conduct music.

Nelson Rolihlahla Mandela was born in South Africa in July 1918 and died in December 2013. He was an anti-apartheid activist campaigning for racial equality. He was the leader of the African National Congress and spent 27 years in prison for his beliefs and activities. He became the first President of South Africa to be elected in democratic elections. In 1993 he received the Nobel Peace Prize.

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Emmeline Pankhurst (1858–1928) and her daughters, Christabel and Sylvia, started The Women's Social and Political Union in Manchester. Their motto was 'Deeds not words' in their battle for women to gain the right to vote in British elections.

Exercise 2

- Students discuss the questions in pairs before class feedback.

ANSWERS

1 Beethoven was one of the most highly acclaimed composers of all time. He managed to achieve this despite being deaf.
2 Nelson Mandela was the first President of South Africa to be democratically elected and a winner of the Nobel Peace Prize. He had to serve 27 years in prison for his refusal to give up his beliefs.
3 Emmeline Pankhurst played a crucial role in gaining the right to vote for women in Britain. In her fight for the suffragette cause she had to endure prison sentences, hunger strikes and force feeding.

Exercise 3

- Students do the exercise individually. You could also ask students to tell you which one of the linkers would only be used in an informal context [*plus*].

ANSWERS

Furthermore and *moreover* are only used in a formal context.
1 besides 2 What's more 3 on top of that
4 not only … but also

Exercise 4

- Students work individually and then check answers in pairs before class feedback.
- Point out that when the linkers are followed by a noun, pronoun or gerund, and they come at the beginning of a sentence, they are followed by a comma.

ANSWERS

1 Besides being very determined, Wendy is very ambitious.
2 Henry travelled up the Amazon along with some of his friends. 3 Liam is a fine painter and a good pianist to boot. 4 My mum has a full-time job as well as doing all the housework. 5 In addition to a great sense of humour, Jake has a great deal of charm. 6 My grandmother looked after five children plus her own sick mother. 7 Apart from a flat in London, Pete owns a house in the country.

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 read the task and make notes individually. If they choose to write about a public figure, they may wish to research some information on the Internet. They could either do this during the lesson if facilities are available, or do it at home and write the essay for homework, or they could be asked to do some research before the lesson.
- Tell them their notes need to be legible because their partner will need to read them.

Exercise 2

- Circulate and monitor to check students are following the procedure correctly.

Exercise 3

- Encourage students to help their partner think of a good title. If they can't think of a title they are satisfied with, they can come back to it at the end of the first draft.

Exercise 4

- Students write their first draft. Circulate and monitor to check students are following the procedure correctly.

Exercise 5

- Ask students to check their compositions against the checklist.
- You could ask students to write a final draft at home and to bring in a photo of the person. The articles could then be displayed around the classroom together with the photos for other students to read.

SAMPLE ANSWER

The person I most admire is my father. Apart from being my dad, he's also a remarkable teacher and a poet. As well as growing up in extreme poverty on a small, remote farm he also missed out on formal education as a child.
When he was 16, both of his parents were killed in a tragic accident. Because he was so young, he lost the family farm into the bargain. However, what happened next turned his life around. He was taken in by a local family. In addition to immediately starting formal education, he, for the first time in his life, enjoyed material comforts such as a warm bed and delicious food.
At this time, he discovered that he loved learning, and was good at it to boot. By the time he was 19, he was ready for university. As well as working hard, he also had a part-time job in a bookshop. He was no stranger to hard work, and as a result, he finished his degree with honours.
At university, he had become interested in writing poetry, and wrote and published many poems about his early years on the farm. Because of his love of learning, he became a teacher and has continued to this day to write poetry.

MARKING SCHEME

- The essay follows the plan correctly. [2 marks]
- The essay has the correct number of words. [2 marks]
- The essay grabs the readers' attention in the first paragraph. [2 marks]
- The essay uses some linkers for addition. [2 marks]
- The essay uses accurate grammar and vocabulary. [2 marks]

More practice

Workbook page 41

Follow-up

Self Check, Workbook pages 42–43
Test Unit 5, Teacher's Book pages 136–137

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6 Dreams

This unit includes

Vocabulary: synonyms of *predict* • dependent prepositions • expressing hope / doubt for the future

Grammar: phrasal verbs: particles and their meanings • reporting structures

Speaking: talking about sleep and dreams • talking about personal ambitions

Writing: a story

Workbook pages 44–51

Reading pages 48–49

Warm-up

- Write on the board: *babies, children, teenagers, 30-somethings, middle-aged people, the elderly*. Put students in small groups and ask them to discuss which group, generally speaking, needs the most sleep and which needs the least and the reasons for their views. They could go on to talk about how many hours each group might need.

Before Reading

- Students describe the photos and discuss the questions in pairs before class feedback.

ANSWERS

Students' own answers.

Background Notes: Let sleeping teenagers lie

The title of the article is a play on the proverb *Let sleeping dogs lie*, which alludes to waking up a fierce watchdog and means don't stir up trouble unless it's really necessary.

Read

Exercise 1

- Read through the **Reading tip** with students. Get the students to look at the title and the photos and answer the question.

ANSWER

The writer is probably critical of teenagers and their sleeping habits. The title implies that teenagers should get more sleep. The teen in the first image looks sinister and the image of the teen sleeping in class is fairly negative.

Exercise 2

- Give students five minutes to read the text. They will need to process quite a lot of text before they find the answers.
- Check the answers.

ANSWERS

2 the writer mentions 3 but says that 2 is a more likely explanation (*A more likely explanation, however, is that the hormonal upheaval of puberty is pushing the melatonin release back*)

Exercise 3 2.01

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

Optional Activity: Mini-debate

Aim: To focus on the implications of research.

Elicit from the students the meaning of the word *debate*. Tell them you are going to have a mini-debate and the discussion point is 'Schools and carers should react to evidence about the sleeping patterns of teenagers.'

Split the class into three groups: teachers and school staff, parents / grandparents / carers, and teenagers.

Each group should have ten minutes to brainstorm reasons for (and in this case what kind of reactions are needed) and against (with reasons why any reaction is not necessary or appropriate). Once they have brainstormed, they should look at the balance of the arguments and decide whether their group mostly agrees or disagrees with the discussion point. This will be the position they take in the debate.

Now hold the debate. If there is a strong student, you could appoint him / her chairperson, otherwise you may need to do this job yourself. As many students as possible should be encouraged to speak, and responding to each other's arguments should also be encouraged. After 10–15 minutes the chairperson should call the debate to a close and, in a whole class discussion, you can decide which group had the best arguments, debating style, etc.

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

1 The bright light of a screen can delay melatonin production.
2 Teenagers start to produce melatonin later than adults do.
3 Students' own answers
4 Students' own answers

Optional activity: Survey

Have students create a simple survey about sleeping habits, perhaps including usual bedtime and waking up time during the school week and during the weekend or holidays (and therefore number of hours sleep per night) and whether students generally feel they get enough. After conducting their survey, students can decide on the best way to present the data.

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Vocabulary

Exercise 1

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

ANSWERS

1 require **2** occurs **3** profound effect **4** borne out **5** regulates **6** upheaval **7** conducted **8** lapses **9** impaired **10** crucial **11** widespread **12** cease **13** plethora **14** given short shrift **15** catch up on

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

borne out is a verb which means confirmed. The present form is *bear out*.

catch up on is a verb which means do something you didn't have time to do earlier.

cease is a verb which means stop. The noun is *cessation*.

conducted is a verb which means carried out. A related noun is *conduct*, which means *behaviour*. The noun has the stress on the first syllable.

crucial is an adjective that describes something that is of extreme importance. One opposite of crucial is *non-crucial*.

give short shrift is a verb which means pay little or no attention to. It is idiomatic, and *shrift* is used only in this expression.

impaired is an adjective that describes something that is weakened or damaged. The verb form is *impair*.

lapse is a noun which means temporary failure or error.

occur is a verb which means happen. The noun is *occurrence*.

plethora is a noun which means a very large number, often greater than is absolutely necessary.

profound effect is a noun which means significant change.

regulates is a verb which means controls. The noun *regulation* can mean *rule*, or *the control of*.

require is a verb which means need. A thing that is required can be called a *requirement*.

upheaval is a noun which means violent or sudden disruption. It literally means *lift up*.

widespread is an adjective that describes something that is found over a large area.

Quick Test: Vocabulary quiz

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

The scientists _____ research into sleeping habits. [conducted]

The film was generally good, but there were a few _____ . [lapses]

He can't drive because his vision is _____ . [impaired]

The popularity of Chinese food is _____ . [widespread]

The university may _____ you to take an entrance exam. [require]

When a problem _____ , I usually re-start my computer. [occurs]

Seeing the performance first-hand had a _____ on the audience. [profound effect]

His predictions were _____ by the experiment. [borne out]

The government _____ trade within the nation's borders. [regulates]

A good ability in English will be _____ to doing well on your degree course. [crucial]

We expect the problems with discipline to _____ as soon as the new head teacher takes over. [cease]

There was a _____ of delicious foods to choose from. [plethora]

I'm afraid the younger students are _____ when it comes to joining the school football team. [given short shrift]

I need to _____ my studies before my exams next week. [catch up on]

Moving house was a major _____ for the whole family. [upheaval]

More practice

Workbook page 44

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Vocabulary page 50

Target Vocabulary

Let sleeping teenagers lie: borne out catch up on cease conduct crucial give short shrift impaired lapse occur plethora profound effect regulate require upheaval widespread

Synonyms of predict: anticipate expect forecast prophesy project

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's found over a large area?* [widespread] *What do we call a violent or sudden disruption?* [upheaval]
- Students complete the sentences. Check the answers.

ANSWERS

1 conducted 2 upheaval 3 crucial 4 catch up on
5 widespread 6 require 7 impaired 8 regulates
9 borne out 10 ceased 11 plethora 12 lapse
13 profound effect 14 occurred 15 given short shrift

Extend

Exercise 1 Synonyms of *predict*

- Read through the words and definitions in the box.
- Students do the exercise individually.

ANSWERS

1 expecting 2 prophesied 3 anticipate 4 forecast
5 projected 6 expected

Teaching Tip: Noun forms of prediction words

Each of the prediction words in exercise 1 has a related noun form. When you *anticipate* something, you are filled with *anticipation*. When you *expect* something, you have an *expectation*, or *expectations*. The noun form of *forecast* is the same: *forecast*. When something is *predicted*, that means that someone has made a *prediction*. The result of the verb *prophesy* is a *prophecy*. When something is *projected*, then someone is making a *projection*.

Exercise 2

- Read the **Learn this!** box.
- Students do the exercise individually.
- Check the answers.

ANSWERS

1 of 2 against 3 to 4 from 5 with

Quick Test: Definitions race

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

This word, usually used in the passive, means you estimate the size, cost or amount of something in the future, based on what is happening now. [project]

This word is rather formal. It means that you believe that something will happen or somebody will do something. [anticipate]

This word means you say what you think will happen in the future, based on information, and often using scientific methods. [forecast]

This word means you say that something will happen in the future. [predict]

This word means you believe that something will happen or somebody will do something. [expect]

This word means you say what will happen in the future, especially using religious or magical powers. [prophesy]

Optional Activity:

Aim: To practise talking about predictions for the future as seen in films.

Preparation: Write the following questions on the board

What films can you name that are set in the future?

Are most films about the future generally negative or generally positive?

What problems do films predict people will have in the future?

What problems of today have been solved in some films set in the future?

Ask students to discuss the questions in pairs or small groups. Then discuss some of the answers with the whole class.

Vocabulary Notebooks

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

More practice

Workbook page 46

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Grammar page 51

Phrasal verbs: particles and their meanings

Warm-up

- Write on the board: *a daydream*, *a nightmare*, *a recurring dream*. Ask students in pairs to write a definition for each of these lexical items. Regroup students in different pairs to compare their definitions and discuss whether they have experienced any of these different types of dreams.

Explore

Exercise 1

- Students discuss the question in pairs or small groups.
- Ask a few pairs or groups to share their ideas with the class.

POSSIBLE ANSWERS

Dreams are not bound by the rules of real life. In dreams, people can fly, you can have conversations with famous people, and sometimes completely crazy, unexpected things happen.

Exercise 2 2.02

- Students listen to and read the conversation and answer the questions.

ANSWER

He has to believe that he can fly.

Exercise 3

- Explain to students that the particles of phrasal verbs have basic meanings and a knowledge of these can help them guess the meaning of new phrasal verbs they come across.
- Let them study the **Learn this!** box on their own.
- You may need to explain the meaning of *jot down* (note down), *make off with* (steal something and hurry away with it), *drone on* (talk boringly and at length – literally, to make a continuous low noise like a bee, or traffic), *pick on* (treat someone unfairly, often because they are vulnerable in some way), *make out* (distinguish), *pop over* (visit quickly).
- With a stronger class ask students to think of other phrasal verbs where the particle has this meaning e.g. *back* 1 *say sth back*, 2 *go back* (*our friendship goes back* …); *down* 1 *note down*, *take down*, 2 *cut down*.

ANSWERS

going over 2, tiring (me) out 1, come up 1, picking on 2, take off 1, dropping down 2, carry on 1, calm down 2, work out 2, jot down 1

Follow-up

Grammar Reference page 104

Optional activity: Speaking about dreams

Aim: To practise thinking and speaking about dreams.

Preparation: Write this quotation on the board – 'Dreams that do come true can be as unsettling as those that don't.' Brett Butler, writer

In small groups, students discuss how they understand the quotation. Ask them to discuss whether they believe the statement is true or not. Pool the ideas and note them on the board. Together, decide which ideas would be the most effective for the presentation. Tell them to prepare a plan of their presentation using some of the ideas on the board. In pairs, they should rehearse their presentations, taking turns to talk, before some students present in front of the class.

Ask as many students as possible to give the presentation. After each one, ask the speaker two or three questions about what they have said.

Exploit

Exercise 1

- Students do the exercise alone and then check in pairs.
- When you go over the sentences ask students to guess the meaning of *rehash* (a rearrangement of the same ideas in a different order).
- Check the answers.

ANSWERS

1 up 1 2 out 2 3 off 1 4 back 1 5 over 2 6 on 1 7 down 1

Exercise 2

- Circulate and monitor as students discuss the questions.
- At the end, ask students to relate to the class any particularly interesting recurring dreams that their partner has had, or any that have come true.

Quick Test: Error correction

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

These photos really take me down to the house I grew up in. [take me back]

We kept over working until we finished the job. [kept on]

Let's think across the options before making a decision. [think over]

The car company played across the problems with its newest model. [played down]

Everyone brightened over after hearing the good news. [brightened up]

We set up on our journey before dawn. [set off]

More practice

Workbook page 47

Grammar Builder page 105, exercises 1–2

ANSWERS GRAMMAR BUILDER 6 (PAGE 105)

Exercise 1

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

Exercise 2

2 on – (a) attacking (b) continuing
3 over – (a) visiting (b) considering, examining
4 down – (a) record in writing (b) reducing
5 up – (a) improve (b) approach
6 off – (a) departing (b) ending
7 out – (a) solving, searching (b) disappearing
8 back – (a) repeating (b) looking into the past
9 on – (a) continuing (b) attack

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Skills page 52

Talking about the future

Target Vocabulary

Expressions for talking about the future: a reasonable chance come to nothing (not) count on fulfil an ambition give everything one's got in a better position in the foreseeable future (not) pin one's hopes on realize a dream see oneself doing sth set one's sights on work towards

Warm-up

- Elicit the two meanings of the word *dreams*: dreams we have when sleeping; and dreams for the future. In pairs ask students to share any dreams of the second type.

Vocabulary

Exercise 1

- Students work individually completing the sentences.
- Check answers.

ANSWERS

1 sights **2** counting **3** come **4** everything
5 dream **6** hopes **7** towards **8** foreseeable
9 position **10** myself **11** reasonable **12** fulfil

Exercise 2

- Students do the exercise in pairs and check answers.

ANSWERS

Expressing hope for the future: a reasonable chance, fulfil an ambition, give everything, in a better position, realize a dream, see oneself doing sth, set one's sights on, work towards
Expressing doubt for the future: come to nothing, not count on, not pin one's hopes on, in the foreseeable future

Listen

Exercise 1

- Students answer the questions in pairs. Check answers.

Exercise 2 2.03

- Pause the recording after each speaker to allow students to take notes on which to base their discussions.
- In open class ask students to explain their answers.

ANSWERS

Students' own answers.

TAPESCRIPT

Speaker 1 Where do I see myself in ten years' time? It's difficult to say really. I'm not particularly ambitious. Actually, I think it's likely that I'll be married with a couple of children. I don't see why I shouldn't have a job, too – though it may be difficult while the children are young. I can see myself working part-time, maybe an office job of some sort. But I don't mind if I don't go straight into a job – I can concentrate on my career later.
Speaker 2 I study music at school – which is mainly studying classical composers and music theory. But I also play the guitar at home and me and my friends have got a band. I'm determined to continue with that – even if I go to university – and try to make a career of it. You know, write songs and try to get a recording contract. It's notoriously difficult to succeed in the music business, but I'll give it everything I've got. I'm fairly confident of my abilities, so I think I'll succeed. But it may take longer than ten years to realize my dream.
Speaker 3 I'm going to go to university to study law – at least that's what I've set my sights on. But it depends how well I do in my school-leaving exams – I'm not sure my grades will be good enough. It's really difficult to get a place at university to study law, so we'll see. But assuming that I fulfil my ambition and become a lawyer, in ten years from now I guess I'll be working in some law firm or other, possibly here, but more likely in London. If my plans come to nothing, I don't know what I'll do. I suppose I'll have to reapply to university to study something else.
Speaker 4 I want to leave school as quickly as possible and start earning money. My parents aren't very well off, so I don't want to rely on them for longer than I have to. I'd like to get a job somewhere round here – something involving computers would be good. But I need to get good grades in my school-leaving exams first, so I'm not pinning my hopes on it. But hopefully, in ten years, I'll have a steady job somewhere round here. The other thing I'm really keen to do is play football for the local team. It's just a small amateur club, but they're pretty good. I play for the school team now, so there's a reasonable chance that I'll achieve my goal.
Speaker 5 I'd like to go to university, but I haven't made my mind up yet about what I'd like to study. I'm quite good at science so I might well do biology or chemistry. Then again, I'm really interested in history too, so that's another possibility. Anyway I hope I succeed in getting a place at college to study something. I could go in a number of directions after that. I've thought about teaching, so I may work towards that, but I'm not sure. I'd like to get married and start a family at some point, but I doubt if I'll be married with kids in ten years from now. No, I don't really see that happening in the foreseeable future!
Speaker 6 In ten years? I'm 17 now, so that's about four years after I leave university. I can certainly tell you where I'd like to be, though I'm not counting on it. I'd like to be working for a charity in a developing country, maybe in Asia or Africa, on an environmental or humanitarian project. The problem is that jobs like this are really hard to come by. Vacancies don't come up all that often and there are always loads of applicants, some already with lots of experience. So in order to improve my chances of landing a job, I'm going to spend my gap year doing voluntary work in Gambia, then I'm going to apply for courses in development studies and economics at college. Hopefully that'll give me a head-start and I'll be in a better position to apply for a job overseas.

Exercise 3 2.03

- Listen again with students and check answers.

ANSWERS

Speaker 1: see myself working
Speaker 2: give it everything I've got, realize my dream
Speaker 3: come to nothing, fulfil my ambition, set my sights on
Speaker 4: a reasonable chance, not pinning my hopes on
Speaker 5: in the foreseeable future, work towards
Speaker 6: not counting on, in a better position

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Speak

Exercise 1

- Students make predictions using the headings.

Exercise 2

- Students exchange notes and ask questions.

Exercise 3

- Students do the exercise in pairs.

Exercise 4

- Ask students to pair up with a different partner to talk about their future.

More practice
Everyday English 6, Teacher's Book pages 118–119

Grammar page 53

Reporting structures

Warm-up

- Put students in pairs. Ask: *How do you feel in the run-up to an exam? How do you prepare for exams? How do you feel in the exam room?* Give them 1–2 minutes.

Explore

Exercise 1

- Ask students to read the text and then find out if anybody has had an anxiety dream.

Exercise 2

- Students can do this orally in pairs. Check answers and elicit the rules (in the **Learn this!** box) for transforming indirect to direct speech.

POSSIBLE ANSWERS

Mum Don't forget that your school exams start today.
Mum Have you done enough revision?
Me The exams aren't for another three weeks. I promise I'll revise for them.
Me Sorry I'm late.
Teacher Sit down and start writing.
Me I haven't read any of the books.
Teacher You have to do the exam anyway.

Exercise 3

- Students read the **Learn this!** box and do the matching exercise.

ANSWERS

reminded me verb + object + *that*
asked me verb + object + *if*
told her verb + object + clause
promised verb + infinitive
apologized for verb + preposition + gerund
instructed me verb + object + infinitive
claimed verb + infinitive
insisted verb + *that* + clause

Follow-up
Grammar Reference page 104

Exercise 4

- Students do the exercise individually. Check the first stage (choosing the alternatives) before they change the sentences to direct speech. Ask how the sentence would have continued for the incorrect option, e.g. 1 *Dad suggested that I (should) get an early night*.
- The direct speech can be expressed in a number of ways, so elicit a range of suggestions.

ANSWERS

1 advised; 'You should get an early night.'
2 denied; 'I didn't cheat in the exam.'
3 insisted; 'You have to help me.'
4 agreed; 'All right, I'll buy a new car.'
5 reminded; 'Don't forget to turn off the computer.'
6 blamed; 'The accident was your fault.'
7 agreed; 'OK, then. We'll steal the bullion from the security van.'

Exploit

Exercise 1

- Look at the example sentence together, and then ask students to work individually and check in pairs. Remind them that there may be more than one possible answer.

ANSWERS

2 Ben recommended that Lee (should) go to the restaurant.
3 Sally begged Pete not to wear those old jeans.
4 Mr Medway threatened to give his class a detention if they didn't stop talking.
5 Jo warned Tom not to swim too far out to sea as the currents were quite strong.
6 Sue congratulated Chris on passing his / her driving test.
7 Steve promised that he would never lie / never to lie to Vanessa again.
8 Liam insisted that his daughter (should) eat her vegetables.

Exercise 2

- Give students time to think of situations before they start to speak. Afterwards conduct a feedback by asking a student to ask the first question and to nominate another student to answer it. After answering it, the second student asks the next question and nominates someone else to answer it. They continue in open pairs.

More practice
Workbook page 48
Grammar Builder page 105, exercises 3–4

ANSWERS GRAMMAR BUILDER 6 (PAGE 105)

Exercise 3

2 to pay me / it back
3 going
4 to stealing / to having stolen
5 him not to leave
6 her on winning
7 reduce / should reduce
8 to set
9 me to write
10 him to help

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Exercise 4

1 not to cross
2 him when to call her
3 of having used
4 to stay
5 that Dan stop
6 on giving
7 to let
8 not to buy

Writing page 54–55

Story-writing

Target Language
Adjective order: *a wonderful old Italian painting*
Adverbs and adverb phrases: again angrily at the moment earlier for 15 minutes here in a fit of pique lately like before loudly moodily straight suddenly wearily
Reporting verbs: gasp groan mutter shriek sigh whine whisper yell

Warm-up

- The title of this section is 'Story-writing'. Ask students to think for a moment how they feel about being asked to write a story. Put them in pairs or small groups to discuss. Monitor carefully and write up two or three student reactions on the board. Conduct a class discussion based on these quotes and, if necessary, provide positive comments to encourage and motivate them.

Read

Exercise 1

- Divide students into pairs or groups to think of and discuss the book or film.
- Bring their ideas together and write them on the board.

POSSIBLE ANSWER

The opening scene / pages draw us in and make us want to find out what happens next. There is lots of excitement and it is full of tension, with interesting twists and turns. (In a book) the language is vivid and interesting and helps the reader to conjure up images. It is told at the right pace, not too fast, not too slow. The characters are interesting and believable so we care about what happens to them. The ending is unpredictable.

Exercise 2

- Students read the extract and then discuss it with reference to the features written on the board.

POSSIBLE ANSWER

The beginning draws you in. The ending is unpredictable. The language is vivid and brings it alive, appealing to your sense of sound as well as vision.

Exercise 3

- Students work individually.

ANSWERS

Adjectives: lovely, deep, strange, old, tall, black, husky, cold
Adverbs: loudly, cautiously, nervously, quietly, furiously, gradually
Adverb phrases: in a husky voice, bolt upright

Exercise 4

- Students do the exercise individually.
- Explain that the rules for the order of adjectives are not completely fixed but serve as a good starting point.

ANSWERS

lovely deep strange old tall black
1 opinion 2 size 3 age 4 colour

Exercise 5

- Students can do the task individually or in pairs.

ANSWERS

1 a wonderful old Italian painting
2 two enormous black leather suitcases
3 a stupid fat grey Siamese cat
4 a small modern square house
5 a beautiful cream linen suit

Exercise 6

- Students do the exercise individually or in pairs.

ANSWERS

1 In the past we often used to go skiing in France at this time of year. / We often used to go skiing in France at this time of year in the past.
2 Now and then, I still go for long rides along the river on my own.
3 I certainly couldn't have done it quite so quickly without your help. / Without your help I certainly couldn't have done it quite so quickly.
4 It's raining quite heavily today.
5 Oddly enough, your letter only arrived here yesterday morning. / Your letter only arrived here yesterday morning, oddly enough.

Exercise 7

- Students work individually or in pairs.
- Elicit or explain *in a fit of pique* (annoyed because your pride is hurt).

ANSWERS

Gemma marched angrily into the café.
… why hadn't he phoned earlier?
… reminding him to meet her here.
… wait for him for 15 minutes and no more. She walked moodily …
… and in a fit of pique threw her bag … / threw her bag in a fit of pique …
… took her phone out again…
Sighing loudly, …
… it went straight onto voicemail like before.
Suddenly, she felt very upset. / She suddenly felt very upset.
It … going very wrong lately. / Lately, it had all …
Ryan was not himself at the moment, …
Why wouldn't he ever talk about it?

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She had just finished …
… was wearily getting up to go / was getting up wearily to go

Exercise 8 2.04

- Refer students to the wordlist. Quickly recap on the meaning by giving definitions and eliciting the words. Drill the pronunciation of any words that are mispronounced.

ANSWERS

1 mutter **2** whine **3** shriek **4** sigh **5** gasp
6 whisper **7** groan **8** yell

TAPESCRIPT

1 I don't believe that for a moment.
2 Oh, please mum. Let me stay up and watch the match.
3 Just get out of here! I never want to see you again!
4 Ah, well. Maybe we'll have better luck next time.
5 What the hell do you think you're doing?!
6 Come outside. There's something I want to tell you.
7 Oh, no. England have conceded another goal.
8 Come on England! Pull yourselves together!!

Prepare

- Divide the class into pairs or small groups. At the end ask some of the pairs or groups to read out their ending.
- Elicit or point out that direct speech helps to bring the writing alive and create a more exact and dramatic picture.

Write

Exercise 1

- Read through the instructions for the task and put students into pairs to think about the characters and the endings. Encourage them to look at the expressions on the faces to decide what the characters are like.

Exercise 2

- Focus on the **Writing tip**. Then ask students to work in pairs and write the first paragraph using the pictures, sentences and questions as a guide. Circulate and monitor as they do this.
- Ask a strong pair of students, who have used a range of adjectives and adverbs, to read out their first paragraph.

Exercises 3–5

- Continue this process for the next three paragraphs. Circulate and check that students are incorporating adverbs, adjectives and reporting phrases.

Exercise 6

- Students take the necessary steps to ensure their story is the correct length.

Exercise 7

- Students go through the checklist and write a second draft. This time both students write separately.

SAMPLE ANSWER

I was reading quietly in bed one evening, feeling very relaxed and ready for a lovely deep sleep, enjoying the feeling of my head heavy against my favourite old blue pillow. It was late, and as I wearily closed the book I was reading, I yawned a wide lazy yawn and turned out the light.
As I was just about to drift happily off to dream-land, I heard a strange groaning noise outside. I angrily assumed that it was my brother playing some kind of childish prank, so I got up and looked out of the window. I could still hear the noise, but I couldn't see what was making it. 'John!' I yelled! 'Stop it!' But John yelled loudly back from his room that he wanted to know what the problem was. At the same time, the groaning noise outside grew louder. It wasn't him making the noise!
I went to my brother's room. John muttered that he, too, had heard the noise and had thought *I* had been making it. We discussed what to do, and the two of us agreed that we had to check it. We went quietly down the stairs and outside. At the moment we realized that there was not one moaning sound, but many, the door suddenly closed behind us with a rush of wind. And at the sudden slamming sound, I woke up. It had all been a dream!

MARKING SCHEME

- The story follows the plan correctly. [2 marks]
- The story has the correct number of words. [2 marks]
- The story uses adverbs and adverb phrases. [2 marks]
- The story uses a variety of adjectives in the correct order. [2 marks]
- The story uses accurate grammar and vocabulary. [2 marks]

More practice

Workbook page 50

Follow-up

Self Check, Workbook pages 50–51
Test Unit 6, Teacher's Book pages 138–139

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Literature Corner 3 page 56

War poets

Background Notes: The First World War

The First World War broke out in 1914. There were many reasons for the war, including tensions between France and Germany, Germany and Russia, and Britain and Germany.

The war had long been anticipated and planned for, but the spark that ignited it was the assassination of Archduke Franz Ferdinand, heir to the Austro-Hungarian Empire, at Sarajevo. Austria-Hungary declared war against Serbia on 28 July, and by August, Germany, Russia, France and Great Britain were also involved in the conflict. Much of the fighting in Europe took place in France and Belgium, where the opposing armies dug a line of trenches that reached from the North Sea to the French border with Switzerland. The war ended in 1918. It had cost the lives of ten million soldiers and seven million civilians.

Exercise 1

- Discuss the questions in open class.

ANSWERS

See Background Notes above

Exercise 2 2.05

- Begin by focusing on the titles: *The Soldier* and *Dulce et Decorum Est*. Point out that the latter is part of a quotation from an ode by the Roman poet Horace: *Dulce et decorum est pro patria mori*. Then ask students to read the questions and predict the answers.
- Play the recording while students read the poems again.
- In pairs, students discuss the questions.
- Check that students understand the irony of the title *Dulce et Decorum Est*.

ANSWERS

1 The Soldier 2 Dulce et decorum est

Exercise 3 2.05

- Ask students to read the adjectives and check understanding.
- In pairs, students discuss which adjectives describe the tone and content of each poem.
- Play the recording again for students to consider their answers.
- Check answers as a class.

POSSIBLE ANSWERS

The Soldier: nostalgic, patriotic, peaceful, sentimental, soothing, uplifting
Dulce et decorum est: angry, bitter, depressing, gruesome, hard-hitting, powerful, realistic, shocking

Exercise 4

- Students read the Fact File and discuss the question in groups.
- Ask students to share their ideas with the class.

Exercise 5

- Read out the instructions and explain that a stanza is a group of lines that form a unit in the poem.
- Ask students to look at the poem and see if they can identify the four stanzas.
  First stanza, lines 1–8: This is a description of soldiers returning to rest after fighting.
  Second stanza, lines 9–14: This is description of a gas attack; one man does not manage to put his gas mask on in time.
  Third stanza, lines 15–16: The poet witnesses the gassed man's suffering and then sees the same image in his dreams.
  Fourth stanza, lines 17–28: The poet tells us that such terrible suffering proves that the Latin quotation is a lie. It is not sweet and fitting to die for one's country in this way.

ANSWERS

1 e 2 d 3 a 4 b

Exercise 6

- Read through the instructions together and make sure students understand what they have to do.

1 a Gave once, her flowers to love, her ways to roam, a body of England's, breathing English air, Washed by the rivers, blest by suns of home.
  b tranquil images: dreams happy as her day; laughter; gentleness; hearts at peace; heaven
2 a Bent double, like old beggars under sacks; coughing like hags
  b adjectives: blood-shod; lame; blind; drunk (with fatigue); deaf
  c … guttering, choking, drowning; … the white eyes writhing in his face; His hanging face, like a devil's sick of sin; … the blood / Come gargling from the froth-corrupted lungs, / Obscene as cancer; … vile incurable sores on innocent tongues

Exercise 7

- Discuss the poems in open class.

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Skills Round-up 5–6 page 57

Read

Exercise 1

- Students discuss the answer in pairs.

ANSWER

The text suggests that a mind-reading technique, portrayed in the futuristic film *Minority Report*, may one day be reality.

Exercise 2

- Students answer the questions individually or in pairs.

ANSWERS

1 They can tell which picture someone is thinking of, out of 120 pictures, 90 per cent of the time.
2 They may be able to read a person's brain and reconstruct images of what he or she is thinking and project them on to a screen.
3 It might be possible to read someone's brain involuntarily, covertly or without informed consent.
4 He suggests that complete informed consent must be obtained before the technology is used on a person.

Listen

Exercise 1

- Students answer the question, which refers back to the Edgars character in Skills Round-up 3–4

ANSWER

He has relocated because he believed he had a job but now the job offer has fallen through. Students' own answers.

Exercise 2 2.06

- Students listen and do the exercise individually.

TAPESCRIPT

Tomas Hi, Edgars. How are you?
Edgars Oh, OK.
T Did you phone up that company who sent you the rejection letter?
E I called a few times, but I couldn't get through to John – the man who interviewed me.
T The one who offered you the job.
E That's right. I spoke to a woman in Human Resources, but all she knew was that they'd offered the job to somebody else. When I told her that John had offered me the job verbally, she just said I must have misunderstood him. She said maybe it was a language problem!
T I doubt it. Your English is perfect.
E Not perfect … but I definitely didn't misunderstand him when he made the job offer.
T It's not right, though. You should complain to somebody. I bet they wouldn't have treated you like this if you were British.
E There's no point in making a complaint. It would only be my word against his.
T But what are you going to do about money? Will you be able to pay the rent?
E I've got enough to pay two months' rent. Then I'm in big trouble. But I'm sure I'll find some work. The most annoying thing is, I cancelled my other interview because I thought I already had a job!
T So what are you going to do?
E I'll sign on at an agency – maybe get some temporary work. Actually, I had a dream about this last night. It's just come back to me! In my dream, a young woman came up to me – a complete stranger – and started giving me advice. She told me I should start up my own business – as an IT consultant.
T That's a strange thing to dream about! I usually dream about flying, and sometimes about climbing up a really tall tower and … well, anyway. So what happened next, in your dream?
E Nothing really. The girl – the young woman – advised me to set up my own company, and then she left.
T Maybe you should do it, then. Sometimes dreams can give good advice.
E You don't really believe that, do you?
T Sure I do. Dreams are very mysterious things.
E I don't think they're mysterious at all. I was worrying about finding a job when I went to bed, so I dreamed about it. End of story. But having said that, setting up my own business may not be a bad idea.
T You see!
E Anyway, maybe I should try to think about something else for a while. Have you got any plans for this evening?
T Yes, my sister's coming over for dinner.
E Your sister? I thought she still lived with your parents in Lithuania.
T That's my baby sister. The one who's coming over is my older sister, Rita. She lives in London. So does my brother.
E Oh, right.
T Why don't you join us for dinner? There's loads of food. And I think you two would get on. She's in the same field as you … IT. I don't know exactly what she does … but anyway, similar to the kind of thing that you do. Personally, I don't understand technology.
E That's a really nice invitation. Are you sure it's OK?
T Of course!
E Well, if you're sure.
T That must be Rita. Would you mind stirring the soup while I go and open the door?
E Of course not. Here, give me the spoon.
T Rita, this is Edgars. He's my new flatmate.
Rita Hi. Nice to meet you.
T Edgars! Are you OK? Say something!
E I'm sorry. I … It's just that … You know I told you about that dream?
T Yes …
E Well your sister … Rita … she's the woman in my dream.
Rita How romantic! And we've never even met!
T Are you kidding? You must be …
E No, I'm not. I'm totally serious!

ANSWERS

1 a 2 d 3 c 4 a

Write and speak

Exercise 1

- Students read and make notes individually.

Exercise 2

- Students write the essay individually.

Exercise 3

- Students do the exercise individually.

Exercise 4

- Students do the exercise in groups of four.

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7 Journeys

This unit includes
Vocabulary: nouns related to phrasal verbs • word formation • travelling • formal language • complaints
Grammar: *-ing* forms with preparatory *it* • adding emphasis
Speaking: talking about travel
Writing: a letter of complaint
Workbook pages 52–59

Reading pages 58–59

Warm-up

- Elicit the meaning of *sci-fi* and that it's an abbreviation of *science fiction*. Ask students to name any science-fiction writers they know of. Ask: *Why do some people like to read science-fiction?*

Before Reading

- Students answer the questions in pairs before class feedback.

ANSWERS

There are countless films about time travel. Amongst the most well-known are *The Time Machine* based on the book by HG Wells, the *Back to the Future* trilogy, and the *Terminator* films.

Background Notes

Herbert George Wells (1866–1846) is best known for his science fiction writing, though he also wrote novels, textbooks, history and social commentary. In addition to *The Time Machine*, he wrote *The War of the Worlds*, *The Invisible Man* and *The Island of Doctor Moreau*. A movie of *The Time Machine* was made in 1960 and another in 1978.

The first *Back to the Future* film was released in 1985. It featured the adventures of one Marty McFly who is accidentally sent back in time to 1955. Because of his return in time, his parents don't fall in love as they originally did, and so to save himself, he has to make them meet and fall in love, so he will exist. Two sequels with similar plots appeared in 1989 and 1990.

The Terminator was released in 1984. It is the story of a robot assassin sent back from the future to kill the mother of the man who would eventually fight the machines as they tried to destroy humanity. To date, three sequels have been released and a fourth is planned for 2015.

Read

Exercise 1

- Read through the **Reading tip** with students. Suggest that students highlight key words in the summary sentences before looking for paragraphs that contain the same idea. They should then read the paragraphs carefully and mark the parts that express that idea.

ANSWERS

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

Exercise 2 2.07

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

ANSWERS

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

Teaching Tip: Paragraph topic sentences

When students complete exercise 1, they may notice that almost all of the answers are revealed by key words in the first sentence of each paragraph. This is because the topic sentence very often states the main idea, while the remainder of the paragraph fills in details and examples.

Optional Activity: Reading skills

Aim: To focus on the first and last sentences of paragraphs.

Preparation: Write the following on the board.

First sentence

Last sentence

Explain that you are going to dictate the first and last sentences from the paragraphs in the reading text. Tell students they must say *first sentence* or *last sentence* after you have read each sentence.

Dictate the first and last sentences of each paragraph in a random order. Elicit the correct answers from individual students after you have read each sentence.

Understanding Ideas

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

Teaching Tip: Travel to the future?

So far in this section, students have talked only about travelling to the past. What about the future? Would students like to travel 10 years into the future? Or 100 years? What would they expect to find there?

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Vocabulary

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

ANSWERS

1 borne out **2** inadvertently **3** snag **4** stumbles across **5** modification **6** befits **7** bifurcating **8** duly **9** gruesome **10** conventional **11** from scratch **12** neglected **13** rule out **14** runs counter to **15** envisage

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

befits is a verb which means appropriate for.

bifurcating is an adjective that means dividing in two.

borne out is a verb which means proved.

conventional is an adjectives which means normal. Its opposite is *unconventional*.

duly is an adverb which means as might be expected. However, *unduly* is not the opposite. *Unduly* means *to too high a degree*, as in *You shouldn't be unduly worried*.

envisage is a verb which means imagine or predict. It is related to the noun *vision* and the verb *visualize*.

from scratch is an adverb meaning from the start. In the past, a *scratch* was a line drawn on the ground in sporting events, to mark the beginning of a race.

gruesome is an adjective which means very unpleasant and shocking.

inadvertently is an adverb which means not deliberately. We don't use its apparent opposite, *advertently*.

modification is a noun that means change or improvement. The verb is *modify*.

neglected is a verb meaning failed to do something. *Neglect* is also a noun meaning the state of being neglected.

rule out is a verb which means exclude, prove to be untrue.

runs counter to is a verb which means disagrees with, does not match. The meaning of the adjective *counter* is *against*.

snag is a noun that means *problem* or *obstacle*. In a more literal sense, a snag is something sharp that sticks out of a smooth surface.

stumble across is a verb that means discover by accident. *Stumble* means to trip or lose one's balance.

Quick Test: Say it again

Explain that you are going to read out some sentences. Students have to repeat the sentence correctly using a word from the reading text vocabulary.

I found by accident a really good restaurant. [stumbled across]

The pictures of the car accident were very unpleasant and shocking [gruesome]

I locked my keys in my car without meaning to. [inadvertently]

I imagine a world where time travel is easy. [envisage]

The results of the experiment disagree with our expectations. [run counter to]

I failed to put petrol in the car. [neglected]

The path divided in two. [was bifurcating]

We had a small problem. [snag]

I think your new office is appropriate for your new job. [befits]

His taste in clothing is normal. [conventional]

They were, as might be expected, married. [duly]

I made this bread from the basic ingredients. [from scratch]

My prediction was proven by my experiment. [borne out]

I made a change to my car which made it faster. [modification]

I think we can exclude the possibility that the car was stolen. [rule out]

Optional Activity: Technological developments

Aim: To talk about future technological development

Preparation: Brainstorm ideas with students for technological innovations that they think they might see in their lifetime. Point out that before 2007, when the first iPhone was released, touch-screen technology wasn't widely used. Encourage them to think of things that are fairly likely (electronic wallets, where you can pay for purchases by waving a smart phone at the till) to the less likely (time travel).

Ask students to discuss in pairs or small groups which are the most and least likely, and the pros and cons of each.

More practice

Workbook page 52

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Vocabulary page 60

Target Vocabulary

Time travel: befit bifurcate borne out conventional duly envisage from scratch gruesome inadvertently modification neglect rule out run counter to snag stumble across

Nouns related to phrasal verbs: breakdown comeback cutback downfall downpour drop-out getaway mix-up offshoot outlook output overthrow runaway setback stand-off takeaway takeover upkeep upturn walkover write-off

Word formation: achieve achievement admission admit confide confidence exist existence extend extension guidance guide imagination imagine organization organize persecute persecution prescribe prescription recruit recruitment remember remembrance

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word can we use to describe something that is unpleasant and shocking?* [gruesome] *What do we call a small problem?* [snag]
- Students complete the sentences. Check the answers.

ANSWERS

1 duly 2 bifurcating 3 gruesome 4 modification
5 borne out 6 runs counter to 7 snag 8 envisage
9 stumble across 10 befits 11 neglected
12 inadvertently 13 conventional 14 rule out
15 from scratch

Extend

Exercise 1 Nouns related to phrasal verbs

- Read through the **Learn this!** box with students.
- Students do the exercise individually or in pairs.
- Check answers.

ANSWERS

2 out 3 back 4 up 5 off 6 away 7 over

Exercise 2

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

ANSWERS

2 upkeep 3 write-off 4 walkover 5 setback
6 downpour 7 outlook

Teaching Tip: Compound nouns: hyphenation

There are no strict rules about whether compound nouns are written as single words (*outlook*) or hyphenated (*write-off*). You may need to check a dictionary to confirm the correct form.

Exercise 3

- Read through the **Learn this!** box with students.
- Students do the exercise individually or in pairs.
- Check answers.

ANSWERS

1 admission 2 extension 3 guidance
4 remembrance 5 persecution 6 prescription
7 confidence 8 existence 9 imagination
10 organization 11 achievement 12 recruitment

Quick Test: Complete the sentence

Tell the students you're going to say a sentence, and then say an incomplete sentence. The students need to complete the second sentence using a word from the **Word formation** exercise.

Scientists proved that the planet exists. They proved its _____ . [existence]

We extended our house. We added an _____ . [extension]

The criminal admitted the crime. He made an _____ . [admission]

I need someone to guide me. I need some _____ . [guidance]

He felt he was being persecuted. He had a feeling of _____ . [persecution]

Sara confided in me. She took me into her _____ . [confidence]

Ahmed imagines a lot of things. He has an active _____ . [imagination]

Helen is very good at organizing things. She's better than anyone I know at _____ . [organization]

I was very proud of what my uncle achieved. It was a great _____ . [achievement]

How did the recruiting go? Did you have a successful _____ ? [recruitment]

Today is a day to remember the past. It's a day for _____ . [remembrance]

Did the doctor prescribe something? Did he give you a _____ ? [prescription]

Vocabulary Notebooks

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

More practice

Workbook page 54

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Grammar page 61

-ing form with preparatory *it*

Warm-up

- Ask: *If you think about the countries of our region, which do you think is the most popular with tourists and why?* Encourage students to talk in small groups. Elicit ideas from a few students to share with the whole class.

Explore

Exercise 1 2.08

- Students read and listen to the audio.
- Students discuss the question in pairs or small groups.
- Which destination is the most popular? Ask students to vote by a show of hands.

Teaching Tip: Preparatory *it*

We can say *Seeing the Eiffel Tower with my own eyes was amazing,* or *It was amazing seeing the Eiffel Tower with my own eyes.* Ask students to say if they feel there is a difference between the two sentences. Most likely, they will feel that the first sentence stresses *seeing the Eiffel Tower* and the second stresses the feeling of amazement.

Exercise 2

- Read through the **Learn this!** box with students or ask them to read the information silently before they do the exercise individually or in pairs. Explain that *lug* is an informal word meaning to carry or drag something.
- Check answers.

ANSWERS

it'd be a place well worth paying a visit; It's always fascinating seeing how other people live; It's a four-day hike through … ending up at Machu Picchu; I'd find it really exhilarating trekking through the mountains; It's hard work lugging all your equipment with you; it'd be crazy attempting to get to every country inside a month; it would be fun backpacking on my own; It's a bit of a pain sleeping on a train

Follow-up

Grammar Reference page 106

Exploit

Exercise 1

- Students complete the sentences with the *-ing* form of the verbs.
- Check the answers.

ANSWERS

1 travelling 2 considering 3 remembering
4 booking 5 leaving 6 taking 7 packing 8 seeing

Exercise 2

- Students re-write the sentences individually.
- Check the answers.
- In pairs, students say which sentences they think are true.

ANSWERS

1 I'd find it tiring speaking English all day.
2 It isn't worth learning to drive because I can't afford a car.
3 Personally, I find it more satisfying giving gifts than receiving them.
4 It's a bit of a pain helping with housework.
5 It's no longer worth learning to write by hand because of computers and phones.
6 It can be dangerous swimming soon after eating, because you might drown.
7 It's well worth studying a musical instrument while you're young.
8 It's no good expecting people to like you if you don't have a high opinion of yourself.

Quick Test: Sentence transformation

Write the following sentences and prompts on the board. Give students time to re-write the sentences.

I would love to photograph Machu Picchu.
It would be a place _____ . [well worth photographing]
I want to try Japanese food.
It's fascinating _____ . [trying new foods]
I'd like to do a bungee jump.
I'd find it exhilarating _____ . [bungee jumping]
I'll have to carry a heavy backpack.
It's hard work _____ . [carrying a heavy backpack]
I think we need to spend more than one night in each city.
It would be crazy _____ . [spending only one night in each city]
We should have hotel reservations.
It's a pain _____ . [not having hotel reservations]

More practice

Workbook page 55
Grammar Builder page 107, exercises 1–2

ANSWERS GRAMMAR BUILDER 7 (PAGE 107)

Exercise 1

2 pointless taking 3 good staying 4 nice talking
5 tiring dealing 6 worth selling

Exercise 2

2 I'm confident of passing all my exams.
3 Nadal has a good chance of winning.
4 She's worried about her children getting lost.
5 It'll be strange spending the night in an igloo.
6 Most children hate the thought of their parents splitting up.

Skills page 62

Travelling about

Target Vocabulary

Informal words: bucket down flog grub grubby (absolutely) heaving jittery place rip off (absolutely) shattered shell out snooze whingeing

Phrasal verbs: get away hold up show sb round stop off (at) touch down

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Warm-up

- Put students in groups for two minutes to brainstorm modes of travel and write them down. Then ask them to move around the classroom to see other groups' words and see if there were any they missed in their own discussions.

Vocabulary

Exercise 1

- Students describe and react to the photos in pairs. Class feedback.

Exercise 2

- In pairs, students discuss differences between the words.

ANSWERS

1 d A break is a short holiday, e.g. a weekend break, a city break.
2 f An expedition is an organized journey with a particular purpose, to a place which is not well known, e.g. an Antarctic expedition.
3 h An excursion is a short journey for pleasure, organized for a group of people, e.g. an excursion to the seaside.
4 a A journey is the act of travelling from one place to another.
5 g A tour is a journey for pleasure, in which different places are visited.
6 j An outing is similar to an excursion, but lasts for no more than one day, e.g. an outing to a museum.
7 e A pilgrimage is a journey to a holy place.
8 b A trip is a journey to a place and back, for pleasure or for a particular purpose, e.g. a research trip, a school trip.
9 c A voyage is a long journey especially by sea or in space.
10 i Travels means time spent travelling, e.g. he met her on his travels, the film is based on his travels.

Listen

Exercise 1 2.09

- Tell students they are going to listen to four people describing a different kind of trip or journey.
- Let them compare in pairs before class feedback.

ANSWERS

Speaker 1: excursion Speaker 2: expedition
Speaker 3: break Speaker 4: pilgrimage

TAPESCRIPT

Speaker 1 We boarded the coach outside the hotel. It was boiling hot even though it was only 10 o'clock in the morning. It took about two hours to get to the castle and there was no air conditioning on the coach so it was a dreadful journey. We stopped off at a service station on the way there but the building wasn't air-conditioned either so it wasn't much relief. There was a woman sitting behind us whingeing the whole way about how badly organized everything was and how she was going to ask for a refund from the travel company when she got home. Anyway, when we got there, the place was absolutely heaving with other sightseers. We had to queue for ages to get in and then we were shown round by a tour guide who I couldn't really understand because of his thick accent. When we came out we were ripped off at the drinks kiosk – we paid £5 for two cokes! Then we were herded back onto the coach for the journey back to the hotel.

Speaker 2 We spent three days in the capital getting provisions and assembling all our kit. The next stage of the journey would be by plane and take us to a small landing strip deep in the jungle. From there we'd have to travel on foot, staying as close to the river as possible. There was a tropical storm just before we boarded the plane so we were a bit jittery about flying, but it passed over before we took off. I was still suffering from jet lag after the long flight from London and was feeling absolutely shattered. I closed my eyes as soon as I was in my seat and although the flight was a bit bumpy, I snoozed for most of the journey, only waking up when we touched down on the landing strip.

Speaker 3 We got a good deal 'cause we'd only decided to go at the last minute. I'd been working pretty hard and was really looking forward to getting away for a weekend. But I have to say it was very disappointing. The hotel was a bit grubby – it didn't look like our room had been cleaned properly, so we complained, but the one they moved us to wasn't much better. And the grub was terrible so we ended up eating out. The meals were included in the cost so I didn't appreciate having to shell out extra. All in all it wasn't a great experience.

Speaker 4 The journey didn't start well 'cause we were held up at the airport by a baggage handlers' strike. But we eventually got here and found a lovely little place about half a mile away – it only has three or four guestrooms and it's run by a lovely old couple. The morning after we arrived, we decided we'd walk to the shrine, though there was a little bus that ferried people there and back. The sky looked pretty threatening so we put on our wet-weather gear – which was lucky, because it started to bucket down when we were about half-way there. It didn't dampen our spirits though. We made our way past rows of shops, where they tried to flog us tacky souvenirs – but we didn't buy any – and arrived at the shrine, where we drank some of the holy water and lit candles. It was an amazing experience, the kind of thing you only do once in a lifetime.

Exercise 2 2.09

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

ANSWERS

1 whinge 2 (absolutely) heaving 3 rip off 4 jittery
5 (absolutely) shattered 6 snooze 7 grubby 8 grub
9 shell out 10 place 11 bucket down 12 flog

Exercise 3

- Students do the exercise individually. Check the answers.

ANSWERS

1 c 2 a 3 e 4 d 5 b

Speak

Exercise 1

- Students make notes individually.

Exercise 2

- Students do the exercise in pairs.

More practice
Everyday English 7, Teacher's Book pages 120–121

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Grammar page 63

Adding emphasis

Warm-up

- Tell students that inventors are currently trying to invent new forms of transport because the ones we use now damage the environment. Put them in groups to discuss possibilities for new types of transport. After two minutes, conduct whole class feedback.

Explore

Exercise 1

- Ask students to skim read the text and elicit the answer.

ANSWER

It can fly and drive.

Exercise 2

- Focus on the **Learn this!** box. Ask students to underline the words or ideas that are being emphasized.
- Point out that the basic principle behind all these devices is that they push the important piece of information to the end of the sentence. That way the important part lingers in the listener's mind for longer.

ANSWERS

It's only in the past few years … that … What you're going to see … (Cleft sentence)
Before me stood … (Fronting – with adverbial)
It was while they were studying … (Cleft sentence)
not until they'd left … (Fronting – negative)
not only is it very versatile … (Fronting – negative)
the question is … (Fronting with *The question is*)
What may put a lot of people off … (Cleft sentence)
… but it does believe … (Use of *does*)

Follow-up
Grammar Reference page 106

Exploit

Exercise 1

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

ANSWERS

1 What I didn't understand was why he got so angry.
2 Never before has there been such a chaotic meeting.
3 Down jumped the cat and off it ran with the fish in its mouth.
4 It's the manager who personally answers all emails.
5 What she didn't realize was that none of us had met before.
6 In the corner of the room stood two silent bodyguards.

Exercise 2

- Students do the exercise individually and then compare answers with a partner.
- Check answers.

ANSWERS

2 I don't have a car, but I do have a bicycle.
3 Never have I read such a thought-provoking book.
4 What I don't like is his attitude to women. / It's his attitude to women that I don't like.
5 The problem is I can't afford a new car.
6 Round the corner came a man in a yellow jacket.

Exercise 3

- Ask students to complete the sentences in a way that's true for them. Circulate and monitor while they do the activity.

Quick Test: Sentence transformation

Write the following sentences on the board. Give students time to re-write them using emphasis.

My phone stopped working as soon as we drove away. No … [No sooner had we driven away, than my phone stopped working.]

We had hardly gone to bed when the doorbell rang. Hardly … [Hardly had we gone to bed when the doorbell rang.]

He stood at the top of the cliff. At … [At the top of the cliff he stood.]

I like maths most of all. It's … [It's maths I like most of all.]

More practice
Workbook page 56
Grammar Builder page 107, exercises 3–5

ANSWERS GRAMMAR BUILDER 7 (PAGE 107)

Exercise 3

2 Hardly had the party got going when the lights went out.
3 The truth is (that) we got completely carried away.
4 No sooner had we taken off than the captain reported the fault.
5 What they need to do to solve the congestion problem is improve public transport.
6 It's my older sister (who / that) I miss the most.
7 Outside the palace stood two armed soldiers.
8 We didn't pay for the flight, but we did pay for the hotel.

Exercise 4

2 What caused the destruction was neither a bomb nor a fire,
3 Not only did the storm rip houses apart, but it also killed three people.
4 The question is, what turned a thunderstorm into a devastating tornado?
5 It was a supercell that struck the north of France.
6 These storms do occur frequently in the USA,
7 Not until now have they been seen in northern Europe.

Exercise 5

2 Up the stairs came the sound of heavy footsteps.
3 The problem is that it's a very expensive solution.
4 In front of the car appeared the largest elephant I had ever seen.
5 Her politeness and consideration is one of the most attractive things about her.
6 An economical and attractive car is what we need to design now.

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Writing page 64–65

A letter of complaint

Target Language

Making complaints: I was disappointed that / to (find) … It is really unacceptable that … The brochure claimed that … However, … I was appalled that / by … What I found totally unacceptable was … To our horror, … Seldom have I … One major problem was …

Formal words for complaint letters: address (deal with) conform with (match) numerous (many) purchase (buy) respond (reply) seek (ask for)

Linkers: First of all however my second complaint on the whole to make matters worse What is more whereas

Warm-up

- Elicit the meaning of the word *complaint*, establish that it is a noun and elicit the verb [*complain*]. Put students in pairs and ask them to think of people who have to deal with complaints as part of their daily life and what those complaints might be about. (Ideas could include customer service assistants, managers, police, teachers and school staff, restaurant staff, shop assistants.)

Read

Exercise 1

- Focus on the photos. Students discuss the questions in pairs.
- Elicit or explain the meaning of workmanship (the skill with which something is made, especially the way it looks).

Exercise 2

- Divide students into pairs or groups to answer the questions.
- If they are short of things to say, tell them about a time when you had cause to complain. Ask them what they would have done in that situation. Would they complain or not? Would they email, phone or speak in person?

Exercise 3

- Students can work alone and then check with a partner before class feedback.
- Students should by now be developing a feel for what sounds formal and what doesn't, but you can give them some guidelines by pulling together some of the features illustrated in the exercise: Write two headings on the board and ask them to decide whether the following are typical features of formal or informal language.
  – *passive structure, contractions, words with Latin roots, phrasal verbs, linkers such as* but, so, *linkers such as* however, *abbreviations*

ANSWERS

1 returned 2 I am writing 3 a number of 4 First of all 5 the hotel is described as being 6 whereas in fact 7 What is more 8 which made swimming hazardous 9 On our arrival we were informed by your representative 10 which we had 11 make our own arrangements 12 To make matters worse 13 made no apology for this 14 draw your attention to 15 fine 16 we were not offered 17 and I would therefore like a partial refund

Exercise 4

- Elicit answers from the whole class.

ANSWERS

1 a) in the top right-hand corner, b) on the left but below her own address, c) under her address
2 a) Dear Mr Smith, b) Yours sincerely

Exercise 5

- Students complete the exercise in pairs and brainstorm more linkers with a partner.

ANSWERS

1 whereas, however
2 First of all, my second complaint
3 What is more, to make matters worse
4 on the whole

Exercise 6

- Students work individually or in pairs.
- Practise the pronunciation of purchase /ˈpɜːtʃəs/.

ANSWERS

1 conform with 2 seek 3 respond 4 purchase
5 numerous 6 address

Exercise 7

- Students work alone or in pairs.

ANSWERS

1 numerous, has addressed
2 purchased
3 conform to, seek / be seeking
4 respond to

Prepare

- Students use the photos and ideas to brainstorm causes of complaint.
- Unfamiliar vocabulary is likely to be *plumbing* (the system of pipes that supply water to a building), *unbearably* (intolerably), *bland* (lacking flavour).

Teaching Tip: Making notes

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

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Write

Exercises 1 and 2

- Students read the task and make the notes into sentences using the phrases. When they have finished, elicit an example sentence for each phrase.

POSSIBLE ANSWERS

1 I was disappointed that our hotel room had a view over a yard instead of a panoramic view of the city, which is what we had expected.
2 It is really unacceptable that we were charged extra for dinner.
3 The brochure claimed that King's Hotel is friendly. However, we found the staff surly and unhelpful.
4 I was appalled by the surly attitude displayed by the hotel staff.
5 What I found totally unacceptable was that the rooms had not been cleaned.
6 To our horror, our rooms smelled awful because of the bad plumbing.
7 Seldom have I experienced such unbearably long delays at the airport.
8 One major problem was the duration of the sightseeing tour of the city. The bus was late, and as a result, the tour lasted only 30 minutes!

Exercise 3

- Students write their first paragraph. Refer them to the model letter but don't let them copy it word for word.

Exercise 4

- Give students 10–15 minutes to write the main body of their letter. Go round helping and answering questions but don't correct their work as they should be encouraged to do this at the end.

Exercise 5

- Students write their final paragraph. This shouldn't be more than two sentences long.

Exercise 6

- Before students look at the checklist, suggest they count their words and take the necessary steps to achieve the correct length. They then write a final draft.

SAMPLE ANSWER

Dear Sir or Madam,
Booking reference: SD3467PH-7
I have just returned from a short holiday in London and I am writing to complain in the strongest terms about a number of things.
First of all, in your advertisement you describe the hotel staff as 'friendly', whereas in fact they were surly and unhelpful. What is more, I was disappointed that our hotel room had a view over a yard with recycling bins instead of a panoramic view of the city, which is what we had expected.
One other major problem was the duration of the sightseeing tour of the city. To our disappointment, the bus was late, and as a result, the tour lasted only 30 minutes! To make matters worse, no one apologized for this, and the staff we spoke with about it were generally brusque and unhelpful.
My third complaint concerns the meals. It is really unacceptable that we were charged extra for dinner, when the brochure clearly says that meals are included. I should also like to draw your attention to the fact that the food we were served was bland and overcooked.
Seldom have I experienced such consistently bad treatment on a package holiday. I would therefore like a partial refund. I suggest twenty-five per cent of the cost of the holiday.
I look forward to hearing from you.
Yours faithfully,
[Student's name]

MARKING SCHEME

- The letter includes the necessary information. [2 marks]
- The letter is laid out correctly. [2 marks]
- The letter starts and finishes correctly. [2 marks]
- The letter uses formal language and linking words. [2 marks]
- The letter has the correct number of words and uses accurate grammar and vocabulary. [2 marks]

More practice

Workbook page 57

Follow-up

Self Check, Workbook pages 58–59
Test Unit 7, Teacher's Book pages 140–141

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8 Tastes

This unit includes

Vocabulary: clothes idioms • food related words and phrases • fashion • periphrasis and euphemism • connotations

Grammar: *would / wouldn't* • modal verbs

Speaking: talking about taste • talking about fashion

Writing: a report

Workbook pages 60–67

Reading pages 66–67

Warm-up

- Put students in pairs and ask them to tell each other what their favourite food is. Is there a type of food they like more than other types? Seafood? Desserts? Salads?

Before Reading

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

ANSWERS

Students' own answers.

Background Notes

The taste buds are located on the tongue, in the upper mouth and in the throat. They detect the five known flavours: salty, sour, bitter, sweet and *umami*. *Umami* is borrowed from Japanese, and means *pleasant, savoury taste*. It has a Japanese name because it was first identified by a Japanese scientist.

It is often popularly believed that different areas of the tongue detect different flavours, but in fact all of the flavours can be sensed by all areas of the tongue.

Read

Exercise 1

- Get students to skim read the text and complete the exercise individually or in pairs.

ANSWERS

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

Exercise 2 2.10

- Students read and listen to the text and choose the best answers to the questions.

ANSWERS

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

Optional Activity: Reading skills

Aim: To practise summarizing a text.

Preparation: Write the following on the board.

Who is the text about?

What does that person / those people do?

When was this type of person first identified / named?

How much of the population is made up of this type of person?

Why can it cause problems for some people?

Ask students to answer the questions in small groups. Using the answers, get them to orally give a summary of the article.

SAMPLE ANSWER

The text is about 'supertasters'. A supertaster is a person who is very sensitive to the tastes of food. The term 'supertaster' was coined in the 1990s by a researcher at Yale University. Supertasters make up about 25% of the population. You might think being a supertaster would be a useful skill for chefs, but actually, it can make them zero in on foods they dislike and not offer a balanced menu because they avoid preparing foods they dislike.

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: Reactions to foods

Elicit from students different their reactions to different foods. What foods do they find …

- repulsive?
- comforting?
- healthy?

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Vocabulary

Exercise 1

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

ANSWERS

1 pop up **2** tally **3** epic **4** subtler **5** galling **6** a mixed bag **7** brag **8** unbearable **9** ambience **10** fume **11** repulsive **12** dreaded **13** zero in **14** coined **15** the jury's out

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

ambience is an adjective which means the atmosphere of a place. The related adjective is *ambient*.

a mixed bag is a noun which means good and bad aspects. The image is of a bag of game animals at the end of a day's hunting.

brag is a verb which means boast. A person who brags is a *braggart*.

coined is a verb which means invented a word or expression. It comes from the process or creating new money by stamping a coin out of a sheet of metal.

dreaded is an adjective which means feared. The noun meaning a feeling of fear is *dread*.

epic is an adjective which is used to describe a story, book, poem, etc., and it means very long. It can also be used as a noun.

fume is a verb which means experience anger. The literal meaning of *fume* is to give off smoke.

galling is an adjective which means annoying. The noun *gall* means something bitter to endure.

pop up is a verb which means appear, become obvious. It is an inseparable phrasal verb.

repulsive is an adjective which means very unpleasant, revolting. The verb *repulse* means to push away or drive back.

subtler is a comparative adjective which means more delicate, less strong. The plain adjective is *subtle*.

tally is a verb which means reach a certain number. The noun *tally* means *total count*.

the jury's out is an expression which means the issue has not been decided. A jury is a group of people who make a decision in a legal case.

unbearable is an adjective which means impossible to put up with. It comes from the verb *bear* which means *carry* or *withstand*.

zero in is a verb which means focus closely on something. Originally the expression was used to mean *aim a gun or a missile*.

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 *I worried about the test for weeks before the _____ exam day finally came.* [dreaded]
2 *The applications for the job were _____, with some highly qualified people and some very inexperienced.* [a mixed bag]
3 *There's a new restaurant in the town centre, but _____ on how good it is.* [the jury's out]
4 *I really enjoy the food here, but the _____ isn't very nice. It's too dark.* [ambience]
5 *My mother always told me not to _____ too much about my successes.* [brag]
6 *The teacher told an _____ story about an experience he'd had in high school.* [epic]
7 *As soon as I saw the damage to my car, I started to _____ .* [fume]
8 *I found the neighbour's rudeness extremely _____ .* [galling]
9 *I was wondering where I should go on holiday when an ad for Greece _____ on the television.* [popped up]
10 *I'm afraid I find olives really _____ . I don't even like to smell them.* [repulsive]
11 *We're trying to _____ on a solution to the problem with our computer network.* [zero in]
12 *Bright colours are OK, but for a classroom, I think _____ shades of paint are probably more appropriate.* [subtler]
13 *At the end of the game, the _____ was three points to two.* [tally]
14 *The sound of a fork scratching on a plate is almost _____ for me. I really can't stand it.* [unbearable]
15 *Many new expressions have been _____ since the rise of the Internet and mobile technology.* [coined]

Optional Activity: Alphabet race

Aim: To practise new vocabulary

This activity can be done as a vocabulary revision activity at the end of the lesson or as a warmer at the beginning of the following lesson.

Put the students into pairs, tell them to close their books and ask them to write the alphabet vertically down the side of a piece of paper. Tell them that they have to write words related to the topic of tastes beginning with each letter of the alphabet on the sheet of paper. Give a time limit of two minutes. The pair with the most words wins.

More practice

Workbook page 60

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Vocabulary page 68

Target Vocabulary

Supertasters: ambience a mixed bag brag coin dreaded epic fume galling pop up repulsive subtler tally the jury's out unbearable zero in

Clothes idioms: below the belt hot under the collar off-the-cuff at the drop of a hat in someone's shoes wear the trousers pull your socks up too big for one's boots feather in someone's cap

Talking about food: fresh greasy light plain raw rich rotten stale tough a sip of milk a spoonful of sugar a knob of butter a sprig of parsley a clove of garlic a pinch of salt a drop of milk a slice of bread

Activate

- Focus on the words in the box and review their meaning by asking a few questions, e.g. *What word means* boast*?* [brag] *What do we call something with good and bad aspects?* [a mixed bag]
- Students complete the sentences. Check the answers.

ANSWERS

1 fuming 2 a mixed bag 3 pops up 4 dreaded
5 unbearable 6 zero in 7 tally 8 coined 9 galling
10 ambience 11 repulsive 12 epic 13 subtler
14 brag 15 the jury's out

Extend

Exercise 1 Clothes idioms

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

ANSWERS

1 belt 2 collar 3 cuff 4 hat 5 shoes 6 trousers
7 socks 8 boots 9 cap

Exercise 2 Talking about food

- Students do the exercise individually.
- Check the answers.

ANSWERS

1 carrots 2 courgettes 3 apples 4 rice 5 dessert
6 cake 7 jam 8 spinach 9 salt

Teaching Tip: Count and non-count nouns

Talking about foods is the perfect opportunity to revise count and non-count nouns. Ask students to categorize the foods in exercise 2 as count, non-count or either (depending on context).

ANSWERS

Count: carrots, chops, courgettes, apples, eggs, sausages, chips, snack
Non-count: sauce, food, yoghurt, rice, jam, fruit, spinach, salt, meat, bread
Either (depending on context): dessert, steak, cake, vegetables

Exercise 3

- Students do the exercise individually, checking their dictionaries as necessary.
- Check answers.

ANSWERS

1 milk / wine 2 sugar 3 butter 4 parsley 5 garlic
6 salt 7 milk / wine 8 bread

Exercise 4

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

ANSWERS

2 slice of bread 3 knob of butter 4 a clove of garlic
5 a drop of milk 6 a sip of milk
7 a pinch of salt 8 a spoonful of sugar

Optional Activity: Clothes idioms

Aim: To practise clothes idioms
Preparation: Give out paper and coloured pens
Tell students they have to choose one of the clothes idioms from exercise 1 and draw a picture to illustrate it. 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 these sentences on the board and give students five minutes to complete them with a word from Student's Book page 68.

He's a great friend and is willing to help out at the drop of a _____ . [hat]

I get really hot under the _____ when my roommates eat my food. [collar]

Pull your _____ up and stop complaining! [socks]

My classes this term are a _____ bag. [mixed]

The _____ out on the new café in the town centre. [jury's]

We always decorate our meals with a _____ of parsley. [sprig]

A _____ of salt adds flavour to most foods. [pinch]

When you make pancakes, you first melt a _____ of butter in the pan. [knob]

Please put a _____ of bread in the toaster for me. [slice]

These have been in the fridge for months. I can't stand the smell of _____ eggs! [rotten]

Vocabulary Notebooks

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

More practice
Workbook page 62

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Grammar page 69

would and *wouldn't*

Warm-up

- Write the words *foodie* and *crave* on the board and ensure that students know the pronunciation. Ask them to define these words. Monitor and clarify if necessary. *Foodie*: an informal word for a person who is very interested in food. *Crave* means to feel a powerful desire for something.

Explore

Exercise 1 2.11

- Students read and listen to the monologues and answer the question. Check answers.

ANSWERS

The first person eats a narrower diet now, to avoid meat products. The second speaker generally eats a wider diet now, though has reduced sugar intake. The third speaker probably eats a narrower range of food now, with the attitude that food is a fuel rather than an adventure.

Exercise 2

- Read through the **Learn this!** box with students.
- Students complete the exercise in pairs. Check answers.

ANSWERS

I would have been about fourteen at the time. 5
I would never eat tuna, for example. 2
I'd say there are very few foods that are safe to eat. 1
My dad wouldn't let us have sugar when we were kids. 2
But he would say that, wouldn't he? 5
She'd insist that we try it, though. 2
I would guess she's hoping to make a career out of it. 5
I'd love to learn how to cook properly. 4
But he would say that, wouldn't he? is difficult to match, because the use of the word *say* makes us think it matches with 1. However, it's really a logical deduction: *Because of what we know about him, we deduce what he might say.*

Exercise 3

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

ANSWERS

1 a – expresses an opinion; b – makes a logical deduction
2 a – could be a single visit; b – it was a habitual action
3 a – expresses a past habit; b – expresses refusal to do something in the past
4 a – the speaker goes sailing every summer; b – the speaker doesn't go sailing every summer, but wishes that he or she did
5 a – a logical deduction; b – a guess

Follow-up

Grammar Reference page 108

Exploit

Exercise 1

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

ANSWERS

1 we would go to that restaurant 2 'd be keen to help 3 'd guess 4 would have been 5 wouldn't say 6 would give me a coin 7 wouldn't think

Exercise 2

- Students rewrite the sentences individually.
- Check the answers.

ANSWERS

1 My dad would always cook lunch on Sundays.
2 I wouldn't eat genetically modified food.
3 I'd guess he's trying to lose weight.
4 My grandmother grew up in wartime, so she wouldn't have been able to buy imported food.
5 Spending a year travelling would have broadened her tastes in food.
6 He promised he wouldn't cook anything spicy for dinner.
7 He gave us a bottle of his home-made sauce, but he wouldn't tell us the ingredients.

Quick Test: Sentence transformation

Write the following sentences on the board. Give students time to re-write them using *would*.

1 *I think it took us an hour.* [I'd say it took us an hour.]
2 *I used to go the seaside a lot.* [I would always go to the seaside.]
3 *Eating pizza is a great idea!* [I'd love to eat pizza!]

More practice

Workbook page 62
Grammar Builder page 109, exercises 1–2

ANSWERS GRAMMAR BUILDER 8 (PAGE 109)

Exercise 1

2 When I was a child I would (always) create my own birthday cards. Use 2 – habitual action
3 I'd rather get a takeaway. Use 4 – preference
4 My brother wouldn't think of calling me. Use 3 – (un)willingness
5 I'd say about twenty people turned up. Use 1 – make statement less definite
6 You would have been tired after your journey. Use 5 – logical deduction
7 I'd love to go to the Emeli Sandé concert! Use 4 – preference
8 Her boyfriend would stand up for her, wouldn't he? Use 5 – logical deduction

Exercise 2

2 b – *might* and *could* express possibility, *can* expresses ability
3 b – *must* and *have to* express obligation, *can't* expresses prohibition
4 a – *mustn't* and *can't* express prohibition, *don't have to* expresses no necessity
5 c – *can* and *may* express permission, *must* expresses obligation
6 a – *didn't have to* and *didn't need to* express no necessity, *mustn't* expresses prohibition
7 c – *ought to* and should express advice, would is used in a request
8 a – must and will express deductions, can expresses permission

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Skills page 70

Fashion

Target Vocabulary
General clothing descriptions: chic dated elegant neat scruffy smart stylish trendy well dressed
Garments: bow tie fedora flat cap full-length skirt long-sleeved shirt loose-fitting shirt open-toed sandals three-piece suit V-neck sweater waistcoat zip-up cardigan
Parts of garments: buckle collar zip
Designs, materials, etc: cable-knit check denim flowery spotty stripy tartan
Accessories: bangle bracelet holdall necklace epaulettes studs

Warm-up

- Put students into groups. Ask them to look at each other's clothing and make sure they can all accurately describe everything. Monitor and assist with vocabulary queries. After 1–2 minutes, invite one or two students to stand up and describe someone to the class. Encourage them to be accurate and use detail including the kind of material, pattern and style.

Vocabulary

Exercise 1

- Focus on the photos. Students do the exercise in pairs.

POSSIBLE ANSWERS

1 chic, elegant, neat, smart, stylish, trendy, well dressed, flat cap, collar
2 chic, elegant, neat, smart, stylish, trendy, well dressed, buckle, collar, necklace

Exercise 2

- Students read the **Speaking tip!** and then take turns describing a picture to a partner. Circulate and monitor to check that they are following the recommended structure.

Exercise 3

- Students do the exercise in pairs.

Listen

Exercise 1 2.12

- Tell students they are going to hear three teenagers speaking about clothes. Pause after each speaker to allow them to note their answers and read the next statement.
- Play the recording and let students compare their answers with a partner before class feedback.

ANSWER

1 F 2 NS 3 F

TAPESCRIPT

Speaker 1 There was a boy in my class at my last school who never used to wear casual clothes. It was his thing. You'd meet him in town to go to the cinema and he'd be wearing a three-piece suit! Even in the summer, he always wore a jacket and proper shoes, never a T-shirt or open-toed sandals. And I don't think he even owned a pair of trainers or jeans. I guess he just enjoyed being different – it was part of his identity. A lot of people used to make fun of the way he dressed, but I was always thought he looked pretty cool.
Speaker 2 My brother copies his way of dressing from films and TV shows. He used to be really into *Friends*, and his favourite character was Chandler. So for a couple of years he always wore a V-neck sweater with a white T-shirt underneath. Then he started wearing a full-length coat, even in hot weather, because he saw one in a science fiction film called *The Matrix*. More recently, he's been watching the TV series *Lost* and copying one of the characters in that – I can't remember his name. So now he wears a white, loose-fitting shirt all the time, with the sleeves rolled up. Actually, it quite suits him, I have to admit – unlike any of the other styles he's copied.
Speaker 3 I work for a marketing agency. We organize special promotional events – for example, the launch of a new model of car, or the opening of a large shop. The job's really interesting, but the outfits we have to wear for the events are sometimes a bit … well … tasteless. They're certainly not the kind of thing I'd choose to wear, if it were up to me! Sometimes it isn't too bad – we just have to wear a long-sleeved T-shirt with some company's logo on the front. But last weekend we were at an event sponsored by an orange juice manufacturer. We all had to wear a bright orange zip-up cardigan with the manufacturer's name on the front and back. We all looked dreadful.

Exercise 2 2.12

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

ANSWERS

1 three-piece suit 2 open-toed sandals 3 V-neck sweater 4 full-length skirt 5 loose-fitting shirt 6 long-sleeved shirt 7 zip-up cardigan

Pronunciation note – Silent /d/ and /t/

Long-sleeved T-shirt is an example of a pronunciation feature which occurs in fast speech whereby /d/ and /t/ at the end of a word when followed by a consonant are not pronounced.

So *long-sleeved T-shirt* sounds like *long sleeve T-shirt*

Get students to practise saying the following:

bright pink
a red tie
my oldest jeans

Speak

- Students discuss the questions in pairs. At the end ask a few students to summarize their discussions.

More practice
Everyday English 8, Teacher's Book pages 122–123

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Grammar page 71

Modal verbs

Warm-up

- Ask students to imagine they've got little time but need to have lunch. Their options are a sandwich shop and a fast food outlet. Put them in groups to discuss their choice and talk about their reasons. Conduct class feedback.

Explore

Exercise 1

- Do this as a whole class activity.

Exercise 2

- Students do the exercise in pairs. Conduct class feedback.

Exercise 3

- Ask students to carry out the task alone or in pairs.

ANSWERS

1 should, ought to **2** shouldn't, ought not to **3** must **4** can't, couldn't **5** must, have to **6** don't have to, needn't **7** mustn't

Exploit

Exercise 1 2.13

- Play the recording and elicit the answer.

ANSWER

The woman

TAPESCRIPT

Man Have you seen this dessert? They're serving it in a restaurant in New York. It's chocolate with real gold on the top!
Woman Really? You can eat gold, can you?
M I guess so. Anyway, it's not cheap – $25,000!
W I don't imagine they've sold many at that price!
M How do you know? They may have sold hundreds. There are lots of rich people in the world.
W True – but surely nobody's stupid enough to pay $25,000 for a chocolate dessert!
M They let you keep the bowl too, apparently – and the spoon. There's a picture.
W Let's have a look? Hmm. It does look nice.
M You're sounding quite interested now.
W I am! I may go along and try it next week. I'm in New York for a meeting. I could charge it to expenses.
M You might have told me you were going to New York next week!
W I thought I had …
M No, you didn't. And I've invited your brother round for dinner on Wednesday. Now I'll have to cancel.
W Why? You could take him out for a meal, just the two of you – a boys' night out.
M No, thanks! Remember what happened last time we did that. Your brother started arguing with the waiters and in the end they threatened to call the police. We might have been arrested!
W But you weren't – so stop being so melodramatic! I think he was going through a difficult patch back then. He's different now. You should have a better evening this time.
M It couldn't be any worse!
W Well, it's up to you, anyway.
M When exactly are you leaving?
W Monday morning – early.
M Can I borrow your car while you're away?
W Yes, of course. You could give me a lift to the airport! It would save me the taxi fare …
M So, you're thinking of spending $25,000 on a chocolate dessert, but you want me to get up before dawn to save you a taxi fare …
W I doubt very much if I'm really going to order that dessert! But still, it would be interesting to know what it tasted like.
M Well, if you should try it, let me know!

Exercise 2 2.13

- Let students discuss the options with a partner, and then play the recording a second time for them to check.

ANSWERS

1 may **2** might **3** could **4** might **5** should **6** couldn't **7** could **8** should

Exercise 3

- Give students time to think about their answers. Go round and note persistent errors for students to correct at the end.

ANSWERS

1 I'm sure they will have sold hundreds.
2 Perhaps you told me (but I can't remember).
3 Taking him out for a meal would be the right thing to do.
4 It's possible we were arrested (but I'm not sure).
5 It's possible that you'll have a better evening this time.
6 It's possible that it won't be worse.
7 You have permission to take me to the airport.
8 If you think there's a chance you'll try it, let me know.

Exercise 4

- Ask students to decide whether or not they sound natural.
- During feedback ask them to try to explain what is wrong with the ones that don't sound natural.

ANSWERS

1, 4, 5 and 6 are natural English. 2 … the service can be a bit slow sometimes. 7 … people can't smoke … 8 … has to work …

Exercise 5

- Students discuss the question in pairs and feedback.

More practice

Workbook page 64
Grammar Builder page 109, exercises 3–4

ANSWERS GRAMMAR BUILDER 8 (PAGE 109)

Exercise 3

1 don't have to wear / needn't wear / don't need to wear **2** should use / ought to use **3** couldn't drive / wasn't able to drive **4** must have been / will have been / might have been / may have been / could have been **5** mustn't use / can't use **6** May I borrow / Can I borrow / Could I borrow **7** could have got lost / may have got lost / might have got lost **8** has to study

Exercise 4

Students' own answers.

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Writing page 72–73

A report

Target Language
Periphrasis: This venue is a little on the shabby side.
Euphemism: The floor could do with a clean.

Warm-up

- Put students in pairs or small groups. Tell them the lesson focuses on report writing and there are two important things to think about when writing a report: 'Who is going to read it?' and 'What are they reading it for?' Ask them to discuss in their pairs how these considerations will affect the planning and writing of a report. (Ideas could include the level of formality of the language you use, the length of the report, how you structure it, what you choose to include or omit.)
- Conduct class feedback.

Read

Exercise 1

- Students complete the exercise individually.

ANSWERS

1 Relatively informal: e.g. it could certainly do with better air- conditioning; If it's internationally-renowned exhibitions you're looking for, the Westland Collection isn't the museum for you; at £12 a throw; use of exclamation marks
2 The report is aimed at students and adults. This is the age group that would be interested in knowing about museums.
3 The Royal Museum

Exercise 2

- Students work alone or with a partner.

ANSWERS

1 well-run 2 well-appointed 3 dated 4 reasonably-priced 5 crowded 6 polished 7 engrossed 8 memorable

Exercise 3

- Read through the **Writing tip** together. Point out that periphrasis and euphemism are features of spoken English as well as written. Ask if students can think of examples of how they might soften a negative comment in their language.
- Students complete the exercise in pairs before checking in class.
- Point out that although presented as a writing tip, these expressions are very useful in spoken English too.

ANSWERS

1 It's a little on the sterile side.
2 It could certainly do with better air-conditioning.
3 What it lacks in facilities, it makes up for in character.
4 If it's internationally-renowned exhibitions you're looking for, the Westland Collection isn't the museum for you.
5 The rooms are a little cosy, to say the least.
6 It does have a tendency to be very crowded during school holidays.
7 Tickets aren't exactly cheap.
8 It may not be the best-run museum you've ever been to, but the visit should be memorable.

Teaching tip: British indirectness

Using periphrasis and euphemism as a way of softening criticism and negativity is an example of the indirectness that British people are often known for. Students may consider this strange or unnatural, but it is important that they are made aware of it, as otherwise they may unwittingly come across as being abrupt or a little insensitive.

Exercise 4

- Students do the exercise in pairs or as a class.

POSSIBLE ANSWERS

1 If it's a well-stocked gift shop you're looking for, this isn't the place for you.
2 What the guides lack in friendliness, they make up for in knowledge.
3 It may not be the most comfortable café you've ever been to, but it's certainly impressive.
4 The building isn't exactly attractive.
5 The museum has a tendency to close without warning.
6 The foyer is a little on the small side.
7 The interactive displays could certainly do with being replaced.
8 The rooms are a little warm, to say the least.

Exercise 5

- Discuss the questions as a whole class. Ask students which museum they consider to be the best in the area and why.

Prepare

Exercise 1

- Students describe the photos in pairs before a class feedback.

Exercise 2

- Ask two individual students to read out the descriptions.
- Ask which is more positive and why. Try to elicit the idea that the words in A have positive associations (connotations) and those in B have negative associations. This will facilitate their understanding of the idea of connotation in the writing tip.

Teaching Tip: Connotation

A word's basic meaning is known as its denotation. Its 'extra' meaning (positive, negative, humorous, etc.) is its connotation. Knowing a word's connotation is an essential part of knowing a word and students should be encouraged to take note of any positive or negative association a word might have. This knowledge will allow them to express their attitude to something through their choice of vocabulary.

If we want to pay someone a compliment, for example, it's important to get the connotation right. 'You're looking very skinny' would not be complimentary.

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Exercise 3

- Do the first example together as a class and then ask students to continue the activity in pairs. Check answers and clarify the meaning of *odd* (strange), *concoction* (an unusual mix of things to drink or take as medicine), *succulent* (pleasantly juicy, e.g. succulent chicken) *soggy* (unpleasantly wet and soft, e.g. overcooked carrots).

ANSWERS

relaxed – long and drawn-out
light – meagre
novel – odd
combination – concoction
succulent – soggy
sweet – sickly

Exercise 4

- Students work alone or in pairs. Refer them to the wordlist for help if necessary.

ANSWERS

bustling – crowded 'bustling' is more positive
cloying – sweet 'sweet' is more positive
cramped – intimate 'intimate' is more positive
deserted – uncrowded 'uncrowded' is more positive
formal – stiff 'formal' is more positive
hearty – heavy 'hearty' is more positive
hurried – swift 'swift' is more positive
insubstantial – light 'light' is more positive
laid back – sloppy 'laid-back' is more positive
sour – tangy 'tangy' is more positive

Write

Exercise 1

- Read through the **Writing tip** and the task together. It might be useful for students to brainstorm a few cafés and restaurants that they know before deciding on the headings.

Exercise 2

- Students add notes to the plan. Suggest they refer to the words in **Prepare** exercise 4 for inspiration. They should maintain a balance of positive and negative comments about the place.

Exercise 3

- Allow 15–20 minutes for this stage. Walk around monitoring and helping and encouraging students to refer back to the model as much as possible.

Exercise 4

- Students check their work according to the criteria. They could swap and peer review each other's work.

SAMPLE ANSWER

Introduction
The aim of this report is to give an insight into the wide variety of cafés and restaurants in this area, and to single out one café and one restaurant which I would particularly recommend trying.
Cafés
There are dozens of cafés in town, ranging in size from the tiny Café Poca Cosa to the vast Errol's Café. Though intimate, Café Poca Cosa is a great place to hang out. The staff are laid back, and in addition to a wide variety of coffee drinks, they also offer delicious cakes and light meals. The major drawback is that it could certainly do with better air conditioning. But what it lacks in facilities, it makes up for in delicious food and great service.
Across town, Errol's Café is large and has recently been refurbished. It's clean, well-run and well-appointed. To my mind, however, it is a little on the sterile side.
Restaurants
If it's a proper fancy meal out you're looking for, the West Side Grill isn't the place for you. However, as a place to eat lovingly prepared local food, it's hard to beat. Meals are reasonably priced, so it's good for students.
As for that proper fancy meal, if you can afford it, The Highcroft House is everything you could ask for in formal dining, and the food is always exquisite. But with the soup is £20 a throw, it isn't exactly cheap.
Recommendations
For cosy coffee, Café Poca Cosa. For delicious food that isn't in any way fussy, West Side Grill.

MARKING SCHEME

- The report follows the plan. [2 marks]
- The report has the correct number of words. [2 marks]
- The report includes at least one example of periphrasis or euphemism. [2 marks]
- The report uses words with positive/negative connotations.]
- The report uses accurate grammar and vocabulary. [2 marks]

More practice

Workbook pages 65

Follow-up

Self Check, Workbook pages 66–67
Test Unit 8, Teacher's Book pages 142–143

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Literature Corner 4 page 74

John Steinbeck

Background Notes: John Steinbeck

John Steinbeck (1902–1968) was an American novelist. He was awarded a Pulitzer Prize for his novel *The Grapes of Wrath,* which is set in the American mid-West during the Great Depression of the 1930s. He was also awarded the Nobel Prize for Literature in 1962. Among his best-known works are the novel *East of Eden*, filmed in 1955 by Elia Kazan and starring James Dean, and the novella *Of Mice and Men*. The title of the latter is taken from a poem by the Scottish poet Robert Burns, 'To a Mouse', which says: 'The best laid schemes o' mice an' men / Gang aft agley' (the best laid schemes of mice and men often go wrong).

Exercise 1

- Discuss the questions in open class.

Exercise 2

- Students complete the text individually or in pairs.

ANSWERS

1 as **2** while **3** particularly **4** previously
5 enduring **6** temporary **7** wholly **8** peacefully

Exercise 3

- Read the instructions and make sure that students understand what they have to do. Tell them not to worry too much about unknown words, but to try and imagine the scene as they read the extract.
- Give student five minutes to read the extract and discuss the questions in pairs.
- Check answers as class.

POSSIBLE ANSWER

Physically, Lennie is a large man. He has 'huge paws' and a 'big face'. He is also very strong: 'Lennie held on to the closed fist. Curley was white and shrunken by now, and his struggling had become weak.' He is strong enough to crush Curley's hand. Mentally, he is vulnerable and childlike, even though he is so big: 'Lennie looked helplessly at George, and then he got up and tried to retreat'; 'Make 'um let me alone, George'; "'You tol' me to, George," he said miserably.'

Exercise 4

- Tell students to scan the text and find words 1–8. They are all within the dialogue. Then ask students to act the dialogues out in groups of three. This will help them work out what the words are supposed to be.
- Students write the words correctly.
- Check answers as a class and then ask students why the words are written in this way. Students may need help with *yella*. Explain, if necessary, that if you say someone is yellow, you mean he / she is cowardly.

ANSWERS

1 you **2** yellow **3** him **4** him **5** let go **6** told
7 every **8** hand

They are written this way to show how the characters speak. This also reveals where they are from and that they are not very well-educated.

Exercise 5 2.14

- Ask students to read the questions and predict what is going to happen. Students listen to the recording.
- In pairs, students answer as many questions as they can.
- Check answers as a class.

ANSWERS

1 So that he can shoot Lennie in exactly the right spot. 2 In order to calm him down. 3 Because he is about to kill his friend and he is reluctant to do so. 4 So that Lennie won't realise what is going to happen to him. 5 He doesn't want Lennie to panic. He understands that Lennie didn't mean to kill the young woman.

TAPESCRIPT

George took off his hat. He said shakily, "Take off your hat, Lenny. The air feels fine."
Lennie removed his hat dutifully and laid it on the ground in front of him. The shadow in the valley was bluer, and the evening came fast. On the wind the sound of crashing in the brush came to them.
Lennie said, "Tell how it's gonna be."
George had been listening to the distant sounds. For a moment he was business-like. "Look acrost the river, Lennie an' I'll tell you so you can almost see it."
Lennie turned his head and looked off across the pool and up the darkening slopes of the Gabilans. "We gonna get a little place," George began. He reached in his side pocket and brought out Carlson's Luger; he snapped off the safety, and the hand and gun lay on the ground behind Lennie's back. He looked at the back of Lennie's head, at the place where the spine and skull were joined. A man's voice called from up the river, and another man answered.
"Go on," said Lennie. George raised the gun and his hand shook, and he dropped his hand to the ground again. "Go on," said Lennie. "How's it gonna be. We gonna get a little place."
"We'll have a cow," said George. "An' we'll have maybe a pig an' chickens…an' down the flat we'll have a …little piece alfalfa—"
"For the rabbits," Lennie shouted.
"For the rabbits," George repeated.
"And I get to tend the rabbits."
"An' you get to tend the rabbits"
Lennie giggled with happiness. "An' live on the fatta the lan'."
"Yes."
Lennie turned his head. "No, Lennie. Look down there acrost the river, like you can almost see the place." Lennie obeyed him. George looked down at the gun.
There were crashing footsteps in the brush now. George turned and looked toward them.
"Go on, George. When we gonna do it?"
"Gonna do it soon."
"Me an' you."
"You…and me. Ever'body gonna be nice to you. Ain't gonna be no more trouble. Nobody gonna hurt nobody nor steal from 'em."
Lennie said, "I thought you was mad at me, George."
"No," said George. "No, Lennie. I ain't mad. I never been mad, an' I ain't now. That's a thing I want ya to know."
The voices came closer now. George raised the gun and listened to the voices.

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Lennie begged, "Le's do it now. Le's get that place now."
"Sure, right now. I gotta. We gotta."
And George raised the gun and steadied it, and he brought the mussel of it close to the back of Lennie's head. The hand shook violently, but his face set and his hand steadied. He pulled the trigger. The crash of the shot rolled up the hills and rolled down again. Lennie jarred, and then settled slowly forward to the sand, and he lay without quivering.

Exercise 6

- Students discuss the questions. Ask them to consider what they would have done in George's place.

Skills Round-up 7–8 page 75

Read

Exercise 1

- Students discuss the answer in pairs.

ANSWERS
1 C **2** B **3** B **4** B

Listen

Exercise 1 2.15

- Students listen and answer the question.

ANSWER
Hotel and pub

TAPESCRIPT
Edgars There's nobody at the desk.
Rita Is there a bell we can ring?
E I don't think so. Excuse me!
R Ping ping!
E Is there anybody there?
Tomas Somebody's coming. I can here footsteps.
Receptionist Sorry about that. How can I help you?
E We have a reservation – three single rooms.
Rec OK. What are the names?
E My name is Edgars Ozols.
R I'm Rita Urbonienė. My brother's name is Tomas Urbonas.
Rec I'm sorry. I don't appear to have any rooms reserved under any of those names.
T You did book, didn't you?
E Yes. I booked over the internet. I've got a print-out here, with the confirmation code and everything. I even paid a deposit.
Rec Can I see that?
E Of course. Here.
Rec Hmm… Would you mind waiting here? I'll just go and ask.
T I hope they sort it out soon. I need some dinner – and soon!
R It's probably just an administrative error. They'll have rooms for us – the hotel doesn't seem very full.
E What are your rooms like?
T Not great. Yours?
E It doesn't look as though my room has been cleaned … ever.
R Can I ask how you chose this hotel?
E I read a review online. It was OK. But mostly, they had a special offer. The rooms were really cheap.
T Ah. At last! After twenty minutes!
Waitress Who ordered the soup for starter?
E None of us.
T But give it to me anyway. I'm starving.
E We didn't order starters.
Waitress Oh. What main courses did you order?
E Two pasta dishes …
T … and a steak. Will they be long?
Waitress I'll just go and ask.
R I think I'm losing my appetite. Shall we just go out and find a pub?
E We've waited this long … I want some food!
T If the soup's anything to go by, the main courses won't really be worth waiting for.
E But better than nothing …

Exercise 2 2.15

- Students listen and do the exercise individually.
- Check answers.

ANSWERS
1 online **2** dirty **3** wait **4** hungry

Write and speak

Exercise 1

- Students read and make notes individually.

Exercise 2

- Students write the letter individually.

Exercise 3

- Students do the exercise individually.

Exercise 4

- Students do the exercise in groups of four. Circulate and monitor.

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9 News and views

This unit includes

Vocabulary: news and opinions • giving and withholding information • literal and figurative language

Grammar: colloquial expressions • passive structures • participle phrases

Speaking: talking about news • talking about the media

Writing: an opinion essay: 1

Workbook pages 68–75

Reading pages 76–77

Warm-up

- Look at the title of the article and ask students: *What do you think 'Making the headlines' refers to?* [Make the headlines means appear in the news.]
- Ask: *What sort of language is usually used in headlines?* [Just a few words that make people understand the main idea of the article.]

Before Reading

Exercise 1

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

ANSWERS

Students' own answers.

Exercise 2

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

ANSWERS

Students' own answers.

Background Notes

The phrase 'There's no such thing as bad publicity' is attributed to P.T. Barnum (1810–1891), an entertainer and businessman. The meaning of the phrase is that for a person who wants to be famous, having your name in the newspaper is more important than the reason that your name is there.

Read

Exercise 1

- Read through the **Reading tip** with students. Get the students to read the introductory paragraph, the sub-headings and any one-line endings (paragraphs of only one sentence at the end of sections).

ANSWERS

The 'Snapple on Ice' promotion stunt

Exercise 2

- Students read the text and complete the exercise.
- Check the answers.

ANSWERS

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

Teaching Tip: Jigsaw reading

In groups of three, have students each read one of the three texts. Then have each student give their group a summary of the story they read.

Exercise 3 3.01

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

Optional Activity: Compare and contrast

Aim: To focus on similarities and differences between topics discussed in a text.

Preparation: Write the following on the board.

Similarities

Differences

Ask students to think about the three news items. What do the three stories have in common? How are they different?

POSSIBLE ANSWERS

Similarities: All three stories are about people or companies trying to get a story into the news to attract publicity. Both the Tour de France story and the Death of Superman story were highly successful and garnered a lot of positive publicity. Also, both were attempting to sell copies of a publication. Both Snapple and the Tour de France created events for people to watch or attend.
Differences: Unlike the other two, the Snapple publicity was largely a failure. Both Snapple and Superman created a lot of controversy, compared with the Tour de France, which seemed to be generally very well received from the start.

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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Additional Activity: Publicity seekers

Aim: To extend exploration of the idea of seeking publicity.

Preparation: Write the task above on the board.

Nowadays people often make their private life public by discussing it in the media, writing blogs, and posting photos on the Internet. What do you think motivates these people, and what positive and negative effects may their actions bring?

Put students into pairs. Ask them to read the task and brainstorm ideas – allow 2–3 minutes. Get feedback as a class – ask students to make notes in three columns: reasons, positive effects and negative effects.

Share responses with the whole class.

Vocabulary

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

ANSWERS

1 moving 2 stagnant 3 waxing lyrical 4 deemed
5 hoisting 6 inception 7 unsettling 8 goo
9 bummed out 10 odyssey 11 relentless
12 elemental 13 demise 14 garner 15 terrain

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

bummed out is an adjective used in US English which means upset, annoyed. A thing that makes one feel bummed out is a *bummer*.

deemed is a verb which means regarded, judged. It's fairly formal.

demise is a noun which means death, end of. It's fairly formal.

elemental is an adjective which means wild and powerful, having the force of nature. It literally means *of the elements*.

garner is a verb which means gather or collect. It's fairly formal.

goo is a colloquial noun which means an unpleasantly sticky substance. The adjective is *gooey*.

hoisting is a verb which means raising something, especially by using ropes or machinery. A *hoist* is a thing used to raise another thing.

inception is a noun which means beginning, starting point.

moving is an adjective which means producing strong emotion, especially sadness or sympathy. The verb *move* can have a similar meaning: *I was moved by the film*.

odyssey is a noun which means a long, eventful journey or experience, physical and / or emotional. The word comes from the story of the epic journey of the hero Odysseus.

relentless is an adjective which means intensely constant or persistent. When something *relents*, it stops or gives up.

stagnant is an adjective which means showing no sign of activity or advancement. Very still, unclean water is often described by this word.

terrain is a noun which means a stretch of land, especially with regard to its physical features.

unsettling is an adjective which means disturbing, upsetting. Something that is *settling* has a calming effect.

waxing lyrical is a verb which means speaking in an enthusiastic and eloquent manner. One can also wax poetic and nostalgic.

Quick Test: Short definitions

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

beginning, starting point [inception]

regarded, judged [deemed]

upset, annoyed [bummed out]

death, end of [demise]

gather or collect [garner]

an unpleasantly sticky substance [goo]

wild and powerful, having the force of nature [elemental]

speaking in an enthusiastic and eloquent manner [waxing lyrical]

raising something, especially by using ropes or machinery [hoisting]

producing strong emotion, especially sadness or sympathy [moving]

a long, eventful journey or experience, physical and/or emotional [odyssey]

intensely constant or persistent [relentless]

disturbing, upsetting [unsettling]

showing no sign of activity or advancement [stagnant]

a stretch of land, especially with regard to its physical features [terrain]

Optional Activity: Headlines

Aim: To practise talking about news headlines and publicity.

Preparation: Brainstorm people or companies that have been in the news recently, either for good or bad reasons.

Ask students to discuss in pairs whether or not the expression 'There's no such thing as bad publicity' holds true in these cases. Would it have been better for a negative story to remain secret, or will the exposure ultimately help people? Based on the cases discussed, do the students think the expression is generally true or not?

More practice
Workbook page 68

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Vocabulary page 78

Target Vocabulary

Making the headlines: bummed out deem demise elemental inception hoist garner goo moving odyssey relentless stagnant terrain unsettling wax lyrical

Giving and withholding information: blab blow the whistle break (news) clam up hush up keep the lid on leak let something slip stonewall

Literal and figurative language: came to me in a flash cost an arm and a leg have quite a stormy relationship having a few hiccups in floods of tears it dawned on me made of money money talks scarred me for life took my breath away

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 makes us feel strong emotion?* [moving] *What do we call the very beginning of something?* [inception]
- Students complete the sentences. Check the answers.

ANSWERS

1 wax lyrical 2 stagnant 3 unsettling 4 bummed out
5 deemed 6 demise 7 elemental 8 relentless
9 hoisted 10 inception 11 odyssey 12 terrain
13 moving 14 goo 15 garnered

Extend

Exercise 1 Giving and withholding information

- Focus on the words and ask students in pairs to match complete the table.
- Check answers.

ANSWERS

1 blow the whistle 2 break (news) 3 leak
4 let something slip 5 clam up 6 hush up
7 keep the lid on 8 stonewall

Exercise 2

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

ANSWERS

2 keep the lid on 3 stonewalled 4 breaks 5 let slip
6 clam up 7 blabbing 8 blew the whistle 9 leak

Teaching Tip: Phrasal verbs

Several of the vocabulary items are phrasal verbs. Note that some are separable and some are not.

Separable: hush up (*They hushed the scandal up*), let slip (*He let the secret slip*), bum out (*The meeting bummed me out*)

Inseparable: clam up, keep the lid on

Exercise 3

- Read through the **Learn this!** box with students.
- Students complete the exercise individually or in pairs.

ANSWERS

2 d 3 h 4 g 5 j 6 b 7 c 8 a 9 f 10 i

Optional Activity: Figurative language

Aim: To practise figurative language
Preparation: Give out paper and coloured pens
Tell students they have to choose one of the figurative expressions in exercise 3 and draw a picture to illustrate it. Give them a few minutes to complete their picture. Now, get them to hold up their picture for the other students to guess the expression.

Quick Test: Alphabet quiz

Write the following letters on the board:

B C D E G H I K L M O R S T U W

Divide the class into two teams. Explain that you are going to define words from the vocabulary page and students have to guess the words. Read out the first definition to the first student in 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 B is a word for speaking uncontrollably? [blab]

Which C is a word for not saying anything at all? [clam up]

Which D means end *or* death*?* [demise]

Which E refers to things that are natural, powerful forces of nature? [elemental]

Which G is an unpleasantly sticky substance? [goo]

Which H means to keep something quiet or secret? [hush up]

Which I means beginning *or* starting point? [inception]

Which K means to try to be sure something remains secret? [keep the lid on]

Which L is an expression for saying something accidentally? [let something slip]

Which M means that rich people have more influence? [money talks]

Which O is a long eventful journey? [odyssey]

Which R means intensely constant or persistent? [relentless]

Which S is used to describe something that has a profound and terrible effect? [scarred me for life]

Which T means impressed me considerably*?* [took my breath away]

Which U is a word to describe something that is disturbing or upsetting? [unsettling]

Which W is speaking in an enthusiastic and eloquent manner? [waxing lyrical]

Vocabulary Notebooks

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

More practice
Workbook page 70

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Grammar page 79

Colloquial omissions

Warm-up

- Put students in pairs. Ask them to think about the word *news*, and brainstorm words which collocate with it, e.g. *good news*, *bad news*, *breaking news*. After 1–2 minutes make a list on the board. (Collocations include *television news*, *happy news*, *sad news*, *local news*, *news media*.)

Explore

Exercise 1 3.02

- Students read and listen to the dialogue and do the exercise in pairs. Check answers.

POSSIBLE ANSWERS

S Hey, Tessa. **Are you** on your way home?
T No**, I'm not**. **I'm** just hanging around.
S **Do you** fancy a coffee? …
T **I** can't say that I have. Tell me **your news**! …
S **It** didn't take very long! …
T **Is the baby a** boy or girl?
S **The baby is** a baby girl called Rose.
T Aww. **That's a** cute **name**. So, **are you** going to be a good auntie, then?
S Of course **I am**. **I** hope so, anyway.
T **Will you be** babysitting and everything?
S **I'm** not so sure about that! I'll need a bit of practice!
T Well, practice makes perfect. **Do you** want another coffee?
S No, thanks. **I'd** better make a move.
T OK. **I'll** see you later. …
S **I** will do **that**. **I'll** see you later!
T Sure. **It was** nice talking to you. **Good**bye!

Exercise 2

- Refer students to the information in the **Look out!** box and complete the exercise individually or in pairs.

Follow-up
Grammar Reference page 110

Exploit

Exercise 1

- Students do the exercise individually or in pairs.
- Compare answers to the tapescript in exercise 2.

Exercise 2 3.03

- Students listen and complete the exercise individually.

ANSWERS

Students' own answers

TAPESCRIPT

Sam Hey, Colin! You well?
Colin Fine, thanks. You?
S Great, thanks. Got a minute?
C Sure. What's up?
S Want to show you something.
C Oh yes? What do you want to show me?
S Got a new motorbike! Look! Like it?
C Wow. Very nice indeed! When did you get that?
S Bought it off my cousin at the weekend. It's secondhand. Not bad, is it?
C It's great! Can I have a go?
S Of course. Want to try it out on Saturday?
C Love to.
S Come round after lunch, if you like?
C I'll do that. Looking forward to it. Got any other exciting news?
S Nope. Just that! You?
C No. Not been a lot happening lately. Better be off. But see you on Saturday!
S Yep. See you then!

Exercise 3

- Students do the exercise in pairs. Assist as necessary.

Exercise 4

- Ask a few pairs to share their answers with the class.

More practice
Workbook page 71
Grammar Builder page 111, exercise 1

ANSWERS GRAMMAR BUILDER 9 (PAGE 111)

Exercise 1

1 'Yes, that would be great. When does it start?'
2 'Hallo Sarah. Would you like a coffee?' 'Thanks but I've no time.'
3 'Good morning Amelia. Have you finished your history essay?' 'I nearly have. I've just got to write the conclusion.'
4 'I've lost my pen. Can you lend me yours for a minute, Petra.' 'I can't. I'm using it.'
5 'Come on! Let's go. We don't want to be late again! We need to be there in five minutes.' 'OK, OK. Give me a second, though. I've got to lock the door.'
6 'The water's boiling. Do you want a cup of tea / coffee?' 'Thanks. That would be great. I'm really thirsty.'

Skills page 80

Giving and withholding information

Target Vocabulary
Giving information: become common knowledge confide in (someone) deliver a speech (to / about) drop a bombshell issue a statement (to the press / court / police etc.)
Withholding information: brush off allegations clam up keep a lid on (something) let (something) slip not breathe a word to anybody (about)

Warm-up

- Put students into small groups. Write on the board: *It is wrong to have secrets?* Ask them to discuss this statement in their groups. After one minute or so, elicit opinions from some students and encourage discussion within the whole class.

Vocabulary

Exercise 1

- Focus on the photos. Students answer the questions in pairs.

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POSSIBLE ANSWERS

Photo 1: Formal, probably a press conference; the man will want to withhold certain information.
Photo 2: Very informal; the two women are probably sharing a lot of information.
Photo 3: Extremely formal; the man will want to withhold certain information.

Exercise 2

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

ANSWERS

Giving information: become common knowledge, confide in (sb), deliver a speech (to / about), drop a bombshell, issue a statement (to the press / court / police etc.)
Withholding information: brush off allegations, clam up, keep a lid on (sth), let (sth) slip, not breathe a word to anybody (about)

Exercise 3

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

ANSWERS

1 keep a lid on 2 confided in 3 clammed up 4 dropped a bombshell 5 brushed off allegations 6 didn't breathe a word to anybody 7 delivered a speech 8 issued a statement 9 become common knowledge 10 let slip

Listen

Exercise 1 3.04

- Play the CD once for students to match the audio to the photographs.
- Check the answers.

ANSWERS

1 left-hand photo 2 middle photo 3 right-hand photo

Exercise 2

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

ANSWERS

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

Exercise 3 3.04

- Students do the exercise individually or in pairs. Play the audio again for them to check.
- Check the answers as a class.

ANSWERS

1 at liberty 2 case 3 further 4 latest 5 highly 6 strictest 7 has 8 hush-hush

TAPESCRIPT

1 Minister I'd like to issue a statement to the press to the effect that our new policy has not yet been finalized, and there is therefore absolutely no cause for alarm. We are taking full account of public opposition to the plan and are confident that we will satisfactorily resolve any outstanding issues. Thank you.
Journalist Minister! Can you tell us when the policy will be finalized?
M I'm not at liberty to reveal that information at present. Thank you.
J Minister! Isn't it the case that you are having to ditch the whole policy and start again?
M Not at all. As I said, it is merely a matter of fine tuning, and we are confident we will have a workable policy in the very near future.
J It has become common knowledge that there has been a lot of ministerial in-fighting over this issue, and the Prime Minister is struggling to maintain his authority–
M That is simply not the case.
J Is it not true that …
M I have no further comment to make on the issue ahead of the Prime Minister's speech, which he will be delivering to Parliament later today. Thank you.
J Minister! Minister! Isn't the government just trying to keep a lid on the fact that the whole policy has been a fiasco from start to finish and that …
M I have nothing further to add. Thank you, gentlemen. Now if you'll excuse me ….
J Minister! Minister!
2 Bella Hello, Joan. Bella here.
Joan Hi, Bella. How are you?
B I'm fine. Just been chatting to Sam. Have you heard the latest about the sports club?
J No, don't think so. What's been going on now?
B Well, Sam managed to drop a bombshell about plans to redevelop the golf course. It's highly confidential at the moment, so don't breathe a word to anyone, will you?
J Of course not.
B But word is that they're going to sell off nearly half the land to a big supermarket chain for an out-of-town hypermarket.
J Really? Is that even possible?
B Yes, I know – it's hard to believe, isn't it? I guess there's a lot of money involved. But what I don't understand is how the county council are allowing it.
J Well, it can't have gone that far yet, or we would have heard, Bella. It would be all over town. People would be up in arms. It must just be a rumour.
B I guess so, but Sam seemed quite sure of his facts. He was horrified about it.
J Perhaps he misunderstood.
B Well, maybe. We'll find out soon enough, I suppose. Anyway, I'm telling you in the strictest confidence, Joan. But if it's true, we must be prepared to do something about it.
J Of course we must. You can count on me. And I won't breathe a word to anyone in the meantime.
B I know you won't, Joan! Speak later, bye.
J Yes, bye.
3 Interviewer Ladies and gentlemen, will you please welcome two-time Oscar winner, Alfred Bartoli! It is an honour to have you in the studio, Mr Bartoli.
Alfred Please – call me Al.
I Thank you, Al. Now, word is that you have just wrapped up your latest movie Sundown in Hollywood. Is that correct?
A Yes, we shot the last scene on Friday, and the movie is now in the editing suite. It has gone well and we're really excited about it.
I And rumour has it that you are already in negotiations for your next film – and it will be your last?
A Oh, really? Is that the current rumour?
I But didn't you let slip to a journalist at a party that you were tired of the whole business and you wanted out?

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A Now let me get a couple of things straight. First of all, I was not issuing a formal statement to a member of the press. I thought I was having a quiet conversation at a private function. And secondly, he caught me on a bad day. That's all.
I So, there is no truth in the allegations that you want to leave the movies?
A When I want to retire, I will announce it in the proper manner. Until then, it's business as usual. Which remarkably happens to be the name of my next film!
I Really?
A Kidding.
I Oh.
A No, the new project is all very hush-hush at the moment. The producers want to keep the whole thing under wraps until the cast has been finalized …
I So, you don't know your leading lady yet?
A Well, I have a good idea … but I'm not at liberty to say at the moment, sorry.
I Is there nothing you can tell us then about this latest venture of yours? Nothing that you can share with our lovely audience tonight?
A I will confide in you all one thing – this next movie is a bit of a departure for me. A bit of a risk. But I've been in the game so long that it's high time I tried something new again. So – you heard it here first, folks! And I am telling you all in the strictest confidence … Now, no more questions on the subject or I'll clam up til the end of the interview!
I OK. OK. Thank you, Al. Moving on to Sundown, is it true that …

Speak

Exercises 1–3

- Students choose a situation in pairs.
- Students prepare in their pairs. Circulate and monitor.
- Students do the roleplay.

More practice
Everyday English 9, Teacher's Book pages 124–125

Grammar page 81

Passives and participle phrases

Warm-up

- Tell students you are going to dictate three questions: *Have you ever exaggerated a story a little bit for a better effect? Have you ever been untruthful about yourself or some aspect of your life? Can you imagine when this might happen?* Put students in pairs and ask them to talk about these questions. After two minutes, conduct class feedback.

Explore

Exercise 1

- Students will be very familiar now with forming passives. The challenge will be in choosing the correct verb and putting it into the correct tense.
- A few of the verbs (e.g. *hail*, *pass off*) in the box may be unfamiliar to students. Suggest they complete some gaps first and then deduce the meaning of the remaining verbs from the context, referring to a dictionary for a final check.

ANSWERS
1 was being bombed **2** was considered **3** were recorded **4** issued **5** were described **6** had (ever) been made **7** was hailed **8** had been copied **9** were (in fact) performed **10** are being uncovered **11** will be shown **12** was informed **13** had been passed off **14** be reduced

Teaching tip: Avoiding non-specific subjects
For stylistic reasons, in formal writing we prefer to use a passive structure rather than non-specific subjects such as *people*, *someone*, *we*, *you*, *they*. For example, *Someone saw him steal the wallet* becomes *He was seen stealing the wallet.*

Exercise 2

- Before reading the **Learn this!** box, ask students when we use the passive [when the agent is unknown, unimportant or obvious]. Ask what kind of text often contains passives [formal texts, academic texts, newspaper reports].
- Do the first sentence together. The first underlined clause doesn't need to change because Joyce and her husband are the focus. The second part would be better in the passive.
- Students continue alone or in pairs.
- During feedback draw attention to the point made in the language note about avoiding non-specific subjects in formal writing.

ANSWERS
after Joyce had been diagnosed with cancer (it does not make sense to make London the subject; the focus is Joyce and her husband.); had ever been composed; Joyce's efforts to produce outstanding recordings were being hampered by her disease (the focus is on Joyce); The first electronic alterations were made by William (the focus should be on the alterations); his dishonest actions were triggered by a desire to protect his wife's reputation (the flow is better if 'his actions' continue to be the focus); He simply wanted her to be given (the subject is unnecessary and adds no information. The focus of the sentence is firstly Joyce, and secondly, her husband.); which she had been denied by her disease (it is better to keep Joyce, not the disease, as the subject); Although Joyce's recordings were never taken seriously again (the subject is unnecessary and adds no information.); Her courage and her husband's love should be admired (the subject is unnecessary and adds no information.)

Exercise 3

- Find out whether students have modified their opinion as a result of learning more about Joyce Hatto and her husband.

Follow-up
Grammar Reference page 110

Exploit

- Refer students to the **Learn this!** box and ask them to complete the exercise alone or in pairs.

SAMPLE ANSWER
Watched by millions in the USA, the cookery show *Dinner: Impossible* was presented by British chef Robert Irvine. Knighted by the Queen, he claimed to have been given a castle in Scotland by her. Investigated by officials when a business venture failed and exposed as a fraud, Irvine has finally admitted the truth. Now, angry creditors are

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pursuing Irvine, and his fictitious biography has been removed from the TV channel's website.

More practice
Workbook page 72
Grammar Builder page 111, exercises 2–3

ANSWERS GRAMMAR BUILDER 9 (PAGE 111)

Exercise 2

2 were released 3 was found 4 have been classified
5 was identified 6 has been done / is being done
7 are eaten 8 will be saved 9 being planned
10 being encouraged 11 is hoped

Exercise 3

2 It is widely accepted that human actions are responsible for global warming.
3 Monsoons are usually regarded as a tropical phenomenon.
4 It is often said that wind power is the best solution to the global energy crisis.
5 Oil is generally considered to be running out.
6 Public transport is usually seen as too unreliable.
7 Air travel is widely acknowledged to cause a great deal of pollution.
8 It is frequently reported that flooding has worsened in recent years.
9 It is argued that the danger from tsunamis can be alleviated by an early warning system.
10 It is frequently suggested that car manufacturers should take measures to reduce fuel consumption.

Writing page 82–83

An opinion essay: 1

Target Language

Describing the current situation: Over the past few decades, the Internet … We have now reached a point where … Newspapers are full of stories about … In some countries … while in others …

Restating the question: The key question is … What it comes down to is … What needs to be decided is … Many people are starting to wonder whether …

Warm-up

- Elicit the meaning of the word *censorship*. Put students into small groups to discuss where and when censorship happens, who benefits from censorship and whether it is acceptable or not. After 2–3 minutes, conduct feedback.

Background

Noam Chomsky born in 1928 in Pennsylvania, USA, and is best known for his academic work in the field of linguistics. He is also a philosopher, cognitive scientist, political activist and lecturer at MIT (Massachusetts Institute of Technology).

Read

Exercise 1

- Divide the class into pairs to discuss the quotation and have a class feedback. Ask if they can think of examples of people who have been refused a voice because they are despised. Ask students who are in favour of censorship to think of examples where information should be censored.

ANSWERS

The quotation is against censorship. Its message is that everybody, even people whose actions or beliefs are hateful, should be allowed to voice their opinions.

Exercise 2

- Students read the essay and discuss the question with a partner.

ANSWER

The writer's basic answer is that in a democratic society freedom of speech should be maintained wherever possible. However, there are situations where it must be sacrificed. For example, we should not be free to make public statements which are damaging to a person's reputation, or to give information which may endanger public security.

Exercise 3

- Students read the **Writing tip** and do the exercise individually.

ANSWERS

… the fact that newspapers and TV news stations report stories … ***is seen as*** *one of the signs …*
Freedom of speech ***is usually regarded as*** *one of the cornerstones …*
it ***is widely accepted*** *that …*

POSSIBLE ANSWERS

It is widely known that the first amendment to the American Constitution …
It is generally considered desirable that ordinary citizens in a democracy …
It is generally accepted that total freedom of speech is impossible ...

Exercise 4

Students can do the exercise individually or in pairs.

ANSWERS

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

Exercise 5

- Students complete the exercise individually or in pairs.
- Elicit or explain the meaning of *jeopardize* (put in danger) and *stir up* (make people feel a strong emotion) and practise the pronunciation of *jeopardize* /ˈdʒepədaɪz/.

ANSWERS

1 national security 2 personal opinions 3 free speech 4 catastrophic results 5 state censorship 6 false accusations

Exercise 6

- Divide the class into pairs or small groups to discuss the question.

Teaching Tip: Using the passive

The choice between the active and passive voice is often made for stylistic reasons, because we want a certain word to be the subject of the sentence in order to fit with the topic and flow of the text. Compare:

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Hateful people who tell lies shouldn't be given a voice. (The focus is on hateful people.)
We shouldn't give a voice to hateful people who tell lies. (The focus is on us and our ability to withhold freedom of speech.)

Prepare

Exercise 1

- Give students two or three minutes to discuss the proposition. Afterwards collect ideas of the pros and cons of tighter censorship onto the board for students to refer to later in the lesson.

ANSWERS

Arguments for: There is a huge amount of offensive material, e.g. pornography or extreme racism. It is very easy for children or other vulnerable groups to access it. Offensive material is regulated in other media so why not on the net?
Arguments against: People have a right to make their own decisions about what they want to look at. It's not practical, governments can censor local material but they can't censor material from other countries. If groups are banned, they go underground and become martyrs.

Exercise 2

- Ask students to read the articles and then talk to a partner about whether it changes their opinion, confirms it or doesn't affect it at all.
- Ask students what they understand by *cyber-bullying* [when an individual is repeatedly picked on through emails, texts or website postings], *crackdown* [severe action taken to prevent a crime], *glorify* [make something seem better than it is].

Exercise 3

- Students discuss the questions in pairs.

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 can plan their essay with a partner. Remind them that an opinion essay shouldn't be as balanced as a discussion essay in terms of giving equal weight to the opposing point of view.

Exercise 2

- Focus on the **Writing tip** and the introduction to the model essay. Elicit the answers to the questions.

ANSWERS

The 1st and 2nd sentences describe the current situation. The 3rd and 4th sentences rephrase the question.

Exercise 3

- Students write their introduction using the language provided. Allow three or four minutes for this.

Exercise 4

- Monitor as the pairs share their ideas. Ask one or two groups to read out their final version.

Exercise 5

- Individually, students write the main body of their essay.
- Allow approximately fifteen minutes for this stage.

Exercise 6

- Students check their work using the checklist and write a final draft if necessary.

SAMPLE ANSWER

Over the past few decades, the Internet has become a place where seemingly anyone can publish their ideas and make their voice heard. We have now reached a point where even people with messages of hate can garner a wide audience. The key question is whether or not anyone should be able to make their voice heard on the internet. Total freedom of speech is risky. If people are allowed to say anything in a public forum, we open up the possibility of lies being spread and of the public possibly taking large-scale action based on false, hate-filled statements. However, freedom of speech is regarded as a cornerstone of democracy. If the government or the police are given the authority to control what people read, then the situation can arise where people don't actually have access to the truth.
To a certain extent, the public needs to be relied upon to read various viewpoints and to educate themselves and engage in the debate. For every voice of hate, there needs to be a reasonable response and a call for calm and rational behaviour.
To sum up, freedom of speech is very important and in most cases should be defended. However, when free speech creates clear danger and risks harming people, those voices should be silenced.

MARKING SCHEME

- The essay follows the plan. [2 marks]
- The essay has the correct number of words. [2 marks]
- The essay uses passive phrases for distancing opinions. [3 marks]
- The report uses accurate grammar and vocabulary. [3 marks]

Optional Activity: Letter to the editor

Aim: To practise writing an opinion essay

Ask students to find an article in English about an issue they are interested in. Tell them to read the article and write a letter to the editor in response to the article. The students then may read each other's letters and discuss what the article was about. They can suggest corrections and improvements.

More practice
Workbook page 73

Follow-up
Self Check, Workbook pages 74–75
Test Unit 9, Teacher's Book pages 144–145

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10 Endings

This unit includes
Vocabulary: synonyms and autonyms • adverbs of degree • synonyms for *end*
Grammar: *whatever*, *whoever*, *wherever*, etc. • complex sentences • prepositions in relative clauses • impersonal structures for introducing opinions
Speaking: talking about the future of the Solar System • roleplay
Writing: an opinion essay: 2
Workbook pages 76–83

Reading pages 84–85

Warm-up

- On the board, write *the Sun*. Ask students to brainstorm in small groups any facts, ideas, feelings, or thoughts that come to mind in connection with the Sun.
- Share some answers in class.

Before Reading

Exercise 1

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

ANSWERS

Mercury (rocky – smallest planet), Venus (rocky), Earth (rocky), Mars (rocky), Jupiter (gas giant – largest planet), Saturn (gas giant), Uranus (gas giant), Neptune (gas giant), Pluto (rocky) – but see Background Notes below

Background Notes

Pluto used to be considered the smallest (rocky) planet, but in 2006, the official definition of a planet was changed, and Pluto no longer qualified. It is now officially considered a 'minor planet'.

Eris (UB313), a dwarf planet, was discovered in 2005. Since that time, there has been some debate as to whether it is larger than or about the same size as Pluto.

Exercise 2

- Ask the entire class to call out answers to the questions.

ANSWERS

The Sun is 149,600,000 km form the Earth. It takes light eight minutes to travel from the Sun to the Earth.

Exercise 3

- Ask the entire class to call out possible answers to the question.

ANSWER

Scientists believe that the solar system is about four billion years old.

Read

Background Notes

Astrophysics, a branch of astronomy, is the study of the physical nature of planets, stars and other things found in space.

Thermonuclear is an adjective used to describe nuclear reactions (changes in chemical structure) that occur only at very high temperatures.

Hydrogen, a colourless, odourless gas, is the most abundant chemical in the universe.

Helium, another colourless, odourless gas, is the second-most abundant chemical in the universe.

Nuclear fusion is the process by which simpler, lighter elements join together to make more complex, heavier elements.

For further reading on the **solar system**, see http://www.howstuffworks.com/46010-solar-system-explained.htm. For further reading on **the Sun**, see http://science.howstuffworks.com/sun.htm

Exercise 1

- Read through the **Reading tip** with students. Get the students to read the title and the first and last sentences of each paragraph, and then look at the pictures and diagrams.
- Students answer the questions individually or in pairs.

ANSWERS

1 T (final sentence of first paragraph)
2 T (diagram at right centre of article)
3 F (first sentence of third paragraph)
4 T (diagram at lower right of article)
5 F (diagram at lower right of article, first sentence of fifth paragraph)

Exercise 2 3.05

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 b 2 a 3 b 4 a 5 c 6 d

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Optional Activity: Reading skills

Aim: To practise summarising a text.

Preparation: Write the following questions on the board.

How do scientists believe the Sun will die: in a cataclysmic event, or though decay? [Through slow decay]

What is the Sun's most basic fuel? [Hydrogen]

How much larger than its current size do scientists believe the Sun will become? [100 times]

How long will that process take? [Hundreds of millions of years]

At its largest, what sort of star will the sun be? [A red giant] *As the large star runs out of fuel, what will it become?* [A white dwarf]

What will the final state of the solar system be? [A cloud of gas]

Books closed. Students answer the questions in pairs and then check their answers with the reading text. Student A closes their book and Student B uses the questions as prompts to tell Student A about the death of the solar system. Then they swap roles.

Understanding Ideas

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

Vocabulary

Exercise 1

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

ANSWERS

1 dense 2 brutal 3 hurling 4 orbit 5 hostile
6 compressed 7 finite 8 decay 9 composed
10 furnace 11 accelerates 12 fate 13 stable
14 overwhelm 15 generates

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

accelerates is a verb which means starts to go faster. The noun is *acceleration*.

brutal is an adjective which means very violent and unpleasant. It is connected with the word *brute*, which means a person or animal who is savagely violent.

composed of is a verb which means made up of; consisting of. The noun for describing what something is composed of is *composition*.

compressed is a verb which means pressed or squeezed into a smaller space. The adjective *compressed* is used to describe things that have been pressed or squeezed into a smaller space.

decay is a noun which means the process of gradually being destroyed by natural causes. It is also a verb.

dense is an adjective which means thick. The noun is *density*.

fate is a noun which means what will happen or has happened to a person or thing. It usually refers to forces that are beyond an individual's control.

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

furnace is a noun which means a place where there are extremely high temperatures. Typically an actual furnace is used to heat a building or to melt material in industry.

generates is a verb which means produces or creates. The noun for the process of production or creation is *generation*.

hostile is an adjective which means making it difficult for something to thrive or survive. The opposite is *friendly.*

hurl is a verb which means throwing violently.

orbit is a noun which means a curved path followed by a planet, moon, satellite, etc., around another planet, star, etc. It is also a verb.

overwhelm is a verb which means to be so powerful that it is impossible to resist. The adjective is *overwhelmed.*

stable is an adjective which means not likely to change. The opposite is *unstable*.

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.

starts to go faster [accelerates]

very violent and unpleasant [brutal]

made up of; consisting of [composed of]

pressed or squeezed into a smaller space [compressed]

the process of gradually being destroyed by natural causes [decay]

thick [dense]

what will happen or has happened to a person or thing [fate]

having a limited or fixed size [finite]

a place where there are extremely high temperatures [furnace]

produces or creates [generates]

making it difficult for something to thrive or survive [hostile]

throw violently [hurl]

a curved path followed by a planet, moon, satellite, etc, around another planet, star, etc [orbit]

to be so powerful that it is impossible to resist [overwhelm]

not likely to change [stable]

Optional Activity: Life-cycles

Aim: To practise talking about life-cycles

Preparation: Brainstorm ideas for things that have a life-cycle e.g. *an electronic product, a plant, a person.*

Ask students to choose one thing and discuss in pairs the thing's life-cycle. Students then share their answers with the whole class.

More practice

Workbook page 76

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Vocabulary page 86

Target Vocabulary

The death of the solar system: accelerate brutal compose compress decay dense fate finite furnace generate hostile hurl orbit overwhelm stable

Synonyms and antonyms: as miserable as sin as tough as old boots biased comic ill-fated immense minute objective opportune over the moon priceless vital vulnerable worthless solemn trivial

Adverbs of degree: deeply (offend) entirely (agree) hotly (deny) seriously (damage) strongly (disapprove) thoroughly (enjoy)

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 makes survival difficult?* [hostile] *What do we call the path that planets take around the sun?* [orbit]
- Students complete the sentences. Check the answers.

ANSWERS

1 accelerate 2 furnace 3 compressed 4 fate 5 finite 6 stable 7 dense 8 brutal 9 overwhelmed 10 orbit 11 hostile 12 decay 13 composed 14 hurl 15 generate

Extend

Exercise 1 Synonyms and antonyms

- Explain or elicit the meaning of *synonyms* [words with similar meaning] and *antonyms* [words with opposite meaning].
- Focus on the words and ask students to complete the table individually.
- Check answers.

ANSWERS

2 minute 3 objective 4 biased 5 comic 6 solemn 7 over the moon 8 as miserable as sin 9 vital 10 trivial 11 opportune 12 ill-fated 13 as tough as old boots 14 vulnerable 15 priceless 16 worthless

Exercise 2

- Students do the exercise individually.
- Check the answers.

ANSWERS

1 priceless 2 tiny 3 dejected 4 opportune 5 solemn 6 impartial

Teaching tip: collocations

Elicit from students the meaning of the word *collocation* [a combination of words that is very common]. Remind students that they can find words that collocate with other words in the examples in their dictionaries.

Exercise 3 Adverbs of degree

- Point out that in this exercise, there is one obvious collocation that any native English-speaker would choose for each answer.
- Students do the exercise individually.
- Check the answers.

ANSWERS

2 e 3 a 4 f 5 b 6 c

Exercise 4

ANSWERS

2 hotly denied 3 strongly disapprove 4 deeply offended 5 seriously damage 6 entirely agreed

Quick Test: Antonyms

Tell students you are going to read out some sentences and they have to write down an antonym of one of the words to complete the sentence.

My car isn't valuable. In fact, it's so old and broken down that it's basically _____ . [worthless]

My new chair isn't strong at all. In fact, it's really _____ . [flimsy]

I expected their house to be enormous, but actually it was _____ . [tiny / minute]

Even though the team lost the match, the players weren't dejected. In fact, most of them felt _____ simply because they'd played in the final. [elated]

The witness thought that he had a very important piece of information for the police, but actually it turned out to be _____ . [immaterial / trivial]

In a court of law, the jury should be impartial, not _____ . [prejudiced / biased]

Optional Activity: The fate of humanity

Aim: To practise talking about some of the ideas in the main reading text.

Preparation: Write this question on the board?
What will be the fate of humanity?

Say: *Scientists predict that after hundreds of millions of years, the sun will become a red giant and make Earth a completely hostile place to live before consuming our planet. What do you think will become of humanity?*

Vocabulary Notebooks

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

More practice
Workbook page 78

Grammar page 87

whatever, *whoever*, *wherever*, etc.

Warm-up

- Ask students to look at the picture and discuss what they think it illustrates and how all of us may be affected. Put them in pairs to discuss. Conduct class feedback.

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Explore

Exercise 1

- Students read the text then in pairs discuss their answers to the question.
- Ask some students to share their answers with the whole class.

Teaching tip: *Whatever* meaning 'at all'

Sentence 5 of exercise 2 is an illustration of a different use of *whatever*. After *any* or *no*, *whatever* can be used to mean 'at all', for example *He's got no idea whatever about what he wants to study at university. Whatever* can also be replaced by *whatsoever* in this structure.

Exercise 2

- Focus on the information in the **Learn this!** box and ask students to complete the exercise individually.

ANSWERS

1 Whichever way you look at it, global warming is a very real threat. (*However* is also possible.)
2 However much scientists try to warn us of the dangers, we don't do much about it.
3 Everybody should do their bit and make an effort, however small.
4 We should try to rely less on our cars, to use public transport whenever we can.
5 Many people think that, realistically, there is no chance whatever of reversing climate change.
6 Whatever the chances of success, we need to make an effort before it's too late.

Follow-up

Grammar Reference page 112

Exercise 3

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

ANSWERS

1 Whatever the price of petrol, people will still use their cars and cause pollution.
2 Wherever you live, you'll still be affected by climate change.
3 However we solve these problems, we must find a solution.
4 Whoever you are, you still have to live with a change in our climate.

Exercise 4

- Students do the exercise in pairs or small groups.
- Students present their ideas to the class.

More practice

Workbook page 79
Grammar Builder page 113, exercise 1

ANSWERS GRAMMAR BUILDER 10 (PAGE 113)

Exercise 1

1 whoever 2 whatever 3 whichever 4 however
5 whenever 6 wherever 7 Whatever 8 wherever

Quick Test: Dictation

Divide the class into groups of five or more students.

Explain that you are going to dictate six 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 *Wherever you go on holiday, I hope you have a great time.* [correct]
2 *Whenever wrote this note had terrible handwriting.* [*Whoever* – they're talking about a person]
3 *Whenever you have time, give me a call.* [correct]
4 *Whichever much work you do, there's always more to be done!* [*However* – collocates with *much*]
5 *Whenever airline you choose, the ticket will still be expensive.* [*Whichever* – talking about a choice]
6 *I'll meet you wherever you want to meet.* [correct]

Skills page 88

Farewell

Target Vocabulary

Adjectives to describe places: cease close complete conclude culminate finalize terminate wind up wrap up

Warm-up

- Put students in pairs or small groups. Ask them how many ways they know to say goodbye in English. Give them one minute to brainstorm. (Answers could include: *Goodbye*, *bye*, *bye bye*, *see you soon*, *see you later*, *see ya*, *ciao*, *cheers*, *cheerio*, *have a nice day*, *take care*, *nice to meet you*, *hope to see you again some time*, *must be off*, *I'm off now*.) Then give them categories: a close friend, your friend's parents, your employer, a new acquaintance. Ask them to discuss which goodbyes they would use in each case and why.

Vocabulary

Teaching tip: *Farewell*

As an exclamation the word *farewell* is very old-fashioned and formal. However, as a countable noun, e.g. *We said our farewells and left* it is still in relatively common use.

Exercise 1

- Ask students to discuss the photos in pairs. Encourage them to use language of speculation (*I imagine*, *I'd say*, *I guess*) and also to recycle some of the language for making deductions from unit 9 (*Judging by the fact that they're smiling*, *It's clear from her expression*, etc.).

Exercise 2

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

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ANSWERS

1 close 2 concluded 3 ceases 4 completed
5 finalized 6 culminated 7 wrapped up 8 wind up
9 terminates

Exercise 3

- Ask students to read the Thesaurus entry silently to themselves. Do the first sentence together to ensure they understand that they should find verbs which do not fit the sentence.
- In feedback ask students to justify their answers.

ANSWERS

2 conclude (because it's not talking about how it finished), stop (because it's not going to start again)
3 stop (see explanation for sentence 2)
4 end, conclude, finish (there is no sense of something ending because it has been completed)
5 stopped (because there is a sense of completion)

Listen

Exercise 1 3.06

- Play the CD once for students to do the exercise.
- Check answers.

ANSWER

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

Exercise 2 3.06

- Students complete the exercise individually.
- Listen to check the answers.

ANSWERS

1 cease 2 completed 3 culminated 4 terminate
5 wrapped up 6 finalize 7 wind up 8 close

TAPESCRIPT

Extract 1

English, then, is now the global lingua franca. It is the language of international business, science, technology, aviation and diplomacy. While the benefits of having a single language in which the majority of the world's population can communicate, the dominance of English may not be such good news for a large number of minority languages. As we have seen, it is likely that many of these languages will cease to exist over the next century or so.
Please join us again next week in Language Matters, when we will be looking at the different varieties of English spoken around the world and asking if it any longer makes sense to talk of 'standard English'. 'Til then, goodbye.

Extract 2

Interviewer Finally, I'd like to just talk about your qualifications. You have four A-levels and you've just completed a degree in mechanical engineering, is that right?
Interviewee Yes. I took my final exams in the summer, and the results are due out in a week or so. I'll send you a copy of the results as soon as I get them.
Interviewer That would be great. Now, do you have any questions?
Interviewee Um, no, I don't think so. You've addressed all my queries.
Interviewer Well, thank you very much for coming in. We'll be in touch shortly to let you know if we'd like you to come back for a second interview.
Interviewee Thank you. It was a pleasure to meet you.
Interviewer And you. Goodbye.
Interviewee Goodbye.

Extract 3

Interviewer So the research was carried at the hospital?
Scientist That's right. We have a big team of researchers working there.
Interviewer And this research culminated in the discovery of the gene responsible for a rare form of bone cancer.
Scientist That's right. Hopefully it will lead to a cure for this disease.
Interviewer Indeed. Thank you, Professor Jones, for coming in and talking to us about your work.
Scientist Thank you.

Extract 4

The train about to depart from platform 4 is the 18.05 service to Edinburgh. Owing to engineering works at Berwick, this service will terminate at Newcastle. There will be a bus service from Newcastle to Dunbar. Network Rail would like to apologize for any inconvenience that this causes to passengers. That's platform 4 for the 18.05 service Edinburgh.

Extract 5

The score was nil–nil at the break after a disappointing first half in which both teams squandered opportunities to score. United took the lead early in the second half but City were level within minutes when Andy Hodgson scored from the penalty spot. United dominated in the final quarter but Ryan Jones wrapped it up for City with a goal in extra time.

Extract 6

Businessman So, I think we're all agreed, then.
Businesswoman Yes, it only remains for us to finalize the precise terms of the agreement. And I think we can leave that to another day.
Businessman Indeed. It's been a pleasure to do business with you, Connie.
Businesswoman Yes, and with you. Now perhaps you and your colleagues would like to join us for lunch?
Businessman We'd be delighted.

Extract 7

Boy You're not leaving already are you, Jane?
Girl Yes, I really must be going.
Boy But it's only 10 o'clock. The party doesn't wind up 'til eleven.
Girl I know, but I've got to get up at the crack of dawn tomorrow.
Boy Why? What are you doing?
Girl We're driving up to Scotland to see my grandparents. My dad says we've got to make a really early start to beat the holiday traffic.
Boy Can't you just stay a bit longer?
Girl No, I'd better not.
Boy Shall I order you a taxi?
Girl No, it's OK, thanks. My dad'll come and pick me up. I'll give him a ring now.
Boy Oh, well, have a good time in Scotland.
Girl Thanks, Daniel. I will. You have a good weekend too.
Boy Bye now. Take care.
Girl Bye. See you soon.

Extract 8

Let's hear a big round of applause for Annette Curtain! That's the last of our acts for tonight's show. If you'd like to see Annette in next week's final, ring 0408 9988 05. The phone lines are now open and they close at nine

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o'clock. Here's a quick reminder of the numbers for all the contestants. For Hazel ring 0408 9988 01, for Doug add 02, for Sue it's 03, for Tom 04 and for Annette 05. Be sure to join us again at 10.30 when we'll reveal which acts you have chosen to go through to the grand final!

Speak

Exercise 1

- Students work in pairs. Circulate, monitor and assist as necessary.

Exercise 2

- Ask as many of the pairs as possible to act out their dialogues.

More practice
Everyday English 10, Teacher's Book pages 126–127

Grammar page 89

Complex sentences

Warm-up

- Ask students: *Can you think of any stories you've heard of people doing really stupid things and hurting themselves?*

Explore

Exercise 1

- Students read the text and come up with their own explanation. Ask a few students to share their answers.

EXAMPLE ANSWER
The awards are given to people who endanger their own lives by behaving stupidly.

Exercise 2

- Students complete the task individually.
- Check answers. Reinforce the idea to students that using complex sentences with prepositions in the beginning position will help them achieve a style appropriate for writing academic essays and other formal texts.

ANSWERS
1 Impossible: *set up* is a phrasal verb
2 who/that the awards are bestowed upon
3 which any … could be proud of
4 who it is awarded to
5 Impossible: *by the public* is a prepositional phrase
6 which there is … evidence for
7 Impossible: *turn out* is a phrasal verb
8 Impossible: *bring about* is a phrasal verb
9 of which they were

Follow-up
Grammar Reference page 112

Exploit

Exercise 1

- Do the first group of sentences as an example, and then ask students to work individually before comparing in pairs. Explain that some of the changes do not involve prepositions.

ANSWERS
1 Among the 'near misses' is the story of Larry Walters, with whose exploits most fans of the awards are familiar.
2 In 1982, he attempted a daring flight using only an ordinary garden chair to which he'd attached 45 helium balloons.
3 The plan, which had been worked out carefully, was to float up to a height of about ten metres from where he'd be able to enjoy a fine view of the surrounding terrain.
4 Unfortunately he rocketed into the air, climbing more than 5,000 metres, at which altitude he remained for more than fourteen hours.
5 Air traffic control received bewildered messages from passenger planes whose pilots had seen Larry.
6 It was a terrifying flight over which Larry had no control.
7 Luckily, Larry had brought his pistol, with which he burst some balloons.
8 He gradually descended to the ground, at which point he was arrested by the police.

Exercise 2

- Circulate and monitor as pairs complete the exercise.

ANSWERS
1 Among the 'near misses' is the story of Larry Walters, whose exploits most fans of the awards are familiar with.
2 In 1982, he attempted a daring flight using only an ordinary garden chair, which he'd attached 45 helium balloons to.
6 It was a terrifying flight which Larry had no control over.
7 Luckily, Larry had brought his pistol, which he burst some balloons with.

Exercise 3

- Explain that students are going to look at the story of another winner. Do the first sentence together to show they need to use the information to make complex sentences.
- They complete the exercise alone or with a partner.

ANSWER
One evening, Fabio was chatting to some friends with whom he was having a quiet drink. Fabio was a 28-year-old Italian truck driver whose hobby was spy gadgets, some of which he had with him. He took a gadget of which he had recently become the proud owner out of his pocket to show some friends. It looked like an ordinary pen, but was in fact a pistol from which a single .22 calibre bullet could be fired. Keen to demonstrate the gadget to his friends, Fabio held it to his head, at which point the gun fired and Fabio died.

Exercise 4

- Divide the class into A / B pairs. Ask students A to close their books and retell the story of Larry Walters. Students B keep their books open and give prompts if necessary. They then reverse the procedure.

More practice
Workbook page 80
Grammar Builder page 113, exercises 2–4

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ANSWERS GRAMMAR BUILDER 10 (PAGE 113)

Exercise 2

2 The medicine that / which got rid of my cough tasted of liquorice. 3 The Golden Gate Bridge, which we crossed yesterday, is an impressive sight. 4 He's the pilot whose plane crashed yesterday. 5 The lift, which/that broke down yesterday, is being repaired. 6 The woman I asked for information was very helpful. 7 Britney Spears, who sang *Baby one more time*, is hoping to make a comeback. 8 The hotel we had booked was full.

Exercise 3

2 Wherever 3 Whatever 4 Whichever 5 whenever 6 However

Exercise 4

2 My grandfather, for whom I have the utmost respect, died fighting for his country. 3 NOT POSSIBLE 4 My mother's glasses, without which she cannot see, look quite stylish. 5 William's best friend, in whom he has always confided, has just moved abroad. 6 NOT POSSIBLE 7 The wall on top of which Ryan was standing looked like it would topple over. 8 The boy with whom Sarah fell in love turned out to be a thief.

Writing page 90–91

An opinion essay: 2

Target Language

Expressing opinions with preparatory *It*: It is interesting how much … It would appear that … It is undoubtedly true / highly likely that … It is usual / important / impossible, etc. for … to … It is right / wrong to suggest that …

Acknowledging the opposing view and restating your opinion: While it's true to say that … , I really do think … Even though some people maintain that … , I nevertheless believe that … There's some truth in the view that, … Nevertheless, it doesn't alter my view that … however I accept that … I firmly believe that … in conclusion … it would be hard to deny that … moreover of the opinion the key question is …

Warm-up

- Put students in small groups. Tell them that book groups have recently become popular in the UK (a book group is an informal group of friends who choose a book to read and then meet up after a few weeks to talk about it). Ask them to discuss what kinds of books they like reading or, if they don't read much, why not. Do they like the idea of a book group? Is this popular in their country? Do they think they would read more if they belonged to a book group?

Read

Exercise 1

- Refer students to the photo and direct the question to the whole class.

ANSWERS

eBooks are digital versions of books that can be downloaded to a small machine called an eBook reader.

Exercise 2

- Students read and discuss the proposition. It may be necessary to explain *obsolete* (no longer used because something else has been invented).
- Write a list of pros and cons on the board.

POSSIBLE ANSWERS

For: EBooks are much lighter than books, they are self-illuminating so you don't need a light source, they are more environmentally friendly, you can make notes which can be erased

Against: Traditional books are much easier to obtain, they are cheap, they don't cause eye strain, you can see pictures and diagrams more clearly, some people, e.g. children and older people need to see large writing, you don't have to worry about batteries running out or computers freezing, eBooks could break if you drop them.

Exercise 3

- Students do the task individually.

ANSWERS

1 It would be hard to deny that 2 the key question is 3 I firmly believe that 4 Moreover 5 However 6 I accept that 7 In conclusion 8 of the opinion

Exercise 4

- Students brainstorm phrases in pairs.

POSSIBLE ANSWERS

1 There is no question that, it is clear that, it is widely accepted that, it is undoubtedly true that
2 What it comes down to is, What needs to be decided is
3 In my view, in my opinion
4 Furthermore, What is more, Besides, it is also worth bearing in mind that
5 It is true that, I wouldn't deny that, admittedly, granted
6 Having said that, on the other hand, nevertheless
7 To sum up, on balance, in summary, to conclude
8 of the view, of the firm belief, convinced

Exercise 5

- Students can do the exercise alone or with their partner.

ANSWERS

1 First paragraph (it would be hard to deny …)
2 Second paragraph (I firmly believe …)
3 First paragraph
4 First paragraph
5 Second paragraph
6 Third paragraph

Exercise 6

- Students discuss the question in pairs. Encourage them to use the language from exercises 3 and 4, which is useful for spoken as well as written opinion.

Prepare

Exercise 1

- Students brainstorm ideas with a partner.

Exercise 2

- Focus on the writing tip and do the first sentence together.

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- Students continue individually or in pairs.
- Elicit the meaning of *touch-typing* (typing without looking at the keyboard).

ANSWERS

1 It has to be borne in mind that people have been using pen and paper for centuries.
2 It is almost certainly true that paper won't become obsolete.
3 It is sometimes argued that it's a waste of time teaching children to write neatly.
4 It is simply inconceivable that paper will become obsolete.
5 It is surprising how few people can write neatly.

Exercise 3 3.07

- Ask students to note down the key arguments (as this will give them more ideas for their essay) and discuss the opinions with a partner. Elicit opinions from a few pairs.

ANSWERS

Students' own answers

TAPESCRIPT

Speaker 1 Yeah, I agree 100% with the proposition. I mean, we now send loads more emails than traditional letters, and kids these days just text or instant message each other. Most of them have never written a letter in their life! OK, so some old people will stick with paper and pen, but there won't be many of them. Also, more and more often we're doing our schoolwork on computers. At some schools they even teach touch-typing, which is great because it's much quicker than writing by hand. So it won't be long before we don't need pen and paper. And then there won't be any point in teaching people to write with a pen. Not only that – I reckon keyboards will even become obsolete. Why? Because computers already accept touch-screen commands and pretty soon they'll all accept voice commands too.
Speaker 2 Sure, I admit that pretty soon they'll develop a computer that you can carry in a pocket. But that doesn't mean to say that we'll stop using pen and paper. Of course, as computers get smaller, email and messaging will become even more popular. But people forget that it's a pleasure to use a pen and paper. Leaving handwritten notes and messages for people may be low-tech – but it's simple and it works! People sometimes even say that handwriting will become obsolete, but I really don't reckon it's at all likely. You simply cannot imagine they won't teach handwriting in schools in the future. Besides, styluses that you use to write on the screen are already common, and they'll become even more widespread – so we'll still need to know how to write.

Exercise 4

- Students rephrase the extracts individually or in pairs.

ANSWERS

1 The fact is, we currently send considerably more emails than traditional letters.
2 Admittedly, some elderly people will continue to use a paper and pen, but they will be in a minority.
3 Moreover, schoolwork is increasingly done on computers.
4 Granted, a computer will be developed in the not too distant future that can be carried in a pocket.
5 Although it is sometimes said that handwriting will become obsolete, in my view it is highly improbable.
6 It is simply inconceivable that handwriting won't be taught in schools in the future.

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 make notes under the headings. They can collaborate with a partner.

Exercise 2

- Give students approximately fifteen minutes to write the first three paragraphs. Go round helping and answering queries but don't correct their work as they should be encouraged to do this independently at the end.

Exercise 3

- Refer students to the **Writing tip** and the useful language. Encourage them to learn one or two of the phrases by heart as often the language can help them to organize their ideas.

Exercise 4

- Students write a final draft and check their writing against the checklist.
- Ask fast finishers to swap compositions and decide if they agree with the opinions stated.

SAMPLE ANSWER

eBooks, which have become increasingly popular in recent years, are changing the way people read. This change will inevitably have a profound effect on the way books are published. But what exactly can we expect? Will eBooks eventually make traditional books obsolete?
I am convinced that while eBooks have their place, traditional books do also. It would be hard to deny that eBooks are convenient, but when the battery runs out, they aren't convenient at all. Moreover, which would you rather read in the bath or at the swimming pool – an eBook, or a traditional book? Also, I firmly believe that many students find traditional books easier to highlight, annotate and flick through.
It would appear, though, that there is also a business consideration. If publishers sell fewer traditional books, will they stop producing them – even when people want them? It's possible that the majority of books sold could become eBooks, in which case they might one day replace traditional books.
While it's true to say that there are many advantages to eBooks, I do think there are also many advantages to traditional books. I'm of the opinion that there will continue to be a demand for both. To answer the question that was posed in the first paragraph: No, eBooks will not make traditional books obsolete.

MARKING SCHEME

- The report follows the plan. [2 marks]
- The report has the correct number of words. [2 marks]

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- The report includes expressions from the *Writing tip* and exercise 3 [3 marks]
- The report uses accurate grammar and vocabulary. [3 marks]

More practice
Workbook page 81

Follow-up
Self Check, Workbook pages 82–83
Test Unit 10, Teacher's Book pages 146–147

Literature corner 5 page 92

Sylvia Plath

Background Notes: Ted Hughes
Ted Hughes (1930–1998) was one of the finest poets of his generation. His best-known collections of poetry are *The Hawk in the Rain* and *Crow*. Hughes also wrote for children, including the book *The Iron Man*. In 1984, he was appointed Poet Laureate, a position he held until his death.

Exercise 1
- Discuss the question in open class.

Exercise 2 3.08
- Students complete the sentences individually or in pairs.

ANSWERS
1 United States 2 English 3 depression 4 Cambridge University 5 animals and the natural world 6 split up 7 suicide 8 creative

TAPESCRIPT
Sylvia Plath was an American poet who also wrote a semi-autobiographical novel and a number of short stories. She was born in Boston in1932 and began writing poetry as a child, having a poem published in the Boston Herald newspaper when she was only eight years old. Around the same time, the death of her father from diabetes had a profound effect on the young girl.
At university in the early 1950s, Plath was an outstanding student of English who excelled particularly at creative writing. Many of her poems from this period were assignments set by her college professors. But she was plagued by depression and spent several months in hospital after a suicide attempt. She underwent electric shock therapy in an attempt to improve her mental condition.
In 1955, she graduated from Smith College in the USA and continued her studies – and her poetry-writing – at Cambridge University in the UK. At Cambridge, Plath met Ted Hughes, an English writer renowned for his poems about animals and the natural world, and the two fell in love, marrying in 1956. Plath once described Hughes as having "a voice like the thunder of God".
The newly-weds travelled abroad, mostly in the USA and Canada, and both became interested in astrology and other aspects of the supernatural. Although they had two children together, the relationship did not work out. The couple split up in 1962 as a result of Hughes' relationship with another woman. After the separation, Plath experienced a brief period of intense creativity, and in only a few months wrote many of the poems which are today regarded as her finest. But tragically, her mental health did not improve, and in 1963, at the age of thirty, she took her own life.

Exercise 3 3.09
- Focus on the titles of the poems. Ask: *What do you think 'Family Reunion' will be about? What does 'vertical' mean?* [in this context, standing straight up] *Look at the first line of the poem 'I am vertical'. What does 'horizontal' mean?* [flat and level; parallel to the ground] *When are people horizontal?* [when they are lying down]
- Students read the poems as they listen. In their opinion, what theme do they have in common? Accept any response as long as students can give reasons for their answers.

ANSWERS
Students' own answers

Exercise 4
- In pairs, students read both poems again and check the meanings of the words. They can use a dictionary, but be prepared to help them explore possibilities.
- Students answer the questions individually and the compare answers with their partner.
- Check answers as a class.

ANSWERS
1 Family Reunion 2 I am vertical 3 I am vertical
4 Family Reunion 5 Family Reunion 6 I am vertical

Exercise 5
- Students answer the questions individually and then compare answers with their partner.
- Check answers as a class.

ANSWERS
Students' own answers

Exercise 6
- Students discuss the questions in groups and then share their ideas with the class.

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Skills Round-up 9–10 page 93

Read

Exercise 1

- Students discuss the answer in pairs.

ANSWERS

a The first email is from Rita and the second is from Edgars.
b Rita has been offered a promotional move to Edinburgh.

Exercise 2

- Students do the exercise individually then check in pairs.

ANSWERS

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

Listen

Exercise 1 3.10

- Students listen and answer the question.

ANSWERS

d, a, c

TAPESCRIPT

Rita So … why did you want to meet up? You said you had something interesting to tell me. Is there some juicy gossip?
Edgars No, nothing like that. I have a proposition to make.
R Really? What kind of proposition?
E A professional one.
R Oh, I see. Professional.
E I think it's a great opportunity. Well, it could be. The thing is, the business that I've set up is doing really well. I'm looking for somebody to help me run it.
Tomas Go on …
E I wondered if you might be interested. You don't have to say anything now. I mean, you don't have to decide now. Take some time to think about it. I know you've got a job already. And of course …
R I've just accepted a promotion. I'm so sorry.
E I didn't think you'd be interested. It doesn't matter anyway. I can always advertise.
R It's not that I'm not interested. I just can't do it!
E I understand. So, what's this promotion?
R I've been offered a job as a senior manager – in their Edinburgh office.
E Edinburgh?
R That's right.
E So you're … moving. To Edinburgh.
R That's right! Aren't you going to congratulate me?
E Yes. Of course. Congratulations.
T Didn't you try and persuade her to change her mind?
E No. How could I? She'd just accepted a promotion. She's moving to Edinburgh.
T But I'm sure she'd rather stay here and work with you.
E What makes you say that?
T It's just … a feeling I've got.
E Has she said anything to you?
T No, she hasn't said anything to me. Exactly.
E But what?
T But nothing. I didn't say 'but'.
E Tomas! You're hiding something. Tell me!
T I can't. I promised I wouldn't let on.
E You're my friend!
T She's my sister!
E Hmm. Yes, I was forgetting that. But can't you give me a clue.
T No, I can't.
T So, here's to your new job!
R Thanks. Cheers!
E Good health … and good luck.
T She'll need it! So, tell me. How did you persuade her not to go to Edinburgh?
E I made her an offer she couldn't refuse!
T Come on, I want to know more than that.
E I'm sorry. It's confidential.
R It was a very good offer.
T Hmm. Nobody tells me anything.
R Anyway, next Friday is my last day with InterPost.
T How did your boss take it when you told him?
R Not, very well. His face went red and he couldn't speak.
E I never liked him.
R Me neither.
T Edgars will make a much nicer boss.
R Boss? You mean partner!
T Yes, sorry.
E But boss really.
R No, you said equal partners. That was the deal.

Exercise 2 3.10

- Students listen and do the exercise individually.
- Check answers.

ANSWERS

1 She sounds disappointed. She was hoping for Edgars to say something more personal.
2 He sounds a bit nervous. He's concerned about how Rita might react.
3 She sounds apologetic. She regrets that she won't be able to work with Edgars.
4 He sounds upset. He doesn't want Rita to move away.
5 He sounds a bit defensive. He knows more than he is saying.
6 He sounds a bit offended. He feels left out of Edgars' and Rita's plans.
7 She sounds amused. She feels glad to be leaving her job.

Write and speak

Exercise 1

- Students read and make notes individually.

Exercise 2

- Students write their essay individually. Circulate and monitor.

Exercise 3

- Students do the role-play in pairs.

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Workbook answer key

PAGE 4 Unit 1

READING Face to face with nature

1 1 conventional 2 underground 3 on the edge 4 commercialism 5 dexterity

2 A France B USA C Britain / UK

3 1 A 2 C 3 C 4 A 5 B 6 C 7 B 8 A 9 C 10 A 11 A 12 B

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

5 1 railings 2 vault 3 exploits 4 subterfuge 5 accomplishes 6 took off 7 emulating 8 surge

Challenge!

Students' own answers.

PAGE 6 VOCABULARY Sports and memories

1 1 a 2 c 3 b 4 b 5 a 6 c 7 a 8 b 9 c 10 a 11 c 12 a 13 b 14 c 15 c

2 1 I've asked you time and again to keep the noise down
2 She recognised him at once.
3 He's working at his father's shop for the time being.
4 They'll be here any moment now.
5 Everybody makes mistakes once in a while.
6 My brother was still a baby at the time.

3 1 f hindsight
2 a recall
3 d reminisce
4 c evocative
5 b recollection
6 e ingrained

4 unaffected immobile irresponsible inappropriate disapproval illogical

5 1 self-employed 2 undercooked 3 anticlockwise 4 super-sensitive 5 co-starred 6 misheard

PAGE 7 GRAMMAR Habitual actions: *will*, *would*, and *used to*

1 1 When we were kids, we would often go to the cinema on Saturdays.
2 Dave will leave his dirty clothes on the floor.
3 When I lived in Hawaii, I used to go to the beach every Saturday.
4 When my grandfather was away on business, he would write a postcard to my grandmother.
5 Sarah will phone me after I've gone to sleep!
6 When I was in primary school, I used to play with my friends after school every day.

2 1 always had 2 never felt 3 is 4 used to 5 would help 6 didn't use to 7 would always know 8 will 9 I didn't use to 10 would always call 11 often mistake 12 thought 13 will say 14 won't 15 borrowed

3 Suggested answers:
1 Well, you will keep texting in class.
2 Well, you will go to bed late!
3 You would feel warmer if you wore a coat.
4 She will drive recklessly.
5 He will behave very badly.
6 Well, you would eat too much!

PAGE 8 GRAMMAR Phrasal verbs

1 1 fall through 2 go ahead 3 tip off 4 mistake for 5 come to 6 bring about 7 come up with 8 go down with

2 1 bring about 2 fall through 3 tip off 4 come up with 5 go ahead 6 go down with 7 come to 8 mistake for

3 1 Laura was offered a place at Manchester University but she turned it down.
2 Whilst some people are in favour of the monarchy, others think we should do away with it.
3 I keep meaning to sort out my photos but I never get round to it.
4 My father was offered a job in New York but after thinking it over decided not to go for it.

4 1 let me down 2 been thrown away 3 brought up 4 to put up with 5 be looked after 6 drop me off 7 to lay off

PAGE 9 WRITING Describing an event

1 1 like 2 like 3 as if 4 as 5 as 6 as 7 as

2 1 I had parked in a school playground!
2 I was getting increasingly annoyed with Archie… Eventually I got so irritated …
3 … as red as a beetroot …

3 1 unwilling 2 apprehensive 3 perplexed 4 remorseful 5 uptight 6 petrified

4 Students' own answers

5 Students' own answers

PAGE 10 Self check 1: Grammar

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

2 1 I'll often go 2 used to tell 3 would always offer 4 will 5 would always argue 6 did you use to go 7 would

3 1 phrasal verb 2 preposition 3 meaning 4 object 5 can 6 pronoun 7 cannot 8 parts 9 verbs

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

PAGE 11 Self check 1: Vocabulary

1 1 under 2 elated 3 recollection 4 hindsight 5 immobile 6 co-starred 7 recall 8 employed 9 sensitive 10 outlawed 11 reminisce 12 stave off 13 inappropriate 14 evocative 15 anticlockwise 16 resolutely 17 ingrained 18 mis 19 illogical 20 disapproval

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

PAGE 12 Unit 2

READING Lord of the Flies

1 1 Cold War 2 tribal 3 savage 4 confront 5 beast

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

3 Suggested answers:
1 The plane was evacuating the boys from a war zone.
2 Ralph is the holder of the conch, which the boys think is a sign of authority.
3 They are afraid because they believe there is some sort of beast living on the island.
4 Jack persuades them by promising to protect them from the beast.
5 Simon is attacked because he interrupts the other boys during a frenzied ritual feast.
6 He is overwhelmed by the events that have taken place on the island.

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4 1 stumble upon 2 summon 3 urge 4 frenzy 5 lurking 6 disprove 7 dwindled 8 ensues 9 savage

Challenge!
Students' own answers.

PAGE 14 **VOCABULARY Compound adjectives**

1 1 martyred 2 grave 3 stirred 4 induced 5 smirked 6 (across) compelled (down) clamoured 7 lost

2 1 ebullience 2 exasperation 3 dubiety 4 conspiratorial 5 scornfully 6 ungraspable

3 1 time-consuming 2 long-lasting 3 light-hearted 4 absent-minded 5 wide-eyed

4 1 well-behaved 2 far-reaching 3 strange-sounding 4 eye-catching

Challenge!
Students' own answers.

PAGE 15 **GRAMMAR *as*, *like* and *unlike***

1 1 like 2 like 3 as 4 as 5 unlike 6 as 7 like 8 unlike 9 as 10 like

2 1 like 2 as 3 like 4 like 5 like 6 as 7 as 8 Unlike

3 1 I sometimes do my homework in front of the TV, as does my brother.
2 She talks about soap opera characters like they were real people.
3 Her father works as a TV producer.
4 Kate loves reality shows, unlike me.
5 I love animated films, such as *Ratatouille*.
6 I don't watch a lot of television like Steve.
7 Unlike my brother, I play a lot of football.
8 My sister likes poetry, like my mother.

4 Students' own answers.

PAGE 16 **GRAMMAR Narrative tenses**

1 1 past perfect continuous 2 past simple 3 past continuous 4 past continuous 5 past perfect 6 *used to*

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

3 1 been seeing 2 have gone 3 looked 4 forgotten 5 was taking 6 been waiting, forgotten

4 … has been having difficulty… had been having difficulty
… he was coming across… he came across
… had been throwing on the floor… had thrown on the floor
It had given… It gave
He decided that later he is going to put on… He decided that later he would…
… just as the sun had been setting… just as the sun was setting
He was strolling… he strolled
… where some sheep grazed… where some sheep were grazing
… who looked for a sheep… who was looking for a sheep
… quickly was grabbing the wolf… quickly grabbed the wolf

5 Students' own answers.

6 A 3 B 1 C 6 D 8 E 2 F 4 G 9 H 7 I 5

7 Students' own answers.

PAGE 17 **Writing A book review**

1 1 all-time 2 highly acclaimed 3 divided 4 story 5 involving 6 consequences 7 strengths 8 ability 9 times 10 ending 11 lovers 12 recommend

2 1 a fairly 2 extremely 3 utterly 4 a little 5 highly

3 1 perspectives 2 atone 3 well-observed 4 page-turner 5 futility

4 Students' own answers.

PAGE 18 **Self check 2: Grammar**

1 1 similarities 2 preposition 3 pronoun 4 conjunction 5 formal 6 subject 7 differences 8 examples 9 informal 10 words

2 1 Like 2 unlike 3 like 4 like 5 as 6 like

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

4 1 c 2 b 3 b 4 b 5 d 6 d 7 d 8 d

PAGE 19 **Self check 2: Vocabulary**

1 1 heart 2 clamour 3 ungraspable 4 compel 5 ebullience 6 thread 7 scornfully 8 stir 9 conspiratorial 10 dubiety 11 exasperation 12 down 13 sequence 14 martyred 15 smirk 16 scar 17 quick 18 childlike 19 induce 20 grave

2 1 award 2 strange 3 super 4 far 5 heart 6 cold 7 strong 8 well 9 shoe 10 eye

PAGE 20 Unit 3

READING The two Steves

1 1 innovator 2 circuit board 3 software 4 computer-head 5 consumer electronics

2 1 They first worked together to create a circuit board for a new video game.
2 The first products sold were circuit boards.
3 Jobs returned to Apple as an advisor when the company failed to deliver the operating system for its latest computers.

3 1 F 2 T 3 T 4 F 5 F 6 T 7 T 8 F 9 F

4 1 mutual friend 2 was charged with 3 go halves on 4 blown away 5 formalized 6 wandered off course 7 CEO 8 online 9 stipend

Challenge!
Suggested answers:
1 Jobs' whole life was focused on electronics.
2 Wozniak provided what he had promised he would.
3 The partnership was successful.
4 Jobs stopped being involved Apple in any way.
5 Apple then began to produce some of the best-known and most successful consumer electronics there have ever been.

PAGE 22 **VOCABULARY Partnerships**

1 1 trademark 2 franchise 3 resent 4 unrivalled 5 thriving 6 consumed 7 pioneer

2 1 catapulted 2 assembly line 3 obviated 4 feud 5 endorsement 6 outbid 7 caught on

3 1 soaking 2 fast 3 pitch 4 blisteringly 5 fully 6 wide 7 bone 8 brand

Challenge!
1 That TV presenter **gets on my nerves**.
2 We'll have to call the police if things **get out of hand**.
3 They were sitting **side by side** on a park bench.
4 We have a **mutually supportive** relationship.
5 I tried to give him some constructive advice but he **took it the wrong way**.
6 I love being an actor. It's a great way to **make a living**.

PAGE 23 **GRAMMAR Perfect tenses**

1 1 I've just eaten a whole chilli!
2 He's driven vans before.
3 She's had a virus for the last few days.
4 I've been waiting over an hour for a bus. I'm going to walk.
5 I've been revising for the last two hours.
6 He's been spending more time with his family lately.
A 6 B 2 C 5 D 3 E 1 F 4

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

3 1 've been trying 2 've not been 3 've got 4 've been sharing 5 's … arrived 6 's been staying 7 hasn't shown 8 hasn't shown 9 hasn't made 10 's been hanging 11 've had 12 haven't kicked

PAGE 24 GRAMMAR Verb patterns

1 verbs followed by an *-ing* form: anticipate, be used to, enjoy, feel like, give up, recall, risk, spend time, stop, verbs followed by infinitive: allow, be made, choose, claim, demand, fail, guarantee, happen, have yet, pretend, seem, refuse, tendverbs followed by either form: go on, hate, love, manage, remember, take years, try

2 go on, manage, remember, try

3 1 to come 2 solving 3 to do 4 to become 5 to attract 6 creating 7 to believe 8 to take on 9 writing 10 to have 11 killed 12 to bring 13 writing

4 1 She's given up smoking.
2 Do you happen to know Karen's email?
3 He failed to break the world record.
4 He seems to be feeling better.
5 I don't anticipate them arriving before midnight.
6 The roof appears to have been damaged in the storm.
7 We shouldn't let him get away with it.
8 Mike had his wallet stolen yesterday.

5 Suggested answers:
1 turning 2 being told 3 to be 4 to see 5 having

PAGE 25 WRITING A magazine article

1 1 boasts 2 blessed 3 back 4 array 5 throw 6 thing 7 home 8 renowned 9 lined 10 from 11 plays 12 fancy

2 Suggested answers:
… the large array of ~~old~~ treasures… ancient
… ~~interesting~~ collection of ~~modern~~ and historical dress… fascinating, contemporary
… to discover just how ~~large~~ the site really is… immense
… look at the ~~large~~ array of old treasures …vast

3 Students' own answers.

4 Students' own answers.

PAGE 26 Self check 3: Grammar

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

2 1 've been trying 2 've been doing 3 've managed 4 've gone 5 've stopped 6 've overslept 7 I haven't gone 8 've stayed 9 've been studying 10 've tried

3 1 C 2 A 3 E 4 B 5 D

4 1 to leave 2 playing 3 meeting 4 to finish 5 going 6 having 7 to last 8 to be 9 to catch

PAGE 27 Self check 3: Vocabulary

1 1 unrivalled 2 cobbler 3 on 4 assembly 5 catapult 6 trademark 7 thriving 8 pioneer 9 franchise 10 consumed 11 feud 12 outbids 13 resent 14 course 15 stipend 16 goods 17 obviates 18 endorsement 19 halves 20 charged

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

PAGE 28 Unit 4

READING Natural born winners

1 1 disabilities 2 potential 3 competition 4 wheelchairs 5 world 6 athletes

2 1 David Weir 2 Esther Vergeer 3 Eleanor Simmonds

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

4 1 revealed 2 notch up 3 accommodate 4 mollycoddle 5 refusal 6 overhaul 7 irreparable 8 shrewd

Challenge!
Students' own answers.

PAGE 30 VOCABULARY Describing change

1 impressionable, out of step, overbearing, protracted, stark, stern, tortuous, transferable, uplifting,

2 1 overbearing 2 uplifting 3 protracted 4 impressionable 5 tortuous 6 stark 7 transferable 8 out of step

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

4 1 heart 2 ways 3 better 4 hands 5 direction 6 tune 7 plan 8 mind

Challenge!
1 better 2 untouched 3 ease 4 streamline 5 running

PAGE 31 GRAMMAR Comparatives and superlatives

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

2 1 Girls mature a good deal more quickly than boys.
2 I am quite a bit more confrontational than when I was a kid.
3 I'm not quite as self-centred as when I was younger.
4 Mark is the tallest in class by a long way.
5 My A levels are far more difficult than other exams I've taken.

3 1 The later you are, the angrier he'll be.
2 The sooner we start, the sooner we can finish.
3 The more tired she is, the more bad-tempered she gets.
4 The harder you work, the more money you'll earn.
5 The farther he is from home, the more homesick he feels.
6 The more sophisticated the computer, the more likely it is to go wrong.

4 1 a✓ 2 b✓ 3 a✓b✓ 4 a✓ 5 b✓ 6 a✓b ✓

5 1 quite 2 no 3 far 4 rather 5 awful 6 good 7 little 8 only

Challenge!
Students' own answers.

PAGE 32 GRAMMAR Conditionals

1 1 hadn't invented, would be
2 didn't exist, would emigrate, wouldn't be
3 hadn't been, wouldn't have developed
4 had been, would have been killed
5 wasn't, wouldn't be, would have been saved

2 1 stole, do 2 hadn't been, have got 3 took 4 Should you need 5 could remember 6 hadn't spent

3 1 If I hadn't agreed to babysit on Saturday I would be able to come to the cinema.
2 If I hadn't gone to bed at four in the morning I wouldn't be feeling so tired.
3 If he hadn't been bone idle, he wouldn't have been kicked out of school.
4 I would ask him to help with the party if he weren't very unreliable.
5 He would have called you if he had had your number.

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4 1 If you don't have ID you won't get into that club.
2 Without your encouragement, I would never have pursued my acting career.
3 You can go the party provided that you're home by midnight.
4 Supposing you could live for ever, would you really want to?
5 It would have an absolute miracle if he had beaten her at tennis.

5 1 If you have, Should you have 2 If Dad found out, If Dad were to find out, Were Dad to find out 3 If it weren't, Were it not 4 If it hadn't, Had it not 5 If I had, Had I

PAGE 33 WRITING A discursive essay

1 doctors, gene therapy, lifestyle, microscopic computers

2 Suggested answers:
1 only 2 also 3 almost 4 or 5 already 6 predict 7 in 8 much 9 likely

3 1 to 2 likely 3 chance 4 as 5 of

4 Students' own answers.

5 Students' own answers.

PAGE 34 Self check 4: Grammar

1 1 C 2 A 3 B

2 1 as good 2 strongest 3 spicier 4 hardest 5 most exciting 6 happier

3 1 long way 2 far 3 easily 4 marginally 5 quite 6 much

4 1 C 2 A 3 B

5 1 had had, wouldn't have broken 2 wouldn't have happened, had looked 3 runs out, be generated 4 hadn't been discovered, would still die 5 would use, were invested 6 not been evacuated, would have died

6 1 You wouldn't be hungry if you had eaten lunch.
2 If Dean hadn't arrived late this morning, he wouldn't have to work late this evening.
3 If his car weren't being repaired, he wouldn't take the bus.
4 If Paul hadn't been there, I wouldn't have asked him to help.
5 The car wouldn't have been stolen if he hadn't left the keys in it.
6 If I had written down Helen's phone number I could call her.

PAGE 35 Self check 4: Vocabulary

1 1 impressionable 2 anguish 3 uplifting 4 reveal 5 hands 6 accommodate 7 refusal 8 overhaul 9 ranch 10 mollycoddle 11 irreparable 12 shrewd 13 mind 14 calling 15 transferable 16 overbearing 17 protracted 18 gift 19 stark 20 tortuous

2 1 up 2 competitive 3 instinct 4 ill 5 direction 6 step 7 locker 8 better 9 heart 10 tune

PAGE 36 Unit 5

READING Jacques-Yves Cousteau

1 1 medium 2 perception 3 documentary 4 environment 5 platform 6 dedication

2 1 Congress of Documentary Film 2 United Nations 3 The *Silent World* 4 Ted Turner 5 *the Calypso* 6 Cannes 7 Émile Gagnan 8 Eighteen Metres Deep

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

4 1 staple 2 flora and fauna 3 layman 4 submerged 5 strapped 6 dump

Challenge!
Students' own answers.

PAGE 38 VOCABULARY War and peace

1 1 a 2 c 3 b 4 a 5 b 6 c 7 a 8 a 9 c 10 b 11 a 12 c 13 a 14 c 15 b

2 1 ground, halt 2 made, breakthrough 3 gave, orders 4 put up, resistance 5 claimed, victory 6 suffered, casualties

3 1 gun c 2 drop d 3 set e 4 bury g 5 stick h 6 losing f 7 wounds a 8 bridges b

PAGE 39 GRAMMAR *for* + noun / pronoun + infinitive

1 1 for me to tell 2 for us to have 3 for us not to talk 4 for us to do 5 for me to start 6 for you to understand 7 for me to feel 8 for me to interact

2 1 It's time for them to start being honest with each other.
2 It's essential for you to stand your ground in an argument.
3 My parents are very keen for me to be a good role model for my brother.
4 It would be a miracle for them to manage a day without arguing.
5 It's crucial for you to apologize for your rudeness.
6 It'd be better for me not to get into a row with Tamsin – she hates conflict.
7 I'd be happy for you to borrow my car for the afternoon.
8 It would be unthinkable for them to sell their house now.

3 Students' own answers.

Challenge!
Students' own answers.

PAGE 40 GRAMMAR Ellipsis

1 1 B did 2 D has 3 A won't 4 F had 5 C would 6 E do

2 1 She got Grade A in all her exams but she didn't expect **to**.
2 not necessary
3 You don't have to open the present now if you don't want to.
4 not necessary
5 not necessary
6 He asked me to make a speech at his birthday party but I don't want **to**.

3 1 will 2 do 3 can't have 4 should 5 has 6 won't have

4 1 didn't mean to 2 wanted to 3 don't intend to 4 wouldn't like to 5 would have loved to 6 'm not able to

PAGE 41 WRITING Article: describing a person

1 1 captivated 2 compelling 3 gifted 4 interested 5 achievement 6 literature 7 loyalty 8 altruism 9 marriage 10 courage 11 determination 12 generous 13 poverty 15 inequality

2 1 to boot 2 In addition to 3 along with 4 Apart from

3 Students' own answers.

4 Students' own answers.

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PAGE 42 **Self check 5: Grammar**

1 1 subject 2 noun 3 sentence 4 *that*-clause

2 1 for me to say 2 for us to see 3 for Dave to try 4 for his sister to meet 5 for him to be

3 1 It'd be better for you not to forget to phone home.
2 It's crucial for us not to make any mistakes in our calculations.
3 It would be a miracle for us to save up enough money to go to Hawaii next summer.
4 My teacher is very keen for me to apply to Oxford.
5 It essential for you to arrive by six o'clock.
6 It's time for us to leave.

4 1 clear 2 reduced 3 whole 4 main 5 modal

5 1 They can't repair the car today, but they can ~~repair the car~~ tomorrow.
2 They want me to visit them and I would like to ~~visit them~~.
3 He doesn't have to go if he doesn't want (to) ~~go~~.
4 I can't visit this morning, but I can ~~visit~~ this afternoon.
5 Roberta doesn't know if she can get 100% on her test, but she'll try ~~to get 100% on her test.~~
6 I didn't try scuba diving on holiday, although I could have ~~tried scuba diving on holiday~~.
7 I'm afraid I hurt Dave's feelings, although I didn't mean to ~~hurt Dave's feelings~~.
8 We didn't order a new carpet when we should have ~~ordered a new carpet~~.
9 Paul is going to try to find a cheap air ticket, but I don't think he'll be able to ~~find a cheap air ticket~~.
10 I agreed to give Adam a lift home but I didn't want to ~~give him a lift home~~.

PAGE 43 **Self check 5: Vocabulary**

1 1 remote 2 staple 3 droves 4 layman 5 submerged 6 flora and fauna 7 dump 8 scratch 9 venom 10 acquire 11 adrenaline 12 advocate 13 fuss 14 shudder 15 condemn 16 encounter 17 lucrative 18 placid 19 cradle 20 portray

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

PAGE 44 Unit 6

READING Sweet dreams?

1 1 memory 2 dream 3 nightmare 4 conscious 5 subconscious 6 psychiatrist

2 B

3 Suggested answers:
1 We often remember dreams that have strange or disturbing content.
2 Various cultures have believed that dreams were a message from God, a revelation of God's will, could cure illness, or provide a link between the conscious and subconscious mind.
3 Scientific study has failed to discover why we dream.
4 The dreaming mind accepts strange and illogical sequences of time, people, and places.
5 He studied 'dream reports' from children, university students and adults from around the world.
6 American men experienced aggression in dreams more than Dutch men.
7 Everyday situations that occur in dreams include those related to school, work and family, as well as physical experiences like falling, being chased, being immobilized and having your teeth pulled out. People also dream about everyday situations like falling in love, embarrassing moments, or arriving late for events.
8 Recent experiences in your daily life are often incorporated into your dreams.

4 1 recall 2 seek 3 endeavour 4 revelation 5 anonymous 6 sharp 7 chase 8 nocturnal

Challenge!

Students' own answers.

PAGE 46 **VOCABULARY The future**

1 1 occur 2 conduct 3 borne 4 cease 5 require 6 regulate 7 catch 8 shrift

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

3 1 I can't see **myself** getting married before I'm twenty-five.
2 He's set **his** sights on becoming a commercial pilot.
3 I'm not pinning my hopes **on** passing my driving test before next year.
4 I don't see my brother leaving home in the foreseeable **future**.
5 At the moment I'm working **on** improving my grades.
6 If I succeed **in** getting a part-time job, I'll save up for a holiday.
7 If my plans come **to** nothing, I'll have to rethink my aims.
8 He's determined **to** have his own business.
9 It's hard to get into film directing but I'm going to give it **everything** I've got.
10 If I get a good degree I'll be in a better **position** to earn a decent salary.

4 1 difficult 2 suppose 3 unlikely 4 Suppose 5 well 6 guess 7 go, directions

Challenge!

1 will be said 2 are going to make 3 will be 4 will be done 5 will be dying

PAGE 47 **GRAMMAR Phrasal verbs**

1 1 off 2 down 3 out 4 off 5 up 6 off 7 out 8 on 9 off 10 on 11 back

2 1 made 2 sorted 3 brightens 4 died 5 came 6 phased 7 clear 8 brush 9 sign 10 log

3 depart: make off, clear off
end: log off, sign off
disappear: die out, phase out,
solve: sort out
approach: come up
improve: brighten up, brush up

PAGE 48 **GRAMMAR Reporting structures**

1 1 A Sue congratulated me on getting such good grades in my exams.
2 E Kate begged me not to leave her there alone.
3 B The phone company threatened to disconnect the line if the bill wasn't paid within seven days.
4 F Jack accused me of lying to him.
5 C Phoebe apologized for putting her foot in it yesterday.
6 D Daniel recommended that we take the bus.
7 H Marcus warned us not to stroke the dog, as he could be vicious.
8 G Liam claimed not to have taken my wallet on purpose.

2 1 Natalie complimented James on his new hairstyle.
2 Nigel confirmed his willingness to fix her scooter.
3 Jamie enquired after Liz's health.
4 Martin expressed his apologies for breaking the car mirror.
5 Rachel declined the invitation.
6 Robin boasted about his running ability.

3 1 callously 2 sympathetically 3 sarcastically 4 sharply 5 defiantly 6 resignedly

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PAGE 49 **WRITING Story writing**

1 1 a tall, strange-looking old woman 2 a long, dark country road 3 dishevelled long grey hair 4 spooky old stone house

2 1 All of a sudden the train came to a halt.
2 We had been so deep in conversation that we hadn't even noticed the other passengers had got off.
3 We gradually realized that we were in the middle of nowhere.
4 To our horror, we discovered that there was no mobile phone coverage.

3 Students' own answers.

PAGE 50 **Self check 6: Grammar**

1 1 b 2 b 3 a 4 a 5 b

2 1 off 2 back 3 over 4 on 5 down

3 1 brightened up 2 sorted out 3 phase out 4 cleared up 5 brush up

4 1 direct 2 exact 3 reported 4 exact 5 tense 6 possessive 7 time

5 1 Dave promised he'd help Steve.
2 Mr Jones advised us to buy insurance.
3 Susan admitted she had borrowed Gill's bicycle without asking.
4 Hal accused Bernie of stealing his laptop.
5 Mrs Rains suggested that the whole class study more.
6 Ursula asked which way the swimming pool was.
7 Yusuf refused to go.
8 Ellie denied giving Jeremy Lisa's phone number.

PAGE 51 **Self check 6: Vocabulary**

1 1 upheaval 2 plethora 3 impaired 4 widespread 5 catch up on 6 subconscious 7 crucial 8 effects 9 short shrift 10 lapse 11 occur 12 regulates 13 require 14 recall 15 seek 16 conduct 17 endeavour 18 sharp 19 borne out 20 cease

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

PAGE 52 Unit 7

READING The future is here!

1 1 scientific 2 contemporary 3 futuristic 4 visionary 5 totalitarian 6 social

2 1 *ET* 2 1984 3 the Matrix series 4 The Invisible Man 5 *Brave New World* 6 *The Thing from Another World*

3 1 T … *most of the societies that fiction presents us with are also frightening.* (paragraph 1)
2 F *People were genuinely frightened about the implications of scientific discoveries falling into the hands of the wrong people ...* (paragraph 2)
3 T *In Huxley's vision, science is primarily used to control people.* (paragraph 2)
4 T *Orwell's grim futuristic novel was really a commentary on the terrible consequences of fascism and communism that swept across Europe during the 1930s and 1940s.* (paragraph 3)
5 T *[Television and cinema] may not always have been as negative as the novelists …* (paragraph 4)
6 F … *the enemies depicted in these films were not humans; they were aliens from outer space.* (paragraph 4)
7 F *[*Close Encounters of a Third Kind *and* ET*] are both rare examples of science fiction offering images of a potentially better future.* (paragraph 5)
8 T *The enemy, if you can find it, could be in your city, your company, your home, your computer or it could even be … in you!* (paragraph 6)

4 1 disquieting 2 consequences 3 articulated 4 omnipresent 5 terrible 6 implacable

Challenge!
Students' own answers.

PAGE 54 **VOCABULARY Travel and journeys**

1 1 modification 2 scratch 3 conventional 4 bifurcating 5 inadvertently 6 duly 7 gruesome 8 snag

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

3 1 show round 2 hold up 3 touch down 4 put up 5 stop by

4 1 I'm not going to let her walk all over me like that!
2 I ran into Harry on my way here.
3 Can I run my idea for Charlotte's present by you?
4 Don't walk off while I'm talking to you!
5 Oh no! The printer's run out of ink!
6 Simon's been inconsolable since Maria walked out on him last week.

5 1 tiptoe 2 stumble 3 stagger 4 stroll 5 march 6 creep

PAGE 55 **GRAMMAR *-ing* form with preparatory *it***

1 1 strange 2 tiring 3 good 4 fun 5 use 6 nice 7 expensive 8 a disaster

2 1 It's fascinating learning about an unfamiliar city.
2 The athletes found running uphill very difficult.
3 It would be crazy setting off on a long journey without any luggage.
4 It's a pain losing your mobile phone.
5 I'd find it exhilarating to go skiing at night.
6 It's hard work learning to play an instrument.

3 1 worth going 2 thought … spending 3 amazing seeing 4 pointless bringing 5 pain not having 6 uncomfortable riding

4 1 It's no good saying you're sorry now.
2 It can be dangerous driving when you're tired.
3 It's well worth studying a foreign language.
4 It's pointless asking Mr Stiles for more money.
5 It's tiring sitting at a desk all day.
6 It's a pain losing your car keys.
7 It's satisfying working hard on a project.
8 It's not worth repairing this old car.

PAGE 56 **GRAMMAR Adding emphasis**

1 Students' own answers.

2 Suggested answers:
1 Not only do they generate zero emissions but they also travel at 40 kph.
2 What will attract users is its promised convenience.
3 No longer will passengers have to share public transport with other unknown people.
4 Not until it has been put to the test will we know whether it will live up to its promises.
5 It may put some investors off the scheme with the possibility of vandalism and the negative visual impact of the elevated tracks.

4 1 Never have I tasted such awful food.
2 I called to explain why I was late for the meeting.
3 Out of the window peered a ginger cat.
4 The problem is that he's bone idle.
5 I do beg your pardon!
6 The truth is, I didn't take the wallet.
7 You do have a nasty cough.
8 The question is, what are you talking about?

Challenge!
Students' own answers.

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PAGE 57 **WRITING A letter of complaint**

1 1 regret … inform 2 leaves, desired 3 trust, ensure 4 Give, regards 5 would, grateful 6 find enclosed

2 1 C 2 D 3 G 4 N 5 L 6 B 7 A 8 F 9 H 10 I 11 O 12 K 13 E 14 M 15 J

3 Students' own answers.

PAGE 58 **Self check 7: Grammar**

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

2 1 It was enjoyable seeing Mike yesterday.
2 It was no good arguing.
3 It was great to talk to Jessie.
4 It was pointless reasoning with a two-year-old.
5 It was worthwhile getting to know Ahmed.
6 It was tiring working outside all day.
7 It was no use trying to start the car.
8 It was dangerous cycling with no lights.
9 It was amazing seeing Lee again.

3 1 B 2 D 3 A 4 E 5 C

4 1 Not until now have sharks been seen in this area.
2 The question is, why was the sign removed?
3 Not only did Dave arrive early for work, but he stayed late, too.
4 In front of the house was parked a police car.
5 It's skiing I like best of all.
6 What we need is a way to educate people.
7 No sooner had we started driving than we discovered the problem.
8 The truth is he doesn't like the new jumper.
9 Hardly had we started eating when the alarm went off.
10 Into the house she ran.

PAGE 59 **Self check 7: Vocabulary**

1 1 creeps 2 march 3 bifurcating 4 envisage 5 neglected 6 run over / run down 7 stroll 8 befit 9 conventional 10 strutting 11 tiptoe 12 duly 13 modification 14 gruesome 15 scratch 16 stumble 17 inadvertently 18 snag 19 plod 20 walk

2 1 across 2 down 3 by 4 out 5 for 6 up 7 out 8 up 9 around / round 10 into

PAGE 60 Unit 8

READING Kitchen science

1 1 gastronomy 2 art 3 taste 4 processes 5 laboratory 6 ingredients 7 term 8 science

2 1 Dining in a laboratory 2 Scientific cooking, but only for a few 3 Take your time 4 A divided year 5 Popular prices? 6 Some things never change

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

4 1 crops 2 savour 3 retain 4 gourmet 5 exponent 6 bear in mind

Challenge!

Students' own answers

PAGE 62 **VOCABULARY Food and clothes**

1 1 The jury's out 2 galling 3 unbearable 4 brag 5 epic 6 a mixed bag 7 coined 8 subtler 9 zero in 10 repulsive 11 pop up 12 ambience 13 fuming 14 dreaded 15 tally

2 1 E 2 H 3 B 4 C 5 F 6 D 7 A 8 I 9 G

3 1 too big for his boots 2 pull their socks up 3 hot under the collar 4 feather in your cap 5 off the cuff 6 below the belt

Challenge!

Students' own answers

PAGE 63 **GRAMMAR *would* and *wouldn't***

1 1 What would 2 It would 3 I'd always 4 wouldn't find 5 I'd choose 6 I'd love 7 I would try 8 wouldn't 9 I'd eat 10 I'd say

2 1 C 2 A 3 E 4 B 5 D

3 1 My parents wouldn't let me eat sweets until I was about five.
2 I would say Luigi's restaurant serves the best pizzas.
3 I'd rather not eat too late.
4 She would have been about fifteen when she first learned to cook.
5 I wouldn't want to eat fish every day.
6 When my mum was pregnant she would crave doughnuts.
7 I'd love to know how to make a perfect Thai curry.
8 I asked her why she became a vegetarian but she wouldn't tell me.

PAGE 64 **GRAMMAR Modal verbs**

1 1 do we have to 2 can, could 3 might not 4 might, could 5 couldn't, weren't able to 6 must 7 have to 8 should, ought to 9 should

2 1 must have got 2 would make, wouldn't have to 3 should have known 4 has to be / must be 5 can't have had 6 shouldn't interfere

3 1 That must be Andy's brother – he's the spitting image of him.
2 You must have been over the moon when you were picked for the team.
3 I shouldn't be late home this evening.
4 I might not go to the firework display.
5 He should apologize to the teacher.
6 I should have put on more sun cream.

PAGE 65 **WRITING A report**

1 1 side 2 do 3 If 4 the least 5 exactly 6 tendency

2 1 insight 2 single out 3 boasts 4 reputation 5 throw 6 array 7 lacks 8 makes up 9 renowned 10 somewhat 11 showcases 12 unreasonable

3 Suggested answers:
1 it's too commercial It's rather commercial, to say the least
2 ridiculously pricey a little on the expensive side
3 gets horribly crowded a tendency to get very crowded
4 the layout is extremely confusing the layout isn't exactly clear
5 the toilets are disgusting the toilets could do with a refurbishment
The sound system is poor If it's a state-of-the-art sound system you're looking for, this isn't the festival for you.

4 Students' own answers.

PAGE 66 **Self check 8: Grammar**

1 1 B 2 D 3 A 4 E 5 C

2 1 She wouldn't give us any of her money.
2 They said they wouldn't arrive late.
3 I wouldn't leave here.
4 I would love to take a week off work.
5 He would have been happy after winning.
6 I would say it was too crowded.
7 John wouldn't ever think of cooking.
8 I'd rather ride my bike than drive.
9 As a teenager, I would walk to school.
10 When I was a kid I wouldn't sleep in the dark.

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

4 1 must 2 should 3 didn't need to 4 Can 5 mustn't 6 might 7 couldn't 8 had to

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PAGE 67 **Self check 8: Vocabulary**

1 1 crop 2 galling 3 below 4 cap 5 epic 6 ambience 7 boots 8 dreaded 9 trousers 10 cuff 11 fuming 12 brag 13 tally 14 socks 15 exponent 16 zero in 17 hat 19 collar 19 shoes 20 gastronomy

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

PAGE 68 Unit 9

READING Virtual reality

1 1 questionable 2 digital 3 authoritative 4 keen-eyed 5 authentic 6 hoax

2 1 CBS 2 *The Sunday Times* 3 Hence Gutzli 4 the FBI 5 Hence Gutzli 6 Gerd Heidemann

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

4 1 T *These and more unanswered questions very quickly led the world's Internet users to one conclusion: it was a hoax.*

2 F … *a trip he'd made to New York in 1997* …

3 T *Unfortunately for Hence, one of his friends decided to share his email with the rest of the world.*

4 F … *hoaxes … have been motivated by interests other than attempts at humour* …

5 T *The Sunday Times announced … the serialization of Adolf Hitler's diaries.*

6 F *Heidemann had claimed that the diaries had been hidden in an East German barn when in fact they were the work of a forger* …

7 F … *some documents surfaced claiming … the channel had to admit they were probably a hoax* …

8 F … *CBS asked the source of their documents but unfortunately for the channel, the originals had apparently been destroyed* …

5 1 snap 2 impact 3 appeal 4 exclusive 5 circulation 6 surface

Challenge!

Students' own answers.

PAGE 70 **VOCABULARY Exchanging news**

1 1 bummed 2 moving 3 garner 4 terrain 5 relentless 6 demise 7 inception 8 stagnant 9 unsettling 10 goo

2 1 could 2 the wilderness 3 use a crane 4 long 5 happily

3 1 An ex-employee blew the whistle on FCOM's illegal financial activities to the authorities.

2 James clammed up when he realized everyone was listening.

3 The politician stonewalled when asked questions about the corruption scandal.

4 When the news broke that there wouldn't be a pay rise, the unions organized a strike.

5 The judge tried to hush up the fact that his son had been arrested.

6 Daisy isn't supposed to know about the party but I think somebody must have let something slip.

PAGE 71 **GRAMMAR Colloquial omissions**

1 1 B 2 D 3 F 4 H 5 A 6 G 7 E 8 C

2 1 Did you have a good day?

2 Are you going out later?

3 Have you heard from Joan?

4 I'll call you later!

5 Do you need some help?

6 There isn't another car on the road today.

7 I don't have time now!

8 Will / Might / Can I see you after work?

9 I'm not so sure what you mean.

10 Are you doing all right?

3 1 A ~~Do you~~ fancy coming for a jog?
B ~~I~~ can't be bothered. ~~I'll go with you~~ tomorrow. I promise.

2 A ~~I~~ saw Conrad today.
B Did you? How is he? ~~Is he~~ still working at the shop?
A Yes. ~~He said he was~~ thinking of travelling round Australia for a year.
B Really? ~~The~~ last I heard, it was Canada.
A Oh. ~~He~~ must have changed his mind.
B ~~That's~~ typical ~~of him~~!

3 A ~~Would you like~~ another drink?
B ~~I'd~~ better not. ~~I~~ told Sue I'd be back ~~in Manchester~~ by ten.
A OK, ~~I'll~~ see you soon. Text ~~me~~ when you get home.
B ~~I~~ will do.

4 A ~~Do you~~ mind if I close the window?
B No, ~~it's~~ quite chilly in here, isn't it?
A Yes, ~~the~~ radiator's broken, I think.

Challenge!

Students' own answers.

PAGE 72 **GRAMMAR Passive structures**

1 1 have been played 2 have been fooled 3 be built 4 be funded 5 had been invented 6 was supposed 7 was claimed 8 have been changed 9 have been prevented 10 to be demolished 11 be made 12 wasn't reported

2 1 Dan likes to be given lots of attention when he's feeling ill.

2 I felt that my case wasn't being taken seriously.

3 It was the longest film ever made.

4 His restaurant is described by food critics as the best in the country.

5 The prisoners shouldn't have been treated so badly.

3 1 Sponsored by Eurostar, the film *Somers Town* was praised very highly by the critics.

2 Caught shoplifting for a second time by security guards, John Bates was made to pay a fine by the court.

3 Neglected by his previous owners, Felix the cat was given a nice new home by a couple in Grinstead.

4 Injured by a falling tree, Mary was driven to hospital by a neighbour.

5 Painted by Edvard Munch in 1893, *The Scream* was stolen a few years ago.

PAGE 73 **WRITING An opinion essay: 1**

1 1 Telling white lies to protect other people is usually regarded as permissible.

2 Lying to get oneself out of trouble is frequently considered less acceptable.

3 Lies which damage others are generally seen as morally reprehensible.

4 Holding back information is often felt to be more acceptable than telling a lie.

2 Students' own answers.

3 1 embellishing 2 deported 3 underplaying 4 sparing the feelings of someone

4 Students' own answers.

5 1 O 2 O 3 S 4 S 5 S 6 S 7 S 8 S

6 Students' own answers.

7 Students' own answers.

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PAGE 74 **Self check 9: Grammar**

1 1 C 2 E 3 A 4 D 5 B

2 1 ~~Did you~~ enjoy your holiday?
2 ~~The~~ traffic's terrible!
3 Darren looks different. ~~His~~ hair's shorter!
4 ~~I~~ can't find my watch!
5 ~~Have you~~ finished your assignment?
6 ~~The~~ flight's delayed, ~~so~~ we'll be late.
7 A You OK? B Not really. ~~My~~ neck's sore.
8 ~~Did~~ they leave on time?
9 ~~Is~~ this seat taken?
10 A How's the food? B ~~It is~~ not bad.

3 1 E 2 D 3 A 4 C 5 B

4 1 Lola was advised by the doctor to get plenty of rest.
2 The police stopped Mr Dawson for questioning.
3 Uncle Doug is going to give me this car.
4 Gerard was born in London.
5 The house had been built to withstand bad weather.

5 1 Written by my dad, this novel has been read by a lot of people.
2 Clearly explained by the teacher, the experiment was conducted by the students without difficulty.
3 Recommended by my ex-boss, I was given the job by IBM.
4 Seen by a passing driver, the accident was reported to the police.
5 Left unlocked, Bob's bike was stolen.

PAGE 75 **Self check 9: Vocabulary**

1 1 hoist 2 relentless 3 snap 4 impact 5 appeal 6 exclusive 7 circulation 8 surfaces 9 deemed 10 stonewall 11 demise 12 elemental 13 moving 14 garner 15 odyssey 16 inception 17 stagnant 18 unsettling 19 terrain 20 goo

2 1 breaking 2 whistle 3 hoax 4 questionable 5 clam 6 slip 7 up 8 keen-eyed 9 bummed 10 wax

PAGE 76 Unit 10

1 1 obsessed 2 mortal 3 icon 4 immortal 5 anxiety 6 brevity 7 destiny 8 generations

2 2

3 1 T … *the question of life and death has always preoccupied mankind.* (paragraph 1)
2 F … *he is mortal.* (paragraph 2)
3 F … *the name of Achilles continues to live on not only because of his exploits, but also because of the Greek ideas of heroism …* (paragraph 3)
4 T … *suicide would be a way of escaping life's pressures.* (paragraph 4)
5 F … *but would it? What comes after death, he asks himself.* (paragraph 4)
6 F *Nobody doubted that there was an afterlife and that spiritual immortality existed …* (paragraph 5)
7 T … *he becomes cut off from his family, friends and society.* (paragraph 6)
8 T *The book was also seen as a criticism of how scientists were detached from society, with little concern for the consequences of their work.* (paragraph 7)

4 1 exploit 2 epic poem 3 glory 4 avenge 5 rampage 6 remorse

Challenge!
Students' own answers.

PAGE 78 **VOCABULARY Saying farewell**

1 1 fate 2 furnace 3 orbit 4 accelerate 5 dense 6 compose 7 hurl 8 brutal 9 overwhelm 10 hostile 11 decay 12 stable 13 finite 14 generate 15 compress

2 1 terminate 2 ceased 3 culminated 4 complete 5 wrapped up 6 wind up 7 concluded 8 closes 9 finalized

3 1 impartial 2 opportune 3 tough as old boots 4 dejected 5 essential 6 minute

Challenge!
Students' own answers.

PAGE 79 **GRAMMAR *however, whatever, whenever, wherever, whichever, whoever* and collocations**

1 1 Whichever 2 However 3 Whatever 4 Whoever 5 Whatever 6 however 7 Whatever 8 Whoever

2 1 ✓
2 I can't open this, however hard I try.
3 I'll go wherever I need to go to find a good job, even if I have to leave the country.
4 ✓
5 ✓
6 Go into the auditorium now and find two seats wherever you can.
7 ✓
8 However hard you study, the test is still going to be very challenging.

4 1 However many times you ask me the answer is still going to be No!
2 Whoever arrives at the station first will buy the tickets.
3 Whenever he speaks to her he blushes.
4 Whatever she wears, she always looks chic.
5 However cheeky it seems, I think you should ask for a lift.
6 Whichever presidential candidate wins, they will have a tough job on their hands.

Challenge!
1 wherever 2 whatever 3 whichever 4 however 5 whenever 6 whoever

PAGE 80 **GRAMMAR Complex sentences**

1 1 The Winsford salt mines, which are just outside Chester, are really worth visiting.
2 That's the guy who fixed the puncture on my bike.
3 The fugu fish, which is a delicacy in Japan, has organs which contain a poison which can kill you instantly.
4 My brother borrowed my iPod, which meant I couldn't listen to music on the bus.
5 I bought a bag yesterday which seems rather flimsy.
6 We had some delicious cake which my grandmother had made.

2 1 I was over the moon when I found the lost ring I'd been looking for.
2 We're going to see a Roman villa that I once did a school project on.
3 We watched a road movie Greg was telling me about.
4 Laura got the promotion Sara had set her sights on.
5 Katie's seeing Joe who Sharma used to go out with.

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3 1 The winner of the 2000 Award for Stupidity is posthumously known as Jumping Jack Cash, whose foolish exploits you may have heard about.
2 The scene of his stupidity was the Grand Canyon, a landmark to which thousands of tourists flock every year.
3 The canyon contains some particularly steep drops, around which fences have been built to prevent sightseers plummeting to their deaths.
4 Close to some of the drops are small towering plateaus, off which you could jump if you were feeling very brave.
5 Tourist like to throw coins on to the plateaus where some pile onto the surfaces, while others fall to the valley floor far below.
6 Jumping Jack Cash leaped over to a plateau where there was a huge pile of coins and he filled his bag with them.
7 He tried to leap back but his bag, which was now full of coins, prevented him, and he plunged to the bottom.

PAGE 81 WRITING An opinion essay: 2

1 Students' own answers.

2 1 C 2 B 3 A 4 G 5 F 6 D 7 H 8 E

3 1 There is no denying 2 suggested 3 it would be wrong to suggest that 4 Furthermore 5 I firmly believe 6 inconceivable 7 On balance 8 There is (also) some truth in the view that

4 Students' own answers.

5 Students' own answers.

PAGE 82 Self check 10: Grammar

1 1 matter 2 result 3 conjunctions 4 middle 5 sentence 6 adverb 7 verb

2 1 whichever 2 however 3 Whoever 4 wherever 5 whichever 6 whoever 7 whenever 8 whatever

3 1 Defining 2 essential 3 main 4 incomplete 5 Non-defining 6 non-essential 7 information

4 1 Someone started playing loud music at which point we went home.
2 She started to dust the desk on top of which lay piles of papers.
3 The president will appoint a number of new ministers, of whom many are women, in the new session.
4 He has won eleven medals so far, of which most are gold.
5 That woman, for whom my friend was mistaken, is an actress.
6 I addressed my complaint to an employee, who was blatantly rude.
7 They've written ten books so far, all of which have been very successful.
8 Mr Adams is a football coach in whom I have a lot of faith.

PAGE 83 Self check 10: Vocabulary

1 1 compress 2 generate 3 stable 4 orbit 5 accelerate 6 hurl 7 decay 8 fate 9 hostile 10 tough 11 dense 12 brutal 13 composed 14 finite 15 furnace 16 minute 17 mortal 18 essential 19 flimsy 20 icon

2 1 anxiety 2 dejected 3 obsessed 4 doomed 5 overwhelmed 6 winding 7 destiny 8 opportune 9 brevity 10 fate

PAGE 84 ROUND-UP 1–2

1 1 about 2 in 3 his 4 before 5 on 6 could 7 over 8 which 9 the 10 about 11 the

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

PAGE 85 ROUND-UP 3–4

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

2 1 what 2 ✓ 3 it 4 of 5 ✓ 6 to 7 ✓ 8 ✓ 9 the 10 about

PAGE 86 ROUND-UP 5–6

1 1 survival 2 abnormally 3 affects 4 detrimental 5 drowsy 6 unable 7 calculations 8 deprivation 9 truly 10 interaction

2 Suggested answers:
1 threats of 2 sign 3 that 4 a 5 be 6 times 7 come 8 trip 9 up 10 out

PAGE 87 ROUND-UP 7–8

1 1 deadly 2 nutritional 3 convenient 4 addictive 5 fatty 6 tiredness 7 depression 8 harmless 9 attention 10 growth

2 1 around 2 keep 3 have 4 these 5 like 6 which 7 other 8 also 9 all 10 often

PAGE 88 ROUND-UP 9–10

1 Suggested answers:
1 Jane told me she'd be back by seven p.m.
2 Should you need any help, please contact our office.
3 At the beginning of our relationship we had our ups and downs, but we haven't fallen out recently.
4 You really shouldn't have bought me such a huge gift!
5 The concert 'For the Earth' was watched by millions of people all over the world.
6 Mike is said to have had lots of heated discussions with his parents.
7 I wish I hadn't voiced my opinion in front of my teacher.
8 My parents object to my wearing outlandish clothes.
9 Jane would not be a broad-minded person if she hadn't seen a lot in her life.
10 Tennis is said to have been invented by French monks.

2 1 an 2 ✓ 3 time 4 out 5 of 6 ✓ 7 the 8 of 9 ✓ 10 the

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Beginning and continuing conversations

1 3.11 **Read and listen to the dialogue. What are Dave and Simon planning to do together?**

Dave Hi. I'm Dave. My friend Glen said I could join the match tonight.
Simon Oh, sure, I know Glen. He's not here yet. Anyway, welcome. My name's Simon.
Dave Nice to meet you.
Simon Nice to meet you, too.
Dave How long have you been playing rugby here?
Simon The Wednesday afternoon games? About the same amount of time as Glen. About three years.
Dave That's good. Do you follow international rugby?
Simon Yeah, I love it. Did you watch the match on TV last night?
Dave No, I missed it. But I heard it was brilliant.
Simon It really was.
Dave I really like that new team captain – Gregg. How about you?
Simon Actually, I was sorry to see Arnoldson go. I thought he was pretty good.
Dave Well, I guess he had his admirers.
Simon Brrrr. It's cold tonight, isn't it?
Dave Yeah. Should we get everyone together and start playing?
Simon Great idea!

2 **Read the dialogue again. Answer the questions.**

1 What does Dave say to open the conversation?
2 After introducing himself, what question does Dave ask to get the conversation going?
3 What three additional questions are asked to keep the conversation going?
4 What topic do Dave and Simon disagree about?
5 What question does Simon ask to change the subject?

3 **Match each description of a conversational question with the correct phrase or sentence.**

1 Make an observation using a tag question.
2 Ask if the person has seen something recently.
3 Ask about the amount of time that someone has been interested in something.
4 Suggest doing something.
5 Ask if the person is interested in something.
6 Express an opinion and ask for agreement or disagreement.

a How long have you been … ?
b Do you follow … ?
c Did you watch … ?
d I really like … . How about you?
e It's … , isn't it?
f Should we … ?

4 3.12 **Listen and repeat the questions.**

1 Did you see the news this morning about the man who found a lot of money?
2 How long have you been learning to ride a motorcycle?
3 It's really hot today, isn't it?
4 Do you follow Formula One?
5 What do you think about the new computer lab?
6 Should we phone Glen and ask if he's coming?

5 3.13 **Listen to the dialogue. What are Claire and Ella about to do together?**

6 3.13 **Write questions beginning with these words. Listen again to the dialogue and compare your questions with those in the dialogue.**

1 How long … ?
2 Do you listen … ?
3 Did you go … ?
4 I really like … . How … ?
5 It's pretty crowded … ?

7 **Work in pairs. Prepare a dialogue between two people who have just met at a club or sporting activity. Student A is new to the club or activity. Use expressions for starting and continuing conversations from the *Speaking tip* box.**

Speaking tip

When you want to start a conversation with someone, you can introduce topics with these sentences:
How long have you been … ?
Do you follow … ?
Did you watch … ?
I really like … . How about you?
It's … , isn't it?
Should we … ?

A

Introduce yourself

Ask B a question.

Answer the question.

Agree or disagree.

Suggest doing something.

B

Introduce yourself

Answer the question. Then ask A a question.

Express an opinion. Ask for agreement or disagreement.

Change the topic or make a comment about the weather or situation.

Agree.

8 **Act out your dialogue to the class.**

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EVERYDAY ENGLISH 1

Beginning and continuing conversations

Target language
Listening: two young men discussing rugby at an informal rugby match
Vocabulary: *How long have you been … ? Do you follow … ? Did you watch … ? I really like … . How about you? It's … , isn't it? Should we … ?*
Speaking: two people meet for the first time and have a short conversation

Exercise 1 3.11

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

ANSWER

play rugby

Exercise 2

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

ANSWERS

1 Hi. I'm Dave. My friend Glen said I could join the game tonight.
2 How long have you been playing rugby here?
3 Do you follow international rugby? Did you watch the match on TV last night? I really like that new team captain – Gregg. How about you?
4 The team captain
5 It's cold tonight, isn't it?

Exercise 3

- Students do the task individually. Check the answers.

ANSWERS

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

Exercise 4 3.12

- Play the CD pausing for students to repeat the questions.

TAPESCRIPT

1 Did you see the news this morning about the man who found a lot of money?
2 How long have you been learning to ride a motorcycle?
3 It's really hot today, isn't it?
4 Do you follow Formula One?
5 What do you think about the new computer lab?
6 Should we phone Glen and ask if he's coming?

Exercise 5 3.13

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

ANSWER

They're about to play music together in a school music club.

TAPESCRIPT

Ella Excuse me, I'm looking for Claire.
Claire Yes, I'm Claire.
Ella Oh, hi, Claire. I'm Ella. I'm a friend of Jane's. She said you're trying to find a violin player for your music club.
Claire Yes, that's right. It's nice to meet you, Ella.
Ella Nice to meet you, Claire.
Claire How long have you been playing the violin?
Ella Since I was six. So … about ten years.
Claire That's great!
Ella Do you listen to a lot of classical music?
Claire Yeah, I love it. Did you go to the concert in City Auditorium last weekend?
Ella Yes, I did. It was fantastic.
Claire I was there, too. I enjoyed it a lot.
Ella I really liked that modern piece they played. How about you?
Claire Actually, that was my least favourite.
Ella Really? I like a lot of modern orchestral music.
Claire Well, a lot of people do, but it's not for me.
Ella Wow, it's pretty crowded in here, isn't it?
Claire Yeah. Should we get everyone together and start playing some music?
Ella Great idea!

Exercise 6 3.13

- Students write the sentences individually or in pairs.
- Play the CD again for them to check their answers.

POSSIBLE ANSWERS

1 How long have you been playing the violin?
2 Do you listen to a lot of classical music?
3 Did you go to the concert in City Auditorium last weekend?
4 I really liked that modern piece they played. How about you?
5 It's pretty crowded in here, isn't it?

Exercise 7

- Students prepare a dialogue in pairs. Monitor and help.

Exercise 8

- Students act out their dialogues to the class.

SAMPLE ANSWER

A Excuse me, I'm looking for Bob.
B Yes, I'm Bob.
A Oh, hi, Bob. I'm Ian. I'm a friend of Mike's. He said you've started a photography club.
B Yes, that's right. It's nice to meet you, Ian.
A Nice to meet you, Bob.
B How long have you been interested in photography?
A Just a few months. I got a camera for my birthday.
B That's cool.
A Do you take a lot of photographs?
B Yeah, I love it. Did you see the photo exhibition at the City Art Museum last month?
A Yes, I did. I liked that a lot.
B So did I.
A I really liked the black-and-white pictures. How about you?
B Actually, I thought the colour images were a lot more exciting.
A Really? I didn't think they were quite as nice.
B Well, a lot of people like black-and-white photography, but it's not for me.
A It's really hot and sunny today, isn't it?
B Yeah. Should we call Ian and go out and take some pictures?
A Great idea!

Follow-up

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Sharing stories

1 3.14 **Read and listen to the interview. Has Adam ever won a race?**

Interviewer How long have you been a rally driver?
Adam For about a year now.
Interviewer How did you become a rally driver?
Adam Three years ago, I was living with my uncle for the summer. He was really into rally racing, so we went to watch a rally every week. Then I found out about a rally driving school for people my age. Amazingly, my uncle offered to pay for a one-day driving lesson.
Interviewer So what happened?
Adam I loved it, and apparently I had a knack for driving.
Interviewer That's great. So what did you do?
Adam The driving instructor encouraged my uncle to nurture my interest in the sport. My parents were happy that I had some talent doing something I loved.
Interviewer Did you have to buy a rally car?
Adam No. The driving school would let me drive one of their cars in training races, and I continued to win – in training. By then, I knew I was on to something good – something I really enjoyed. One day they asked me if I'd like to drive the team car in a rally, and of course I said yes.
Interviewer And you won that first rally?
Adam No. Not surprisingly, I didn't win. I did well enough, and it was all part of my continued training. At the races, I was in my element. That's what mattered.
Interviewer And have you won any rallies yet?
Adam Yes. As I've continued to race, I've gone up in the rankings. I had my first win about two months ago. Of course I was delighted!
Interviewer Congratulations!
Adam Thanks!

2 **Read the dialogue again. Complete the expressions.**

1 He _____ rally racing.
2 I _____ for driving.
3 The driving instructor encouraged my family to _____ the sport,
4 **I know I _____ something good – something I really e**njoyed.
5 At the races, I _____ .

3 **Answer the questions.**

1 What are you really into, or what is someone you know really into?
2 What do you have a knack for, or what does someone you know have a knack for?
3 Has anyone ever nurtured your interest in something?
4 When have you felt that you were on to something good – something you really enjoyed?
5 When are you in your element?

4 3.15 **Listen. What type of business did Lisa start?**

5 **Think of something you are interested in, or make something up if you prefer. Make notes about it.**

1 When did you become interested in it?
2 Who helped you learn about it?
3 What was your first experience with it like?
4 When and why did you begin to feel that you were on to something good?
5 Does it make you feel that you are in your element? How? When?

6 **Work in pairs. Prepare two interviews. First, Student A interviews Student B about the story of something they are interested in, or good at, using the notes from exercise 5 above. Then Student B interviews Student A about the story of something they are interested in or good at using the notes from exercise 5 above.**

7 **Act out your dialogues to the class.**

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EVERYDAY ENGLISH 2

Sharing stories

Target language

Listening: an interviewer talking with someone about the story of how they developed a personal interest

Vocabulary:
be really into
have a knack for
nurture an interest in
be on to something good
be in one's element

Speaking: two people discuss the story of how one's special interest developed

Exercise 1 3.14

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

ANSWER

Yes, about two months ago.

Exercise 2

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

ANSWERS

1 was really into
2 had a knack for
3 nurture my interest in
4 was on to
5 was in my element

Exercise 3

- Students do the task individually, then share answers in pairs. Check the answers.

Exercise 4 3.15

- Students do the task individually or in pairs. Play the CD to check the answers.

ANSWERS

She makes and sells clothes.

TAPESCRIPT

Interviewer How did you get interested in making clothes?
Lisa Two years ago, I was studying history. My teacher was really into the history of clothing, and she used to talk about clothes a lot. She suggested that I make an old-fashioned piece of clothing for my history project, so I did.
Interviewer How did it go?
Lisa I'd never done any sewing before, but I loved it, and apparently I had a knack for making things.
Interviewer So what happened?
Lisa The garment I made came out very well. My teacher encouraged my parents to nurture my interest in sewing. My parents were happy to do that, so they bought me a sewing machine.
Interviewer Did you start selling clothes right away?
Lisa No. I didn't even think of that at first. I made clothes for myself and for my friends. But then people starting asking if they could pay me to make things. By then, I knew I was on to something good – something I really enjoyed and could make money at.
Interviewer And is that when you started your business?
Lisa Yes, that's right. When I started talking about clothes with people, and designing and making them, I was in my element.
Interviewer That's great!

Exercise 5

- Students do the task individually

Exercise 6

- Students prepare a dialogue in pairs. Monitor and help.

Exercise 7

- Students act out their dialogues to the class.

SAMPLE ANSWER

A How did you get interested in playing badminton?
B Five years ago, I was in an after-school club. The teacher was really into chess, and she used to encourage us to play.
A Were you good at it from the very beginning?
B Well, at first I lost a lot, but I became good at it pretty quickly, because I had a knack for it.
A So when did you start competing?
B My teacher encouraged my parents to nurture my interest in badminton, and to let me play in badminton tournaments. My parents were happy to do that, so most weekends, we went to badminton tournaments all over the country.
A Did you become a champion right away?
B No. It's very stressful playing in tournaments, and so I had to get used to it. But after a couple of years, I began winning a lot. By then, I knew I was on to something good – something I really enjoyed and could win at.
A And do you still play?
B Yes, I do. It's my favourite thing. When I'm playing in a badminton tournament, I'm in my element.
A That's great!

Follow-up

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Discussing options and negotiating action

1 3.16 **Read and listen to the dialogue. What are Ben and Jane planning to do?**

Ben So, let's look at the options. All three of these cafés are up for sale – and the prices are similar.
Jane OK. What's this first one called?
Ben The Soup Bowl.
Jane Yuck. I don't like the name.
Ben Me neither. We could change that, I suppose.
Jane We could, but that can cause confusion – especially if it's already in the phone book and on the Internet.
Ben True. How long has it been open?
Jane About a year. It's not doing badly, apparently. It's got a fairly loyal clientele. What puts me off is its location. It's too far from a main road.
Ben I agree. And looking at these photos, we'd need to spend a lot of money sorting out the internal decoration.
Jane All in all, it isn't very appealing.
Ben I think we should move onto the next option.
Jane Yes – Mario's. Here are the photos. This one has quite a lot going for it, in my opinion.
Ben It looks very old fashioned from the outside, doesn't it?
Jane Yes, but that wouldn't cost much to put right.
Ben Where is it, exactly?
Jane At the north end of the High Street.
Ben Really? That couldn't be better. And it's quite large too – 25 tables. Can you think of any drawbacks?
Jane I've heard that the service is very slow. They get quite a few complaints.
Ben I suppose there are ways around that. For example, we could send the staff on training courses.
Jane I suppose so.

2 **Read the dialogue again. For each café, which factors do the partners discuss? If they agree that the factor is positive, write +. If they agree it's negative, write –, if they don't agree or decide, write +/–. If they don't discuss the factor, write 0.**

	The Soup Bowl	Mario's
1 name		
2 location		
3 internal decoration		
4 external appearance		
5 size		
6 quality of staff		

3 **Match each sentence from the conversation with the best description.**

1 So, let's look at the options.
2 All in all, it isn't very appealing.
3 I think we should move onto the next option.
4 This one has quite a lot going for it, in my opinion.
5 Can you think of any drawbacks?
6 I suppose there are ways around that.
a Summarizing.
b Saying you like something.
c Opening the discussion.
d Saying that problems can be solved.
e Asking for input.
f Continuing the discussion.

4 3.17 **Complete the sentences with the words in the box. Then listen and check your answers.**

considering go along with 'm in favour of reached reject

1 I think it's definitely worth _____.
2 Maybe we should _____ that option.
3 So, have we _____ a decision?
4 Personally, I _____ that option.
5 I'll _____ that.

5 3.18 **Listen to the dialogue. Which café do Ben and Jane decide to buy?**

6 **Work in pairs. Imagine you have received the suggestions (1–4) below. Discuss each suggestion and decide which one to choose. Think about questions (a–d) below and include phrases from exercises 3 and 4.**

a Will it be popular with your clientele?
b Will it be easy/cheap/difficult/expensive to organise?
c Will it be profitable? Why?/Why not?
d Will it be popular/unpopular with local residents?

1

2

3

4

7 **Act out your dialogue to the class.**

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EVERYDAY ENGLISH 3

Discussing options and negotiating action

Target language

Listening: two people discussing which of three cafés to buy

Vocabulary: So, let's look at the options.
What puts me off is its location.
All in all, it isn't very appealing.
I think we should move onto the next option.
This one has quite a lot going for it, in my opinion.
Can you think of any drawbacks?
I suppose there are ways around that.
I think it's definitely worth considering.
On reflection, maybe we should reject that option.
So, have we reached a decision?
Personally, I'm in favour of that option.
I'll go along with that.

Speaking: two people discuss options and negotiate action for improving the profitability of a café.

Exercise 1 3.16

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

ANSWER

buy a café

Exercise 2

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

ANSWERS

	The Soup Bowl	Mario's
1 name	–	o
2 location	–	+
3 internal decoration	o	o
4 external appearance	o	+/–
5 size	o	+
6 quality of staff	o	–

Exercise 3

- Students do the task individually. Check the answers.

ANSWERS

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

Exercise 4 3.17

- Students do the task individually or in pairs. Play the CD to check the answers.

ANSWERS

1 considering
2 reject
3 reached
4 'm in favour of
5 go along with

TAPESCRIPT

1 I think it's definitely worth considering.
2 Maybe we should reject that option.
3 So, have we reached a decision?
4 Personally, I'm in favour of that option.
5 I'll go along with that.

Exercise 5 3.18

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

ANSWER

They decide to buy Mario's.

TAPESCRIPT

Jane Shall we look at the last one?
Ben Yes – The Corner Café. It's on the corner of Green Street and Mansion Avenue.
Jane That's a little far from the centre of town.
Ben Yes, but it's a nice little café. Good reputation, plenty of regular customers. I think it's definitely worth considering.
Jane Really? How many tables?
Ben Fifteen. It's a bit smaller than we would like, I admit.
Jane And the location isn't great either.
Ben OK, you've got a point. On reflection, maybe we should reject that option.
Jane I agree.
Ben So, have we reached a decision?
Jane Yes, I think we have. Personally, I'm in favour of buying Mario's.
Ben I'll go along with that. It seems the only choice, really. It's big enough and the location is perfect.
Jane Absolutely. Well, let's get on the phone …

Exercise 6

- Students prepare a dialogue in pairs. Monitor and help.

Exercise 7

- Students act out their dialogues to the class.

Follow-up

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Discussing merits of proposed changes

1 3.19 **Look at the three pictures. What changes can you see between the 'now' picture and the two options? Which do you prefer? Then read and listen to the dialogue. What benefits and drawbacks of the proposed changes to the town centre do they mention?**

Eric What do you think of the changes they're proposing to make in the town centre?

Kerry I quite like the plans for the pedestrianized area. But I don't like the idea of the new multi-storey car park. And they'll have to knock down all those lovely old buildings to make room for it.

Eric True. But they're in very poor condition, practically falling down. The whole area is very run down.

Kerry There must be something else they could do, though. Renovating the buildings would seem like the best option to me. And anyway, why are they building a car park when they should be encouraging people to use public transport, or cycle, or walk? To my mind, building a car park is a step backwards.

Eric I don't know. It's impossible to find a parking space now. The new car park'll attract people into the town, and that'll be good for the shops and cafés.

Kerry That's not how I see it at all. If the town centre becomes even more congested, everyone will avoid it like the plague. Shops and cafés will be worse off, not better off.

Eric I think it'll make things easier for people, especially elderly people. My gran'll love it – she'll be able to park in the multi-storey and walk straight into the new shopping mall. She won't have to carry all her shopping home on the bus.

Kerry That's a fair point.

2 Complete these expressions from the dialogue.

1 (That) would seem like the best _____ to me.
2 To my _____, building a car park …
3 I don't _____.
4 That's not how I _____ it al all.
5 That's a fair _____.

3 3.20 **Listen to the continuation of the dialogue. What further benefits and drawbacks do they mention?**

4 Put the expressions from exercise 2 in the correct group (A–C).

A Giving opinions
one advantage of … is (that) …
one drawback of … is (that) …
Personally, I think that …

B Disagreeing
I don't accept that.
I disagree with the view that …

C Conceding a point
True.
Yes, I suppose you're right.
Yes, I hadn't thought of that.

5 Work in pairs. Each choose one plan from exercise 1 and think about its merits. Consider the questions below and make notes. Your answers to exercise 4 will help.

1 Which would be better for (a) young people (b) families (c) elderly people?
2 Which is visually more attractive?

6 Discuss the plans with your partner using your notes from exercise 5. Think about the drawbacks of your partner's plan. Give your opinion and react to your partner's points using expressions and phrases from exercises 2 and 4.

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EVERYDAY ENGLISH 4

Discussing merits of proposed changes

Target language

Listening: two people discussing proposed changes to a town centre

Vocabulary:
Giving opinions – one advantage of … is (that) …; one drawback of … is (that) … ; Personally, I think that … ; (That) would seem like the best [option] to me; To my mind, building a car park …
Agreeing/Partially agreeing – That's how I see it, too; I go along with that.
Disagreeing – I don't accept that; I disagree with the view that … ; I don't know; That's not how I see it at all.
Conceding a point – True; Yes, I suppose you're right; Yes, I hadn't thought of that; That's a fair point.

Speaking: two people discuss proposed changes to a town centre

Exercise 1 3.19

- Elicit or pre-teach the meaning of these words: *pedestrianized, run down, congested, avoid (something) like the plague*
- Play the CD for students to listen and do the task. Check the answers.

ANSWER

Benefits:
The car park will attract more people and be good for business.
The car park will be good for elderly people.
Drawbacks:
The multi-storey car park is a step backwards as it encourages people to drive.
It would mean losing the lovely old buildings.
Too many people will make the town congested.

Exercise 2

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

ANSWERS

1 option
2 mind
3 know
4 see
5 point

Exercise 3 3.20

- Elicit or pre-teach the meaning of these words: *functional, impersonal, landscaped, water feature*
- Students do the task individually. Check the answers.

ANSWER

Benefit:
The shopping mall will offer a good range of shops.
Drawback:
The shopping mall is soulless and impersonal

TAPESCRIPT

Eric What I don't like is the new shopping mall. It's all concrete and glass. Really functional and impersonal.
Kerry I couldn't agree more. It looks totally soulless. But I imagine there'll be a great range of shops. There always is in malls like that – we'll be able to get practically everything we need in one place.
Eric But the shops'll be mostly big chain stores, and they're the same all over the country. It would be nice to have some little independent retailers there too – like in the plans for the pedestrianised area.
Kerry I suppose. They've tried to make it quite nice though. They've planted some trees and there's a landscaped area outside, with a water feature.
Eric Is that what it is? I think I preferred what was there before, though, the little row of shops and that nice café.
Kerry It wasn't nice. The food was really greasy.
Eric I liked it.
Kerry There's no accounting for taste.

Exercise 4

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

ANSWERS

A (That) would seem like the best option to me; To my mind, building a car park …
B I don't know; That's not how I see it at all.
C That's a fair point.

Exercise 5

- Give students two or three minutes to make notes about the merits of their plan and the drawbacks of their partner's.

The shopping mall will offer a good range of shops.
Drawback:
The shopping mall is soulless and impersonal

Exercise 6

- Circulate as they do the task, making notes of any mistakes that you want to highlight, including pronunciation. At the end, ask a pair to re-enact their discussion.

EXAMPLE ANSWER

A What I don't like is the new multi-storey car park. It's all concrete. It's too functional and impersonal. Personally, I think they should reduce the amount of parking in the town centre.
B I couldn't agree more. It looks totally out of place. But I imagine there'll need to be plenty of parking to support the shops. If people can't get there easily, they'll go to the out-of-town shops instead.
A I don't accept that. The shops out of town, with the big car parks, are mostly big chain stores, and they're the same all over the country. People come to the town centre to shop at the little independent retailers. And people will come for the pedestrianized area, too.
B I suppose. They have done a very nice job making it pedestrian-friendly.
A That's how I see it. They've made it a much nicer place to walk.

Follow-up

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Giving a presentation

1 3.21 **Read and listen to Emma's presentation. Is she an environmentalist?**

Emma The first thing I'd like to say is that I don't agree with the statement that environmentalism is a waste of time. I don't think it's true that environmentalists are wasting their time. All human life depends on nature and on the environment. Environmentalists simply want to save the natural world because people everywhere need the natural world to survive.

One reason environmentalists want to save endangered plants and animals is because we need them for food. Bees, for example, not only make honey, but they also help to, er, they make it so plants can grow – the plants … the plants we grow for food – if you understand what I mean.

Other people are environmentalists because they think that plants and animals are beautiful and that humans have the responsibility to care for them. They argue that it is natural for humans to take care of the world around them. I agree with this view.

Let me see … Uh, now, as far as the arguments against environmentalism are concerned, it is sometimes argued that humans are the most important creatures on Earth, and that we have a right to use the Earth's resources as we please. However, as I said earlier, we all depend on the natural world for life. If we allow the bees to die, we will not be able to grow food. So we can dismiss this argument out of hand.

To summarize then, I don't believe environmentalists are wasting their time. On the contrary, I think taking care of the environment must be one of the most important things a person can do.

2 **Read the presentation again. Complete the expressions from the presentation.**

1 Changing the subject: As _____ the arguments against environmentalism are concerned …
2 Acknowledging an opposing view: It _____ that …
3 Dismissing and opposing view: We can _____ out of hand
4 Referring to something said earlier: _____ earlier …

Speaking tip

Giving a presentation

1 Present your strongest argument first.
2 Acknowledge the opposing view and then give a counter-argument or restate your own opinion.
3 When you are thinking what to say next, use fillers.
4 When you don't know the English for something, try to paraphrase.
5 Look at the examiner and speak loudly and clearly. Try to sound confident.

3 3.22 **Read the *Speaking tip* and the task below. Then listen to the student doing the task and answer the questions.**

1 To what extent does the speaker follow the advice?
2 Which arguments do you find the most persuasive? Why?

'To be an environmentalist is a waste of time.' Do you agree or disagree? Present your opinion, giving arguments to support your view. Speak for a maximum of three minutes.

4 **Add to the table below the phrases the speaker in exercise 1 used for structuring her presentation.**

Changing the subject
I'll now turn to …
I'd like now to deal with …
As far as the arguments against environmentalism are concerned
1 _____

Acknowledging the opposing view
I freely admit that …
Others take a different view.
It is sometimes argued that
2 _____

Dismissing an opposing view
I don't accept there's any merit in the argument that …
I entirely reject the notion that …
We can dismiss this argument out of hand.
3 _____

Referring to something said earlier
Returning to (the issue of … / the point about …)
To restate the main argument
As I said earlier …
4 _____

5 **Work in pairs. Choose one of the statements below. Decide if you agree or disagree and brainstorm two or three additional arguments to support your opinion. Include at least one opposing argument. Make notes.**

a To reduce air polliution, all countries should enforce days when driving is forbidden.
b Every country should reduce spending on the military and increase spending to save the environment.
c Humans are the biggest threat to the Earth's survival.

6 **Give your presentation to the class. Speak for a maximum of three minutes. Follow the advice in the *Speaking tip* and use some of the phrases in exercise 4.**

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EVERYDAY ENGLISH 5

Giving a presentation

Target language

Listening: two people give a presentation agreeing or disagreeing with the statement 'To be an environmentalist is a waste of time'.

Vocabulary:
Changing the subject – I'll now turn to …; I'd like now to deal with …; As far as the arguments against environmentalism are concerned; Moving on to my second argument …
Acknowledging the opposing view – I freely admit that …; Others take a different view; It is sometimes argued that …; There is some merit in the argument put forward by environmentalists
Dismissing an opposing view – I don't accept there's any merit in the argument that …; I entirely reject the notion that …; We can dismiss this argument out of hand; I don't think this argument holds water
Referring to something said earlier – Returning to (the issue of … / the point about …); To restate the main argument …; As I said earlier …; To reiterate the point I made at the start …

Speaking: a presentation agreeing or disagreeing with a statement

Exercise 1 3.21

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

ANSWER

Yes, she is an environmentalist.

Exercise 2

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

ANSWERS

1 far as
2 is sometimes argued
3 dismiss this argument
4 As I said

Exercise 3 3.22

- Students do the task individually. Check the answers.

ANSWER

1 The first argument the speaker gives probably isn't his strongest.
2 He does acknowledge the opposing view and give a counter-argument or re-state his opinion.
3 He uses fillers.
4 He doesn't paraphrase as well as Emma did.
5 He doesn't sound very confident at first.

TAPESCRIPT

Er right. Well, er… First of all I'm going to state my own opinion: I agree that to be an environmentalist is a waste of time and I don't believe there are any valid reasons for calling yourself an environmentalist. Er, … Why do I believe that? I think er, there are a number of reasons. Firstly, we do not live in a perfect world. It would be nice if people didn't need to use animals and plants. But that is not a realistic view. The needs of people are the most important. So trying to stop deforestation or save pandas is harmful to people. I'm a person and you're all people. Unfortunately, to stay alive, we need to use things in the natural world. I think it is people who want to save animals that are, er, … I don't know the word … . Anyway, I think they are wasting their time.
Moving on to my second argument, er, what would an environmentalist do if a wild animal attacked a member of their family? What if the only way of preventing the attack was to hurt the wild animal, and possibly kill it? There is some merit in the argument put forward by environmentalists that we need some things in the world, so we should protect them, but in the circumstance I've just outlined, I don't think this argument holds water.
I'd like to conclude by saying that I think the arguments in favour of the statement are stronger than those against, and to reiterate the point I made at the start, that there aren't any valid reasons for being an environmentalist.

Exercise 4

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

ANSWERS

1 Moving on to my second argument …
2 There is some merit in the argument put forward by environmentalists
3 I don't think this argument holds water
4 To reiterate the point I made at the start …

Exercise 5

- Give students five or six minutes to make notes about one of the statements. Circulate as they do the task, making notes of any mistakes that you want to highlight, including pronunciation. At the end, ask a pair to re-enact their discussion.

Exercise 6

- Students give their presentations to the class.

SAMPLE ANSWER

The first thing I'd like to say is that I don't agree with the statement that there should be some days where driving is forbidden. People need to be free to go about their business, and this should include driving. This rule would cause too many problems for too many people.
I freely admit that cars cause air pollution, but that doesn't mean we need to completely stop using them on certain days.
I'll now turn to what I think would be a better solution. Instead of forbidding driving on certain days, why not encourage people to choose a day on their own when they don't drive? This would allow people to make their own arrangements more easily.
I entirely reject the idea that driving should be outlawed on certain days. As I said before, this rule would cause too many problems for too many people.
To summarize then, I don't believe that driving should be forbidden on certain days On the contrary, I think encouraging people not to drive as much, and giving them the freedom to choose when they don't drive, is a much better idea.

Follow-up

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Comparing, contrasting and reacting to photos

1 3.23 **Read and listen to two people talking about achievements. Match each speaker with one of the four descriptions below.**

1 I was thrilled to bits to accept the award, but there are a whole bunch of people without whose hard work and dedication these discoveries would never have been made. And I can tell you, they are jumping for joy. They have worked tirelessly, day in day out, over many years, recording the results of tests and analysing vast amounts of data. So, yes, of course we are delighted, but we have to keep our feet on the ground. It is very difficult to secure funding for the type of research we carry out, so in practical terms, the prize money simply means that we can carry on with our research for another year, which is a great relief.

2 I was in shock. It was just so humbling. I don't know what I did to deserve this. There were so many other great performances that the judges could have chosen. I felt so, so … unworthy! But of course, it is such an honour and I'm on top of the world and I just want to say a big thank you to everyone who made this possible, and dedicate this award to my mum and dad.

a a film star
b a sports star
c a scientist
d an author

2 **Match 1–4 with a–d to complete the expressions.**

1 I'm on top	**a** for joy.
2 They are jumping	**b** of the world.
3 It is such	**c** to bits.
4 I was thrilled	**d** an honour.

3 **Work in pairs. Read the task. Compare and contrast the photos below using the prompts. Use the expressions in exercise 2 to help you.**

1 What have they won?
2 How do you think they are feeling?
3 How similar are their achievements?

These photos show people who have won something. Compare and contrast the photos. Say what you think motivated them, what they did to achieve success, and how it might affect their lives.

4 3.24 **Listen to a student answering the second part of the task. Do you agree with her opinions? Give reasons.**

5 **Which of these phrases for concession and counter-argument does the speaker use? Which are adverbs and which are conjunctions?**

Concession and counter-argument

although even though all the same and yet
granted even so having said that in spite of this
it's true that mind you much as nevertheless
nonetheless though yet

6 **Rewrite the sentences using the words in brackets. Sometimes you will need to make two sentences into one, and vice versa.**

1 I'd like to be rich. Nevertheless, I'm not prepared to work hard every day of the week. (much as)
2 He hardy did any revision for his exams and yet he managed to pass. (even though)
3 Much as I admire his achievements, he's neglected his family in his quest for success. (although)
4 Although she's worked really hard, she's never really go the recognition she deserves. (nonetheless)
5 Even though she's widely acknowledged to be the best actress of her generation, she's never won an Oscar. (yet)
6 The winning goal may have been lucky, but they deserved to win the match. (though)

7 **Work in pairs. Take it in turns to do the task. The student who is listening should think of two questions to ask when his/her partner has finished speaking.**

Task: **Compare and contrast the photos above. Answer the questions.**

1 What do you think these people have done to achieve their awards?
2 Which person do you admire more? Why?
3 What does it take to be successful?
4 What do you consider success to be?

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EVERYDAY ENGLISH 6

Comparing, contrasting and reacting to photos

Target language
Listening: Two people talk about things they have won. A student gives an opinion about lottery winners.
Vocabulary: Words for concession and counter-argument – although; even though; all the same; and yet; granted; even so; having said that; in spite of this; it's true that; mind you; much as; nevertheless; nonetheless; though; yet
Speaking: In pairs, students compare two photographs.

Exercise 1 3.23

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

ANSWER

1 = c (scientist)
2 = a (film star)

Exercise 2

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

ANSWERS

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

Exercise 3

- Students do the task. Check the answers.

ANSWER

1 The first person has won an award for having a large moustache, the second is an athlete.
2 The moustache contest winner looks thrilled to bits. The athlete is also probably on top of the world, and feels that it's such an honour to receive a medal.
3 Their achievements are not very similar. The moustache contest winner simply grew a moustache, while the athlete has been rewarded for both skill and hard work.

Exercise 4 3.24

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

TAPESCRIPT

In the case of the moustache contest winner, I think he was probably motivated by a desire to be a little bit famous. **Having said that**, he may just have wanted to have some fun and may not care at all about fame. As for the athlete, most sportspeople are driven by a desire to win, **although** some have pushy parents who've encouraged them from an early age – so it's possible they're motivated by a desire to please their parents.
I don't think the moustache contest winner did anything really special to achieve success. **Granted**, they may have taken a lot of time and care in grooming, and also may have had to put up with being made fun of, but that doesn't compare with the time, effort and commitment needed to become a world-class athlete. **Mind you**, some runners have enormous natural talent and they love training, so it's no real hardship for them.
Lots of aspiring athletes who aren't yet rich say that if they do become rich and famous, the money won't change them. But **much as** they might like to keep their old friends and lifestyle, I think they'll find it really difficult. They'll want a big new house, new car, they'll go on expensive holidays … they're bound to start mixing with other people. As for the moustache contest winner, I doubt his life will change very much. **It's true**, he'll probably get a small cash prize, and some media attention, but it's unlikely his life will change fundamentally.

Exercise 5

- Explain that *concession* and *counter-argument phrases* are formal linguistic terms to describe words like *but* and *although*.
- Ask students how we know which is an adverb and which is a conjunction. (A conjunction is followed by a clause. An adverb is followed by a comma if it is at the beginning of the sentence or can come at the end of a sentence.)

ANSWERS

The speaker uses: *Having said that, although, granted, mind you, much as, it's true*
Adverbs *all the same, granted, even so, having said that, in spite of this, mind you, nevertheless, nonetheless, though*
Conjunctions *although, even though, much as, and yet, it's true that, yet, though*
NB *Though* can be used as a conjunction, or as an adverb at the end of a sentence.

Exercise 6

- Students do the exercise individually before checking it in pairs.
- Remind students that a comma is needed after a concession adverb and at the end of a concession clause.

ANSWERS

1 Much as I'd like to be rich, I'm not prepared to work hard every day of the week.
2 Even though he hardly did any work for the exam, he managed to pass.
3 Although I admire his achievements, he's neglected his family in his quest for success.
4 She's worked really hard. Nonetheless, she's never really got the recognition she deserves.
5 She's widely acknowledged to be the best actor of her generation, yet she's never won an Oscar.
6 Though the winning goal may have been lucky, they deserved to win the match.

Exercise 7

- Students do the task in pairs.
- Circulate and monitor, noting examples of good language as well as mistakes to highlight in a feedback session.

Follow-up

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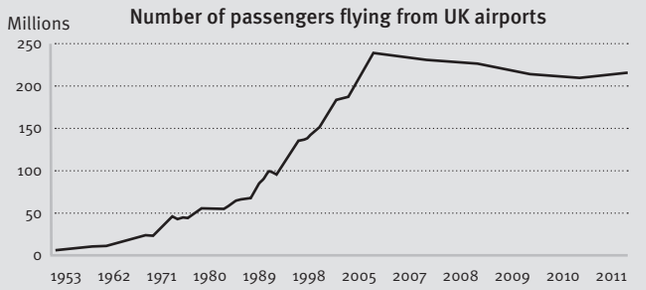
A persuasive presentation describing cause and effect

1 **Look at the graph. What aspect of foreign travel does it show?**



2 3.25 **Read and listen to the presentation. Do you agree or disagree with the speaker's view?**

Should people be encouraged to travel abroad on holiday, or discouraged from it?

On the whole, I am of the opinion that people should not be encouraged to travel abroad on holiday. The fact is that a vast increase in the number of flights over recent years has **resulted in** increased carbon emissions, and this has clearly had a detrimental effect on the earth's atmosphere. Climate change, then, is a major concern, but by no means the only one. Tourism can have a negative impact on the physical environment, too, especially in popular destinations like coastal resorts. An increase in the number of visitors inevitably **leads to** expansion and development. For example, big hotels spring up along the coast, usually to the detriment of the local environment – and in most cases it was the local environment that was **the reason for** the resort's popularity in the first place. Furthermore, more hotels and more restaurants inevitably **mean** more strain on the local infrastructure, too. I think this is especially true in remoter and poorer parts of the world, for example in Africa and Asia, where the local population broadly speaking consumes less energy, less water and less food than the visiting tourists. The increased demand for water, for example, can pose a threat to rivers and lakes, which may dry up or become unsuitable as a habitat for wildlife. Admittedly, the local people benefit from the money that tourists spend while they are on holiday, but I don't think the benefits to local people outweigh the damage that tourism does.

So, to sum up, **the consequences of** more flights will be increased climate change, and further damage to the places which the tourists visit. For these reasons, I strongly believe that people should be discouraged from travelling abroad.

3 **Complete the sentences with the words in bold.**

1 An increase in tourism often _____ an increase in jobs for local people.
2 Better facilities for tourists _____ that they will have a good experience on holiday.
3 Over the past ten years, the increase in visitors _____ damage to the natural environment.
4 _____ of having too many tourists will be damage to the local environment.
5 Damage to the environment is _____ an increase in eco-tourism.

4 3.26 **Listen to another presentation on the same topic. Complete the sentences.**

1 For _____, I think its particularly important for people to travel.
2 Climate change is partly _____ _____ carbon emissions from planes.
3 The _____ _____ travel is to learn about other cultures.

5 **Which presentation do you think was more persuasive, the one in exercise 1 or the one in exercise 3?**

6 **Match 1–8 to a–h to make complete sentences.**

1 Increased carbon emissions have clearly had a detrimental
2 Climate change, then, is a major
3 Tourism can have a negative
4 Big hotels spring up along the coast, usually to the
5 I don't think the benefits to local people outweigh
6 When the purpose of travel is to learn about other cultures, it's clearly of mutual
7 I don't think we can avoid doing
8 We should endeavour to minimise the damage

a effect on the earth's atmosphere.
b benefit to the tourist and the local people.
c the damage that tourism does.
d detriment of the local environment.
e we cause to the environment.
f concern, but by no means the only one.
g harm altogether.
h impact on the physical environment.

7 **Complete the phrases with the words below.**

broadly by in in on to

Generalizing

1 _____ the whole
2 _____ a great extent
3 _____ general
4 _____ and large
5 _____ most cases
6 _____ speaking

8 **Read the task below. Make notes about your opinion and arguments that support it. Include at least one opposing argument. Think about the environment, economic benefits/drawbacks, quality of life for you compatriots, and the image of your country abroad.**

To what extent does tourism benefit your country? Should it be encouraged? Give reasons for your opinions.

9 **Prepare a presentation of no more than three minutes using some of the phrases and collocations from exercises 2, 3 and 6.**

10 **Give your presentation to the class.**

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EVERYDAY ENGLISH 7

A persuasive presentation describing cause and effect

Target language
Listening: Two people give persuasive presentations using cause and effect.
Vocabulary: leads to; mean; result in; the consequences of; the reason for; for this reason; due to; have a detrimental effect on; a major concern; have a negative impact on; to the detriment of; pose a threat to; the benefits outweigh the damage; benefit from; mutual benefit to; avoid doing harm; minimise the damage
Speaking: Students give persuasive presentations describing cause and effect.

Exercise 1

- Students look at the photo, then answer the questions in pairs.
- Ask pairs for thie ideas to share with the rest of the class.

Exercise 2 3.25

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

ANSWER

Students' own answers

Exercise 3

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

ANSWERS

1 leads to **2** mean **3** resulted in **4** The consequences **5** the reason for

Exercise 4 3.26

- Students do the task. Check the answers.

ANSWERS

1 this reason **2** due to **3** purpose of

TAPESCRIPT

I don't believe in general that people should be encouraged to travel abroad on their holidays. On the other hand, nor do I think that people should be discouraged from doing so. People clearly benefit from foreign travel – they learn about other cultures, they broaden their horizons, and by and large it does teach them to be more tolerant and understanding. For this reason, I think it's particularly important for people to travel, especially when they are young. Tourism can also be beneficial to the people who live in the tourist destinations – for much the same reasons.

However, having said that, there's been much discussion in recent years of the impact that travel in general and air travel in particular has on the environment. Climate change is partly due to carbon emissions from planes, but rather than discouraging people from travelling, what I think we should do is encourage them to use forms of transport that have a less adverse effect on the environment, such as trains. Moreover, we should encourage people to travel to places where they are less likely to compromise the wildlife, environment or the local community.

In summary, then, when the purpose of travel is to learn about other cultures, it's clearly of mutual benefit to the tourist and the local people. People have to travel, and we all need holidays, so I don't think we can avoid doing harm altogether. However, we should endeavour to minimise the damage we cause to the environment by seeking alternatives to flying.

Exercise 5

- Students do the task individually. Check the answers.

Exercise 6

- Elicit an explanation of *outweigh* (are greater than) and practise the pronunciation of *detriment* / 'detrɪmənt/. compared to detrimental /ˌdetrɪ'mentl/, where the main stress shifts to the penultimate syllable, and / ɪn'vaɪrə(n)mənt / where the 'n' can be silent.
- Students do the task individually. Check the answers.

ANSWERS

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

Exercise 7

- Students do the exercise individually before checking it in pairs.

ANSWERS

1 on **2** to **3** in **4** by **5** in **6** broadly

Exercise 8

- Students do the task in pairs. Circulate and monitor.

Exercise 9

- Students do the task in pairs, preparing their presentation in note form. Tell them to include at least three different structures expressing cause and effect and two phrases for generalizing. Encourage them to rehearse with a partner, who can give them feedback before they present to the whole class.

Exercise 10

- Students make their presentations to the class.

EXAMPLE ANSWER

On the whole, I am of the opinion that tourism should be encouraged in my country. The fact is that an increase in the number of tourists over recent years has **resulted in** increased quality of life for people in areas that tourists visit. While it's true that tourism can have a negative impact on the physical environment, especially in popular destinations like coastal resorts, tourism also can raise awareness of how important it is to take care of these areas.

An increase in the number of visitors **leads** to expansion and development. For example, big hotels spring up along the coast. This means more jobs for local people, and increased money in our country's economy. Furthermore, more hotels and more restaurants mean more opportunities for people from other nations to meet people from our country and to learn about it.

So, to sum up, **the consequences of** more tourism in our country will be increased economic prosperity, cultural exchange, and preservation of the natural environment. I strongly believe that people should be encouraged to visit us from abroad.

Follow-up

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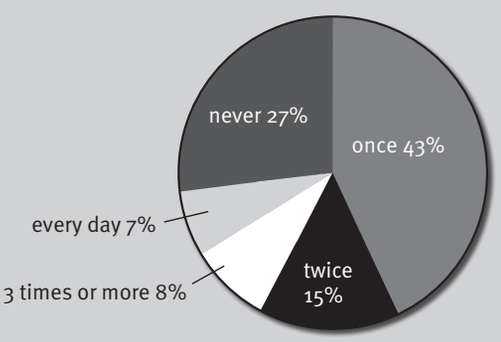
Explaining charts, tables and graphs

1 3.27 **Read and listen to the descriptions. Match each description to the chart it's describing.**

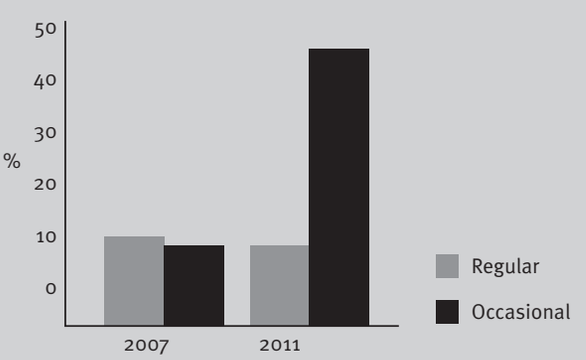
1 This chart shows the result of a survey in which people were asked about their eating habits. It's easy to see at a glance that the vast majority of people eat fast food once a week. But what's even more interesting to me is that more than one quarter of people never eat fast food at all. The smallest group, however, is that group that eats fast food every day.

2 These statistics show how different age groups approach healthy eating. It's interesting to see that for teenagers, the least common approach to healthy eating is to avoid sweet foods. The two age groups are the most similar in the fact that both see eating vegetables as important. Clearly, as we become older, healthy eating becomes more important.

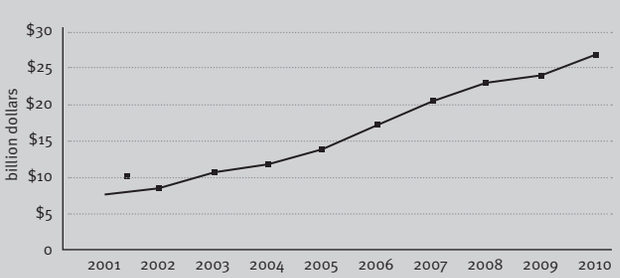
A



B



C



D

	Avoiding fat	Avoiding sugars	Eating a lot of vegetables
Teenagers	25%	17%	53%
65s and over	49%	44%	77%

2 **Work in pairs. Match the charts (1–4) with the names and their descriptions (a–d).**

bar chart graph pie chart table

1 _____ ideal for ☐ 3 _____ ideal for ☐
2 _____ ideal for ☐ 4 _____ ideal for ☐

a displaying statistics which total 100%
b showing how a situation has changed over time
c visually comparing two related sets of statistics
d presenting a variety of statistical information in a clear but non-diagramatic form.

3 3.28 **Listen to two people talking about different charts. For each speaker, identify the general topic of the chart being described.**

Speaker 1 _____
Speaker 2 _____

4 3.28 **Listen again. Tick the expression (a or b) that the speakers use. (Both are valid expressions.)**

1 **a** … seeing it in this form really brings it home to you …
b … the way it is presented helps to emphasize …
2 **a** There's a strong tendency to reject … / embrace …
b There's a definite trend away from … / towards …
3 **a** … the rate has remained quite stable …
b … the rate has not fluctuated very much …
4 **a** There has been a slight increase / decrease in …
b … has increased / decreased marginally.
5 **a** The significance of this is that …
b This is significant because …

Speaking tip

When you are talking about charts and statistics, do not simply report the information they contain. Give a personal reaction, too. What is surprising or important about the information?

5 **Prepare a presentation of no more than three minutes describing image B or C from exercise 1. Use some of the expressions in exercise 4 and the information in the *Speaking tip*.**

6 **Give your presentation to the class.**

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EVERYDAY ENGLISH 8

Explaining charts, tables and graphs

Target language

Listening: One person describes a chart, another describes a table. Then two people describe charts.

Vocabulary: … seeing it in this form really brings it home to you …;
… the way it is presented helps to emphasize …;
There's a strong tendency to reject … / embrace …;
There's a definite trend away from … / towards …;
… the rate has remained quite stable …;
… the rate has not fluctuated very much … ;
There has been a slight increase / decrease in …;
… has increased / decreased marginally;
The significance of this is that …;
This is significant because …

Speaking: Students describe a chart.

Exercise 1 3.27

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

ANSWERS
1 A **2** D

Exercise 2

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

ANSWERS
1 bar chart c
2 pie chart a
3 graph b
4 table d

Exercise 3 3.28

- Students do the task. Check the answers.

ANSWERS
1 energy consumption
2 immigration and emigration

TAPESCRIPT
Speaker 1 I suppose the information itself isn't that surprising, but seeing it in this form really brings home to you how important things like solar energy and wind power have become in recent years. There's a definite trend away from conventional power stations and towards alternative forms. In particular, power companies which advertise their green credentials are definitely attracting a lot of customers.
Speaker 2 This chart shows how many people have left and entered the country every year for the past decade. As far as emigration is concerned, the rate has remained quite stable throughout that period. When we look at the trend for immigration, we can see that there has been a slight increase in numbers of immigrants from other European countries and a slight decrease in numbers from developing countries. This is significant because it contradicts the assumptions which many people make about the situation.

Exercise 4 3.28

- Students do the task individually. Check the answers.

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

Exercise 5

- Students do the task in pairs.
- Circulate and monitor.

Exercise 6

- Students make their presentations to the class.

EXAMPLE ANSWERS
B This chart shows fair-trade-product buying habits. The most interesting aspect is the comparison between the numbers of people who bought fair trade occasionally in 2007 compared with those who bought occasionally in 2011. I think it's also surprising that there was actually a decrease in the number of people buying fair trade between 2007 and 2011.
C This chart shows the trend in sales of organic food. What we can see is a steady increase in sales over a ten-year period. Interestingly, in about 2008, it looks as though sales are levelling off, however in the following year, we see an increase again. What's significant about the chart is the clear and continued growth it shows us.

Follow-up

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Speculating and drawing conclusions

1 **Look at the photograph. Answer the questions.**

1 Where do you think the man is?
2 Why do you think he is attempting to hide?
3 How successful do you think he is?

2 🎧 3.29 **Read and listen to the description of a photo. How similar are their ideas to yours?**

Judging by the fact that there are lots of trees and a wide river, I'd say that the photo was taken in the rainforest, or some such place. The fact that he's got a camera would suggest that he's some kind of photographer or cameraman. He's sitting on what looks like a wooden platform, so obviously he wants to be high up, as it were. Perhaps he's trying to film some bird or other. It's clear from the fact that he's built a special platform that he's planning to be there for a long time. He's brought a lot of stuff with him too. I'd say from his body language that he hasn't been very successful, though. He looks really bored and fed up.

3 **Complete the speculations using the words in the box.**

clear judging looks say suggest

1 _____ by the fact that ... , I'd say that ...
2 The fact that... would _____ that ...
3 It's _____ from the fact that ... that he's ...
4 I'd _____ from ... that ...
5 He _____ ...

4 **Use the prompts to make sentences. Include phrases from exercise 3 for drawing conclusions.**

1 there's a microphone → it's a video camera (judging by the fact / I'd say)
2 he has a grey beard → he's quite old (The fact that / would suggest)
3 he's chosen this career → he likes being alone (so obviously)

Speaking tip

Vague language
Words like *thing* and *stuff* are useful when it isn't possible to be more precise about what you see. You can also use phrases like *some kind of* and *some ... or other*.

5 **Read the *Speaking tip*. Find examples of vague language exercise 2. Then use the same language to make these sentences more vague.**

1 He's wearing a coat made of feathers.
2 She's carrying a parcel.
3 He appears to be chasing an animal.

6 **Work in pairs. Look at the photo. Discuss these questions.**

1 What steps has the person taken to make himself hard to see?
2 Why do you think he has taken those steps?
3 How would you feel if you were in this situation?

7 **Using exercise 1 as a model, speculate about what's going on in the picture.**

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EVERYDAY ENGLISH 9

Speculating and drawing conclusions

Target language:

Listening: A speaker speculates about a photo.

Vocabulary: Judging by the fact that … , I'd say that …; The fact that… would suggest that …; It's clear from the fact that … that he's …; I'd say from … that …; He looks …

Speaking: Students speculate about a photo.

Exercise 1

- Students do the task individually or in pairs. Check the answers. There are no correct or incorrect answers, because the students are speculating.

Exercise 2 3.29

- Play the CD for students to listen and do the task.

Exercise 3

- Students do the task. Check the answers.

ANSWERS

1 Judging
2 suggest
3 clear
4 say
5 looks

Exercise 4

- Students do the task individually. Check the answers.

POSSIBLE ANSWERS

1 Judging by the fact that there's a microphone, I'd say it's a video camera.
2 The fact that he has a grey beard would suggest that he's quite old.
3 He's chosen this career, so obviously he likes being alone.

Exercise 5

- Read the speaking tip together. Ask students to find examples of vague language in exercise 1.

ANSWERS

Vague language in exercise 1:

1 or some such
2 some kind of
3 what looks like
4 some bird or other

Possible sentences:

1 He's wearing a coat made of feathers or some such material.
2 She's carrying some kind of parcel.
3 He appears to be chasing some animal or other

Exercise 6

- Students do the exercise in pairs.

Exercise 7

- Students do the exercise in pairs.

EXAMPLE ANSWERS

Judging by the fact that there are lots of penguins and plenty of snow, I'd say that the photo was taken in Antarctica, or some such place in the Southern Ocean. The fact that he's dressed as a penguin would suggest that he's some kind of researcher who is trying to observe penguins. He's even trying to stand like a penguin, so obviously he wants to fit in, as it were. Perhaps he's trying to record the sound of penguins up close. It's clear from the fact that the penguin in front of him isn't reacting that he has succeeded in his task. He looks as though he's having a good time!

Follow-up

Workbook Functions Bank page 89

Giving an effective presentation

1 3.30 **Read and listen to an extract from a student's presentation. What is the speaker talking about?**

Give a presentation about one thing which, in your opinion, the world would be better off without.

There are two main reasons why I would like to put an end to it. Firstly, because of the mess it creates. When people get bored with it, they often spit it out onto the pavement where it gets trodden into the paving stones. It's almost impossible to clean off, and so, gradually, the pavements in our cities get more and more covered with ugly, dark blotches. The other thing I can't stand is the way it looks when people are chewing it. Maybe I'm a bit of a snob, but I think it looks really uncouth. The worst thing is when people blow … er … what are those things you can blow with it? The word is on the tip of my tongue. No, sorry, I can't remember. Anyway, it looks bad. I also think …

2 **What does the speaker say that means "I can almost think of the correct word, but not quite."**

3 3.31 **Listen to three more extracts from presentations. What is each speaker talking about?**

Speaker 1 _____
Speaker 2 _____
Speaker 3 _____

4 3.31 **Listen again. Complete the phrases the students use when they forget a word. Then write the word they have forgotten.**

1 The word has just _____ my mind. _____
2 I can't quite remember what it's _____. _____
3 I can't put my _____ on it at the moment. _____

Speaking tip

Try not to panic if you forget a word while you are speaking. Just use one of the phrases from exercise 4 to admit it, and then find a different way to describe it.

5 **Read the *Speaking tip* Then put the phrases below under the correct heading A–D.**

It's quite similar to a …
It would come in handy for … *-ing* …
A (police officer) would probably have one of these.
It's a word that means …

A Specifying use
It's one of those things for *-ing* …
It's something you might use for …
It can be used to …

B Describing appearance
It's one of those things that has (a handle)
It looks a bit like a …
It's like a … only (smaller)

C Mentioning associates
You'd find it in / on / near …
It's something you'd expect to see if you were …
You might need one of these if you were …

D Giving a definition
It's a type of … that …
It's another word for …

6 **Play a word game to practise coping when you forget a word. Use phrases from exercise 4.**

- Everybody in the class writes three nouns on three pieces of paper.
- All the pieces of paper are put into one bag.
- One pair takes the bag and has one minute to score as many points as possible. Student A takes a piece of paper from the bag and describes the word to Student B without saying (or spelling) the word. Student B has to guess the word. The pair receives one point for each word correctly guessed. You are allowed to 'pass' if you cannot guess the word, but only twice.
- The pair with the most points wins. If there's a tie, the pair with the fewest passes wins.

7 **Think of your own answer to the question in exercise 1 and make notes.**

8 **Give a presentation. Begin with one of the phrases below and Beginning**

I'd	put a stop to put an end to put a halt to like to see the back of do away with	_____ because …

Correcting yourself
What I meant to say was …
What I should have said was …
Come to think of it …
Or rather, …

Paraphrasing
Or to put it another way …
In other words …
What I'm trying to say is …
The point I'm trying to make is …

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EVERYDAY ENGLISH 10

Giving an effective presentation

Target language
Listening: Extracts from presentations about one thing which, in the speaker's opinion, the world would be better off without.
Vocabulary: The word has just slipped my mind; I can't quite remember what it's called; I can't put my finger on it at the moment; language for specifying use, describing appearance, mentioning associates, giving a definition; self-correction and paraphrasing
Speaking: Speakers give a presentation about one thing which, in their opinion, the world would be better off without.

Exercise 1 3.30

- Play the CD for students to listen and do the task.

Exercise 2

- Students do the task. Check the answer.

ANSWER

The word is on the tip of my tongue.

Exercise 3 3.31

- Students do the task. Check the answers.

ANSWERS

Speaker 1: supermarkets
Speaker 2: exams
Speaker 3: mosquitoes

TAPESCRIPT

Speaker 1 One of the main problems is that they import food from all around the world. Often, a simple packet of green beans has flown half way around the world before it reaches the shelf. Think of the effect this has on air pollution.
Consumers have become so used to seeing perfect produce on shelves that they have forgotten what 'real' food looks like. They want apples that have been polished. They want lemons that have been made artificially shiny by adding a layer of … er … the word has just slipped my mind, but it's the stuff you make candles out of! So, for the average consumer, natural food now looks inadequate. The problem with this is that …

Speaker 2 Part of the problem is that they are not a good test of a student's knowledge or ability – they merely test how good that student is performing under pressure. There are many reasons why a clever, well-prepared student might do badly under those circumstances. He or she might not be feeling 100 per cent that day – or may be suffering from a headache. Is it right that the whole academic future of that person should be decided on one afternoon? A friend of mine suffers from … oh, I can't quite remember what it's called, but it's a kind of allergy that's caused by plants and flowers – particularly in the spring and summer, during exam season! She gets a headache, a runny nose, itchy eyes – and finds it impossible to concentrate! And yet she's one of the cleverest people I know …

Speaker 3 I honestly believe that the world would be a much better place if they did not exist – and a much healthier place too, because in biting humans they transfer diseases from one person to another. If they no longer existed, some very serious diseases would disappear overnight. The most obvious of these is … oh, what's the word? I can't put my finger on it at the moment, but it's a disease which is carried by mosquitoes and infects millions of people in hot countries. It's often fatal. We'd certainly be glad to see the back of mosquitoes – and yet, creatures like that never seem to be endangered. It's always cute, cuddly animals like giant pandas that are in danger …

Exercise 4 0.00

- Students do the task individually. Check the answers.

ANSWERS

1 slipped – wax
2 called – hay fever
3 finger – malaria

Exercise 5

- Read the speaking tip together. Students complete the exercise individually. Check the answers.

ANSWERS

It's quite similar to a … B
It would come in handy for *-ing* … A
A (police officer) would probably have one of these. C
It's a word that means … D

Exercise 6

- Focus on the instructions for the game. Make sure students understand that they should think of concrete nouns, whose appearance and use can be described. Appoint a student to be time-keeper.

Exercise 7

- Students do the exercise individually or in pairs.

Exercise 8

- Explain that the language for self-correction and paraphrasing, as well as the language in exercises 4 and 5, form part of a range of strategies that are used consciously or subconsciously to keep communication running smoothly.
- Students make their presentations to the class.

EXAMPLE ANSWER

Although the decisions are always made by the leaders of a country, it's usually the ordinary civilians – including innocent children – who suffer as a consequence. And the suffering continues for years, or even decades – especially when certain forms of weapon are used. Hundreds of children in Cambodia are killed or injured every year when they accidentally step on … er … one of those small bombs that soldiers bury in the ground. The correct word is on the tip of my tongue. But it's clear in my mind that this particular kind of weapon should be banned. The victims are …

Follow-up

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